TEACHER
EDUCATION
LEARNING
COLLABORATIVE

TELC and WACTE

What We've Learned and Next Steps

TELC co-directors:

Dan Goldhaber

Director, Center for Education Data and Research (CEDR)

Director, Center for the Analysis of Longitudinal Data in Education Research (CALDER)

John Krieg

Director of Institutional Research, Western Washington University

Roddy Theobald

Deputy Director, Center for the Analysis of Longitudinal Data in Education Research (CALDER)

(FOR MORE INFORMATION, SEE: WWW.TELC.US)

TELC Mission and History

- The mission of the Teacher Education Learning Collaborative (TELC) is to use new kinds of data to build knowledge and capacity for both TEPs and K-12 systems to help make better policy/practice decisions
  - Exploring connections between student teaching and later student and teacher outcomes, using TELC and K-12 data
  - Leveraging the state's investment in cross-sectional data to better understand the full teacher development pipeline
- This is a **different initiative** than ERDC's Educator Preparation Program Data Collection
  - We have worked with a subset of five programs (CWU, PLU, UW Bothell, UW Seattle, and WWU) since 2010
  - Ten additional programs agreed to provide data starting in 2015 with one new program (Yakima Valley College) joining in 2021
  - **Please reach out if you are interested in joining TELC!**

TELC Overview (www.telc.us)

TEACHER EDUCATION PROGRAMS

Tariq Akmal 5**, *Washington State University*
Kim Bartel 2**, *Central Washington University*
Scott Calahan 2**, *Central Washington University*
Vivien Chen 5**, *Education Research Data Center*
Gail Coulter 4*, *Western Washington University*
Jenny Dechaine 1PI, *Central Washington University*
Glenna Gallo 4*, *Office of the Superintendent of Public Instruction*
Edward Geary 5*, *Western Washington University*
Dan Goldhaber D, *University of Washington, American Institutes for Research*
Kristian Holden, 4** *American Institutes for Research*
Heidi Henschel Pellet 5*, *Central Washington University*
John Krieg D, *Western Washington University*
Bruce Larson 5**, Western Washington University
Kari Lewinsohn 4*, *Olympia School District*
Val Lynch 4**, *Puget Sound Educational School District*
Laura Matson 4*, *Puget Sound Educational School District*
Fran McCarthy 4*, *Anacortes School District*
Amy Roth McDuffie 5PI, *Washington State University*
Darcy Miller 4**, *Washington State University*
Cap Peck 5*, *University of Washington Seattle*
Bill Rasplica 4**, *Franklin Pierce School District*
Allyson Rogan-Klyve 5*, *Central Washington University*
Ilene Schwartz 4*, *University of Washington Seattle*
Shannon Seidel 5*, *Pacific Lutheran University*
Patrick Sexton 5**, *University of Pennsylvania (formerly University of Washington)*
Dave Slavit 5PI, *Washington State University*
Marcy Stein 2**, 4**, *University of Washington Tacoma*
Elise St. John, 1**, *California Polytechnic State University*
Roddy Theobald D, *American Institutes for Research*
Janice Tornow 4*, *Office of the Superintendent of Public Instruction*
Kirk Walters, 6*, *WestEd*
Jan Weiss 5**, *Pacific Lutheran University*
Mark Windschitl 5*, 6*, *University of Washington Seattle*
Jim Wyckoff 5*, *University of Virginia*

TELC PROJECTS
1 = Gates The Teacher Pipeline in Washington State
2 = IES CTE Teachers for Students with Disabilities
3 = IES Cooperating Teacher Project
4 = IES Special Education Teacher Pipeline Project
5 = NSF Noyce Applicants Project
6 = NSF STEM Teacher pipeline

ROLE
D = TELC Directors
PI = Co-PI
** = Senior Personnel
* = Advisory Board

STATE AGENCY PARTNERS

PROJECT FUNDERS

TELC Academic Publications (so far…)

Economics of Education Review
Volume 43, December 2014, Pages 106-124

Knocking on the door to the teaching profession? Modeling the entry of prospective teachers into the workforce

Dan Goldhaber, John Krieg, Roddy Theobald

Educational Researcher

Student Teaching and the Geography of Teacher Shortages

Dan Goldhaber, John Krieg, and Roddy Theobald

Research Article
Educational Evaluation and Policy Analysis
March 2022, Vol. 44, No. 1, pp. 29–49

Disconnected Development? The Importance of Specific Human Capital in the Transition From Student Teaching to the Classroom

John M. Krieg
Western Washington University
Dan Goldhaber
University of Washington
Roddy Theobald
American Institutes for Research

PDK International

Restricted access | Review article | First published online November 30, 2015

Refueling the STEM and special education teacher pipelines

Dan Goldhaber, John Krieg, and Nate Brown

Volume 97, Issue 4

Education Finance & Policy

Making the Most of Student Teaching: The Importance of Mentors and Scope for Change

Labour Economics

Effective like me? Does having a more productive mentor improve the productivity of mentees?

Dan Goldhaber, John Krieg, Roddy Theobald

Educational Evaluation and Policy Analysis

A Foot in the Door: Exploring the Role of Student Teaching Assignments in Teachers' Initial Job Placements

Exceptional Children

The Special Education Teacher Pipeline: Teacher Preparation, Workforce Entry, and Retention

Evaluating Prospective Teachers: Testing the Predictive Validity of the edTPA

Dan Goldhaber, James Cowan, and Roddy Theobald

American Educational Research Journal

Does the Match Matter? Exploring Whether Student Teaching Experiences Affect Teacher Effectiveness

Journal of Teacher Education

Teacher Candidate Apprenticeships: Assessing the Who and Where of Student Teaching

Home > Journal of Education Human Resources > List of Issues > Vol. 39, No. 3

Volume 39 Issue 3, 2021, pp. 261-288

Research

How the Match Gets Made: Exploring Student Teacher Placements across Teacher Education Programs, Districts, and Schools

Elise St. John, PhD, Dan Goldhaber, PhD, John Krieg, PhD, Roddy Theobald, PhD

Exceptional Children

Special Education Teacher Preparation, Literacy Instructional Alignment, and Reading Achievement for Students With High-Incidence Disabilities

