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GEORGIA'S STRATEGIC PLAN FOR EDUCATOR RECRUITMENT AND RETENTION

2025-2030



A report prepared for the Georgia Legislature as requested by Senate Resolution 237 (2025)

PREAPARED BY:

**The Georgia Roundtable for Strategic
Educator Recruitment and Retention**

with support from the Southern Regional Education Board

A LETTER FROM THE EXECUTIVE SECRETARY

On behalf of the Georgia Professional Standards Commission (GaPSC), it is my privilege to submit the **Strategic Plan for the Recruitment and Retention of Georgia's Educators**, as requested by **Senate Resolution 237**. This comprehensive plan represents the collective expertise, dedication, and thoughtful collaboration of Georgia's leading education agencies, associations, and stakeholders who have worked diligently over the past six months to address the challenges of recruitment and retention facing our educator workforce.

Urged by SR 237 to examine innovative approaches and identify evidence-based strategies that strengthen Georgia's educator pipeline, the Roundtable convened multiple times (face to face and virtually) to analyze data, discuss systemic needs, and develop actionable recommendations. The resulting plan reflects a shared commitment to advancing the profession, supporting our teachers and school leaders, and ensuring that every child in Georgia has access to highly effective and well-prepared educators. Our ultimate goal is to make Georgia the best state in the country for educators to live, work, and raise their families, while helping to developing our next generation of top-talent for Georgia's workforce.

This Strategic Plan outlines key priorities and coordinated strategies in the areas of:

- **Certifying and preparing Georgia's educators**
- **Recruiting and attracting prospective teachers and leaders**
- **Retaining and supporting our current workforce**
- **Defining and communicating the value of a career in education**
- **Strengthening statewide data systems and research capacity**

The recommendations included represent both immediate actions and long-term investments that can meaningfully improve Georgia's educator pipeline. The GaPSC and our other thought partners remain fully committed to supporting the implementation of these strategies and to continuing the collaborative spirit that guided this work. We believe the real strength of this plan is because of the collective and collaborative input and effort by all of our working groups! (See Appendix A for list.)

I extend my deepest appreciation to every Roundtable member and agency partner for their thoughtful participation, candor, and commitment. Their leadership has shaped a plan that is responsive to the needs of Georgia's schools and grounded in the lived best practice and innovative experiences of educators across our state.

Thank you for your continued support of Georgia's students, educators, and communities. We stand ready to assist in the next steps and welcome any opportunities to discuss the plan in greater detail.

Respectfully,

Joseph "Jody" Barrow, Jr., Ed.D.

Executive Summary

This strategic plan, developed by the Georgia Roundtable for Strategic Educator Recruitment and Retention, serves as **Georgia's response** to the critical challenges facing the state's educator workforce. It is designed to align state agencies and partners around an ambitious vision and clear goals, transforming siloed efforts into a **coherent, statewide strategy** to recruit, develop, and retain the educators Georgia's students deserve.

The Challenge and Vision

To deliver on Georgia's commitment to students, we need a strong, stable educator workforce. The state faces several interlocking challenges:

- Potential educators encounter pathways into the profession that are confusing and costly.
- Districts struggle to fill teaching and leadership positions with qualified individuals, especially in high-need subject areas and schools.
- Teachers and leaders report support, working conditions, school climates, and compensation that are inconsistent and often insufficient.
- Data needed to guide solutions is fragmented across agencies, making it difficult to track investments and scale success.

The long-term effort is guided by **Vision 2045: that both educators and the public will view Georgia as the top state in the nation for the education profession.**

Long-Term Goals

To turn vision into reality, the Roundtable members created long-term and short-term ambitions. Over the next 10 to 20 years, the Roundtable envisions:

- *The nation's top quality and most efficient teacher and principal preparation programs and pathways will be found in Georgia.*
 - Expanded, modernized, and fully aligned educator preparation pathways across high schools, two- and four-year colleges, including streamlined certification for traditional students, grow-your-own, apprentices, paraprofessionals, mid-career entrants, and professors
 - Elimination of financial barriers to becoming a PreK-12 educator, including financial support for teacher certification programs and paid, year-long residencies for all pathways
 - Dedicated training and flexible certification programs for uncertified teachers, eliminating instruction time by underprepared staff
- *All current and aspiring educators in the U.S. will dream of working in Georgia's schools.*
 - Increased teacher and leader compensation, across the career continuum, with clearer, high-earning career-growth opportunities that retain the best educators and improve leadership pipelines
 - Streamlined, distributed leadership roles and responsibilities, optimizing teacher leader roles, innovative staffing and scheduling models
 - Established high-quality mentoring and induction systems for teachers *and* school leaders, with top quality professional learning and funded mentor roles, especially in high-needs schools
 - Reduced systemic burdens and elevation of professional autonomy, including reduced reporting requirements, fewer mandates, and meaningful educator involvement in decision-making
 - Improved school climate and support systems for educators (behavioral supports, mental health resources, leadership coaching, and birth–12 alignment)

- Added incentives for educators like paid professional learning days, dedicated, protected planning time, wellbeing, and other compensation methods raising quality of life to improve educator retention and working conditions
- *Public perception of the education profession in Georgia will be unmatched.*
 - Continued commitment and investment by state leaders to support the education profession
 - Expanded marketing of the benefits and value of Georgia educators and the paths to enter the profession
 - Improved communication strategies that elevate respect for educators
 - Shared impact stories and public celebrations recognizing educator impact
 - Combined data sharing and dashboards for transparency and improved policy making

Short-Term Goals

To make concrete steps forward, the Roundtable created a detailed five-year strategic plan. This plan includes establishing seamless, accessible, quality pathways into teaching and ensuring that effective, supportive leaders foster environments that attract, develop, and retain exceptional educators. Three goals and numerous strategic actions are outlined in the plan reflecting current work and future efforts through 2030:

Goal 1 - Seamless Pathways: Focuses on affordability and access to educator preparation. Key actions include designing and piloting a paid student teaching study and the expansion of teaching apprenticeships to reduce financial barriers. This goal also involves expanding access by ensuring more students have early access to an educator preparation pathway resulting in college credit and establishing transfer articulation agreements.

Goal 2 - Elevated Value and Marketing of the Education Profession: Ensures educators feel supported and respected, strengthening retention and growth in the profession, and attracting top talent. While the goal promotes district evaluation of improved working conditions and school culture along with opportunities for teacher input in schoolwide decisions, state priorities include seeking reauthorization of the \$3,000 tax credit, return to work authorization, state investment in substitute teachers, implementation of statewide induction and mentorship programs, convening a total educator compensation taskforce and execution of a statewide teacher marketing strategy to highlight the benefits of teaching in Georgia.

Goal 3 - Robust School Leadership: Aims to streamline entry and support increased retention of leaders. Actions include creating a Portrait of a Georgia Educational Leader and revising leadership support policies and key development supports. Specifically, the plan advocates for the repeal of legislation limiting compensation for educators earning leadership degrees and revision of leadership certification rules.

These goals are supported by a **unified Data Plan**. This crucial foundation requires mandating a statewide exit survey to track attrition causes, improving the Statewide Educator Job Board, and launching a Comprehensive Educator Workforce Dashboard to ensure future policy decisions are evidence-based.

Legislative Recommendations (2026 Session Only)

The strategic plan outlines numerous actions and legislative needs for the 2026 session, consistent with the goal of taking **critical steps toward aligning Georgia's assets** into a unified state plan of action. The Georgia Roundtable for Strategic Educator Recruitment and Retention respectfully request the legislature's immediate support in the following ways.

Requests with No Immediate Cost

Legislative Support in 2026	Potential Return on Investment
Goal 1: Fund a statewide articulation coordinator and data analyst at GOSA, included in GOSA's requested budget for FY 2027.	Provides capacity for improving alignment between secondary and postsecondary teaching pathways, helping more students transition successfully into the teaching profession while informing statewide workforce planning.
Goal 2: Convene a taskforce to research and recommend total compensation improvements for educators (starting and veteran salary steps, teacher leader and administrator salaries, benefits, other incentives). Legislative cost analyses of various proposals will be needed.	Generates actionable recommendations to optimize teacher compensation, strengthen recruitment and retention strategies and support student achievement through workforce stability.
Goal 2: Require a cost analysis to provide dedicated funding for districts, associations and RESAs to deliver leader professional learning that supports leader development and educator wellbeing, including release time and leader coaching stipends. Legislative cost study needed in 2026.	Enhances teacher effectiveness and retention by providing leaders with structured professional learning that builds their capacity to support staff, which in turn improves student outcomes.
Goal 3: Guarantee statewide access to an EAP or equivalent telehealth option for school leaders. Require annual reporting on availability and utilization of leader mental health supports. No additional cost to the state. SHBP resources will be used.	Supports leader wellbeing and resilience, reducing burnout and improving decision-making that directly benefits student learning and school climate.
Goal 3: Require a cost analysis of the fiscal impact of repealing legislation limiting compensation for educators earning leadership degrees unless serving in leadership roles. Determine funding for a Leadership Certification Taskforce. Legislative cost study needed in 2026.	Generates recommendations for incentives for teachers to pursue leadership preparation, enhancing the pool of qualified leaders and improving student outcomes, as well as recommendations strengthening leadership standards and certification processes, supporting school leaders' effectiveness and advancing student achievement.
Data: Formalize or require cross-agency data-sharing mandates statewide. Define workforce terms in statute as recommended by the Data Governance Workgroup for consistency.	Improves consistency and transparency in educator workforce data, enabling evidence-based policy decisions that support teacher placement and student outcomes.

