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GREAT TEACHERS & LEADERS
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ADVANCING QUALITY TEACHING FOR ALL SCHOOLS
Examining the Impact of COVID-19 on the Teaching Workforce

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Acknowledgements

Introduction

The coronavirus disease 2019 (COVID-19) crisis will undoubtedly have dire consequences for all sectors of public education. The rapid transition to remote modes of instruction in the spring of 2020 and the subsequent anxiety about the start of the 2020–21 academic year have highlighted the critical need for well-prepared educators.

Although calls for additional funding for public education are significant,[1] at the time of this writing, a federal bailout is still in question, which leaves most state education agencies (SEAs) with grim outlooks and limited options (Green, 2020). Many states have considered cutting billions of dollars from state and school districts' budgets for the 2020–21 school year to account for the precipitous drop in sales and income tax revenue (Learning Policy Institute, n.d.). Like the pandemic and the systemic racism plaguing our nation, budget cuts and related workforce trends may more significantly impact districts that serve a disproportionate number of Black, Indigenous, and Latino students and students from low-income households (Burnette & Will, 2020; Education & Labor Committee, 2020; Learning Policy Institute, Center on Great Teachers & Leaders [GTL Center], and CEEDAR Center, 2020).

The impact of the pandemic alone has led to speculation regarding impacts to the teaching profession (De La Rosa, 2020). Education scholars and polls suggest shifting trends: decreased enrollment in educator preparation programs, decreased teacher interest in staying in the profession, and increased considerations for retirement (Kurtz & Bushweller, 2020; Lardieri, 2020; Perry, 2020). The pandemic has further generated policy shifts to teacher candidacy, licensure, and certification (American Association of Colleges for Teacher Education [AACTE], 2020b). Underlying all these shifts are, of course, significant changes to teachers' working conditions, for example, uncertainty and changing schooling formats, a new focus on remote learning, and new protocols for health and safety, as well as significant learning loss and the social and emotional needs of students. Further, with nearly 24% of the U.S. teaching workforce at risk of health complications from COVID-19[2] (KFF, 2020), the health and safety risks created by the pandemic may also contribute to dramatic shifts in the workforce despite schools needing veteran teacher expertise now more than ever.

Our team at the GTL Center has been watching historical and current trends in the teacher labor market and has considerable concern for the impacts COVID-19 will have on the profession and vulnerable student populations. Addressing teacher shortages has been our focus for years. We recognize that forecasted and potential workforce trends may further exacerbate the lack of access to effective teachers in underserved communities. The pandemic and social unrest of 2020 will not reduce the number of students who need great

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1   In June, education leaders testified before the U.S. Senate Committee on Health, Education, Labor and Pensions, sharing their chief concerns regarding budget challenges (Green, 2020).
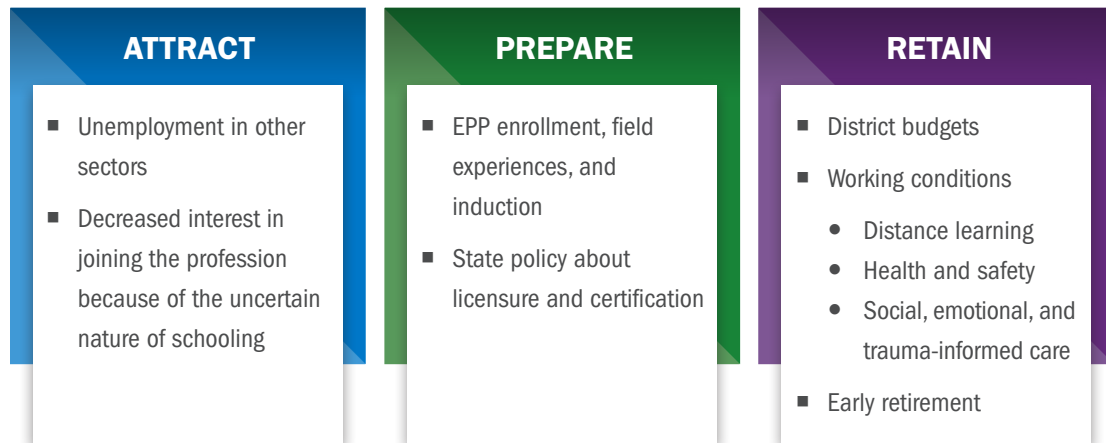
2   Factors that put someone at risk include being at least 65 years old; having diabetes, chronic obstructive pulmonary disease, heart disease, or moderate or severe asthma; being severely obese; and having a compromised immune system, as often occurs during cancer treatment.

teachers. In fact, **the need for great teachers and leaders is now greater than ever, particularly for the students most affected by the crises at hand.**

This paper is intended for SEAs as they consider the short-term and long-term implications that COVID-19 will have on the educator workforce. We include key trends in the teacher workforce and consider potential impacts on the teaching profession. Following these trends and considerations, we provide a section that includes guiding principles for addressing changes in the teaching workforce. At the end of the paper, we discuss how SEA teams can navigate new funding streams to address impacts to the profession.

