

# Teacher Preparation & COVID Disruptions: Past, Present, and Future

Claire Abbott & Dan Goldhaber

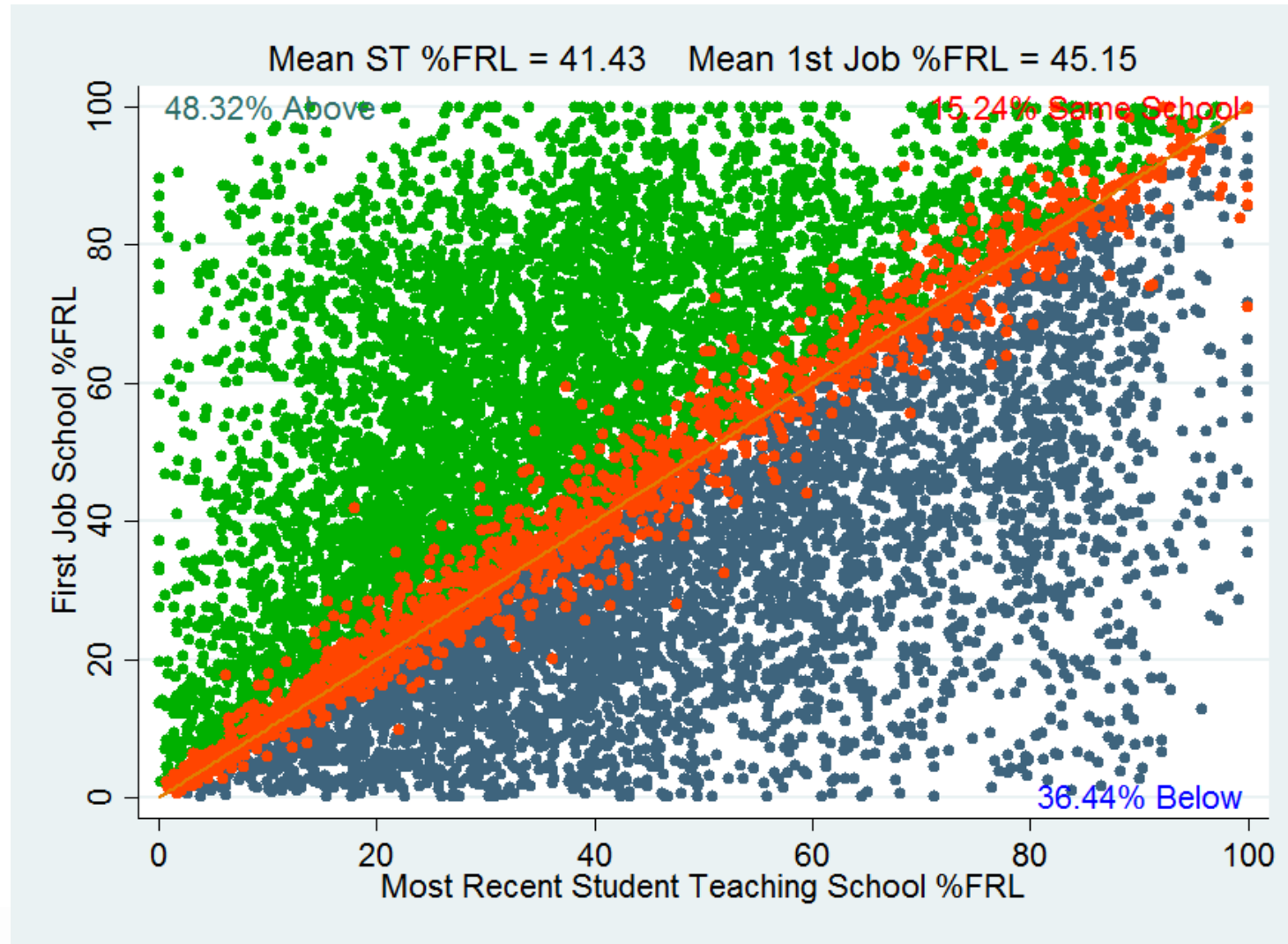
[@clj1177](#)   [@CEDR\\_US](#)

[@caldercenter](#)  
[#CALDERWebinar](#)

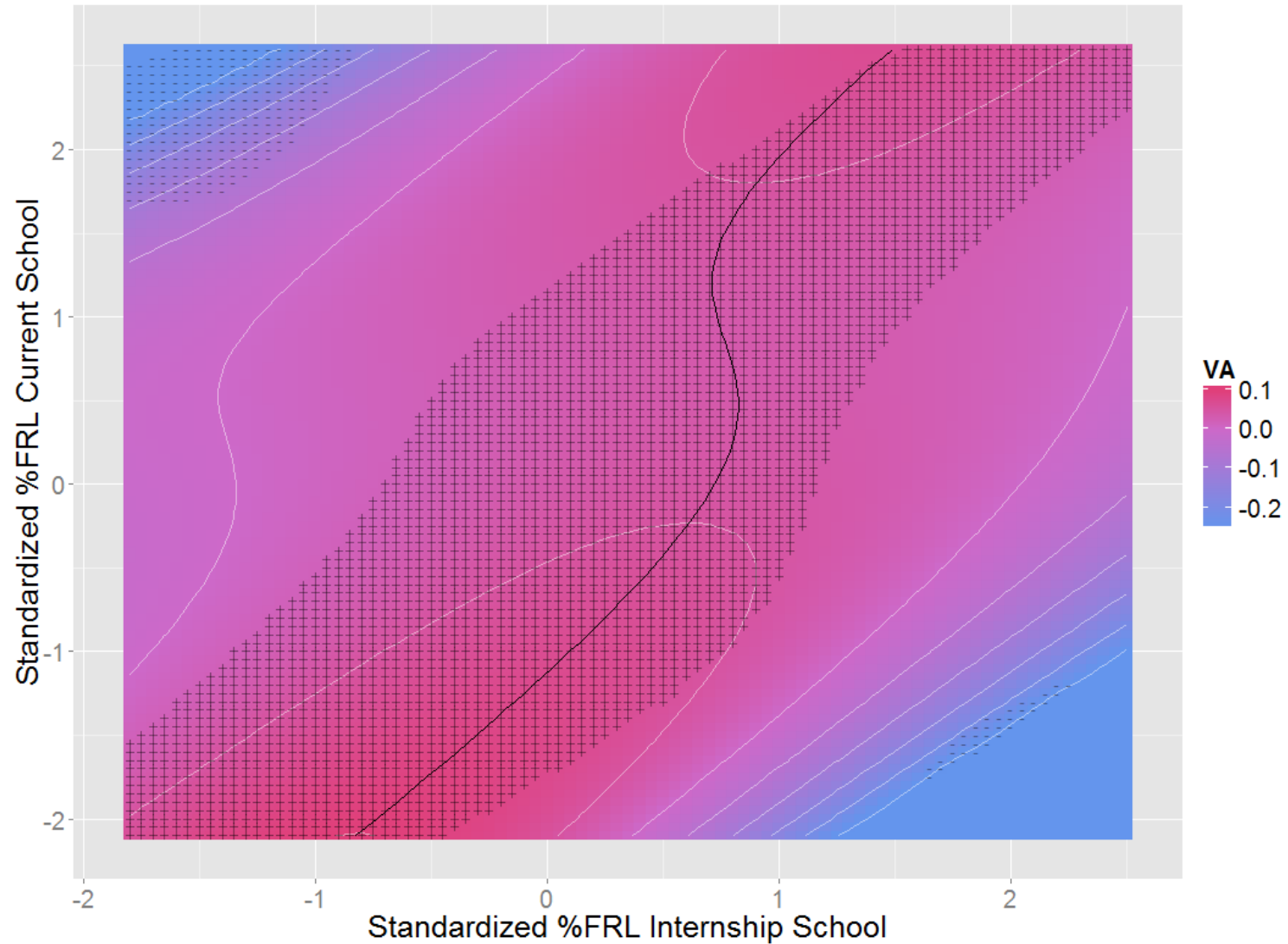
# Teacher Preparation: What We've Learned & Some COVID Implications

- Past: the importance of student teaching
  - Appears to be related to the development of teacher candidates (alignment and mentor teachers)
  - Predictive of in-service teacher outcomes
  - Has important labor market implications
- Present: COVID significantly disrupted typical prep experiences and requirements for aspiring teachers
- Future: maybe we can leverage COVID learning to think differently about how student teacher placements are organized & about labor market eligibility

