

Talking Points:

THE STATE OF TEACHER PROFESSIONAL LEARNING

In the interest of starting a national conversation about the type and quality of professional learning teachers experience, Corwin, the National Education Association, and Learning Forward invited teachers nationwide to voice their opinions about their professional learning. More than 6,300 teachers from across the United States responded. The survey is based on Learning Forward's Standards Assessment Inventory, a valid and reliable instrument developed to measure professional learning's alignment with the Standards for Professional Learning.

KEY FINDINGS



Teachers report that leaders in their schools and systems are committed to professional learning.

This finding is encouraging because a strong professional environment that includes a supportive principal is key to continued teacher growth beyond the first few years of teaching.



Teachers report that their schools use student achievement data to plan professional learning, but they don't use a variety of data to assess its effectiveness.

Recommendation: Use a variety of sources of data to plan and assess professional learning. Both student and teacher implementation data can and should inform objectives for professional learning, and ongoing monitoring can reveal whether teachers are effectively applying this new learning in the classroom.



Teachers are not deeply involved in decisions about their own professional learning.

Recommendation: Include teachers in decision making about their own professional learning. Good leaders build the capacity of those around them, which means school leaders can invite teachers to reflect on their practice, listen deeply to their concerns, and bring them to the table to consider solutions, with a focus on collaboration and improved student learning.



Teachers report that they are not provided adequate time during the school day to follow-up on their professional learning by practicing and applying new skills in the classroom.

Recommendation: Provide opportunities for continuous, job-embedded professional learning. Collaborative learning during the workday can occur in many ways, including teacher teams getting together to problem-solve or plan lessons, and job-embedded, sustained professional learning such as coaching.

Download the full report at LearningForward.org/teacherreport.

