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LANDSCAPE ANALYSIS

Texas Teacher Workforce



LONESTAR^{RP3}

Education research practice policy partnership





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EXECUTIVE SUMMARY

Scope of the Landscape Analysis

This landscape analysis of the Texas teacher workforce was developed to identify critical issues, key actors, and emerging opportunities that can inform a statewide research agenda. The report provides an overview of the systems, structures, and conditions shaping how teachers are recruited, prepared, certified, placed, and retained. It is intended to guide future LONESTAR³ collaborative research by clarifying areas of shared concern and potential inquiry across practice, policy, and research partnerships.

Overview

Texas is navigating a period of significant challenge and transformation in building and sustaining a strong educator pipeline. The state's teacher workforce is affected by declining interest in teaching, uneven preparation quality, and persistent shortages in high-need subject areas and rural districts. At the same time, new legislation—including the Teacher PREP Allotment (HB 2, 89R) and expansions to the Teacher Incentive Allotment (TIA)—signal growing policy attention to recruitment, preparation, and retention. Together, these efforts reflect both the urgency and complexity of addressing workforce needs statewide.

Topic Areas in the Teacher Workforce

Seven interrelated issues shape the current landscape of the Texas educator workforce:

- ★ **Educator Preparation Pathways and Pipelines** | Preparation program completions are declining, and evidence shows that teachers from traditional and residency-based programs have stronger preparation and higher retention than those from alternative certification routes.
- ★ **Uncertified Teachers and Implications for Students** | The share of uncertified teachers has tripled since 2019, particularly in rural and high-need areas, raising concerns about instructional quality and equity.
- ★ **Rural and Small-District Workforce Challenges** | Many rural districts face recruitment rather than retention shortages, often turning to four-day school weeks, paraprofessional training, or local grow-your-own initiatives to attract teachers.
- ★ **Teacher Shortages, Turnover, and Attrition** | Attrition has risen to 12 percent statewide, with early-career and special population teachers most affected; leadership stability and supportive school environments are central to retention.

- ★ **Compensation Structures and Strategic Pay Initiatives** | Teacher pay remains below national averages, though programs like the Teacher Incentive Allotment and Teacher Retention Allotment aim to align compensation with performance and stability.
- ★ **Accountability Pressures, State Takeover, and Campus Turnaround** | High-stakes accountability and state interventions have intensified turnover and stress in affected districts, highlighting tensions between improvement efforts and workforce morale.
- ★ **Retention and Support Strategies** | Satisfaction and retention are driven by working conditions, respect, and compensation; traditionally prepared teachers and those of color show the highest persistence.

Key Actors in the Texas Teacher Workforce Ecosystem

The report maps a broad network of organizations that shape the teacher workforce across every stage of the educator pathway. Using the *ElevateTXed* framework, select actors are categorized into groups such as state agencies, higher education institutions, districts, nonprofits, regional service centers, alternative certification providers, funders, and professional associations. Mapping revealed that engagement is densest around certification and preparation, with fewer organizations focused on long-term career development and teacher well-being. These tools offer a visual overview of where alignment exists and where additional coordination may strengthen statewide efforts.

Looking Ahead

The Texas teacher workforce is at a crossroads. While substantial progress is being made through new policy initiatives and local innovations, further research is needed to drive remedies and shape educational policy and practice. The analysis concludes with areas for future inquiry that could deepen understanding of effective preparation models, compensation reforms, rural workforce stabilization, leadership and climate factors, and accountability impacts. Strengthening data infrastructure and promoting shared learning across institutions will be critical to transforming descriptive insights into actionable strategies that sustain and elevate the educator pipeline across Texas.



INTRODUCTION

Texas is navigating a period of significant challenges and transformation in building and sustaining a strong educator pipeline. Recruitment, preparation, certification, placement, and retention are shaped by multiple, interdependent factors—ranging from workforce supply and demand, educator demographics, compensation patterns, and working conditions. Texas’s teacher pipeline draws from a variety of entry pathways, including traditional preparation programs, alternative certifications, grow-your-own programs, and residency models. Persistent shortages in high-need areas—special education, bilingual/ESL, STEM, and rural districts—underscore the need for research into the structures and supports that influence teacher quality and equitable distribution of teacher talent. Compensation trends (including regional variations), certification pathways, mentorship systems, and the impact of state policy on recruitment, preparation, support, and long-term retention are priority areas for timely, actionable research.

Institutions and policy agencies are particularly interested in the framework established by HB 2 (89R), which created the Teacher PREP Allotment to strengthen the pipeline through funding for high-quality preparation pathways, grow-your-own initiatives, and structured mentorship for new teachers. The PREP Allotment is especially relevant to rural and high-need districts, where targeted investments can address chronic shortages, improve retention, and align preparation programs with local workforce demands. Of equal interest is the Teacher Incentive Allotment (TIA)—originally established under HB 3 (86R) to reward effective teaching through significant salary supplements and recently modified by HB 8 (88R) to adjust eligibility requirements, distribution formulas, and district participation incentives. It is critical for us to understand how PREP and TIA interact, overlap, or diverge in their effects on teacher recruitment, placement, and retention, particularly in regions with the most severe shortages.

Purpose of the Landscape Analysis

We developed this landscape analysis of the Texas Teacher Workforce to identify critical issues, potential products, and opportunities for LONESTAR³ collaborative research. Our analysis provides a broad overview of key trends, topics, and actors shaping the Texas teacher workforce.

Methods

Our analysis began with an environmental scan of Texas educator workforce trends to identify on-the-ground issues and how they are represented in the media. This scan included local and policy news outlets, as well as official state websites, focusing primarily on materials published within the last five years (2020-2025), with limited exceptions. We made exceptions when older sources helped illustrate long-term trends or underdiscussed issues.

From this environmental scan, we identified major themes to capture the primary trends shaping the Texas teacher workforce. These themes informed a subsequent literature review, which drew

on academic databases to locate peer-reviewed articles published between 2021 and 2025, with a specific focus on Texas. We scanned studies for journal quality and relevance to current workforce concerns. We also incorporated select studies outside of Texas to provide a broader context or fill gaps where state-specific empirical work was limited. Additionally, we conducted searches through Google Scholar to capture grey literature, including policy briefs, organizational reports, and white papers.

We identified key actors in the Texas teacher workforce ecosystem through an AI-assisted, structured review of select organizations that influence teacher preparation, recruitment, and retention statewide. We compiled an inventory of entities from state agency reports, philanthropic portfolios, higher education directories, and education policy publications, supplemented by insights from existing partnerships and initiatives. Each organization was categorized by actor type—such as state agency, district, higher education institution, nonprofit, or funder—and mapped to an educator pathway framework to illustrate impact. This crosswalk process clarified overlapping roles, highlighted areas of concentration, and identified opportunities for stronger alignment within the statewide teacher workforce.

Limitations

Our report does not evaluate the effectiveness of any specific program or policy. Rather, it maps activity across news and research to offer an overview of current areas of focus and potential opportunities for future inquiry. Moreover, this analysis includes only Texas actors, and the reviewed public scholarship and grey literature are limited primarily to work produced within the last five years.

Report Sections

The landscape analysis is structured into four main sections:

INTRODUCTION	TOPIC AREAS	KEY ACTORS	LOOKING AHEAD
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A note about Section 3: We mapped Key Actors—select organizations and institutions engaged across various aspects of the Texas teacher workforce—to the process for becoming a teacher. Extending on [a step-by-step guide on becoming a teacher](#) developed by ElevateTXed, Key Actors are grouped and associated with each of the seven steps.





TOPIC AREAS

Overview of the following topics (2021-2025) for the Texas Teacher Workforce:

- 1 Educator Preparation Pathways and Pipelines
- 2 Uncertified Teachers and Implications for Students
- 3 Rural and Small District Workforce Challenges
- 4 Teacher Shortages, Turnover and Attrition
- 5 Compensation Structures and Strategic Pay Initiatives
- 6 Accountability Pressures, State Takeover, and Campus Turnaround
- 7 Retention and Support Strategies

Note: Journal articles included in the following section have been uploaded to a [shared Box folder](#). See digital version for hyperlink.

TOPIC AREAS

TOPIC AREA 1

Educator Preparation Pathways and Pipelines

Texas faces a critical teacher pipeline challenge marked by declining preparation program completions, reduced interest in teaching, and uneven teacher quality across certification pathways. While the state leads in alternative preparation routes, evidence consistently shows that teachers who complete traditional or high-quality residency programs are better prepared, remain in the profession longer, and drive stronger student outcomes. Studies further indicate that early-career attrition is particularly high among alternatively certified teachers. To address these challenges, HB 2 (89R) aims to strengthen Texas's teacher pipeline through expanding the use of residencies, Grow Your Own, mentorship programs and more. Collectively, these trends point to an urgent need for more research-informed approaches to teacher preparation that prioritize building a stable, diverse, and well-prepared educator workforce.