# Dichotomy Between Student Teaching Placement & First Job

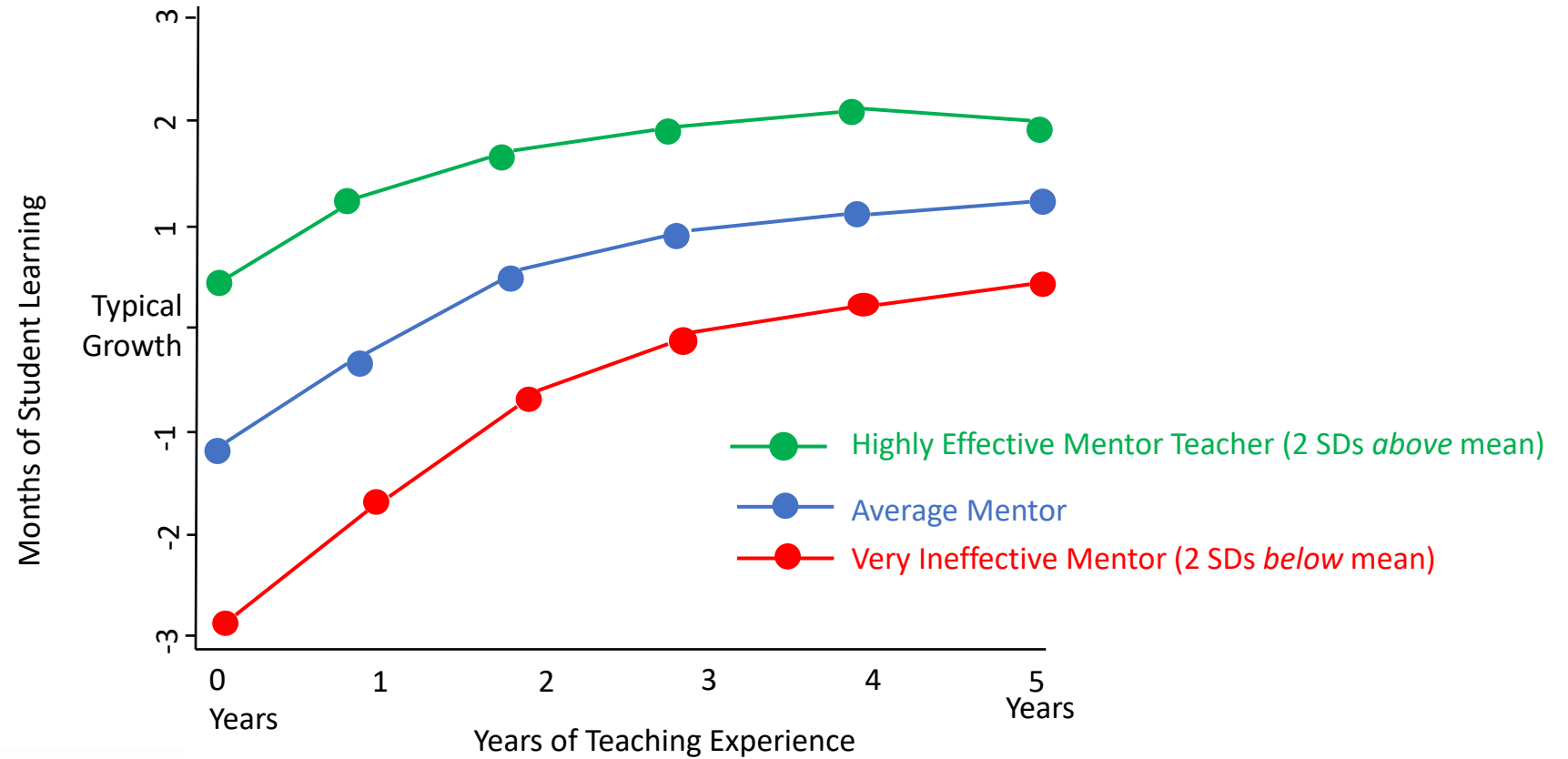


# Dichotomy Is Related to Teacher Effectiveness



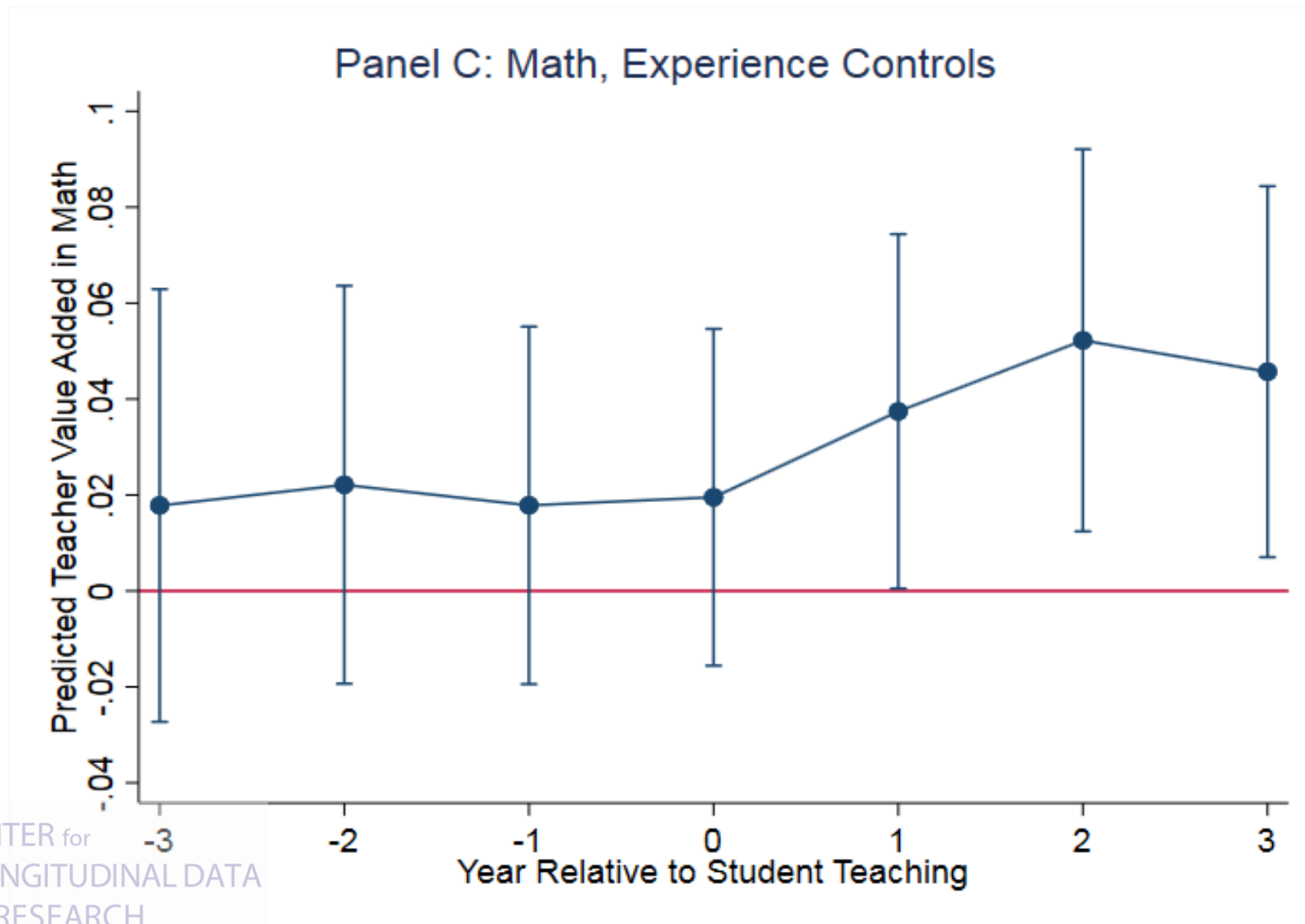
Source: (Goldhaber et al., 2017.)

# Importance of Mentor Teachers



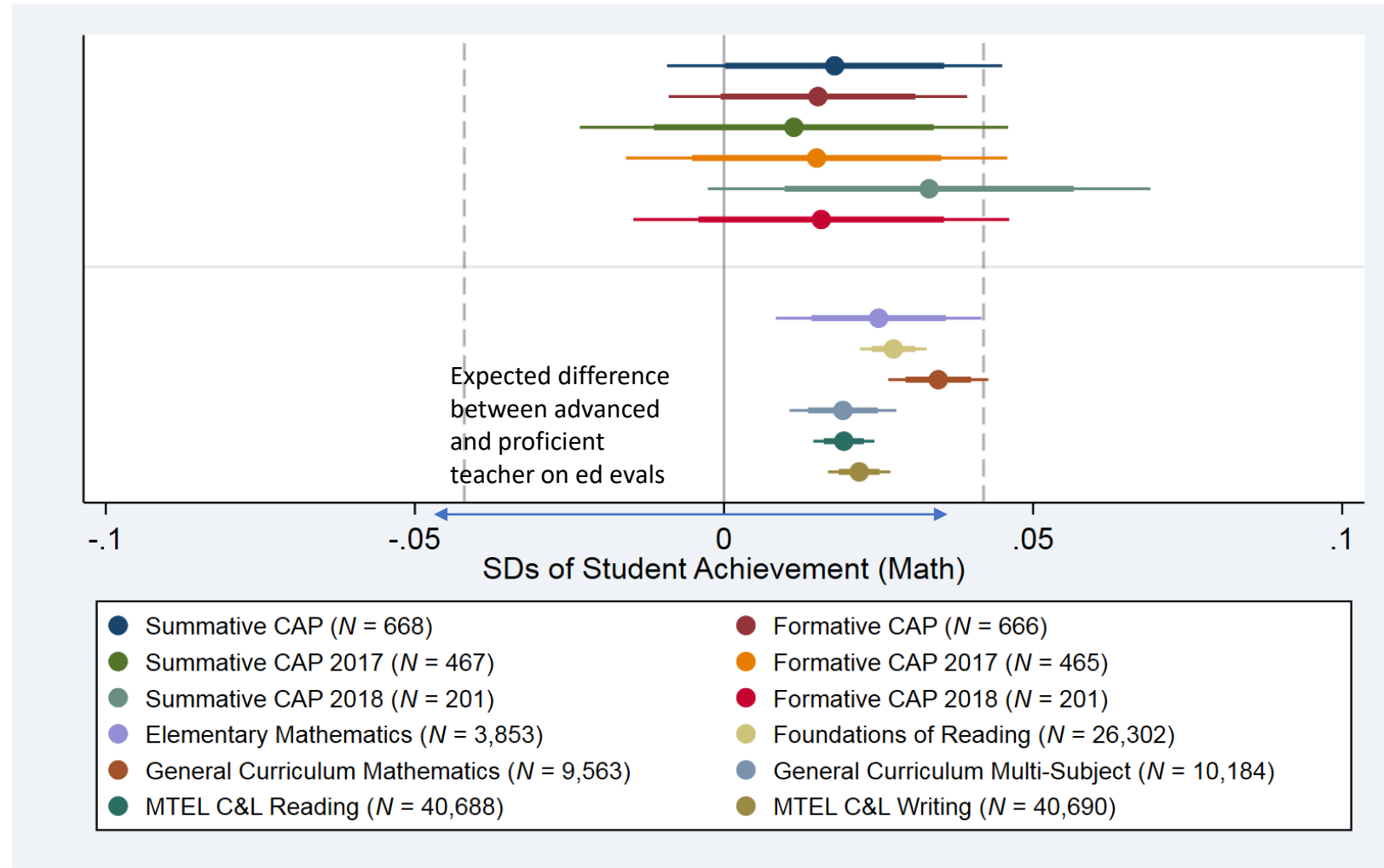
Source: (Goldhaber et al., 2018a.)

