CALDER
Center for Analysis of Longitudinal
Data in Education Research
at the American Institutes for Research®

CALDER Announces Launch of CALDER-R&R

Seattle WA, September 24, 2024

The Center for Longitudinal Data in Education Research (CALDER) at the American Institutes for Research (AIR) is pleased to announce the launch of CALDER—Teacher Research & Retention, or CALDER-R&R. This new CALDER project, funded by the Institute of Education Sciences (IES), is an IES R&D Center focused on K12 teacher recruitment and retention.

"Teacher recruitment and retention have always been hot topics in public education," said Dan Goldhaber, the director of CALDER R&R. "But now, there's a real sense of urgency on these issues. We're not just worried about the profession's health—we're also dealing with the lasting impact of COVID-19 on students. So, we need to know: How can states and districts not only bring in and keep great teachers but also make sure students have access to them? How do we tailor policies to work in different situations? And what do these choices mean for student learning and equity? These are the key issues we'll be digging into at CALDER R&R."

About CALDER R&R

Building off CALDER's long history of informing policy with rigorous empirical research, CALDER-R&R will examine policies addressing teacher shortages across the employment pipeline, from pre-service through in-service, including:

- Financial support for teacher candidates in exchange for work commitments
- The influence of labor market information on teacher candidates' decisions about their subject area specialization and job search
- Grow-your-own initiatives designed to address teacher shortages in high-need districts and to increase teacher diversity
- Licensure reforms, including temporary licensure and changes to licensure cut scores
- Compensation reforms, including salary floors, pay-for-performance, and financial incentives for teachers in low-income schools or specific shortage subject areas
- The effect of teacher working conditions, including the four-day school week, Advanced Teaching Roles, and conditions negotiated in collective bargaining agreements

CALDER R&R's research will examine teacher recruitment and retention policies in nine states—Arkansas, Colorado, Massachusetts, Maryland, Michigan, Missouri, North Carolina, Texas, and Washington—and four school districts in the Metro Atlanta area.

What's Next?

CALDER R&R's work is getting underway in the fall of 2024. We're looking forward to sharing more details at the upcoming CALDER Research conference in Washington, D.C. on March 12th, 2025.

Leadership and Team

Led by CALDER Director Dan Goldhaber, CALDER-R&R brings together researchers at AIR and nine other institutions.

CALDER/AIR Experts

- Dan Goldhaber (PI), CALDER/AIR
- Ben Backes (Co-PI), CALDER/AIR
- James Cowan (Co-PI), CALDER/AIR
- Michael DeArmond (Co-PI), CALDER/AIR
- Emily Morton (Co-PI), CALDER/AIR
- Roddy Theobald (Co-PI), CALDER/AIR
- Keane Alavi, GTL/AIR
- Audrey Altieri, AIR
- Lisa Lachlan-Hache, GTL/AIR
- Melia Repko-Erwin, AIR

Research Partner Experts

- David Blazar, University of Maryland
- Sade Bonilla, University of Pennsylvania
- Meagan Comb, Boston University
- Kevin Fortner & Thomas Goldring, Georgia Policy Labs, Georgia State University
- Eric Hanushek, Stanford University
- Scott Imberman & Tara Kilbride, EPIC, Michigan State University
- Cory Koedel, University of Missouri
- Constance Lindsay, University of North Carolina
- Melissa Arnold Lyon, University of Albany SUNY
- Josh McGee & Gema Zamarro, University of Arkansas
- Steven Rivkin, University of Illinois Chicago
- Matthew Springer, Basis Policy Research
- Elizabeth Steiner, RAND Corporation

Advisory Board

To support the Center's engagement with policymakers and researchers, CALDER R&R will convene an advisory board of leaders from CALDER R&R states and two at-large members:

- (AR) Ben Kutylo, Executive Director, Forward Arkansas
- (CO) Greg Nusz, Program Evaluation and Data Manager, Colorado Department of Education
- (GA) Dana Rickman, President, Georgia Partnership for Excellence in Education
- (MD) Jennifer King Rice, Senior Vice President and Provost, University of Maryland
- (MA) Claire Abbott, Director Office of Educator Effectiveness, Massachusetts Department of Elementary and Secondary Education
- (MI) Kelli Brozanski, Interim Director and Strategic Implementation Unity Manager, Michigan Department of Education

- (MO) Lisa Sireno, Assistant Commissioner, Missouri Department of Elementary and Secondary Education
- (NC) Thomas Tomberlin, Senior Director, Educator Preparation, Licensure and Performance, North Carolina Department of Public Instruction
- (TX) Mark Olofson, Director, Educator Data, Research, and Strategy, Texas Education Agency
- (WA) Kaori Strunk, Director of Educator Data, Educator Growth and Development Division, Washington Office of Superintendent of Public Instruction
- (At large) Marla Ucelli-Kashyap, Senior Director, Educational Issues, AFT
- (At large) Kevin Schaaf, classroom teacher

About CALDER

The Center for Longitudinal Data in Education Research (CALDER) is a joint project of the American Institutes for Research (AIR) and affiliated scholars at other institutions. CALDER aims to inform policy and research with objective, evidence-based insights that can contribute to a better, more equitable public education system. Our researchers and affiliated scholars are national experts on a range of critical issues—including teacher education, educator labor markets, and academic interventions. With data-sharing agreements in over 10 states, CALDER leverages statewide longitudinal data systems (SLDS) to develop systematic, quantitative evidence about how teachers and schools impact student learning and success. CALDER also fosters connections between research and policy by engaging state and local leaders through its Policymakers Council. Our commitment to high-quality, empirical research and objectivity makes CALDER a trusted voice in K12 policy debates.

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