In The News

- ★ Texas leads the nation in alternative preparation pathways, but evidence shows that traditionally-prepared teachers are not only better retained, but also support stronger student outcomes (Marder et al., 2020; Marder et al., 2024; UT Austin, 2022). Still, Texas saw a 20.4% drop in educator preparation program completers between 2017 and 2022 (Brown et al., 2025), as well as fewer teachers coming from Texas universities (UT Austin, 2022). Moreover, per TEA data, not all candidates who become certified ultimately go into teaching (Lopez, 2022b).
- ★ Teacher residency programs have been shown to strengthen preparation and retention, with 86% of residency-trained teachers still in the same school after three years according to the National Center for Teacher Residencies (Lopez, 2023). HB 2 (89R) established the PREP Program Allotment which funds five types of district partnerships to improve teacher preparation and retention, one being a preservice residency program (TEA, 2025c).

The Center for Innovative Research in Change, Leadership, and Education (CIRCLE) at Texas Tech University has a suite of policy briefs on teacher preparation. These briefs range in topic from certification, teacher effectiveness, residencies, retention, and student achievement. They also include a range of research methods, including longitudinal analyses (TTU, n.d.).

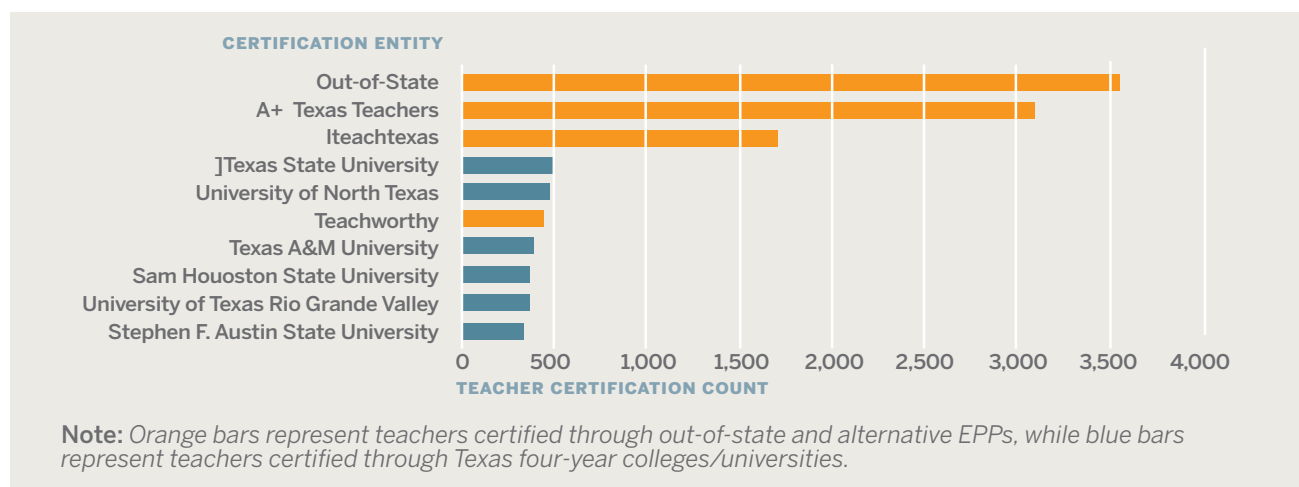
In Recent Literature

- ★ One study examined how different types of teacher preparation programs (TPPs) in Texas, particularly non-traditional certification programs (non-TCPs), relate to early-career teacher attrition and turnover using longitudinal administrative data and advanced regression models. Findings showed that non-TCP teachers initially had higher attrition and turnover rates than

traditionally certified teachers, but rates converged by year four, with notable variation among non-TCP types, especially those from district-run and nonprofit programs (Mitani et al., 2022).

- ★ Bartanen & Kwok (2023) conducted a descriptive analysis of college applications to a large public Texas university from 2009 to 2020 to investigate applicants' interest in becoming a teacher. They found that interest in teaching declined by nearly half and that men, high-achieving students, and students of color—especially Asian, Black, and Latino applicants – were substantially underrepresented in the teacher pipeline.
- ★ Estimates suggest that substituting 10% of unprepared teachers with graduates from high-quality preparation programs could raise students' annual earnings by \$2,100 to \$2,800. The greatest gains are linked to teachers trained in residency programs, following by those from alternative and traditional university programs (Kirksey, 2025).
- ★ In the Permian-Basin region, teachers prepared through Tech Teach and Tech Teach Across Texas—teacher residency programs led by Texas Tech University—were associated with improved student academic outcomes, reduced suspensions, and reduced chronic absenteeism (Kirksey, 2025b). Additional research on Texas teacher residencies highlights their potential to address STEM teacher shortages but also identifies major implementation barriers, including misalignment with university programs, added time and cost for STEM majors, and insufficient funding to support full participation (Hughes et al., 2024; Hughes et al., 2025).
- ★ As teacher shortages worsen, interest in expanding high school Grow Your Own (GYO) programs has increased. In their 2023 study, Hamman and collaborators analyzed district applications selected for statewide grant funding to examine planned recruitment, preparation and retention strategies. They found that while proposals were largely aligned with GYO literature, they (1) made limited use of contemporary career models to guide recruitment, (2) were unlikely to diversify the educator workforce, and (3) needed stronger alignment between dual credit, postsecondary pathways, and undergraduate teacher certification (Hamman et al., 2023).

Figure 1. Top 10 producers of Texas teacher certifications by EPP, 2023-2024, TEA (2024).



TOPIC AREAS

TOPIC AREA 2

Uncertified Teachers and Implications for Students

Texas is experiencing a growing dependence on uncertified teachers, particularly in high-need and rural areas, a trend that has raised concerns about instructional quality and student outcomes. While recent legislation aims to curb the use of uncertified teachers and strengthen retention through incentives, these policies may present new challenges for districts already struggling to fill vacancies. Research underscores that teacher preparation quality, especially certification status and mode of training, has significant implications for student learning, thus emphasizing the need for pathways that balance accessibility with effectiveness.

