

# DATA POINTS

## 6-10 HOURS PER WEEK IS NORM FOR ONLINE MEETINGS

With videoconferences the new norm in workplace meetings, the Goodman Center surveyed 4,405 nonprofit professionals — 43% of whom work in education — to learn what’s working and what’s not in online meetings. Sixty percent of respondents reported spending six to 10 hours per week in online meetings, and 17% spend more than 20 hours per week.

Respondents rated “engaging presentation” as the No. 1 factor in making an online experience positive. Yet “lack of engagement” was the second most commonly reported negative experience, and nearly half of respondents admitted to multitasking frequently during online meetings.

Perhaps unsurprisingly, 48% of those who facilitate online meetings have had no training. The report includes trends and recommendations for making meetings better.

[bit.ly/3pbtThv](https://bit.ly/3pbtThv)

## 23% OF PRINCIPALS HAVE A COACH OR MENTOR

In a national study of professional learning for principals, more than 80% of respondents had engaged in professional learning related to instructional leadership and change management, and 85% said their schools support their continuous development. The National Association of Elementary School Principals and the Learning Policy Institute study shows 95% had learned about helping teachers improve through cycles of observation and feedback, and 98% had learned about using student data for improvement.

However, far fewer had engaged in authentic, job-embedded learning opportunities that



research shows are associated with positive outcomes. Just over half had participated in a professional learning community, and 23% reported working with a coach or mentor in the past two years, with that percentage falling to 10% among principals in high-poverty schools.

Furthermore, 84% of principals faced barriers to professional learning, and most principals desired more. The topics they were most interested in were social and emotional/whole-child learning and leading equitable, diverse schools.

[bit.ly/359uSHc](https://bit.ly/359uSHc)

## 2.5 TIMES MORE PEOPLE OF COLOR IN ALTERNATIVE TEACHER PREP

A study from the CALDER Center examined how two alternative teacher preparation programs are contributing to the teacher pipeline in and around Kansas City, Missouri. Teachers from Teach for America and Kansas City Teacher Residency were more likely to be racially and ethnically diverse than the overall local teaching workforce.

They were also more likely to work in schools with high concentrations of low-income, low-performing, and underrepresented students of color, as well as in charter schools. Kansas City Teacher Residency teachers had higher retention rates in local schools than

other local teachers. There was some evidence that teachers from both programs had a larger impact on student test scores than other teachers, but only for certain grade levels and subject areas.

[bit.ly/3liVg76](https://bit.ly/3liVg76)

## 13,000 NEW CALIFORNIA TEACHERS HAD ‘SUBSTANDARD’ CREDENTIALS

A report on California’s teaching workforce reveals that in 2017-18, the state issued more than 13,000 “substandard” teacher credentials, almost three times the number issued in 2012-13. Because these credentials are only granted when traditionally credentialed teachers are not available, they are an indicator of a shortage in the teacher pipeline.

The report also finds that teachers with substandard credentials are unequally distributed across the state: They represent more than half of new teachers in districts with 72% low-income students, while some districts at the other end of the spectrum did not hire any new teachers with substandard credentials.

One bright spot is that the 34% of California teachers who are people of color exceeds the national average of 20%. But 58% of districts had fewer than 20% teachers of color and 9% of districts had none.

[bit.ly/3eNHIOX](https://bit.ly/3eNHIOX)