2026 Legislative Session Funding Requests

Legislative Support in 2026	Estimated Funding	Potential Return on Investment
Goal 1: Provide CTAE lab weight funding under QBE to grow the Teaching as a Profession pathway.	\$870,000	Expands high school students' exposure to teaching careers aimed at increasing the future educator pipeline statewide.
Goal 1: Provide funding to continue and expand the Georgia Registered Teacher Apprenticeship Program (GaRTAP) for paraprofessionals and pre-apprentices.	\$3,200,000	Increases access to hands-on teaching apprenticeships, strengthening the teacher pipeline while reducing future district recruitment costs.
Goal 1: Expand the Tutors to Teachers initiative.	\$500,000	Provides tutoring support (currently 141 tutors) through the Georgia Math and Reading Corps, with matching funds from AmeriCorps, and a pathway for tutors to move seamlessly into teacher certification programs.
Goal 1: Design, pilot and study a three-year paid student teaching program for undergraduate students in GaPSC-approved, in-state educator preparation programs.	\$10,000,000 over three years	Assesses the impact of paid student teaching, helping to determine how much financial support leads to an increase in degree completion and teacher certification.
Goal 2: Appropriate additional funding to support a small increase to the QBE funding amount for substitute teachers to support teacher planning and professional development.	\$6,150,000	Allows districts to improve classroom coverage, continuing instruction, and protect teacher planning time, while educators engage in professional development, planning and collaboration.
Goal 2: Reauthorize the GA teacher tax credit of \$3,000 for teachers in high-need subjects or qualifying rural schools.	\$900,000	Incentivizes retention and recruitment of teachers in critical shortage areas, improving student access to high-quality instruction.
Goal 2: Adoption of at least one of the Return-to-Work bills (set to sunset in 2026).	Cost dependent upon legislation adopted	Expands the hiring pool of experienced educators, improving student outcomes while leveraging retired teachers' expertise.
Goal 2: Appropriate funding to support extensive market research, development and execution of a statewide marketing plan and print materials.	\$550,000	Builds on the work of <i>Teach in the Peach</i> ; increases awareness of teaching as a rewarding and desirable profession, attracting diverse and qualified candidates and improving student access to effective teachers.
Goal 3: Require state-funded professional learning and support for school and district leaders; appropriate funds for coordinated coaching/mentoring and evaluation.	\$250,000	Strengthens school and district leadership capacity, improving school performance and student outcomes while building a sustainable pipeline of effective leaders.
Goal 3: Mandate and fund an annual statewide school leader exit survey; require analysis and publication of findings.	\$50,000	Provides data-driven insights into leadership retention and development, informing policies that stabilize leadership positions and improve student outcomes.
Data: Authorize and fund an educator workforce statewide dashboard with cross-agency governance.	\$200,000	Provides real-time insights into workforce trends, helping districts and state agencies target recruitment, retention, and professional development efforts to strengthen student learning.
Data: Authorize and appropriate funds to build out or redesign the current state education job board platform.	\$400,000	Enhances statewide educator recruitment and placement efficiency, increasing access to qualified teachers, which benefits students.
Total	\$23,070,000	

Five-Year Strategic Plan Introduction

Georgia cannot deliver on its commitment to students without a strong, stable educator workforce. Yet today, too many potential educators face confusing and costly pathways into the profession, districts struggle to fill classrooms – especially in high-need subjects and rural communities – and teachers and leaders report workloads, working conditions, and support systems that are uneven and often insufficient. Data needed to guide solutions is fragmented across agencies, making it hard to see where the pipeline leaks, which investments work, and how to scale them. In short: the work is happening, but it isn't fully aligned, affordable, or easy to navigate – and that costs students, families, and the state.

This plan is Georgia's answer. It aligns state agencies and partners around an ambitious vision, clear goals and immediate actions that open and streamline pathways into teaching, reduce financial barriers, and elevate the daily experience of educators through strong support, protected planning time, and positive school culture. It strengthens leadership by defining shared expectations and coordinating high-impact professional learning. And it builds a modern data foundation to drive decisions with evidence and research. Starting with concrete steps already in motion and continuing to 2030 and beyond, this plan turns siloed efforts into a coherent, statewide strategy to recruit, develop, and retain the educators Georgia's students deserve.

Vision 2045

The members of the Georgia Roundtable for Strategic Educator Recruitment and Retention propose the following north star vision statement to guide the long-term effort and commitment toward improving the education profession and sustaining a quality educator workforce:

By 2045, both educators and the public will view Georgia as the top state in the nation for the education profession.

Being an educator in Georgia will be recognized as one of the most meaningful and sought-after career paths—a profession where talented individuals shape lives, strengthen communities, and help build a future they are proud of. Georgia will establish seamless, accessible, quality pathways into the profession that excites and inspires candidates at every stage of life while removing barriers to entry. Effective, supportive, and empathetic leaders at every level will foster environments that attract, develop, and retain exceptional educators. Leadership roles in education will be seen as desirable, rewarding, and vital to the success of Georgia's schools.

Five- Year Statewide Goals

The members of the Georgia Roundtable for Strategic Educator Recruitment and Retention recommend three overarching goals to govern our state's efforts for the next five years and help us reach Vision 2045:

1. Establish clear, affordable, and easily navigable high-quality **pathways** to educator certification and financial support, ensuring that potential educators can efficiently enter and advance within the profession.
2. Elevate the **value** of the teaching profession by ensuring educators feel respected and supported to strengthen **retention** and promote long-term success and satisfaction of a strong Georgia educator workforce, as well as to effectively **market** to and **attract** top talent.
3. Increase the pipeline of strong school and district **leaders** by streamlining preparation and certification, providing ongoing support and professional growth opportunities, and ensuring leadership roles are attractive, sustainable, and impactful.

To take critical steps toward aligning Georgia’s assets, successes and opportunities for growth into a unified state plan of action, the members of the Georgia Roundtable for Strategic Educator Recruitment and Retention propose the following goals and action strategies for immediate completion in 2026 and 2027, as well as additional steps to be taken in 2028 and beyond to work toward reaching Vision 2045.

SEAMLESS PATHWAYS INTO THE PROFESSION Establish clear, affordable, and easily navigable high-quality pathways to educator certification, ensuring that potential educators can efficiently enter and advance within the profession.				
STRATEGY 1 Cultivate and sustain effective and efficient pathways into the teaching profession.				
Actions	Impact	Timeline	Responsible Party	Legislative Support Request
EXPAND ACCESS Expand and broaden entry points into teaching through flexible, credit-bearing pathways and structured apprenticeships. 1) Ensure every district offers or provides access to at least one CTAE pathway for education (e.g., Early Childhood Education (ECE) or Teaching as a Profession (TAP)). 2) Align ECE and TAP courses with USG courses to provide ECE and TAP completers with up to 9 transcribed college credits toward an education degree. 3) Sustain and expand the Georgia Registered Teaching Apprenticeships (GaRTAP) program to more paraprofessionals and increase the number of high school pre-apprentices. 4) Pilot an apprenticeship program for Birth to age 5 teachers in early learning settings through DECAL. 5) Develop a cross-agency infrastructure between GaDOE, TCSG, USG to sustain the GaRTAP program (housed in GaDOE). 6) Continue to support the Tutors to Teachers initiative, supported by matching funds from the Georgia Reading and Math Corps through AmeriCorps (currently \$3,000,000 in Georgia state funds is matched with \$4,176,500 in Federal AmeriCorps funds, which includes \$1,000,000 in education awards that tutors use toward tuition and qualifying student loan debts.).	Expands and diversifies the teacher pipeline by creating multiple credit-bearing on-ramps, reducing time-to-degree and upfront costs for candidates. Establishes a seamless bridge from high school to pre-apprentice to registered apprenticeship to licensure and hiring, strengthening readiness for Day 1 teaching.	January 2026 – December 2027	GaDOE, TCSG, USG, DECAL	In FY 2027: Fund Teaching as a Profession pathway at CTAE lab weight under QBE funding (\$870,000). Fund the expansion of GaRTAP with: • District grants for pre-apprentices and apprentices (para-pros) (\$3,000,000 spread over three years) • Pilot an apprenticeship program for B-5 teachers in early learning settings (\$50,000) • GaDOE teaching apprenticeship coordinator (\$150,000) • Additional funding for Tutors to Teachers (\$500,000)

CREATE SEAMLESS TRANSITIONS ACROSS EDUCATOR PREPARATION PROGRAMS 1) Establish articulation agreements and expand articulated pathways between TCSG, USG, and independent colleges and universities by Fall 2027. 2) Develop a comprehensive dissemination plan to ensure high school students are aware of options for seamless transfers between TCSG, USG and independent colleges and universities. 3) Continue to use USG eCampus and TCSG Connect to ensure statewide course availability. 4) Request the Workforce Board add Teaching as a Profession pathway to HOPE Grant eligible areas in FY 2027. Based on participation in FY 2027, consider making TAP eligible for HOPE Career grant.	Expands transfer paths for education students from two- to four-year institutions and improves transparency of seamless pathway options for education degree seekers.	Articulation agreements implemented by Fall 2027	USG, TCSG, and GaDOE collaborate to standardize credit articulation and delivery (working with USG Education Deans Advisory Team, TCSG Curriculum Specialists & IFC, Independent College Deans, GaPSC, GOSA)	Fund a statewide articulation coordinator and data analyst, included in GOSA's requested budget for FY 2027.
STRATEGY 2 Reduce unnecessary and cost-prohibitive barriers to entry into the education profession.				
Actions	Impact	Timeline	Responsible Party	Legislative Support Request
STUDY AND SCALE PAID STUDENT TEACHING 1) Design and pilot a paid student teaching program for undergraduate students in GaPSC-approved in-state educator preparation programs. 2) Determine the impact of these strategies and the feasibility to scale and fund a statewide salaried year-long teacher residency requirement for all aspiring educators.	Reduces financial barriers for completion of clinical field placement requirements (i.e., on-the-job student teaching), proven to be the most integral part of teacher preparation success in research. This financial support can also aid in covering the costs of certification testing.	1) Pilot design in FY 2026. Pilot and study from FY2027-29. 2) Potentially scale paid year-long residency in FY2030+	GaDOE, DECAL, USG & Independent Colleges; in partnership with districts and traditional and non-traditional educator preparation programs	Provide \$10 million in FY 2027 for stipends (determine stipend amount in pilot design period) and pilot data analysis and reporting.
SUPPORT STUDENT TEACHING THROUGH MENTORSHIP Remove barriers to successful completion of student teaching for both employed professionals working in childcare and Pre-K programs and student teacher candidates in K-12. 1) Recruit and train a statewide mentor cadre for student teachers in childcare and Pre-K settings. 2) Revise GaPSC Rule 505-3-.01 to allow qualified childcare and Georgia's Pre-K mentors to supervise candidates through a GaPSC-approved mentor micro-credential. 3) In accordance with GA code 20-2-833, provide stipends and travel reimbursement for mentors who supervise student teachers in K-12, childcare and Pre-K settings.	Ensures student teachers have effective mentors to supervise and support them during the most critical and impactful portion of their teacher training, as shown through numerous research studies.	Mentor cadre recruited and trained by Fall 2027 with new mentors trained annually.	GaDOE, DECAL, GaPSC	Provide appropriations in FY 2028 for: 1) \$750 stipends for mentors supervising K-12 student teachers. 2) Stipends and travel reimbursement for mentors supervising early childhood student teachers. Total cost to be determined in 2026.

VALUING THE PROFESSION

Elevate the teaching profession by ensuring educators feel valued and supported to strengthen retention and promote long-term success and satisfaction of a strong Georgia educator workforce, as well as to effectively market to and attract top talent.

