The Pandemic's Impact on the Teacher Workforce:

Teacher Recruitment & Preparation

JUNE 9, 2020

NCSL

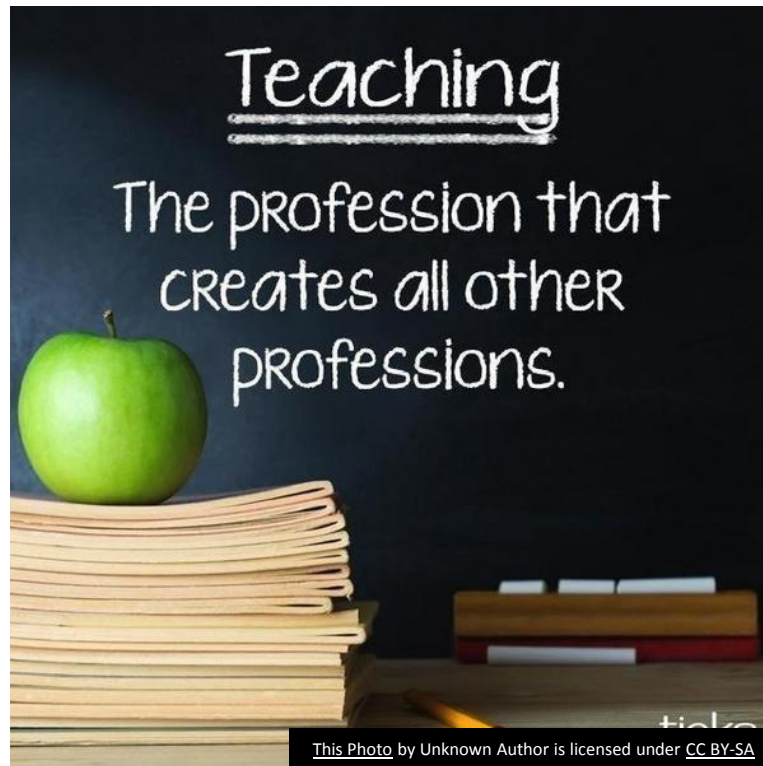# PROTOCOL FOR TODAY'S VIRTUAL MEETING

- Join us by video rather than by phone and add your full name on your tile

- Mute your audio unless you are speaking

- Virtually "raise your hand" to be recognized by today's moderator

- Type your questions into the chat box on the right side of your screen

- Do not share your screen under any circumstances

- This meeting will be recorded. The archive and slides will be publicly posted:
  https://www.ncsl.org/research/education/covid-19-virtual-meetings.aspx

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AGENDA FOR TODAY'S MEETING

- Welcome to Teacher Week

- Learning Policy Institute

- Q&A

- ETS

- Questions

- Preview of Upcoming Meetings

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CHATTER IN THE CHAT BOX

Teaching

The profession that creates all other professions.

Type in the Chat Box:

- What is your name and state/organization?

- What is your #1 concern about teacher recruitment and retention during the pandemic?

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TODAY'S SPEAKERS

Tara Kini serves as the Chief of Staff and Director of State Policy for the Learning Policy Institute, where she works nationally to bring high-quality research to policymakers and other stakeholders to advance evidence-based policies that support empowering and equitable learning for each and every child.

Kini has more than 2 decades of experience working in public education as a civil rights attorney, classroom teacher, and teacher educator.

Kini received a J.D. from UC Berkeley School of Law and a M.A. and teaching credential from Stanford University, where she also received her B.A.

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TODAY'S SPEAKERS

Ryan Saunders is a Policy Advisor who works on the Policy and Educator Quality teams. Before joining LPI, he worked at the Council of Chief State School Officers, supporting educator preparation reform at the state level through the Network for Transforming Educator Preparation.

Earlier in his career, Saunders taught high school social studies and literature in Turkey, the Dominican Republic, and Denver, CO. In Denver, he served as a Teacher Leader for the Literacy Design Collaborative in the public school system.

Saunders holds an M.A. in Teaching from the Evergreen State College in Olympia, WA and a B.A. in English from the University of Georgia.

