

SREB

A Study of
**Generation Z's Interest in
the Teaching Profession**

August 2025

SREB

Southern Regional
Education Board

TN EDUCATION
RESEARCH
ALLIANCE



VANDERBILT
Peabody College

Presenters

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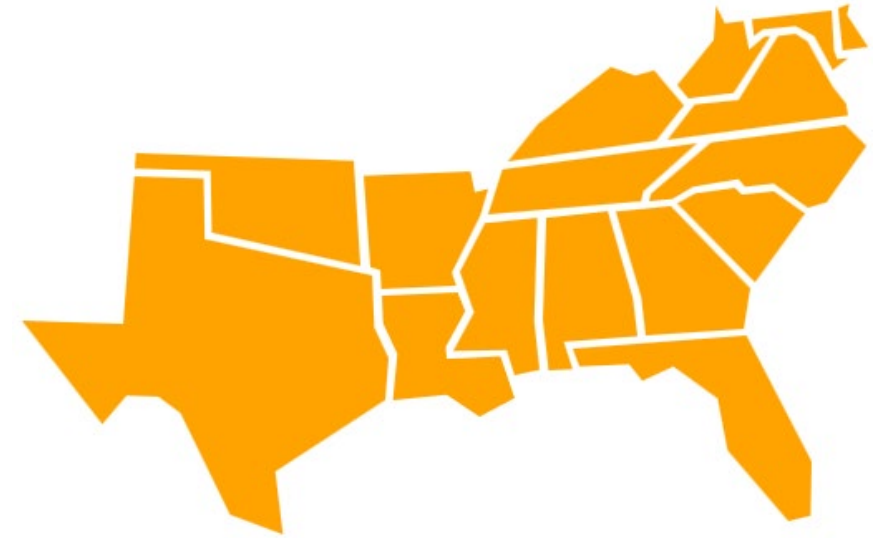
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Southern Regional Education Board

Founded in 1948 as an interstate compact
Non-partisan, non-profit organization



Mission

To guide and support states as they advance all levels of education to improve the social and economic vitality of the SREB region

- K-12 School Improvement
- Postsecondary & Workforce
- State Policy

Every child deserves a great teacher

Educator shortages hurt our students, exhaust our educators & drain our economy.

**Our vision is to make teaching attractive
to better recruit and retain strong educators.**

SREB

Core Research Questions

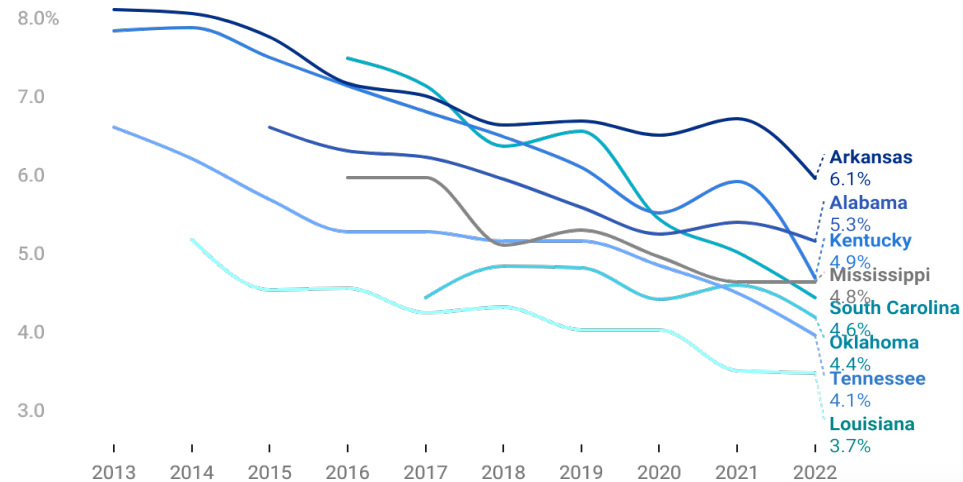
- Who is teaching now and what are their preparation and early career experiences?
- Who is leaving and why?
- What factors affect retention of early-career teachers?
- How can we better attract and retain the newest generation of teachers?

Research Partnership: The Next Generation of Teachers

GENERATION Z

Born 1996 to 2012

High School Students Reporting Interest in a Teaching Career

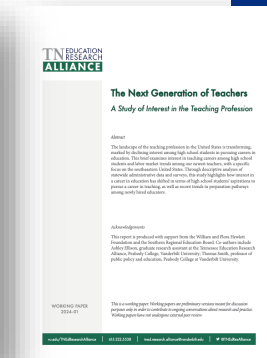
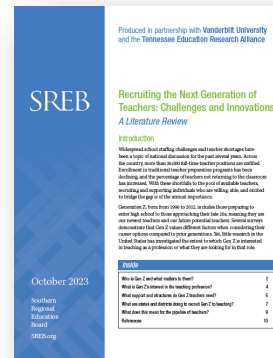


The ACT survey sample includes only students who enrolled in a 2- or 4-year institution.
Chart: SREB/Vanderbilt University • Source: ACT • Created with Datawrapper

- Tech-savvy
- Racially and ethnically diverse
- More report mental health needs
- Half are from low-income families

What do they want in a career?

- A sense of purpose
- A collaborative, positive environment
- Advancement opportunities
- Mentorship and support
- Flexibility



Who is Generation Z?

Individuals born between
1996 and 2012
– age 13 to 29 in 2025

GENERATION Z

Born 1996 to 2012

- Tech-savvy
- Racially and ethnically diverse
- More report mental health needs
- Half are from low-income families



What do they want in a career?

- A sense of purpose
- A collaborative, positive environment
- Advancement opportunities
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Finding 1: Interest in an education career among high school students declined steadily since 2013.



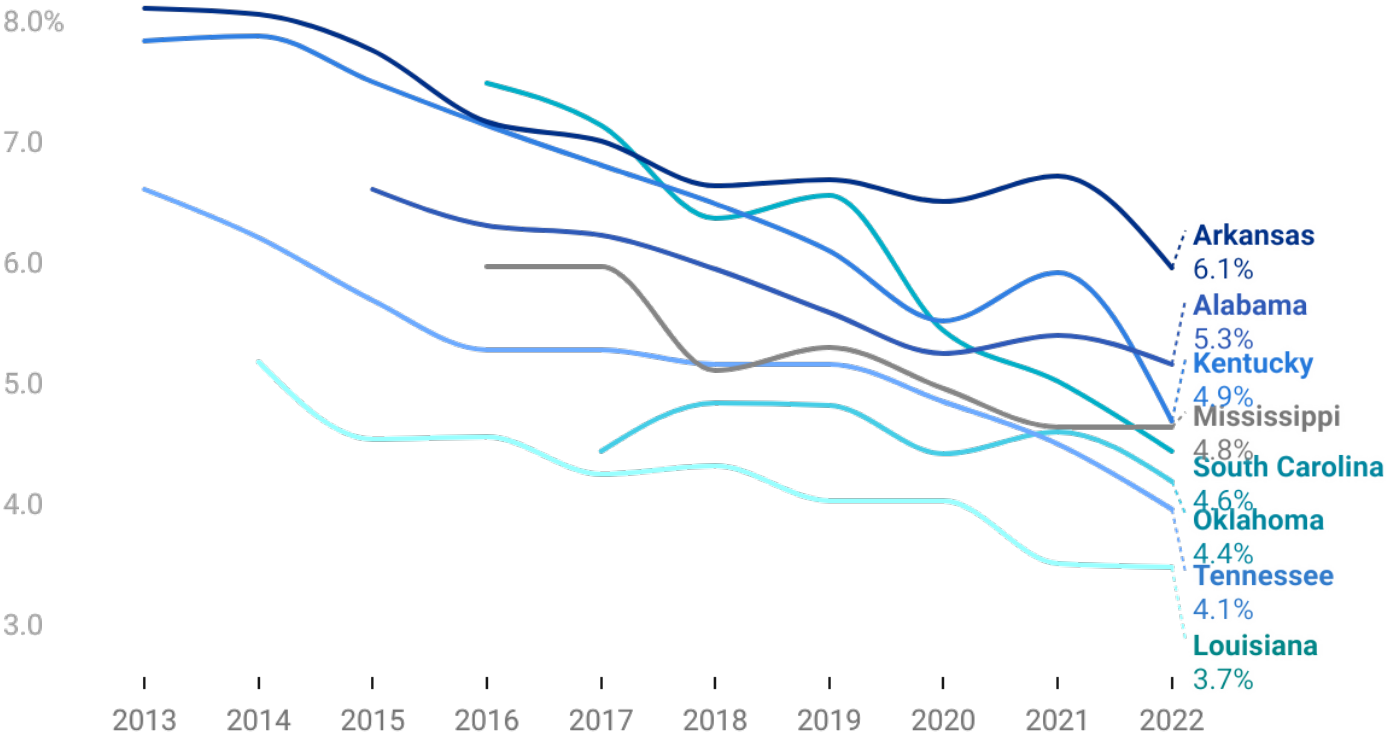
Interest is declining throughout the South.



Undecided majors are trending up.

Interest in pursuing an education career declined across eight Southern states.

High School Students Reporting Interest in a Teaching Career

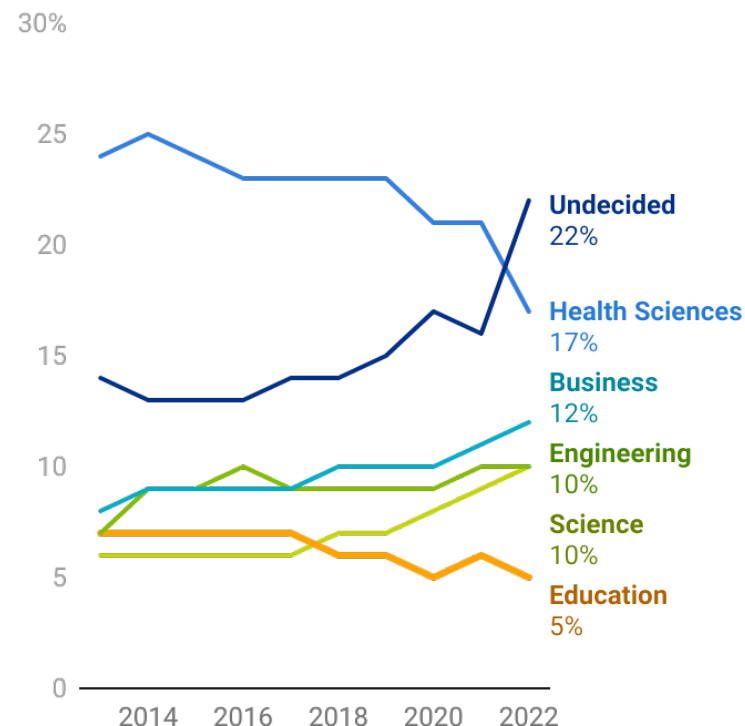


The ACT survey sample includes only students who enrolled in a 2- or 4-year institution.

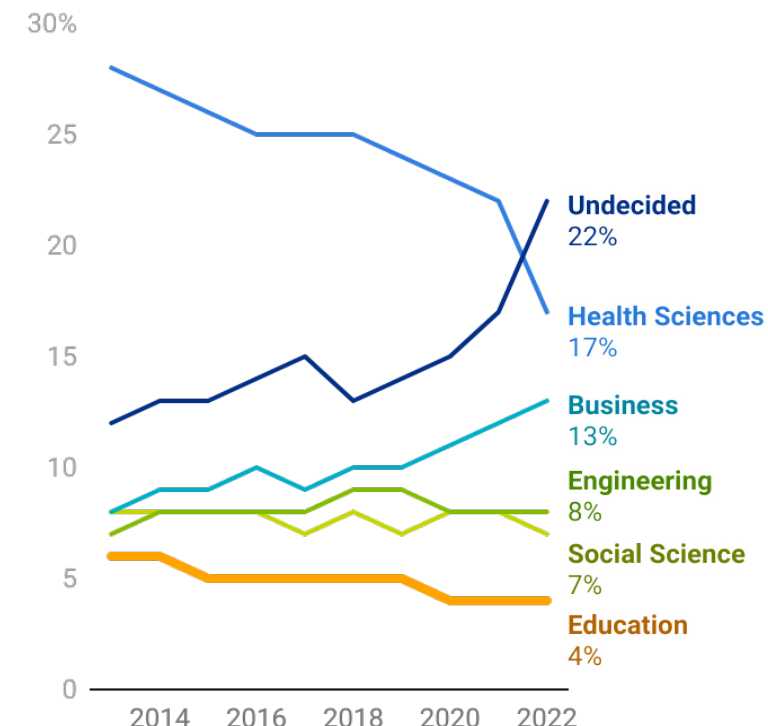
Chart: SREB/Vanderbilt University • Source: ACT • Created with Datawrapper

High school students are increasingly undecided about their intended college majors.

Most Popular Intended Majors Among Kentucky High School Test Takers



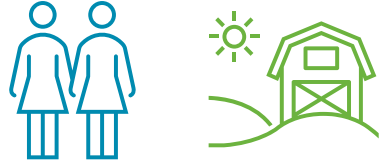
Most Popular Intended Majors Among Tennessee High School Test Takers



The ACT survey sample includes only students who enrolled in a 2- or 4-year institution.

Chart: SREB/Vanderbilt University • Source: ACT • Created with Datawrapper

Finding 2: Students who plan to major in education and express interest in an education career are predominantly white and female and have lower ACT scores.



Interest is highest among white, female students and students from rural areas.

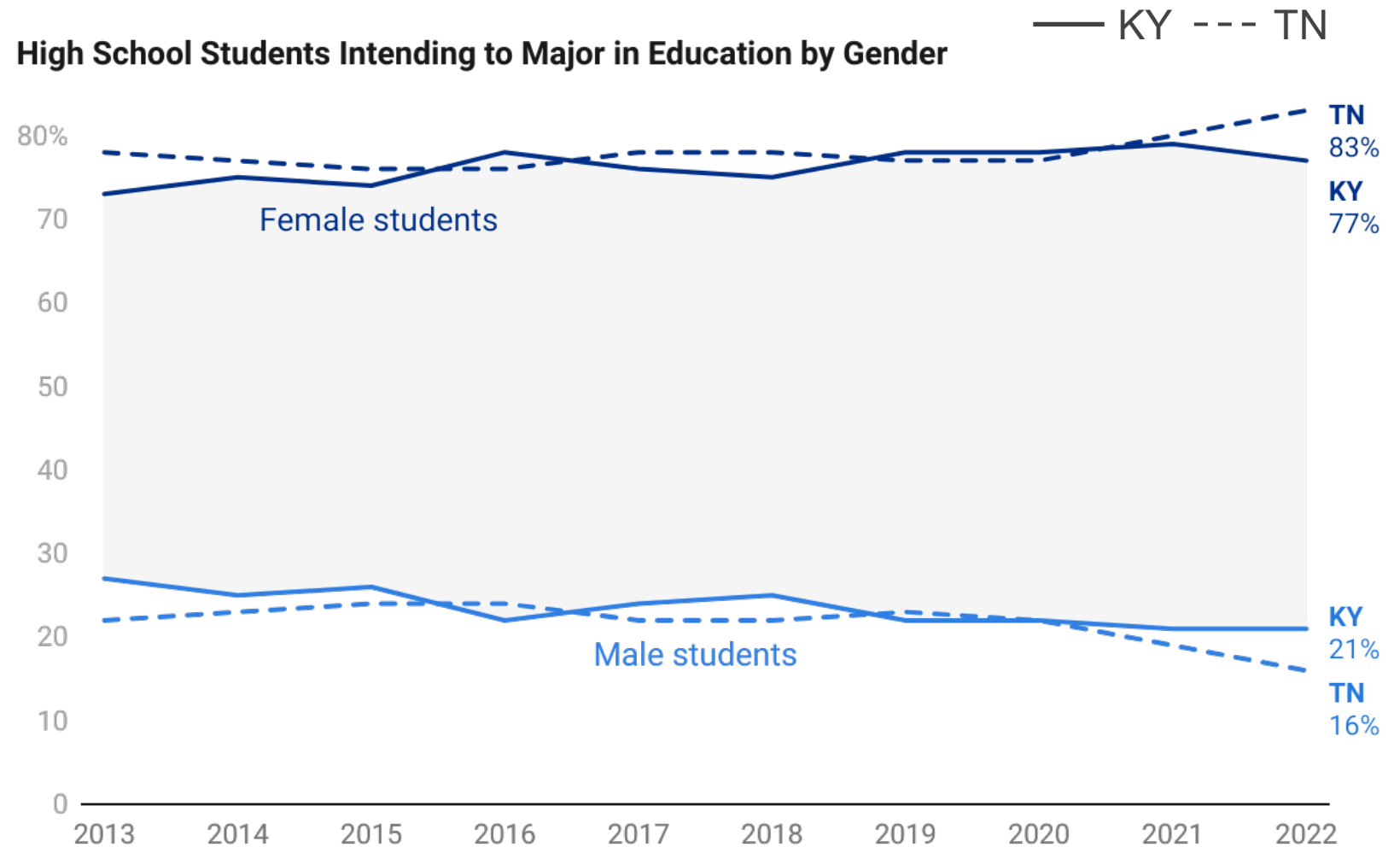


Male students are more likely to major in something other than education.



ACT scores are lower for education majors.

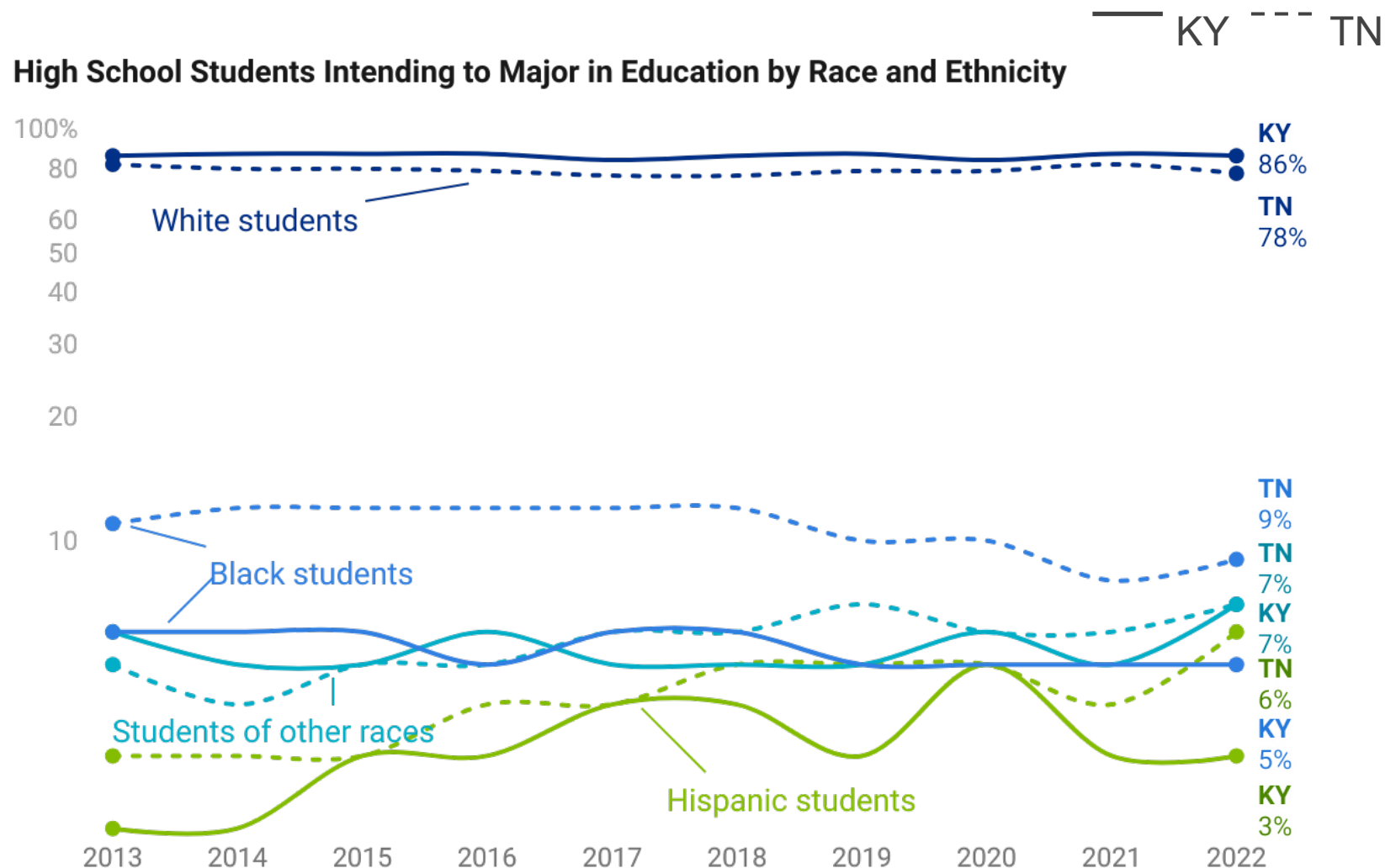
Female high school students are much more likely to indicate they plan to major in education than male students in both states.