Implications of COVID-19 in the Teacher Workforce

In this section, we clarify trends and considerations for SEAs. We frame the discussion around major phases in the teacher continuum—attract, prepare, and retain—based on the GTL Center Talent Development Framework (TDF). The following implications and considerations reflect our understanding of the challenges as of August 2020 and applicable relevant research. Of course, the implications will vary by regional labor market, the evolution of COVID-19 spread, and related policies.

ATTRACT	PREPARE	RETAIN

▪ Unemployment in other sectors
▪ Decreased interest in joining the profession because of the uncertain nature of schooling
	▪ EPP enrollment, field experiences, and induction
	▪ State policy about licensure and certification
		▪ District budgets
		▪ Working conditions
		   • Distance learning
		   • Health and safety
		   • Social, emotional, and trauma-informed care
		▪ Early retirement

Attract

- **Unemployment in other sectors (potential increase in supply).** As states shut down in early 2020 to curb the spread of COVID-19, unemployment spiked to unprecedented levels in the United States, with approximately 23 million to 24 million Americans losing jobs (American Institutes for Research [AIR], 2020). For recently unemployed individuals, teaching may theoretically become a more desirable occupational option. Most states offer alternative route[3] educator preparation programs (EPPs) to attract career changers into teaching in a quick, intense preparation.

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3 By alternative route, we mean non-institution of higher education programs, including residencies and programs such as Teach For America, Urban Teachers, and New Leaders for New Schools.

Considerations for SEA teams. Such alternative route preparation programs now offer real promise as a means of addressing teacher workforce shifts, and programs may now be more selective than ever before. Careful candidate selection and program design are paramount to reigning in potential of this increased supply (Dai, Sindelar, Denslow, Dewey, & Rosenberg, 2007; Wasburn-Moses and Rosenberg 2008). SEAs can review alternative certification programs in the state to determine whether or not programs are taking advantage of new candidates and designing training that meets the unique needs of career changers.

Innovative example. The Troops to Teachers program in Colorado recruits former military members with the knowledge, skills, and dispositions to be effective classroom teachers. The program also advises and places the former troops in schools across Colorado. The program has seen an 85% retention rate of Troops to Teachers educators after 5 years in the classroom, which is a much higher rate than that of other alternative routes.

- **Decreased interest in joining the profession because of the uncertain nature of schooling (potential decrease in supply).** Nationally, EPP enrollment was rapidly declining prior to COVID-19 shutdowns (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). With uncertainty about future higher education operations, coupled with uncertainty about K–12 school operations, enrollment in EPPs and interest in teaching may decline, especially for young people who may look to the profession and see the uncertainty that lies ahead. According to an April 2020 survey, AACTE finds that "23% of [EPPs leader] respondents expect a decline in continuing education student enrollment of more than 10%, and 40% expect such a decline among new students" (AACTE, 2020b).[4]

Considerations for SEA teams. SEAs play an important role in promoting and developing recruitment programs such as Grow Your Own programs to build a new narrative around teaching in uncertain times. The SEA can examine whether GYO programs exist and support LEAs in maintaining programs that targeted specific gaps or incentivize LEAs to develop programs that target specific shortage areas. Furthermore, the SEA may establish and implemented targeted public relations campaigns to elevate the teaching profession and target potential effective and diverse teacher candidates.

Innovative examples

- In Washington, the Bilingual Educators Initiative was developed to recruit, prepare, and mentor bilingual high school students to become future bilingual teachers and counselors. The initiative includes middle school outreach, activities in 9th and 10th grades that help build student initiative and promote careers in teaching and counseling, and college preparedness activities and credit-bearing curricula in 11th and 12th grades.

4 In a similar 2020 survey, colleagues at AIR allowed respondents to select between various levels of decline, *no change* or *unsure,* in their responses. The results allowed for additional nuance and also resulted in some programs indicating they anticipate an increase in applicants next year.

Eligible program participants continue to receive supports in college, including mentoring and loan forgiveness.

- The Louisiana Department of Education has launched the [Be Irreplaceable. Be a Teacher.](#) Campaign to recruit the next generation of teachers into Louisiana classrooms. The program targets high school juniors and seniors, as well as college freshmen and sophomores, who are in the prime stages of their future career selection. The program also aims to reach those individuals, such as parents and counselors, who influence high school and college students and who often help guide students' career decisions.

