How Can California Help Prepare New Teachers to Address Chronic Absenteeism?

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Though California's policymakers are beginning to hold schools accountable for reducing chronic absenteeism, little attention has been paid to the role of teachers. To address this issue, we collected survey data from 2017-18 graduating cohort of teachers from teacher education programs across California. We asked about whether pre-service teachers feel as though they are graduating with adequate knowledge about chronic absenteeism and how to address absence issues as well as collected data on perceptions of the usefulness of their credentialing programs. Pre-service teachers who found their programs to be helpful, felt supported by supervisors, and found usefulness in their field placements also felt as though they had greater knowledge about chronic absenteeism and how to address it.


Ethan Hutt is an Assistant Professor of Teaching and Learning, Policy and Leadership at the University of Maryland, College Park. His research focuses on the historical relationship between quantification, education policy, and the law. In particular, Hutt’s work focuses on the numbers and metrics that are used to describe, define, and regulate American school systems and asks: Where did these numbers—whether grades, test scores, value-added measures—come from? How did they become central to the work of schools? How did they gain and maintain their legitimacy? What effects have they had for how we think about what schools can (and should) do? In pursuing these questions Hutt’s research has explored the history of the GED, grading practices, standardized test use, value-added measures, and longitudinal datasets. His work has been published in a wide variety of venues including Social Science History, Teachers College Record, Teaching and Teacher Education, and the Virginia Law Review.

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