

# **COVID-19 and the K-12 Teacher Workforce: A Workshop**

## **Committee**

### **Judith W. Little**

#### **Chair**

JUDITH WARREN LITTLE (CHAIR) is professor of the Graduate School and Carol Liu Professor of Education Policy, emerita, at the University of California, Berkeley. Professor Little's research focuses on teachers' work and careers, the organizational and policy contexts of teaching, and teachers' professional development. She is an elected member of the National Academy of Education and an elected Fellow of the American Educational Research Association. From 2018-2020, she served as a member of the Committee on Understanding the Changing Structure of the K-12 Teacher Workforce. Previously, she served as a reviewer of the National Academies report Educator Capacity Building in K-12 Engineering Education, and as a member of the Consensus Committee on Strengthening Science Education through a Teacher Learning Continuum. She received her Ph.D. in sociology from the University of Colorado in 1978.

### **Susan Gomez-Zwiep**

#### **Member**

SUSAN GOMEZ ZWIEP is a senior science educator at BSCS Science Learning. She began her career in science education as a middle school science teacher in Los Angeles, where she spent over 12 years working with English learners in urban schools. From 2005-2020, Dr. Gomez Zwiep served as faculty in the Science Education Department at California State University, Long Beach where she lead research projects in the areas of secondary teacher preparation and teacher professional development. In 2011, she shared the Innovations in Teaching Science Teachers award from the Association of Science Teacher Education for her joint conference presentation "What about those left behind? A template for developing quality science lessons for English language learners". Dr. Gomez Zwiep holds a B.A. in integrated biology from the University of California, Berkeley, an M.A. in education from Whittier College, and a Ph.D. in science education from the University of Southern California.

## **Jason Grissom**

### **Member**

JASON A. GRISSOM is Patricia and Rodes Hart Professor of Public Policy and Education at Peabody College, Vanderbilt University, where he also serves as faculty director of the Tennessee Education Research Alliance. His primary areas of research are school leadership and educator labor market issues, including how educators (both teachers and leaders) are hired, assigned, and retained. His research on teacher retention, in particular, has been published in such outlets as American Educational Research Journal, Educational Evaluation and Policy Analysis, Journal of Human Resources, Journal of Policy Analysis and Management, and Teachers College Record. Previously, Dr. Grissom served on the NASEM Committee on Understanding the Changing Structure of the K-12 Teacher Workforce. He holds a Ph.D. in political economics (2007) and an M.A. in education (2005), both from Stanford University.

## **Huriva Jabbar**

### **Member**

HURIYA JABBAR is an associate professor in the Educational Policy and Planning Program in the Department of Educational Leadership and Policy at the University of Texas at Austin. Her research examines the social and political dimensions of market-based reforms and privatization in education. She is currently studying teacher job choices, recruitment, and retention in cities with high concentrations of charter schools; teacher turnover and its relationship to school-improvement efforts; and teachers' experiences during COVID-19 across different school types. She received a B.A. in economics from the University of California at Santa Cruz, an M.A. in economics from the New School for Social Research, and Ph.D in education policy, organization, measurement, & evaluation from the University of California, Berkeley.

## **Tiffany Neill**

### **Member**

TIFFANY NEILL is the deputy superintendent of curriculum and instruction for the Oklahoma State Department of Education. In addition, she is an active advisory board member for Carnegie's OpenSciEd Project and EdReports for Science and a member of the CALDER Policymakers Council. Ms. Neill also serves as Co-PI for Advancing Coherent and Equitable Systems of Science Education (ACESSE), a National Science Foundation-funded grant. Prior to her current role, Ms. Neill served as the Executive Director of Curriculum and Instruction for three years and as the Director of Science and Engineering Education for five years at the Oklahoma State Department of Education. She began her career in education as a middle and high school teacher. She also served as president of the Council of State Science Supervisors and several other leaderships and service roles committed to fostering excellence in science education in Oklahoma and across the nation. She is currently a doctoral candidate at the University of Oklahoma, seeking a degree in instructional leadership and academic curriculum in science education.

## **John P. Papay**

### **Member**

JOHN P. PAPAY is associate professor of education and economics at Brown University and directs the Center for the Study of Educators at the Annenberg Institute at Brown. His research focuses on teacher policy and teacher development, including teacher instructional improvement and professional learning in the in-service and pre-service settings. His experience includes conducting large-scale randomized trials, quasi-experimental analyses of secondary data, and analyses of both survey data and qualitative data from case studies and interviews. His recent work has focused on building robust research practice partnerships to engage practitioners in conducting research to inform policy and practice. He is a member of the Steering Committee for the National Academy of Education's Evaluating and Improving Teacher Preparation Project. He earned his doctorate in quantitative policy analysis in education from the Harvard Graduate School of Education.

## **Keisha Scarlett**

### **Member**

KEISHA SCARLETT is chief academic officer for Seattle Public Schools and formerly served as Chief of Equity, Partnerships and Engagement. Dr. Scarlett's vast educational leadership experiences range from her early career in the STEM to middle school teacher, principal, and numerous central office leadership positions. Dr. Scarlett has dedicated her career to advocate for both academic opportunities and environments which tap into the inherent brilliance of students, particularly students furthest from educational justice. In 2014, Dr. Scarlett was named Washington State Middle Level Principal of the Year. She was also recipient of University Council for Educational Administrator (UCEA) Excellence in Educational Leadership Award in 2013. Dr. Scarlett recently served on a committee for the National Academies of Science, Engineering and Medicine (NASEM) and co-authored their report Reopening K-12 Schools During the COVID-19 Pandemic: Prioritizing Health, Equity, and Communities released July 2020. Dr. Scarlett was recently invited by the Rockefeller Foundation to support their efforts to formalize and endorse a set of concrete recommendations to support the safe reopening of K-12 schools across the country for the new Biden-Harris administration. She earned her Ed.D. in educational leadership from the University of Washington.

## **Erica O. Turner**

### **Member**

ERICA O. TURNER is an associate professor in the Department of Educational Policy Studies at the University of Wisconsin-Madison. Her research examines racism and inequity—and efforts to challenge those—in education policy and practice. She is an interdisciplinary scholar who uses a sociocultural and critical race theories to understanding education policymaking and politics, and the consequences of educational inequity for students, families, communities, schools, and policymakers. She has authored a guide for taking action for equity in schooling during the pandemic and has recently launched studies on the debates about school (re)opening in New York City and on educational support for families of color during the pandemic. Dr. Turner's book, *Suddenly Diverse: How School Districts Manage Race and Inequality*, was published in 2020 with the University of Chicago Press. Her work can also be found in the *American Educational Research Journal*; *Educational Researcher*; *Journal of Education Policy*; *Race, Ethnicity and Education*; and *Urban Education*. Her scholarship has been supported by grants from the University of Wisconsin, the Spencer Foundation, the State Farm Companies Foundation, the Andrew W. Mellon Foundation, and National Academy of Education/Spencer Postdoctoral Fellowship Program. Dr. Turner was a middle school teacher before earning her M.A. (2008) and Ph.D. (2011), both in education, at the University of California, Berkeley.

## **Leticia G. Green**

### **Staff Officer**