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The Pandemic's Impact on the Teacher Workforce: Preparation & Recruitment

June 9, 2020
National Conference of State Legislatures

Tara Kini & Ryan Saunders

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Research. Action. Impact.

Grounding Our Conversation

1. Teacher certification and experience matter for student achievement.

2. Preparation matters for teacher retention.

3. Students of color and students from low-income families are disproportionately taught by underprepared and inexperienced teachers.

Percentage of Uncertified Teachers in Schools With Low and High Student of Color Enrollment

PERCENTAGE OF TEACHERS

- ■ Schools with low student of color enrollment
- ■ Schools with high student of color enrollment

2014
- 0.7%
- 3.3%

2016
- 1.2%
- 4.8%
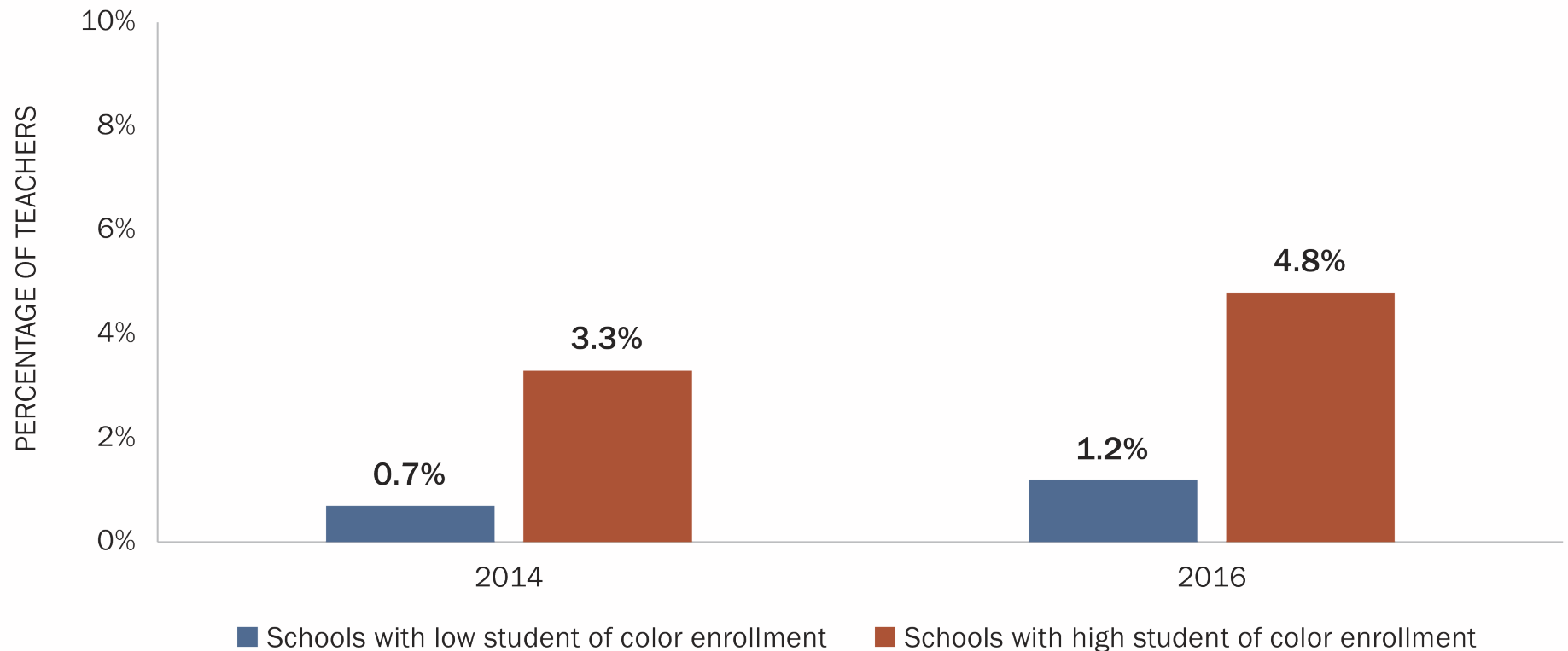
Note: "Schools with low enrollment of students of color" are schools in the bottom quintile nationally, in which 0% to 13% of students enrolled are students of color. "Schools with high enrollment of students of color" are schools in the top quintile nationally, in which 86% to 100% of students enrolled are students of color.