# Does Hosting a Student Teacher Impact Student Achievement in Host Classroom?

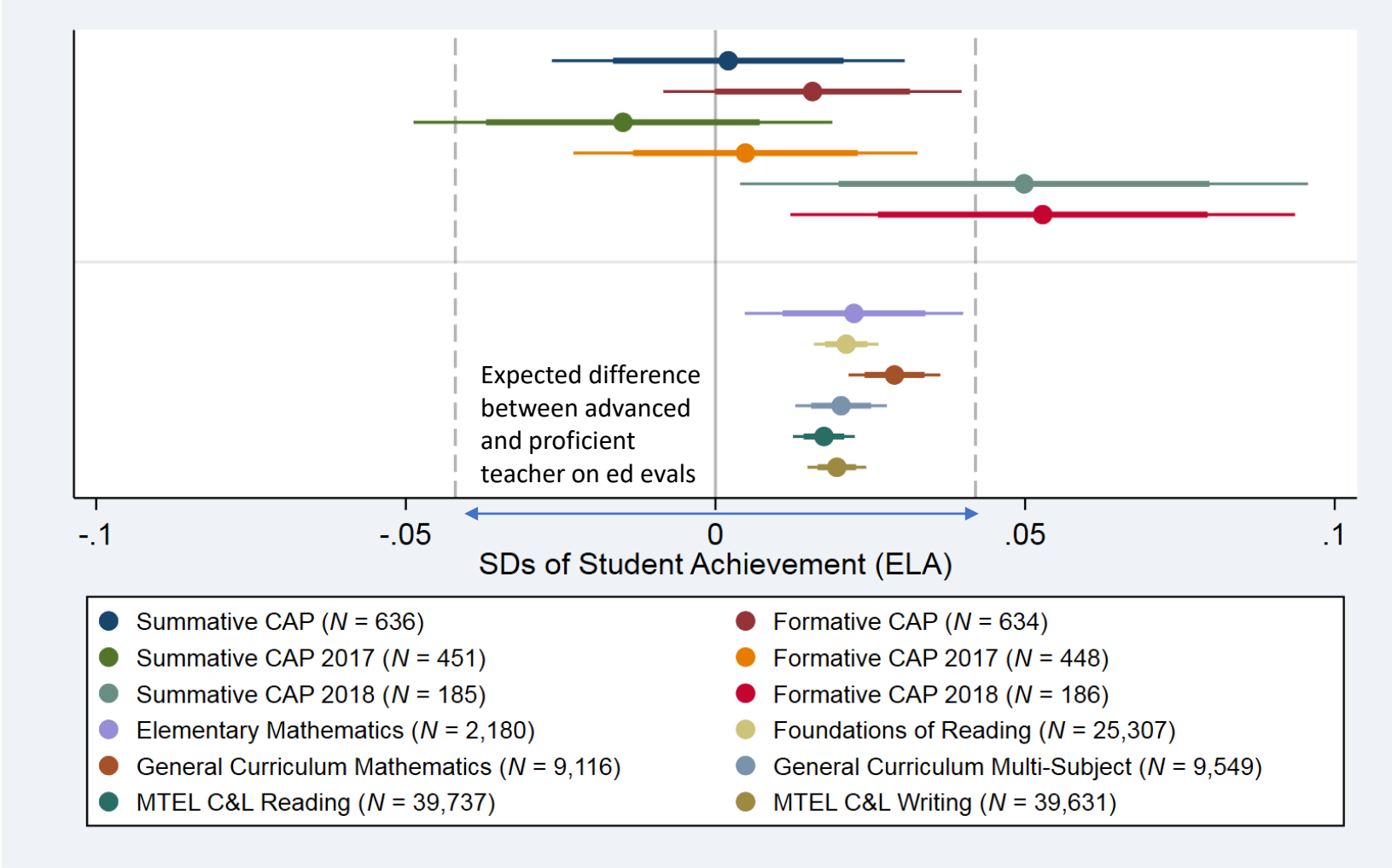


Source: (Goldhaber et al., 2020.)

