

# DATA POINTS

## 1,000+ ACTIVE MICROCREDENTIALS

New America reviewed the landscape of educator microcredentials, defined as “a verification of a discrete skill or competency that a teacher has demonstrated through the submission of evidence assessed via a validated rubric.” The authors found there are over 1,000 active microcredentials offered, and the two largest platforms (NEA and Digital Promise) resulted in 2,232 educators earning 4,219 microcredentials during 2019-20.

Educators expressed strong interest in microcredentials but less interest in displaying them to colleagues. The authors conclude that microcredentials have potential to improve professional learning but that “it is too soon to say with certainty” whether the potential will be fulfilled. The report includes recommendations for maximizing the potential benefits.

[bit.ly/36BD82R](https://bit.ly/36BD82R)

## \$75 MILLION ON TEACHER RESIDENCIES

To address concerns over teacher attrition and shortages and diversify the teaching pool, California has invested tens of millions of dollars in teacher residency programs. These teacher education programs focus on the classroom experience and theory to practice approaches and often provide a stipend for participants.

Research suggests that high-quality teacher residencies are a promising strategy for recruiting more teachers of color, reducing teacher turnover, and preparing effective teachers. But they are expensive to run, especially during the start-up phase.

This report recommends three approaches to find sustainable funding for teacher residencies:



Reallocate existing resources and roles; reduce costs for tuition, materials, and wraparound services; and reinvest savings from reduced turnover into residency programs. The report profiles districts where these strategies are working.

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## 19% OF TEACHERS' KIDS BECOME TEACHERS

The children of teachers are more likely to become teachers when they grow up, according to the Longitudinal Survey of Youth, a study of thousands of parents and children that began in 1979. About 19% of teachers' kids became teachers compared with 8% of nonteachers' kids. This intergenerational transmission of occupation was more common in teaching than in related fields such as counseling and social work.

The pattern was particularly strong from Hispanic mothers to Hispanic daughters. It was similar among white daughters, white sons, and Black daughters, but there was “virtually no transmission of teaching from Black mothers to sons.” The study doesn't allow for a full investigation of reasons, but the article suggests areas for future research.

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## 1/4 OF TEACHERS UNSURE HOW TO SUPPORT STUDENT WELL-BEING

The Association for Canadian Studies surveyed 250 high school teachers about teaching on the front lines during COVID-19. About 25% disagreed with the statement, “I

understand the measures that need to be taken to support the well-being of students during the pandemic.”

Only about half said they felt confident about how to adapt to changes required by the pandemic, and 40% felt confident upholding safety protocols in their classrooms. But the vast majority of teachers said they were committed to talking with their students about COVID-19 and teaching media literacy and how to find accurate information.

[bit.ly/200ekeG](https://bit.ly/200ekeG)

## 79% OF TEACHERS TO KEEP USING NEW PRACTICES

The Christensen Institute released results from the first of a series of educator surveys on instruction during the pandemic. The survey revealed that many schools are trying to re-create the traditional in-person learning experience online, rather than redesigning instruction for the new modalities. Yet less than half have the same amount of instructional time remotely as they did before the pandemic.

There is also a troubling gap in the resources for teachers to teach effectively: 87% of administrators expect teachers to develop their own remote learning materials, and indeed, only 22% of teachers use materials designed for remote learning, with most of those geared toward asynchronous instruction.

On the positive side, 70% of teachers who engaged in professional learning about remote instruction feel confident in their abilities, and 79% of teachers surveyed say they have discovered new practices or resources that they'll keep using after the pandemic. The report includes recommendations for making online learning more student-centered and effective and examples of promising approaches.

[bit.ly/2MMoU8z](https://bit.ly/2MMoU8z)