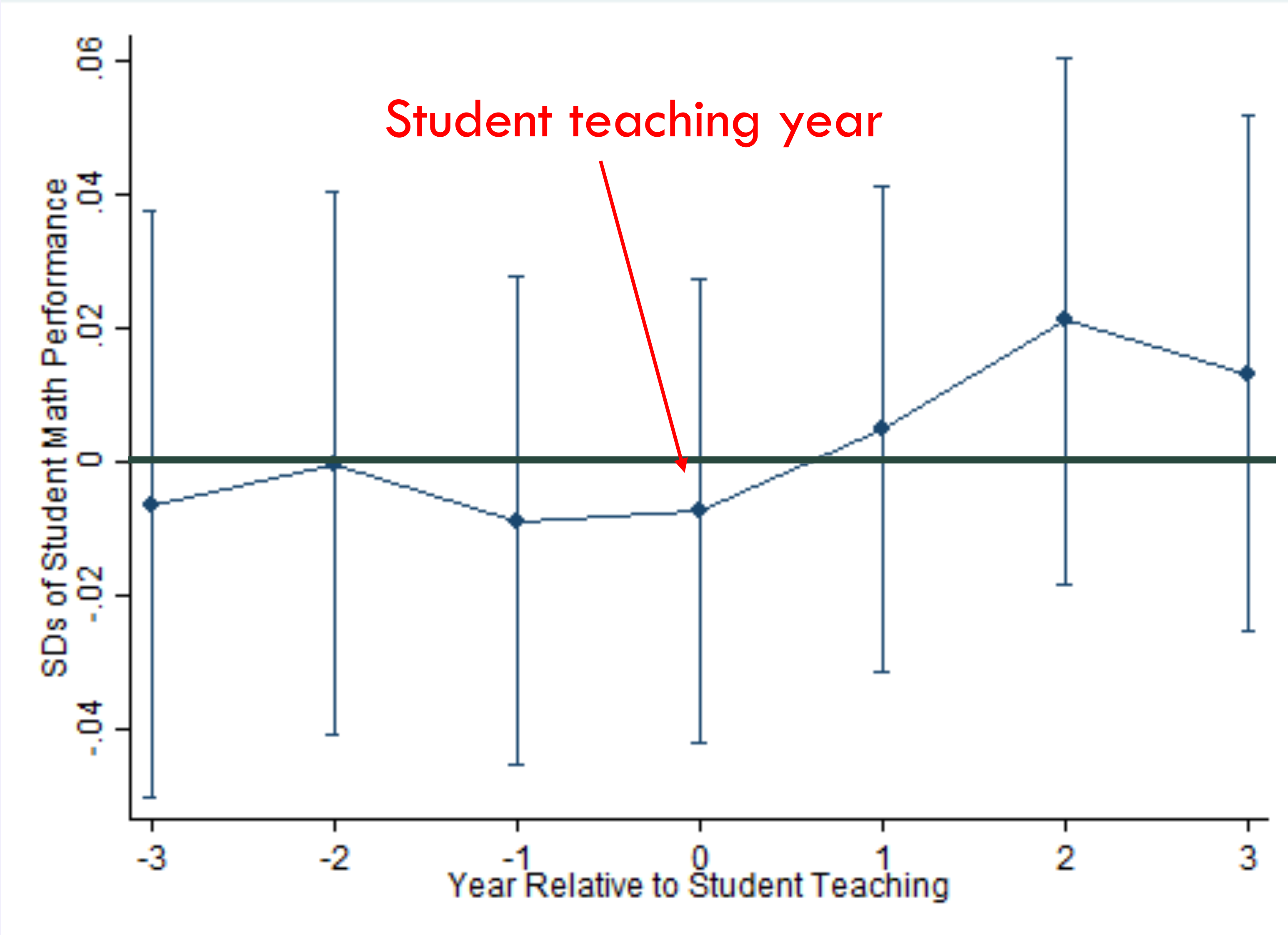
Educational Researcher

Lost to the System? A Descriptive Exploration of Teacher Candidates' Career Paths