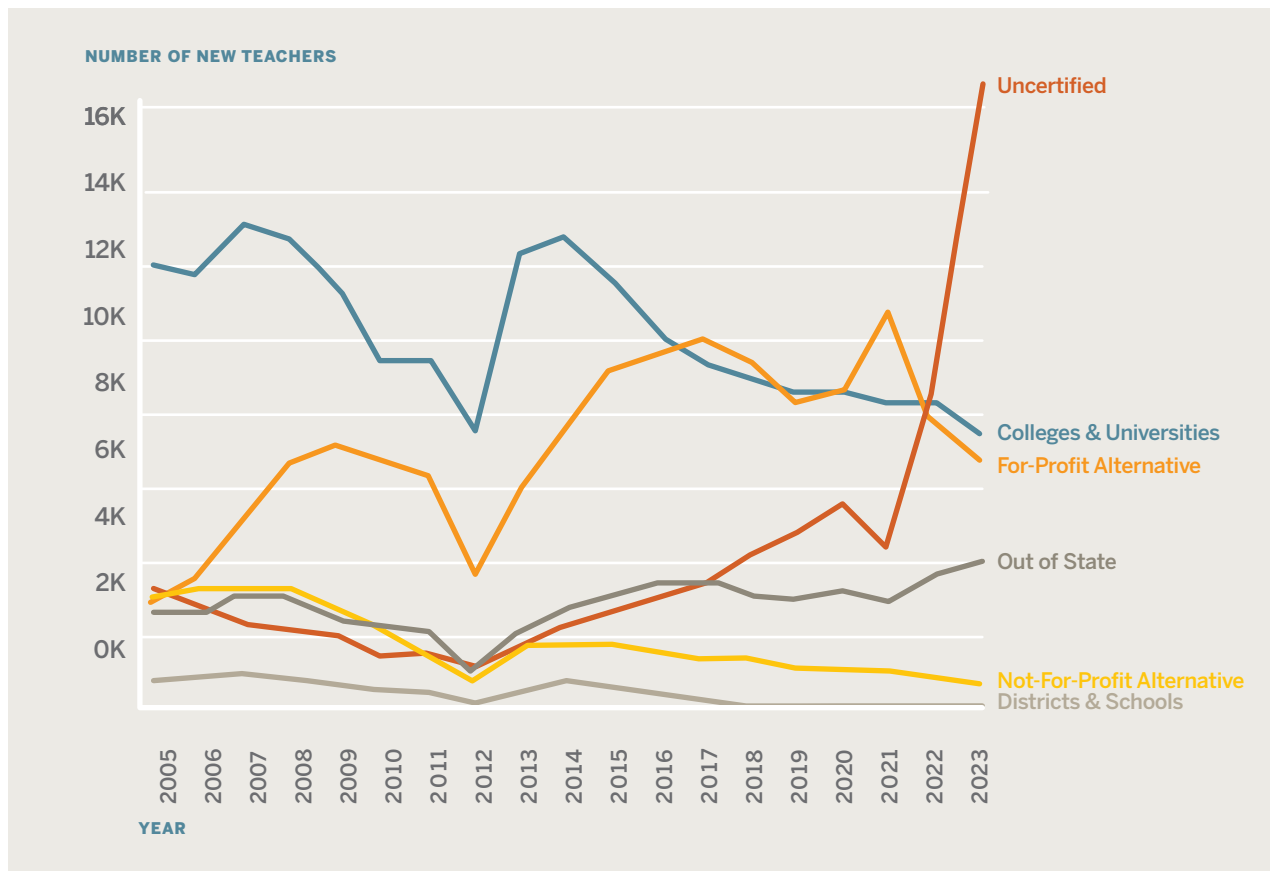
In The News

- ★ Texas has seen a sharp rise in uncertified teachers in recent years. In the 2024-2025 academic year, 12% of the state's educator workforce was uncertified, up from 3.8% pre-pandemic (2019-2020 = 12,900 uncertified teachers; 2024-2025 = 42,100 uncertified teachers; Merod, 2025). The year prior, 2023-2024, over half of first-time, newly-hired teachers had no certifications (Brown et al., 2025; Marder et al., 2025). This trend stems in part from Texas' District of Innovation policy, adopted in 2015, which allowed districts to fill vacant positions with uncertified teachers (Marder et al., 2025; Merod, 2025). Uncertified teachers are concentrated in elementary and early education (43% of first-time hires), CTE (10%), and account for nearly 10% of hires in all math, language arts, and special education classes (Raise Your Hand Texas, n.d.). Rural and small-town areas also experienced the greatest increases in uncertified educators (Marder et al., 2025).
- ★ The 89th Texas Legislature passed several bills related to addressing the educator workforce. HB 1178 will ease certification for out-of-state educators through temporary certificates (TASA, 2025). More significantly, HB 2 requires the phase out of employing uncertified teachers in core subject areas by the 2029-2030 academic year (Merod, 2025). This change may critically impact rural and high-need districts who heavily relied on uncertified teachers to fill vacancies (Choueiry, 2024). HB 2 further incentivizes teacher retention through eligibility for raises, district bonuses to hire high-quality educators, and the establishment of the Preparing and Retaining Educators through Partnership (PREP) program allotment (Merod, 2025; TEA, 2025c).

In Recent Literature

- ★ Research by Rhodes and Marder (2024) demonstrates that students taught by traditionally prepared teachers show significant learning gains compared to those taught by alternatively prepared teachers. Similarly, Kirksey (2024) found that students taught by inexperienced, uncertified teachers lose approximately three to four months of learning in reading and math. These students are also more likely to go undiagnosed for dyslexia and to have higher rates of absenteeism (Kirksey, 2024). Additional evidence shows that students taught by alternatively certified teachers score lower on the biology STAAR exam, further highlighting the inadequate impact of teacher preparation on student achievement (Mansell, 2024).
- ★ Diving deeper into teacher preparation avenues and student achievement, Kirksey and Gottlieb (2025) found that teachers prepared through fully online preparation programs are associated with lower student achievement in math and reading, raising concerns about the proliferation of online programs.

Figure 2. First-year teachers in Texas according to their preparation route (2005-2023), Rhodes and Marder (2024). *Note: Data analysis from SBEC in the Texas Educational Research Center (ERC).*



TOPIC AREAS

TOPIC AREA 3

Rural and Small District Workforce Challenges

Rural and smaller Texas school districts are considering or embracing policies unique to their context. These districts are increasingly turning to compressed school weeks to remain competitive in recruiting educators, as they struggle with limited financial resources and a high reliance on uncertified, often inexperienced, teachers. Recent research emphasizes that recruitment—more than retention—is the greater challenge in rural areas, and that policy solutions must be context-specific, incorporating mentorship, online training, and supportive campus cultures to effectively address the unique needs of rural communities. Several of these studies centered on the perspectives of district and school leaders (i.e., superintendents and principals) in shaping recruitment and retention strategies, leaving teachers' viewpoints largely underrepresented in recent literature.

APPROXIMATELY
900,000
Public education students
are served by rural schools

In The News

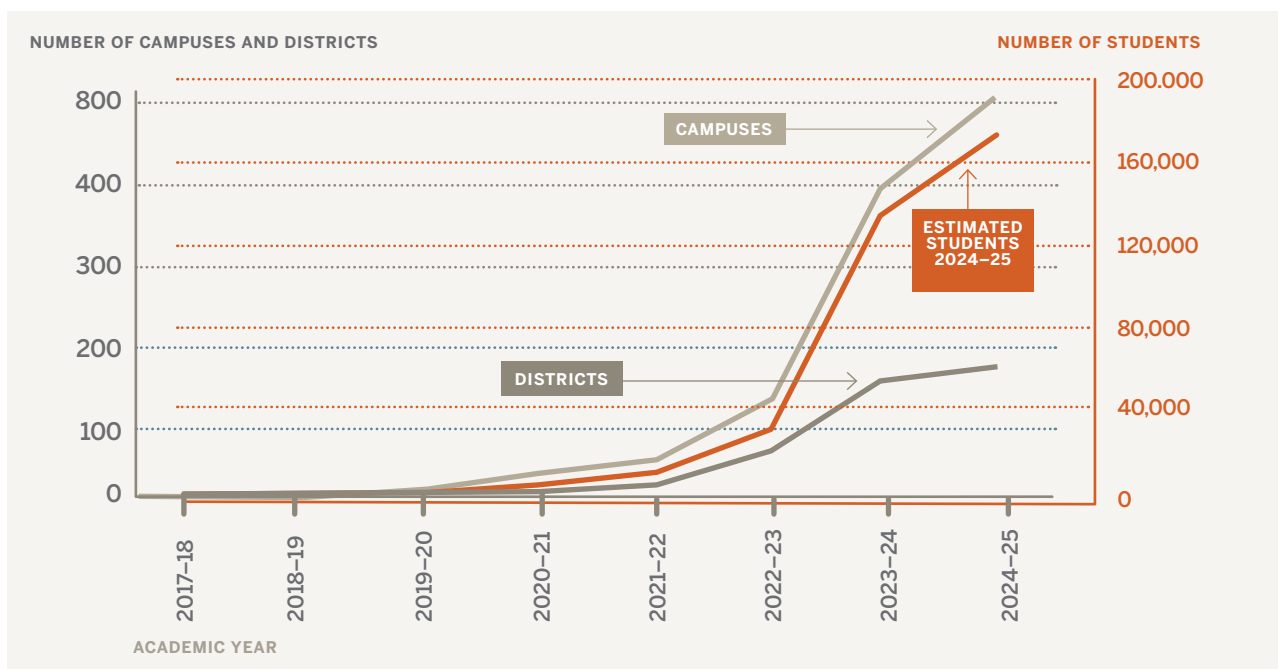
- ★ Rural and smaller school districts have increasingly adopted four-day school weeks to attract and retain teachers as they are often not able to compete with the compensation packages larger school districts are able to offer (Lopez, 2022a; Lopez, 2022b). The schedule meets Texas' required 76,000 instructional minutes by lengthening school days or extending the school year, though operational cost savings are minimal (Lopez, 2022a). This initiative is unique to Texas as it is employed primarily to remain competitive in the workforce market (Lopez, 2022a). While little Texas evidence exists, researchers in other states have found that four-day school weeks improve teacher morale and lessen student disciplinary incidents, but may have a small, negative effect on test scores (Grundmeier, 2025; Lopez, 2022a).
- ★ Rural school districts face significant educator shortages tied to low financial resources and heavy reliance on uncertified teachers (Haslett, 2025; Lopez, 2022b). Data collected from 40 primarily rural Texas counties indicate that over 80% of their first-time new hires had no teaching certification, of which a majority also had no prior experience working within the public school system in the state (Haslett, 2025). Similarly, retention remains an issue with only 45% of uncertified new teachers in rural districts staying in the profession over three years, compared to 80% of certified new hires (Raise Your Hand Texas, n.d.).

In Recent Literature

- ★ A mixed-methods study that collected data from superintendents in small rural Texas school districts found that recruiting high-quality educators was a greater challenge in these areas rather than retaining teachers already hired (Menchaca & Estrada, 2021).

- ★ A study conducted in the Texas Panhandle identified having qualified teachers in place as a strong recruitment strategy, indicating good mentorship, as well as online preparation and training courses, and fostering a collaborative and supportive campus culture. The change to a four-day school week, additional pay stipends, and implementing a district Teacher Academy that could train paraprofessionals were identified as important retention strategies in rural areas (Barbosa Jr. & Coneway, 2023).
- ★ Outside of Texas, quantitative research has found that educators in rural communities—particularly those farther from population centers and with reduced access to resources and services—are more likely to leave their school district as compared to educators in urban areas (Liu et al., 2025). Further, teacher turnover varies across school types, with high-poverty rural schools experiencing especially high teacher shortages (Ingersoll & Tran, 2023). Researchers emphasize that policies to improve teacher retention in rural communities must account for their diversity, as a one-size-fits-all approach will not be effective.
- ★ A descriptive and thematic analysis of Texas school districts that have adopted a four-day school week (4DSW) finds that these districts tend to be small and rural with higher proportions of White students and fewer students of color than the state average. Further, these school districts primarily operate on teacher-centered models, often using the additional day for professional development and planning. The study further highlights that implementation of the 4DSW varies to best meet the needs and priorities of each school district (Priyanti et al., 2025).

