

DATA POINTS

87% OF EDUCATORS MORE CONFIDENT WITH TECHNOLOGY

In spring 2020, 87% of educators reported that their facility with technology rose, according to nationally representative surveys by the EdWeek Research Center. Perhaps not surprisingly, 87% of educators also reported that they spent more time than usual troubleshooting technology issues.

But the high ratings of teachers' improved efficacy with technology offer some hope that that number may go down. And the new normal of working online is underscored by the fact that 94% of teachers and district leaders reported attending a virtual professional learning or networking event during the month of April alone.

It is likely that educators' needs for technology-based professional learning will continue to grow, but these findings also raise the possibility that a steep learning curve this spring may pay off in the long run for educators and students. bit.ly/2Bv5aRd

20% OF TEACHERS MORE LIKELY TO QUIT

In another EdWeek survey, developed in partnership with Teach for America, about 20% of teachers reported that they are now "somewhat more" or "much more" likely to leave classroom teaching at the end of the 2019-20 school year because of the novel coronavirus. And 44% believed their colleagues were "somewhat more" or "much more" likely to do the same. Furthermore, 67% said they are concerned about the health risks of going back into the classroom. The implications for teacher hiring and training are not yet clear. bit.ly/2NmZMIH



70% OF TEENS MISS GOING TO SCHOOL

Results of a nationwide survey of Canadian 12- to 17-year-olds about the social and emotional impacts of the pandemic suggest that students' well-being is an important topic for educators to prepare for.

The majority of respondents miss attending school, with about 40% of those saying they miss it "a lot," but 40% to 50% said they did schoolwork less often during distance learning. More than a quarter say COVID-19 has had "a lot" of negative impact on their school year and academic success, and that number is higher among immigrant youth.

The Association for Canadian Studies' COVID-19 Social Impacts Network, in partnership with Experiences Canada and the Vanier Institute of the Family, conducted the study. bit.ly/3euu3e7

75% OF PRINCIPALS LACK TIME FOR LEARNING

A research project reports that 42% of principals are considering leaving their positions, with lack of time for professional learning a factor for 75% of principals.

Principals cited heavy workload, insufficient compensation, lack of useful evaluation and feedback, limited decision-making authority, and inadequate access to professional learning. Among the

barriers to professional learning were lack of time (75%), lack of funding for in-service professional learning (36%), and the high cost of preservice preparation (25%).

"Nearly all indicated a desire for additional professional development to meet their students' needs," the report says.

In the final installment of a four-part research project about the causes and consequences of principal turnover, the National Association of Secondary School Principals and the Learning Policy Institute recommend programs and policies to underwrite principal preparation programs, fund in-service professional learning, and remove barriers to participation. bit.ly/3dqKh6P

2 TYPES OF LEADERSHIP PREDICT PARTNERSHIPS

Now that many students are attending school from home, school-family partnerships are even more important. A study in *School Community Journal* suggests that principals play an important role in the development of family partnerships.

It found that principals influence school-family partnerships and teacher outreach to families in multiple ways. Teachers engaged with families more when principals' actions created an inclusive and supportive school climate and they shared a vision for strong school-family partnerships with the rest of the school community.

Also, the quality of the partnership was higher when principals empowered, supported, and facilitated others in the school through leadership teams. Professional learning on family partnerships may be a valuable investment for school leaders. bit.ly/2ATwFnB