Data source: U.S. Department of Education, Office of Civil Rights. (n.d.). Civil Rights Data Collection (public-use data files for 2014 and 2016). https://ocrdata.ed.gov/.

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How are states responding?

1. Providing **flexibility and discretion to EPPs** surrounding required # of days of student teaching/clinical practice hours, as well as how those practice hours can be met.

2. Providing **temporary waivers** or other emergency-style certificates to allow candidates to teach next year while they finish completing requirements.

3. **Statutory and regulatory changes** where needed (e.g., testing, performance assessment requirements).

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Example: IL Stakeholder Engagement

- **Extensive stakeholder engagement process (higher ed, unions, legislature, advocates etc.)**

- **Context: significant teacher shortages, 15,000 candidates in pipeline**

- **Executive orders, guidance for educator preparation issued at end of April**

See https://www.isbe.net/Documents/Joint-Guidance-Institutions-Higher-Ed.pdf

Flexibility:
Student Teaching, Clinical Practice

- Discretion to IHEs: (Ex: CA, CO, CT, IA, KS, NJ, TX, WA)

- Broaden what counts and types of evidence: (Ex: CA, KY, MA)

- Guidance to LEAs: (Ex. KS)

- Waivers or reductions in amounts of clinical practice/in-person teaching: (Ex: SC, IL)

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Example: CA Guidance

"In order to provide flexibility for candidates during this time, clinical practice can take place through **online learning instruction, remote instruction, or at alternate locations or as part of an extended school year or school day. Virtual reality or simulation teaching settings** can also qualify for a limited portion of a candidate's clinical practice if the program determines the activities activity to be appropriate. **Video or other examples of effective teaching can be viewed, analyzed and discussed** with experienced educators as part of a candidate's clinical practice."

Source: https://www.ctc.ca.gov/docs/default-source/commission/files/covid-19-clinical-practice-field-experience.pdf?sfvrsn=905b2cb1_2

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Example: KS Guidance to LEAs

"You are urged to encourage your candidates to remain involved in their clinical placement school system, as many districts will be providing a state-wide continuous learning opportunity, under the guidance of the Kansas Department of Education. **This is an incredible learning and teaching moment for our newest members of the profession, and they should be included as much as possible.** We realize some candidates may not be currently living in the district where they were placed as a student teacher. However, there could be innovative roles for student teachers through virtual meetings under the direction and supervision of the cooperating teacher."

Source:
https://www.ksde.org/Portals/0/Communications/Publications/Continuous%20Learning%20Task%20Force%20Guidance.pdf?ver=2020-03-19-084325-833

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Temporary Waivers

- Temporary waivers or other emergency-style certificates allow candidates to teach next year while they finish completing requirements
- Ex:
    - CA, MI, NM, SC, WA
    - MS, IL (testing requirements waived)
    - IN (CPR requirement waived)
    - CT (edTPA waiver request option)
- *Consideration*: Provide direction to LEAs, EPPs, and induction programs regarding additional support that will be needed next year. Ex: CA.

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Statutory or Regulatory Changes

- These may be needed around testing, performance assessment, or other requirements included in statute or regulation.

- Ex: MS: (waived entry and licensure testing); NJ: (performance assessment requirement recently waived)

- Major testing providers have communicated flexibilities to EPPs/candidates.

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What does COVID mean for recruitment & hiring?

- **Will teacher turnover increase or decrease?** Fear of COVID among older/immune-compromised teachers v. desire for job security
- **Will demand increase or decrease?** Need for more staff to enable social distancing v. impact of budget cuts on layoffs

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How Could COVID-19 Impact Teachers in the United States?

