



Investing in Educators: How Massachusetts Can Support Teachers Through the Pandemic and Beyond

Holyoke, MA – Thursday, June 9th, 2022

We will observe a moment of silence and reflection for the innocent lives lost in Uvalde, TX, and across the country, to gun violence.

Welcome

Paul Belsito

Executive Director, The Irene E. and George A.
Davis Foundation

CoE Report

Dr. Chad d'Entremont

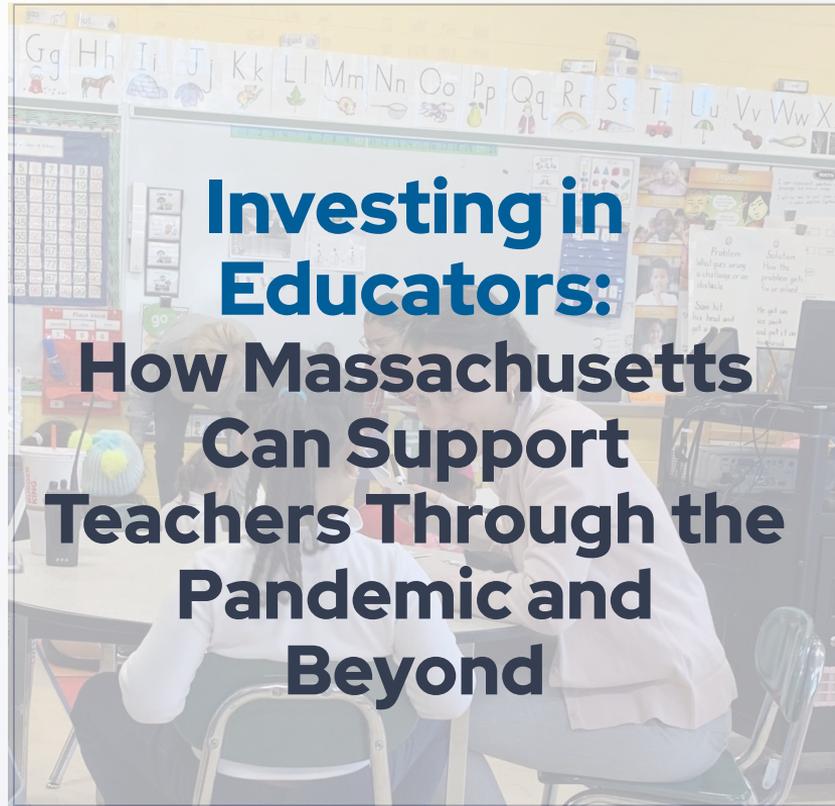
Executive Director, Rennie Center for Education
Research & Policy

The Project

The Condition of Education in the Commonwealth project is one way the Rennie Center fulfills its mission of producing non-partisan, high-quality, independent research that promotes improvement in public education for all Massachusetts children.

Components of the Condition of Education:

- **Data Dashboard**
- **Action Guide**
- **Release Event**



How can the education system support teachers to meet the academic and social-emotional needs of students now and help strengthen their craft for the future?

Thank You

Rennie Center Supporters

- COE Advisory Committee
- COE Teacher Advisory Committee
- Rennie Center Board
- Irene E. & George A. Davis Foundation
- Massachusetts Business Alliance for Education
- Springfield Business Leaders for Education
- Springfield Regional Chamber
- Pioneer Valley Planning Commission
- Greater Holyoke Chamber of Commerce
- Western MA Economic Development Council

2022 Program Exemplars

- Amherst-Pelham Regional Middle School
- Revere Colleague to Colleague
- Boston Public Schools Telescope Network
- Great Schools Partnership
- Five District Partnership
- Lawrence CommunityWorks and Lawrence Working Families Initiative
- Project Coach
- Sposato Graduate School of Education



Please tweet during our event using the hashtag

#COEWMA2022

CoE Report

Sophie Zamarripa

Senior Associate, Rennie Center for Education
Research & Policy

Recent data from early childhood through higher education has shown a continuation of trends seen year-over-year.

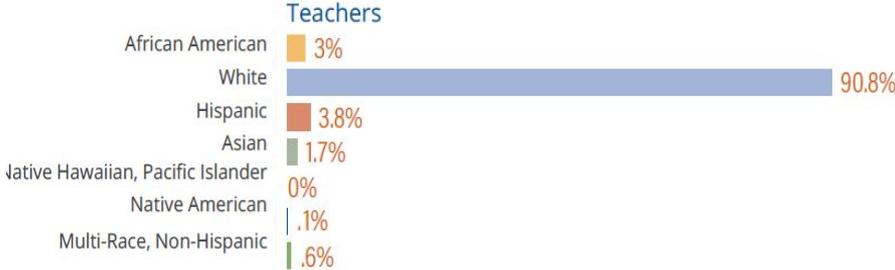
Subsidized High-Quality Early Education Enrollment



Massachusetts Department of Early Education and Care: data provided by staff

Since 2015, the percentage of children aged 0 to 5 eligible for financial assistance and enrolled in a high-quality early education program has slightly decreased to 63%.

