Why do teachers leave?

Lack of and development and career advancement: 60%

Compensation: 13%

Source: Why Your Best Teachers are Leaving and 4 Ways to Keep Them (Gallup, March 2018)
What do teachers want?

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>CAREER ADVANCEMENT</th>
<th>STIPEND OR SALARY INCREASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving as a mentor or instructional coach</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>Serving as a lead teacher</td>
<td>83%</td>
<td>82%</td>
</tr>
<tr>
<td>Having a hybrid role</td>
<td>78%</td>
<td>74%</td>
</tr>
<tr>
<td>Serving as a peer evaluator</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>Facilitating or leading PD courses</td>
<td>65%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Source: Voices from the Classroom Teacher Survey (E4E, 2018)
State policies

- Evaluation and professional development
- Career ladders and teacher leadership

ongoing professional learning and growth
State policies

Evaluation and professional development

Licensure renewal

Career ladders and teacher leadership

Licensure advancement

ongoing professional learning and growth
Two states

Wisconsin

Georgia
Georgia’s Tiered Licensure Structure

- **Pre-Service**
- **Induction**
- **Professional**
- **Advanced & Lead Professional**
Georgia Teacher Leadership Belief Statement

Teacher Leadership is the process by which highly effective and empowered teachers serve as catalysts to facilitate continuous improvement resulting in an enhanced culture of teacher engagement, student learning, and achievement.
Table talk

1. What do you see as the **pros and cons** of the approaches discussed?

2. What is your state doing that is **similar or different** from the approaches discussed?

3. How can/should states support **ongoing learning and professional growth** for teachers? Is licensure an appropriate lever?

4. Is there a problem your state is trying to address for which changes to licensure requirements **may be a suitable solution**?