The ACT survey sample includes only students who enrolled in a 2- or 4-year institution.

Chart: SREB/Vanderbilt University • Source: ACT • Created with Datawrapper

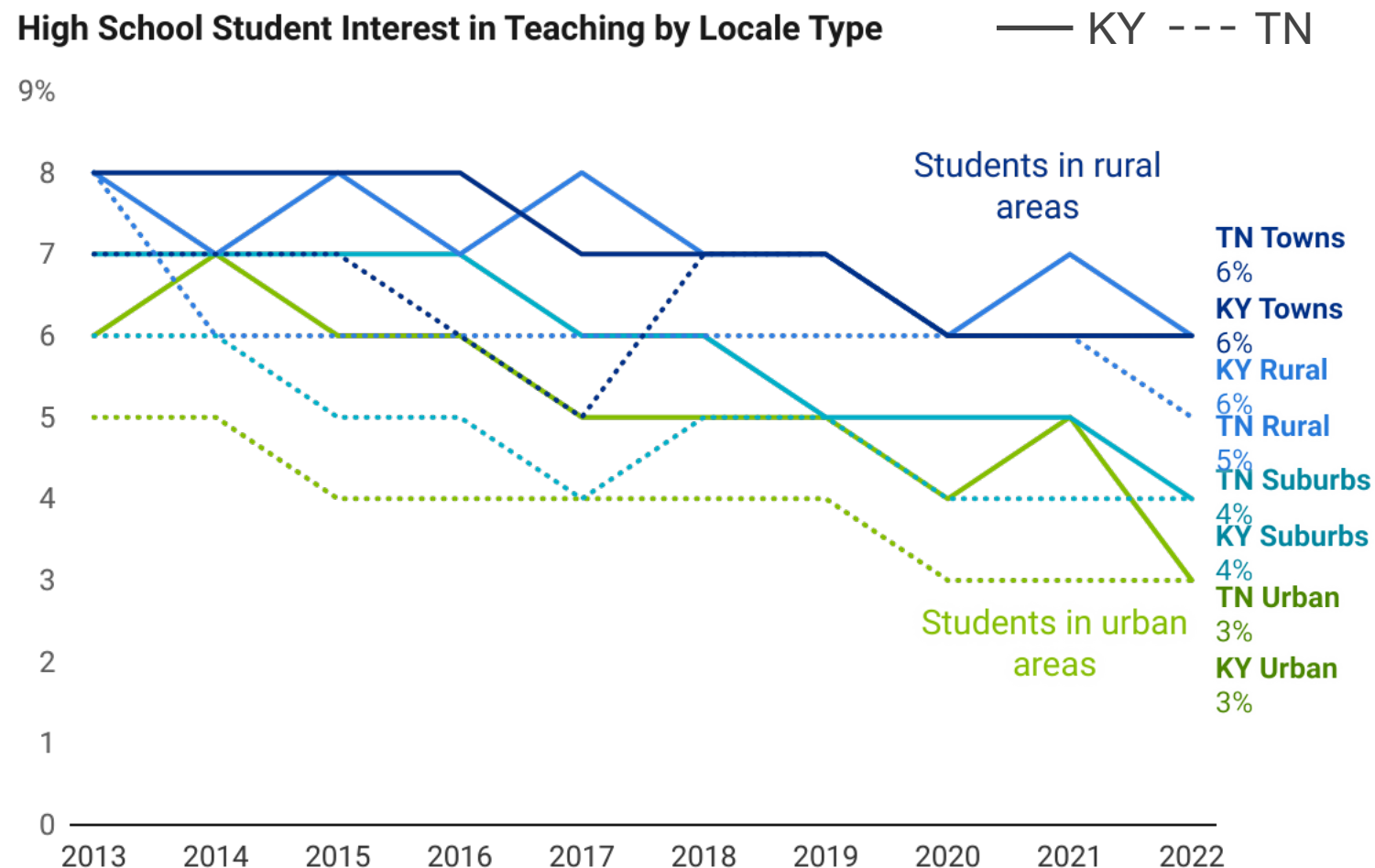
White high school students are much more likely to indicate they plan to major in education than students of color in both states.



The ACT survey sample includes only students who enrolled in a 2- or 4-year institution.

Chart: SREB/Vanderbilt University • Source: ACT • Created with Datawrapper

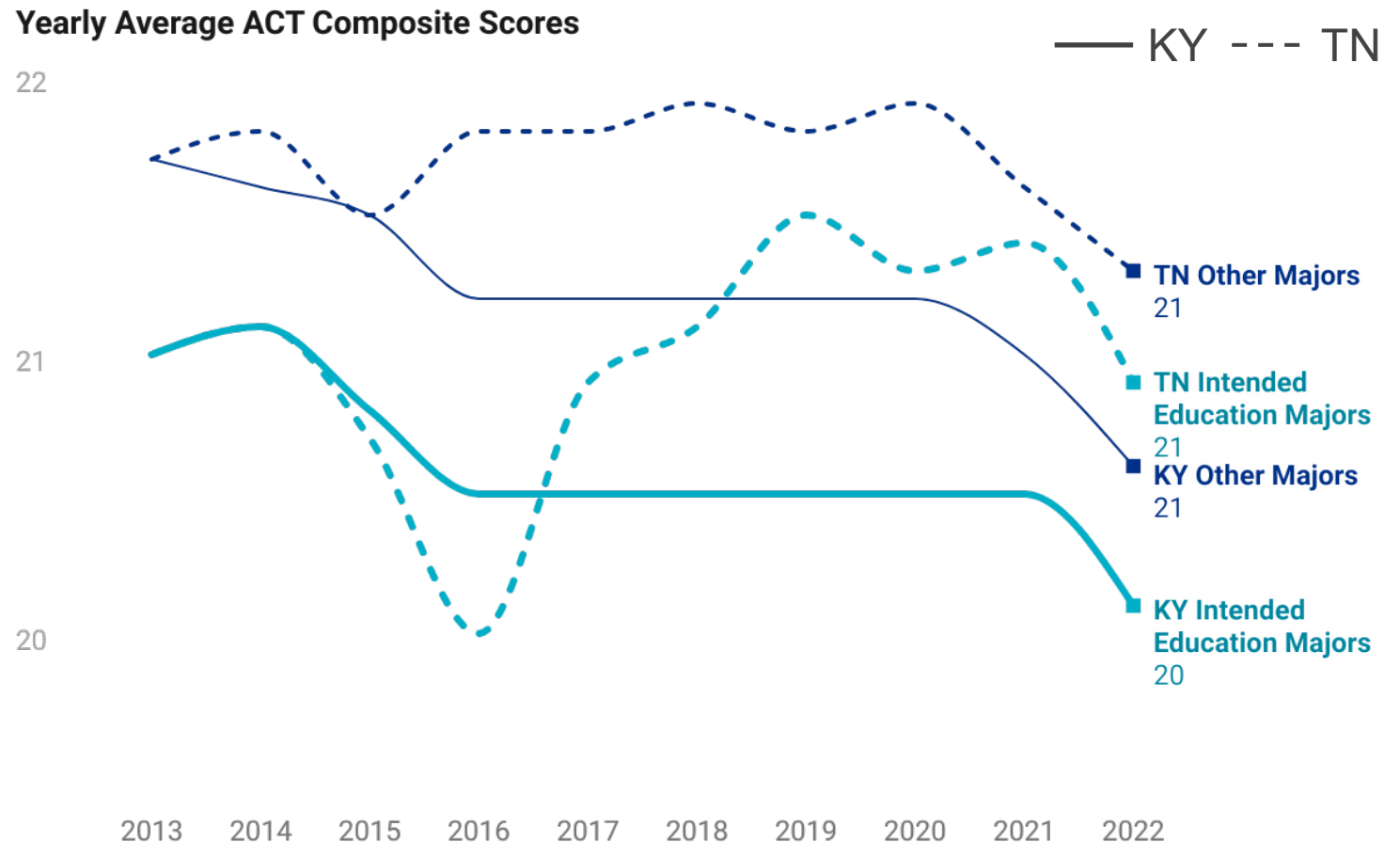
Interest in teaching declined among urban, suburban and rural students, yet rural students are more likely to be interested in teaching.



The ACT survey sample includes only students who enrolled in a 2- or 4-year institution.

Chart: SREB/Vanderbilt University • Source: ACT • Created with Datawrapper

Students intending to major in education have lower ACT scores than their peers who enroll in postsecondary education.



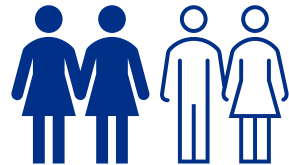
The ACT survey sample includes only students who enrolled in a 2- or 4-year institution.

Chart: SREB/Vanderbilt University • Source: ACT • Created with Datawrapper

Finding 3: Enrollment in high school introductory teaching courses in Tennessee and Kentucky is increasing.



Access and enrollment increased in high school teaching introductory courses.

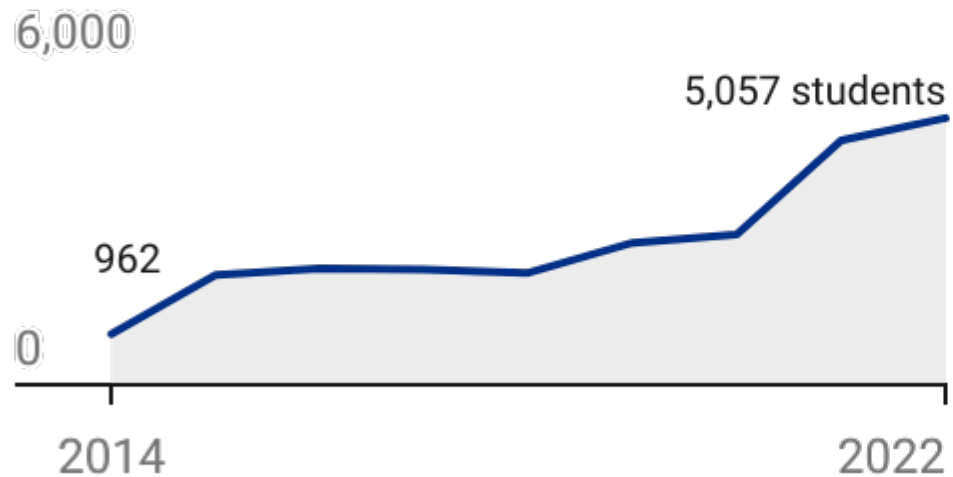


Enrollment became more diverse overtime.

Access to Tennessee Teaching as a Profession courses expanded, and student enrollment increased.

Access and Enrollment: Tennessee Teaching as a Profession Courses

Students Enrolled



Schools Offering Courses

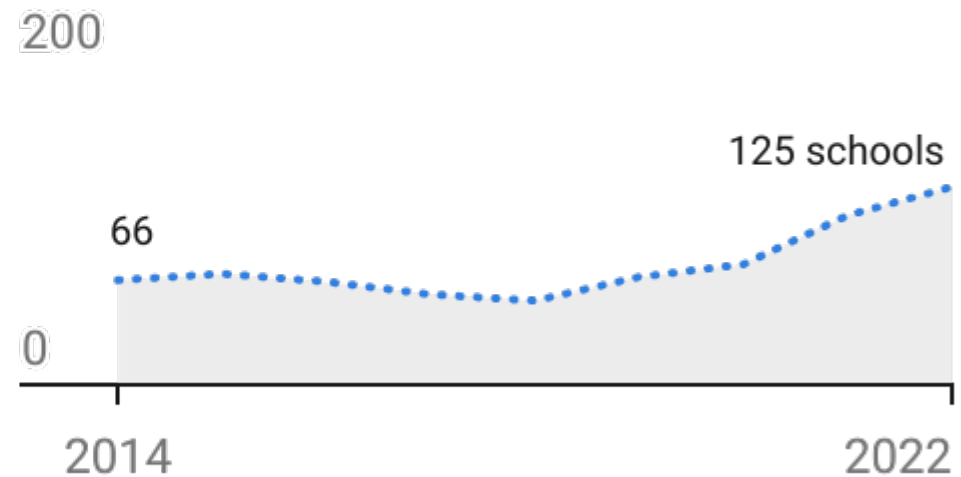
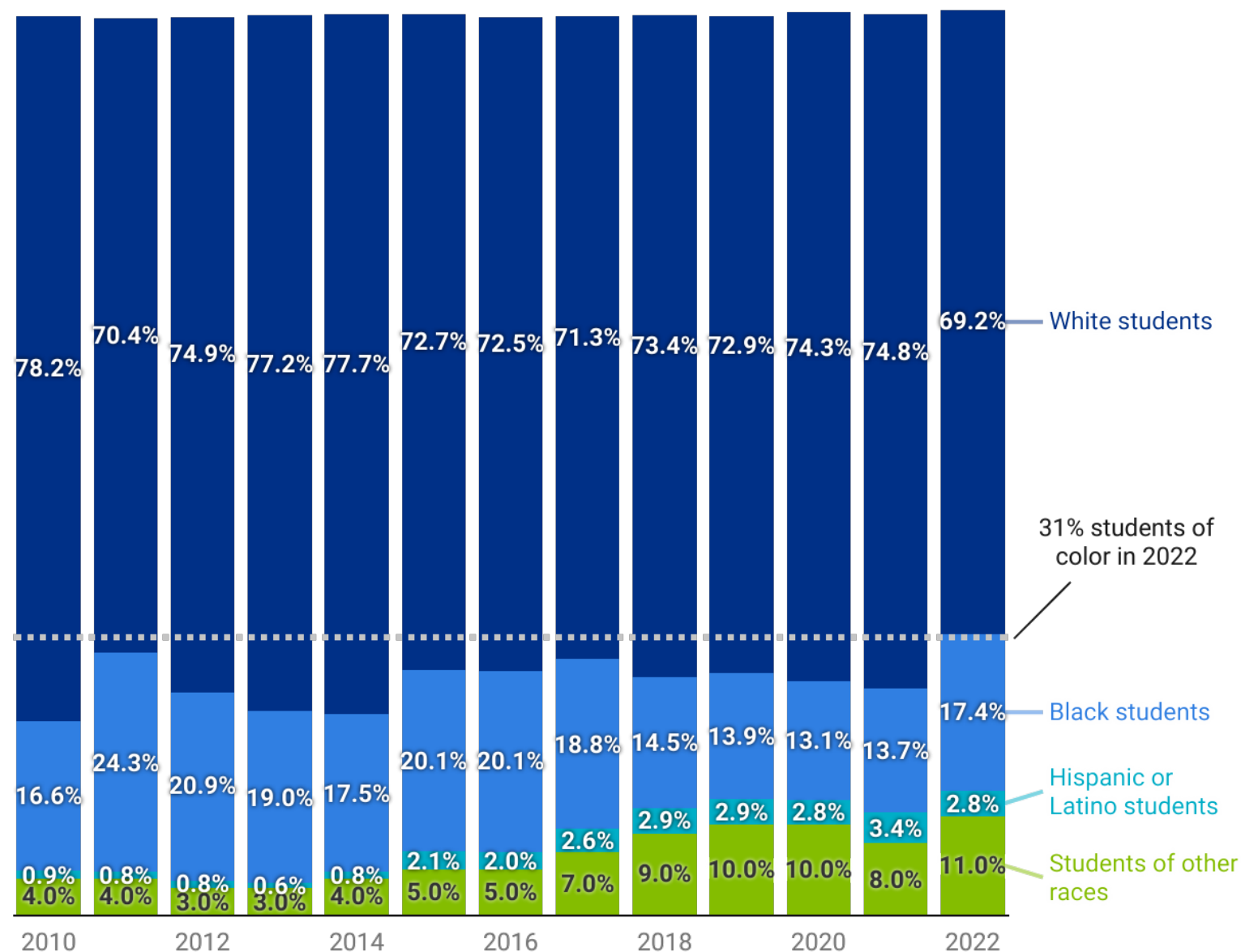


Chart: SREB/Vanderbilt University • Source: TDOE • Created with Datawrapper

Enrollment rates among Tennessee students increased over time across racial and ethnic groups.

Enrollment in Teaching as a Profession Courses by Race and Ethnicity



Enrollment rates among Tennessee students increased over time across racial and ethnic groups.

Teaching as a Profession Courses: Enrollment Rates

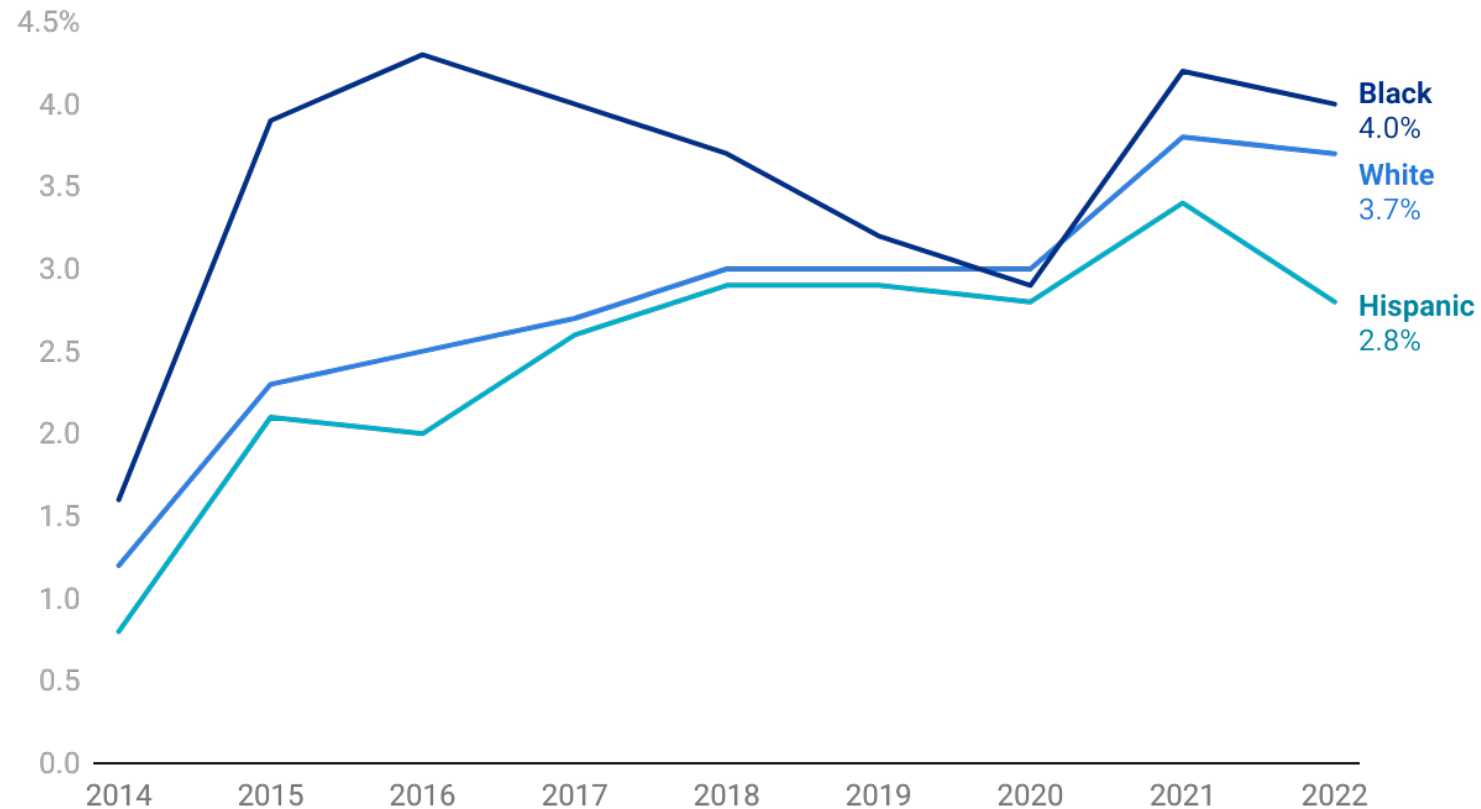


Chart: SREB/Vanderbilt University • Source: TDOE • Created with Datawrapper

Teaching and Learning courses in Kentucky experienced similar growth in enrollment.

