



# *Georgia's Teacher Pipeline Collaborative*

## **A Partnership Study Supported by:**

- *The Georgia Association of Colleges for Teacher Education (GACTE)*
- *The American Association of Colleges for Teacher Education (AACTE)*
- *The Professional Association of Georgia Educators (PAGE)*
- *The Georgia Association of Educators (GAE)*

## Overview

- Prompted by several reports<sup>1</sup> and discussions with educational leaders, GACTE began looking at the teacher pipeline in Georgia and receiving input on ways to increase teacher recruitment and retention.
- An initial meeting was held during a GACTE Conference where three main action items were identified including
  - *Elevate Teacher Voice in the school and in policy and legislation;*
  - *Re-imagine induction and mentoring to increase the dignity and honor of the profession; and*
  - *Raise the profile of teachers in Georgia.*
- A second meeting sponsored by Kennesaw State University, brought the collaborative together to look at strategies from the first meeting and suggest potential action items.

# **First Meeting Invitees**

**Georgia Association of Colleges for Teacher Education,  
Professional Association of Georgia Educators,  
Georgia Association of Educators,  
Georgia Partnership for Excellence in Education,  
University System of Georgia Educator Preparation and Policy,  
Georgia Department of Education Teacher and Leader Support and Development,  
Historically Black Colleges and Universities,  
Georgia Association of Teacher Educators,  
Governor's Office of Student Achievement,  
Georgia Association of Independent Colleges of Teacher Education,  
The Georgia Professional Standards Commission Educator Preparation Division,  
Georgia Association of Educational Leaders,  
Georgia Educational Leadership Faculty Association,  
Georgia Power Community and Economic Development,  
Georgia Field Directors Association,  
Georgia Assessment Directors Association,  
Georgia School Counselors Association,  
Student Support Team Association of Georgia,  
Georgia Association of School Personnel Administrators,  
Georgia Association of Curriculum and Instruction Supervisors,  
Georgia Association of Elementary School Principals,  
Georgia Association of Middle School Principals,  
Georgia Association of Secondary School Principals,  
Georgia School Superintendent Association,  
Georgia House Education Committee Members and/or Chair, and  
Georgia Senate Education and Youth Committee Members and/or Chair.**

## What Next? Whose Voices Are Missing?

- GACTE sought support from AACTE to bring in ***two groups of teachers*** to receive input from the field.
- An AACTE State Chapter grant was awarded to help cover meeting expenses.
- The two teachers' organizations--Professional Association of Georgia Educators and the Georgia Association of Educators—matched the AACTE grant. Each organization selected up to 50 teachers each. ***Selection of diverse groups was a requirement.***
- Teachers confirmed what was shared by the various groups earlier and provided new insight and suggestions.
- A meeting was held with ***teacher candidates*** at the 2022 GACTE fall conference.

## Now What for Data Rich Partners—Time for Action

- From the meetings, two strands that require immediate attention were identified:
  - **Teachers Dropout** (lack of support, lack of acceptance as professionals, spotty support for pre-service and induction support, funding for teachers and classroom expenses, perceived and real safety issues)
  - **In-service Teachers Discourage Students from Entering the Profession**

### Actions to Address Issues:

- Paid Internship (addresses teacher professionalism, funding for teacher candidates, teacher shortage areas)
  - State of the State Survey
  - Bill to Support Paid Internships
- Longitudinal study of pre-service teachers initiated by GACTE Research Committee
- GACTE partnership with PAGE and GAE for “Day on the Hill” activities. Education candidates are present as Student Ambassadors



## *Time for Action Continued.....*

### **Need Power Partners Outside Education**

- Two GACTE representatives working with The Georgia Partnership for Excellence in Education (GPEE) representatives, in the area of teacher pipeline, to develop a ten-year plan that will be provided to the state legislature.
- Seek ways to use the Teacher Voice data in the GPEE Plan.