# CAP/MTEL Scores Predicting Math Value Added

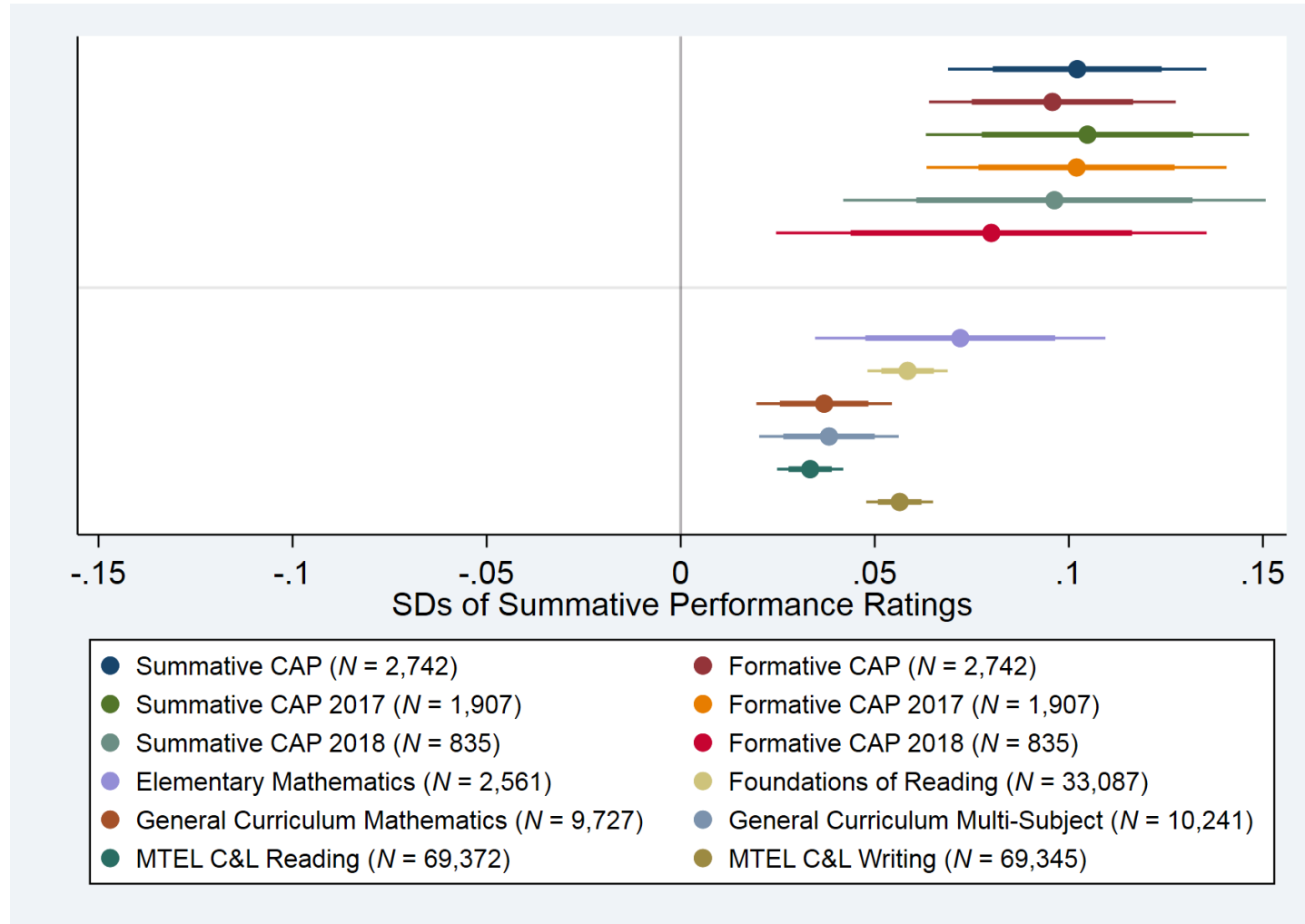


# CAP/MTEL Scores Predicting ELA Value Added





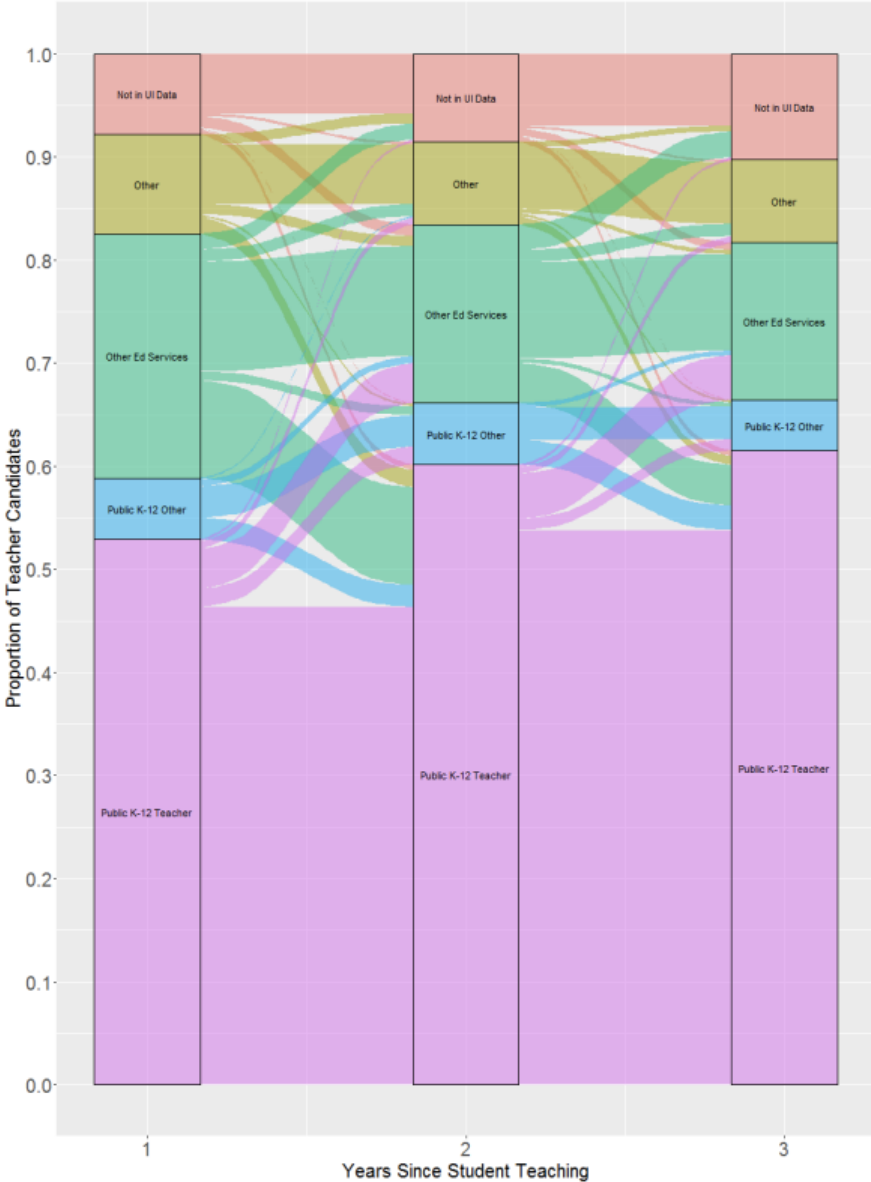
# CAP/MTEL Scores Predicting Evaluation Ratings



# Employment Outcomes and Transitions, 3 Years

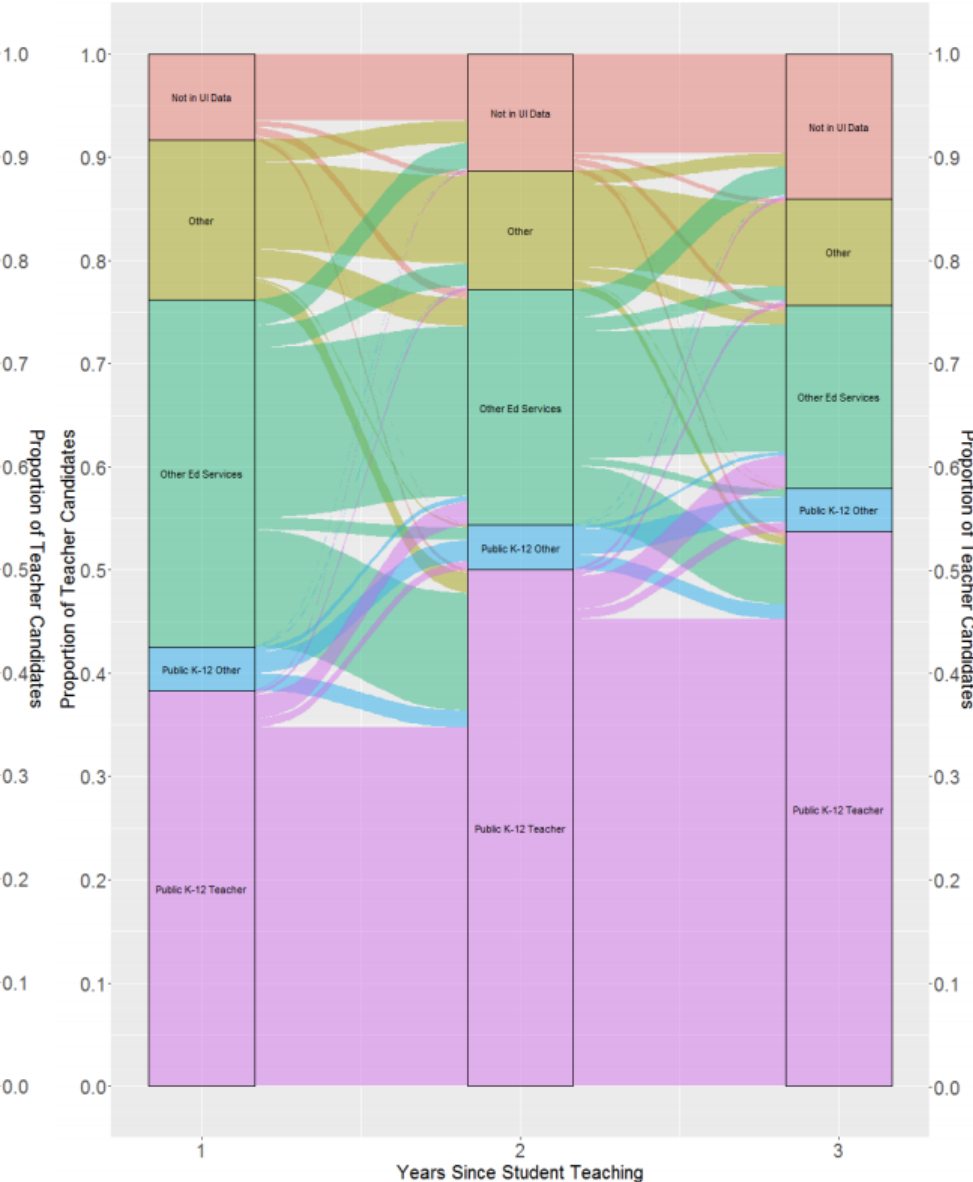
**Panel A. STEM Endorsed Student Teachers**

Employment Outcomes in First Three Years, STEM Endorsed (N = 2,216)



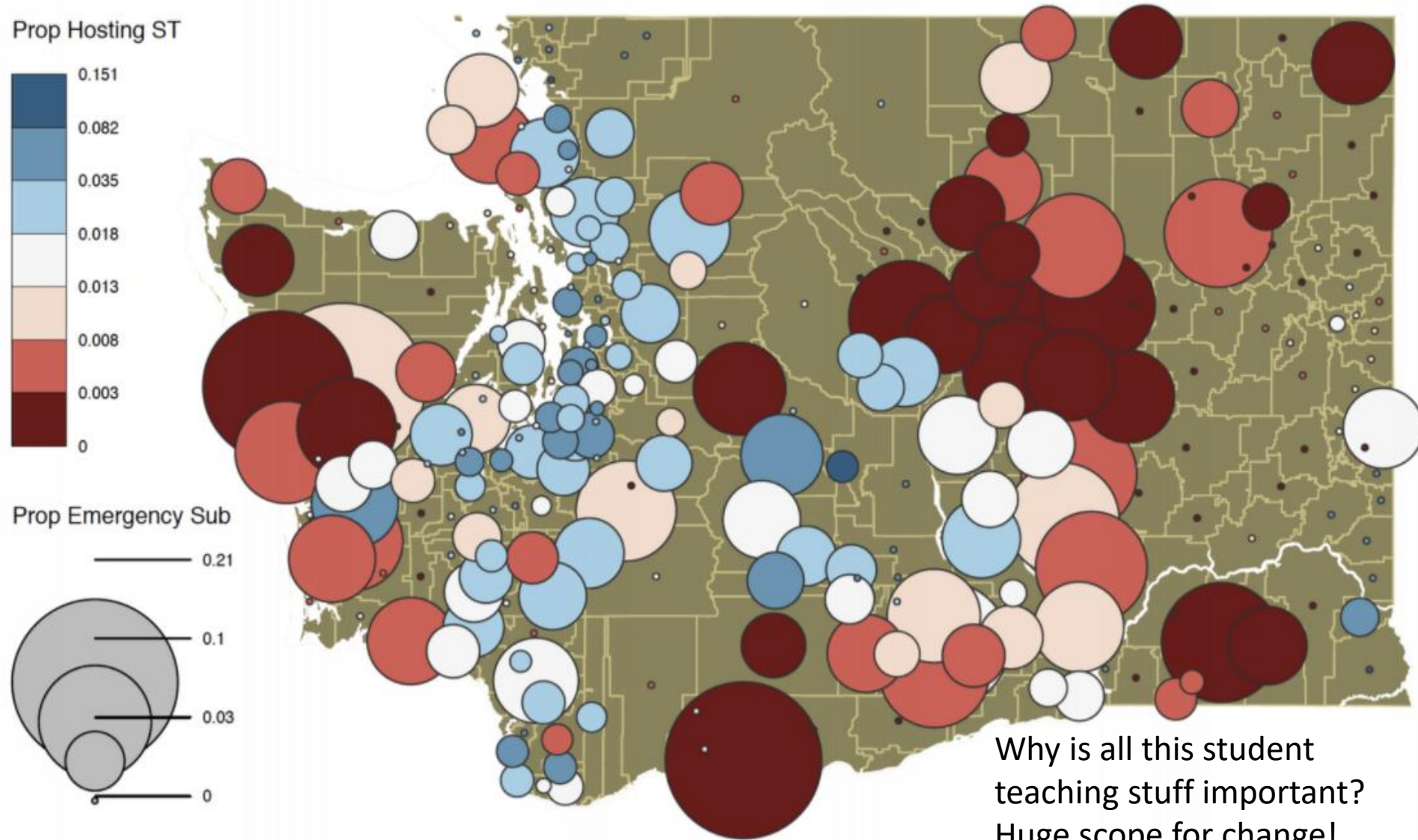
**Panel B. Non-STEM Endorsed Student Teachers**