Kentucky Teaching and Learning Course Enrollment

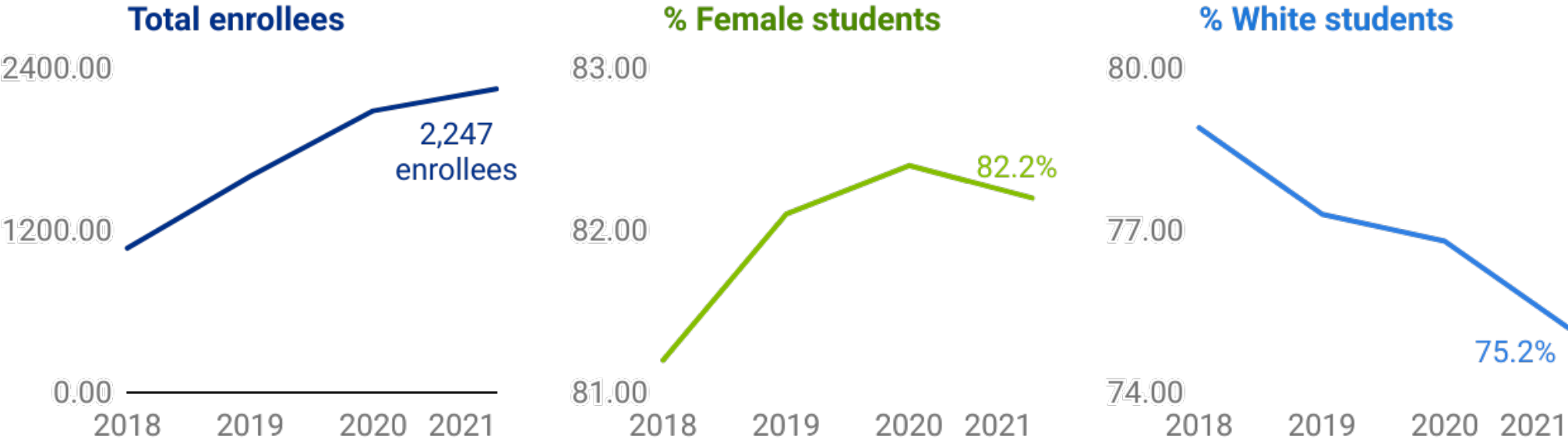
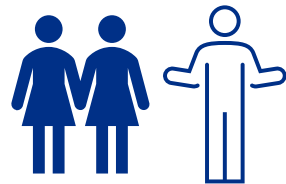


Chart: SREB/Vanderbilt University • Source: KYStats • Created with Datawrapper

Finding 4: Half of early career teachers in Tennessee formed aspirations to become educators before college.



Half of early-career teachers started college with plans to pursue a career in education.

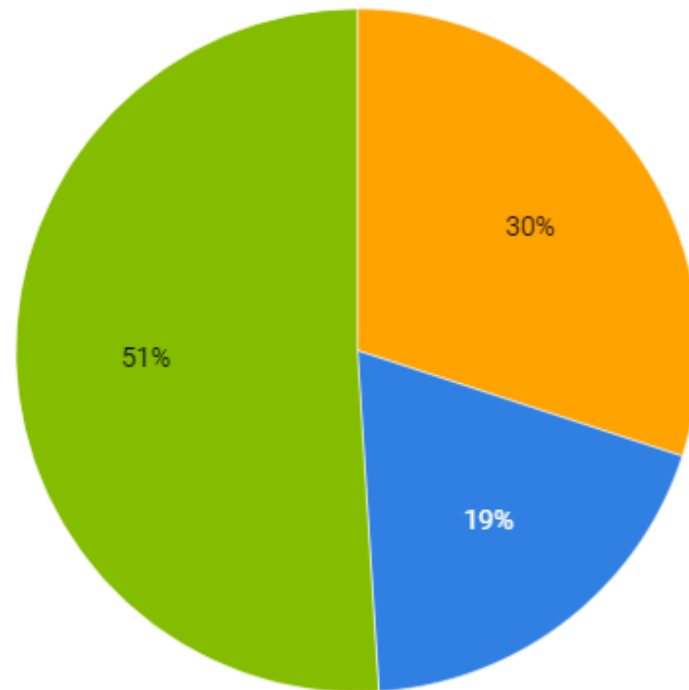


Almost a third entered college without plans to teach.

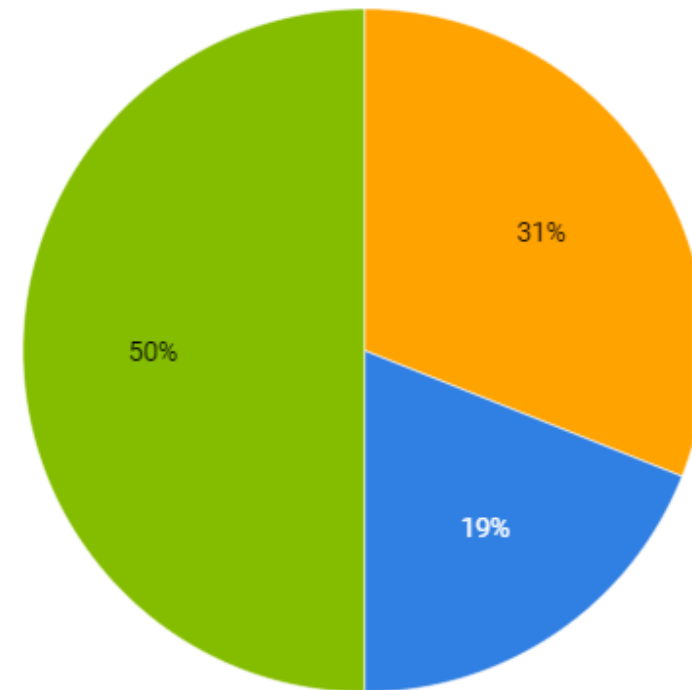
Half of early-career teachers started college with plans to pursue a career in education.

Tennessee Early-Career Teachers' Plans to Pursue Teaching

- I entered college not considering a career in education—that is, I thought I would most likely pursue some other career path.
- I entered college considering a career in education among other options.
- I entered college already sure (or pretty sure) that I wanted to go into a career in education.



2021



2022

Chart: SREB/Vanderbilt University • Source: TN Educator Survey • Created with [Datawrapper](#)

Finding 5: Participation in some non-traditional preparation pathways increased, as did hire rates of alternatively prepared teachers.



Teacher preparation completion rates are down in the South.



Alternative preparation completion rates and newly hired teachers from alternative routes have increased.

Teacher candidates are increasingly prepared through alternative preparation routes.

	Kentucky			Tennessee			16-State SREB Region		
	2012-13	2021-22	% Change	2012-13	2021-22	% Change	2012-13	2021-22	% Change
Total Completions	3,222	2,702	-16	4,453	2,680	-40	70,297	54,199	-23
Traditional	2,828	1,796	-36	3,696	1,998	-46	51,494	34,687	-33
Alternative, IHE-based	367	892	143	553	576	4	7,361	7,587	3
Alternative, non-IHE-based	27	14	-48	204	106	-48	11,442	11,885	4

IHE refers to institution of higher education.

Table: SREB • Source: [U.S. Ed. Title II](#) • Created with [Datawrapper](#)

The proportion of newly hired teachers entering through alternative pathways rose in recent years in Kentucky and Tennessee.

Newly Hired Teachers Who Completed an Alternative Preparation Route

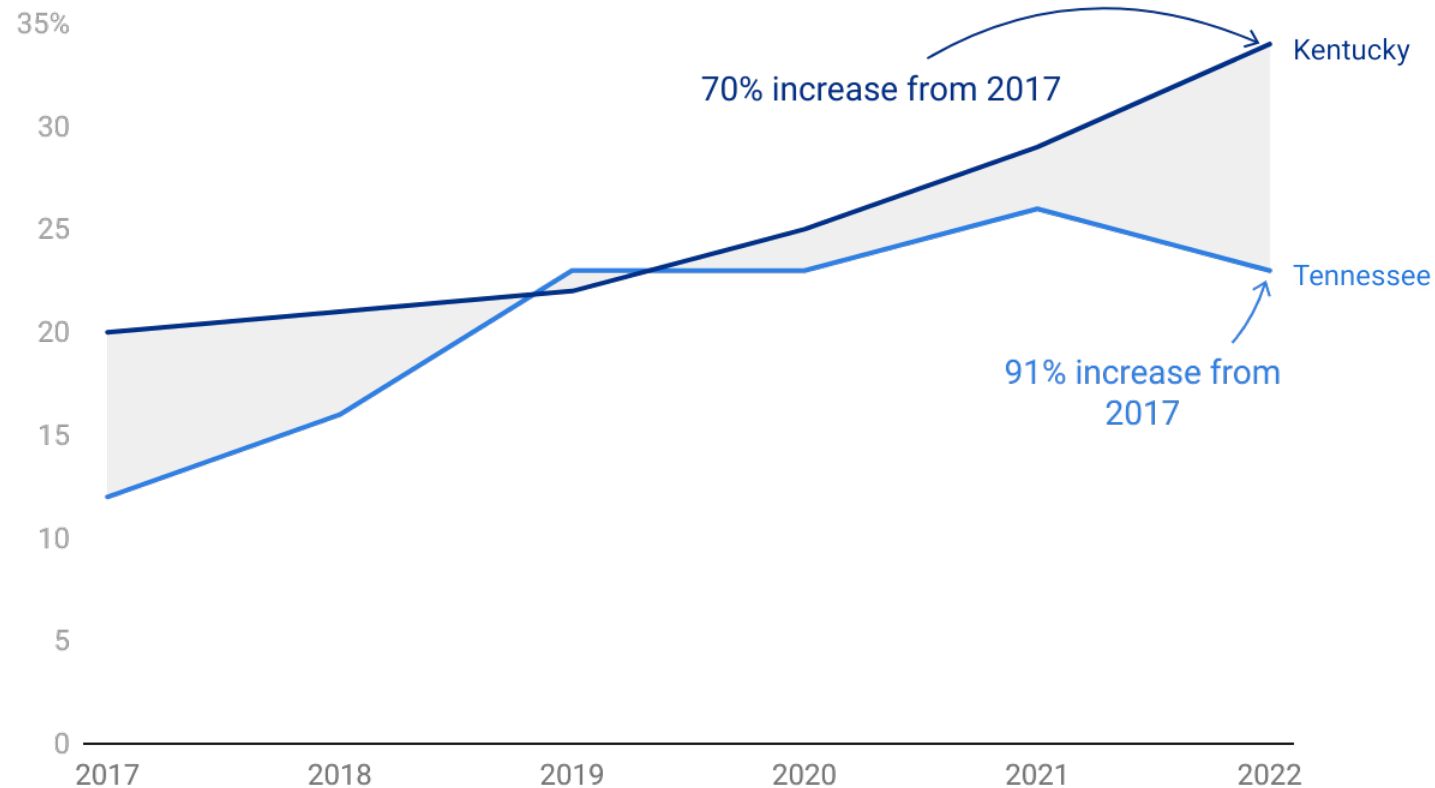


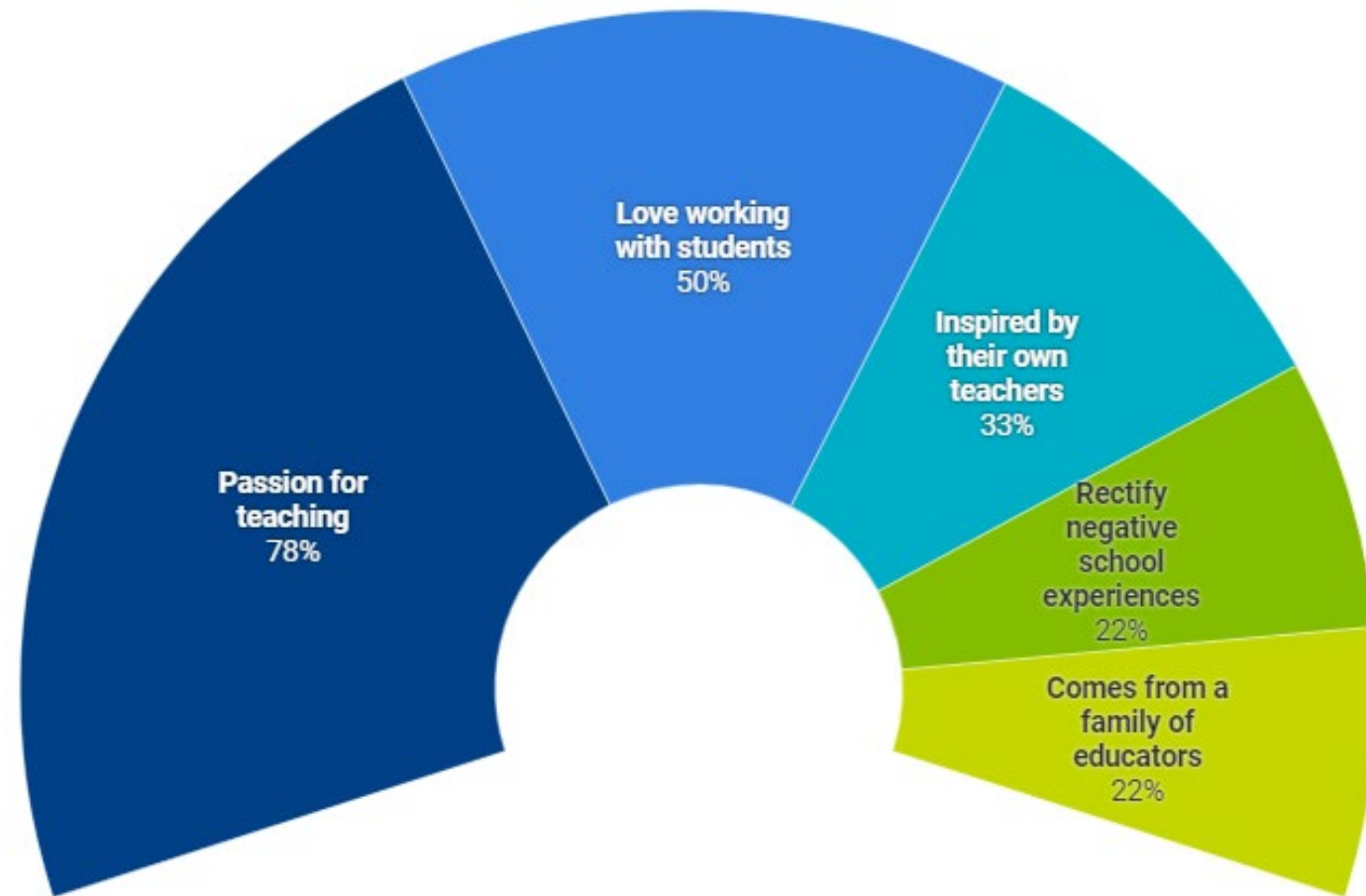
Chart: SREB/Vanderbilt University • Created with Datawrapper

Finding 6: Future and current Gen Z teachers feel unsupported as they prepare for and enter the teaching profession.

“They do not prepare you for teaching .. They have all these beautiful theories about behavior, but you never get practice in it. And even when you do, you are student teaching, and you are not by yourself. Then when they are in the classroom by themselves, [new teachers] don’t know what to do.” — Gen Z teacher

Gen Z interviewees cited reasons they are attracted to teaching, leading with passion.

Why Gen Z is Attracted to Teaching



Support leads the reasons Gen Z teachers remain in or leave the profession.

STAY

- Ample development support and classroom resources: 80%
- Fulfillment from student impact and relationships: 73%
- Empowerment and respect as professionals: 53%

LEAVE

- Lack of human, financial and material resources to do the job: 78%
- Poor, unlivable wages: 78%
- Bureaucratic interference and policies that do not reflect current needs: 61%
- Lack of community or societal support: 56%

Research Partnership: **Teacher Labor Markets**

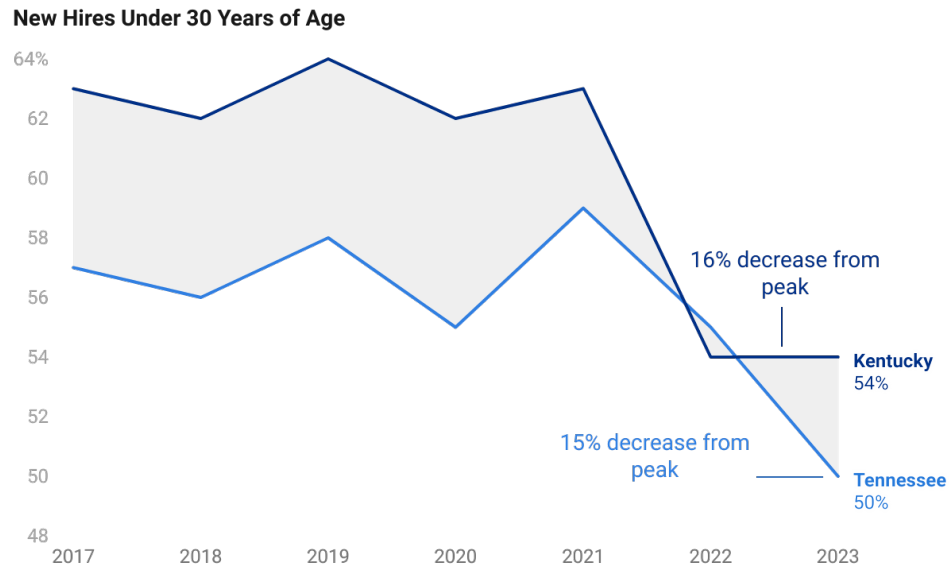


Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper

Since the pandemic

 **Teacher vacancies rose**

Teacher retention declined

 Applicants decreased



How has the teacher workforce changed?

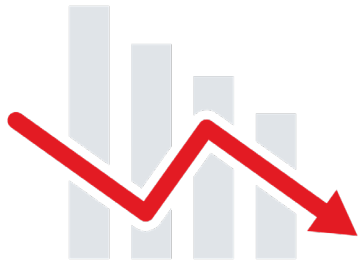
Trends in the interest of teaching, preparation experiences and supports, and retention

Since the pandemic

- ⬆ Teacher vacancies rose
- ⬇ Teacher retention declined
- ⬇ Applicants decreased



Finding 1: The racial and gender composition of the teacher workforce largely stayed the same from 2017 to 2023, while the proportion of teachers over age 50 increased.



Student enrollment declined.

Teacher count rose in Kentucky, declined in Tennessee.



Most teachers are still white females.

More teachers are over age 50 and fewer are under age 30.

In both Kentucky and Tennessee, student enrollment slightly declined. Kentucky's teacher count slightly increased; Tennessee's teacher count slightly decreased.

Student and Teacher Counts
Hover to see numbers.