STRATEGY 3

Create strong support systems, flexible and respectful working environments, increased autonomy, career advancement opportunities with competitive pay and benefits, and improved conditions to increase capacity and retention of a highly effective pool of educators in Georgia's classrooms.

Actions	Impact	Timeline	Responsible Party	Legislative Support Request
CREATE PORTRAIT OF A TEACHER Create a profile of a Georgia teacher that outlines the characteristics, dispositions, skills and core knowledge needed to be successful as an impactful learning facilitator for all students. Publish this Portrait on <i>Teach in the Peach</i> and various agency websites. Encourage districts and preparation programs to develop their own localized Portrait of a Teacher using the state's model as a foundation.	Creates shared recommendations across agencies, districts, and preparation programs around the desired qualities of a Georgia educator.	Fall 2025 – Spring 2026 (in progress)	Georgia Roundtable for Strategic Educator Recruitment and Retention + educator and leader input	No action necessary, general support requested.
COLLECT AND UTILIZE TEACHER INPUT Provide guidance to districts on establishing and promoting structured ways to ensure that all educators can contribute to decisions on instruction and delivery. Support districts to establish and promote best practices for all educators to meaningfully contribute to decisions across all aspects of teaching and learning, including but not limited to: - Create paid professional learning days throughout the year to enable teacher collaboration in curriculum planning, instruction, and design - Identify rising teacher leaders to contribute to structured district planning	Elevates the voices of educators, increasing morale, retention and ownership by allowing those closest to students to shape curricula and strengthen implementation fidelity, accelerating adoption of evidence-based practices while creating continuous improvement that raise instructional quality and student outcomes.	January 2026 - ongoing	GaDOE, PAGE, school and district leader teams	No action necessary, general support requested.
PROTECT TEACHER PLANNING TIME 1) Prioritize and protect teacher planning time. Educators are often pulled during planning time to cover classes due to substitute shortages, meeting attendance, and district or local-mandated training. To aid districts with the prohibitively expensive cost of substitute coverage so teachers are less likely to be pulled during their planning time to cover classes, increase the decades-old QBE funding formula by \$6.25 per teacher per day. Ensure funds cover onboarding and training days. Monitor the use of additional QBE funding and require survey of changes to planning time.	1) Assists in increasing protected time for teachers by increasing substitute coverage. Dedicated time to plan together, analyze data, and align instruction, strengthens Tier I practices leading to measurable gains in student achievement through consistent, high-quality instruction, increased	1) District implementation in SY 2026-27	1) District/school leadership teams, GaDOE	1) Update the 1985 QBE funding amount for substitute teachers from \$18.75 to \$25 per day per teacher for 8 days per year to more accurately reflect substitute costs. Automatically adjust for inflation in alignment with the Consumer Price Index.

2) Explore a study of innovative staffing and scheduling design in various district and school contexts that allows for flexible scheduling, protected planning and professional development time, in concert with flexible career ladders and teacher roles with varied compensation levels, team- and co-teaching models. This study would require increased local flexibility and guidance on customizable designs from innovative staffing and scheduling experts.	teacher efficacy, and reduced burnout. 2) Explores innovative, customizable solutions for districts to upgrade staffing and scheduling models, providing increased collaboration, planning, development, teacher leader pathways and improved student learning.	2) Study exploration and design 2026-2028; study implementation 2028+	2) GaDOE, GOSA, Governor's office, partner study districts and schools	2) Innovative staffing and scheduling study costs to be determined.
IMPROVE THE TEACHER COMPENSATION PACKAGE 1) Reauthorize Georgia's \$3,000 tax credit for up to five years for teachers who teach in a high-need subject area in a qualifying rural school or a school in the bottom 5% as measured by CCRPI. 2) Incentivize veteran teacher retention by adding a new salary step at Year 28 to encourage continued service (TRS reports average length of service is currently 25.5 years). 3) Convene a taskforce to examine, improve and raise awareness of teachers' total compensation packages, including starting salary, teacher-leader/advanced role salaries, veteran teacher salaries, administrator salaries, TRS, SHBP, local housing initiatives, childcare assistance and paid time off, as well as further incentives including college tuition support and recognition initiatives. This taskforce should produce a long-term plan for improving and publicizing the new Georgia teacher compensation package.	Enhances retention in high-need schools, incentivizes longer service and creates broader awareness of existing compensation, and positions Georgia as more competitive nationally.	1) 2026 Session for tax credit reauthorization 2) 2028 session for salary step addition 3) One-year Educator Compensation Taskforce in CY 2026	Legislators, Governor's Office, GaDOE, Appropriations Committees, additional stakeholders	1) Reauthorize the teacher tax credit (estimated at \$900,000) 2) Conduct a legislative cost study regarding an additional salary step 3) Convene a taskforce on total compensation, including legislative cost analyses of all recommendations
ATTRACT VETERAN TEACHERS FOR HARD-TO-FILL POSITIONS Extend and expand the Return-to-Work (RtW) program, set to sunset in 2026, allowing retirees to return to teaching in high-need areas while drawing benefits and salary. Critical steps include: - Reviewing the cost studies (currently in progress) of the two pending RtW bills - Aligning new RtW policies with needs of individual school systems, based on teacher vacancies - Identifying statewide areas of critical need	Reduces turnover in critical roles by allowing retirees to return to teaching in high-need areas.	2026 Session	Legislators, Governor's Office, Appropriations Committees, GaDOE, TRS	Passage of at least one of the Return-to-Work bills, and signature by the governor to ensure school districts can use the legislation to attract effective retired educators.
IMPLEMENT STATEWIDE INDUCTION & MENTORSHIP Promote the development and sustainability of new teacher induction and teacher mentor programs with advancement opportunities.	Strengthens novice teacher effectiveness and retention; builds sustainable teacher-leader pathways and retention; increases mentor participation	January 2026 – June 2031	GaDOE, school district and school leaders, RESAs	Allocate funding in 2027 to support districts in developing, implementing, and sustaining high-quality induction programs that

1) Support the implementation of structured district-level induction using the GaDOE Certified Teacher Induction Program Guidance. 2) Provide mentorship support for educators at all career stages to enhance professional knowledge and best practices. 3) Clearly define career advancement pathways for tiered teacher leader and mentor teacher roles. 4) Increase compensation for advanced and mentor teacher roles. The compensation taskforce (see above) should consider a pay scale that includes the number of mentees supported and any other district resource needs. 5) Prioritize teacher planning, observations and feedback opportunities for mentors and mentees through innovative scheduling. 6) Incentivize districts to earn teacher induction program certification from GaDOE by providing technical assistance and planning grants.	and quality of coaching, builds leadership capacity for overseeing strong mentorship supports.			are aligned with GaDOE's Certified Teacher Induction Program. Costs to be determined in 2026.
PRIORITIZE POSITIVE CULTURE DEVELOPMENT Increase the capacity of education leaders around the state to improve local school culture by: • Embedding whole-child learning competencies, positive behavioral interventions, and relational leadership into principal preparation and district leadership programs offered by postsecondary institutions, associations and RESAs • Providing ongoing, job-embedded coaching for school leaders focused on skills like trust-building, active listening, recognition of teacher contributions, creating psychological safety, and safe and well-managed classrooms • Providing peer group opportunities for school and teacher leaders to build a “community of practice” around culture. • Incorporating teacher input into the design of school and teacher leadership development to reflect classroom realities and promote collaboration • Training school and teacher leaders to analyze and act upon teacher climate surveys, retention data, and exit interviews to strengthen relationships and improve school culture.	Improves school culture through stronger leader–teacher relationships; increases teacher satisfaction, voice, and retention; creates supportive, collaborative environments that lead to increased student learning.	Pilot the development supports in FY 2027 Scale statewide by 2030	GaDOE Induction team, GaLEADS, GAEL, PAGE, RESA leadership academies	Request a legislative cost study to estimate costs for dedicated pilot funding for districts, associations and RESAs to deliver professional learning that supports educator wellbeing and leadership development, including release time and coaching stipends.

STRATEGY 4

Develop and implement a cohesive, collaborative statewide marketing strategy and incentives that elevate the profession, strengthen recruitment and retention efforts, and attract a pool of talented educators to Georgia's classrooms.

Actions	Impact	Timeline	Responsible Party	Legislative Support Request
CONDUCT COMPREHENSIVE MARKET RESEARCH Conduct a landscape analysis of current state data on the teacher labor market and educator preparation candidates. Additionally, analyze state/local marketing strategies and their impact; determine district marketing needs; study the attractiveness of the profession from existing surveys and conduct a statewide survey and/or focus groups with district leads and educators to fill any gaps in understanding. This market research will inform the <i>Teach in the Peach</i> initiative but will also support broader marketing for the state, local school districts and educator preparation providers.	Creates shared coordination and ensures deep understanding of the current strategies used to recruit and retain educators (e.g., <i>Teach in the Peach</i>) and the impact of those strategies	Fall 2025 - June 2026	GaDOE, GaPSC, GOSA (co-leads), with educator prep programs/universities, associations, district communications staff, marketing researchers, business	Appropriate funding in 2026 session for research and reporting conducted by an outside entity (estimated at \$75,000 for landscape analysis)
DEVELOP & EXECUTE STATEWIDE MARKETING PLAN A unified messaging plan, building on and strengthening the platforms and assets of <i>Teach in the Peach</i> and <i>Teach Georgia</i> , is needed to champion education as a respected, rewarding, sustainable career. 1) Promote clear pathways to careers in early childhood and K-12 education. Provide aspiring teacher pathway counselors, a statewide educator job board, teacher stories and impact testimonies. Set key performance indicators. 2) Extend the <i>Teach in the Peach</i> brand to include "Prepared in the Peach," for educator preparation, and "Lead in the Peach," for recruitment and retention of effective leaders. 3) Launch statewide campaign via digital, social, and traditional media that builds upon current assets. 4) Provide districts with toolkits (e.g., logos, templates, talking points, videos) and training to adapt materials locally. 5) Conduct annual surveys/focus groups with representative groups, including educators, students, recruiters, etc. Track success metrics and KPIs using state agency data sharing. Adjust marketing strategy as needed.	Elevates the public profile of education as a rewarding career, creating a positive narrative that attracts a larger pool of candidates and reflects Georgia's commitment to educators. Strengthens recruitment pipelines by equipping districts, educator preparation providers, and other stakeholders to amplify the statewide recruitment and retention brand within their communities. Ongoing evaluation ensures the campaign remains relevant, effective, and accountable, continuously improving recruitment and retention efforts.	Development: Fall 2025 - December 2026 Execution: January 2027 - December 2027 Evaluation: January 2028 – ongoing review cycle	GaDOE (lead) with external marketing firm; collaboration with education stakeholders including DECAL	Appropriate \$400,000 annually to create, execute, and evaluate a unified messaging plan for educator recruitment and retention by hiring an outside marketing firm through GaDOE
PROVIDE STATEWIDE SUPPORT TO MARKET LOCAL EDUCATION JOB POSTINGS In line with the data recommendations (Strategy 9), enhance the design and usability of a statewide job platform as a comprehensive education job board for the state, with all education job postings centrally located. Upon completion of the job board, update branding and print materials for awareness.	Allows for centralized marketing of local education job postings and allows for continuous improvement to marketing strategy	Marketing focus would align with timeline of technological development	GaDOE (with marketing firm), with GaPSC, GOSA, TCSG, USG + K-12 school district leads and HR staff	One-time appropriation to update co-branding and print materials (estimated at \$75,000), timing to be determined

DISTRICT & SCHOOL LEADERSHIP SUPPORT

Increase the pipeline of strong school and district leaders by streamlining preparation and certification, providing ongoing support and professional growth opportunities, and ensuring leadership roles are attractive, sustainable, and impactful.