State Education Funding Cuts	Projected Lost Teaching Positions	Percentage Reduction in Teaching Positions
5%	27,944	0.7%
10%	173,511	4.6%
15%	318,882	8.4%
20%	459,850	12.2%
25%	584,094	15.5%
30%	697,675	18.5%

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A Shift in Hiring Practices

- Hiring is happening virtually→districts advantaged who had already shifted to virtual hiring and interview practices
- Some innovative approaches
  - *Target similar geographic/demographic regions*
  - *Target military spouses in areas around bases*
  - *Reduced travel costs…but need for branding investments*
  - *Platforms to enable broader review of materials (e.g., videos of teaching)*
  - *Include students, other staff in virtual interviews*

How EPPs Are Approaching Clinical Practice

- Continuing to work with mentor teachers

- Using teaching cases

- Employing reflection and analysis of field experiences prior to school closings

- Re-envisioning ways teacher and leader candidates can contribute to pk-12 partner districts

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EPPs as District Resources

- Centering the needs of pk-12 districts

- Providing professional development/workshops

- Providing mentor teachers with additional support and professional learning

- Candidates are supporting mentor teachers' use of technology

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Example: Teacher Candidate

"I just had a long zoom meeting with a mother who's had a really hard time connecting with us because of time constraints and challenges with internet access. She only speaks Spanish. So I use my high school Spanish and Google translate to communicate…At the end of the conversation, she was so happy that we were both almost in tears. It was her first time to really be in contact with anybody online, because I had sent her a step by step pictures of how to join a zoom meeting which she didn't know how to do. So as I'm writing this email, I'm feeling very proud and happy and feeling a little more ready for family interactions for the coming year."

Focus on Social Emotional Learning

- Prioritizing social and emotional support for candidates and students

- Reaching out to students and families more intentionally during this time

- Deepening cross-departmental collaboration

- Increasing individual and small group check-ins for candidates

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Focus on Equity

- Programs are naming and confronting equity issues highlighted and exacerbated during this time

- Course content has shifted to incorporate the current context and help candidates process events and be change agents

Resources: Educator Prep During COVID

- **AACTE** has developed an interactive map on state policies to support EPPs and teacher candidates during COVID: https://aacte.org/state-actions-covid19/

- **Southern Regional Education Board (SREB)** guidance about policy options states may want to consider related to teacher preparation: https://www.sreb.org/sites/main/files/file-attachments/flex_march2020.pdf?1585594285

- **Webinar:** *How Educator Preparation Programs Are Adapting During COVID-19* https://learningpolicyinstitute.org/event/webinar-preparing-educators-deeper-learning-and-equity-during-covid-19

- **Education Commission of the States** includes a brief description of states' responses related to teachers: https://www.ecs.org/covid-19-update/

- **NCTQ:** Student Teaching and Initial Licensure in the Times of Coronavirus

- **Deans for Impact:** COVID-19 Teacher Prep Policy Database

Stay Up to Date!

BLOG SERIES

Learning in the Time of COVID-19

FEATURING MICHAEL GRIFFITH

BLOG

The Impact of the COVID-19 Recession on Teaching Positions

Reductions in state revenue and corresponding cuts to state education budgets will mean significant cuts to teaching positions unless the federal government provides increased education funding to states. This blog explores the potential impact of state budget cuts on teaching positions. An accompanying interactive allows for a state-by-state analysis based on different funding scenarios.
Read more from the *Learning in the Time of COVID-19* blog series >>

Sign up for updates
https://learningpolicyinstitute.org/mailing-list/register

Learning in the Time of COVID

https://learningpolicyinstitute.org/blog/covid-19-series

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TODAY'S SPEAKERS

E. Wyatt Gordon is the Executive Director of the Professional Educator Programs in the Student and Teacher Assessment Division at ETS. In this role he – assists states to strategically position their teacher licensure and certification programs for near-term and future success. Gordon has been with ETS since 2011. Gordon served in various teaching and education roles since 2006.

Gordon received his Ed.D. from Rutgers University, M.A. in Education Policy from Columbia University, Masters degrees in Public Administration and Latin American Studies form the University of Texas at Austin, and a Bachelors degree in Business Administration from the University of Texas at San Antonio.

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Why Offer at Home Tests?