## Diving into the Data

- The researchers looked at the data through a PESTLE analysis consistent with the AASPA approach.<sup>2</sup>
- **Political** – How do the Georgia policies affect the pipeline?
- **Economic** – What economic factors contribute to increased shortages?
- **Sociocultural** – What social, demographic, and cultural factors affect teachers' reasons for going into or staying in the profession?
- **Technological** – Are there technological factors that need to be addressed to help attract, train, and retain teachers?
- **Legal** – How is current and proposed legislation affecting the compliance issues related to teaching?
- **Environmental** – Are there local, regional, or statewide environmental factors that make it hard to attract teachers?

## PESTLE

- **PESTLE analysis is a framework** used to analyze the macro-environmental factors that may affect a business or industry.
- This PESTLE analysis included the following steps:
  - Gather data from the various groups (association leaders, teachers, preservice teachers, and others)
  - Arrange the data into the appropriate PESTLE grouping
  - Look for trends and summarize the data
  - Identify what various groups or agencies can do based on the data
- The completed PESTLE analysis is then used to gain a comprehensive understanding of the situation in order to make informed and strategic decisions going forward.



## PESTLE – Political

- Political factors in PESTLE analysis refer to the impact of government policies and regulations on a business or industry.
- **It can involve things like:**
  - *The teaching of sensitive topics*
  - *A mismatch between what the state thinks a local unit needs and what they really need*
  - *Changing federal, state, and local control*
  - *Political uncertainty with federal, state, and local election cycles*
  - *Allocation of funding and equitable/inequitable funding formulas*
  - *Political promises during election cycles that are never realized*
  - *Fiscal policies and restrictive use of funds*

## PESTLE – Economic

- Economic factors analysis refer to the impact of economic conditions on a business or industry.
- **These factors can include things like:**
  - *The cost of a teacher prep program to the individual and the institution*
  - *Teacher salaries compared to other professions and locations in the state*
  - *Lack of options for career changers without a bachelor's degree*
  - *Availability of paid internships*
  - *Inflation versus salary increases*
  - *The overall labor market and availability of potential candidates.*
  - *Lack of a reasonable career trajectory*

## PESTLE - Social

- Social factors in PESTLE analysis refer to the impact of cultural and demographic factors on a business or industry.
- **These factors can include things like:**
  - *Negative media and social media coverage*
  - *Population growth in particular areas*
  - *Community demographics such as a change in refugee status, SES, race, ethnicity, special education numbers, age of the population, and cultural values*
  - *Availability of social outlets and shopping; remote to city centers*
  - *Social-Emotional and mental health status of students*
  - *Lack of teacher autonomy*
  - *Poor leadership at the board, district, or school level*

## PESTLE - Technological

- Technological factors in PESTLE analysis refer to the impact of technological developments on a business or industry.
- **These factors can include things like:**
  - *Increased use of technology without proper professional development*
  - *Use of technology to increase number of students served per teacher*
  - *Increased virtual education options*
  - *Overwhelming data collection with little synthesis or effective use of data*
  - *Emerging technologies that affect teaching such as artificial intelligence.*
  - *Variances in broadband capabilities*

## PESTLE – Legal

- Legal factors in PESTLE analysis refer to the impact of laws and regulations on a business or industry.
- **These factors can include things like:**
  - *Pandemic and other policies*
  - *District policies related to sick and personal time*
  - *Restrictions on reemployment after retirement*
  - *Variations in licensure requirements and maintaining certification*
  - *Unfunded mandates*
  - *Mandated high-stakes testing requirements for all students*
  - *Variations in approved preparation programs (alternative certification programs, MAT programs, full certification programs)*

## PESTLE – Environmental

- Environmental factors in PESTLE analysis refer to the impact of environmental issues on a business or industry.
- **These factors can include things like:**
  - *Concerns over school safety*
  - *Physical conditions of the school or classroom and infrastructure issues*
  - *Poor working conditions*
  - *Lack of needed equipment, supplies, or resources*
  - *Geographical location (near family, near beaches or mountains, etc.)*
  - *Cleanliness of the work environment*
  - *Nearby industry and community partners to support the schools*
  - *Homeless or refugee areas near the school*