STRATEGY 5

Enhance leadership capacity statewide by aligning coaching, mentoring, training, and communities of practice across agencies and providers, anchored in the new Portrait of a Georgia Educational Leader.

Actions	Impact	Timeline	Responsible Party	Legislative Support Request
CREATE PORTRAIT OF A LEADER Create a profile of a Georgia educational leader that outlines the characteristics, dispositions, skills and core knowledge needed to be successful as an impactful building leader for all students and staff, while linking state guidance available for leaders from other sources (GaLEADS, GaLKES, etc.). A collaborative group of agency leaders are collecting survey data, evidence-based practices, and effectiveness measures and will use the findings to inform the Portrait of an Education Leader and its usage. Publish this Portrait on <i>Teach in the Peach</i> and various agency websites. Encourage districts to develop their own Portrait of a Leader using the state's model as a foundation. Encourage Georgia leadership preparation programs to embed the components of the portrait into their programs.	Creates shared expectations across agency guidance and resources, districts, and preparation programs—aligning hiring and professional learning resources, clarifying strong leadership, support for leaders, and improving consistency and student outcomes statewide.	Fall 2025 – Spring 2026	Georgia Roundtable for Strategic Educator Recruitment and Retention + educator and leader input	No action necessary, general support requested.
ESTABLISH AN EDUCATIONAL LEADER SUPPORT TEAM 1) Convene multiple agencies, associations and local entities to reduce duplication and strengthen coherence of professional learning and mentoring for school and district leaders. 2) Conduct a statewide needs assessment including surveying leaders on highest-priority coaching and professional learning needs, access to mentors, surveying teachers on leader capabilities and challenges, and/or focus groups. Analyze results to guide design and allocation. 3) Conduct an audit of quality professional learning, coaching and mentor offerings to identify overlaps/gaps and align across providers. 4) Establish a shared framework to guide all professional learning and coaching of school and district leaders, grounded in the Portrait of a Georgia Educational Leader.	Creates a coherent, consistent leadership development plan across the state and a process for better understanding and delivering on school and district leaders' learning needs.	Fall 2025 – Summer 2026	GaDOE; GaPSC; GOSA; in partnership with RESAs, GAEL and affiliates, university leadership programs, district leadership teams, other association professional learning programs	No action necessary, general support requested.

PROVIDE COORDINATED LEADER SUPPORT SERVICES STATEWIDE 1) Publish a shared statewide calendar and menu of support for school and district leaders including a variety of professional learning opportunities, coaching services, and mentor pairing. 2) Implement service coordination across all RESAs. 3) Monitor participation, satisfaction, school outcomes, leader and staff retention. 4) Use data analysis results for targeted solution planning and continuous improvement.	Provides a unified and strategic system that responds to leaders' needs and supports retention, job satisfaction, and instructional impact.	Winter 2026 - ongoing	GaDOE; GaPSC; GOSA; in partnership with RESAs, GAEL, university leadership programs, district leadership teams	Require state-funded professional learning and support for school and district leaders. Appropriate funds for coaching, mentoring and evaluation (\$2,500 per person per mentee; \$1,250 from state, districts pay remaining \$1,250; 200 leaders = \$250,000)
STRATEGY 6 Support leader well-being by increasing awareness and utilization of existing mental health and wellness services, reducing stigma and embedding wellness into professional development.				
Actions	Impact	Timeline	Responsible Party	Legislative Support Request
INCREASE MENTAL HEALTH SERVICES FOR SCHOOL LEADERS 1) Conduct a statewide scan of support including employee assistance programs, professional learning, coaching, counseling, and peer support to assess access and communication gaps. 2) Create a variety of resources (web hub, brochures, videos, webinars, conference presentations, leader testimonials). 3) Identify and train influential leaders as wellness ambassadors. 4) Embed wellness messaging and practices in GaDOE, GAEL, RESA, GLISI, and university programs. 5) Monitor, evaluate and adjust through annual awareness/usage surveys; qualitative feedback; retention and wellness-related trend data.	Normalizes access to support, increases utilization, and reduces burnout and attrition by building a culture of well-being within educational leadership.	January 2026 – December 2026, ongoing	GaDOE, GOSA, GaPSC; in partnership with district HR/benefit administrators, GAEL & affiliates, RESAs, university programs, mental health/telehealth providers, philanthropy/nonprofits	Guarantee statewide access to an EAP or equivalent telehealth option; require annual reporting on availability and utilization of leader mental health supports. (SHBP is providing expanded direct benefits, such as Share Care and Be Well programs, which include physical and mental health benefits.)
STRATEGY 7 Establish standardized, statewide data collection to collect consistent, actionable data on why education professionals leave positions, schools or the profession.				
Actions	Impact	Timeline	Responsible Party	Legislative Support Request
INSTITUTE A STATEWIDE ANNUAL PROFESSION EXIT SURVEY 1) Co-develop a statewide annual exit survey for the educator workforce, including surveying attrition causes	Fills a critical information gap to identify root causes of attrition, track retention efforts over time, and guide evidence-	Develop and pilot Fall 2025 – June 2026.	GaDOE & GOSA (Leads) in partnership with GaPSC and	Mandate an annual statewide exit survey; require GaDOE or GOSA to publish findings;

(compensation, workload, support, climate), demographics, and role data. Pilot the survey in representative districts; refine for clarity and relevance. 2) Launch the survey statewide. Provide tools and training and require administration in all districts. Ensure secure collection methods. 3) Produce annual state reports that disaggregate the data by region, demographics, etc. Share findings with policymakers, educator preparation programs, district leads, and associations. 4) Adjust induction, mentoring, pay, workload, and professional learning strategies and policies based on the survey results to provide more targeted services to increase retention.	based policy and workforce planning.	Develop the reporting tools and baseline statewide report by December 2026. Conduct the survey and analysis annually.	district HR directors	appropriate funds for survey design, administration, data systems, and reporting (estimated at \$50,000).
STRATEGY 8 Revise educational leadership preparation, certification, and compensation policies to remove barriers and strengthen the pipeline of qualified, prepared school leaders.				
Actions	Impact	Timeline	Responsible Party	Legislative Support Request
REPEAL LEGISLATION THAT LIMITS LEADERSHIP DEGREE COMPENSATION Consider repeal of outdated legislation that restricts compensation for educators earning leadership degrees unless serving in leadership roles (Code section 20-2-212).	Removes disincentives for pursuing leadership preparation, expands pool of qualified applicants, and ensures leaders are compensated for rigorous, relevant training.	Begin legislative repeal efforts in the 2026 session	Legislators, Governor's office, GaDOE & GaPSC, in collaboration with education advocacy groups	Require a legislative cost study in 2026 on the repeal of Code section 20-2-212, which limits compensation for leadership degrees.
REVISE TIERED CERTIFICATION RULES 1) Convene a representative Leadership Certification Taskforce to review and revise Tier I and Tier II certification rules to reduce complexity and perceived burden. Align certification pathways with current school leadership needs and climate. Allow GaPSC and GaDOE to explore a market-sensitive leadership pay structure that rewards completion of Georgia-approved programs. 2) Create a tiered certification and compensation implementation plan and execute the plan based on the recommendations of the Leadership Certification Taskforce. Collaboratively work with agencies, associations and the legislature to build out a fiscally responsible timeline. Align the recommendations for compensation with those emerging in the total compensation study committee. 3) Organize forums and outreach to raise awareness and gather input. Share data and success stories with stakeholders to build a coalition for change.	1) Allows for deep study and review of the leadership certification rules and unintended consequences, other states' processes and more to identify solutions. 2) Streamlines entry into leadership roles, reduces confusion and barriers, and ensures certification reflects modern leader demands. 3) Builds momentum and consensus for reform, ensures policy reflects field realities, and increases likelihood of successful implementation.	Taskforce convenes Summer 2026; rule revisions proposed by Winter 2026. Implementation of new rules in 2027+ as determined in the plan.	GaPSC and GaDOE (Leads); with input from district leaders, preparation programs, and other stakeholders and advocacy partners	Support rule revision authority for GaPSC. Authorize a leadership certification taskforce. Request legislative cost studies of recommendations to determine future funding needs.

Data Plan

To support the goals, strategies and actions above, the members of the Georgia Roundtable for Educator Recruitment and Retention also worked with a host of data experts at state agencies to produce this additional data governance and sharing plan.

IMPROVED EDUCATOR DATA GOVERNANCE, SHARING AND USAGE				
STRATEGY 9				
Develop and implement a unified, cross-agency data collaboration to create a comprehensive statewide educator workforce dashboard and education job board that publishes key data and aids the state and local districts to identify and study targeted efforts of improvement. reflects key educator workforce data points – such as certification, retention, and vacancies.				
Actions	Impact	Timeline	Responsible Party	Legislative Support Request
STREAMLINE EDUCATOR DATA GOVERNANCE Establish a new Data Governance Workgroup to: - Set shared goals, governance, and milestones for the collection, analysis and use of all possible educator workforce data in Georgia. Create an updated or new MOU, and data sharing agreement(s). - Determine data sources and differences in metrics used by various agencies and sources. - Create a unified framework to reduce redundant district requests and enable efficient collaboration. - Develop and adopt common definitions for “retention,” “vacancy,” “certification,” and “pipeline output” and other important terminology. - Map GaDOE, GaPSC, GOSA, USG, TCSG, and district sources; explore integration via automation/API.	Reduces fragmentation amongst agencies; creates common vision and accountability for delivery. Lowers district burden and speeds access to actionable data.	October 2025 – ongoing	GaPSC (Lead); GaDOE; GOSA, DECAL; USG, TCSG, OPB	Require a formal cross-agency data-sharing mandate statewide. Define workforce terms in statute as recommended by the workgroup for consistency.
LAUNCH A COMPREHENSIVE EDUCATOR WORKFORCE DASHBOARD Design a secure, user-friendly, forward-facing dashboard with real-time/periodic updates that link pipeline entry (high school course taking and prep program graduates) to placement, attrition and retention outcomes. The dashboard should feature all data available for review and analysis by various entities, including the public, to support targeted solutions for educator recruitment and retention. This work will be done in collaboration with the Governor’s workforce Career Navigator project.	Supports transparency, research and data-informed planning and policy decisions.	December 2025 – December 2026, ongoing maintenance and data analysis	GOSA (Lead); with GaPSC, GaDOE, DECAL, USG, TCSG + partner vendor	Authorize a statewide dashboard with cross-agency governance. Appropriate funds, estimated at \$150,000 to develop and fund 0.5 FTE (estimate \$50,000) annually after launch to maintain and iterate the dashboard. Annual commitment could vary depending on the level of ongoing iteration required and/or articulated.