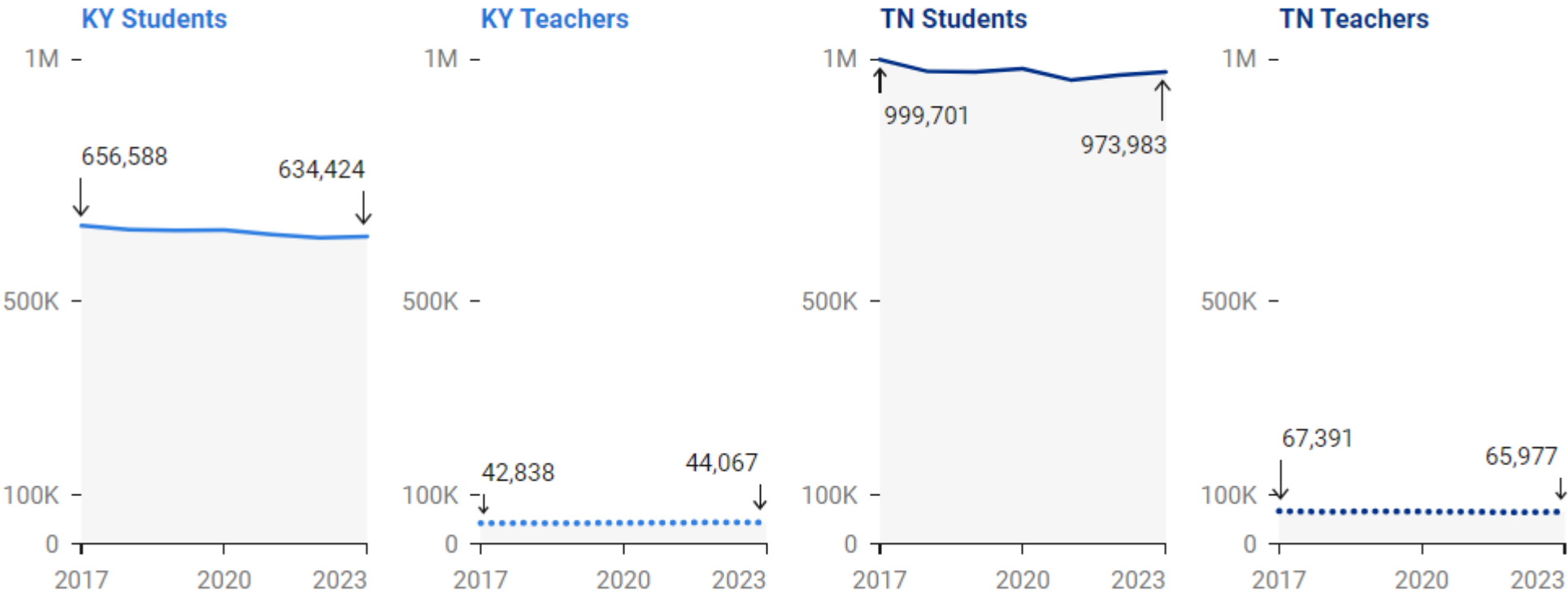


Chart: SREB/Vanderbilt • Source: TDOE & KDE • Created with Datawrapper

Overall, the racial, ethnic and gender composition of teachers stayed mostly stable over time.

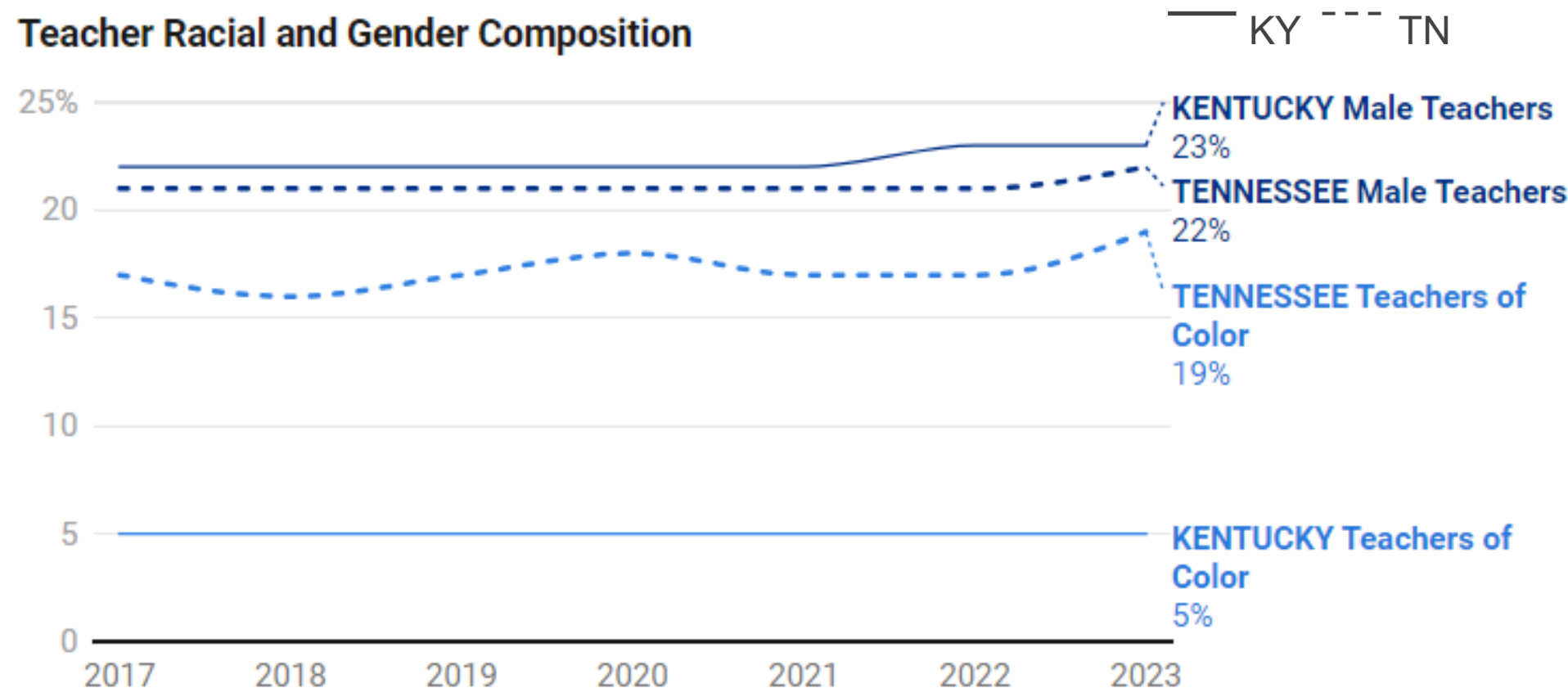


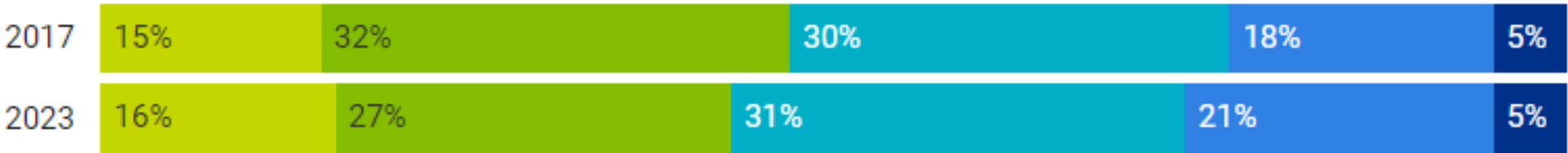
Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper

More teachers are over age 50 in 2023 compared to 2017.

Teachers by Age

20-29 30-39 40-49 50-59 60+

Kentucky



Tennessee

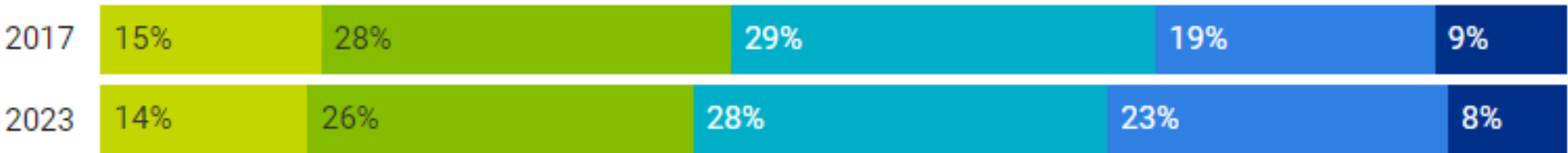


Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper

New hires under age 30 make up less of the new teaching population than in previous years.

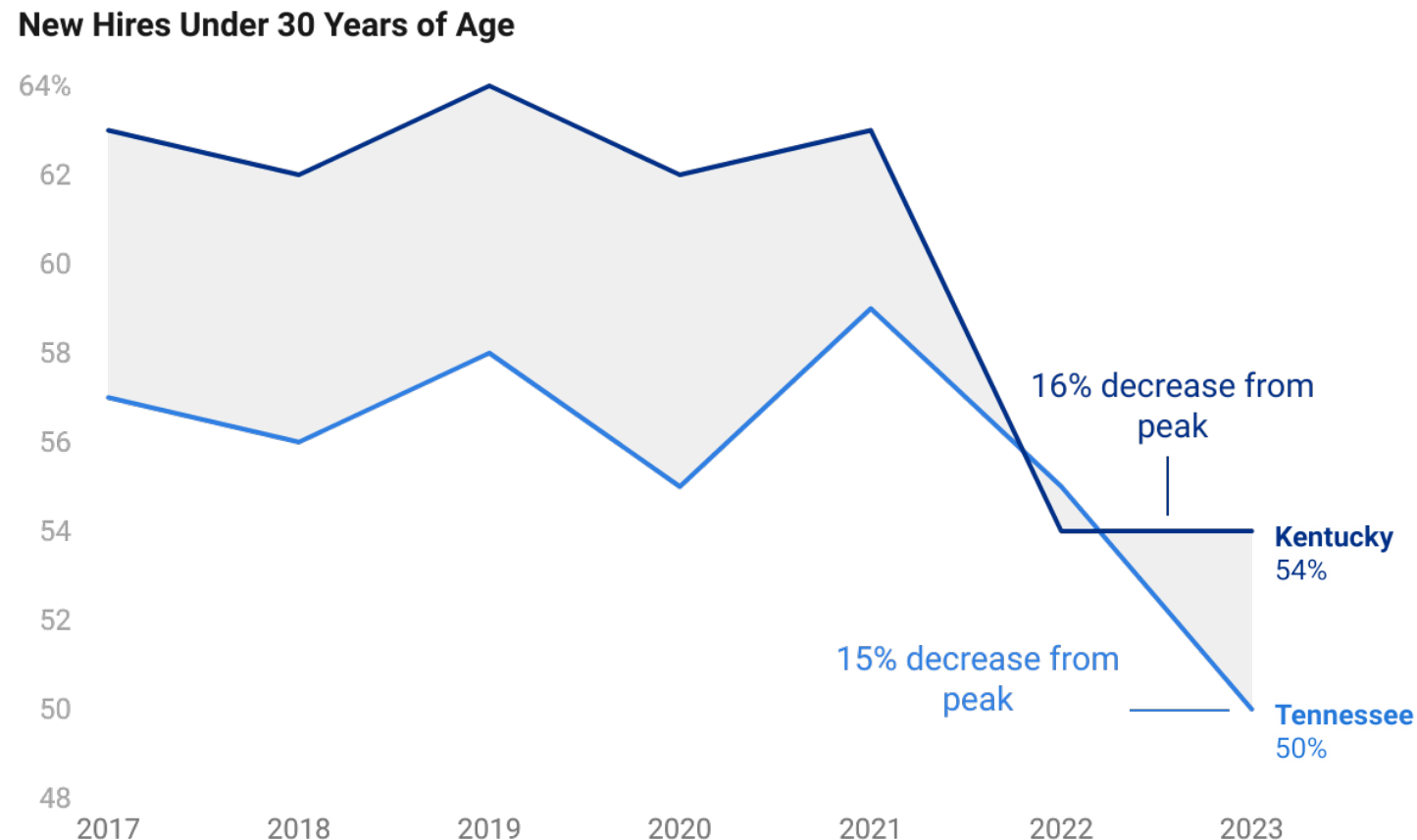


Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper

Finding 2: Newly hired teachers of color and teachers over 30 are more likely to enter the teaching profession through non-traditional preparation and certification pathways.



Males and teachers of color enter mostly through non-traditional routes.



New hires from non-traditional routes are older.

A larger proportion of teachers of color and male teachers entered through non-traditional routes.

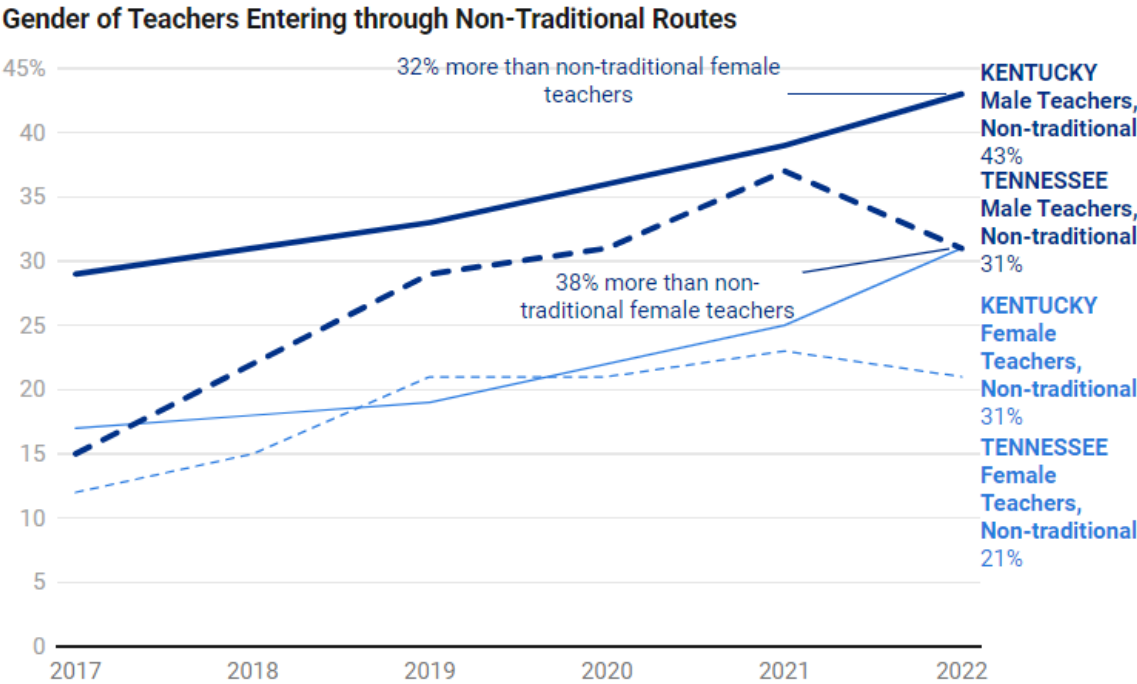


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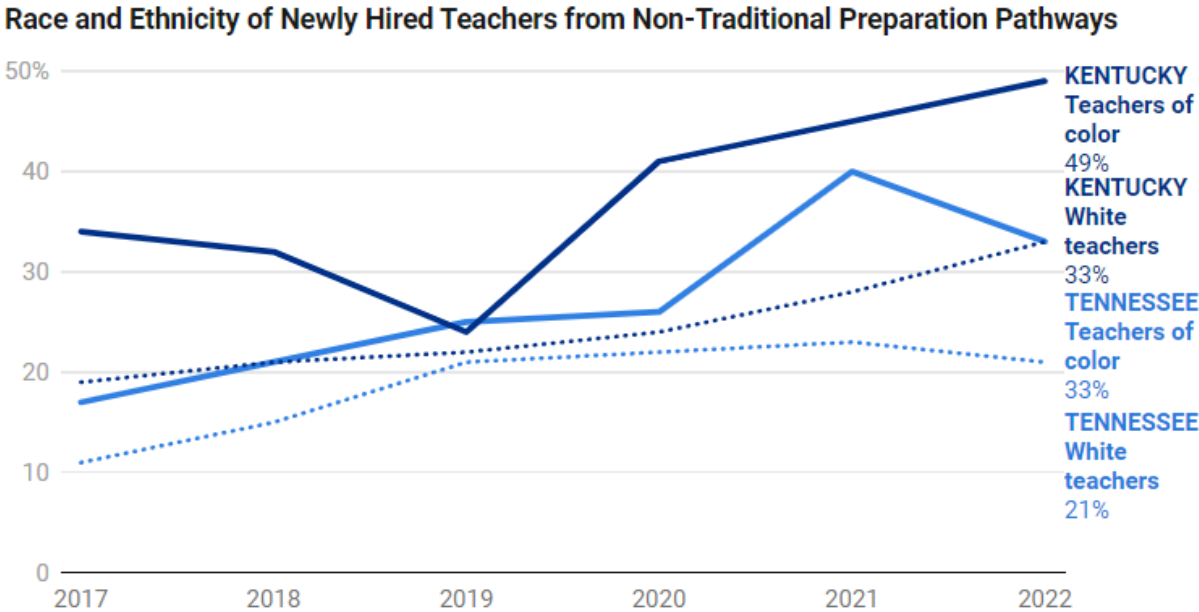


Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper

— KY --- TN

New hires from non-traditional preparation pathways are older on average.

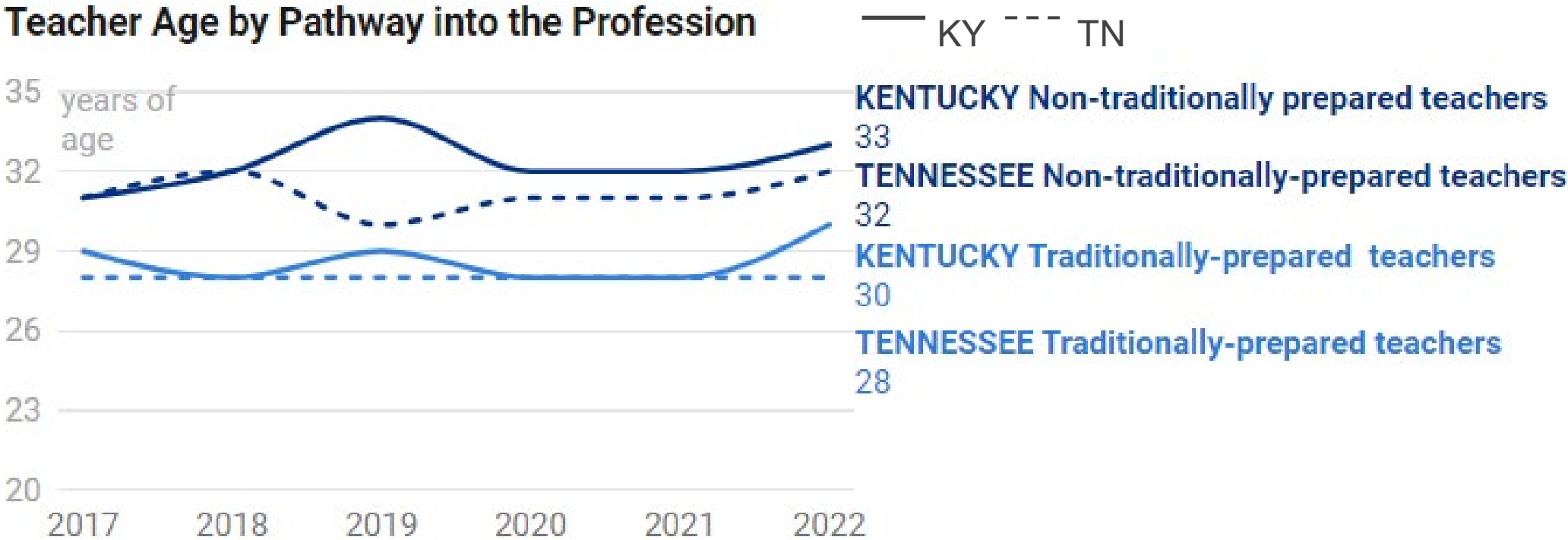
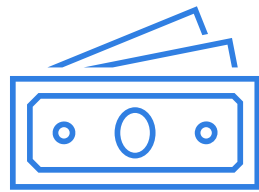


Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with [Datawrapper](#)

Finding 3: Average teacher salary increased in both states yet increases were outpaced by inflation.



Average gross salaries and net pay increased but in fact declined when adjusted for inflation.



Teachers are less satisfied with their salary.

Inflation outpaced the increase in average gross teacher salaries.