Figure 3. Four-day school week adoption by districts, campuses, and student enrollment, 2017-18 through 2024-25, Priyanti, Miraj, and Templeton (2025).



TOPIC AREAS

TOPIC AREA 4

Teacher Shortages, Turnover, and Attrition

Texas continues to grapple with persistent teacher shortages driven by rising attrition, especially among early-career educators, and ongoing gaps in key certification areas such as STEM, bilingual, and special education. Issues like stagnant retirement benefits and reliance on retired teachers to fill vacancies further strain workforce stability. Research highlights that leadership stability and supportive school environments play critical roles in retaining teachers; when principals leave, turnover increases. Schools with college and career readiness models vary by type (i.e., public, charter) in their ability to retain educators.

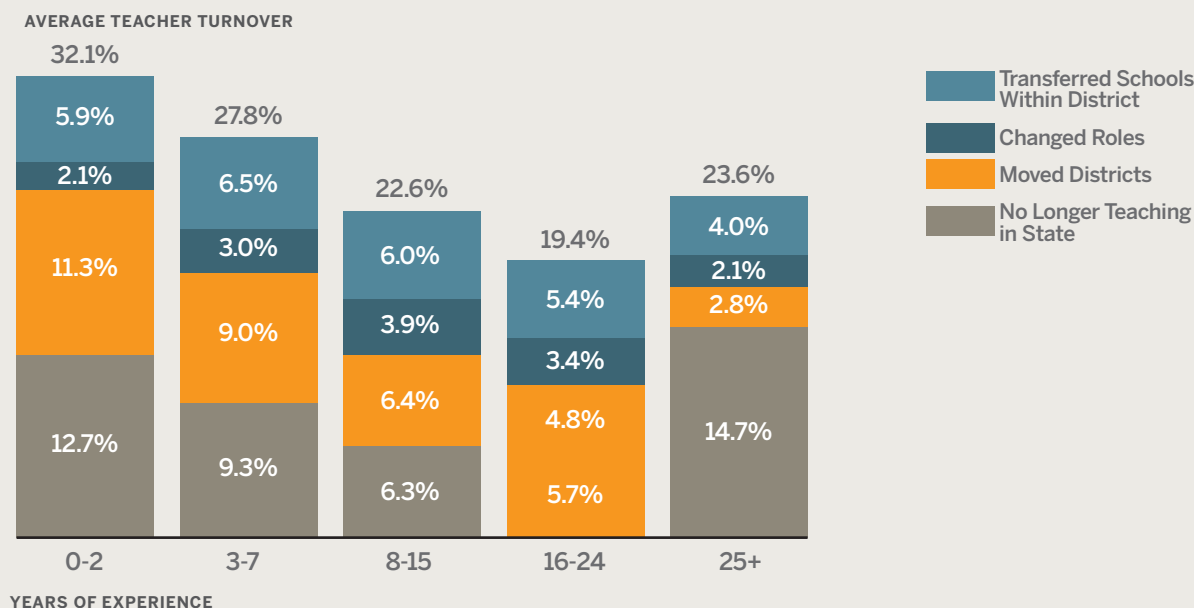
In The News

- ★ A primary indicator of a statewide teacher shortage is the educator attrition rate. Over the course of a decade, teacher attrition in Texas remained largely stagnant at 10%, rising to 12% in the 2021-2022 academic year (Lopez, 2022b). Early career teachers are especially likely to leave the profession, while educator retirement rates are also on the rise (Lopez, 2022b). In some cases, school districts have turned to hiring retired educators to fill vacancies (Edison et al., 2025); meanwhile, retired teachers have not received a cost-of-living adjustment since 2004, further compounding retention challenges (Lopez, 2022b; McKinley, 2022).
- ★ Chronic shortages of certified teachers exist in middle school math and science, with 32% of educators in those subjects teaching outside of their certification field (Smith, 2014). Similarly, teacher shortages in bilingual and special education persist, with educators often facing additional, often invisible, workload strains (Aldeman, 2024; Swaby, 2017; Trejo, 2025).
- ★ Nearly 32% of Texas novice teachers, and about 28% of those with three to seven years of experience, departed after the 2022–23 school year, compared to 19-23% of more experienced teachers (Education Resource Strategies, 2025). Teacher turnover was driven by both a mix of switching districts and exiting the profession entirely. Some of this churn is attributed to new teachers receiving the same structured support as seasoned colleagues despite carrying equal or harder assignments with less classroom experience leading to burnout. This combination is especially damaging as research shows that consistency teaching the same grade level and subject accelerates teacher growth.
- ★ According to a resource developed by the Learning Policy Institute, the average financial cost of teacher turnover is \$11,860 per teacher in small districts (under 10,000 students), \$16,450 per teacher in median-sized districts (10,000-50,000 students), and \$24,930 per teacher in large districts with more than 50,000 students (LPI, 2024; Tan & Patrick, 2024).

In Recent Literature

- ★ DeMatthews, Knight, and Shin (2021) examined how principal turnover influences teacher attrition using a statewide, longitudinal dataset of all Texas public K–12 schools from 1999–2000 to 2016–17. The study found that teacher turnover spikes following principal departures, particularly in urban, high-poverty schools, those with many novice teachers, and schools experiencing chronic leadership changes.
- ★ A study comparing teacher turnover in Texas high schools implementing College and Career Readiness School Models (CCRSM)—Early College High Schools and inclusive Science, Technology, Engineering, and Math Academies—reveals that CCRSM schools experience less teacher turnover compared to traditional public schools. Charter CCRSM schools have higher turnover rates, yet non-CCRSM charter high schools have the highest total teacher turnover (Knight et al., 2025).
- ★ Consistent with existing research on educator turnover, science teacher turnover is primarily driven by (1) preparation, as alternatively certified teachers are more likely to leave the profession, and (2) career mobility, with those who exit the profession often leaving for higher paying STEM or administrative roles. This indicates that retaining science educators will require more than financial incentives alone (Mansell, 2025).

Figure 4. School-Level Teacher Turnover by Years of Experience Between October 2022 to October 2023, Education Resource Strategies (2025).



TOPIC AREA | 5

Compensation Structures and Strategic Pay Initiatives

The struggle to offer competitive teacher compensation continues in Texas, contributing to ongoing challenges in recruitment and retention. In response, the state has implemented policy efforts focused on strategic, performance-based pay and targeted retention initiatives. Early research indicates these approaches can improve both teacher stability and student outcomes when effectively supported. However, the long-term success of such reforms depends on sustained investment and broad access to these incentive programs.

In The News

- ★ Texas teacher pay significantly lags behind national averages. The state's average salary of \$60,716 ranks 30th nationally and is nearly \$9,000 below the national average (Edison, 2025, Haslett, 2025). Moreover, Texas teachers earn 23.5% less than other college graduates, and 77% report not earning a living wage (Popinski, 2024). Average teacher pay (adjusted) declined from \$55,433 in 2010 to \$54,192 in 2019 (Horn et al., 2021; Lopez, 2022b, and dropped approximately \$5,700 (adjusted) between 2020 and 2024 (Charles Butt Foundation, 2025). Historically, Texas has consistently ranked low in teacher compensation, with many teachers taking second jobs and personally covering classroom expenses (Smith, 2014).
- ★ In 2022, Governor Abbott established The Teacher Vacancy Taskforce whose aim was to propose recommendations to improve the recruitment and retention of teachers in Texas (TEA, 2023a). The first recommendation was around increasing compensation and advancing strategic compensation strategies, leading to the passage of HB 2 (89R) which includes: teacher raises, expands the Teacher Incentive Allotment (TIA), establishes a compensation system for teacher preparation programs, and creates the Teacher Retention Allotment (eligible for salary increases based on district size and teacher experience), while phasing out uncertified teachers in core subjects (Edison et al., 2025; TEA, 2025b).
- ★ The Teacher Incentive Allotment (TIA)—a program that awards bonuses to educators who demonstrate improved student academic outcomes—currently benefits approximately 6% of Texas teachers (Edison et al., 2025), with school district participation continuing to rise each year (Edison, 2025; Kirksey & Torres, 2023). Expanded under HB 2, TIA will now be accessible to more teachers and offer increased funding to support strategic compensation and workforce systems (TEA, 2025a). Importantly, districts are now eligible for Enhanced TIA designation which grants a 10% increase to their TIA allotment.