At ETS, our Professional Educator Programs are primarily concerned with providing solutions that enable educators to continue their journeys to the classroom and states to ensure teacher quality.

In mid-March when the closure of in-person businesses around the country impacted the ability of many test takers to complete their licensure assessments in testing centers, we worked around the clock to find a solution.

Why Offer at Home Tests?

We wanted to provide states with the opportunity to maintain their teaching certification systems in order to ensure that all students are being served by qualified teachers.

We know that it is ETS's responsibility to help all educators – and to go above and beyond in times of crisis. It is a part of our mission as a not-for-profit company.

Why Offer at Home Tests?

The *Praxis®* Tests at Home Solution is a convenient, flexible and safe option for testing while test centers are impacted.

We understand all K-12 schools, colleges, and university campuses are impacted. We hope by providing access to the *Praxis* tests remotely we will help minimize program disruptions and will help educators to receive their certification for entry into classrooms this fall.

ETS

What is the *Praxis*® Tests at Home Solution?

The same research-based, valid, and reliable *Praxis* tests delivered at home while test centers are impacted due to the coronavirus.

The *Praxis* Tests

The *Praxis* tests measure the academic skills and subject-specific content knowledge needed for teaching.

The *Praxis* tests are taken by individuals entering the teaching profession, teacher-candidates, and emerging school leaders as part of the certification process required by many states and professional licensing organizations.

Praxis tests are used in over 40 states around the country.

Praxis contains more than 100 different content and pedagogy assessments that allow every state to customize their licensure/certification programs while maintaining reciprocity and comparability with other states.

What Is the Same?

The *Praxis*® Tests at Home are identical in content, format, and on-screen experience to those taken at a test center.

- They use the same scoring criteria, scoring process, and score scale, so scores can be accepted and used in the same way.

- They are offered at the same price to test takers as testing in a center.

- They include the same test-taker friendly features, such as the ability to skip questions within a section, go back and change answers, and use an on-screen calculator.

What Is Different?

The test delivery method.

- Testing takes place through test takers' personal desktop and laptop computers at home.

- Testing is not supported on tablets or mobile phones.

- Test sessions are monitored in real-time through the use of human proctors and artificial intelligence technology.

- The entire test session is recorded on video.

When is *Praxis*® Test at Home Available?

- The *Praxis* Tests at Home were launched on May 15, 2020 for registration and May 18, 2020 for the first test deliveries in every U.S. state and territory.

- Testing sessions are currently available 7 a.m. to 10 p.m. Pacific Time, seven days a week including holidays.

- As of today, almost 50,000 tests appointments have been scheduled and 10,000 test takers have completed assessments.

What Are the Eligibility Requirements?

- Test takers must register to take the test at home in the United States and its territories.

- Test takers' computer equipment must meet the requirements for the test

- Test takers are instructed to test their setup with a link that we provide prior registration.

- Test rooms must meet the requirements for an acceptable testing environment.

What Are the Equipment Requirements?

Computer

- **Must be a desktop or laptop computer, not a tablet or mobile device**

- **Can use Mac or Windows based machines**

- Must use Chrome™ or Firefox® browser

Microphone

- Must use an internal or external microphone that is not part of a headset to communicate with the proctor

Speaker

- Must use an internal or external speaker to hear the proctor

- Headsets or wireless earphones are not allowed

Camera

- Can be a built-in camera in the computer or a separate webcam

- Camera must be able to be moved to show the proctor a 360-degree view of the room, including your tabletop surface, before the test

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What Are the Test Environment Requirements?

Privacy
- Test taker must be alone in a room with no one else entering during the test.
- Testing in a public space such as a park, internet café, or restaurant is not allowed.

Tabletop and Seating
- Computer and keyboard must be on a desk or other tabletop surface.
- Tabletop and surrounding area must be clear of all items not approved for use during the test.
- Test taker must sit in a standard chair; sitting or lying on a bed, couch or overstuffed chair is not permitted.
- Food and drink are not permitted during the test.

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What Are the Test Environment Requirements?