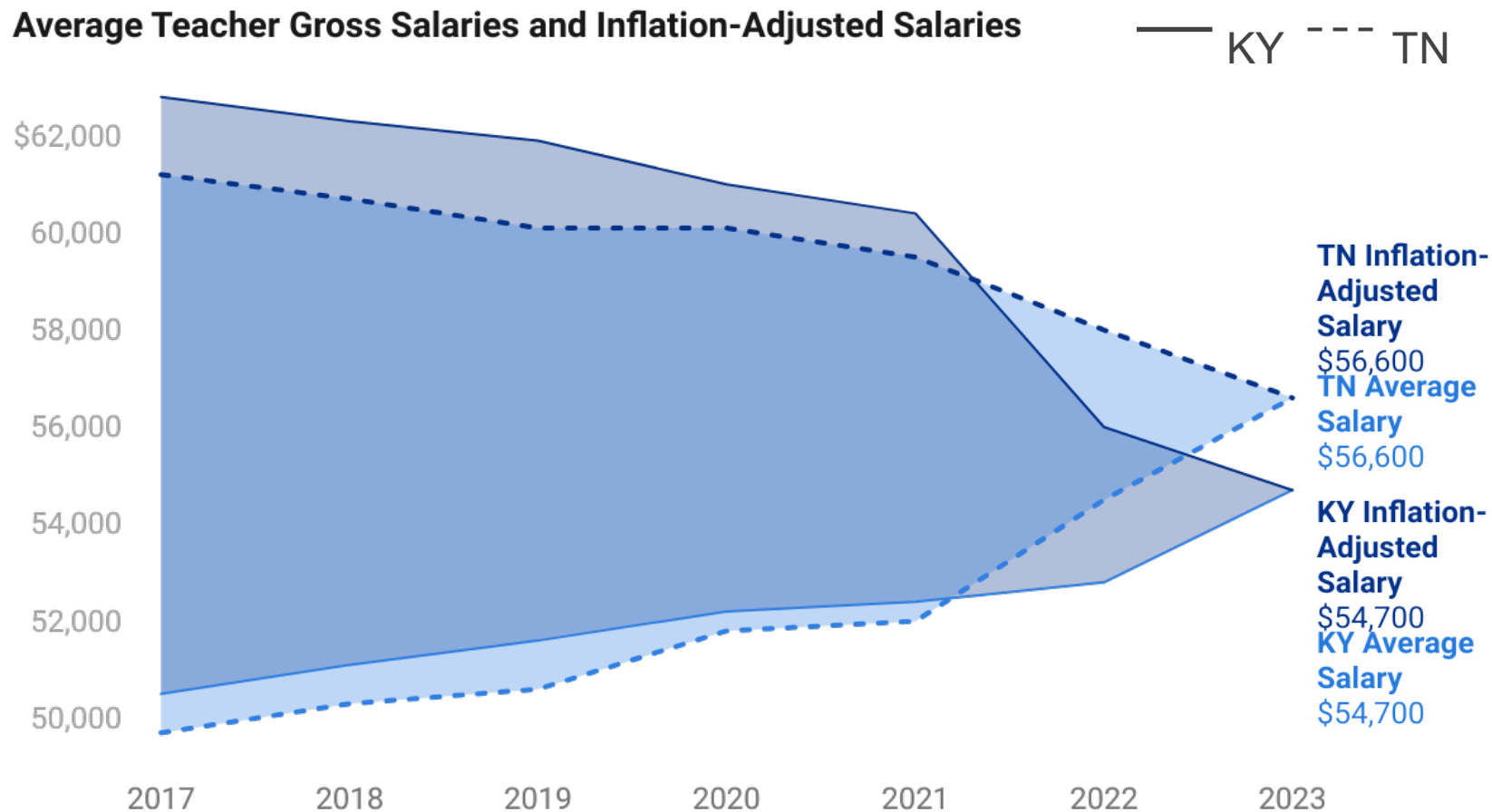
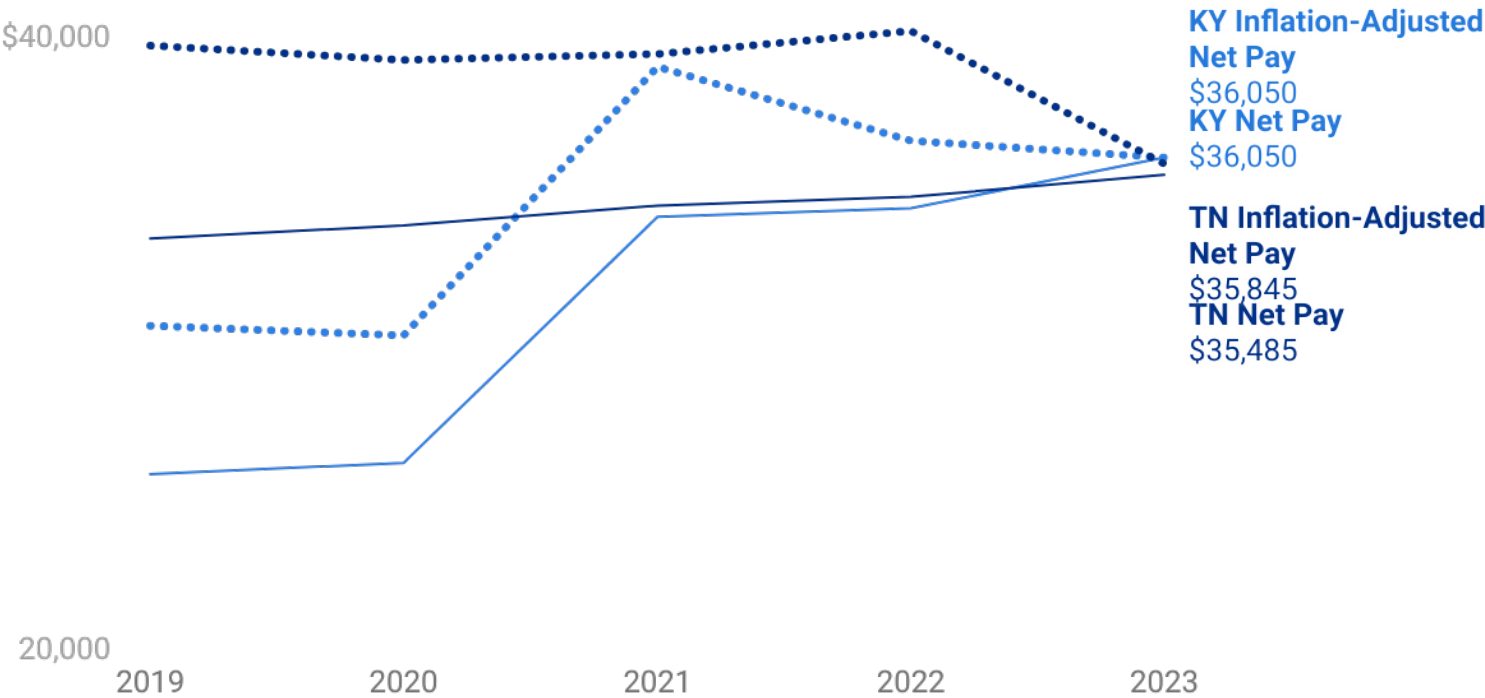


Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper

Net pay increased for teachers at different levels of their career, yet when adjusted for inflation, take-home pay declined for Tennessee teachers.

Teacher Average Net Pay & Inflation-Adjusted Net Pay



CPI inflation-adjusted values show 2023 buying power.
Chart: SREB • Source: SREB • Created with Datawrapper

Just one-quarter of Tennessee teachers reported that they were satisfied with their salary on the 2023 Tennessee Educator Survey

Teacher Satisfaction with Salary in Tennessee

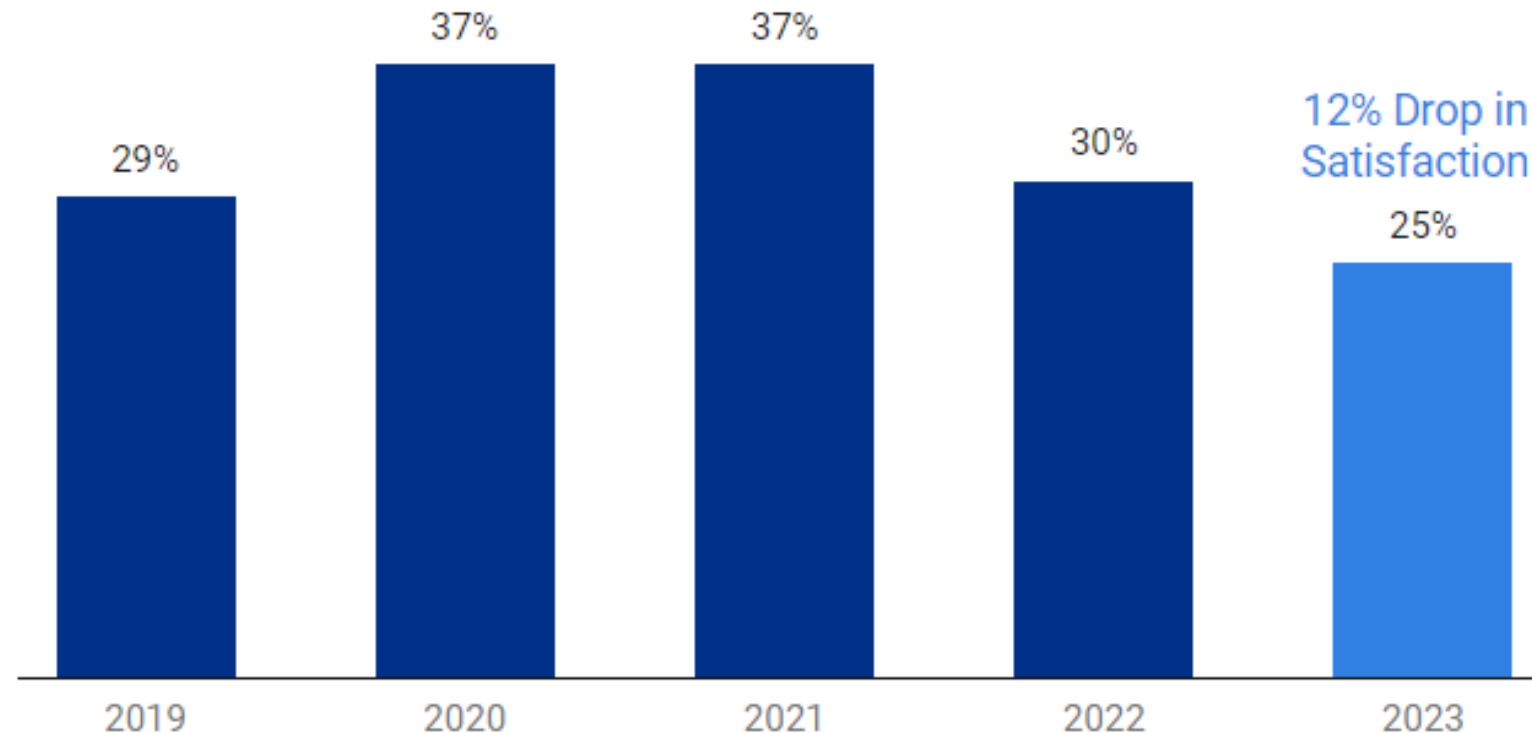
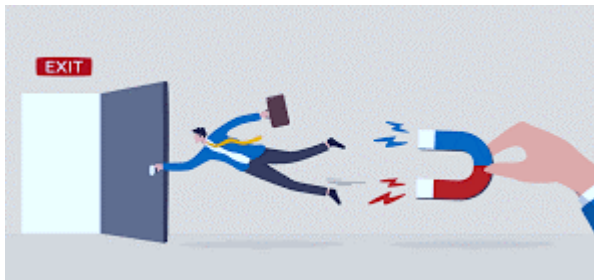
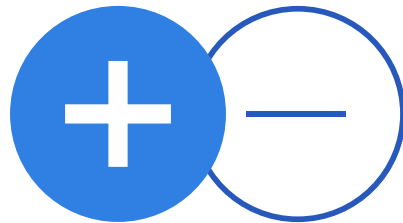


Chart: SREB/Vanderbilt University • Source: TN Educator Survey • Created with [Datawrapper](#)

Finding 4: Fewer Tennessee teachers report that they plan to continue teaching. Teachers who say they plan to exit the profession identify leadership as a primary reason.



Intent to stay in the profession is declining.



Teachers report that school culture and climate most impact their decision to stay while leadership most impacts their decision to leave.

The percentage of Tennessee teachers who said they plan to stay in teaching declined slightly on the 2022 and 2023 Tennessee Educator Surveys.

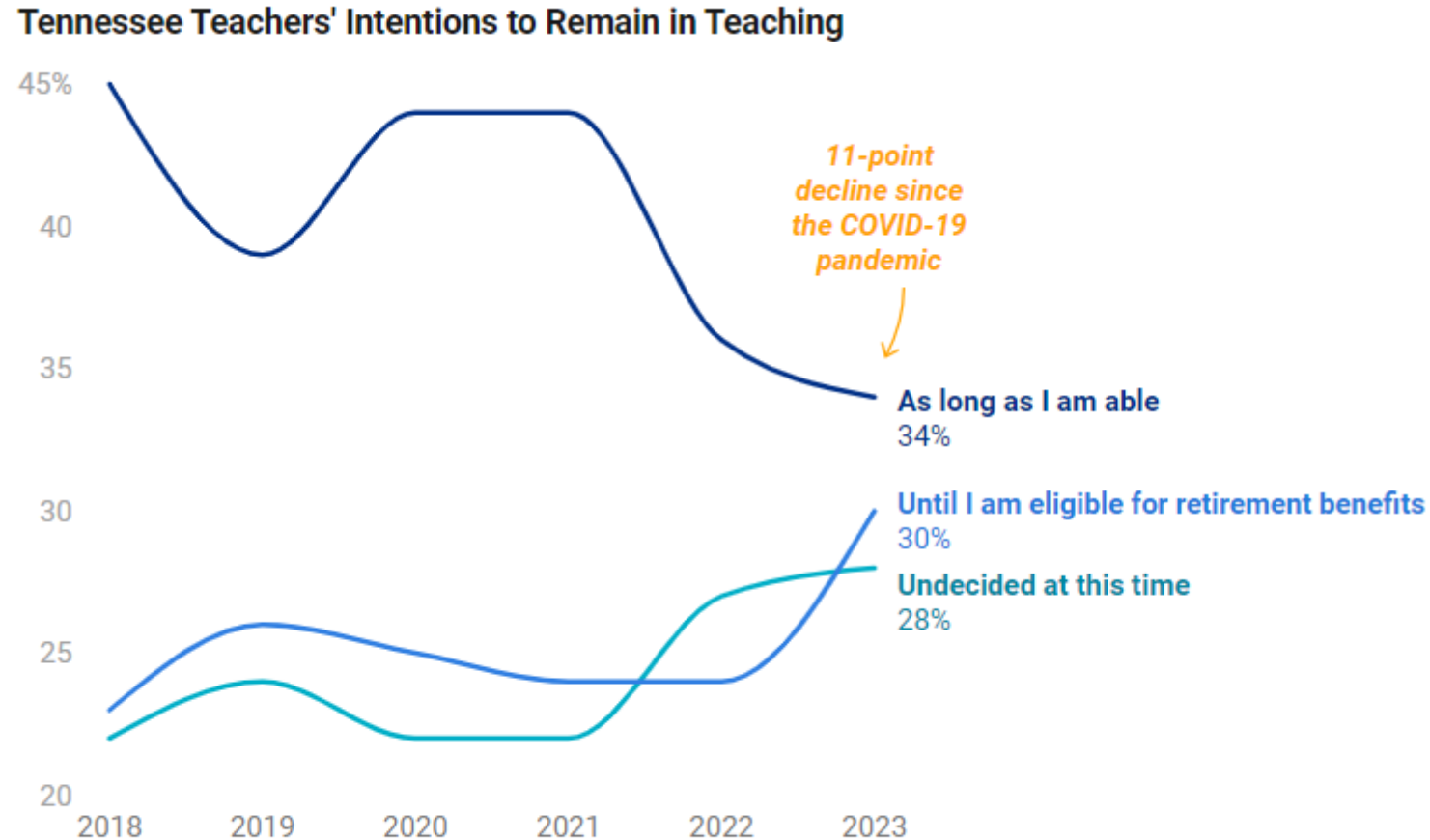
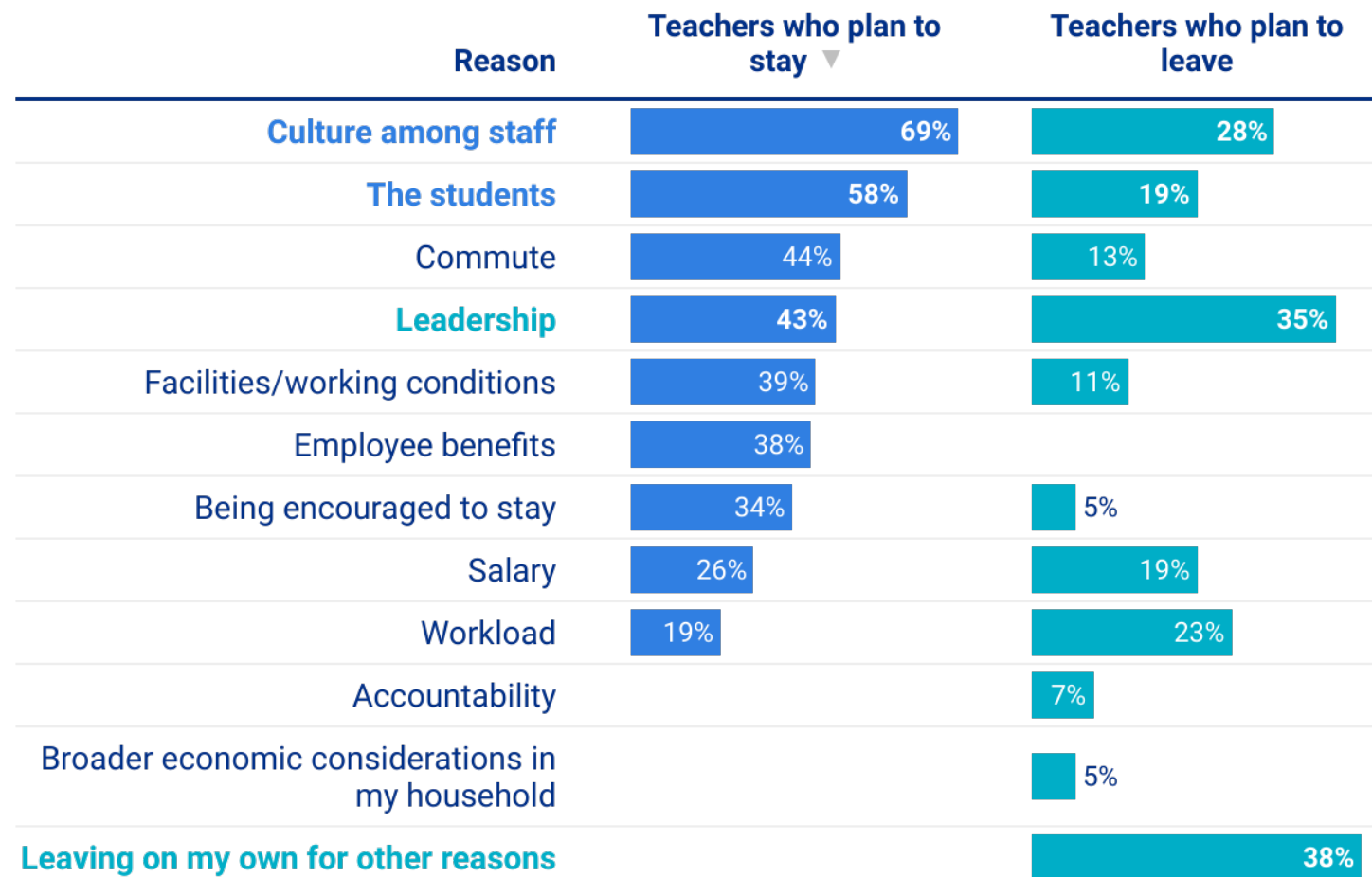


Chart: SREB/Vanderbilt University • Source: TN Educators Survey • Created with [Datawrapper](#)

Tennessee teachers who planned to stay at their schools listed culture and climate as a top driver; those who planned to leave listed personal reasons and leadership as top motivators.

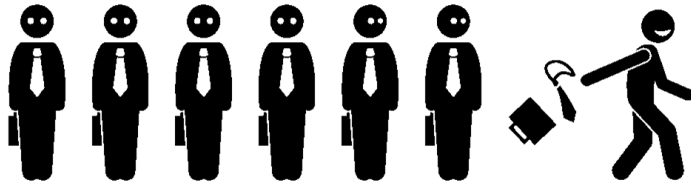


Survey question: Which of the following factored into your decision for next year? (Select top 3.)