LAUNCH A CONSOLIDATED EDUCATION JOB BOARD Enhance the design and usability of a comprehensive, statewide educator job platform, with all education job postings centrally located. Utilize existing APIs, AI and other low-cost methods to produce this product.	Allows for a unified education job board system that is also usable by districts, preventing multiple data input requests and consolidating information sharing.	December 2025 - June 2027	GOSA, GaPSC, GaDOE (Leads); DECAL, TCSG, USG + K-12 school district leads and HR staff	Appropriate \$400,000 to build out or redesign the current platform.
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Call to Action

The Roundtable has already begun this work – building consensus, aligning tools, and preparing the first moves collaboratively. Draft documents for a Portrait of a Georgia Teacher and a Georgia Educational Leader are under final review for publication. A draft marketing framework has been developed to aid in the development of a full marketing plan. Agency leads are working together to draft an MOU for educator workforce data sharing. With the united commitment of all 18 agencies and associations, Georgia is ready to act. The members of the Roundtable respectfully ask the Georgia General Assembly for their support and investment in implementing the near-term steps and planning the details of long-term action, so every classroom is led by a supported educator and every student benefits. The plan is in motion; together, we will deliver.

Appendix A: List of Roundtable Members (in order by agency/organization)

Georgia Association of Educational Leaders

Ben Wiggins, Executive Director
Cindy Flesher, Professional Learning Coordinator

Georgia Association of Independent Colleges of Teacher Education (GAICTE)

Dr. Susan Lynn, President and Chair, Thomas University Division of Education

Georgia Department of Early Care and Learning

Amy M. Jacobs, Commissioner
Susan Adams, Deputy Commissioner for Pre-K & Instructional Supports
Dr. Christi Moore, Director of Workforce Supports and Learning
Dr. Mia Obiwo, Workforce Policy and Process Administrator

Georgia Department of Education

Richard Woods, State School Superintendent
Christy Todd, Chief of Staff
Dr. Keith Osburn, Chief Information Officer
Dr. Barbara Wall, Deputy Superintendent for Career, Technical, and Agricultural Education
Dr. April Aldridge, Deputy Superintendent for the Office of Teaching and Learning
Dr. Bronwyn Ragan-Martin, Deputy Superintendent for the Office of Rural Education and Innovation
Meghan Frick, Chief Communications Officer
Nathan Miller, Chief Technology & Information Security Officer
Dr. Tanzy Kilcrease, Director of School Turnaround
Dr. Rodney Green, Director of Educator Support and Development
Christie Bailey, J.D., Educator Development Specialist
Heather Finley, Teacher Recruitment and Retention Specialist, Office of Rural Education and Innovation
Vickie Rundbaken, Program Specialist, CTAE
Dr. Selena Blankenship, Recruitment and Retention Specialist, Teach in the Peach
Dr. Laura Ergle, College & Career Readiness Specialist, Office of Rural Education & Innovation

Georgia Professional Standards Commission

Dr. Joseph Barrow, Executive Secretary
Dr. Kelli Young, Director, Certification Division
Anne Marie Fenton, Interim Director, Educator Ethics Division; Director, Rules Management and Educator Assessment
Dr. Penney McRoy, Director, Educator Preparation Division
Windy Fortenberry, Director, Business Operations
Bradley Golub, Military Support Recruiter/Specialist
Emily Poss, Military Support Specialist
Renee Shaat, Executive Administrative Assistant
Dr. Judi Wilson, GaPSC Commissioner and Dean, Augusta University

Georgia School Boards Association

Valarie Wilson, Executive Director

Justin Pauly, Director, Policy & Governmental Relations
Dr. Steve Barker, Director for Strategic Planning

Georgia School Superintendents Association

Dr. John Zauner, Executive Director

Georgia State Board of Education

Dr. Stanley DeJarnett, Chair
Phenna Petty, Vice-Chair

Georgia Student Finance Commission

Chris Green, President
Hayley Corbitt, Director of External Affairs

Governor's Office of Planning and Budget

Jessica Johnson, Education Division Director
Miki Edwards, State Workforce Board Liaison and Education Consultant
Dory Cedeno, Fiscal Policy Analyst

Governor's Office of Student Achievement

Dr. Fran Dundore, Executive Director
Irene Munn, Senior Policy Consultant

Georgia Partnership for Excellence in Education

Dana Rickman, President & CEO
Matthew Smith, Director of Policy and Research

Office of Governor Brian P. Kemp

Dr. Russell Crutchfield, Chief Operating Officer
Ian Carroway, Director of Policy
Alex Huskey, Policy Advisor

Pioneer RESA

Tim Cochran, Executive Director

Professional Association of Georgia Educators

Craig Harper, Executive Director
Margaret Ciccarelli, Director of Legislative Affairs
Claire Suggs, Senior Policy Consultant

Teacher Retirement System of Georgia

Dr. Jason Branch, Executive Director
Sonya Kinley, Chief Human Resources Director

Technical College System of Georgia

Greg Dozier, Commissioner
Mark Peevy, Chief of Staff
Derek Dabrowiak, Chief Academic Officer
Ben McCumber, Assistant Commissioner for Technical Education Initiatives

University System of Georgia

The Honorable Chancellor Sonny Perdue

Dr. Ashwani Monga, Executive Vice Chancellor & Chief Academic Officer
Dr. Dana Nichols, Vice Chancellor for Academic Affairs & Student Success

Support Staff from the Southern Regional Education Board (SREB):

Dr. Amanda Merritt, Division Director, Development & Innovation
Megan Boren, Director, Educator Workforce

Appendix B: List of Key Terms and Acronyms (in alphabetical order)

Apprentice – A paid learner who is employed while completing a structured training program that combines on-the-job experience with related coursework and mentoring, leading to a recognized credential.

Attrition – A workforce term describing turnover of a position, including movers and leavers.

Clinical residency – A structured, immersive field experience in which a teacher candidate practices full-time in a P–12 classroom under the supervision of a mentor educator while completing coursework.

Early career teacher – An educator with less than three years of experience.

Educator preparation program provider – An institution or organization that delivers state-approved coursework and sometimes clinical experiences leading to educator licensure or certification; programs can be both traditional, leading to a degree, and nontraditional in nature.

Grow-your-own – A locally driven strategy or program to recruit and develop community members, paraprofessionals, or students into the educator workforce through targeted preparation and support pathways.

High needs area – (A) Has at least one school that either: 1) has $\geq 20\%$ of children from low-income families, or; 2) serves at least 10,000 children from low-income families, or; 3) is eligible for the Small, Rural School Achievement Program under 20 U.S.C. 7345(b), or; 4) is eligible for the Rural and Low-Income School Program under 20 U.S.C. 7351(b); and (B) that same LEA also either: 1) has a high percentage of teachers not teaching in the subject or grade level in which they were trained, or; 2) has a high teacher turnover rate or a high percentage of teachers with emergency, provisional, or temporary certification or licensure.

High needs community – A geographic area with significant economic or social challenges, such as high poverty rates, limited access to educational resources, or teacher shortages.

High needs field – Under the federal regulatory definition (34 C.F.R. § 686.2), a “high-need field” includes specific subject areas such as bilingual education/English language acquisition, foreign language, mathematics, reading specialist, science (including computer science), special education, or another field the U.S. Secretary of Education designates as high-need and appears on the annual Teacher Shortage Area Nationwide Listing.

Induction – A structured support system that helps new teachers transition into their roles, adapt to their environment, and develop skills for effective instruction and a positive classroom culture.

Micro-credential – A competency-based professional certification recognizing mastery of a specific skill or practice.

Needs-based scholarship grant program – A financial aid program providing funds to students based on demonstrated financial need to support participation in educator preparation or training.

Planning time – Assigned, structured time within a contractual school day in which the educator plans, prepares, or grades instructional materials.

Pre-apprentice – An individual participating in a preparatory program that introduces foundational skills and knowledge needed to enter a registered apprenticeship.

Registered apprentice – An individual enrolled in a U.S. Department of Labor or state-registered apprenticeship program that combines paid, supervised work experience with related instruction leading to a recognized credential.

Registered teacher apprenticeship program – A structured training model combining paid, mentored classroom experience with aligned coursework through a U.S. Department of Labor-registered apprenticeship.

Retention – A workforce term describing year-over-year persistence in an educator position.

Student teaching – A supervised, full-time field experience near the end of an educator preparation program in which a candidate assumes increasing instructional responsibility under a cooperating teacher’s guidance.

Substitute – A temporary educator who assumes instructional responsibilities when the regular classroom teacher is absent, either on a short-term, long-term or permanent basis.

Teacher candidate – An individual enrolled in an educator preparation program completing coursework and field experiences toward licensure or certification.

Teacher resident – An aspiring educator enrolled in a school-year-long, on-the-job or clinical experience consisting of 32 or more hours per week of field placement in a P–12 classroom setting.

Teacher residency program – A paid, year-long clinical experience pairing aspiring teachers with mentor educators while completing coursework.

Vacancy – A workforce term describing an unfilled educator position.

Whole-child learning – An educational approach that supports students’ academic, social, emotional, and physical development to promote well-being and lifelong success.

Georgia Project/Initiative Terms

Career Navigator Project - A statewide workforce initiative connecting education and labor data to improve career pathways
Certified Teacher Induction Program (CTIP) – A GaDOE-recognized induction model meeting state standards for new-teacher support that is a structured, multi-year support system for novice teachers that includes mentoring, coaching, and professional learning

Georgia Registered Teaching Apprenticeship Program - A registered apprenticeship model that allows aspiring teachers to earn credentials and wages while completing preparation. GaRTAP is a pathway to move paraprofessionals, as well as high school pre-apprentice students into the profession.