Prepare

- **Implications for EPP enrollment, field experiences, and induction (potential decrease in supply).** The budgetary and schooling format uncertainties posed by the COVID-19 crisis may minimize the priority of collaborative partnerships between local districts and EPPs. In fact, school districts may shy away from welcoming preservice teacher candidates, avoiding what they perceive as an added burden on overtaxed teachers and overwhelmed administrators. In addition, as schools try to uphold social-distancing safety precautions, districts may be reluctant to welcome teacher candidates and their clinical supervisors for field experiences. As of April 2020, 75% of EPPs reported having canceled field placements for student teachers in local education agencies (LEAs; AACTE, 2020b). Student teaching and practice-based opportunities are important for teacher development and, ultimately, effectiveness and retention (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Goldhaber, Krieg, Naito & Theobald 2019; Goldhaber, Krieg, & Theobald 2020); missing such opportunities puts our teacher candidates and novice teachers at a disadvantage in an already challenging time. Although teaching will look different for everyone in 2020–21, teacher candidates and novice teachers will need opportunities to build their skills for this new terrain.

Considerations for SEA teams. SEA teams can rethink field placements and advocate a new vision of student teachers and novice teachers joining the field to address the challenges created by the pandemic. SEAs can review and modify policies for field placements to allow greater flexibility in geography and seat time, as well as mechanisms for online teaching as a valid field placement option. A [recent CEEDAR brief](#) highlights (1) the value of teacher candidates; (2) examples of how teacher candidates can serve as assets in field placements, both in person and virtually; and (3) what SEAs and EPPs must do to ready candidates for these expanded responsibilities (Mason-Williams, Rosenberg, Kimmel, & Sindelar, 2020).

Innovative examples

- Candidates from [multiple colleges and universities in Wisconsin are teaching students through](#) online platforms with grade-appropriate online instruction in more than five states.

- The Rhode Island Department of Education [developed an infographic describing how EPPs and LEAs](#) can work together through mutually beneficial partnerships regardless of what school looks like in the fall. The infographic illustrates the value of the EPP's role (Rhode Island Department of Education, n.d.).

- The California Commission on Teacher Credentialing has offered a [program update webinar](#) to share changes the commission has made to better meet the needs of novice teachers during COVID-19. Updates include allowing teacher candidates to enter into induction programs while working to complete preliminary credential requirements, allowing modifications to credential requirements through the individual development plan, and using that individual development plan to tailor the induction program to specific needs resulting from modifications, in order to complete the preliminary program. The commission is recommending consistent, weekly collaboration between preliminary programs and mentors, given the key role mentors will play in candidate completion of requirements. The commission will offer webinars and weekly Zoom meetings for induction program directors and coaches and mentors on how best to support novice teachers.

- **Changes in state policy about licensure and certification (change in supply).** Many states have already changed policies or have granted emergency licenses to new teachers. For example, the Deans for Impact tracking tool shows that, as of June 2020, approximately 13 states have created a new emergency license and/or waiver to respond to COVID-19 challenges (Deans for Impact, 2020). Although temporary changes to policy may initially increase supply or keep it on par with projections prior to the pandemic, the changes could lead to increased teacher attrition. Research indicates that reduced preparation can result in first-year teacher attrition (Carver-Thomas & Darling-Hammond, 2017).[5] First-year teachers will likely enter classrooms without the full training that they need at a time when instruction can be more challenging than ever. Additional funding and support for new teachers through comprehensive mentoring and induction may be important priorities to build beginning teacher capacity and stem subsequent attrition (Schmidt , 2019; Villar & Strong, 2007).

Considerations for SEA teams. A number of states are currently making legislative changes related to occupational licensing (Hultin, 2017; Rege, Riley, Mitchel-Slentz, Yibass, Curnow, 2019). Much of this work focuses on finding the right balance between ensuring a minimum level of competence and protecting public safety and not adding potentially unnecessary requirements that increase time and cost for individuals. SEA teams can review existing certification and licensing requirements and consider mechanisms to streamline the process AACTE's interactive map (AACTE, 2020a) highlights changes to policies and practices in four key categories related to teacher certification and licensure.

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5 Other research suggests that teachers with less preparation are more likely to leave, but their attrition could be driven by characteristics of teachers who enter into alternative preparation programs with less preparation requirements (Goldhaber, 2013).

Innovative example. Rhode Island made temporary certification changes related to EPP plans and testing and licensure guidance and to Requirements of Educator Certification Regulations to maintain and continue to grow an effective teacher workforce (Rhode Island Department of Education, 2020).