Teacher Diversity Differential



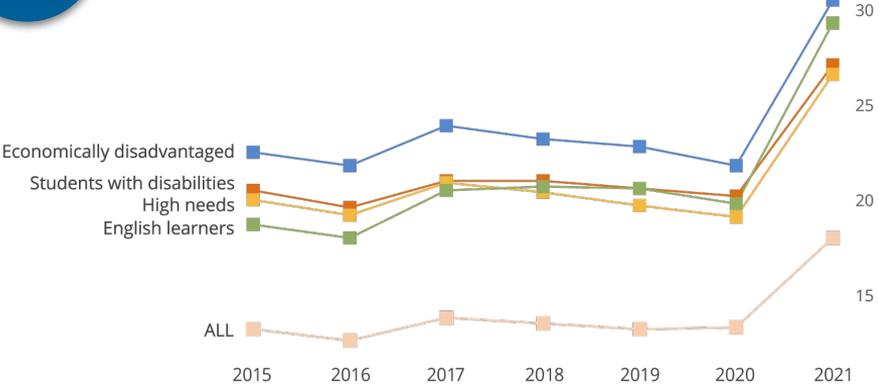
In SY21-22, 90.8% of all MA teachers identified as White, while only 55.7% of students identify in the same way.

Meanwhile, other indicators point to the impact of the COVID-19 pandemic.



Chronic Absenteeism Rate

By Special Population, 2015-2021



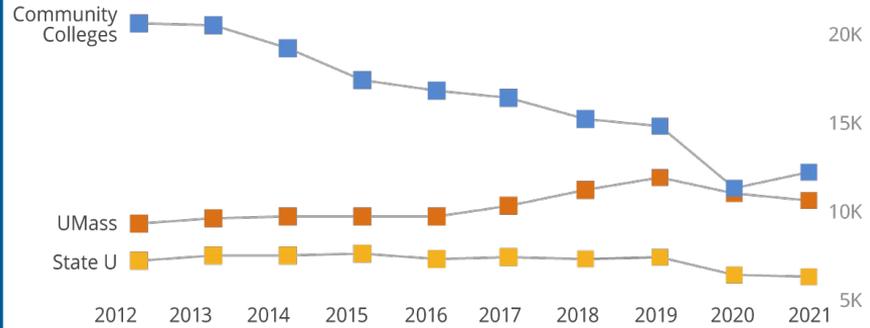
Massachusetts Department of Elementary and Secondary Education: *Student Attendance Report*

In 2021, the chronic absenteeism rate spiked for all students, from 13% to 17.7%. Within this spike, almost 1 in 3 English Learners were chronically absent.



Enrollment in MA Public Colleges & Universities

By Institution Type, First-Time Degree-Seeking Candidates, 2012-2021



Massachusetts Department of Higher Education: *2021 Early Enrollment Report for MA Public Colleges & Universities*

Enrollment among first-time community college students grew 8% over the past year, while UMass and state university enrollment decreased by 3.5% and 2.9%, respectively.

Within each phase below, COE 2022 examines strategies for supporting educators to be trauma-sensitive, culturally responsive, and innovative.



Educators need working conditions that foster a culture of support and focus on a core set of strategies.

Immediate Supports

- Prioritize and strengthen **trauma-sensitive** approaches to learning that acknowledge and attend to the turmoil experienced by students and staff.
- Continue to cultivate schools and classrooms that are welcoming, inclusive, and **culturally responsive** where all students feel a sense of belonging and purpose.
- Remain flexible and willing to pursue **innovative** solutions to unexpected challenges.

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Program Spotlight: Revere Colleague to Colleague



*“I like this model because it seems to reframe professional learning as adult care and support, rather than evaluating and observing the classroom.” –
Teacher Advisory Committee*

Creating continuous experiences that engage educators in critical thinking around their practice is of great importance.



Program Spotlight: Great Schools Partnership



"I love that the PLG (Professional Learning Group) time works during the school day. Ninety minutes of uninterrupted time is critical to build community among colleagues. – Teacher Advisory Committee"



#COEWMA2022

Ongoing Supports

- Without opportunities to explore gap areas in educators' practice, the greatest challenges facing students, teachers, and families may not be adequately addressed.
- Continuous support should be developed in conversation with teachers in order to tailor an experience that meets the needs they see in their classrooms as well as their own social-emotional and learning needs.
- These experiences should be particularly focused on becoming more **trauma-sensitive**, **culturally responsive**, and **innovative**.

Providing multiple entry points for future educators of all backgrounds and supporting the development of key skills can strengthen the pipeline.

Building a Pipeline

- In order to diversify the workforce, multiple pathways beyond traditional preparation programs must exist and provide opportunities to learn *and* earn a license.
- Teacher preparation programs must adapt to ensure aspiring educators enter changing classroom environments empowered, emboldened, and able to be effective.



"We need more supportive community members that reflect our students to work in the schools. We are desperate to get people in the door." – Teacher Advisory Committee

Remarks

Edward Lambert

Executive Director, Massachusetts Business
Alliance for Education

Panel Discussion

Chad d'Entremont

Executive Director, Rennie Center
for Education Research & Policy

- **William Cameron** | Chair, Pittsfield School Committee
- **Matthew Deninger** | Chief Strategy and Research Officer, Massachusetts Department of Elementary and Secondary Education
- **Graeham Dodd** | Director, Education Initiative at Smith College
- **Pema Latshang** | Founding Executive Director, Teach Western Mass

Business Respondent

Tricia Canavan

Chief Executive Officer, Tech Foundry

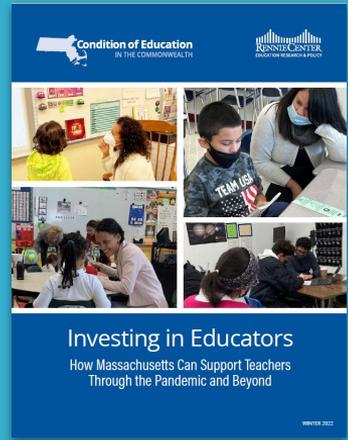
Wrapping Up

Dr. Chad d'Entremont

Executive Director, Rennie Center for Education
Research & Policy



Thank You!



 @therennicenter

 rennicenter.org/condition-education

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