In Recent Literature

- ★ This first statewide analysis of Texas's Teacher Incentive Allotment (TIA) program finds that the merit-based pay system significantly improved teacher retention and student achievement in participating districts. Using a causal research design, the study provides evidence that large-scale compensation strategies can help address persistent teacher shortages and improve student academic outcomes (Kirksey et al., 2024). Still, the use of TIA in educator preparation programs as a teacher recruitment tool remains inconsistent (Greenhalgh-Spencer et al., 2024).
- ★ In Dallas ISD, the Accelerating Campus Excellence (ACE) program was highly effective in improving academic student outcomes in low-performing urban schools. The program replaced a majority of staff with highly effective educators, offering higher pay based on teacher effectiveness. However, when financial incentives were reduced, many effective teachers left and student performance declined, highlighting the importance of sustained performance-based incentives to maintain success (Morgan et al., 2023).

Figure 5. Median teacher salary by region in 2024, Charles Butt Foundation's 2025 Texas Teacher Poll.

West \$56,000
Dallas/Ft. Worth \$65,000
East \$57,000
Houston \$68,000
Central \$60,000
South/Southwest \$60,000



Note: The median is the midpoint between the highest and lowest amount. Self-reported salaries were adjusted using the Consumer Price Index of urban consumers in Texas. Obtained from https://data.texas.gov/dataset/Key-economic-Indicators/karz-jr5v/about_data

TOPIC AREAS | 6

Accountability Pressures, State Takeover, and Campus Turnaround

Across Texas, heightened accountability pressures and state interventions are reshaping the educator workforce, often intensifying teacher turnover and destabilizing schools already facing challenges. Takeovers and turnaround efforts have led to mass staff replacements and punitive work environments, contributing to widespread demoralization and attrition. Emerging evidence suggests that accountability systems, while designed to improve performance, may instead exacerbate teacher burnout and mobility, particularly in schools with higher concentrations of uncertified educators and lower accountability ratings.

In The News

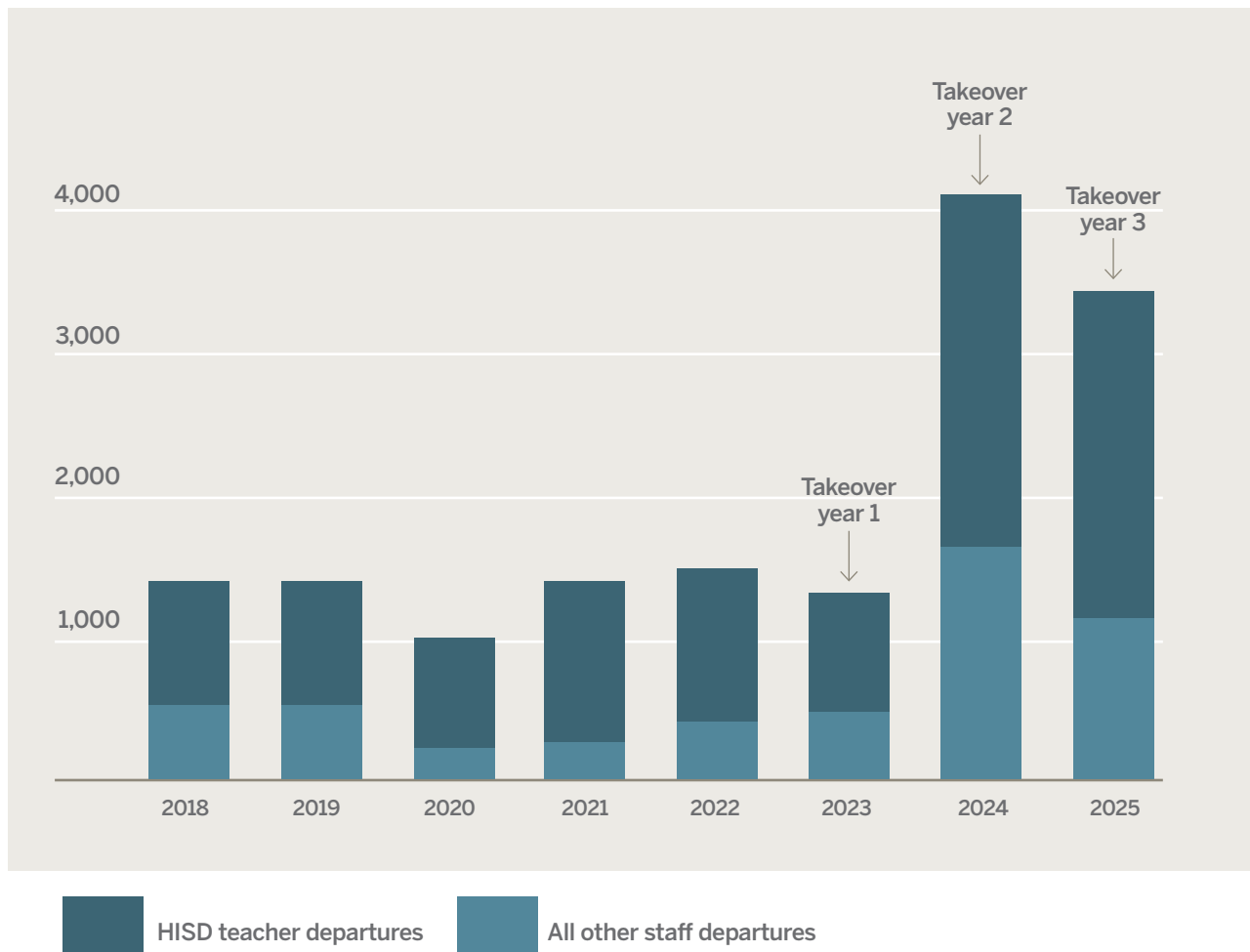
- ★ Houston ISD has faced exceptionally high teacher turnover under state-appointed leadership, with more than 2,300 of the district's 10,000 teachers leaving the role in June 2025, about twice as high compared to pre-takeover years (Goodwin & Mizan, 2025). According to an analysis conducted by the Chronicle, about half of teachers who left were hired during the state's takeover of the district, with a majority of this group being hired in the last year (Goodwin & Mizan, 2025). Many teachers cite punitive and stressful work environments, as well as lack of support and communication around performance expectations. Further, roughly 7% of HISD's teacher contracts were not renewed due to performance, further fueling attrition (Goodwin & Mizan, 2025). Multiple Texas school districts (Connally ISD, Lake Worth ISD, Beaumont ISD, Wichita Falls ISD and Fort Worth ISD) face similar futures as they have reached the threshold to trigger state intervention (Dey, 2025).
- ★ In Austin ISD, three campuses with consecutive failing accountability ratings (Dobie, Webb, and Burnet) will undergo a "district-managed restart" as part of a required turnaround plan. This restart will require AISD to replace principals and a majority of teachers with individuals who have demonstrated "instructional effectiveness," or improved student academic performance. All educators will have to reapply for their roles and the district will be offering \$20,000 bonuses to attract highly-qualified teachers (Bingamon, 2025).
- ★ News outlets have not yet reported on trends pertaining to the A-F Accountability ratings and educator workforce in relationship to one another. However, it has been reported that approximately 43% of uncertified new teacher hires are concentrated in elementary and early education (Raise Your Hand Texas, n.d.) and that Texas elementary and middle schools have higher rates of failing accountability grades, as compared to high schools (Dey and Reid, 2025). This may indicate a potential relationship between educator preparation and accountability scores.

In Recent Literature

- ★ Using national survey data, Wronowski (2021) found that as accountability pressures increased (i.e., No Child Left Behind policy period), deprofessionalization was less tied to teacher turnover, while demoralization became more strongly linked to turnover. This suggests that emotional and moral distress, rather than the loss of autonomy alone, may influence decisions to leave the profession or transition to another school. This work extends prior research that indicated that negative accountability ratings were predictors of teacher mobility between low ranked schools to higher ranked schools.

Note: Unable to identify scholarship examining accountability pressures and teacher workforce issues in Texas.

Figure 6. Two thirds of June 2025 Houston ISD departures were teachers, Goodwin and Mizan (2025). **Note:** Data analysis from SBEC in the Texas Educational Research Center (ERC).



TOPIC AREAS

TOPIC AREA 7

Retention and Support Strategies

Texas continues to face deep-rooted challenges in sustaining a stable and representative teacher workforce. Retention patterns reveal that how teachers enter the profession—through traditional, alternative, or uncertified pathways—has critical effects on their likelihood to stay, with traditional preparation showing clear advantages. At the same time, dissatisfaction related to compensation, working conditions, and lack of professional respect has intensified turnover across the field. Further, broad gaps remain between the demographics of educators and the students they serve, with Black and Hispanic teachers being the most underrepresented. Evidence also points to the importance of organizational context and relationships, such as school type and leadership alignment, in shaping teachers' long-term commitment to the profession.

