

# DATA POINTS

## 500,000 FEWER EDUCATORS IN THE WORKFORCE

Employment in the education sector has decreased in recent months, according to the Bureau of Labor Statistics. Since February 2020, employment at local education entities has decreased by 310,000 people and at state education entities by 194,000. The declines are particularly marked from August to September, with 144,000 fewer people employed by local education entities and 17,000 fewer employed at the state level, which may reflect pandemic disruptions to “seasonal buildup and layoff patterns.” The reasons for the declines in education employment were not addressed in the data.

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## 8 TIMES AS MANY VACANCIES FOR SPECIAL ED TEACHERS

In a working paper published by the Center for Education Data and Research at the University of Washington, researchers Dan Goldhaber and Trevor Gratz reported on educator shortages in Washington State. They analyzed job postings on school district websites for about three-quarters of districts in the state, which serve over 98% of Washington students. The total number of open positions were highest for substitute teachers, paraeducators, and special education teachers. When they examined vacancy rates (the number of total positions in the district versus open positions), they found that the need for special education teachers was especially high, with about eight postings for special education teachers for every one posting for other teachers. Overall, vacancy rates were higher in high-poverty schools and rural areas.

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## 91% OF SCHOOL COUNSELORS REQUEST PROFESSIONAL LEARNING ON SEL

According to a survey of school counselors conducted by the American School Counselor Association and ACT, 63% said they have engaged in at least a moderate amount of professional learning. But the overwhelming majority wanted more professional learning opportunities, especially in social and emotional learning. Encouragingly, a large majority of counselors rated both teachers and administrators to be supportive of their work promoting students’ SEL. The report’s authors recommend districts and schools offer collaborative learning for teachers and counselors so that everyone can infuse SEL throughout the teaching and learning experience.

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## 32 COUNTRIES MEASURED EFFICACY FROM PROFESSIONAL LEARNING

According to a large international study, teacher professional learning is associated with higher levels of teacher self-efficacy, particularly when the professional learning uses job-embedded strategies such as coaching or mentoring, teacher networks, and action research. The study used data from the Teaching and Learning International Survey and found that the positive results held across most of the 32 countries and regions studied. In contrast, more

passive and less intensive forms of professional learning were associated with self-efficacy in only a few countries.

[bit.ly/31hS5av](https://bit.ly/31hS5av)

## 6 POLICY LEVERS SUPPORT PRINCIPALS

In a research review published by The Wallace Foundation, Paul Manna examined how the nexus of local and state policy can establish systems that support the development of effective principals. He identified six policy levers that state-level leaders can use to support district and local leaders as they work to develop comprehensive “principal pipelines.” The six levers are: setting principal leader standards, recruiting aspiring principals into the profession, approving and overseeing principal preparation programs, licensing new and veteran principals, supporting principals’ growth with professional development, and evaluating principals.

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## 2X MORE POSITIVE OUTCOMES

Heather Hill and Anna Erickson examined whether the outcomes of educational interventions can be partially explained by implementation fidelity — that is, how closely teachers adhere to the design of the intervention and the guidelines for implementing it. Looking across randomized controlled trials of curriculum and professional development programs, they found that programs were more than twice as likely to yield positive outcomes for students when teachers were rated as having moderate or high fidelity to the program. There was no meaningful difference between moderate and high fidelity, but interventions where teachers had low fidelity averaged 24% fewer positive outcomes.

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