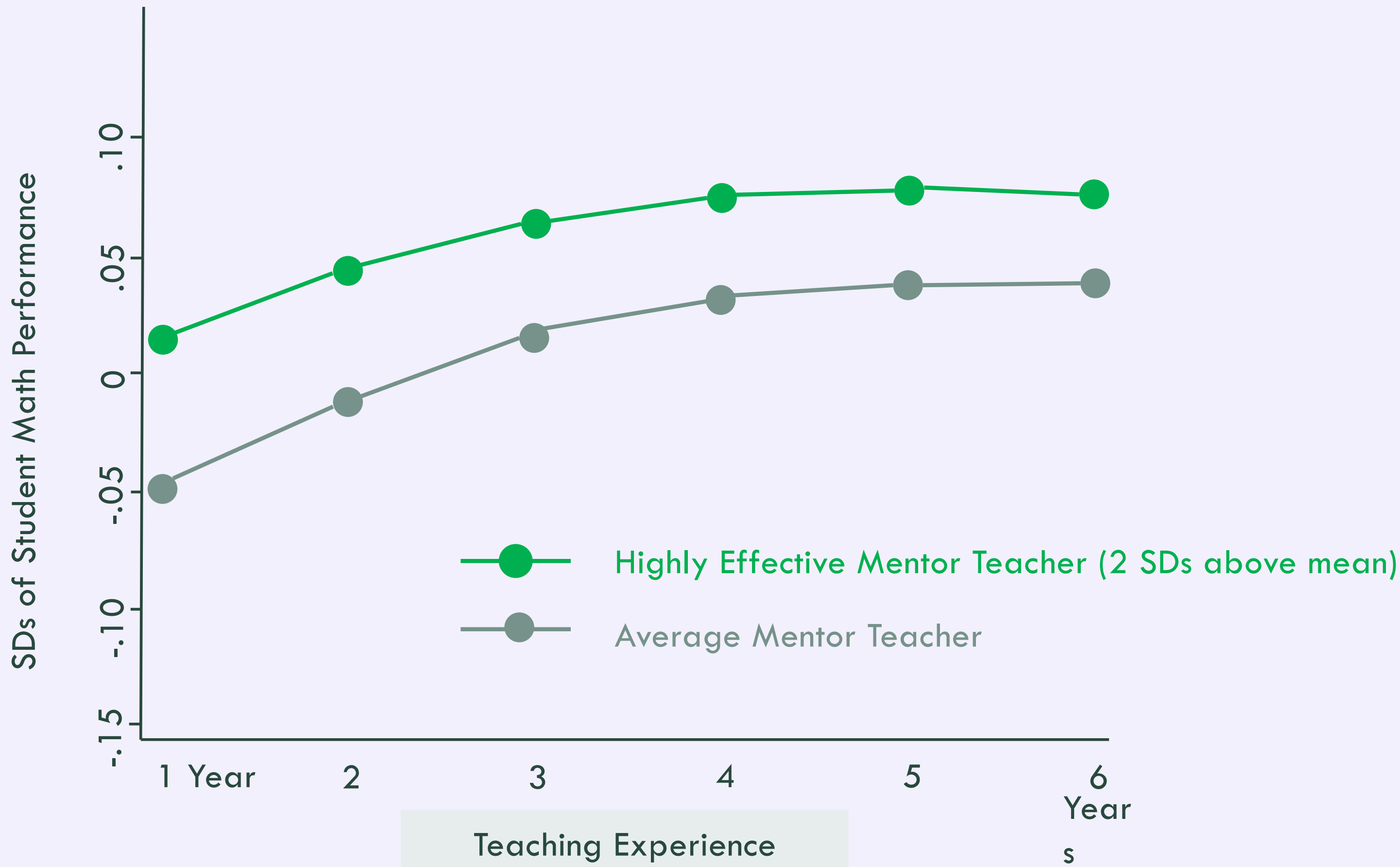
Some Takeaways from This Work

1. Hosting student teachers comes with little/no cost to student achievement in the classrooms they are placed in, in fact…
2. Teacher candidates who work with effective mentors are more effective once they enter the workforce
3. Alignment between a candidate’s student teaching classroom and their classroom in the workforce matters in a variety of ways
4. Student teaching placements can play a role in alleviating teacher shortages