# Feedback from Teachers

## Political Data

- *Politics related to testing*
- *Give teachers the ability to lobby without punishment*
- *Many politicians have no educational experience*
- *Prefer legislatures that have been a parent of public-school students and/or former educator*
- *Education Committee legislators should attend state board meeting*
- *Strong teachers' unions/collective bargaining*
- *Legislators serve/volunteer in schools in order to make more informed decisions/laws*
- *Teachers have more political input*
- *Value teachers' voices by actually 'doing' what teachers suggest*
- *Bring schools to legislature (Education Committee Meeting) and create flexible forums*
- *Ambassadors should be educators (press is good, but...)*
- *Support from PSC and school boards, benchmark other state programs and Colleges of Education*
- *Bring stakeholders into the schools*

## *Political Data Continued..*

- *Higher education is reluctant to change in some ways*
- *Professors/deans should have round table talks with teachers*
- *Coach who teaches vs. Teacher who coaches*
- *Politics stand in the way of true diversity*
- *Large classroom factory-like teaching*
- *School systems out of touch with local school bodies*
- *Parents are given unequal power even when it's wheeled unfairly against teachers that are doing their job well*
- *The teacher shortage is happening because of a lack of understanding about the importance of an effective teacher or effective teaching in our society*
- *Fear of observation process as related to job security*
- *Politicians and board members meet with principals and teachers and tour schools in various districts to make their own decisions; put teachers on school board*
- *Stop hiring friends and family to be leaders*



## *Political Data Continued..*

- *Get rid of red tape busy work to become a teacher. If a natural teacher, there should be a quicker pathway with less busy work*
- *Stop seeking “yes” people to be leaders*
- *Include teachers in key decisions at state level*
- *Expectations for parents should be raised*
- *Parents attend school with students periodically*
- *State mandated uninterrupted planning time, to collaborate with other teachers*
- *Teacher burnout: why hasn't the action plan been implemented? What happened to it?*
- *Remove politics from assignments*
- *Summer policy institute*
- *Do not grow bureaucracy*
- *How do preservice teachers know about advocacy? What are they advocating for?*

## *Feedback from Teachers Continued....*

### **Economic Data**

- *Teacher benefits aren't explained enough*
- *Low wages/lack of advancement*
- *Noncompetitive salaries, economic condition has to be priority; salary does not keep up with inflation*
- *Lack of resources*
- *Pay teachers enough so that they don't have to work extra jobs to take care of their families*
- *Better pay and compensation that equals training and experience*
- *Compensation (and time) for non-instructional clubs and activities*
- *Free education – teacher colleges with two years of study and two years of in-classroom training*
- *Q.B.E. and Georgia Lottery – redo formula, Reduce class sizes (1:40 is horrible), hire more teachers*
- *Increase cost of living pay, have built in COLA*
- *Pay extra for work/duties*
- *Reappropriate lottery money*
- *Tax breaks for teachers*

## ***Economic Data Continued..***

- *Legalize marijuana to support teachers*
- *Tuition reimbursement, better retirement/benefits, support for childcare*
- *Budget for supplies and materials*
- *Ability to advance outside of being in administration*
- *Unfair compensation for extra work (example: coaching, club sponsor, running prom, etc.)*
- *Ineffective pay raise opportunities (non-merit; terrible teachers with a PhD gets more pay/recognition than one with a master's and is effective), additional pay for quality teachers*
- *Increase funding for field trips/enrichment*
- *More than 3 personal days a year*
- *Pay new teachers during internship*
- *Free lunch at school for educators*
- *Paid covid leave*
- *Bonus money*

## ***Economic Data Continued..***

- *Very stressful for low pay*
- *Sponsor 5-year vacation incentive during school year using own days*
- *Incentives for teachers with disabilities*
- *Incentives for teachers of color*
- *Always have to take more classes to get extra pay*
- *Option of higher pay for lower retirement*
- *Pay back student loans after a specified number of years*
- *No motivation to stay, improve when everyone is paid similarly, only some are recognized/rewarded*
- *Incentives for endorsements (gifted, reading, math, science, social studies, ESOL, national board certification)*
- *Retention bonus to stay in classroom*
- *Benefits=retention*
- *Earmark funding for mentoring programs*

