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**Research Overview**

**Teacher Pathway Study**

**Overview**

The Department of Elementary and Secondary Education (ESE) engages in research efforts to understand the larger implications of our work, such as key outcomes of teacher effectiveness and student learning. The Educator Preparation team, with support from ESE’s Office of Planning and Research, selected the topic of teacher preparation and licensure to better understand the relationship between teachers’ pathways into the profession and workforce outcomes, specifically student growth, educator evaluation, and teacher retention. The study is conducted by the Center for the Analysis of Longitudinal Data in Education Research (CALDER) housed within the American Institutes of Research (AIR). The funding comes from the Massachusetts state legislature’s grant program established in 2015 to evaluate state-funded programming. The Massachusetts state legislature requires ESE to report biannually to the House and Senate Committees on Ways and Means, the Joint Committee on Education, and the Joint Committee on Higher Education on the study’s status and preliminary results.

**Study Focus**

The study helps ESE gain a more robust understanding of the utility of available outcomes data associated with teacher preparation (e.g., Student Growth Percentiles and Educator Evaluation data). These outcomes measures are used in formal review, the Educator Preparation Annual Snapshot (EPAS), and Edwin Analytics. The results of this study will help ESE continue to refine the usage and reporting of these measures to ensure that data is meaningful and useful.

The study also helps ESE understand how a teacher’s pathway to the profession (both licensure and educator preparation) affects teacher effectiveness and retention.

**Research Questions**

To provide a broad overview of teacher training and licensure outcomes in Massachusetts, the research team investigates three research questions specifically:

1. What is the variation in student achievement gains associated with different teacher licensure pathways, preparation program types, and specific educator preparation institutions and programs?
2. What is the variation in teacher evaluation results associated with different teacher licensure pathways, preparation program types, and specific educator preparation institutions and programs?
3. What is the variation in teacher retention associated with different teacher licensure pathways, preparation program types, and specific educator preparation institutions and programs?

**Study Data**

Researchers use employment, retention, student achievement data and educator evaluation ratings to conduct the study. Researchers account for key teacher characteristics (e.g., such as how much experience a teacher had before entering a preparation program).

Data is used by the research team strictly for research purposes only. All reports or findings do not include SO names to protect confidentiality.

**For more information, please see our** [**website**](http://www.doe.mass.edu/edprep/resources/improvement/) **or email us at edprep@doe.mass.edu**