Table: SREB/Vanderbilt University • Source: TN Educator Survey 2023 • Created with Datawrapper

Finding 5: From 2018 to 2023, teacher turnover in Kentucky largely held steady, while turnover in Tennessee dipped and then increased.

Turnover (movers and leavers) hits 20%.

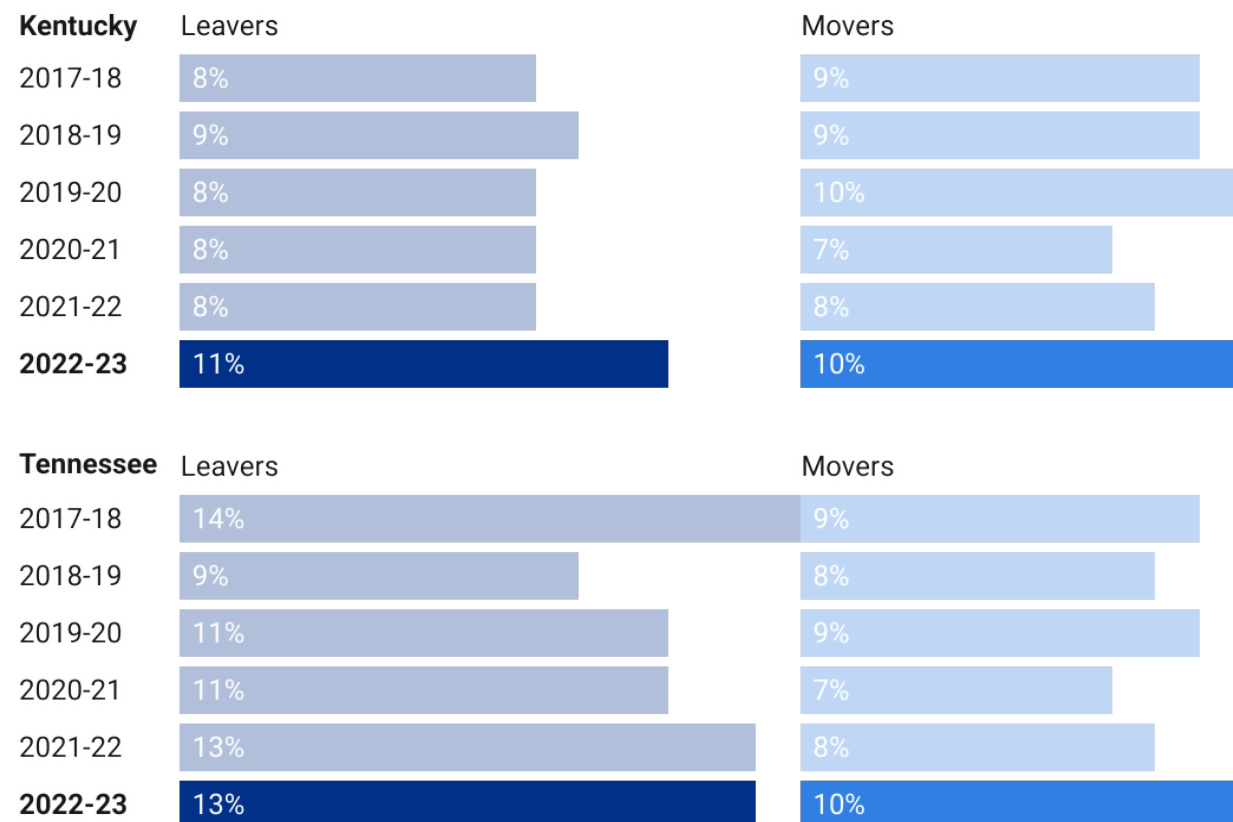


Turnover is highest among younger and older teachers.

Turnover is higher among teachers of color.

On average, one in five teachers either left or moved schools in the 2022-23 school year.

Rate of Teachers Leaving or Moving



Leaver = position change and/or exits from the data; Mover = moves schools or district but stays in teacher role.

Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper

Turnover rates are consistently highest among younger and older teachers.

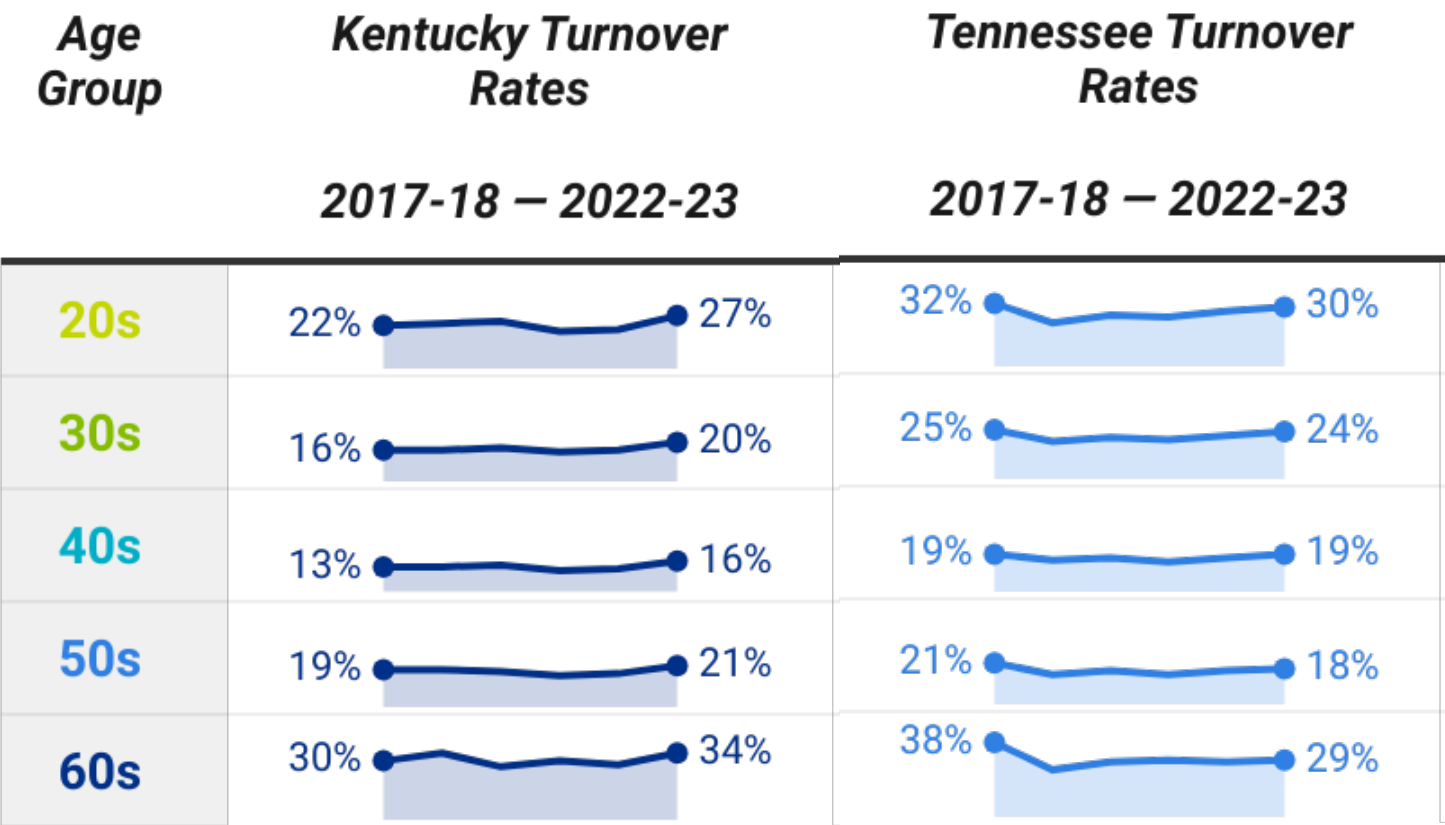


Table: SREB/Vanderbilt University • Source: KDE & TDOE • Created with Datawrapper

Black and Hispanic or Latino teachers generally leave at higher rates than white teachers.

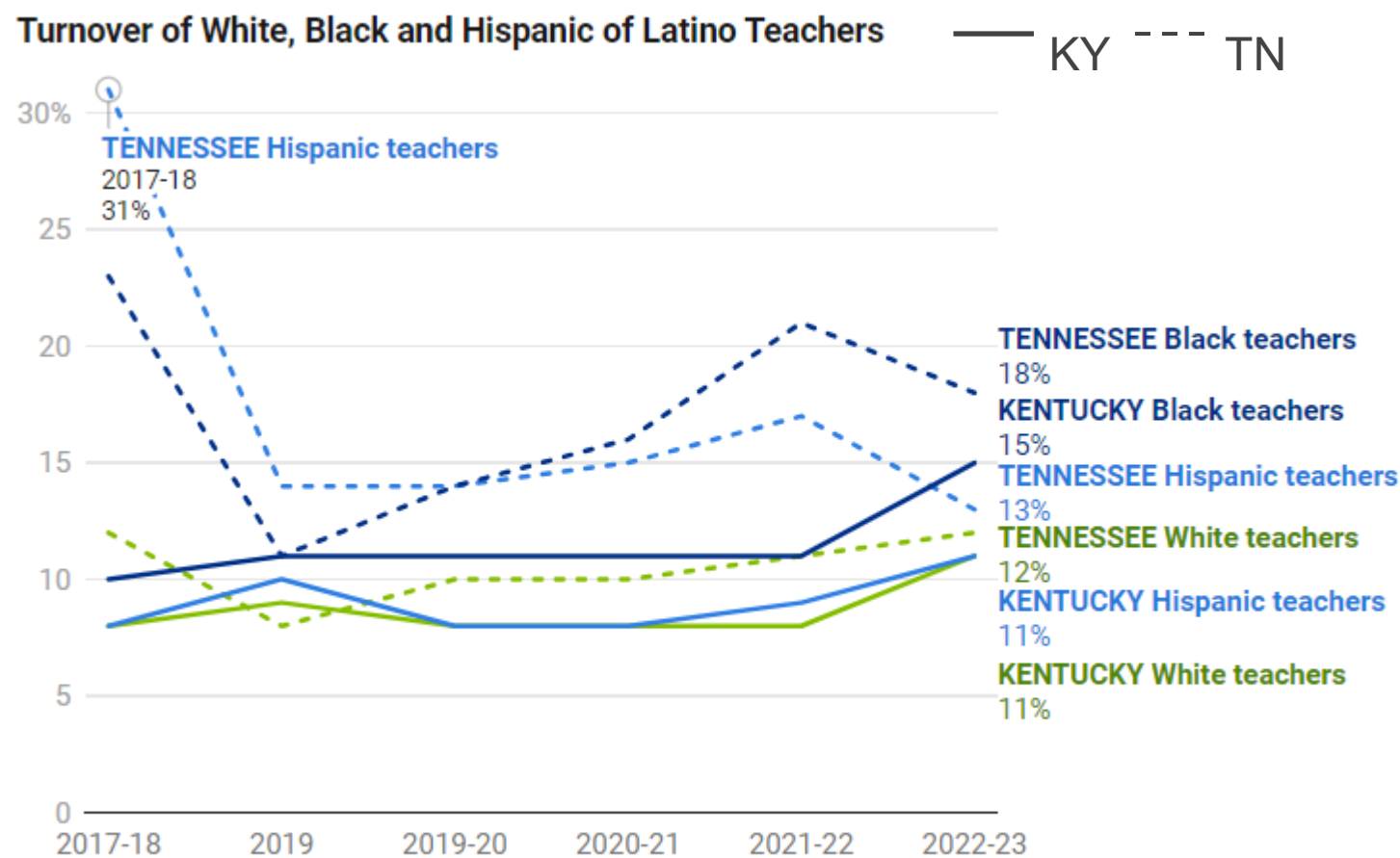


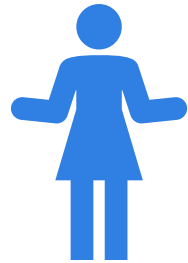
Chart: SREB/Vanderbilt University • Source: TDOE & KDE • Created with Datawrapper

Finding 6: On the Tennessee Educator Survey, early-career teachers in Tennessee report feeling less prepared and having less support than six years ago.



New teachers feel less prepared.

Clinical preparation has a higher satisfaction rate than coursework.



Fewer new teachers report that they have a mentor.

The percentage of early-career teachers in Tennessee who strongly agreed their preparation program prepared them to teach declined.

Tennessee Early-Career Teachers who are Satisfied with their Overall Preparation to Teach

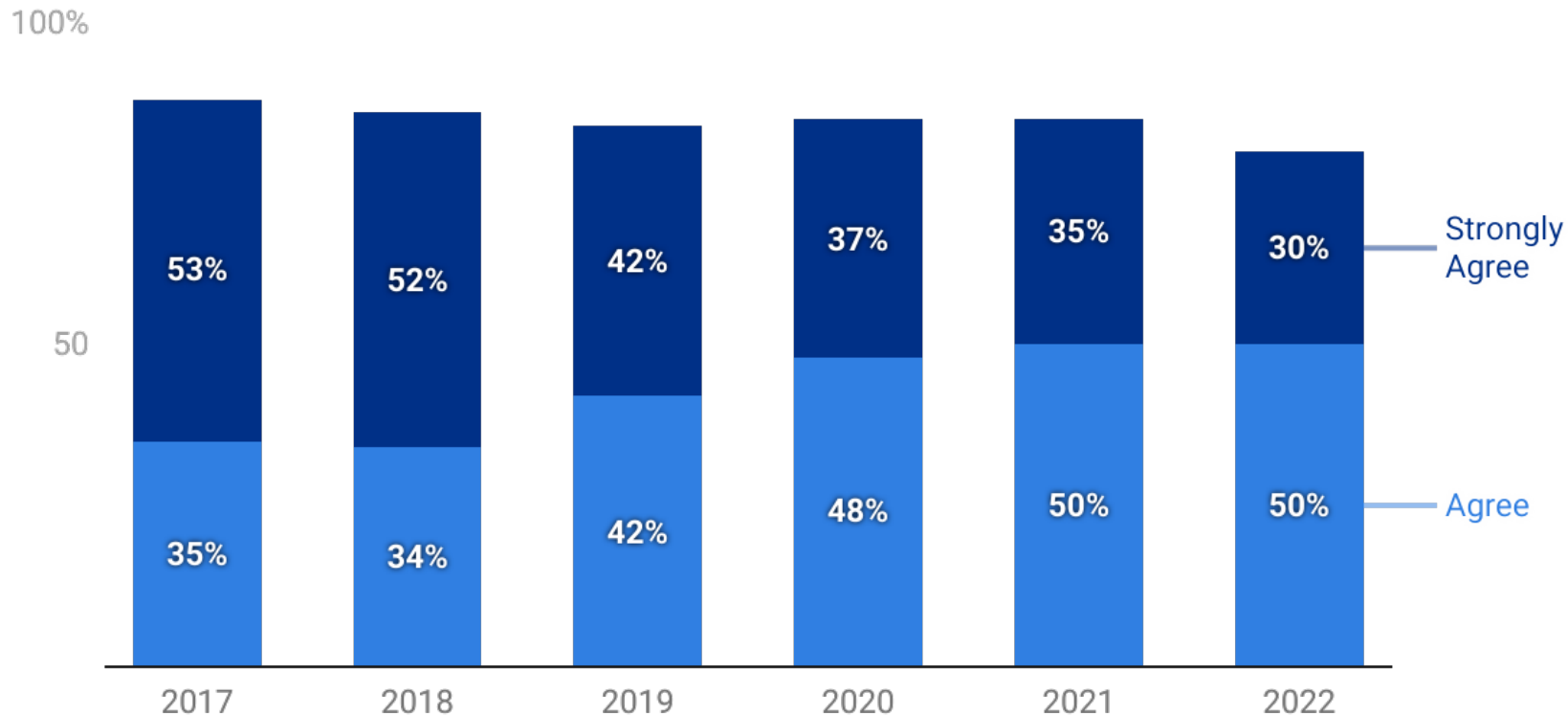


Chart: SREB/Vanderbilt University • Source: TN Educator Survey 2023 • Created with Datawrapper

Early-career teachers in Tennessee are more satisfied with their clinical preparation than their coursework.

Tennessee Early-Career Teachers' Satisfaction with Preparation Experiences

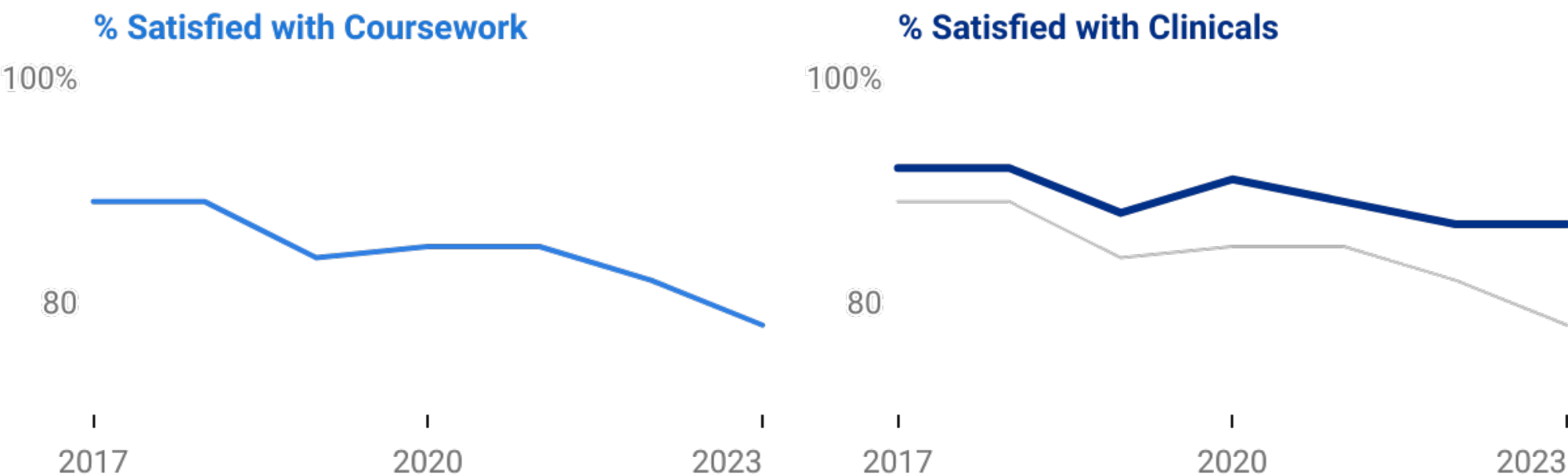
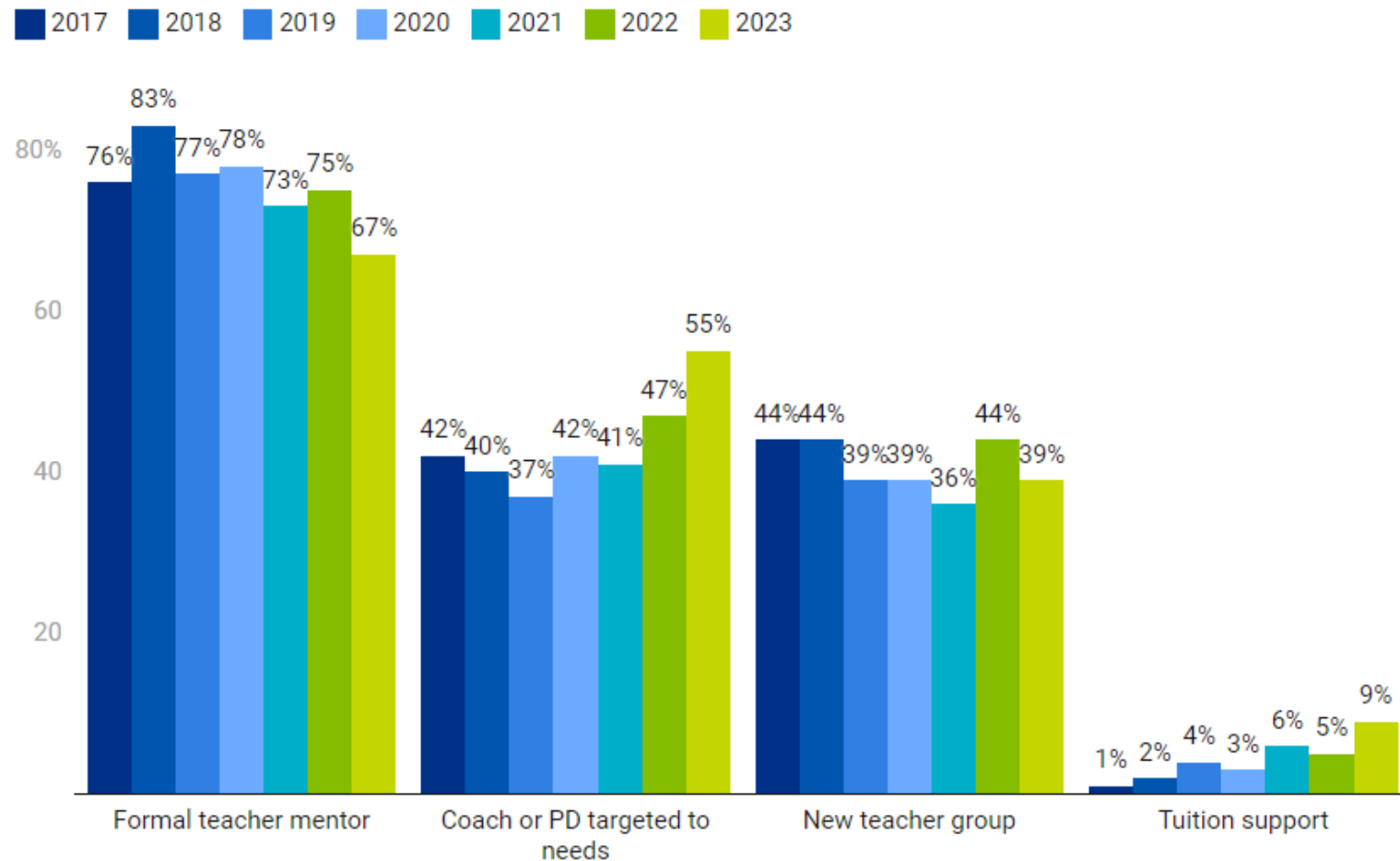


Chart: SREB/Vanderbilt • Source: TN Educator Survey • Created with Datawrapper

Fewer early career teachers reported having a mentor in their first year, but more reported having coaching or professional development targeted to their needs.