Retain

- **Reduced district budgets (decrease in demand).** According to Learning Policy Institute, "A 15% reduction in state contributions to education could result in the loss of just under 319,000 teaching positions [nationally] . . . If these cuts were to happen, it would likely result in an 8.4% reduction in America's public school teaching force" (Griffith, 2020). These potential cuts would be significant and dire for the profession as a whole and particularly for high-need schools. Furthermore, laying off teachers has adverse effects. Laying off teachers "is an emotionally fraught and demoralizing process for a community. Layoffs often result in significantly lower academic outcomes" (Burnette & Will, 2020). Empirical research shows that a seniority-based approach to determining layoffs is not the best approach, especially because the impact will likely disproportionally affect high-poverty and high-minority schools (Goldhaber & Theobald, 2020). Reduced education budgets and subsequent teacher layoffs will likely disproportionally impact disadvantaged schools and the teachers who teach specifically in low-performing schools. Research suggests that the mere threat of layoffs or potential loss of future compensation may cause teachers to leave the profession altogether (Goldhaber, 2013).

Considerations for SEA teams. Budget cuts will likely affect all schools to some degree, but SEAs can play a significant role in incentivizing districts to prioritize the financial requirements of underserved schools. High-performing teachers are often the first teachers to find other opportunities when layoffs are possible. SEAs can encourage LEAs to focus on recognizing and articulating the value of high performers through state recognition programs. Research from TNTP (2012) suggests that, when principals merely ask teachers if they are coming back in the fall, teachers are more likely to stay.

- **Working conditions: Distance learning (decrease in demand).** Distance learning poses three threats to the teaching workforce. First, many teachers cite working and interacting directly with students as a primary motivator for their work. They often note that distance learning does not offer the same satisfaction—a potential precursor to additional teacher attrition, as noted in a recent USA Today/Ipsos poll (Lardieri, 2020). Second, 30% of parents and guardians in the same poll noted that they may choose to continue homeschooling even if schools open. Increased homeschooling could lead to decreases in student enrollment, further decreasing demand for teachers. Third, the increased

reliance on technology may incentivize some districts to shift staffing priorities and eliminate teaching positions.

Considerations for SEA teams. When teachers feel confident in their abilities to reach students, they are more likely to find satisfaction and stay in the profession. The shift to distance learning has been potentially discouraging and demotivating for many teachers. SEAs have the opportunity to incentivize investments in professional learning for teachers in virtual instruction. They can also lead the charge by investing in virtual professional learning for all educators.

Innovative example. The Tennessee Department of Education is offering free professional learning to teachers on digital learning and teaching. The program helps teachers who are teaching either virtually or in a blended model to "develop online classroom design, demonstrate effective use of instructional technology tools for digital instruction, create supplemental, blended or hybrid content deliveries, apply ADA Compliance and Accessibility for Universal Design, and implement a specialized IEP plan for content creation" (Tennessee Department of Education, 2020).

- **Working conditions: Health and safety (decrease in supply).** Teacher working conditions in 2020 have been anything but ideal, and we know the important role teaching conditions play in teacher retention (Almy & Tooley, 2012; Boyd et al., 2011; Exstrom, 2009). According to an *Education Week* survey, "Two-thirds of educators [were] concerned about the health implications of resuming in-person instruction in the fall, and some say the coronavirus outbreak—and its dramatic effects on schooling—has increased the likelihood that they will leave the classroom altogether" (Will, 2020). In-person teaching poses health risks to many teachers, specifically to teachers in at-risk groups. As schools resume in 2020–21, teachers will likely have more responsibility and potentially less support. According to predictions of COVID-19 learning loss, "students could begin fall 2020 with roughly 70% of the learning gains in reading [and 50% in math] from the prior year relative to a typical school year" (Soland, Kuhfeld, Tarasawa, Johnson, Ruzek, & Liu, 2020). Teachers will be responsible for supplementing the learning loss and navigating the healthcare concerns created by the pandemic.

Considerations for SEAs. SEAs can support schools and teachers by implementing statewide conditions for teaching surveys to better assess current and ongoing working conditions. Colorado and North Carolina have such surveys that are used by schools to make critical policy and staffing decisions (Teaching and Learning Conditions Colorado, 2020; North Carolina Department of Public Instruction, 2020).

Strategic staffing will also likely be a requirement of schools in 2020–21, given social distancing requirements. SEAs can provide guidance and incentives for LEAs to test and implement unique models that expand the reach of highly effective teachers and value the contributions of paraprofessionals, student teachers, and trained volunteers for small-group or cohort learning.

Innovative example. Prior to the pandemic, Arkansas invested in the Opportunity Culture by Public Impact (2020), a model that has shown positive outcomes on student learning (Backes & Hansen, 2018). This model holds promise to strategically distribute teaching to support underserved students with highly effective teachers.

- **Working conditions: Social and emotional and trauma-informed care.** Teachers and students are also returning to classrooms with an increased likelihood of experiencing social and emotional challenges due to the pandemic and the social unrest resulting from systemic racism. As teachers return to their classrooms, they may find students who have experienced food insecurity, domestic abuse, the loss of a loved one or the serious illness of a loved one due to COVID-19, or other traumatic events as a result of social unrest in the past months. Although systemic racism and other traumatic events were unfortunately all too common in classrooms in past years, these challenges have been exacerbated and make teaching more demanding and potentially overwhelming to some teachers.