Teaching/Education as a Profession – A high-school CTAE pathway introducing students to the teaching profession

Teach Georgia – The official statewide job-board database maintained by the Georgia Professional Standards Commission where certified educator vacancies in Georgia public schools are posted and managed

Teach in the Peach / Prepared in the Peach / Lead in the Peach - Statewide marketing initiatives promoting teaching and leadership careers in Georgia, emphasizing preparation, recruitment, and retention

Acronyms Used

API – Application Programming Interface; a technology that allows secure data exchange between systems

CTA(E) – Career, Technical, and Agricultural Education

CCRPI – College and Career Ready Performance Index

EAP – Employee Assistance Program; employer-provided counseling and mental-health services to support staff well-being

ECE – Early Childhood Education

FTE – Full-time equivalent; the formula used by the state to allocate education funding based on student enrollment

GAEL – Georgia Association of Educational Leaders

GAICTE - Georgia Association of Independent Colleges of Teacher Education

GaLEADS – Georgia Leadership and Education Advancement for Development and Support (confirm full name)

GaDOE – Georgia Department of Education

GaPSC – Georgia Professional Standards Commission

GaRTAP – Georgia Registered Teaching Apprenticeship Program

GLISI – Georgia Leadership Institute for School Improvement

GSFC - Georgia Student Finance Commission

GOSA – Governor’s Office of Student Achievement

GOSA IFC – GOSA’s Instructional Faculty Council

KPIs – Key Performance Indicators; quantitative measures used to track progress toward goals and evaluate program effectiveness

OPB – Office of Planning and Budget

PAGE – Professional Association of Georgia Educators

PBIS – Positive behavioral interventions and support

QBE – Quality Basic Education; Georgia’s foundational school-funding formula that determines state and local financial responsibilities

RESAs – Regional Educational Service Agencies

RtW – Return to Work; a policy that allows retired educators to return to teaching while continuing to receive retirement benefits

SHBP – State Health Benefit Plan

TAP – Teaching as a Profession (currently being revised to EAP or Education as a Profession)

TCSG – Technical College System of Georgia

TRS – Teachers Retirement System of Georgia

USG – University System of Georgia

Appendix C: Supporting Documents

The following documents are attached as supporting information to the strategic plan:

Senate Resolution 237

Educator Workforce Data Highlights in the U.S., the South and in Georgia

SREB’s report summary on the economic impact of fully prepared and supported educators

Links to Educator Workforce Data Resources

Portrait of an Educational Leader Draft for 2026 finalization

Portrait of a Teacher Draft for 2026 finalization

The Senate Committee on Education and Youth offered the following substitute to SR 237:

A RESOLUTION

1 Urging the Professional Standards Commission, in collaboration with the Department of
2 Education, the Department of Early Care and Learning, the Teachers Retirement System of
3 Georgia, the Office of Student Achievement, the University System of Georgia, the
4 Technical College System of Georgia, and the Georgia Student Finance Commission, and
5 with input from education associations, to provide recommendations to support the state's
6 K-12 education workforce and teacher and school leader pipeline; and for other purposes.

7 WHEREAS, the strength and success of the state's education system is essential to the
8 economic, social, and cultural development of the state; and

9 WHEREAS, the recruitment, retention, and professional development of highly qualified
10 educators are critical to ensure that all students receive a high quality education; and

11 WHEREAS, the state is experiencing challenges in addressing teacher shortages and
12 retaining experienced educators in the early childhood and K-12 education workforce; and

13 WHEREAS, data show a strong correlation between comprehensive preparation in teacher
14 education programs and higher teacher retention rates, underscoring the importance of
15 effective educator preparation programs; and

16 WHEREAS, innovative programs and pathways to enter the teaching profession can attract
17 a diverse and talented pool of candidates and strengthen the education workforce; and

18 WHEREAS, supporting teacher retention through mentorship programs, professional
19 development, and enhanced working conditions can improve educator satisfaction and
20 student outcomes; and

21 WHEREAS, partnerships and collaboration between state and local education agencies, local
22 school systems, postsecondary educational institutions, and other stakeholders are essential
23 to addressing the complex challenges facing the education workforce.

24 NOW, THEREFORE, BE IT RESOLVED BY THE SENATE that:

25 (1) The Professional Standards Commission is urged to lead a collaborative effort with
26 input from education associations and the Department of Education, the Department of
27 Early Care and Learning, the Teachers Retirement System of Georgia, the Office of
28 Student Achievement, the University System of Georgia, the Technical College System
29 of Georgia, and the Georgia Student Finance Commission so as to provide the Governor
30 and the General Assembly with comprehensive recommendations to strengthen the K-12
31 education workforce;

32 (2) Such recommendations should address, but not be limited to, the following priorities:

33 (A) Encouraging innovative programs to enter the early childhood and K-12 teaching
34 profession, such as enhanced student teaching models, apprenticeship programs, and
35 "tutors to teachers" pathways;

36 (B) Collecting, reviewing, and providing data for the success of graduates employed
37 in the teaching profession in Georgia from all teacher education programs, both in state
38 and out of state, to include placement, effectiveness, and retention rates after one, three,
39 five, and ten years;

(C) Exploring partnerships with postsecondary educational institutions and other stakeholders to support improvements to teacher education programs and make recommendations as to the effectiveness and amount of funding to compensate student teachers and the need to reinstate HOPE access to support the teacher workforce;

(D) Improving public awareness of the benefits, including the Teacher Retirement System, and rewards of the teaching profession to attract a diverse and talented pool of candidates; and

(E) Focusing on teacher and school leader retention strategies, including building and expanding mentorship programs for new teachers and improving school leader professional development and other factors that contribute to teacher turnover;

(3) In making such recommendations, particular emphasis should be placed on data evaluation and evidence based practices that improve all aspects of the teacher and school leader workforce; and

(4) The Professional Standards Commission should submit such recommendations to the Governor according to a time frame determined by the Office of Planning and Budget, and to the Senate no later than December 1, 2025, along with any proposed legislation, policy, or budget changes needed to implement their recommendations.

BE IT FURTHER RESOLVED that the Secretary of the Senate is authorized and directed to make appropriate copies of this resolution available for distribution to representatives of the Professional Standards Commission, the Department of Education, the Department of Early Care and Learning, the Teachers Retirement System of Georgia, the Office of Student Achievement, the University System of Georgia, the Technical College System of Georgia, the Georgia Student Finance Commission, and the Office of Planning and Budget.

Educator Workforce Data Highlights in the U.S., the South and in Georgia

U.S. Educator Workforce & Economic Data

Demand for Educators Is High — and Will Stay That Way for the Next 15 Years

- Across all education occupations, the U.S. will need ~890,300 workers every year through 2034. This demand is not driven by dramatic enrollment growth; it is driven by replacement, because:
 - Only 17% of teachers are 55+, yet this still represents ~655,000 educators who will retire within the next decade.
 - Attrition, not retirement, makes up ~90% of annual teacher demand— meaning we lose more educators to job dissatisfaction, burnout, and working conditions than to aging out of the workforce.
 - Even if K–12 employment stays flat, hundreds of thousands of openings will need to be filled every single year, simply to maintain basic staffing.
- Teacher “intent to leave” declined from 22% to 16%, but remains far above pre-pandemic levels, meaning the workforce is still fragile.

Current Shortages Already Threaten Economic Competitiveness

- Schools start each year with an average of six vacancies, and only 79% of positions are filled with fully certified teachers.

Teacher Preparation Is Shrinking While Learning Demands Are Rising

- Teacher-prep output has declined nationally for two decades, and alternative pathways—while important—are insufficient on their own to fill the gaps.
- At the same time, expectations for what educators must teach are expanding: AI-integrated learning, Digital literacy and data fluency. Industry-aligned career pathways, Inclusive instruction for multilingual learners and students with disabilities
- This widening skills mismatch mirrors what is happening in the private sector, making it clear that education is not immune to workforce transformation pressures.

Learning & Development—Inside and Outside Schools—is One of the Fastest-Growing Sectors

- Beyond K–12 teaching, demand for learning professionals is exploding across the entire economy:
 - Training & Development Specialists: +11% growth
 - Training & Development Managers: +6% growth
 - Instructional Coordinators: ~22,000 openings/year
- These roles—curriculum designers, corporate trainers, AI-integrated learning specialists—draw from the same talent pool as K–12 teachers. If states don’t strengthen their educator pipelines, the private sector will continue to absorb talent, making school shortages even worse.

Educator Workforce Data Highlights in the U.S., the South and in Georgia

States cannot build a 21st-century workforce without rebuilding the educator workforce first.

- Because educators are the human infrastructure behind every other talent pipeline, investments here have multiplying effects:
 - Improved literacy → stronger long-term labor force participation
 - Better STEM preparation → higher wages and greater innovation
 - Stronger special education & multilingual services → more inclusive economic participation
 - Lower teacher turnover → higher student learning → higher skill attainment
 - Better conditions → more stable schools → stronger local economies
- Educators are the only workforce whose performance determines the quality and size of all future workforces. This makes teacher preparation, support, and retention not just an education issue—but a strategic economic imperative for states, regions, and the nation.

Educator Workforce Data in Georgia and the SREB Region

Supply & Demand

- Georgia's attrition rate in 2023-24 was 9.9%, compared to 15.2% average in the SREB Region.
- Georgia reported 5,300 vacancies in 2024-25 and 6,900 unprepared, uncertified teachers employed in the state.
- Turnover is highest among early-career educators — nearly 50% of those with ≤ 5 years of experience leave their positions in the region. [SREB report](#)
- Among reasons for leaving, SREB's analysis of research cites lack of leadership and collegial support, working conditions/climate, stress/burnout as major factors — more so than pay alone.

Preparation Pipeline

- In the SREB region, teacher preparation completions declined by 25% over the last 10 years. Georgia produced 1,222 fewer teachers in 2022-23 than in 2012-13.
- On data sharing: SREB's 2023 survey found that Georgia's K–12, postsecondary, and workforce agencies *do* link unit-record data, have data-sharing agreements, and processes to protect data privacy.

Demographics, 2023-24

- In the SREB region, 78% of teachers are White, ~15% are Black, and fewer than 9% are Hispanic.
- In Georgia, 65% of teachers are White, 29% are Black, 3.1% are Hispanic, and 3.4% are other racial/ethnic groups.
- Female educators make up 73% of teachers across the SREB region; in Georgia, 79% of teachers are female.
- Georgia's teacher workforce is less racially diverse than its student population, mirroring a broader regional trend.