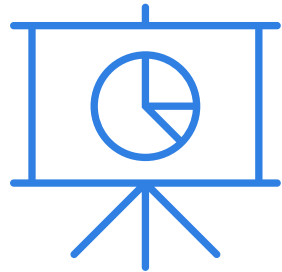
Tennessee Teachers' First-Year Supports



Survey Question: Which of the following did you have in the first year of teaching?

Chart: SREB/Vanderbilt University • Source: TN Educator Survey • Created with Datawrapper

Finding 7: On the Tennessee Educator Survey, nearly half of early-career teachers in Tennessee said they formed aspirations to become educators before starting college.



One-third of new teachers thought about becoming a teacher before high school.

One-third of new teachers were career changers.



More males and teachers of color entered teaching through non-traditional routes.

One-third of early-career teachers in 2023 thought about becoming a teacher before starting high school. Still, many early-career teachers decided on their career path after college.

Tennessee Early Career Teachers' Aspirations to Teach

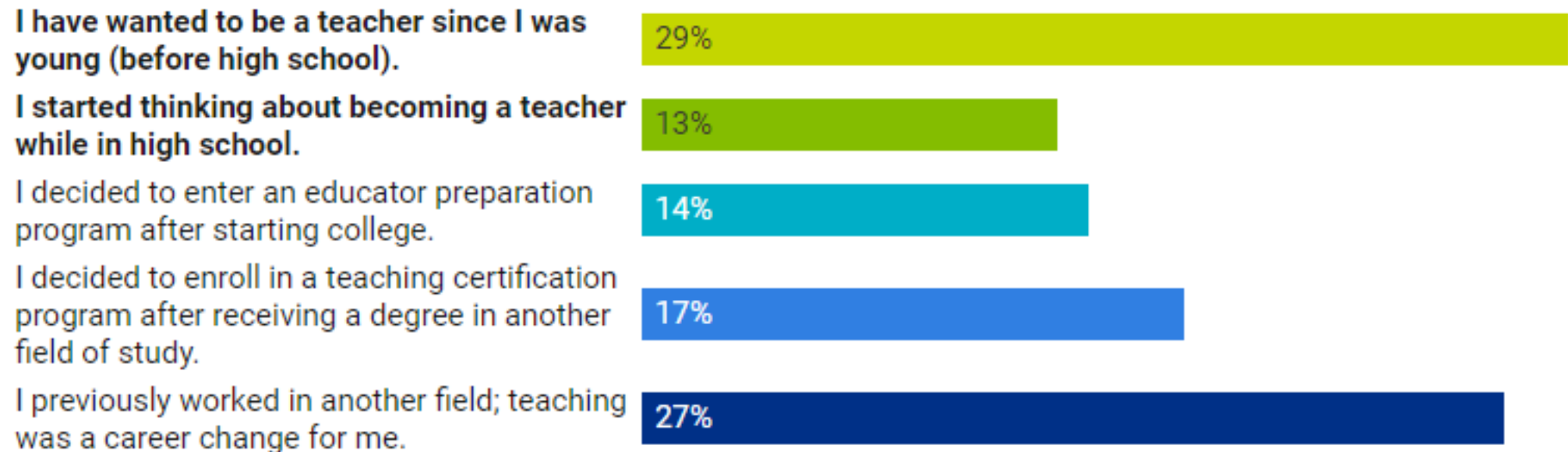


Chart: SREB/Vanderbilt University • Source: TN Educator Survey 2023 • Created with [Datawrapper](#)

Male teachers and teachers of color were more likely to report that they entered teaching through non-traditional pathways.

Tennessee Early-Career Teachers' Self-Reported Pathways

I have wanted to be a teacher since I was young (before high school). I started thinking about becoming a teacher while in high school. I decided to enter an EPP after starting college. I decided to enroll in an EPP after receiving a degree in another field of study. I previously worked in another field; teaching was a career change for me.

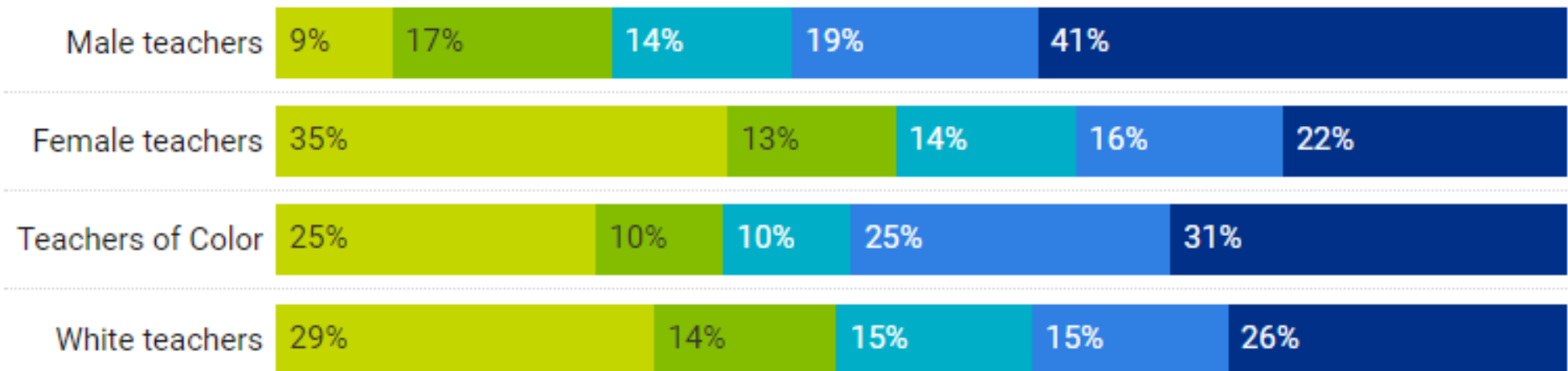
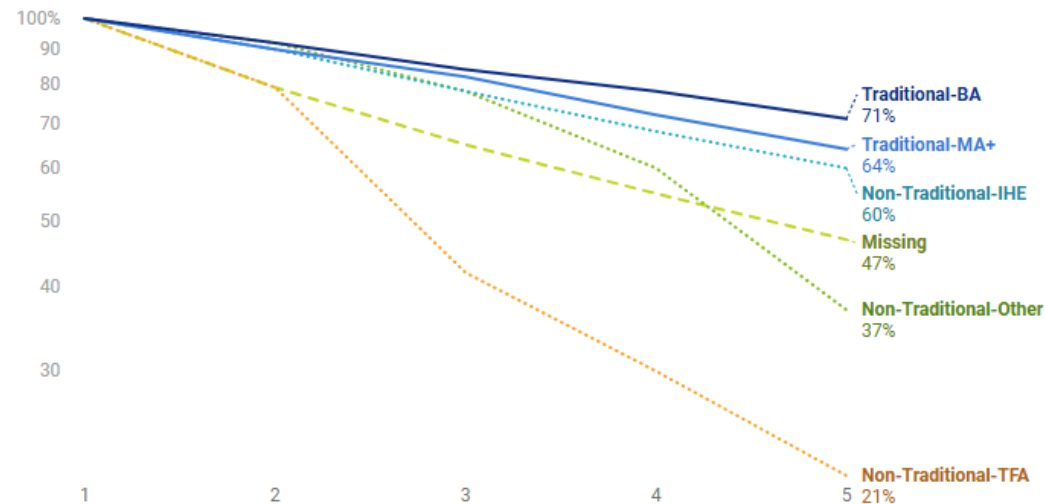


Chart: SREB/Vanderbilt University • Source: TN Educator Survey 2023 • Created with Datawrapper

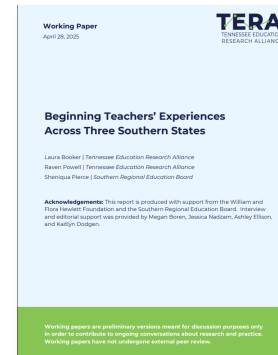
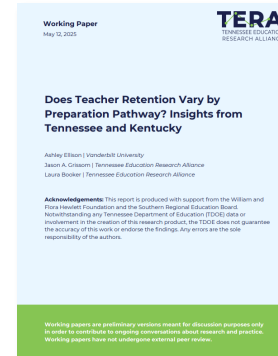
Research Partnership: New Teacher Pathways and Retention

Teachers Retained Across Pathways in Tennessee



The graph shows the proportion of teachers who remained in teaching in the state averaged across cohorts of teachers who began teaching between 2017 and 2023 in Tennessee. Not all cohorts can be observed for the full five years. Year 1 marks a teacher's first year.

Chart: SREB/Vanderbilt University • Source: TDOE • Created with [Datawrapper](#)



Beginning Teacher Insights

- Non-traditional pathways boost supply, not always retention
- Career changers bring value, need better classroom prep
- Gaps in preparation, certification and hiring support hinders new teacher success
- Many new teachers feel unready, unsupported
- Work-life imbalance starts early & fuels burnout
- Lack of early career support & strong relationships drives attrition
- High-need schools & subjects face biggest new teacher retention issues

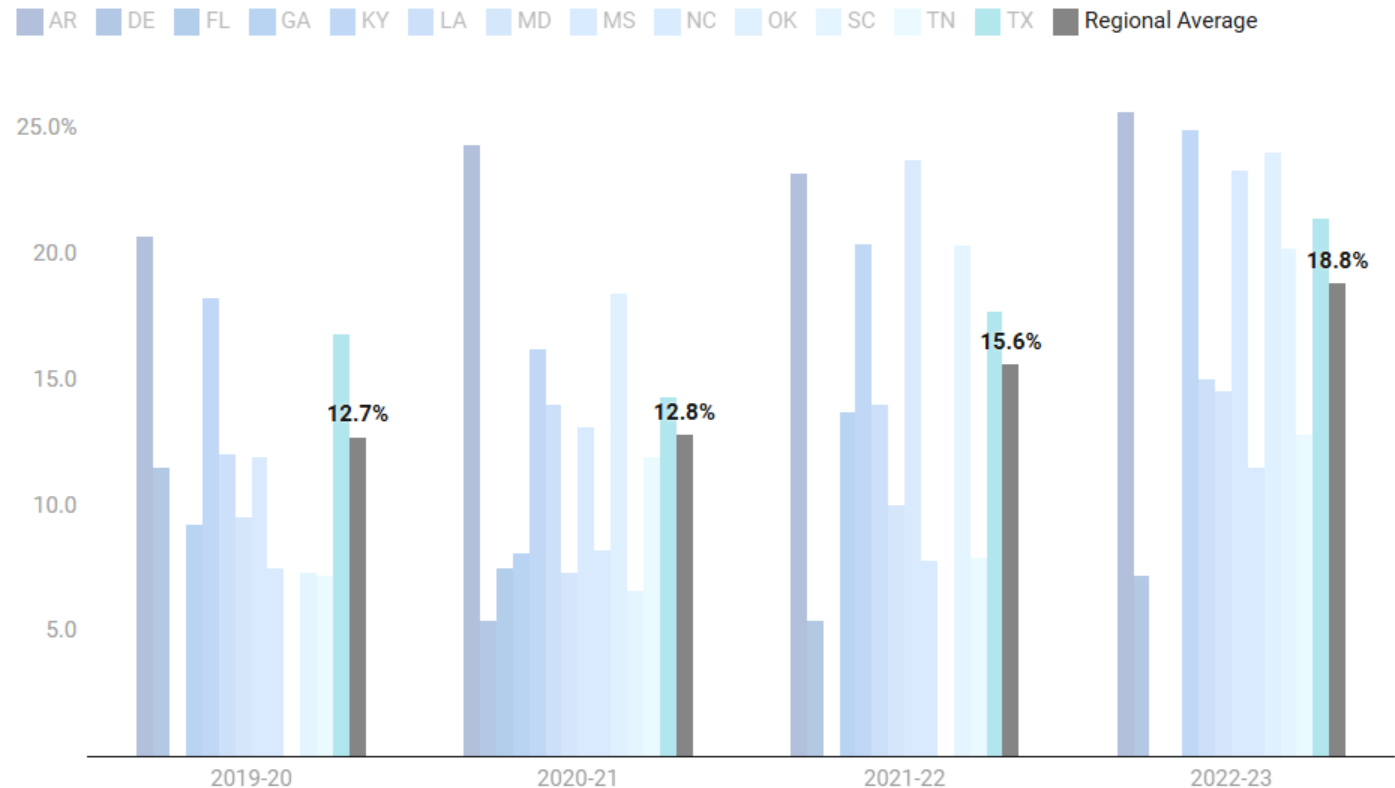
Why Focus on New or Early Career Teachers?

Nearly 50% of teachers leave their position within the first five years

20% leave after the first year

Teacher Turnover

Hover and click on parts of the chart below to see state values.



Data not reported by all states for all years. VA and WV do not publicly report turnover rates.

Newly hired teachers entering through non-traditional preparation pathways...



Rural and town schools hire a greater proportion of teachers from traditional-BA pathways than urban and suburban schools.



Greater proportion of completers from non-traditional routes work in middle and high schools.



Non-traditional completers are more likely to work in schools with greater proportions of students of color and students who are economically disadvantaged.

A teacher's preparation pathway is a significant predictor of their likelihood of staying in the profession within their first five years.

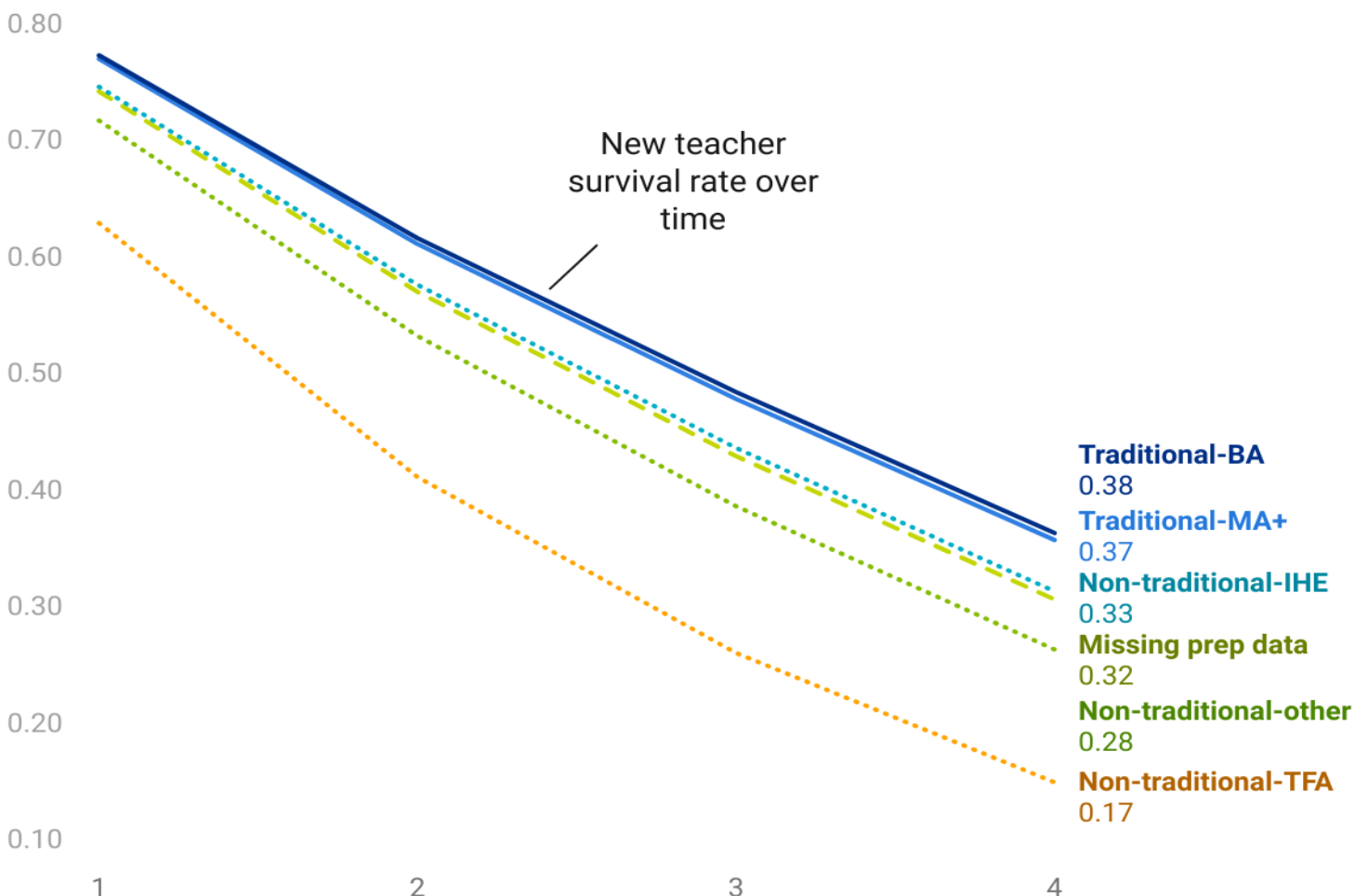


Traditional route completers have the lowest risk of attrition in the first five years.

Some preparation pathways are significantly associated with teacher retention even when controlling for individual and school characteristics.