Consideration for SEAs. SEAs can provide training and supports for teachers and other educators to gain a deeper awareness of the effects of trauma on student behavior and subsequent learning. They can also offer professional learning supports related to social and emotional learning and trauma-informed practices that can support student well-being and student resilience. The GTL Center has a variety of resources available to SEAs, as a starting place for all educators in gaining a deeper understanding of these issues, and tools and resources that can support them in navigating this terrain.

Innovative example. Based on the work of the National Center for Safe and Supportive School Environments, the California Department of Education offers such supports on its Supporting Resilience in Schools website.

- **Early retirement (decrease in supply).** Experienced and effective teachers may be more likely to retire or leave the profession due to reduced school budgets or dissatisfaction with current working conditions. Research shows that most teachers enter and stay in the profession due to a motivation to work with children (Watt & Richardson, 2007). As schools adapt to remote learning, experienced teachers may consider retiring early (Perry, 2020). A study of the teacher workforce in New Orleans, Louisiana, focused on

post-Katrina school shutdowns shows that only 50% of the teachers dismissed in the wake of Katrina eventually came back to education 2 years later (Lincove, Barrett, & Strunk, 2017). This finding is a particular concern because about 23% of the current teaching workforce is between 50 and 59 years old, and 7% of the teaching workforce is older than 60 years (National Center for Education Statistics, n.d.), suggesting many teachers are near retirement and may not return if the pandemic dissuades them from returning. What we learned from this study of Katrina suggests that dismissals can significantly alter the teaching population. Some policy makers might argue that these severe workforce shifts may leave students with fewer teachers of color—a problem many states are trying to ameliorate (Goldhaber, Theobald, & Tien, 2019).[6] This problem further confirms the notion that a crisis can lead to increased interest in the profession from the newly unemployed workforce as well as increases in digital learning, both of which can contribute to early retirement of veteran teachers, potentially at a time when they are needed most.

Considerations for SEAs. SEAs should be prepared for the early retirement of teachers during this time and offer pathways for newly retired teachers to support strategic staffing systems put into place in 2020–21. Such pathways, including remote learning and virtual tutoring options, allow schools to use experienced teacher expertise at this critical time. Some states have enacted legislation to provide incentives for retired teachers to return to the profession. A few of these states are offering incentives only for those teachers willing to work in shortage areas.
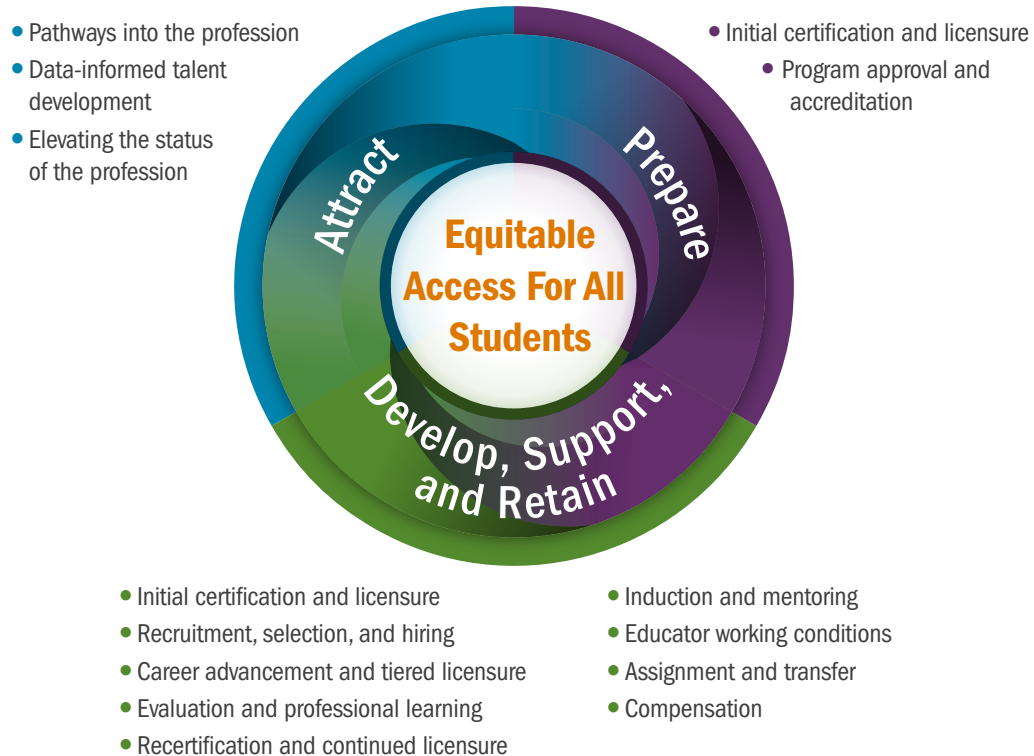
Innovative examples

- In Colorado, rural school districts experiencing a critical shortage of teachers may hire retirees. Colorado permits retirees to receive a salary without any reduction in retirement benefits.