## *Feedback from Teachers Continued....*

### **Social Data**

- *Teaching is not respected profession/lack of public relations*
- *Change our teaching to meet cultural needs*
- *Parent and family (home to school connections)*
- *Make teachers feel successful at all levels*
- *I already recommend teaching as a career*
- *Show students you love them and the job you do everyday*
- *Correct negative misunderstanding about schools*
- *More positive teacher representation in media*
- *Have complete buy-in and cooperation from all stakeholders working to make education better*
- *Teachers need to see success of their hard work*
- *Better comprehensive training and college programs (structured and hands-on in different environments; culturally responsive teaching*
- *Cultural awareness and resources for it*
- *Parents perceptions of the classroom*

## ***Social Data Continued..***

- *Why is the teacher shortage happening? Lack of true understanding of profession  
versus how it's perceived*
- *Public perception that you are "just a teacher"*
- *Focus on service and making a difference in the world*
- *To recommend teaching to another person, I focus on the benefits of impacting learning on students*
- *Seeing the lightbulbs going off in your students; the "Aha!" moment*
- *Champion respect for teachers like veterans*
- *Recognition for teaching and learning, not for your friends of attention*
- *Share educational growth with more than administrators*
- *Bring back fun, not everything has to be attached to a standard*
- *Teachers need to be valued as professional*
- *Understanding education issues*
- *Community perceptions*
- *Stakeholders to listen to teachers*

## ***Social Data Continued..***

- *Military support students, parents, teachers*
- *Parent education on good parenting*
- *Safe to speak up. What's best for the kids*
- *Retirement TRS needs to be advertised and support more, before end of years*
- *It is a rewarding career*
- *Grew up in a community of teachers*
- *A stable career choice*
- *My pre-k teacher changed my life*
- *Disrespect from parents and community*
- *Diversify the path to advancement*
- *Colleges should place students in their communities*
- *Coordinate and share messaging*
- *Advocacy/DEI/Inclusion*

## *Feedback from Teachers Continued....*

### **Technological Data**

- *State-paid software that makes our jobs easier: not just “pretty lesson” software (i.e. ISS schedulers so I don’t get 35 emails a day)*
- *Promote less stressful environment for teachers*
- *Auto email responses, etc.*
- *Cell phones contribute to poor behavior*
- *Scripted education*
- *No eLearning half days*
- *Teacher input for scripted computer programs*
- *Subs for planning or data review*
- *Time to implement ideas based on data*
- *Less data collection*
- *Accountability for online teaching degrees*



## *Feedback from Teachers Continued....*

### **Legal Data**

- Accountability for public funds at all recipient schools
- Lack of parent/ community accountability, hold students more accountable/teaching is not a customer service field
- Policies that promote better work-life balance
- Carry out consequences for behavior and rule breaking at administrative level
- Involve frontline educators early in legislative creative process
- Force district to build in time and not add on later
- Changes to the PSC
- More educator voice in decision making (local, state and federal)
- Legislative communications
- Restructure GACE requirements
- Most people in higher-up decision-making positions have no educational prep background which equals unrealistic policies implemented

## *Legal Data Continued..*

- *Waivers to override rules*
- *GACE needs to include questions/items that require answers about your modus operandi in a given situation*
- *Less mandated testing*
- *Meet with lawmakers to share voice as a teacher*
- *A unified state-wide policy on a mentor program that does not add more responsibility*
- *Legal protection*

## *Feedback from Teachers Continued....*

### **Environmental Data**

- *Safety/school safety plan not reflection of teachers and students*
- *Classroom sizes are overcrowded*
- *Work life balance is not beneficial to teachers, excessive workload – outside of contractual hours*
- *Teacher prep doesn't match current realities*
- *Curriculum – lack of teacher control*
- *Lack of respect/support from students/community/administration*
- *Student behavior/lack of consequence*
- *Non-academic responsibilities*
- *Teacher program requirements*
- *Duties outside professional scope*
- *Expectations outside of contracted hours*
- *Less focus on standardized test*
- *Early exposure to the field/ qualified teachers*
- *Relevant professional developments*
- *Privatization of education hurts public education*