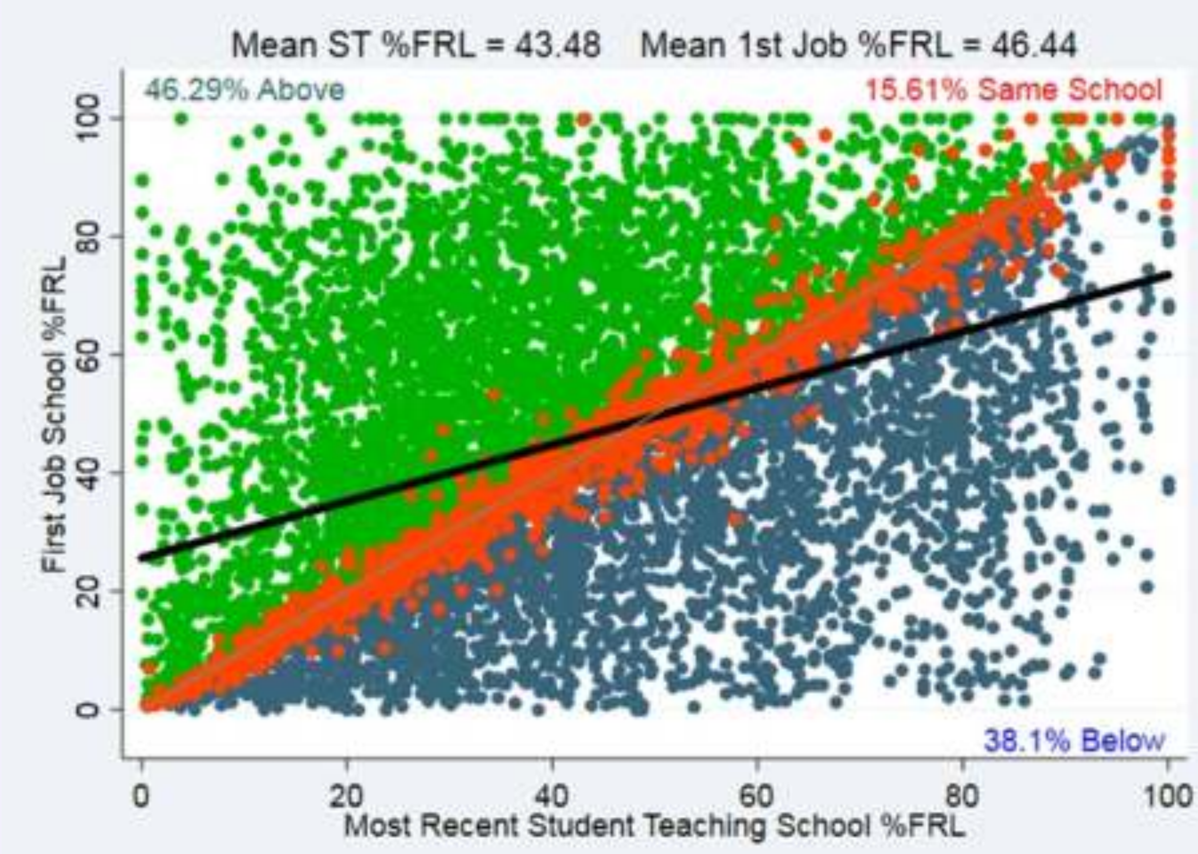
Impacts of Hosting Student Teacher



Returns to Teacher Experience (Math) and Cooperating Teacher Effectiveness

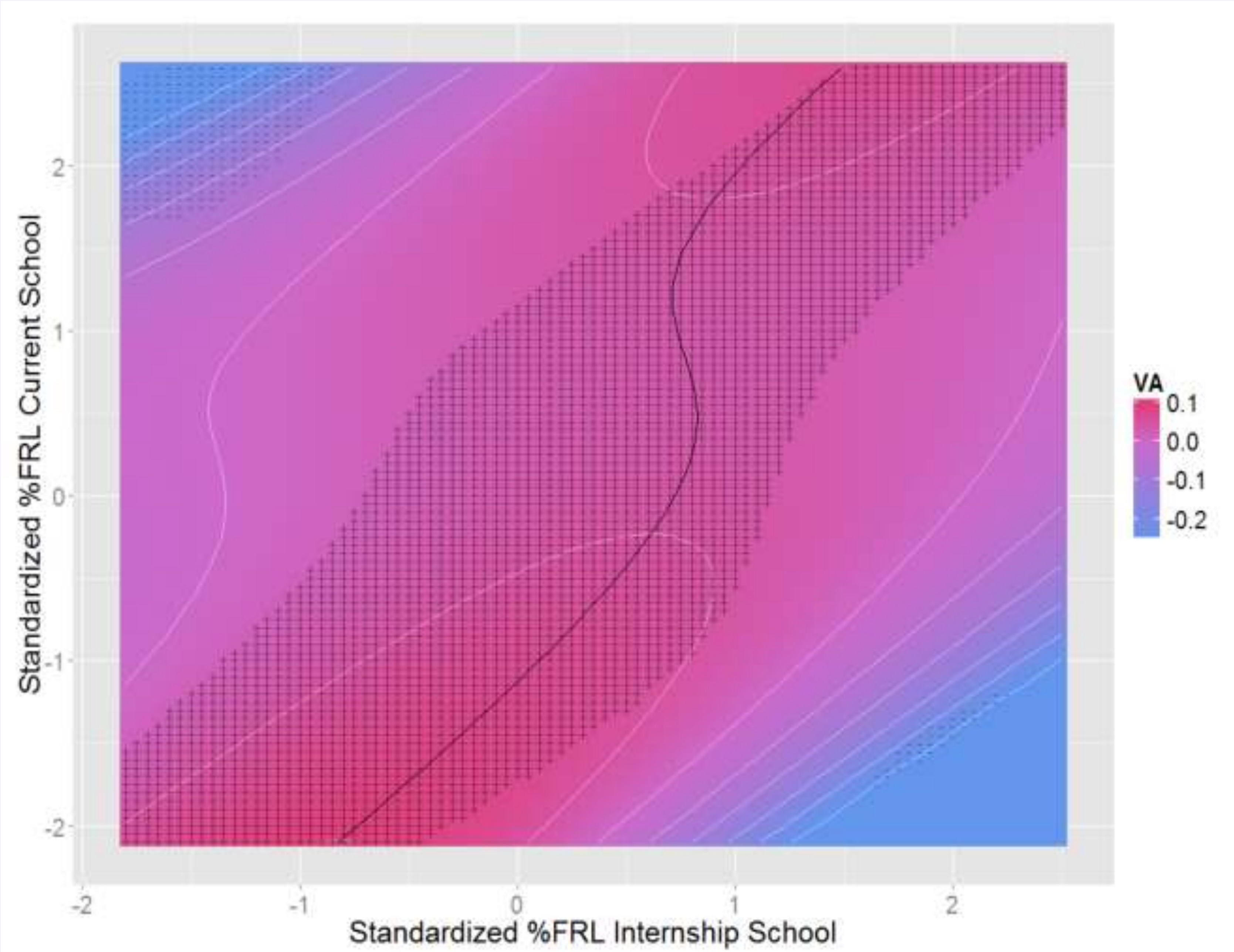


Student Teaching vs. 1st Teaching Job: School Demographics