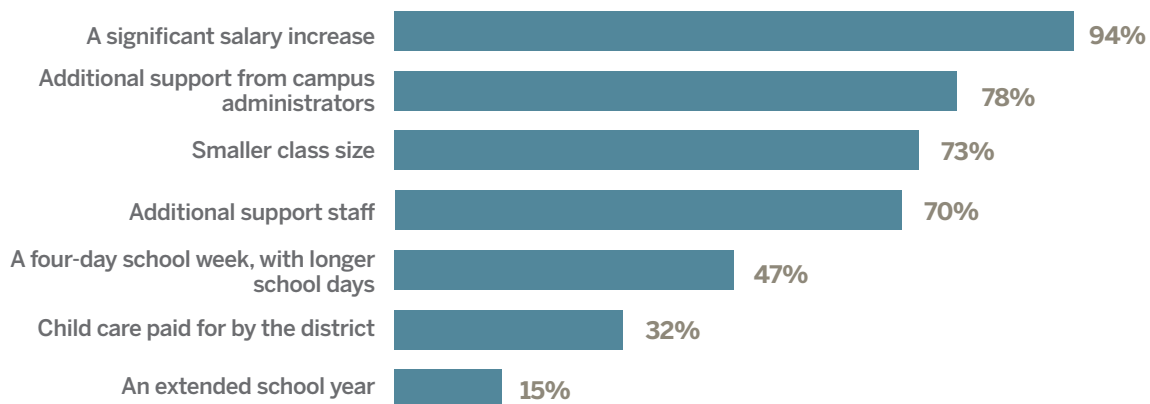
In The News

- ★ Teachers trained in traditional university programs are retained at higher rates than those certified through alternative certification programs (Lopez, 2022b). In the 2021-2022 school year alone, Texas would have needed 3,700 fewer new hires if alternative-certified teachers were retained at the same rate as those prepared in traditional programs (Lopez, 2023). Similarly, teachers with no known certification (NKC) are 70% less likely to stay in the classroom than those who are traditionally-prepared (E3Alliance, 2025). This means that while the number of NKC educator hires is increasing, these teachers are not likely to return the following year.
- ★ Retention rates are highest among teachers of color in comparison to White educators, who made up the majority (56%) of the Texas teacher workforce in 2023 (E3Alliance, 2025). Interestingly, Hispanic students make up 55% of Texas' K-12 student body, yet only 30% of the educator workforce is Hispanic. Despite that, Hispanic teachers have the highest retention rate at 91% (E3Alliance, 2025). Further, men are also more likely than women to remain in the profession.
- ★ Teacher dissatisfaction in Texas reached its highest level in 2024, with 78% of educators considering leaving the profession (Popinski, 2024), and has dropped down to 66% in 2025 (Charles Butt Foundation, 2025). The 2025 Texas Teacher Poll, conducted by the Charles Butt Foundation, found that dissatisfaction stemmed from poor pay and benefits, heavy workloads and high stress, feeling undervalued, administrative demands, and disciplinary issues (Charles Butt Foundation, 2025). Chronic underfunding of public schools exacerbates workforce issues, as a majority of surveyed teachers reported limited access to additional pay opportunities, leadership positions, and need to personally cover classroom and student need (i.e., food, clothing) expenses (Charles Butt Foundation, 2024, 2025).

In Recent Literature

- ★ A study exploring the retention rate of Texas teachers given their initial certification and school type, found that alternatively certified teachers, especially those placed in charter schools, are significantly less likely to remain in the profession after five years compared to traditionally certified teachers in traditional public schools. Charter schools, which often operate with fewer regulatory constraints and hire disproportionately from less-regulated certification pathways, show the lowest teacher retention rates. Even after accounting for school demographics, both preparation pathway and school type strongly predict teacher persistence, highlighting the need for further research and policy attention to retention strategies (Guthery & Bailes, 2022).
- ★ Kirksey, Varney, and Hogan (2025) used longitudinal administrative data from Texas (2000–2023) to examine the retention of teachers who exited and later reentered the profession, comparing them to first-time new hires. Findings indicate that returning teachers, who often hold higher education levels and enter through diverse certification pathways, have lower overall retention rates; however, those with longer breaks before returning to the classroom are more likely to be retained.
- ★ Ekpe and collaborators (2025) reveal that Hispanic male teachers in Texas reported experiences with racism from students, peers, and administrators alike, as well as being burdened by additional responsibilities based on their intersecting identities, such as translation and disciplinarian services. Addressing discrimination/discriminatory practices, and invisible labor may be critical to improving retention among this subset of educators (Ekpe et al., 2025).

Figure 7. Percentage of Texas teachers who say each factor would be extremely or very important in encouraging them to continue working, Charles Butt Foundation’s 2025 Texas Teacher Poll.







KEY ACTORS

The Key Actors Map in Figure 9 illustrates the types of actors by category in relation to each step in the Teacher Workforce pathway, mapped onto a framework based on the ElevateTXed pathway to become a teacher. We have modified the original framework to include a step where teachers are retained as career educators.

Supporting this map is a detailed table of actors (Table 1) also mapped to the steps in the ElevateTXed pathway. The table is sorted to show the types of actors and the touchpoints they each have along the teacher pathway.

These figures are dense with information, yet the *lists of actor types and the key actors included here are not exhaustive*. We combined what we know about this topic with AI-generated evidence to compile this table. Please do not consider any missing actors as an intentional oversight, but rather a constraint due to brevity and an approach that is intended to be more illustrative than exhaustive. These figures are meant to help you think through the Texas Teacher Workforce ecosystem, and where engagement occurs in the pathway to becoming a teacher.

How to Use Key Actor Tools

The map and table are designed to offer a high-level view of the Teacher Workforce ecosystem, as well as a sharp focus. Using both the map and table as a guide, you can also consider whether you think there are gaps in the ecosystem itself or gaps in the actors.

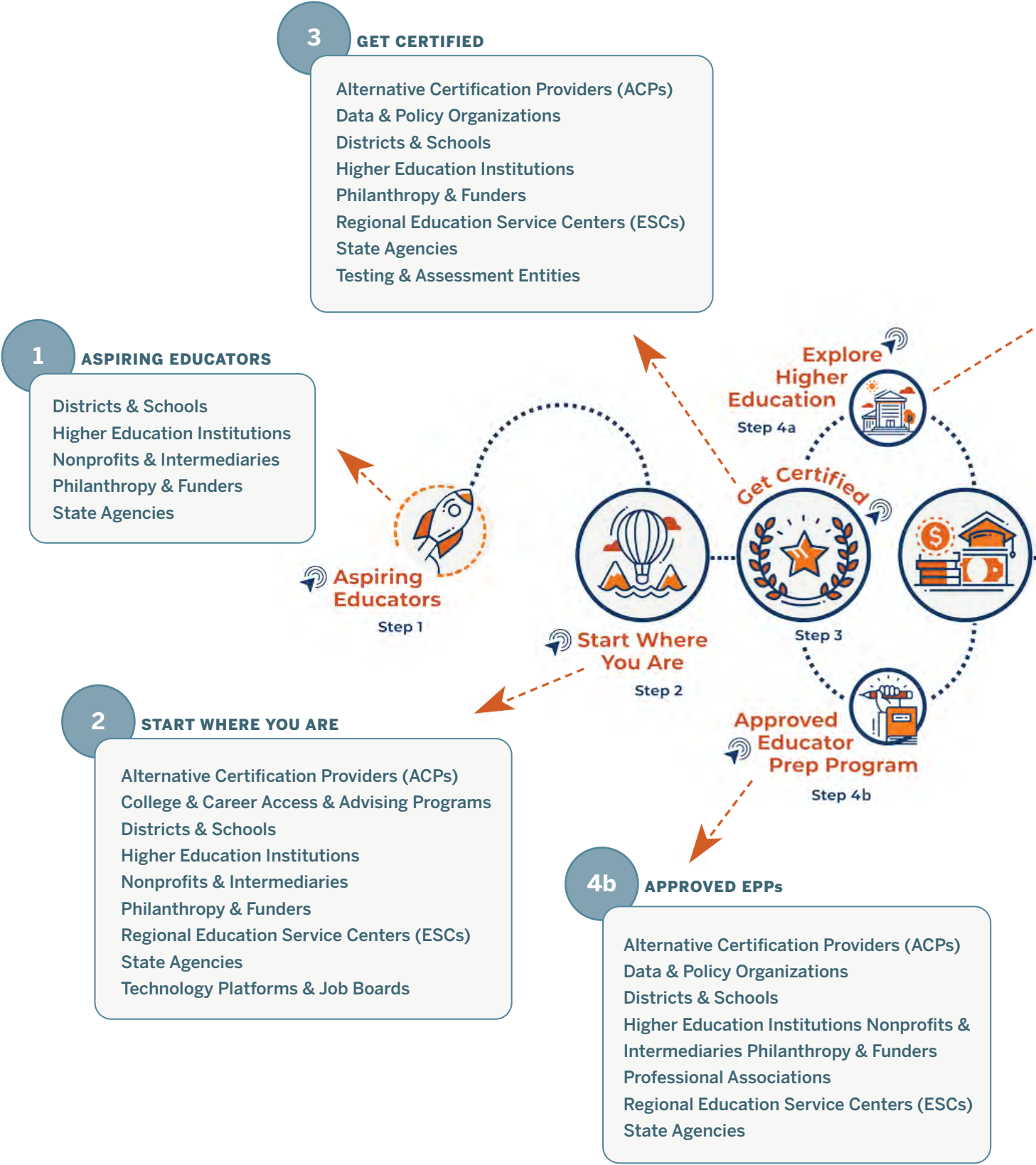
For a High-Level View

- ★ **Number of actors.** The number of actors within each step ranges from five to nine. Consider whether the space (the step) appears “sparse” or “saturated” compared to previous experiences.
- ★ **Density.** Use the color scheme to estimate the volume of actors associated with each step. Again, consider whether you find that space “sparse” or “saturated” compared to your experience by looking at the cluster of colors for each step.