- In 2018, a Michigan law allowed retired teachers to return to the classroom as substitute teachers or full-time literacy instructors, without losing their retirement benefits. Although this law is not a long-term solution to chronic teacher shortages, it does immediately fill some of those gaps temporarily.

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6 From our perspective at the GTL Center, an effective workforce is a diverse workforce. Research has shown that outcomes for all students improve when teachers reflect the diversity of the student body. Diverse teachers improve academic achievement, graduation rates, college enrollment, and other measures of success for all students, particularly students of color. Diversifying the educator workforce is an important strategy for ensuring that all students, particularly students of color, have access to effective instruction.
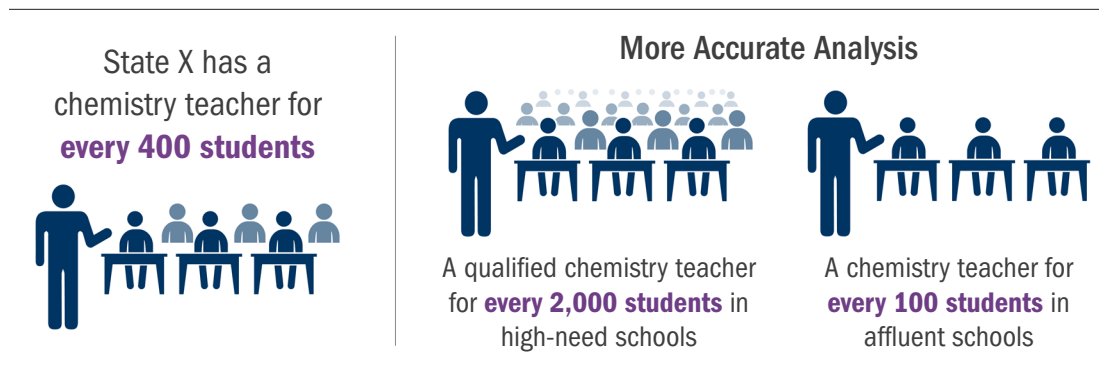
Guiding Principles for Addressing the Teacher Shortage

Guiding Principle 1: Observe + Address the Entire Talent Development Pipeline

- Pathways into the profession
- Data-informed talent development
- Elevating the status of the profession

- Initial certification and licensure
- Program approval and accreditation

Attract

Prepare

Equitable Access For All Students

Develop, Support, and Retain

- Initial certification and licensure
- Recruitment, selection, and hiring
- Career advancement and tiered licensure
- Evaluation and professional learning
- Recertification and continued licensure

- Induction and mentoring
- Educator working conditions
- Assignment and transfer
- Compensation

Shortages must be addressed from a comprehensive point of view that considers the entire talent development continuum. When education agencies narrow their focus to isolated areas of the talent continuum or work within silos, ignoring the synergies within the pipeline, the results are likely to fall short. As such, the Talent Development Framework (TDF) helps states chart a path away from piecemeal policies and toward proactive policy development that is grounded in the state's unique needs and context. In examining shortages, the TDF allows identification and prioritization of the most significant leaks in a system's continuum, why those leaks exist, and how to address them. During COVID-related uncertainties, states may be tempted to address the immediate or obvious talent management issues without looking at the potential unintended consequences, long-term impacts, and piecemeal policies. The TDF is especially valuable during 2020 because of its systematic data-driven approach and its emphasis on examining policy and practice as a coherent, aligned system with clear, consistent expectations for educators across the career continuum.
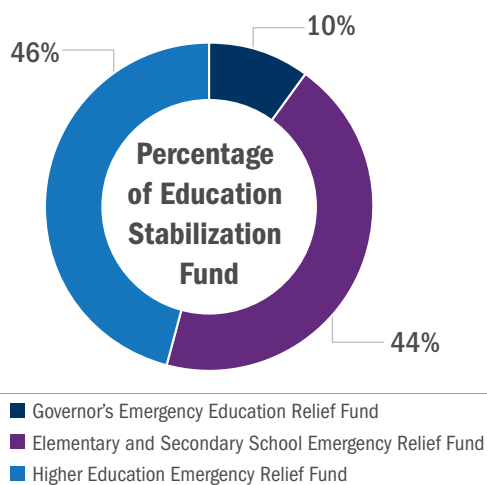
Guiding Principle 2: Disaggregate, Disaggregate, Disaggregate

