

# DATA POINTS

## 53% OF TEACHERS FELT LESS SUCCESSFUL DURING REMOTE TEACHING

A survey of teacher working conditions found that teachers experienced a marked decline in their sense of success when teaching and learning moved online in spring 2020. This was less true, though, when schools maintained certain positive working conditions, including targeted professional learning, collaboration, and effective communication.

Teachers in high-poverty and majority Black schools reported the most severe challenges. Career stage also influenced perceived challenges, with midcareer teachers struggling to balance home and school responsibilities and veteran teachers reporting the most discomfort with remote teaching tools.

The study was conducted by researchers at Brown University and City University of New York.

[bit.ly/2GOpIMw](https://bit.ly/2GOpIMw)

## 56% OF TEACHERS INITIATED THEIR OWN LEARNING

Teachers and administrators disagree about how much formal professional learning teachers engaged in for remote learning when schools closed in spring 2020. According to a survey by the EdTech Evidence Exchange and the University of Virginia Curry School of Education, 52% of administrators reported that such learning opportunities were available to teachers, but only 27% of teachers reported access to such learning.

According to teachers, informal, teacher-initiated learning was the most common form of professional learning (56%). The survey, completed by 788 educators as the school year ended, also found that 86% of respondents expected the



need for education technology to increase in the coming three years.

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## 56% OF EDUCATORS ENGAGED IN DISTANCE LEARNING SUPPORT OVER THE SUMMER

Professional learning is one of several topics covered in recent surveys by PDK International about educators' and students' responses to the COVID crisis. According to a survey in August, educators responded that the topics most often covered by their schools' and districts' professional learning efforts were online trainings in distance learning (56%), links to distance learning resources (55%), and technology training (54%).

Only 17% reported training in trauma-sensitive teaching, despite the fact that students' social and emotional needs were among participants' top priorities.

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## 3 SOURCES OF DATA ON RACIAL BIAS

A recent study published in *Educational Researcher* sought to quantify teachers' implicit racial bias and its association with disciplinary actions and student test scores. The study used data from Project Implicit's white-Black Implicit Association Test, which measures how individuals associate various positive and negative characteristics with white and Black people. It

matched county-level results on the test with data on racial achievement gaps from the Stanford Education Data Archive and racial discipline gaps from the U.S. Department of Education's Civil Rights Data Collection.

The study found that educators tend to hold slight pro-white/anti-Black bias, with white educators showing more bias than Black educators and teachers working in counties with larger shares of Black students exhibiting lower levels of bias. Moreover, in counties where teachers show higher anti-Black bias, there are larger racial disparities in test scores and suspensions.

The study wasn't able to determine causality.

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## 44 PRACTICES PROMOTE POSITIVE TEACHER-STUDENT RELATIONSHIPS

A study published in *Review of Educational Research* combining meta-analysis and common practice elements analysis aimed to fill gaps in the literature on student-teacher relationships.

The meta-analysis, which examined 21 studies of 13 programs, found small to moderate effects of programs and practices designed to improve student-teacher relationships. The common practice elements analysis, which examined the 12 effective programs, identified 44 promising practices for improving relationships.

Programs with the largest effects on relationships used more proactive and direct teacher-student practices rather than practices in response to behavior problems or indirect practices such as altering the classroom environment.

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