



Quality Teaching

The Big Bet for 2033

Developing a Statewide Educator Workforce Strategy Focused on Quality, Diversity, and Stability

Why This Big Bet?

The EdQuest Georgia Coalition identified burnout as the primary threat to creating a stronger educator workforce. To ensure a more stable and effective workforce, state and district leaders should address the underlying causes that contribute to burnout: poor working conditions, noncompetitive salaries, inadequate preparation, and lack of professional growth opportunities. A comprehensive state strategy would encourage state policymakers and local leaders to think more boldly and systematically about how to support educators.

Benefits of a Statewide Strategy

- **Dual focus on career advancement and school improvement:** State strategies like tiered licensure enable local school systems to deploy teacher leaders and execute innovative school staffing models. However, local leaders lack a roadmap for implementing these programs. A statewide strategy could build capacity around career advancement strategies.
- **Identifying bright spots:** Many district and school leaders are implementing promising practices without a statewide strategy to guide the work. A robust statewide strategy could help identify, spread, and scale effective local practices.
- **Accelerating opportunity:** when state and education leaders share a common goal – creating educator-centered strategies that prioritize preparation and career advancement – they can reform funding and policy to promote practical change at the school level.

Power Strategies State Leaders Should Prioritize

Recruitment	Preparation and Early-Career Success	Professional Growth and Advancement
Development of educator pipeline models that increase candidate diversity, address barriers to entry, and are attentive to shortages in hard-to-staff subjects.	Supporting high-quality, school-based experiences for prospective teachers, such as teacher cadet initiatives, educator apprenticeships, and clinical residencies.	Adaptation of existing professional growth systems that enable teachers to access personalized learning based on their needs and career interests.
		Equipping district leaders with tools and resources to recruit, deploy, and retain teacher leaders.

How Can State Leaders Get Involved

The EdQuest Georgia Coalition recommends:

- State agency leaders commission or draft a statewide working conditions survey that asks educators to weigh in on the quality of instructional supports and professional learning opportunities in their schools, as well as other factors that affect student achievement, such as school safety, school climate, and resource allocation.
- The Georgia Department of Education (GaDOE) leverages the existing statewide teacher induction and educator evaluation pilot to create a system of training and technical assistance for districts interested in adopting new early-career supports and professional growth strategies.
- State leaders create a statewide pathway for paraprofessionals to become licensed classroom teachers. This pathway would serve as a state strategy to support local recruitment and Grow Your Own initiatives.

Three Ways Practitioners Can Support the Big Bet

Convene Statewide Working Groups Around Systemic Challenges

Nonprofit leaders and local practitioners should recommend how to reform existing educator recruitment, retention, and professional growth strategies. Advocates and experts should address the following:

1. Recruiting a more diverse, high-quality cohort of educator candidates by removing barriers to entering the profession
2. Exploring the root causes of educator burnout and demoralization to improve working conditions
3. Expanding access to educator learning and leadership opportunities that promote professional growth and career advancement.

Support the Design, Execution, and Evaluation of Local Strategies

State and nonprofit leaders should support district efforts to create comprehensive career development strategies. District strategies should unify preparation, induction, professional learning, and professional growth practices under a set of common goals and progress metrics.

A multi-stakeholder group should create a toolkit and provide recommendations for state guidance so districts can create advanced teacher roles based on needs identified by educators, students, and community leaders.

Increase Opportunities for Cross-District Learning

GaDOE has invested federal pandemic-relief funds in expanding virtual professional learning communities. Local educators should provide feedback on how these spaces do and do not allow teachers to showcase best practices, troubleshoot problems of practice, and request technical assistance.