State X has a
chemistry teacher for
every 400 students

More Accurate Analysis

A qualified chemistry teacher
for **every 2,000 students** in
high-need schools

A chemistry teacher for
every 100 students in
affluent schools

States must ensure proper disaggregation of teacher workforce data. For example, a teacher shortage is not typically a national problem but rather is a school-level or subject-area problem. Shortages should not be considered without looking at both the school and subject levels and at variables such as school and district socioeconomic status and geography within each context (Dee & Goldhaber, 2017). Teacher shortages are a school-level problem that may turn into a national problem when many schools struggle to identify candidates that would teach in them and, even more commonly, lose beginning teachers after their first or second year (Ingersoll & Smith, 2003). As a result of COVID-19 school closures, states are reporting state-level budget reductions and educator layoffs. Amid these changes, it is essential for SEAs to disaggregate teacher workforce data to determine which students, teachers, regions, and subjects are disproportionately impacted by persistent teacher shortages. Disaggregating the data will allow SEAs to make strategic decisions about funding, incentives, and other programmatic supports and will allow SEAs to support LEAs with strategic staffing decisions. Over time, SEAs can use the data to assess the impacts of COVID-19 and budget cuts and/or federal funding on the teacher workforce and schooling generally.

Funding as It Relates to Talent Development

Although more funding through the Health and Economic Recovery Omnibus Emergency Solutions Act (the HEROES Act) is under consideration, current funding from the Coronavirus Aid, Relief, and Economic Security (CARES) Act is available to SEAs to address pressing needs created by COVID-19. Signed into law on March 27, 2020, the CARES Act appropriated $30.75 billion in education funding for states to prevent, prepare for, and respond to COVID-19. The education funding, named the Education Stabilization Fund, is divided into separate streams.

10%

46%

Percentage of Education Stabilization Fund

44%

- Governor's Emergency Education Relief Fund
- Elementary and Secondary School Emergency Relief Fund
- Higher Education Emergency Relief Fund

Distribution of the $30.75 Billion Education Stabilization Funding

- Awards for a variety of activities to help prevent, prepare for, and respond to the devastating effects of COVID-19
- Governor's Emergency Education Relief Fund: **$3 Billion**
- Elementary and Secondary School Emergency Relief Fund: **$13.5 Billion**
- Higher Education Emergency Relief Fund: **$14.25 Billion**
- Education Stabilization Fund Discretionary Grants: **$3.075 Million**
  - $180 million for the Rethink K–12 Education Models Grants
  - $127.5 million for the Reimagining Workforce Preparation Grants.
  - **NOTE:** *This amount is comparatively small and does not appear on the pie chart*

The CARES Act, as it pertains to the Elementary and Secondary Education School Emergency Relief Fund, can be used to address educator talent as follows:[7]

- Professional learning for teachers to provide distance learning or virtual learning

- Expenses of setting up and using technology to recruit and hire staff

- Other activities necessary to maintain the operation of and continuity of LEA (school district) services and to continue to employ existing LEA staff

- Any activity authorized under the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), or Adult Education and Career and Technical Education (CTE) and Homeless Assistance[8]

How can SEAs prioritize CARES Act funding to target the teachers, students, and schools in most need?

SEAs should consider the following questions as they discuss investments in the teacher workforce. As noted previously, those schools hardest hit by the pandemic and the systemic inequities plaguing our nation are the schools that serve a disproportionate number of Black, Indigenous, and Latino students and students from low-income households. Equitable approaches to using CARES Act, and, ideally, HEROES Act funding when passed, will require close examination of data to ensure students in high-need schools have access to effective teachers.

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7 Most states have not yet been able to take advantage of education funding.

8 Any activity authorized under ESSA and IDEA can include talent management strategies that fall along the educator career continuum (e.g., Grow Your Own, loan forgiveness and incentives, teacher and leader residency programs, mentoring and induction, and teacher leadership).

Attract

- How can CARES Act funding be used to recruit teachers into the profession, particularly to recruit the type of teachers in highest demand and/or in the highest need schools?

- Could the funding be used to strengthen or initiate innovative EPP and/or alternative preparation programs so that career changers can more easily enter the profession?

- Could certified teachers, teaching assistants, substitute teachers, or paraeducators be recruited into the profession with incentives?

Prepare

- Is there a need to establish, increase, or strengthen teacher and leader residency programs to increase supply and to integrate skills needed for distance or blended learning models?

- Could district and institutes of higher education funding be merged to strengthen partnerships and leverage existing teacher candidates to provide tutoring or individualized support to address learning loss or to close achievement gaps?

Retain

- What professional learning will teachers need to effectively engage students within a distance or blended learning model?

- Which teachers should be retained if layoffs are inevitable?