Note-Taking Materials
- Test takers **may not** take notes on regular paper, for security purposes, but can use one of the following:
  - White board with erasable marker
  - Blank paper inside of a transparent sheet protector and erasable marker
- All notes must be erased in view of the proctor at the end of the test.

Clothing and Appearance
- Ears must remain visible, not covered by hair, a hat or other items.
- Test takers must be dressed appropriately, as they will be monitored via video and their photos will be shared with score recipients.
- Watches, jewelry, tie clips, cuff links, hair clips, headbands, sunglasses and other accessories are not permitted.

What Security Safeguards Are In Place?

ETS is taking every precaution to ensure that test delivery and administration meet our high standards. We are employing multiple best-in-class security measures that use both real-time human monitoring and artificial intelligence technology:

- **Live proctors** ensure constant vigilance, including confirming the test taker's identity and scanning their home environment before testing begins, flagging any suspicious activity and intervening if necessary.

- **Artificial Intelligence technology** — such as facial recognition, gaze tracking and video recording of the entire session — guard against malicious activity.

How Does Real-Time Human Proctoring Work?

- Live, human proctoring is delivered by ProctorU®:

  - 10+ years of experience delivering innovative solutions to over 1,000 organizations, including universities, colleges, and public and private enterprises.

  - Their data from over 5 million test-takers, including for large-scale, high-stakes tests, has given them unique insight into when and how examinees attempt to violate security standards.

- ProctorU employs and trains all proctors in identifying attempts to gain unfair advantage. Their vigilance is complemented by artificial intelligence measures for added security.

- For more information about ProctorU, visit their website at http://www.proctoru.com

How Does the Proctor Verify a Test Taker's ID?

- Before the test begins, the proctors take a photo of the test taker and their ID documents.

- The proctor verifies the identification document is current, valid and acceptable, and then uses facial recognition to compare the ID document with the person sitting at the computer.

- Artificial intelligence technology is used to verify the test taker matches the identification document multiple times throughout the test.

How Is the Home Environment Checked?

- Test takers are informed before testing that they must have a room that provides an acceptable environment for the test, including having a built -in camera or a separate webcam that can be moved to show the proctor a 360-degree view of the room, including the tabletop surface.

- Before the test begins, the test taker must use their webcam to show the room and testing space for visual 360 degree inspection.

How Is ETS Guarding Against Cheating?

- Human proctoring takes place in real time, not after the test, and wrong-doing can be detected by the proctor during the test session.

- This real-time human vigilance is combined with artificial intelligence technology to detect attempts to steal test content or cheat.

- Examples of test taker activities that AI will flag as possible cheating incidents include attempts to open a new browser, run unpermitted software and use unpermitted objects such as a cell phone.

- The proctor can cancel the test immediately if there is any attempt to cheat.

How Else Is ETS Supporting Test Takers?

- Waiving reschedule fees, not only for test takers whose tests were canceled due to COVID related test center availability, but also those who expressed concern about going to a test center.

- Offering a 30% discount on *Praxis*®/SLS Interactive Practice Tests and have extended the subscription to 180 days and 15 uses.

- Updating communications frequently on the ETS website.

For More Information About the *Praxis*® Tests At Home Solution and Coronavirus-Related Support

- Stay up to date at our informational website on coronavirus-related postponements at https://www.ets.org/s/cv/praxis/the-Americas/

- Contact E. Wyatt Gordon at egordon001@ETS.org

UPCOMING EDUCATION COVID-19 VIRTUAL MEETINGS

All Meetings are at 3 p.m. ET, unless otherwise noted:

- The Pandemic's Impact on the Teacher Workforce: Recruitment & Preparation – Tuesday, June 9

- The Pandemic's Impact on the Teacher Workforce: Supports for Classroom Teachers – Friday, June 12

- Guidance for Schools Reopening in the Fall – Tuesday, June 16

- Pandemic Impact on Early Learning – Friday, June 19

- State Revenue Forecasts and Tracking Federal and State Ed Spending – Tuesday, June 23

- Evidence-Based Policymaking – Friday, June 26

See NCSL's Education COVID-19 page for the recording and materials from previous meetings.

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