## *Environmental Data Continued..*

- *Ineffective and out of touch administrators*
- *TKES needs to be overhauled*
- *Give teachers flexible schedule to complete their duties*
- *Flexible schedules that allow family time*
- *Opportunities for professional development that is actually relevant and wanted*
- *Provide time to mentor future teachers*
- *Show high school students on paper what a pension is and how it supports them*
- *Ability for teachers to make instructional decisions that are best for students*
- *Change the curriculum, make it flexible to use outdoor spaces/time to create*
- *Personalize education at the local level (community engagement and partnerships; student training; real life learning)*
- *Classroom behavior and mental health issues are on the rise*

## ***Environmental Data Continued..***

- *No respect for the support staff who often had to step in the classroom to assist when teacher is out*
- *Disrespectful administrators*
- *No time to meet and discuss regularly regarding issues and concerns at schools*
- *Students need other types of learning in middle school. For instance, start a mechanics class introduction so more students and teachers will mirror life.*
- *Bring back zeroes*
- *Not as many meetings during our planning period*
- *Don't push so many new initiatives at once*
- *Create a 4-day work week*
- *More control on how to teach*
- *Duty free lunch*
- *Less micromanaging*
- *Less responding to paperwork*

## *Environmental Data Continued...*

- *Less busy work*
- *Less tasks that don't impact the classroom*
- *Stop changing so fast, let us finish the drill*
- *Year round school & 4-day workweek*
- *Bus for rural community after school community*
- *Longer lunch time*
- *School choice- quit one size fits all*
- *Project-based schools*
- *Same gender middle schools*
- *Permanent certified subs (higher pay)*
- *No capping of accumulation of sick days*
- *Start after labor day*
- *Bring back home economics/adulting classes*
- *Training for conflict resolution (teacher/parent) (teacher/student)*

## Shifts

- The American Association of School *Personnel Administrators* *identify five shifts* that need to occur to fix the teacher pipeline.<sup>3</sup>
- This document was presented at the 2<sup>nd</sup> Annual National Educator Shortage Summit, January 19-20, 2023.
- The white paper was designed to move beyond “surface level responses to examine deeper, systematic issues that contribute to mismatches between educator supply and demand.”<sup>4</sup>
- *The shifts coincide with data collected from the GACTE study.*
- The following slides briefly describe the study and Georgia implications.

## Shift 1

- *Traditional Call to Action: “Create pathways to careers in education”*
- *Comprehensive & Systematic Shift: “Reduce barriers to careers in education while preserving standards of excellence.”*
- **State-Level Actions**
  - Provide funding for things like grow your own programs and compensation during preparation programs.
  - Ensure statewide educator data related to shortages and surpluses is accurate (e.g. content areas, rural versus urban).
  - Permit alternatives to demonstrate competency for certification. *(GACTE Paid Internship Initiative)*
  - Provide funding for teachers to increase certification areas. *(GACTE Paid Internship Initiative)*
  - Increase reciprocity options with other states.
- **Associations and Nonprofits**
  - Advocate for changes to the licensure process that increase equity and access while maintaining standards. *(GACTE Paid Internship Initiative)*
  - Host bootcamps to assist candidates in licensure and prepare them for programs (e.g. GACE prep).



## *Shift 1 Continued..*

- **Preparation Programs**
  - Create new pathways from technical colleges to four-year colleges.
  - Drive donations for scholarships.
  - Offer flexible scheduling options.
  - Update curriculum to meet current needs.
  - Publicize shortage areas and surplus areas and council students into shortage areas. **(GACTE Paid Internship Initiative)**
- **K-12 Districts and Educational Organizations**
  - Provide career counseling for future educators so they understand the high demand and the benefits.
  - Assist employees in applying for loan forgiveness or scholarships to increase certification areas that are needed.
  - Guarantee positions to prospective educators who complete their clinical experiences in that district.
  - Offer part-time positions and flexible staffing. **(GACTE Paid Internship Initiative)**
  - Provide tutoring for passing licensure exams.