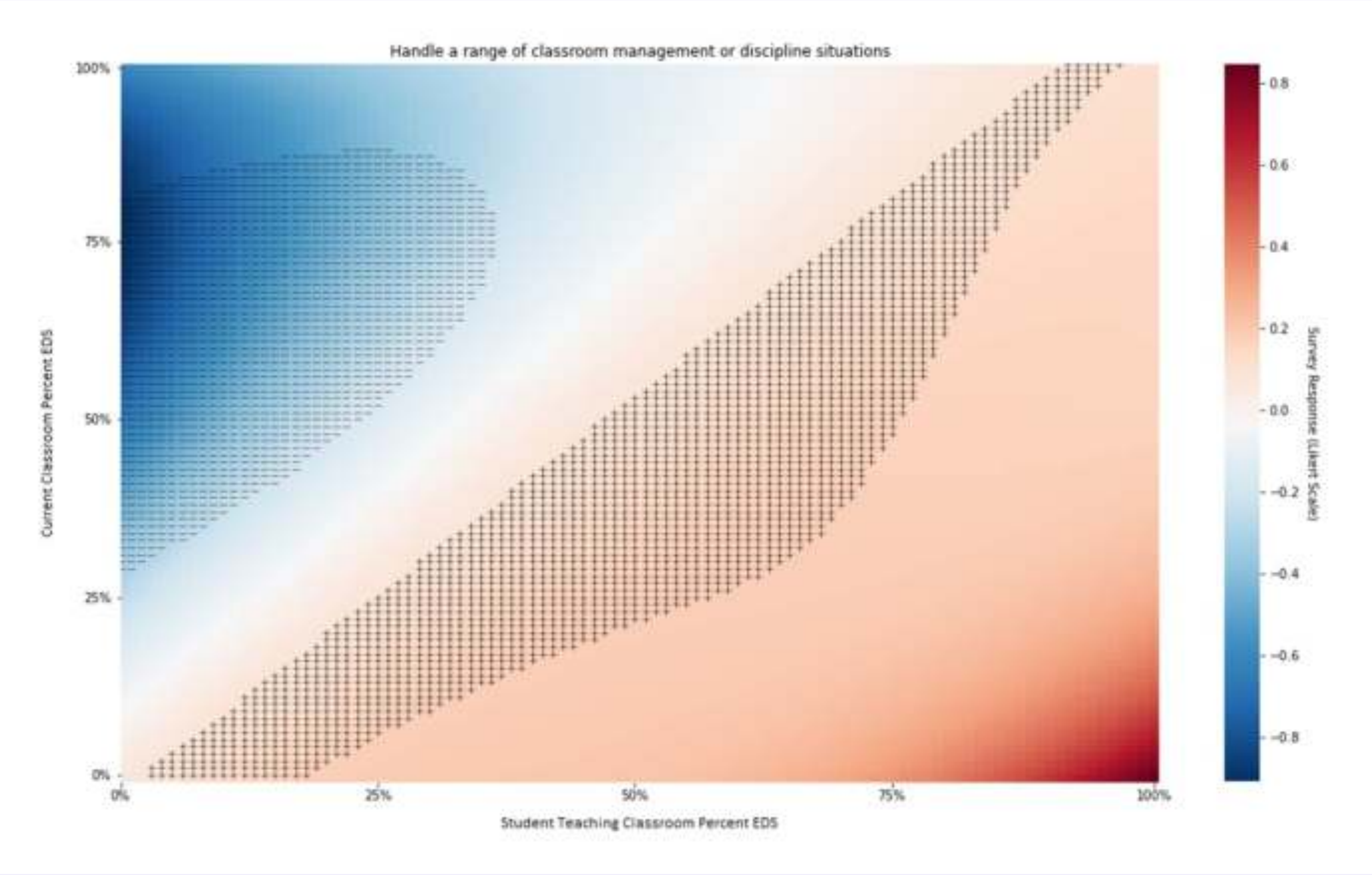


Source: Krieg, J., Goldhaber, D., & Theobald, R. (2021). Disconnected development: The importance of specific human capital in the transition from student teaching to the classroom. Educational Evaluation and Policy Analysis.