Employment Outcomes in First Three Years, Not STEM Endorsed (N = 11,958)



Source: (Goldhaber et al., 2021.)

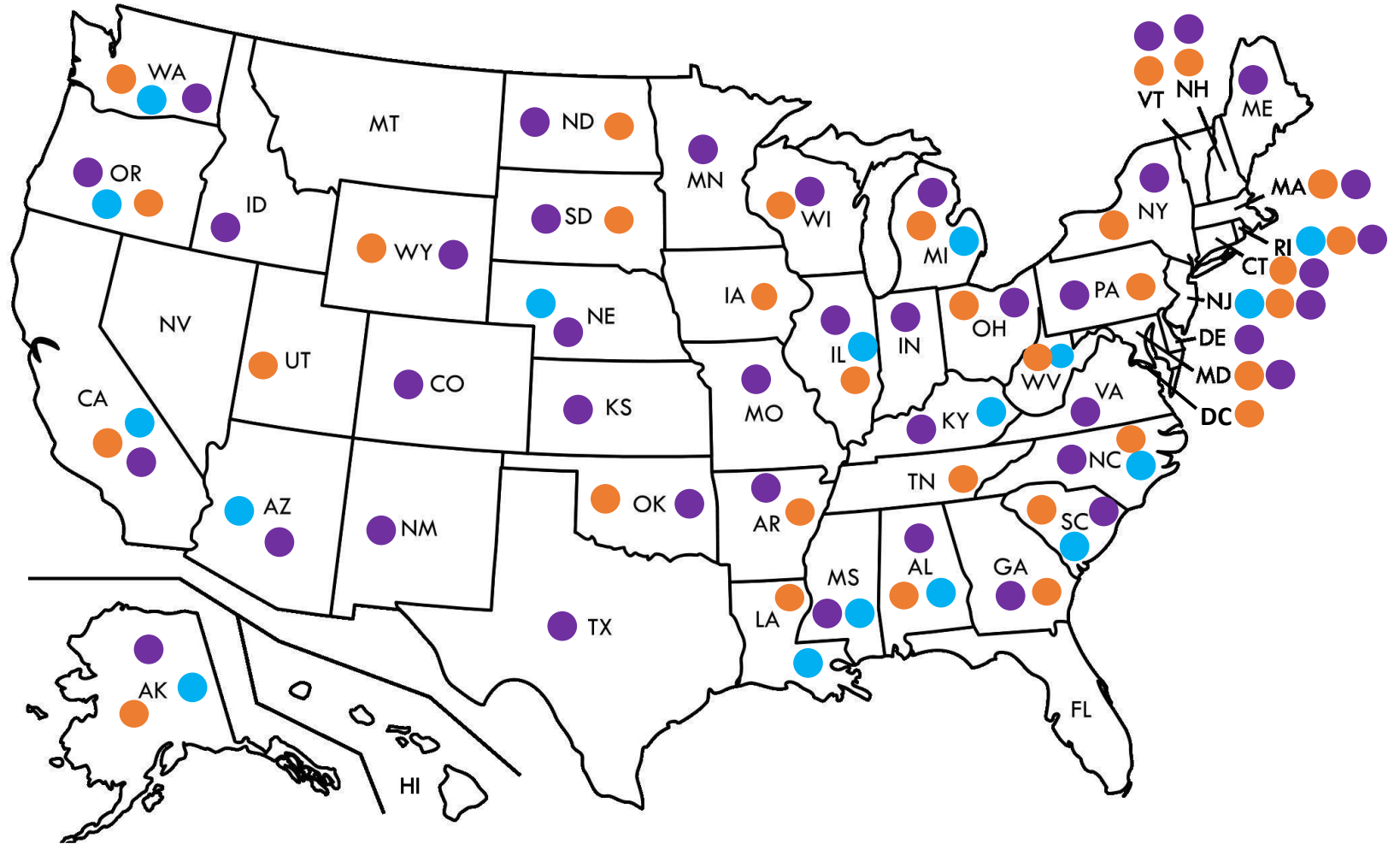
# Student Teaching Placements and Teacher Shortages



Why is all this student teaching stuff important?  
Huge scope for change!

Source: (Goldhaber et al., 2020.)

# Present: States' Initial Waivers to Teacher Prep Requirements, Spring 2020



Symbol	Waiver	# of States
●	<b>EPP Admission Assessments</b> – some or all requirements waived, or to be completed by a later date	<b>17</b>
●	<b>Clinical Experience</b> – some or all requirements/hours waived, or to be completed by a later date	<b>32</b>
●	<b>Certification Assessments</b> – some or all requirements waived, or to be completed by a later date	<b>41</b>

Note: The absence of a point indicates no blanket waiver was granted, no guidance was provided by the SEA, or no guidance was needed.

Adapted from: American Association of Colleges for Teacher Education. (2020, May). *AACTE State Policy Tracking Map: State Actions to Support EPPs and Teacher Candidates*. <https://aacte.org/resources/covid-19-resources/state-actions-covid19/>  
Deans for Impact (2020, October). *COVID-19 Teacher Preparation Policy Database*. <https://docs.google.com/spreadsheets/d/1SnNKv38kfGHgEIWlz-VWZ4ejo9MTSmXoMLPrSp5AFu8/edit#gid=1485679140>

# Washington Teacher Education Program Response to COVID-19 Survey

## What TEPs are saying:

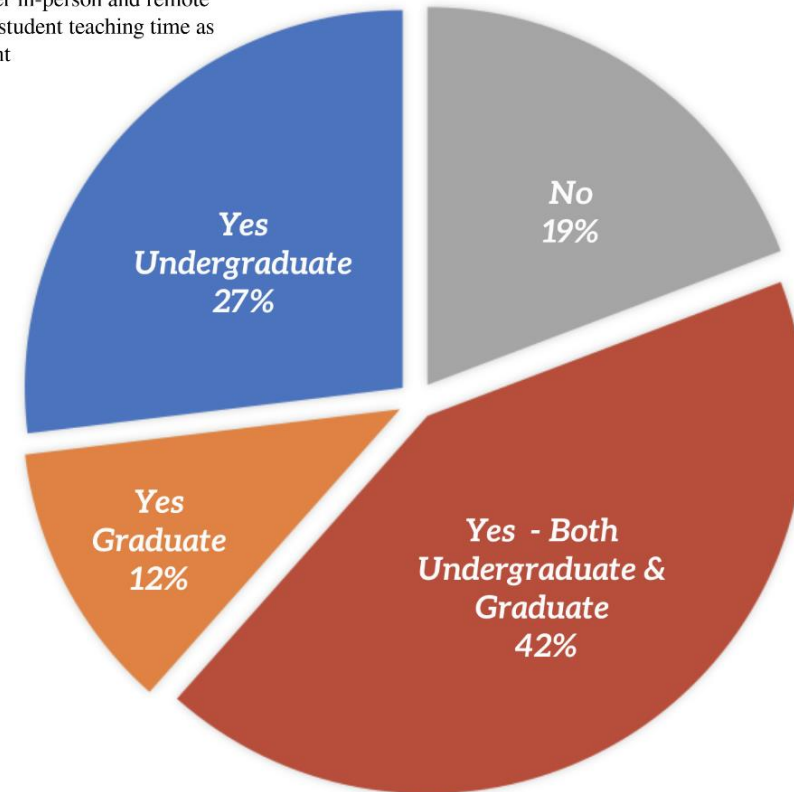
*[YES] For students whose mentors are not doing much online instruction, we have generated individualized plans including alternatives such as virtual PD, readings, virtual observations, reflections, etc. Some students have continued to generate and enact curricula online.*

*[YES] Some of our candidate's hours were reduced below our normal levels (900+), none were below the 450 required by the state.*

*[YES] We did a holistic analysis of each student's progress. Many students had reductions in required hours. We also allowed students to use alternatives like virtual classrooms to obtain hours if reduction was not used.*

Has your teacher education program **waived** or **reduced** its student teaching length requirements significantly (more than a 10% year-to-year change) due to the impacts of COVID-19?