For a Sharp Focus

- ★ **Step by step.** Explore each step on the pathways map to view the types of key actors engaged in each step on the pathway to becoming a teacher.
- ★ **List of actors.** Drill down into each type of actor in the detailed table to see which organizations, subcategories, or programs are featured.

Figure 8. Map of Key Actors in the Texas Teacher Workforce Ecosystem



4a EXPLORE HIGHER ED

College & Career Access & Advising Programs
Data & Policy Organizations
Districts & Schools
Higher Education Institutions
Nonprofits & Intermediaries
Philanthropy & Funders
Regional Education Service Centers (ESCs)
State Agencies

6

CONGRATS! YOU ARE A TEACHER! LEARN WHAT'S NEXT!

Districts & Schools
Higher Education Institutions
Nonprofits & Intermediaries
Professional Associations
Regional Education Service Centers (ESCs)
State Agencies
Well-Being & Recognition Programs

7

CAREER EDUCATION

Data & Policy Organizations
Districts & Schools
Higher Education Institutions
Nonprofits & Intermediaries
Philanthropy & Funders
Professional Associations
Regional Education Service Centers (ESCs)
State Agencies
Well-Being & Recognition Programs

Congrats!
You are a
teacher!
Learn
what's
next!

Step 6

Career
Educators

Step 7

Find a
Teaching
Position

Step 5

5

FIND A TEACHING POSITION

Alternative Certification Providers (ACPs)
Districts & Schools
Higher Education Institutions
Nonprofits & Intermediaries
Philanthropy & Funders
Regional Education Service Centers (ESCs)
State Agencies
Technology Platforms & Job Boards
Well-Being & Recognition Programs

Based on the **ElevateTXed** at the University of Texas System, TEACH IN TEXAS.

KEY ACTORS

Table 1. Snapshot of Key Actors in Teacher Workforce Ecosystem, based on ElevateTXed Framework

Note: For your convenience, we have listed the steps in the (modified) Teacher pathway here so you can easily refer to each stage as you review the detailed table.

- 1 Aspiring Educators**
Potential teachers are connected to the career and informed about what it means to be an educator
- 2 Start Where You Are**
Potential teachers determine their starting point on the path to becoming an educator
- 3 Get Certified**
Potential teachers choose the path right for them to earn a teaching certification
- 4a Approved Educator Prep Program**
Potential teachers find the best fit from the 122 approved EPPs in Texas
- 4b Explore Higher Education**
Potential teachers find the right college based on specialties and/or location
- 5 Find a Teaching Position**
Certified teachers think strategically when marketing themselves for their first teaching position
- 6 Congrats! You're a Teacher. Learn What's Next!**
Certified and placed teachers seek out and contribute to ongoing professional development
- 7 Career Educator**
Certified and placed teachers grow their career with additional certs, new skills, and expand their network

Actor Type	Key Actor Organization / Program (Examples in parantheses)	ElevateTXed Steps							
		1	2	3	4a	4b	5	6	7
Nonprofits & Intermediaries									
	Educate Texas								
	Specialty Certification Orgs (IDRA, TCCD, SESC, STEM Coalition, Reg. STEM Accel.)								
	New Teacher Programs (New Teacher Center, TNTP)								
	The Commit Partnership								
	Raise Your Hand Texas								
	Early Exposure & Recruitment Programs (AmeriCorps, Educators Rising)								
	Texas Impact Network								
State Agencies & State-Level Programs & Policies									
	Texas Education Agency (TEA)								
	Texas Workforce Commission (TWC)								
	State Board for Educator Certification (SBEC)								
	Texas Higher Education Coordinating Board (THECB)								
	Tri-Agency Workforce Initiative (TEA + THECB + TWC)								
Philanthropy & Funders									
	Charles Butt Foundation – Raising Texas Teachers								
	Houston Endowment								
	Moody Foundation								
	Communities Foundation of Texas								
	Greater Texas Foundation								
Districts & Schools									
	District Institutional Research and Financial Offices								
	District HR & Professional Learning Departments								
	District-based Prep Pipelines (Grow-Your-Own, Paraprof. Advancement)								
	District Teacher Development and Retention Supports								
	Campus-level Leadership Structures								

Data & Policy Organizations									
	Univ. Research Ctrs. (Texas Tech - CIRCLE, Rice - HERC, TAMU - ERC, TX State - REDEE)								
	Non-profit Research & Policy Orgs (Texas 2036, Am. Institute for Research)								
	Education Research Centers								
	Texas Public Policy Foundation								
Higher Education Institutions									
	University-based Ed. Prep. Prog. (UTeach, THRIVE, Induction Prog., Residencies)								
	Community College Pathways to Teacher Prep (Dallas College, HCC)								
	Research-practice & Continuous Improvement Partnerships								
	Career Services and Placement Offices								
Alternative Certification Providers (ACPs)									
	ESC-Operated ACPs (Region 4, 10, 13, 19)								
	Texas Teachers of Tomorrow								
	iteachTexas								
Regional Education Service Centers (ESCs)									
	ESC Professional Learning & Leadership Networks								
	ESC-based Educator Prep & Cert Programs								
	ESC Regional Recruitment & Placement Partnerships								
Professional Associations & Quality Improvement Bodies									
	Texas State Teachers Association (TSTA)								
	Association of Texas Professional Educators (ATPE)								
	Texas American Federation of Teachers (Texas AFT)								
	Texas Association of Colleges for Teacher Education (TACTE)								
	Council for the Accreditation of Educator Preparation (CAEP)								
	Education Deans of Independent Colleges & Universities of Texas (EDICUT)								
Professional Development Programs									
	Texas A+ Challenge								
	Bridges Institute								
	THRIVE								
	The Holdsworth Center								
Well-Being & Recognition Programs									
	Teacher Incentive Allotment (TIA)								
	District and Regional Awards Programs								
	Mental Health / Wellness Initiatives (e.g., EAP programs, Calm Schools Partnership)								
College & Career Access & Advising Programs									
	THECB-managed Platforms (Apply TX, ADVi, MyTXFuture)								
	High-school Counselors and CTE Coordinators								
	Career exploration platforms (Jobs Y'all, YouScience, Kuder, Xello)								
	Teacher-specific Grants and Scholarships								
Technology Platforms & Job Boards									
	TeachInTexas.org (TEA)								
	LinkedIn								
	SchoolSpring								
	Indeed Education channels								
Testing & Assessment Entities									
	Pearson								
	ETS								





LOOKING AHEAD

The Texas teacher workforce sits at a crossroads: multiple initiatives are underway to address persistent shortages, elevate teacher preparation, and strengthen retention, yet the system remains fragmented. Across this analysis, we see a pattern of parallel efforts rather than coordinated momentum. It is important to note that this landscape analysis is a starting point—not a set of conclusions. The following questions stem from recurring themes in recent research and from areas that remain poorly understood. These prompts are designed to support the Generate, Refine, and Advance protocols. Teams are encouraged to adapt, combine, or revise them as needed.

1 | Preparation Quality, Pathway Design, and Early-Career Outcomes

Recent studies suggest that pathway design matters—but we know less about which specific features drive retention and instructional quality across contexts. Future research might explore:

- ★ Which design elements of residencies, traditional EPPs, ACPs, and GYO models (e.g., clinical dosage, mentor quality, using cohorts, coursework timing) are most predictive of 1–3 year retention and early instructional effectiveness?
 - ★ How do pathway effects vary across school types (urban/rural, charter/traditional) and subject areas (SPED, bilingual/ESL, STEM)?
 - ★ What are the costs/benefits of different preparation models for districts and candidates, and where are there opportunities for shared financing?
-

2 | Uncertified Teachers: Distribution, Supports, and Student Impact

We see broad indicators of an increasing reliance on uncertified teachers; however, less is known about the supports that can mitigate risks and enable improvement. Future research might explore:

- ★ What school- and district-level supports (mentoring, release time, targeted PD, curriculum scaffolds) most effectively improve outcomes for classrooms led by uncertified or provisionally certified teachers?
- ★ How does time-to-certification relate to teacher persistence and student outcomes across grade bands and subjects?
- ★ Where are uncertified teachers most concentrated, and which targeted interventions change that distribution over time?