Retention by pathway within the first five years

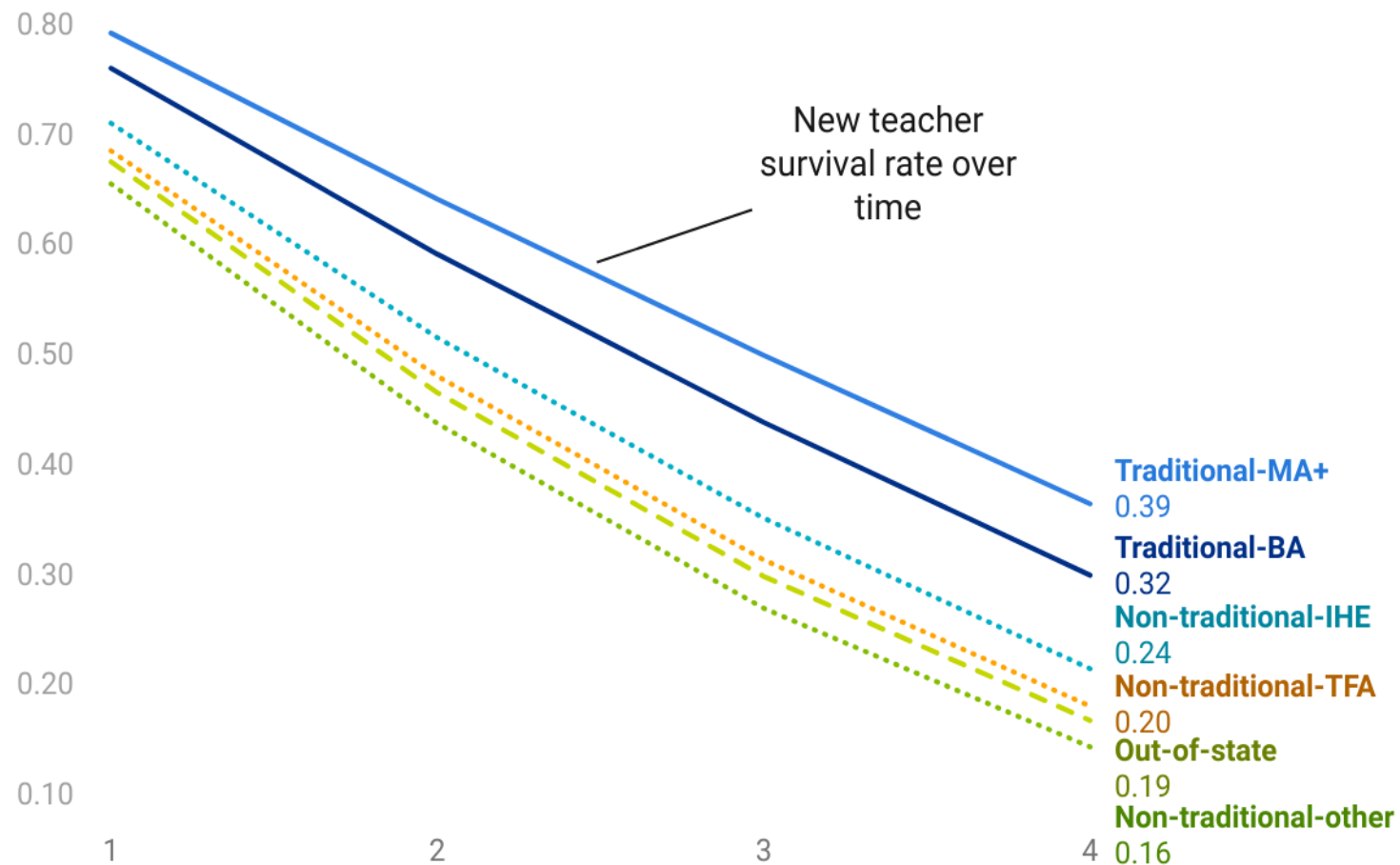
Effects of Experience by Preparation Pathway on Teacher Retention, Tennessee



Cox proportion hazard model's outcome of interest is a binary measure of retention (1=retained). Failure is measured when retention is 0. The observed time interval is experience. Model covariates include preparation pathway individual characteristics (sex, race, age, logged salary), and school characteristics (student race, % special education, % economic disadvantaged, % immigrant or English learner, student sex, school locale, logged enrollment, school level). Standard errors are clustered at the school level. Graph plots the survival function (retention) holding covariates constant at the mean. See TERA working paper Appendix Table 1 for full list of covariates.

Chart: SREB/Vanderbilt University • Source: TDOE • Created with Datawrapper

Effects of Experience by Preparation Pathway on Teacher Retention, Kentucky

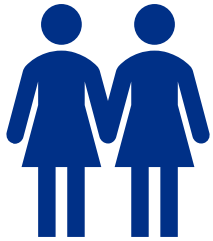


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School characteristic measures are associated with the risk of turnover for early career teachers:

- ❑ Teachers who initially work in lower performing, high poverty schools or schools with lower proportions of white students are less likely to be retained.
- ❑ Teachers in secondary schools have a greater risk of not being retained compared to teachers who work in elementary schools.
- ❑ The risk of turnover is greater among less effective teachers.
- ❑ A newly hired teacher's age is associated with retention — older teachers have a lower risk of turnover than newly hired teachers in their 20s.
- ❑ Newly hired teachers with higher salaries are more likely to be retained.

Beginning teachers feel better equipped to deal with challenges related to entering and remaining in the profession when fully supported by their preparation program.



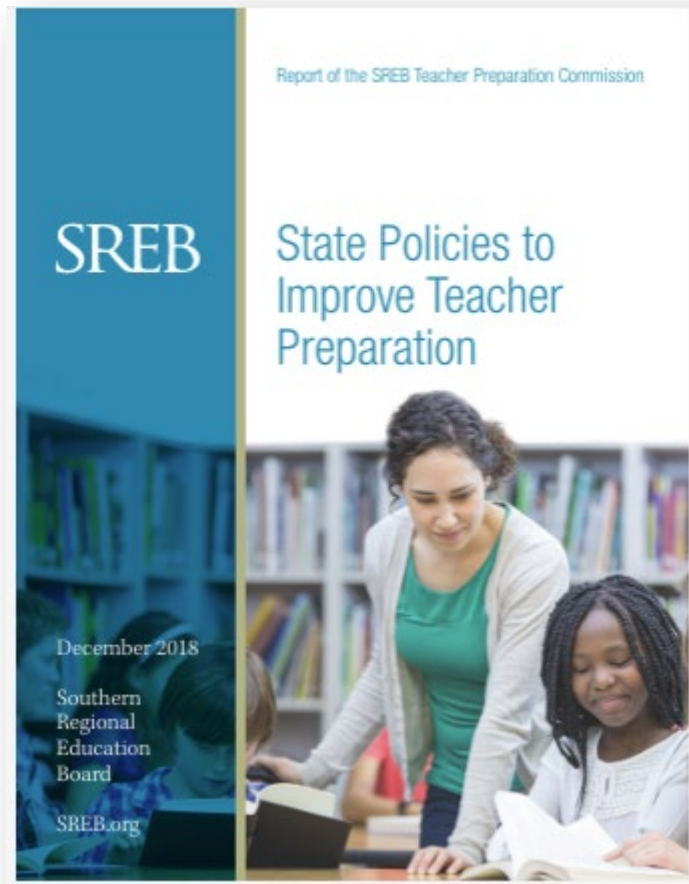
Not all preparation programs provide the same types of supports and resources that beginning teachers need.

Beginning teachers who received support from their preparation programs—academic, on-the-job, certification and hiring related—expressed fewer challenges transitioning into the classroom.

- How can preparation programs (traditional and alternative) **innovate to attract** more Gen Z and other under-tapped groups?
- **What does Gen Z need that they aren't getting?**
- What additional preparation factors might **influence retention** decisions of beginning teachers?

SREB's Commission Report

State Policies to Improve Teacher Preparation



Four Main Recommendations

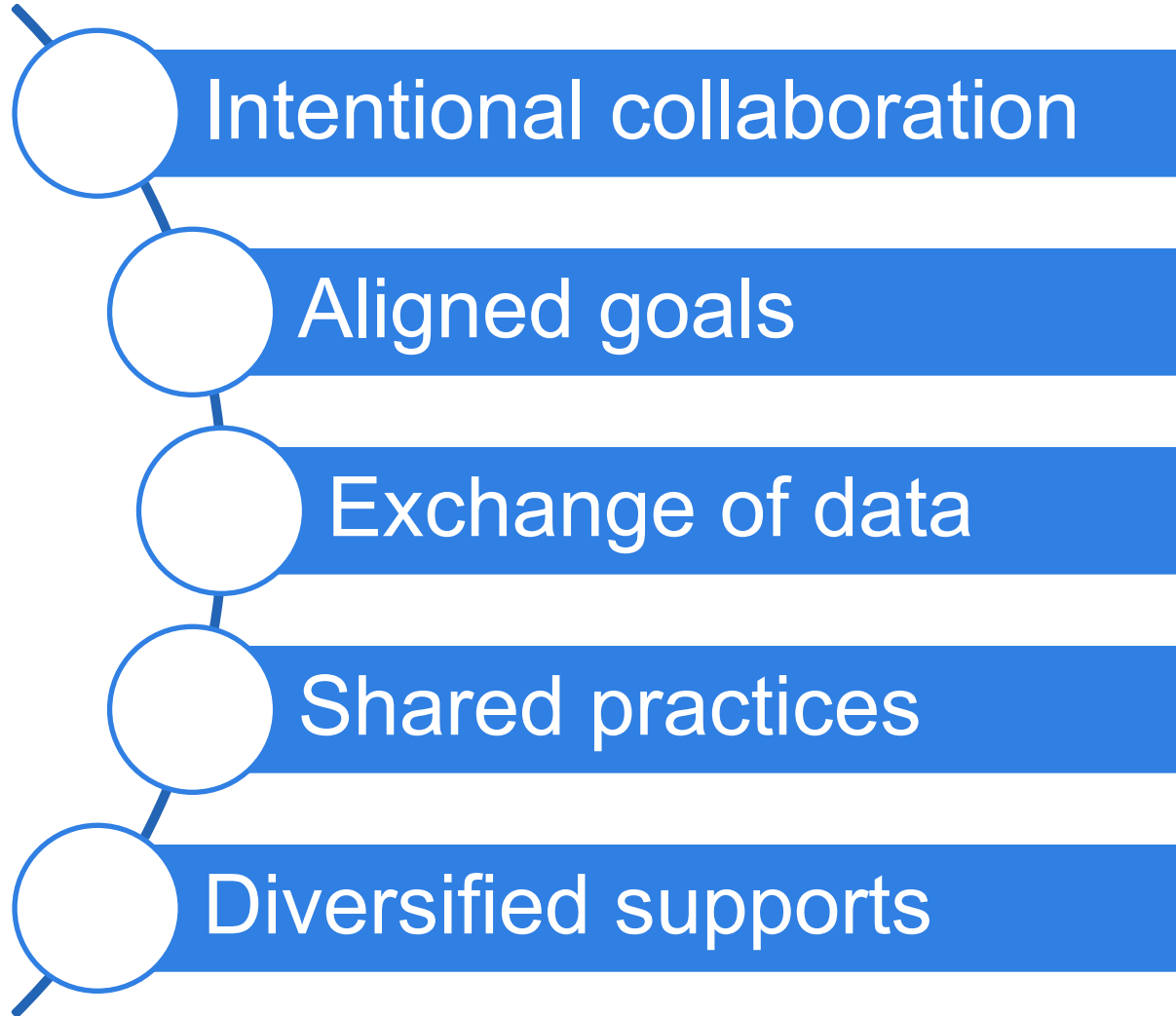
Hold all new teachers in a state to the same high standards and require practice-based licensure tests

Require high-quality clinical teaching experiences

Develop statewide data systems for continuous improvement

Encourage partnerships between teacher preparation programs and K-12 districts

K-12 and EPP Partnerships



- How is your EPP working with K-12 districts in your area or state?
- Are these partnerships integral to the success of your program?
- What further partnership opportunities could you explore?

REFLECT ON YOUR OWN

- How should your educator preparation program engage P-12 district and school leaders in partnership...
 - To improve program accessibility and early recruitment?
 - To innovate and prepare teachers for the realities of teaching?
 - To support graduates in securing a position in education and after they are hired?



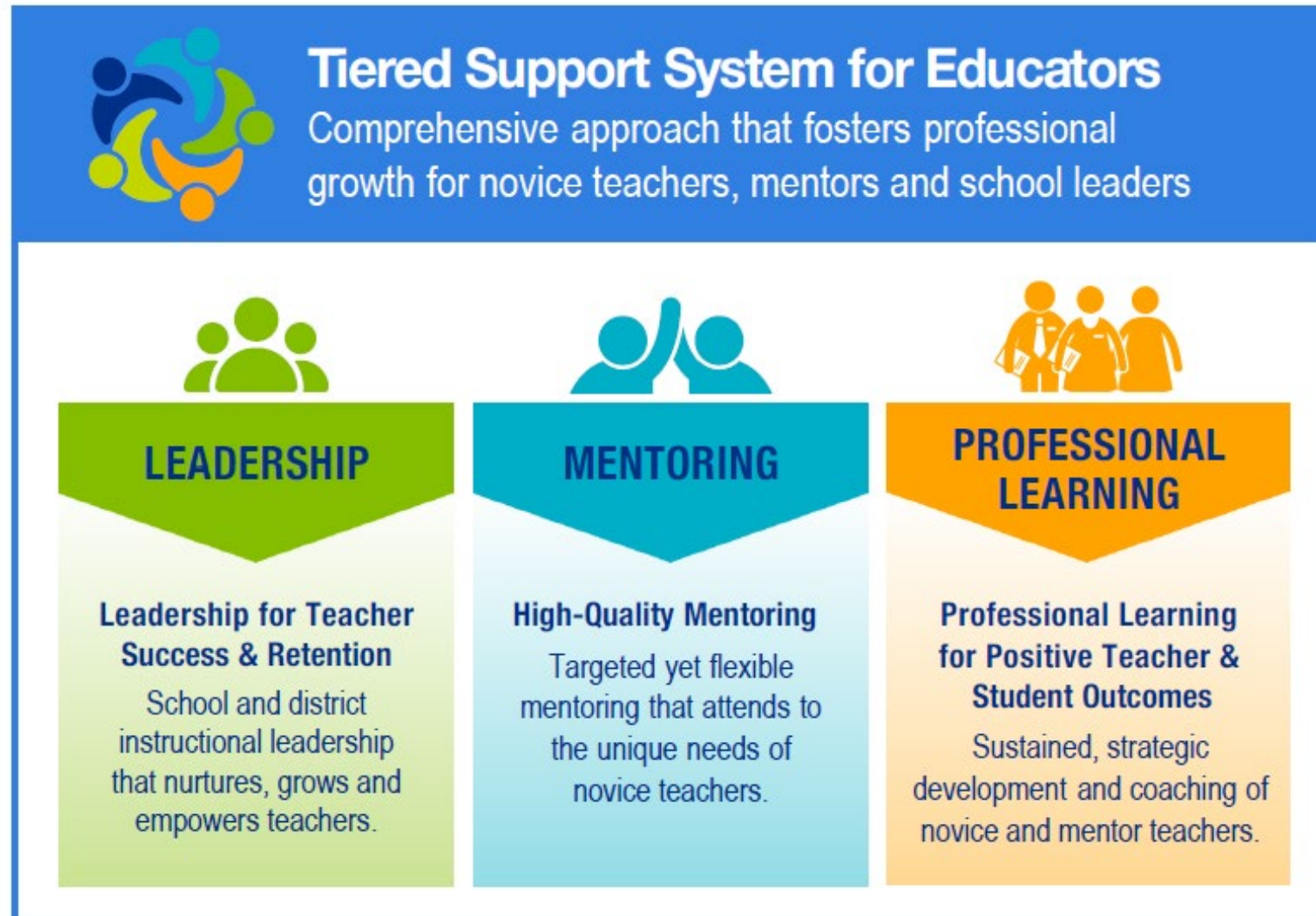
SUPPORTING PREK-12 EDUCATORS

(particularly novice educators)

Definition

A comprehensive support system designed to help new teachers transition smoothly into their roles, adapt to their new environment, and develop their skills to implement high-impact instructional practices and create a positive classroom culture, ultimately leading to increased teacher retention, higher teacher self-efficacy, and improved student outcomes.

SREB Teacher Induction Framework





Tiered Support System for Novice Teachers and Mentors

Policy

- Clear expectations
- At least 2 years
- Limited workload
- Compensation
- Mentor release time



Practice

- Support from many
- Community
- Formal, informal observations
- Targeted to specific needs



Leadership for Teacher Success & Retention

Systems-focused instructional leaders ...

- communicate a vision for teaching and learning (HQIM, high-impact instruction and assessment, student engagement)
- build a sense of community among staff and students.
- use data to inform decisions.
- support positive classroom cultures.
- celebrate teacher accomplishments.



Leadership for Teacher Success & Retention

They understand how all the gears work together to ensure collective success.

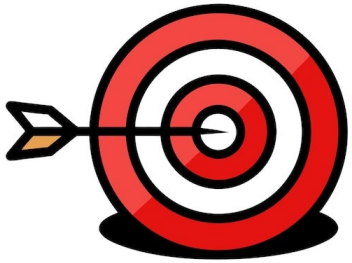


Induction-focused instructional leaders ...

- implement a structured mentoring program.
- provide PL and feedback to novice teachers, mentors.
- help novices acclimate to the school community.
- ensure novices have easy access to resources.
- are approachable.



High-Quality Mentoring



Targeted Mentoring

- Foundation of trust – non-evaluative
- Regular, scheduled meetings
- Help mentees set goals
- Share resources
- Model HQ instruction
- Stress-relieving strategies
- Work-life balance (self, mentees)
- Build confidence, self-efficacy in mentees
- Trust – listening skills, empathy
- Open-door policy

Just-in-Time Mentoring





Professional Learning for Positive Teacher and Student Outcomes

Novice Teacher Development

- Ongoing
- Addresses the unique needs of novice teachers



SREB

- Grows their skills to provide high-impact lessons
- Personalized
- Collaborative

Mentor Teacher Development

- Grows their skills as teacher leaders
- Topics include:
 - Adult Learning Theory
 - Observations with meaningful feedback
 - Designing PL
 - Fostering self-reflection
 - Teacher well-being



Continuum of Support

No Support

Educators receive no formal guidance or help from leaders, designated mentors, coaches or other professional support.

Compliance-Driven

As part of a required support program, educators complete growth plans and consult with mentors.

Problem-Driven

Mentoring structures and learning activities are linked to specific challenges encountered by educators.

People-Driven

Leaders, mentors, coaches, professional learning communities and other growth strategies collectively support educators' entry and progress in the profession.

Comprehensive Induction

Effective induction programs provide support for new teachers and mentors.



How can **postsecondary educators** help support novice teachers, mentor teachers and school leaders?

What role can/should **postsecondary educators** play in induction?

CarolinaTIP

As active players in induction, educator preparation programs can:

- Provide continuous learning, **coaching and building collaborative communities** among graduates and other new teachers.
- Partner with schools on **mentor training and leadership development on best practices in effective and comprehensive novice teacher support.**
- Use research, resources and relationships to build better systems.

Fall 2025 Webinar Series

From Surviving to Thriving: Transforming Support for New Teachers

Rigorous Teacher
Induction Can Help
End Teacher
Shortages

Sept. 11 at 1 p.m.

How Principals and
Mentors Should
Support Novice
Teachers

Sept. 25 at 1 p.m.

How District Leaders
Can Create Successful
Induction Programs
for Novice Teachers

Sept. 18 at 1 p.m.

How Educator
Preparation Leaders
Can Support K-12
Teacher Induction

Oct. 2 at 1 p.m.

Policymakers Can
Help Support and
Retain More
Novice Teachers

Oct. 9 at 1 p.m.

All times are in the Eastern zone.



Key Insights

- Other states can **learn from the data** in these southern states
- **Early exposure** to teaching can help attract new talent
- **Both traditional and alternative pathways** to certification are needed to diversify and fill the teacher pipeline
- **Preparation quality and support matters**
- Gen Z teachers want **support, flexibility, advancement and livable wages**
- **Teachers leave when unsupported** by colleagues, administrators and the community

To reverse the negative workforce trends, teaching must be an attractive, accessible and supported career option for many.

Higher education can play a role in not only preparing but continuously supporting educators!



For More Information:

- [SREB.org/post/educator-workforce-research](https://sreb.org/post/educator-workforce-research)
- [SREB.org/induction](https://sreb.org/induction)
- [SREB.org/teacherworkforce](https://sreb.org/teacherworkforce)





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Southern
Regional
Education
Board

SREB.org

 Preparation	Pathways & Preparation for all Educators
 Licensure & Certification	Licensure, Advancement & Strategic Staffing
Professional Support for Educators at All Levels	 Growth & Support
Compensation, Incentives & Working Conditions	 Compensation