\*Consider in-person and remote learning student teaching time as equivalent



**Figure 1.** Percent of TEPs reducing or waiving student teaching length requirements

# The Future: Concerns & Opportunities



Implementation of new virtual components into the TEP curricula;



The needs of teacher candidates who didn't have a regularized student teaching experience but are likely to teach in the state's K-12 schools next year; and



The needs of the 2020-2021 teacher candidate cohort who will be prepared in the midst of the ongoing pandemic.



# Ed Prep in Massachusetts: Past, Present, and Future

Claire Johnson Abbott

Acting Director, Office of Educator Effectiveness

- 75,000 teachers
- 911,465 students
  
- 400 districts
- 1,840 schools
  
- 65 Educator Preparation Providers (EPPs)
- 3,696 program completers in 2020

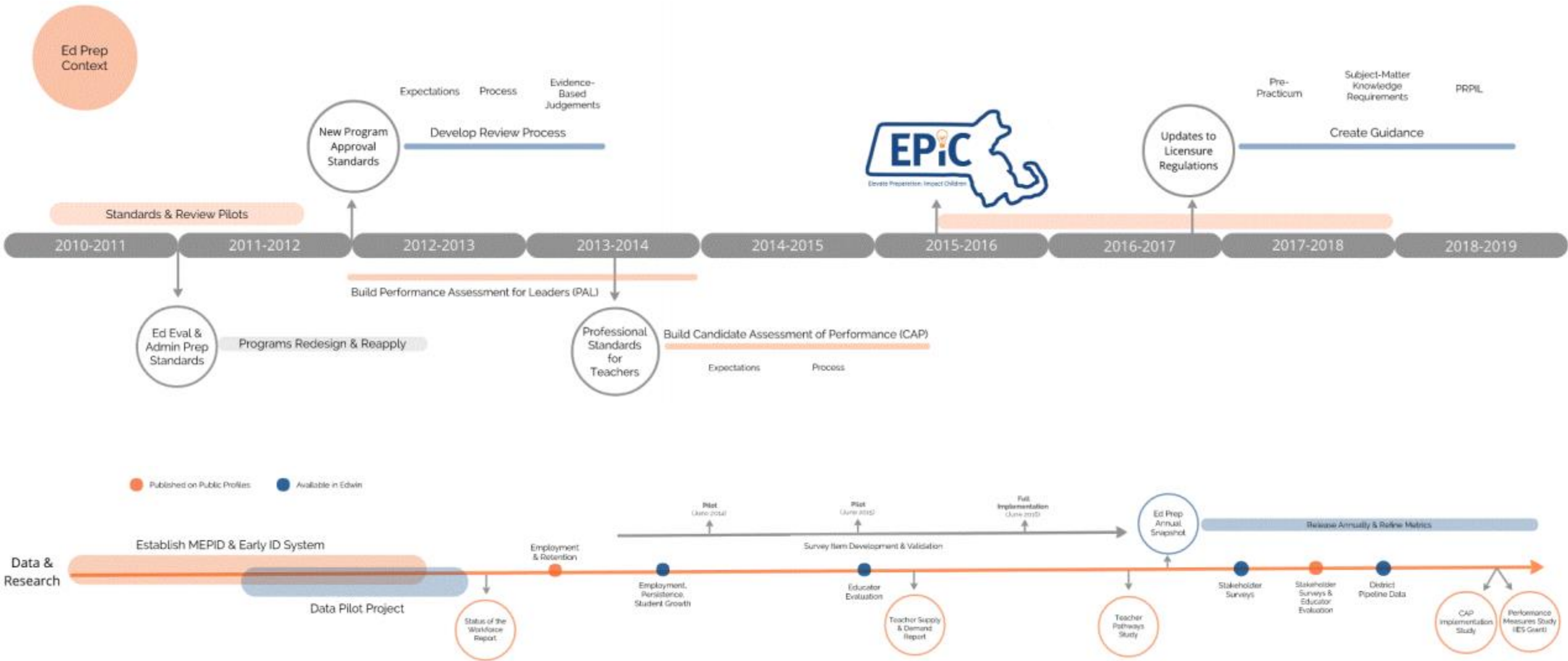


A light gray map of the state of Massachusetts is centered on the page. The map shows the outline of the state and its internal county boundaries. To the left of the map, there is a solid orange rectangular block. The title text is overlaid on the map.

# Educator Preparation in MA: 2012-2019



# Policy Shifts since 2012: Ready on Day 1



# Signs of Impact

## What we started to see in Massachusetts...

- Teachers were entering schools more prepared (hiring principal data)
- Both CAP (Chen, 2019) and MTEs were predictive of in-service teacher efficacy
- Positive relationship between program approval and teacher quality (strongest relative to partnerships and field based experience scores)

## What we were also learning within and outside of Massachusetts...

- In-service teacher efficacy and retention were stronger in schools where teachers student taught
- K12 access & equity gaps persisted (Number One for Some, The Opportunity Myth), especially in literacy
- Teacher effects on non-test outcomes (e.g. student absences, suspensions, grade progression) were only weakly related to their effects on student test outcomes, suggesting a gap in our understanding of teacher effectiveness
- Increasing gap in teacher diversity compared to student diversity

## Where we were headed...

- Updated program approval expectations – centering racial equity & evidenced-based practices at the instruction domain...
- 3-year MTEL alternatives pilot
- New, groundbreaking research into teacher effects on non-test outcomes for students of color





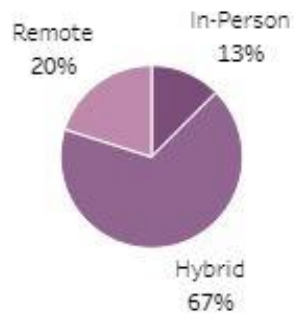
# Educator Preparation in MA: COVID-19

## **Challenges & Barriers**

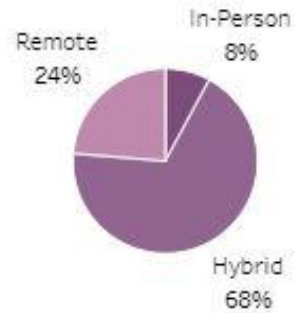
- Difficulty finding pre-practicum and practicum placements (health concerns, teacher stress)
- Limited instructional time → FBEs were disrupted
- Difficulty meeting required hours for field based experiences
- Teacher candidates more dispersed, remote

# Impact on K12 Students

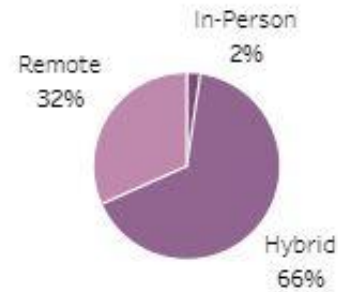
1<sup>st</sup> grade



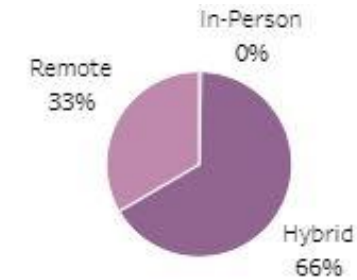
4<sup>th</sup> grade



7<sup>th</sup> grade



10<sup>th</sup> grade



## Required Return to In-Person Instruction:

- Elementary: April 5
- Grades 6-8: April 28
- High school: May 17



# Responding to COVID-19 & Supporting Districts & EPPs

## Remote Learning Series Module 1: Getting Started

START HERE

DETAILS ▾

## LEVERAGING STUDENT TEACHERS TO SUPPORT FLEXIBLE STAFFING MODELS



In anticipation of remote or blended teaching models continuing throughout 2021, this advisory provides an opportunity to embrace flexibly-designed staffing structures that leverage special education and competencies while mitigating circumstances that may limit personnel availability, such as extended leaves of absence, health considerations, or reduced class sizes.