3 | Rural Recruitment and the 4-Day School Week

Rural districts are experimenting to remain competitive. Evidence is mixed and highly contextual. Future research might explore:

- ★ Under what conditions (size, geography, labor market) does a four-day week improve recruitment without harming student learning—and what complementary strategies (transportation, extended-day design, PD use) matter most?
 - ★ Which grow-your-own and paraprofessional-to-teacher models show the strongest long-term retention in rural settings, and what are the enabling conditions?
 - ★ What role can regional partnerships (ESCs, IHEs, philanthropy) play in stabilizing rural pipelines?
-

4 | Leadership, Climate, and Retention

Turnover spikes when principals change; teachers cite climate and respect as decisive factors. Future research might explore:

- ★ Which leadership practices and staffing configurations reduce turnover after principal transitions?
 - ★ How do school climate, workload design, and time-use (e.g., coverage, duties, planning) combine to affect mid-career persistence?
 - ★ What metrics of teacher well-being and belonging are most actionable for districts—and how do they correlate with retention?
-

5 | Compensation Reform and Workforce Stability

Strategic pay can help, but durability depends on design and context. Future research might explore:

- ★ How do different compensation bundles (TIA/PREP + base pay + hard-to-staff stipends + leadership pathways) interact to affect retention by subject, campus need, and teacher demographics?
- ★ Do incentive systems alter intra-district sorting (which teachers go to which campuses) and what are the student-level effects?
- ★ What implementation supports (data systems, validity checks, communications) sustain effects after year 2–3?

6 | Accountability, Turnaround, and Workforce Dynamics

The accountability–workforce relationship in Texas remains under-examined. Future research might explore:

- ★ How do different compensation bundles (TIA/PREP + base pay + hard-to-staff stipends + leadership pathways) interact to affect retention by subject, campus need, and teacher demographics?
 - ★ Do incentive systems alter intra-district sorting (which teachers go to which campuses) and what are the student-level effects?
 - ★ What implementation supports (data systems, validity checks, communications) sustain effects after year 2–3?
-

7 | Data Infrastructure and Learning Sprints

Progress is delayed by fragmented data and long feedback cycles. Future research might explore:

- ★ What shared data standards (for preparation, placement, effectiveness, and retention) would let districts, IHEs, and state agencies run continuous improvement cycles together?
 - ★ Can rapid-cycle evaluation or “learning sprints” (semester-scale) reliably inform program tweaks without waiting multiple years?
 - ★ Which local innovations merit structured replication studies across regions?
-

Bridging to Strategy

This landscape analysis serves as a conversation starter, not a conclusion. The next step is collective sensemaking: identifying where the evidence is strong, where it is thin, and where partnership can accelerate learning. With that in mind:

- ★ Treat this section as a menu, not as a mandate. Combine, narrow, or sequence into tractable questions.
- ★ Start where local conditions and available data make progress feasible.
- ★ Name the risks to validity early (selection, measurement, implementation drift) and choose designs that fit the decision at hand.

Closing Reflection

The Texas teacher workforce is not static; it is evolving alongside demographic change, fiscal pressures, and shifting public expectations of schools. By engaging with these findings as a shared foundation, partners can transform descriptive insights into actionable knowledge—clarifying what we still need to know to strengthen and sustain the educator pipeline statewide.



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APPENDIX

Suggested Questions from Current Literature

Many of the articles we reviewed for this Landscape Analysis included suggestions for future research. We are summarizing those suggestions here to spark your curiosity and imagination as you engage with the “Advance” protocol.

CURRENT ISSUE 1 | Educator Preparation Pathways and Pipelines

- ★ Investigate program characteristics and their impact on teacher turnover and attrition: Analyze how variations in teacher preparation program (TPP) characteristics—such as coursework, student teaching length, program focus, and quality—affect teacher turnover and retention rates to inform improvements in TPP design.
- ★ Study successful recruitment practices for underrepresented groups: Examine the strategies employed by Teacher Education Programs (TEPs) and Minority-Serving Institutions (MSIs) to recruit, train, and graduate candidates from underrepresented demographic groups.
- ★ Analyze institutional characteristics shaping teacher education enrollment: Use data systems like ApplyTexas to assess how institutional characteristics influence the enrollment and demographics of students entering teacher preparation programs, with a focus on increasing representation of students of color.
- ★ Track college students across certification pathways: Research outcomes for students pursuing traditional and alternative certification pathways, leveraging data systems to study the teacher pipeline comprehensively and identify areas for strategic intervention.
- ★ Evaluate the effectiveness of GYO programs using theory-based approaches: Apply frameworks (e.g., career-development, adolescent identity development) to study the implementation and outcomes of GYO programs through case studies and empirical methods, addressing contextual factors and determining their long-term effectiveness.

CURRENT ISSUE 2 | Uncertified Teachers and Implications for Students

- ★ Examine the effects of online teacher preparation programs (TPPs): Investigate teaching practices, mentorship, and underlying factors that influence the effectiveness of online teacher preparation programs, considering the increasing number of candidates trained through these pathways.
- ★ Analyze outcomes across grade levels: Explore the impact of teacher preparation programs on student achievement and teacher turnover in grades outside of the 4th-8th range to assess broader applicability.

- ★ Identify variations within teacher preparation pathways: Investigate the heterogeneity of effectiveness across TPPs to better understand how specific programs or pathways may be suited to different types of teacher candidates.

CURRENT ISSUE 3 | Rural and Small District Workforce Challenges

- ★ Investigate the impact of shared service arrangements: Study how shared financial and resource-sharing agreements between school districts, charter schools, and Education Service Centers influence academic outcomes, resource allocation, and teacher retention in rural schools.
- ★ Analyze variations among different types of rural communities: Conduct research to understand the unique challenges faced by schools in fringe, distant, remote, and charter regions, and explore tailored strategies to address teacher recruitment, retention, and resource needs in line with the principles of place-conscious theory.
- ★ Evaluate teacher recruitment and retention initiatives using the CARR Index: Leverage the CARR Index to analyze the effectiveness of teacher recruitment and retention efforts across diverse rural contexts and guide targeted, place-based reforms and policies.

CURRENT ISSUE 4 | Teacher Shortages, Turnover, and Attrition

- ★ Understand impacts of principal turnover on teachers and working conditions: Conduct qualitative research to analyze how principal turnover affects teacher perceptions, collaboration, advocacy, and community-building efforts, especially in rural, urban, and charter school settings, while exploring solutions to minimize disruptions caused by leadership instability.
- ★ Investigate the impacts of CCRSM schools on leadership stability: Examine the effects of principal hiring and turnover on school performance and student outcomes in high schools using CCRSM with the goal of better understanding teacher retention in these schools.

CURRENT ISSUE 5 | Compensation Structures and Strategic Pay Initiatives

- ★ Mechanisms of TIA: Investigate how and why TIA produces positive outcomes in teacher retention and student achievement, focusing on specific practices, behaviors, or strategies involved.
- ★ Differential impact of TIA implementation: Study the differences in teacher and student outcomes between TIA districts and non-TIA districts with varying teacher designation levels to understand differential impacts tied to TIA recognition criteria.
- ★ Performance pay and educational equity: Investigate the broader impacts of pay-for-performance models in addressing educational disparities, particularly in rural and high-poverty districts.

APPENDIX

CURRENT ISSUE 6 | Accountability Pressures, State Turnover, and Campus Turnaround

- ★ Private school teacher pressures: Clarify and explore the external pressures faced by private school teachers during the same time periods, to better understand how these differ from public school contexts.
- ★ Impact of teacher salary: Investigate the relationship between teacher pay, including adjustments for cost of living and pay schedules, and its influence on perceptions of de-professionalization, demoralization, and employment decisions.
- ★ De-professionalization and demoralization framework: Expand the application of this framework to analyze teacher turnover during different policy eras, particularly during the transition to ESSA, to evaluate the effects of accountability policies on the teaching workforce.

CURRENT ISSUE 7 | Retention and Support Strategies

- ★ Patterns of migration and turnover: Investigate teacher migration patterns across schools and districts to identify strong and weak chains of teacher production and retention.
- ★ Certification pathways: Examine various alternative pathways to certification with low persistence rates and identify campuses and districts with higher-than-expected turnover, compared to schools in similar settings.
- ★ Retention in charter schools: Explore why charter schools, despite deregulation, show significantly lower retention rates for alternatively certified teachers.
- ★ Reasons for teacher re-entry and attrition: Investigate the underlying factors that drive educators to return to the teaching profession after exiting, as well as the specific reasons why they may leave again.



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