Educator Workforce Data Highlights in the U.S., the South and in Georgia

Shortage Areas, 2024-25

- Georgia reports persistent shortages in Special Education and the sciences.
- These shortages can lead to increased reliance on out-of-field or uncertified teachers and can limit course access in high-need schools.

Teacher Quality & Experience, 2023-24

- In Georgia, 26% of teachers are inexperienced (years 1–3), 12% are teaching out-of-field, and 9% are uncertified. Each of these percentages are higher than or equal to the regional average.
- Higher-poverty Georgia schools employ disproportionately more novice or under-certified teachers — a pattern consistent with SREB's regional findings.

Compensation Data Highlights: Georgia in the Regional Context

Average Salary Data, 2023-24

2023-24 School Year																																							
Teacher Salaries															Early Childhood Workforce					Administrators																			
															Average Hourly Wage of Early HeadStart Childcare Teachers					Average Annual Wage of Early HeadStart Childcare Teachers					Average Hourly Wage of HeadStart Preschool Teachers					Average Annual Wage of HeadStart Preschool Teachers					Annual Mean Wage, K-12 Educational Administrators				
State	Avg Starting Salary	Avg Top Bachelor	Avg Starting Master	Avg Top Master	Avg Salary	Avg Top Salary	Index	Cost of Living	Wage Penalty		Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Administrators												
Alabama	\$ 44,610	\$ 68,271	\$ 53,441	\$ 78,465	\$ 61,912	\$ 90,667	93.1	-34.3%			\$ 16.23	\$ 32,460.00	\$ 21.54	\$ 43,080	\$ 94,390																								
Arkansas	\$ 50,031	N/A	\$ 50,352	N/A	\$ 58,337	\$ 56,354	90.5	-24.5%			\$ 16.10	\$ 32,200.00	\$ 18.82	\$ 37,640	\$ 89,240																								
Delaware	\$ 48,407	\$ 67,814	\$ 54,875	\$ 85,255	\$ 71,186	\$ 94,679	109.7	-15.9%			\$ 18.32	\$ 36,640.00	\$ 23.48	\$ 46,960	\$ 127,510																								
Florida	\$ 48,639	\$ 66,972	\$ 51,424	\$ 69,076	\$ 54,875	\$ 72,598	101.4	-23.9%			\$ 16.81	\$ 33,620.00	\$ 27.03	\$ 54,060	\$ 95,680																								
Georgia	\$ 43,654	\$ 62,692	\$ 48,966	\$ 70,930	\$ 67,641	\$ 86,727	93.5	-27.5%			\$ 17.30	\$ 34,600.00	\$ 22.44	\$ 44,880	\$ 104,370																								
Kentucky	\$ 40,161	\$ 57,750	\$ 44,113	\$ 61,015	\$ 58,325	\$ 68,076	92.5	-30.8%			\$ 17.70	\$ 35,400.00	\$ 24.34	\$ 48,680	\$ 95,410																								
Louisiana	\$ 46,682	\$ 59,151	\$ 47,507	\$ 61,015	\$ 55,911	\$ 63,316	97.2	-28.2%			\$ 18.53	\$ 37,060.00	\$ 25.78	\$ 51,560	\$ 88,550																								
Maryland	\$ 54,439	\$ 73,140	\$ 56,762	\$ 95,081	\$ 84,338	\$ 104,034	126.4	-26.9%			\$ 19.95	\$ 39,900.00	\$ 31.28	\$ 62,560	\$ 126,610																								
Mississippi	\$ 42,492	\$ 62,136	\$ 44,034	\$ 67,657	\$ 53,704	\$ 72,955	88.6	-15.8%			\$ 17.21	\$ 34,420.00	\$ 17.72	\$ 35,440	\$ 84,720																								
North Carolina	\$ 42,542	\$ 60,104	\$ 46,796	\$ 66,114	\$ 58,292	\$ 68,874	95.2	-25.4%			\$ 18.09	\$ 36,180.00	\$ 22.52	\$ 45,040	\$ 86,960																								
Oklahoma	\$ 41,152	\$ 59,307	\$ 42,588	\$ 61,370	\$ 61,330	\$ 63,691	93.2	-32.6%			\$ 19.03	\$ 38,060.00	\$ 20.96	\$ 41,920	\$ 89,820																								
South Carolina	\$ 44,693	\$ 50,059	\$ 64,426	\$ 72,092	\$ 60,763	\$ 86,420	98.8	-14.1%			\$ 17.32	\$ 34,640.00	\$ 20.56	\$ 41,120	\$ 100,930																								
Tennessee	\$ 44,897	\$ 59,505	\$ 48,561	\$ 64,688	\$ 58,630	\$ 73,325	92.3	-28.5%			\$ 18.75	\$ 37,500.00	\$ 25.70	\$ 51,400	\$ 95,760																								
Texas	\$ 48,526	\$ 66,547	\$ 51,463	\$ 68,911	\$ 62,463	\$ 67,762	96.6	-23.0%			\$ 17.10	\$ 34,200.00	\$ 27.92	\$ 55,840	\$ 93,400																								
Virginia	\$ 48,666	\$ 76,088	\$ 51,805	\$ 80,011	\$ 66,327	\$ 82,037	102.5	-32.7%			\$ 19.23	\$ 38,460.00	\$ 27.63	\$ 55,260	\$ 110,240																								
West Virginia	\$ 42,708	\$ 63,879	\$ 45,544	\$ 66,740	\$ 55,516	\$ 70,587	95.3	-21.4%			\$ 14.28	\$ 28,560.00	\$ 30.08	\$ 60,160	\$ 82,770																								
National Average	\$ 46,526	\$ 66,532	\$ 50,380	\$ 76,905	\$ 72,030	\$ 84,272	107.3	-26.9%			\$ 19.68	\$ 39,360.00	\$ 25.86	\$ 51,720	\$ 108,900																								
SREB Regional Average	\$ 45,769	\$ 63,561	\$ 50,166	\$ 71,228	\$ 61,847	\$ 76,381	97.925	-25.3%			\$ 17.62	\$ 35,244	\$ 24.24	\$ 48,475	\$ 97,898																								

Sources: SREB - <https://www.sreb.org/teacher-workforce-data-state> & <https://www.sreb.org/interactive/educator-compensation-dashboard>,
 U.S. facts compiled by [Georgia Chamber of Commerce](#) and summarized by SREB.

Educator Workforce Data Highlights in the U.S., the South and in Georgia

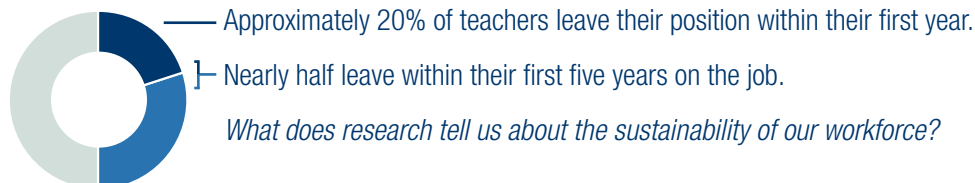
How Georgia Compares to the Southern Region

- Georgia's average starting salary is **below 10** SREB states. It is 4.7% less than the regional average. Georgia's average master's starting is just below the regional average and below 7 states who each exceed the regional average (\$63,561)
- Georgia's average salary is **third highest** in the SREB region behind Maryland and Delaware and exceeds the regional average. It is 6% below the national average of \$72,030
- Georgia's average top salary exceeds the national average by nearly \$2,500, however it is **fourth highest** in the region behind Maryland, Delaware and Alabama.

Georgia's Minimum Salary Structures, 2023-24

- Georgia is one of 17 states in the U.S. and one of 12 in the SREB region with a state mandated salary schedule. Other states may provide a minimum but leave salary schedules up to districts.
- Georgia's minimum salary schedule begins at \$41,092 (BA) and \$46,206 (MA).
- The salary schedule maxes out at year 21.
- Georgia's minimum salary schedule requires fewer years to reach \$50K than most SREB states with a state schedule: 11 years for teachers with a bachelor's degree and 6 years for teachers with a master's degree

Beginning Teachers: Readiness, Retention and Outcomes



New research from SREB and Vanderbilt University found that a teacher's preparation pathway is a significant predictor of how likely they are to stay in the profession within their first five years.

Which early-career teachers are more likely to stay?

- Early-career teachers who complete traditional preparation routes (a bachelor's or master's degree in education) have the lowest risk of attrition.
- Early-career teachers who are more effective are more likely to stay.
- Those with higher starting salaries are more likely to stay.

Which early-career teachers are more likely to leave?

- Teachers in secondary schools have a greater risk of attrition compared to those in elementary schools.
- Teachers who work in lower performing schools, high poverty schools or schools with lower proportions of white students are more likely to leave compared to those who start their teaching careers in more affluent schools. Early-career teachers in these situations need more support.

Early-career teachers are overwhelmed — and without support, they will leave. Consistent, high-quality structures — such as relevant on-the-job practicum experiences and tailored induction programs — are needed to better support all incoming teachers throughout their preparation and early years of teaching. **Adequately preparing, supporting and valuing new teachers leads to higher retention, increased student learning and a stronger economy.**

Teacher Workforce Data Comparison: Georgia and Atlanta Public Schools

2022-23 School Year

	SREB Regional Average	State Average	District Average
Total number of students	19,785,616	1,750,972	55,277
Total number of teachers	1,297,538	121,301	3,863
% Inexperienced ¹	18.2%	24.0%	43.0%
% Uncertified	8.2%	8.0%	11.0%
% Teaching out of field	11.9%	11.0%	21.0%
Teacher attrition rate	18.8%	10.8%	27.0%
Total number of prep program completers	52,963	4,221	--
% Prep program completers from traditional pathways	62%	82%	--
% Prep program completers from non-traditional pathways	38%	18%	--

¹ *Inexperienced* – Teachers with 3 years of experience or less

Sources: National Center for Education Statistics, state report cards and teacher data files, U.S. Department of Education Title II reports

The Cost of Underprepared Teachers

What is the impact of underprepared teachers on students' learning?



Source: Kirksey, J., 2024

Students with uncertified novice teachers with no prior classroom experience lose about three months of learning in math and four months in reading. **The effects are cumulative:** Numerous years of inadequate instruction from uncertified and underprepared teachers eventually lead to years of compounded learning loss.