### 2020-21 Ed Prep Advisory

COVID-19-Related Impacts on Ed Prep in 2020-2021



SUCCESS AFTER HIGH SCHOOL



# Impact on Educator Preparation

## Flexibilities Extended for 2020-21

- Practicum flexibilities:
  - Out of State practicums allowed
  - Split Practicums not necessary if unable to secure
  - Remote practicums allowed
- Supervising Practitioners:
  - Licensure requirements waived
  - Reduced required number of observations
- Performance assessments remained required w/ waivers for disrupted practicums as needed
- Shift to new SMK requirements extended by one year



**Are Teachers Leaving Because of Pandemic Stress? It's Complicated.**

POSTED JULY 19, 2021 IN [EXPLAINER](#)

**Teacher Shortage Leaves Schools Scrambling to Fill Classrooms**



# Educator Preparation in MA: SY2021-22

Analysis: COVID-19 Raised Fears of Teacher Shortages. But the Situation Varies from State to State, School to School & Subject to Subject

**Burnout more likely to see teachers quit than at any time in almost 40 years**

# Impact on Educator Preparation and K12 Districts

## What the numbers are telling us...

- Teacher attrition
  - **No change** in SY20-21
- Emergency licensed educators
  - 10,400+ licenses issued to date
  - 1900+ hired into districts (Oct. '20)
  - 34% educators of color, 56% brand new hires
- Enrollment/completion in prep
  - Downward trends may be accelerating

## What the field is telling us...

- Teacher attrition
  - Lots of churn, concerns for future attrition
- Concerns about novice teacher and leader readiness
  - Need for strong induction & mentoring supports
- Heightened demand for a more diverse workforce





# Policy and Implementation Supports for SY2021-22: Focus on a Strong & Diverse Workforce

## Ongoing Pipeline/Staffing Needs

- Emergency License extended through June '22
- Focus on supporting these educators to access MTEL alternatives & vouchers
- Principal Induction & Mentoring supports for SY21-22

## Continued District Hesitance to Embrace Student Teachers

- Select flexibilities extended to support remote practicums
- Student Teacher Communications & Guidance to K12 districts

## Stress on EPP Systems & Structures

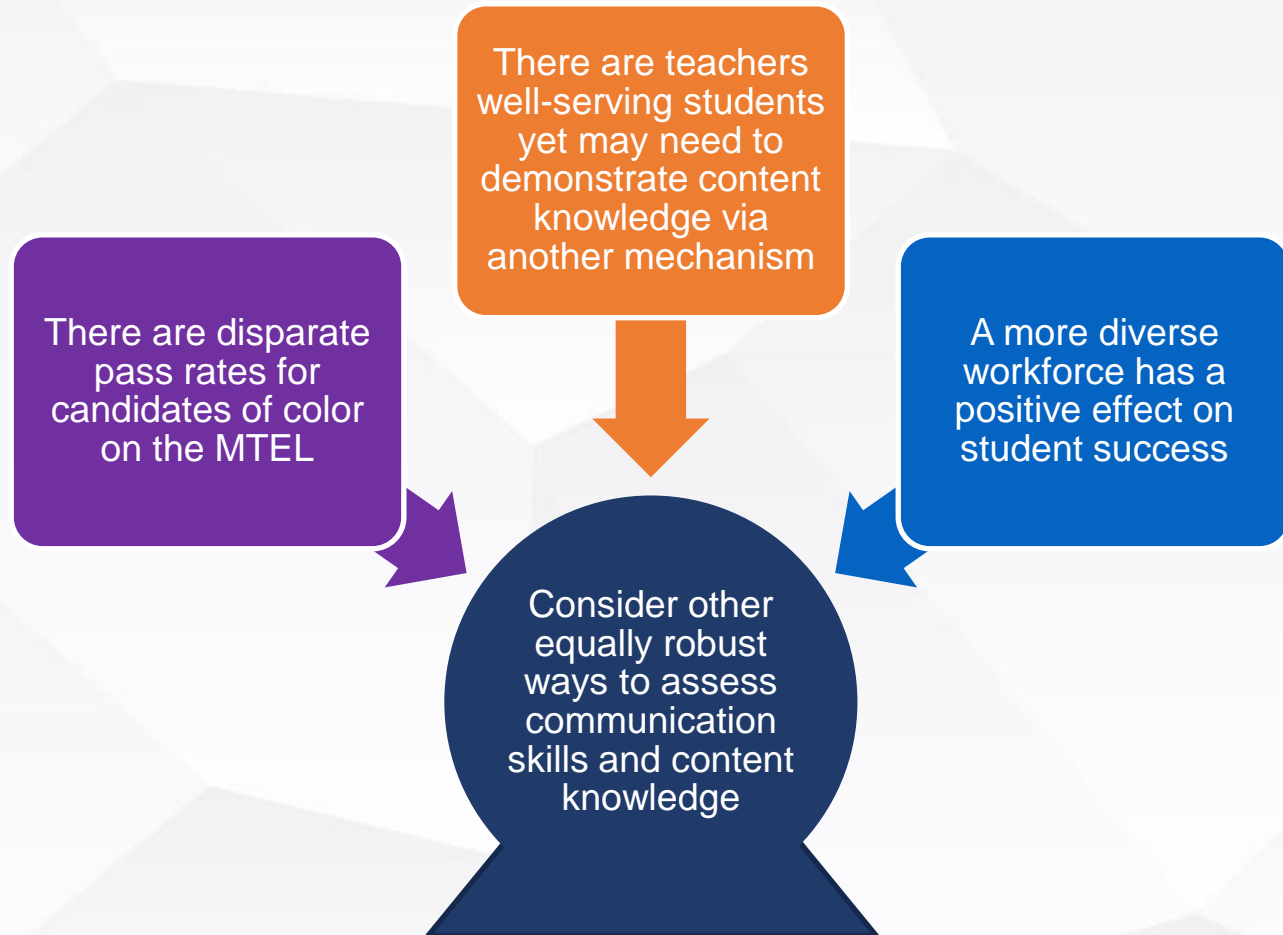
- Updated program approval expectations extended to SY2024-25





**Educator Preparation in MA:  
Back to the Future (2021-2024)**

MTEL Alternative  
Assessment Pilot  
(2020-24)



*Performance on MTEL is predictive of teacher performance and student achievement*

- **Communication and Literacy Skills Alternative Assessment**
- **Subject Matter Knowledge Alternative Assessment**

# Policy & Practice Implications

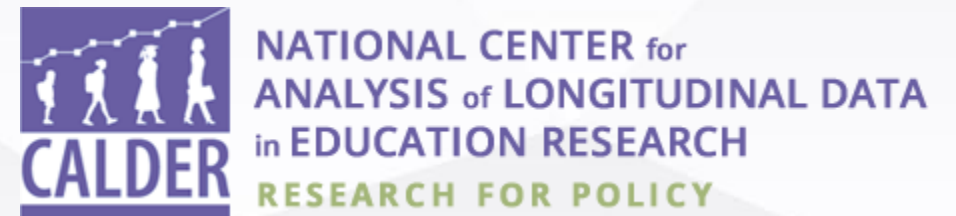
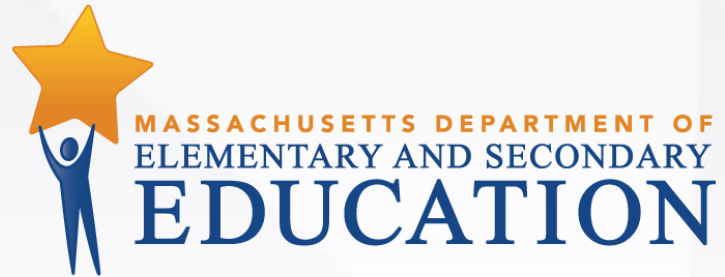
- ✓ Expanded options for assessing communications & literacy skills
- ✓ Broaden our understanding of meaningful ways to measure content knowledge
- ✓ Improved access into teacher pipeline (*supportive of emergency licensed educators in particular*)
- ✓ More effective and diverse workforce



# Shaping Teacher Quality and Student of Color Experience in Massachusetts: Alignment of Preparation and Licensure Systems with Teacher Effects on Student non-Test Outcomes

3-year Research Study

(2021-24)



# How are we structuring this study?

Centering the experiences of students of color



Expanding the definition of “effective” to include impacts on non-test outcomes



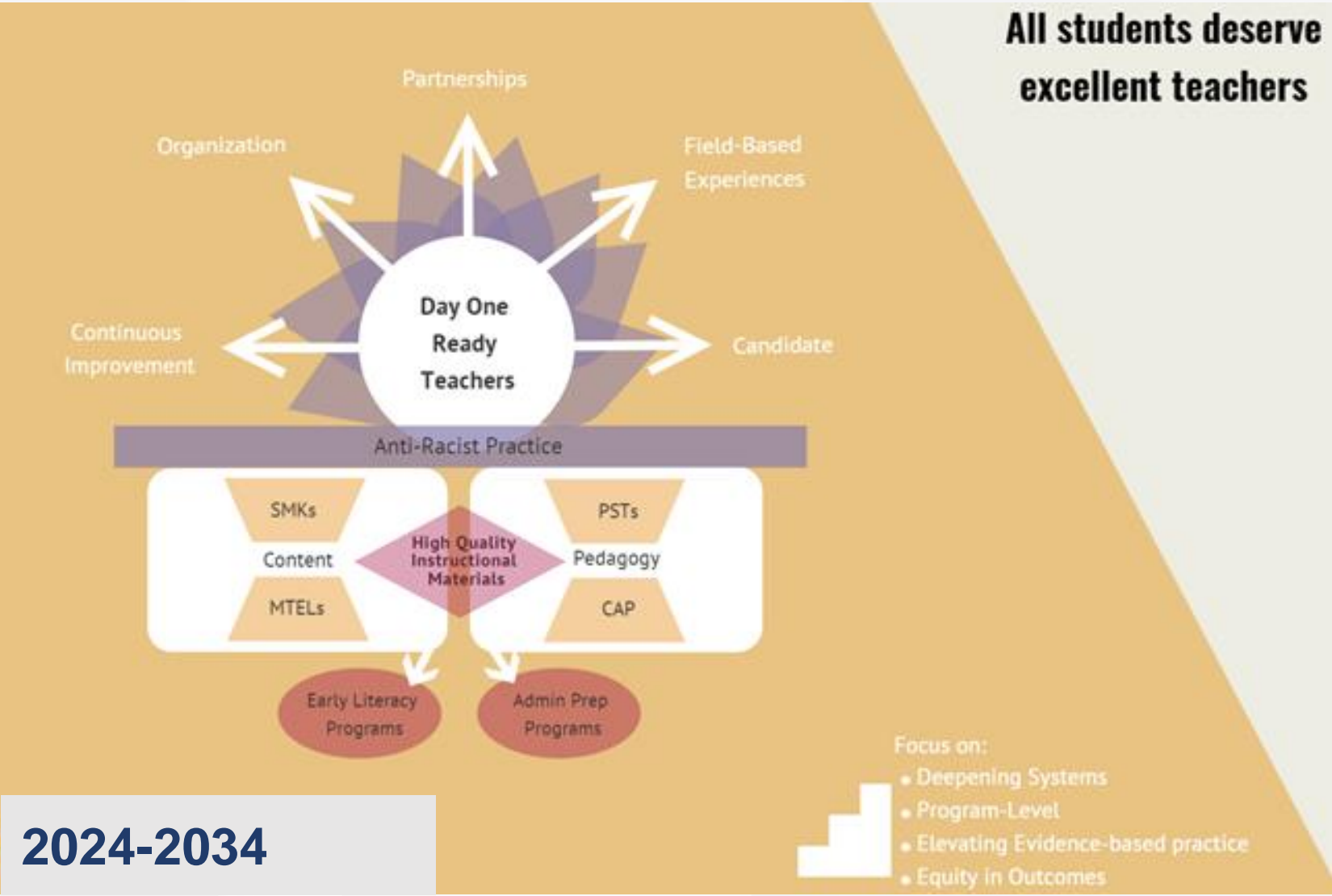
Identifying variables associated with educators who have the highest impact

