

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

**Teaching and the Teacher Workforce amid the Struggles of COVID-19 and for
Racial Justice**

June 1-2, 2021

[VIEW WORKSHOP HERE](#)

Workshop Goals:

1. Acquaint participants with the conclusions, recommendations, and research priorities from previous NASEM reports, [*Changing Expectations for the K-12 Teacher Workforce: Policies, Preservice Education, Professional Development, and the Workplace*](#) and [*Reopening K-12 Schools During the COVID-19 Pandemic: Prioritizing Health, Equity, and Communities*](#).
2. Share new research conducted during the pandemic, with respect to:
 - a. Teachers' own experience of teaching during the pandemic
 - b. The impact of the pandemic on programs of preservice teacher education, induction, and professional development
 - c. The impact of the pandemic on school and district leaders, including their ability to support and retain teachers
 - d. State and local responses to the pandemic that affected the teaching profession
 - e. Other research with implications for teaching, learning, schooling, and the teaching profession
3. Provide a forum for considering how the events of the last year may alter conclusions, recommendations, and research priorities regarding teaching and the teacher workforce.
4. Explore the intersection of the pandemic, existing inequities, and the movement for racial justice with respect to the future of teaching, learning, schooling, and the teaching profession.
5. Consider the potential for "re-imagining" or "re-inventing" education.

DAY ONE – June 1, 2021

11:00 am – 4:45 pm ET

8:00 am – 1:45 pm PT

11:00 am **Introduction to the workshop**
Speaker: Judith Warren Little

11:10 am **Session 1: Seizing this moment: re-imagining teaching, learning, schooling, and the teacher workforce**
Introduction: Keisha Scarlett
Moderator: Judith Warren Little

Preface: The January 2020 report laid out recommended priorities for the future, but did not anticipate the subsequent tumultuous developments of that year. Like other crises, those of 2020 present opportunities to deepen our understanding of our society and to envision new opportunities.

Organizing question: In light of the last year's developments, how might we re-imagine our expectations and aspirations for teachers, teaching, and schooling in ways that may not have been envisioned in the Changing Expectations report?

Keynote Speaker:

- Gloria Ladson-Billings, University of Wisconsin, Madison

12:10 pm BREAK

12:30 pm Session 2: Being a teacher: the experience of the last year
Moderator: Huriya Jabbar

Preface: The 2020 report began with a discussion of changing expectations for teachers and teaching, concentrating on the growing emphasis on “deeper learning.” In light of this report, and in light of what Gloria Ladson-Billings urges for the future, what should we know about the experience of teachers in the last year?

Aspects of teaching might include: what it took to pivot to remote teaching and then try to return to in-person teaching in the fall; the nature of the teaching workday; approaches to curriculum and instruction (adaptations, compromises, and innovations); the teacher-student and teacher-family relationship; and the overall sense of what it means to be a teacher.

Organizing question: What have we learned about the experience of being a teacher during the past year in the context of a pandemic and a rising movement for equity and social justice? How have those experiences varied by context and groups of teachers: elementary and secondary; urban, suburban, rural; teachers of color; etc.?

Organizing question: What new expectations and aspirations for teaching have students, teachers, and school leaders developed during this period?

Research Panel

Confirmed Speakers:

- Matt Kraft, Brown University
- Lora Bartlett, University of California, Santa Cruz
- Travis Bristol, University of California, Berkeley

Practitioners

- Jena Nelson, Deer Creek Middle School, Edmond, Oklahoma
- Alexis Miller, Southridge Elementary, Lewisville, Texas

2:00 pm BREAK

2:30 pm Session 3: The teacher workforce
Moderator: Jason Grissom

Preface: The 2020 reports provided a characterization of the teacher workforce and what we know about teacher labor markets.

Organizing question: What have we learned so far about the likely consequences of the past year for the teacher workforce: entry into teaching; the composition and distribution of the workforce; teacher retention?

Organizing question: What have we learned and what do we need to know about diversifying the teacher workforce?

Confirmed Speakers:

- Dan Goldhaber, University of Washington, CALDER
- Mary Sandy, California Commission on Teacher Credentialing
- Keffrelyn D. Brown, University of Texas at Austin
- Linda Darling-Hammond, Learning Policy Institute

4:00 pm “Reflections on Day One” conversation with Gloria Ladson-Billings

4:30 pm Closing Remarks (Preview of Day Two)

4:45 pm Adjourn

DAY TWO – June 2, 2021
11:00 am – 4:30pm ET
8:00 am – 1:30 pm PT

11:00 am **Introduction to Day Two of the workshop**
Speaker: Judith Warren Little

11:10 a.m. **Session 4: The role of preservice teacher education in recruiting and preparing new teachers**
Moderator: Susan Gomez-Zwiep

Preface: The 2020 report devoted one full chapter to the role of preservice teacher education in preparing and supporting teachers to meet new expectations for teaching and learning.

Organizing question: To what extent and in what ways have teacher education programs responded to or been affected by the events of the past year?

Organizing question: What do we know about the capacity of teacher education programs to recruit a diverse pool of prospective teachers, to prepare teachers to work with a diverse student population, and to equip teachers to work for equity and social justice?

Confirmed Speakers:

- Suzanne Wilson, University of Connecticut
- Lynn Gangone, American Association of Colleges for Teacher Education
- Thomas Philip, University of California, Berkeley

12:30 pm **BREAK**

1:00 p.m. **Session 5: Supporting practicing teachers: Professional development and workplace supports**
Moderator: John Papay

Preface: The 2020 report devoted two chapters to professional development and workplace supports for practicing teachers.

Organizing question: In what ways have professional development and other supports for teachers and teaching emerged or changed as a response to the last year? (for example, the emergence of new networks, new sources of PD, enhanced role of intermediary organizations, the role of local leaders, etc.)

Organizing question: How has the growing movement for equity and social justice been taken up among teachers, school and district leaders, and professional development providers?

Confirmed Speakers:

- Hilda Borko, Stanford University

- Ellen Ebert, Washington Office of Superintendent of Public Instruction
- Guthrie Fleischman, Juan Crespi Middle School, El Sobrante, California
- Marcy Garza Davis, John F. Kennedy Elementary School, Corpus Christi, Texas

2:15 pm BREAK

2:30 pm Session 6: Policy and leadership responses and initiatives
Moderator: Tiffany Neill

Organizing question: How have state and local policy actions over the past year — in the context of the pandemic and the movement for anti-racism and social justice — been directed to the teacher workforce and the work of teaching?

Organizing question: Going forward, what is the potential for state and local policy to shape the composition of the teacher workforce and the work of teaching?

Confirmed Speakers:

- Stephen Pruitt, Southern Regional Education Board
- Marla Ucelli-Kashap, American Federation of Teachers
- Maria Hyler, Learning Policy Institute
- Deborah Gist, Tulsa Public Schools, Tulsa, Oklahoma

3:45 pm Reflection Session with the Planning Committee

Organizing questions: In light of the various discussions held throughout the workshop, how do we act now? What would you challenge educators, leaders, and policy makers to do?

4:10 pm Closing Remarks
Speaker: Judith Warren Little

4:30 pm Adjourn