## Shift 2

- *Traditional Call to Action: “Provide educators with more resources”*
- *Comprehensive & Systematic Shift: “Design comprehensive human capital management systems”*
- **State Officials**
  - Increase administrators and teachers of color.
  - Assist education leaders in understanding and using data to improve educator recruitment and retention. *(GACTE Longitudinal Study)*
  - Help connect job seekers with jobs open in the state.
  - Expand mentoring networks.
  - Help districts understand how to use federal and state funds to support recruitment and retention. *(GACTE Paid Internship Initiative)*
- **Associations and Nonprofits**
  - Assist with leveraging national and state datasets to inform recruitment and retention strategies. *(GACTE Longitudinal Study)*
  - Provide professional development that informs human capital leaders on how to attract and retain talent.
  - Help connect job seekers with jobs open in the state.

## *Shift 2 Continued..*

- **Preparation Programs**
  - Partner with districts to provide courses and professional development opportunities for administrators in the areas of talent management, leadership, and human resource management. **(GACTE Paid Internship Initiative)**
  - Ensure Human Capital Leaders in Education (HCLE) standards are included on preparation programs (not currently in PSC rule).
  - Look for opportunities to expand the amount of time that candidates spend in the field before certification. **(GACTE Paid Internship Initiative)**
  - Explore paid internships for up to two years.
- **PK-12 Districts and Educational Organizations**
  - Modify district and school strategic plans to include goals for talent management and development.
  - Conduct onboarding and employee interviews to get teacher voice in the schools and district. Use this information to set goals to create a welcoming atmosphere that teachers will want to join. **(Total focus AACTE State Grant)**
  - Evaluate hiring practices to eliminate roadblocks.

## Shift 3

- **Traditional Call to Action: “Increase educator pay”**
- **Comprehensive & Systematic Shift: “Establish transparent and equitable total rewards system”**
- **State Officials**
  - Explore alternative staffing models such as year round schools, four-day workweeks, virtual options, job sharing, etc.
  - Explore the funding model to look for additional flexibility that can support teachers and administrators and assist with talent management. **(GACTE Paid Internship Initiative)**
  - Continue to look at retire-rehire policies.
  - Create a statewide loan forgiveness system for areas of high need.
- **Associations and Nonprofits**
  - Support stakeholder groups to share best practice for innovative staffing models and rewards systems. **(GACTE State-Wide Partnerships)**
  - Collect data on existing rewards systems and share statewide. **(GACTE Longitudinal Study)**
  - Lobby for additional incentives for educators. **(GACTE Paid Internship Initiative)**

## *Shift 3 Continued..*

- **Preparation Programs**
  - Support career fairs and emphasize the benefits of a teaching career (e.g. retirement, health care, vacation).
  - Provide professional development on equitable pay practices and include in administrator preparation.
- **PK-12 Districts and Educational Organizations**
  - Design rewards systems and track usage. Modify as needed. (*GACTE Longitudinal Study*)
  - Provide opportunities for career advancement for classroom teachers that encourages them to stay in the classroom.
  - Look for non-traditional work arrangements that could support teacher's needs (e.g. job sharing where school has a MTW class and another TFS class with extended hours; husband and wife team share a single classroom.) (*GACTE Paid Internship Initiative*)
  - Recognize military service or prior work in pay structures.
  - Job share with university faculty.
  - Assist teachers in applying for federal and state loan forgiveness. Look for scholarship opportunities.

## Shift 4

- *Traditional Call to Action: “Support employee wellness”*
- *Comprehensive & Systematic Shift: “Strengthen educators’ sense of purpose, belonging, and connection”*
- **State Officials**
  - Widely share positive stories related to teaching and teachers. Involve television and social media.
  - Promote student stories on how teachers have helped them and impacted their lives.
  - Form a statewide DEI advisory group to look at issues and make recommendations to agencies.
  - Include a voice in development of education bills and policies. Include the Teacher of the Year on Education Committees in the Legislature. Promote advocacy for the profession.
- **Associations and Nonprofits**
  - Help promote positive narrative on the teaching profession.
  - Continue to support meaningful DEI initiatives that promote understanding of issues.