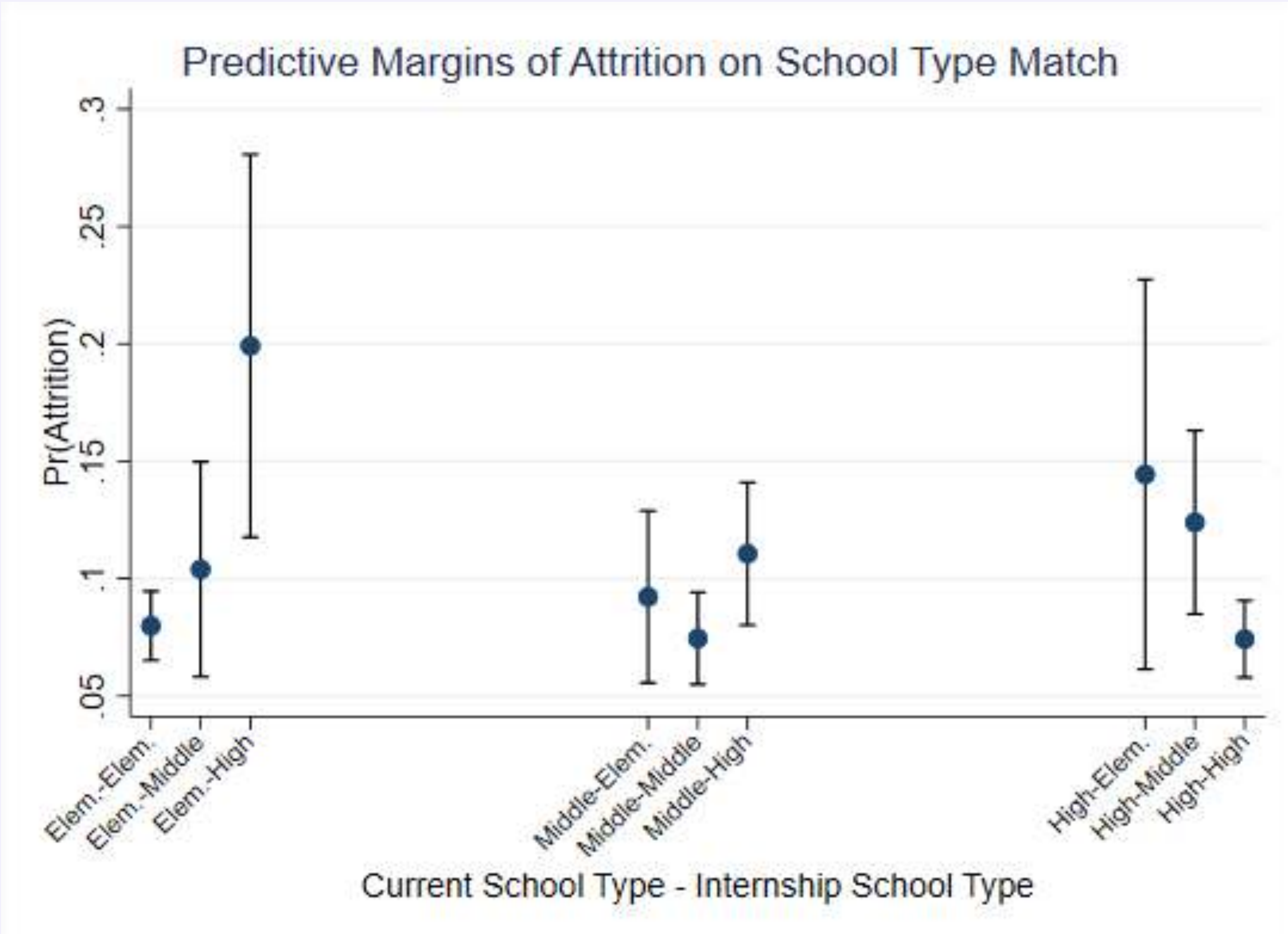
Alignment Matters for Effectiveness



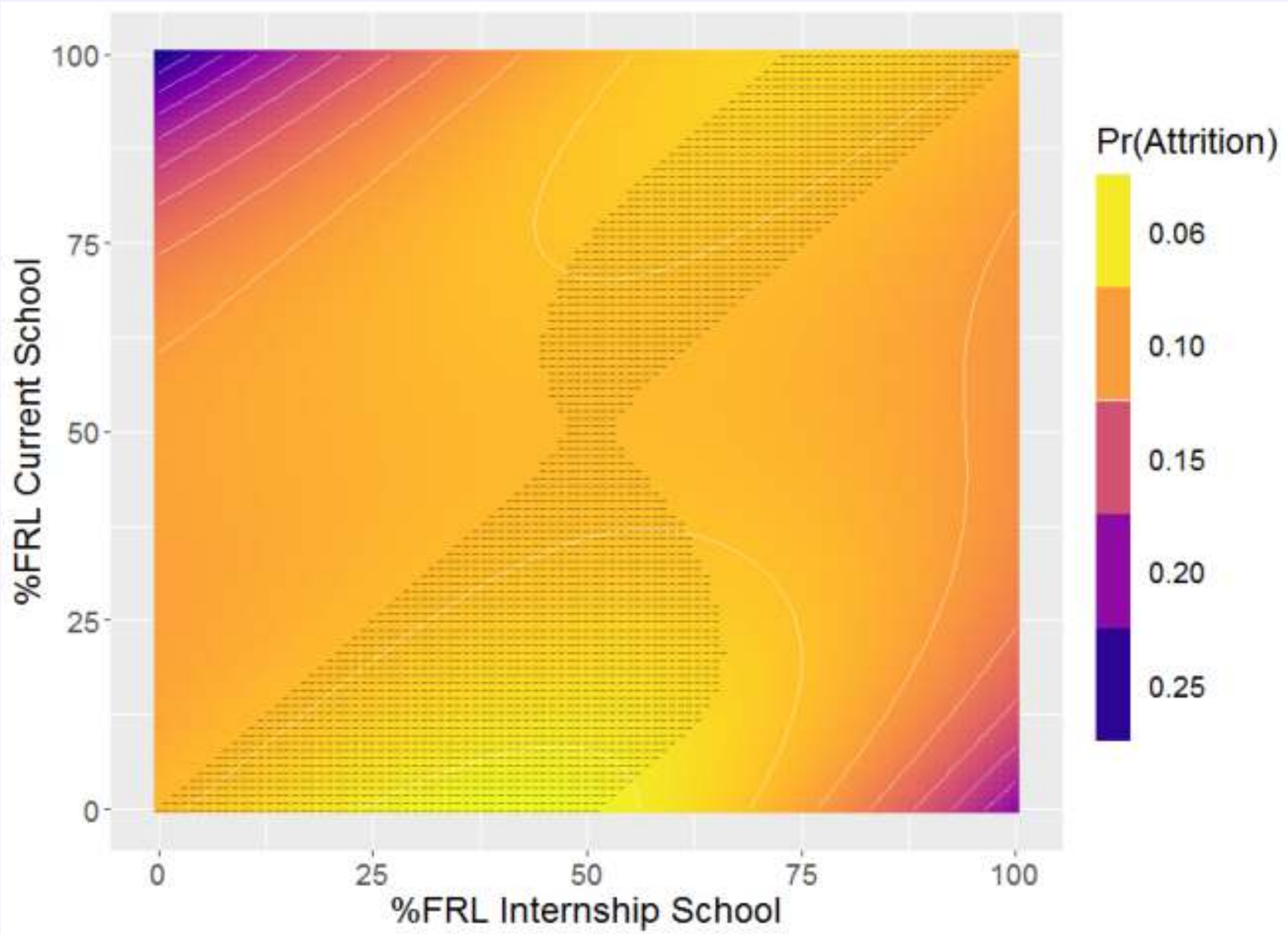
Alignment Matters for Feelings of Preparedness (Classroom Management)



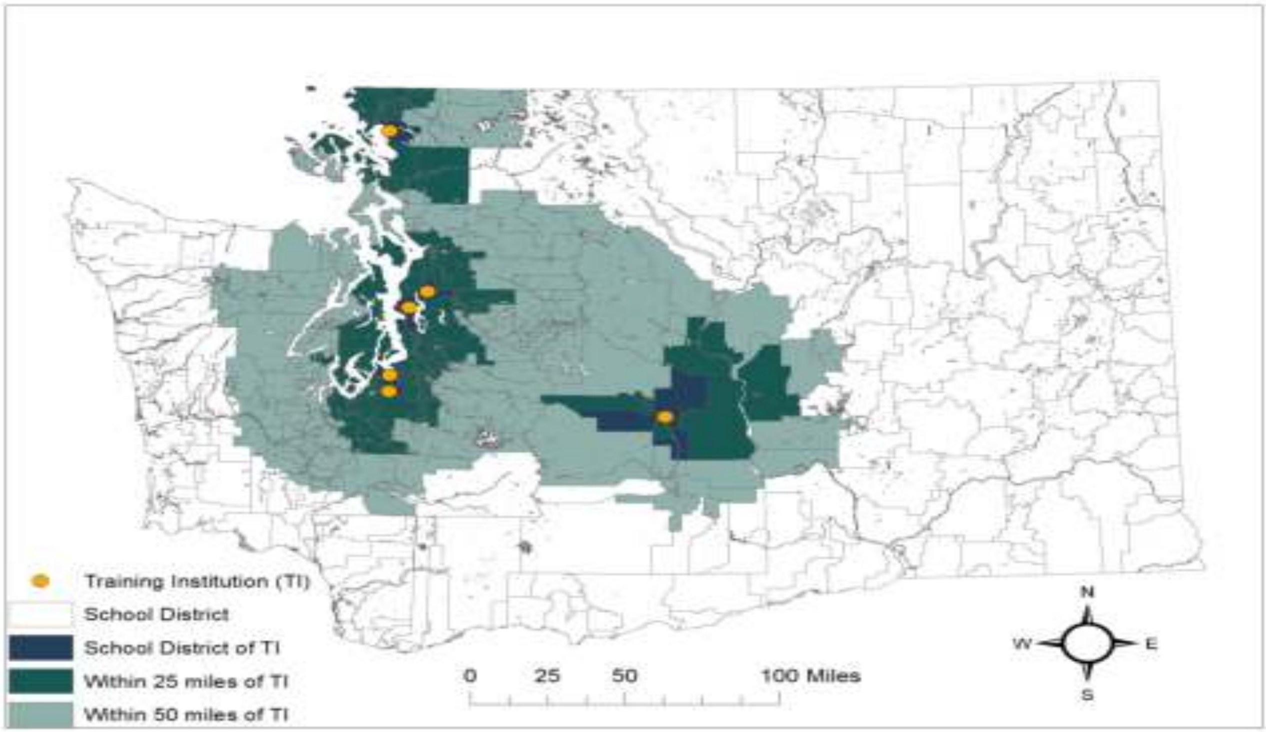
Alignment Matters for Attrition!



