

Andrew M. Camp

Distinguished Doctoral Fellow, Department of Education Reform
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Research & Professional Experience

Graduate Research Assistant 2020-Present
Department of Education Reform
University of Arkansas - Fayetteville, Arkansas

Research Intern 2022
Northwest Evaluation Association - Portland, Oregon

Lecture Series Coordinator 2021-2022
Department of Education Reform
University of Arkansas - Fayetteville, Arkansas

Mathematics Instructor 2017-2020
Stuttgart High School - Stuttgart, Arkansas

Life Science Instructor 2015-2017
Blytheville High School - Blytheville, Arkansas

Teach For America Corps Member 2015-2017
Teach For America - Arkansas

Education

Ph.D., Education Policy, *University of Arkansas* expected 2024
M.S., Educational Leadership, *University of Arkansas* 2019
B.S., Sociology, *University of Nebraska* 2015

Publications

PEER REVIEWED PUBLICATIONS

Camp, A. M., and Zamarro, G. (2021). Determinants of Ethnic Difference in School Modality Choices during the COVID-19 Crisis. *Educational Researcher*.

WORKING PAPERS & RESEARCH BRIEFS

Camp, A. M., Zamarro, G., and McGee, J. (2022). Changes in Teachers' Mobility and Attrition in Arkansas During the First Two Years of

the COVID-19 Pandemic. [EdWorkingPaper: 22-589](#).

Zamarro, G., **Camp, A. M.**, Fuchsman, D., and McGee, J. (2022). Understanding how COVID-19 has Changed Teachers' Chances of Remaining in the Classroom. [EdWorkingPaper: 22-542](#).

Zamarro, G., **Camp, A. M.**, Fuchsman, D., and McGee, J. (2021). Understanding how COVID-19 has Changed Teachers' Chances of Remaining in the Classroom (**Research Brief**) . [EDRE Research Brief No. 2021-01](#).

Camp, A. M., and Zamarro, G. (2021). Determinants of Ethnic Difference in School Modality Choices during the COVID-19 Crisis. [EdWorkingPaper: 21-374](#).

POPULAR PRESS

Zamarro, G., **Camp, A. M.**, Fuchsman, D., and McGee, J. (2021). Pandemic prompts more teachers to consider early retirement or new career. [The Conversation](#).

Zamarro, G., **Camp, A. M.**, Fuchsman, D., and McGee, J. (2021). How the pandemic has changed teachers' commitment to remaining in the classroom. [The Brookings Institution](#).

Camp, A. M., and Zamarro, G., (2021). For Minority Families, Returning to In-Person Learning Might Be More Complex than Just Re-opening Schools. [Education Next](#).

Zamarro, G., and **Camp, A. M.** (2021). Returning to In-Person Learning Might be More complex than Simply Re-Opening Schools for Minority Families. [The Evidence Base at USC](#).

Additionally, research has been cited in the New York Times' education newsletter and The 74 Million as well as republished by The Australian Times and Quartz.

Conference Presentations

Camp, A. M., and Zamarro, G. (2022, March 27-29). *Determinants of Ethnic Difference in School Modality Choices during the COVID-19 Crisis*. Paper presentation at the 43rd Annual Association for Public Policy Analysis & Management. Austin, TX.

Camp, A. M., Zamarro, G, Fuchsman, D., and McGee, J. (2022, March 17-19). *The Distribution fo Teachers' Cognitive and Non-Cognitive Abilities: Evidence from a Nationally Representative Survey*. Paper presentation at the 47th Annual Association for Education Finance and Policy Conference. Denver, CO.

Camp, A. M., and Zamarro, G. (2021, March 17-19). *Determinants of Ethnic Difference in School Modality Choices during the COVID-19 Crisis*. Paper presentation at the 46th Annual Association for Education Finance and Policy Conference. Virtual Conference.

Camp, A. M., and Zamarro, G. (2021, March 4-5). *Determinants of Ethnic Difference in School Modality Choices during the COVID-19 Crisis*. Paper presentation at the 2021 Current Innovations in Probability-based Household Internet Panel Research. Virtual Conference.

Honors and Awards

Outstanding Policy Product 2022
Education Policy Collaborative

Emerging Education Policy Scholar 2022
Thomas B. Fordham Institute and American Enterprise Institute

Best Conference Paper, Department of Education Reform 2022
College of Education and Health Professions, University of Arkansas

Research In Progress

New Evidence of Teacher Sorting from a Nationally Representative Sample
Previous research has established a teacher quality gap following socio-economic and racial divisions in U.S. schools. However, these studies have relied upon proxies that are poorly correlated with student outcomes. Using nationally representative survey data, I assess evidence of teacher sorting using novel proxies for teacher quality such as conscientiousness and cognitive ability.

School Policies, Teacher Dispositions, and Burnout During the COVID-19 Pandemic

Despite experiencing much higher levels of job-related stress during the COVID-19 pandemic, there is little evidence that teachers are exiting the profession or changing positions at higher rates than they did prior to the pandemic. This research examine how school policies and teacher dispo-

sitions may attenuate intentions to leave using nationally representative survey data.

Examining Arkansas's Teacher Workforce during the COVID-19 Pandemic

The COVID-19 pandemic left no aspect of schools untouched. Over the last few years, teachers in Arkansas have been asked to abruptly change modes of instruction and attend to the well-being of their students. Research indicates that, nationally, teachers are experiencing higher levels of burnout and increased considerations of leaving their position or profession than before the pandemic. This research explores the employment decisions of Arkansan teachers and the persistence of individuals enrolled in educator preparation programs during the pandemic.