## *Shift 4 Continued...*

- **Preparation Programs**
  - Connect candidates with affinity groups and professional associations.
  - Develop networks that connect current candidates to graduates. (*GACTE Longitudinal Study; AACTE State Grant Fous; GACTE Partnerships*)
- **PK-12 Districts and Educational Organizations**
  - Emphasize the important impact teachers have each day. Share on social media and on public service announcements. (*GPEE Partnership*)
  - Reduce paperwork and bureaucratic workloads to reduce non-instructional time and stress.
  - Create meaningful employee appreciation systems. (*GACTE Mentor Teacher Awards Initiative—in-service teachers recognized as essential and competent mentors*)
  - Include teachers and staff in identifying solutions to issues. (*GACTE Longitudinal Study*)
  - Provide programs that improve workplace cultures.
  - Develop team teaching models to reduce individual teacher isolation, especially for novice teachers.
  - Identify time in teachers schedules to collaborate with peers and network with seasoned educators.
  - Ensure employee resource groups are in place.

## Shift 5

- **Traditional Call to Action: “Promote the profession”**
- **Comprehensive & Systematic Shift: “Deliver exceptional employment experiences”**
- **State Officials**
  - Develop systems that help educators reduce stress.
  - Collect data and study the work-life balance for teachers. Work with organizations to develop solutions. **(GACTE Longitudinal Study)**
  - Collect data on educator exits and transfers. **(GACTE Longitudinal Study)**
  - Look for ways to reduce bureaucratic documentation and recordkeeping.
  - Create a comprehensive resource of available mental health agencies, family service organizations, and other supports.
- **Associations and Nonprofits**
  - Provide research and strategies on ways to improve the work-life balance. **(GACTE Longitudinal Study)**
  - Identify high-performing teachers and administrators and help them to become ambassadors for the profession. **(GACTE Mentor Teacher Awards sponsored by GACTE, PAGE, GAE, GAEL)**



## *Shift 5 Continued..*

- **Preparation Programs**
  - Support the candidate with work-life integration and ways to seek support.
  - Look for gaps between candidates' expectations and workplace realities.  
*(GACTE Longitudinal Study)* Adjust preparation programs to reduce these gaps.
  - Recognize alumni who have made significant contributions to education and help them to be advocates for the profession. *(GACTE Mentor Teacher Awards)*
- **PK-12 Districts and Educational Organizations**
  - Find innovative ways to support childcare, eldercare, and spouse assistance.
  - Interview teachers with a range of experience and determine issues that are pain points. Find ways to resolve issues.
  - Examine trends in teacher retention, resignation, and transfers to look for ways to increase retention. *(GACTE Longitudinal Study)*
  - Look for ways to reallocate resources to support employee preferences.
  - Examine possible staffing changes to support work-life balance.

## *Overall Summary of Key Actions*

- ***Elevate teacher voice in school and in policy and legislation.***
  - Allow teachers to participate in policy and legislative bills.
  - Involve legislatures in visiting classrooms and school boards.
- ***Raise the profile of teachers in the state of Georgia.***
  - Create a comprehensive marketing plan that involves positive teachers and their impact.
  - Look at pay and funding structures that could impact recruiting and retention.
- ***Re-imagining induction and mentoring to increase the dignity and honor of the teaching profession to build morale within and to attract those to the profession who have the best interests of students at the center.***
  - Support early career teachers so that initial success keeps them in the classroom.
  - Develop mentoring and affinity groups that involve candidates, novice teachers, and seasoned teachers.
- ***Overall Support***
  - Support ways to decrease stress and increase the work-life balance.
  - Look at ways to adjust schedules to promote collaboration, mentoring, and planning time.



## Conclusions, Questions for the Presenters, and Next Steps



- In August, the Georgia Partnership for Excellence in Education will hold a critical issue forum.
- GPEE and GACTE will work together to produce a state policy plan called “EdQuest Georgia State Policy Plan” to share with the Legislature. This is part of a comprehensive state policy plan<sup>5</sup>.
- GACTE will continue to follow recent graduates to see if they stay in the profession.

## References

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[\\*Click here to return to slide 2"Overview"](#)

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- \*[Click here to return to slide 31 “Shifts”](#)

## References

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