Classroom Alignment Matters Too

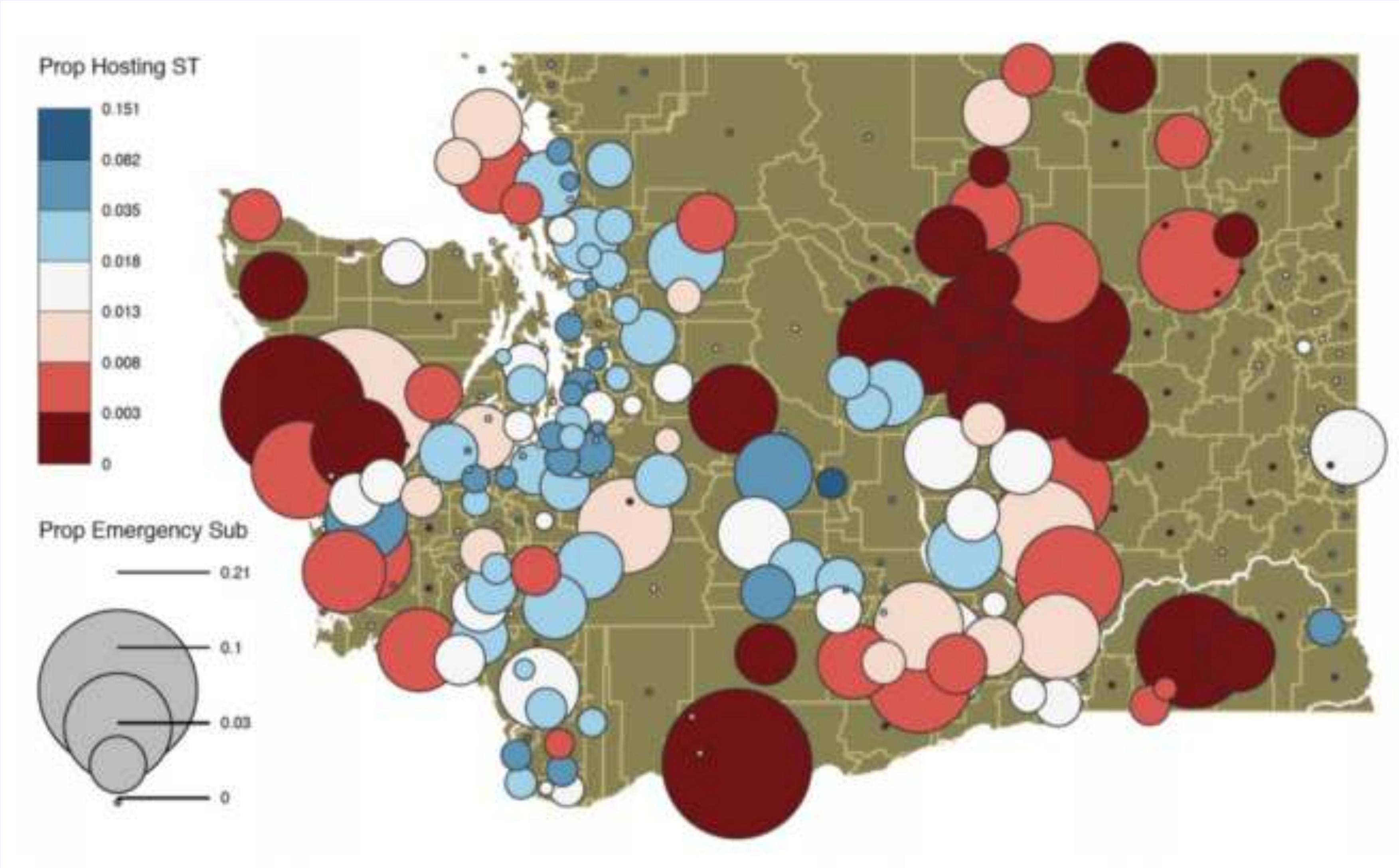


Where Do TC Enter the Workforce?

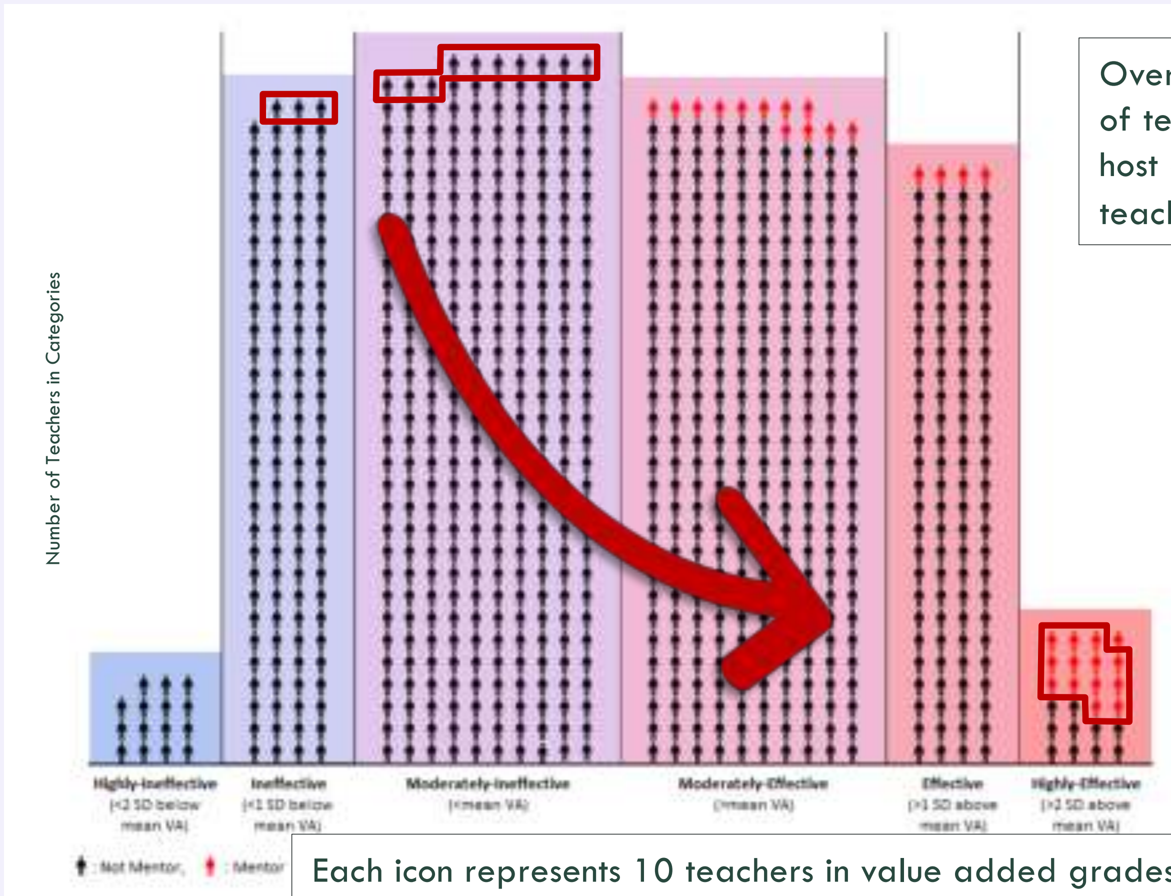


First Job District	TEP	Home	Internship
Same district as…	7.9%	23.3%	37.5%
Within 25 miles of…	23.2%	54.3%	65.7%
Within 50 miles of…	33.4%	66.6%	75.7%