- Can mentoring and induction models be expanded to provide mentorship to teachers who are new to or are struggling with distance learning?

- Could funding be used to extend the reach of highly effective teachers to teach multiple classrooms via a virtual learning environment, with extended support provided by paraprofessionals or other support personnel?

What probes listed on the previous page resonated with you and are applicable in your context? What are your teams' priorities for ensuring equitable access to effective teachers in high-need schools?

- _____
- _____
- _____
- _____
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- _____
- _____

Resources

- **GTL Center, Talent Development Framework:** "Beyond promoting a comprehensive, systemic approach to improving educator quality, the *Talent Development Framework* aids state and district leaders in proactively and purposefully addressing talent challenges per local context."

- **GTL Center, Talent Development Data Tool:** "This is an easy-to-use, Excel-based tool to visualize teacher workforce data across the full educator career continuum, including disaggregating teacher workforce data to identify teacher shortages by segments like subject area, school type, income level, geographic area, and race or ethnicity."

- **GTL Center Insights on COVID-19:** "Educators across the country are supporting students, parents and their communities with innovative practices and thoughtful solutions to the unprecedented COVID-19 crisis. The GTL Center team is supporting states, districts, and their educators in their momentous efforts by gathering and sharing practical resources around the following topics: Teaching through Distance Learning,

Distance Learning for Students with Disabilities, Distance Learning for English Language Learners, Distance Learning in Early Education, Supporting Teacher Well-Being, Supporting Student Well-Being, Communications, Virtual Talent Management, Virtual Professional Learning for Educators, COVID-19 Impacts on K–12 Policy."

- **CEEDAR Center & GTL Center, Selecting Career Changers with Real Potential for Teaching and Designing a Program to Meet Their Needs:** "For the recently unemployed, teaching may become a more desirable occupational option. Most states offer alternative route preparation programs to attract career changers into teaching. Such programs now offer real promise as a means of addressing teacher shortages, and programs may now need to be more selective than ever before. As more career changers seek careers in teaching, the pool is larger, and programs may be able to recruit more capable candidates." This brief summarizes consideration for candidate selection and program design.

- **CEEDAR Center, AACTE, & GTL, Addressing Shortages of Educators in an Uncertain COVID-19 Landscape: Viewing Teacher Candidates as Assets:** "Teacher candidates should be considered an asset in school buildings and may help to alleviate potential and ongoing teacher shortages in many content areas. With adequate EPP supervision, teacher candidates can augment veteran teachers' efforts while successfully honing their own professional practices. Moreover, they may help to address shortages that may occur due to efforts to reduce classroom and school building density. Instead of delaying partnerships, districts, in concert with EPPs, have an opportunity to reimagine and innovate how field experiences are best organized and delivered to address student needs and improve teacher preparation during a time of disruption and challenge." This brief offers examples of ways that teacher candidates can serve as assets in their field placements, both in person and virtually, and what EPPs must do to ready them for these expanded responsibilities.

- **AACTE Responds to COVID-19:** "To better understand and assist members as they respond to the coronavirus pandemic, AACTE invited all chief institutional representatives to complete a short online survey in early April. Nearly 200 members responded, yielding valuable insights about how the pandemic is affecting educator preparation now and the concerns that leaders anticipate as they look ahead to the 2020–21 academic year."

- **AACTE State Policy Tracking Map: State Actions to Support EPPs and Teacher Candidates:** "This interactive map is designed to highlight and present changes to policies and practices in four categories: (1) initial licensure and certification, (2) clinical experiences, (3) hiring and induction, and (4) state standards and other program requirements. The information presented in this map was gathered from primary data sources, including policy guidance issued by state education agencies and state boards of education, as well as Executive Orders issued by state governors."

- **Council of Chief State School Officers (CCSSO):** "The Council of Chief State School Officers (CCSSO) is closely monitoring developments and supporting states in their preparedness and response efforts."

- **Learning in the Time of COVID-19, Learning Policy Institute:** "This blog series explores evidence-based and equity-focused strategies and investments to address the current crisis and build long-term systems capacity."

- **Deans for Impact, Three recommendations for educator-preparation policy and COVID-19 Teacher Preparation Policy Database:** "Uncertainty created by the COVID-19 pandemic is affecting how we prepare future teachers. States are responding to immediate challenges, and the Deans for Impact COVID-19 policy database provides a summary of what's taking place in the short-term. But looking out into the future, we see three critical policy questions related to teacher preparation that states should begin to plan for now."

- **Education Commission of the States:** "We include information pertaining to the coronavirus pandemic and its effects on education. Because the situation is changing daily, this information should not be considered all-inclusive; rather, it is a snapshot of what we know at the time of this posting. As more information becomes available, Education Commission of the States will add to this page with relevant education policy information."

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