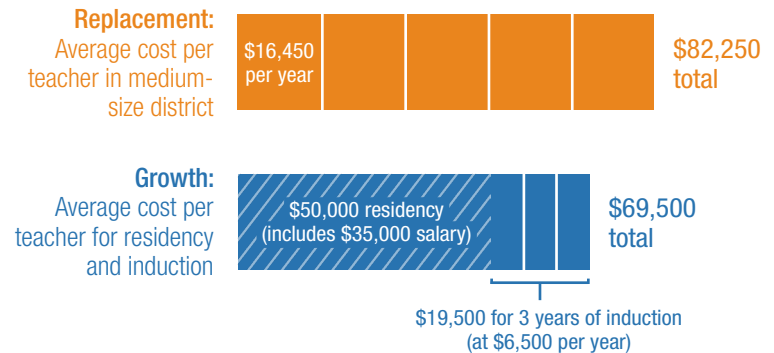
According to economist and Hoover Institution Fellow Eric Hanushek, “In a single academic year, a good teacher will get a gain of 1½ grade-level equivalents, while a bad teacher will get a gain equivalent to just half a year.”

What is the impact on students' future earnings and our economy?

Inadequate instruction results in lower earnings once students enter the workforce, subsequently lowering tax revenue and leading to economic loss.

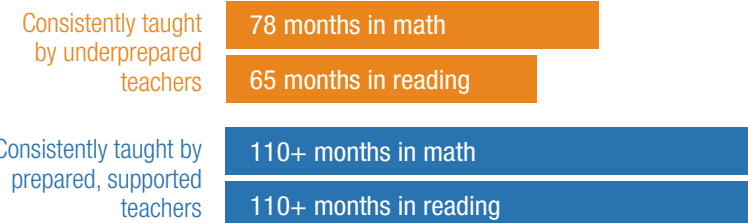
- If 10% of unprepared teachers were replaced with teachers from high-quality preparation programs, graduates would earn up to \$2,850 more each year. For example, the current 5.5 million public school students in Texas could earn up to **\$15.7 billion** more in the future if 10% of their unprepared teachers were fully prepared instead.
- In one school year, a teacher one standard deviation above average effectiveness generates marginal gains of over \$400,000 in students' future earnings for a class of 20.
- Supporting and growing (or replacing, when needed) the bottom 5%-8% of teachers to achieve average performance could move the U.S. near the top of international math and science rankings — a \$100 trillion value as of 2010.

Five-Year Novice Teacher Replacement vs. Growth Costs United States, 2024



Impact on Students: Unprepared Teachers vs. Prepared, Supported Teachers

Average compounded learning per K-12 graduate:



Each K-12 graduate who is taught by 10% more fully prepared teachers increases their lifetime earnings by an average of **\$120,551** — increasing the tax revenue base for communities and states.

It is critical for leaders to focus on long-term pipeline planning, new teacher support and uplifting the value of the profession — rather than quick fixes designed to temporarily bandage teacher shortages without addressing root problems.

Educator Workforce Data from External Sources

- <https://www.sreb.org/teacher-workforce-data-state>
- <https://www.sreb.org/interactive/educator-compensation-dashboard>
- <https://learningpolicyinstitute.org/product/state-of-teacher-workforce-interactive>
- <https://nces.ed.gov/programs/coe/preprimary-elementary-and-secondary>
- <https://nces.ed.gov/surveys/ntps/spotlight.asp> and <https://nces.ed.gov/surveys/ntps/ntpsdashboard/map/2>
- <https://excelined.org/2024/03/01/cracking-the-code-leveraging-state-data-to-understand-the-educator-pipeline/>
- <https://teacherdiversity.nctq.org/dashboard/>
- <https://tsa.ed.gov/#/reports> US Department of Education Teacher Shortage Areas by state
- <https://title2.ed.gov/Public/Home.aspx> US Department of Education Title II Educator Preparation Data by state

Georgia Teacher Preparation, Recruitment and Job Boards Links

- <https://teachinthepeach.org/news/gsu-pathway-to-teacher-credentialing-project/>
- <https://www.gapsc.com/EducatorPreparation/PSCPpemLookup.aspx>
- <https://georgiainsights.gadoe.org/dashboards/educator-pipeline-teacher/>
- <https://gadoe.org/careers/job-openings/>
- <https://www.teachgeorgia.org/>
- <https://gisaschools.org/opportunities/job-openings/>
- https://employer.schoolspring.com/find/georgia_teaching_jobs_in_georgia.cfm
- <https://gacharters.org/job-board/>
- https://www.nasdtc.net/page/Educator_Job_Posting_Map
- <https://www.teachaway.com/teach-in-georgia>

Portrait of a Georgia Leader

Recruitment and Retention of Effective Educators

To provide educators and local districts with a vision for leadership, this collaboratively-developed portrait outlines the principles, dispositions and competencies of an educational leader. It reflects alignment with the GaLEADS guidance. This portrait can be adopted or adapted by local entities to develop and support strong leaders around the state.

Disposition and Competencies:

- Demonstrates self-awareness
- Fosters collaboration
- Instills trust
- Values & models customer Service
- Exemplifies positive interpersonal skills
- Empowers others
- Creates safe cultures that support sharing of ideas and concerns
- Recognizes and celebrates the contributions of others regularly

Disposition and Competencies:

- Communicates effectively
- Actively listens
- Builds effective teams
- Establishes common goals and objectives
- Fosters open dialogue with teachers, staff, and all stakeholders
- Commits to growing others
- Encourages creative and innovative problem-solving
- Ensures internal and external stakeholders are represented in decision-making

Guiding Principle #1:
Leading through Positive Relationships

Guiding Principle #2:
Creates a Shared Vision

Guiding Principle #3:
Leads with Integrity

Guiding Principle #4:
Results Oriented

Disposition and Competencies:

- Ensures core values for children and their well-being are priority #1
- Practices service above self
- Demonstrates strong work ethic
- Sets and maintains high expectations
- Follows through on commitments and ensures others do likewise
- Models resilience and balance while supporting the well-being of teachers, staff, and students
- Prioritizes physical safety and proactive crisis preparedness for teachers, staff, and students

Disposition and Competencies:

- Possesses strong organizational skills
- Is decisive without being overbearing
- Applies best research and evidence-based practice
- Networks and stays professionally informed
- Encourages a growth mindset and being a life-long learner
- Consistently monitors, measures, and, as needed, modifies academic performance and achievement
- Provides constructive feedback and coaching to develop teachers and staff as professionals and leaders
- Monitors teacher and staff retention, morale, and wellness as an indicator of school success

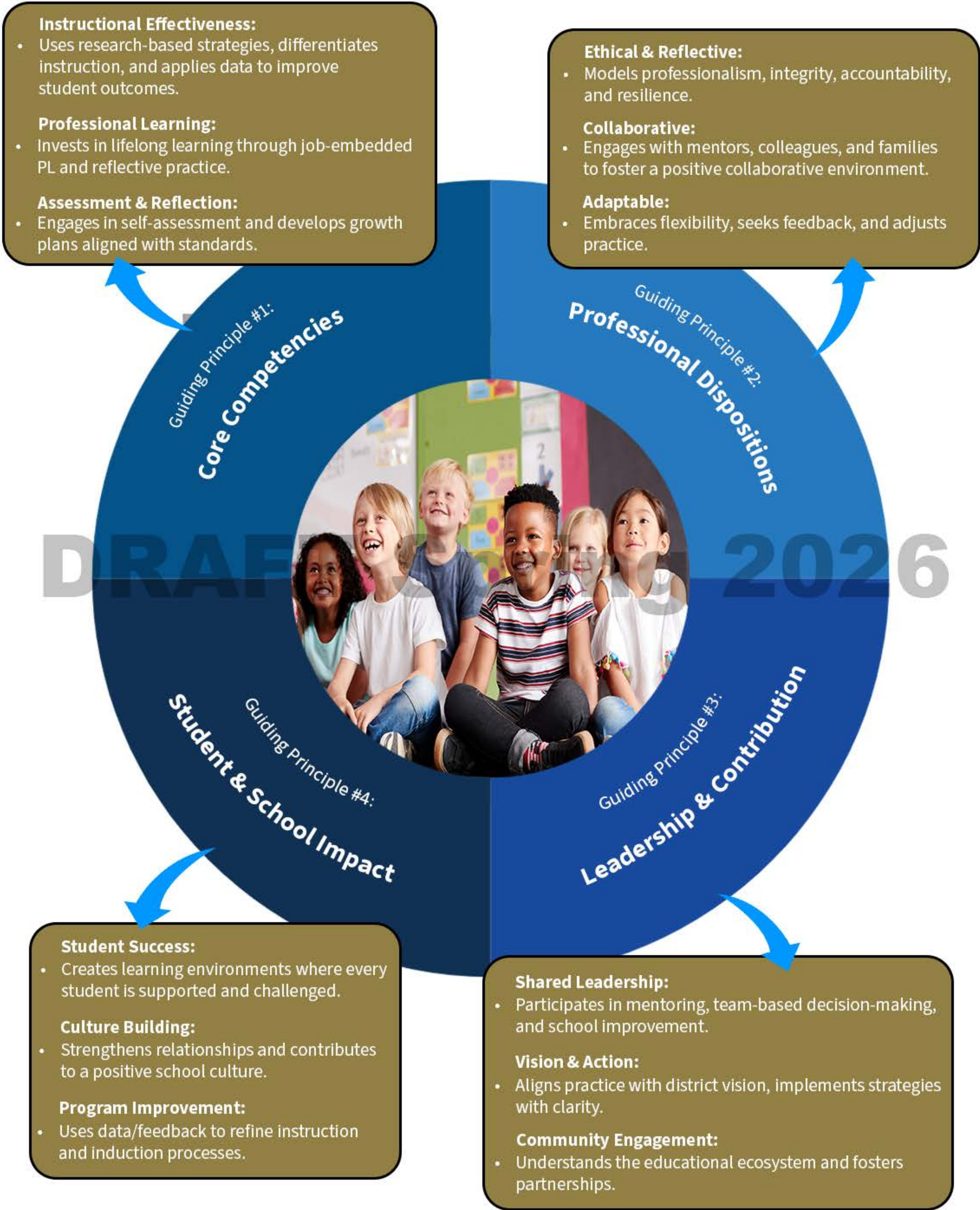
"Leadership is not about being in charge. It is about taking care of those in your charge."

Simon Sinek



Portrait of a Georgia Teacher

The Portrait of a Georgia Teacher is Georgia’s aspirational vision for profession-ready teachers and a foundation for induction and professional learning. It is not part of teacher evaluation.



The Portrait of a Georgia Teacher is not a teacher evaluation instrument and shall not be used in formal personnel evaluations, licensing sanctions, or employment decisions unless and until the Georgia legislature or relevant rulemaking body explicitly and separately amends governing statutes or rules.