Student Teaching Placements and Teacher Shortages



Scope for Change in Placements



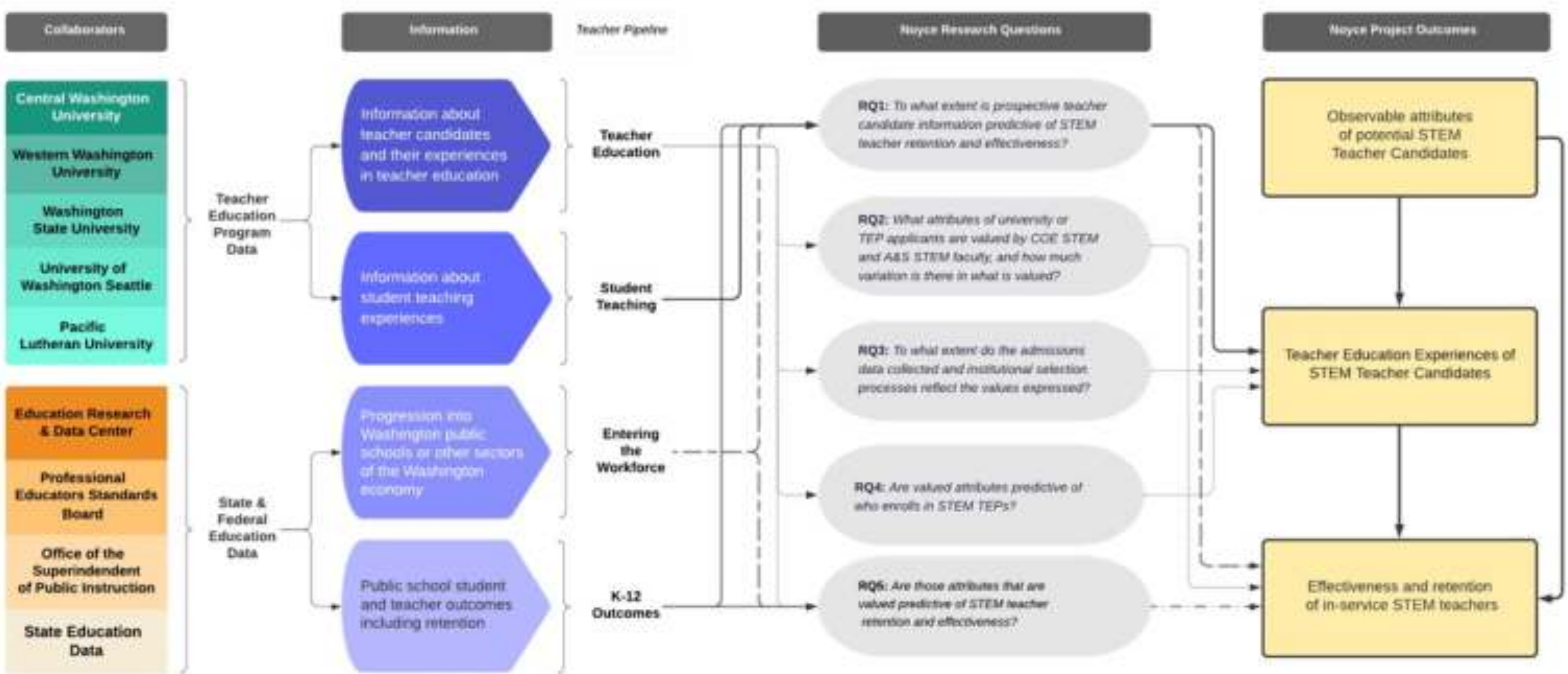
Overall, 3% of teachers host a student teacher

Each icon represents 10 teachers in value added grades and subjects

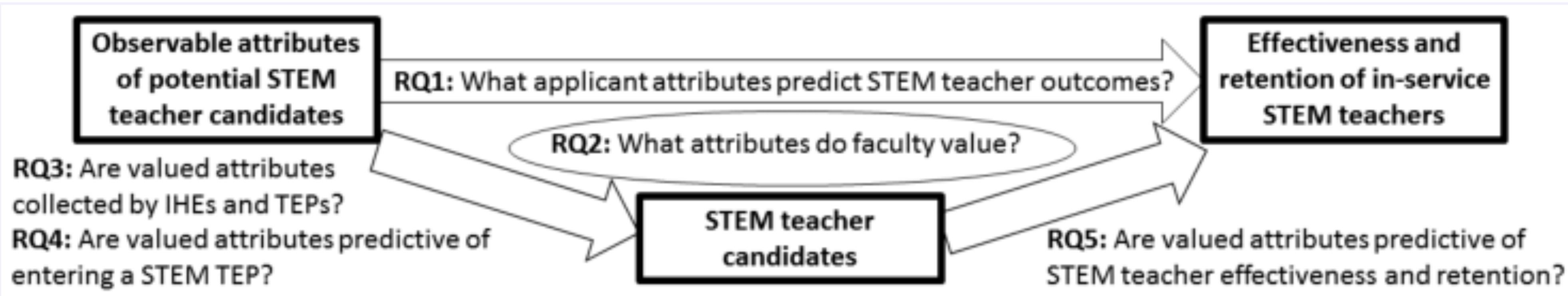
Source: Goldhaber, D., Krieg, J., Naito, N., & Theobald, R. (2019). Making the most of student teaching: The importance of mentors and scope of change. CALDER Research Brief.

Next Steps and NSF Noyce

- Ongoing NSF Noyce project: *Applicant Information, Selection, and STEM Teacher Retention and Effectiveness*



What's Coming: NSF Noyce Project!



Two papers coming out shortly:

- "Attention to Equity in Teacher Education Admissions" Roth-McDuffie et al.
- "Faculty Perspectives and Values Toward Mathematics and Science Content Information Used in Teacher Preparation Admissions Processes"

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Central Washington University

Jim Wyckoff
University of Virginia

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