# Policy & Practice Implications

- ✓ Formal review – how can we broaden (and strengthen) evidence of effectiveness?
- ✓ Licensure pathways for incoming and continuing teachers – what do teachers need to know and be able to demonstrate in order to support students of color?
- ✓ State guidance to districts and EPPs – ed eval, student assignment, induction & mentoring



**All students deserve excellent teachers**



**2024-2034**

- **Building a Foundation of Anti-Racist Practice**
- **Deepening Instruction and Program Level Expectations**

Updated Program Approval Process

(Extended to 2024-25)



# Policy & Practice Implications

- ✓ New cycle begins in Fall 2024
- ✓ Allows for 3 full post-pandemic years between now and next iteration of program approval reviews (SY21-22, SY22-23, SY23-24)
  - Restore and refine systems and structures
  - Engage in thought partnership and collaboration
  - Deepen practice around what's working well (partnerships, FBEs) and future expectations
  - Solidify metrics of success
  - Ensure 3 years of un-disrupted outcomes data for consideration
- ✓ Allows for impact and learning from post-pandemic practices to inform updated expectations



# Questions for Consideration

- How robust is the teacher pipeline going forward? How can we continue increase its diversity?
  - Impact of emergency license
- What supports do novice educators prepared during the pandemic need?
- What can we learn from post-pandemic practices to inform program approval expectations and policies in continued support of ensuring effective teachers for all students?



# Contact Information

Claire Abbott

Acting Director of Educator Effectiveness

Massachusetts Department of Elementary & Secondary Education

[claire.j.abbott@state.ma.us](mailto:claire.j.abbott@state.ma.us)

Dan Goldhaber

Director, Center for the Analysis of Longitudinal Data in Education Research (CALDER)

Vice President, American Institutes for Research (AIR)

Director, Center for Education Data & Research (CEDR)

[DGoldhaber@air.org](mailto:DGoldhaber@air.org)

# Additional Resources Shared During Webinar

- [Academic Recovery & Acceleration Webinar \(Aug 2\)](#)
- [CALDER Policymakers Council](#)
- [Massachusetts Tests for Educator Licensure \(MTEL\) Alternative Assessments](#)
- [Massachusetts District/Prep Partnerships](#)
- [University of Denver ECHO-DU](#)
- [Washington State Professional Educator Standards Board Equity Initiatives](#)

# Present: States' Initial Waivers to Teacher Prep Requirements

State	EPP admission assessments	Clinical experience	Certification assessments	New license/certification established in light of COVID-19
Alabama	Waived, full	Waived, full	Waived, conditional	New License, Pre-edTPA certificate
Alaska	Waived, full	Waived, full	Waived, conditional	Existing
Arizona	Waived, conditional	No blanket waiver, TEP flexibility	Waived, conditional	Existing
Arkansas	No guidance	Waived, conditional	Waived, conditional	Existing
California	Waived, conditional	Waived, conditional	Waived, conditional	New, Variable Term Waiver (VTW)
Colorado	No guidance	No blanket waiver, TEP flexibility	Waived, conditional	Existing
Connecticut	No waiver, follow testing vendor guidance	Waived, full	Waived, conditional	New, extension of eligibility for 3-year interim certificate
Delaware	No waiver, follow testing vendor guidance	No blanket waiver, TEP flexibility	Waived, conditional	Existing
District of Columbia	No guidance	Waived, conditional	No guidance	Existing
Florida	No guidance	No waiver	Not waived, testing fees waived	No guidance
Georgia	No blanket waiver, TEP flexibility	Waived, conditional	Waived, conditional	Existing
Hawaii	No guidance	No guidance	No guidance	No guidance
Idaho	No guidance	State has no clinical requirement	Waived, conditional	Existing
Illinois	Waived, conditional	Waived, full	Waived, full	Existing
Indiana	No waiver, follow testing vendor guidance	No guidance	Waived, conditional	Existing
Iowa	No guidance	Waived, full	No guidance	Existing
Kansas	No guidance	No blanket waiver, TEP flexibility	Waived, conditional	Existing
Kentucky	Waived, conditional	No blanket waiver, TEP flexibility	Waived, conditional	New, one-year certificate
Louisiana	Waived, conditional	Waived, full	Not waived, follow testing vendor guidance	Existing
Maine	No guidance	No blanket waiver, TEP flexibility	Waived, full	Existing
Maryland	No guidance	Waived, conditional	Waived, conditional	New, emergency license
Massachusetts	No guidance	Waived, conditional	Waived, conditional	New, one-time 1-year emergency license
Michigan	Waived, conditional	Waived, conditional	Waived, conditional	New, temporary employment authorization
Minnesota	No guidance	No waiver	Waived, conditional	Existing
Mississippi	Waived, full	No blanket waiver, TEP flexibility	Waived, full	Existing

# States' Initial Waivers to Teacher Prep Requirements

State	EPP admission assessments	Clinical experience	Certification assessments	New license/certification established in light of COVID-19
Missouri	No guidance	No waiver	Waived, full	Existing
Montana	No guidance	No guidance	No guidance	No guidance
Nebraska	Waived, conditional	No waiver	Waived, conditional	Existing
Nevada	No guidance	No guidance	Not waived, follow testing vendor guidance	Existing
New Hampshire	No guidance	Waived, conditional	Waived, conditional	Existing
New Jersey	Waived, conditional	Waived, conditional	Waived, conditional	New, Temporary Certificate of Eligibility
New Mexico	No guidance	No guidance	Waived, conditional	Existing
New York	No guidance	Waived, conditional	Waived, conditional	New, Emergency COVID-19 Certificate
North Carolina	Waived, conditional	Waived, full	Waived, full	Existing
North Dakota	No waiver, follow testing vendor guidance	Waived, conditional	Waived, conditional	Existing
Ohio	No guidance	Waived, conditional	Waived, conditional	New, one-time temporary license
Oklahoma	No guidance	Waived, conditional	Waived, conditional	New, one-time temporary certificate
Oregon	Waived, conditional	Waived, conditional	Waived, conditional	Existing
Pennsylvania	No guidance	Waived, conditional	Waived, conditional	Existing
Rhode Island	Waived, conditional	Waived, conditional	Waived, conditional	Existing
South Carolina	Waived, conditional	Waived, conditional	Waived, conditional	New, one-year provisional certificate
South Dakota	No guidance	Waived, conditional	Waived, conditional	Existing
Tennessee	No guidance	Waived, full	Not waived, follow testing vendor guidance	Existing
Texas	No guidance	Not waived	Waived, conditional	Existing
Utah	No guidance	Waived, full	No guidance	Existing
Vermont	No guidance	Waived, conditional	Waived, conditional	Existing
Virginia	No guidance	No blanket waiver, TEP flexibility	Waived, conditional	New, 1-year license
Washington	Waived, conditional	Waived, conditional	Waived, conditional	New, 1-year emergency certificate
West Virginia	Waived, conditional	Waived, conditional	Not waived, follow testing vendor guidance	Existing
Wisconsin	No guidance	Waived, full	Waived, full	Existing
Wyoming	No guidance	Waived, full	Waived, conditional	New, COVID-19 Exception Authorization

Adapted from: American Association of Colleges for Teacher Education. (2020, May). *AACTE State Policy Tracking Map: State Actions to Support EPPs and Teacher Candidates*. <https://aacte.org/resources/covid-19-resources/state-actions-covid19/>

Deans for Impact (2020, October). *COVID-19 Teacher Preparation Policy Database*. <https://docs.google.com/spreadsheets/d/1SnNKv38kfGHqEIWlz-VWZ4ejo9MTSmXoMLPrSp5AFu8/edit#gid=1485679140>