# DATA POINTS

## ZERO EFFECT OF TEACHER EVALUATION REFORM

A major study of teacher evaluation reform initiatives between 2009 and 2017 found that those efforts had no effect on student achievement or educational attainment. Furthermore, the evaluation efforts decreased job satisfaction among new teachers and added heavily to the workload of administrators. The study looked at 44 U.S. states and the District of Columbia, using the timing of when states adopted their reforms and comparing them with district-level student achievement data as well as the American Community Survey.
**bit.ly/3nExmWG**

## 34% OF TEACHERS CONSIDERING LEAVING THE FIELD

In the latest of a growing number of pandemic-era studies on teachers' career plans, Teachers Pay Teachers surveyed 6,000 teachers in November 2021 and found that nearly half (48%) were considering changing jobs, and 34% were considering changing careers. An additional 11% said they were considering taking a leave of absence.
**bit.ly/3nBih8j**

## 13% OF COMMERCIALLY AVAILABLE POSTERS ARE RACIALLY INCLUSIVE

A report from New America reviewed 160 studies to synthesize the literature on the representation of different racial, ethnic, and social groups in educational materials. The report paints a troubling picture of how infrequently people of color are presented in books, textbooks, posters, and other educational content. For example, one study examined a website where educators can order posters for school walls

and found that only 13% of them were racially inclusive. Other studies find that 50% to 80% of images of people in U.S. history textbooks are white people. The report looks in depth at the portrayals of males and females from specific backgrounds. It has implications for how educators select curricular materials and how professional learning prepares them to do so.
**bit.ly/3nBhV1t**

## 7 DOMAINS OF LEADERSHIP IN VIRTUAL LEARNING

A report commissioned by The Wallace Foundation examined what high-quality, equitable learning looks like in a virtual environment and how district leaders can prepare and support principals to lead it. It asked what a principal needs to know and be able to do to lead in a virtual environment, what on-the-job supports principals need, and what conditions promote the development of a large cohort of principals effective in this setting. Drawing on previous research as well as interviews with district and school leaders from five districts, the report identifies actions districts can take within each of the seven domains

of principal pipelines identified in Wallace's previous leadership work.
**https://bit.ly/3liDKLd**

## P < .05 FOR UDL INSTITUTE

An evaluation of a professional learning initiative to support teachers' use of the Universal Design for Learning (UDL) Framework found that a weeklong summer institute resulted in higher implementation of the framework in their classrooms. The quasi-experimental study compared 73 teachers who had attended the institute with 70 who had not. Administrators' ratings on a UDL-focused teacher assessment rubric were significantly higher (p <.05) for those who had participated.
**bit.ly/3fBArmf**

## 14 COMPONENTS OF EFFECTIVE PROFESSIONAL LEARNING

In a report published by the London-based Centre for Education Policy and Equalising Opportunities, a group of researchers tested a theory of 14 effective professional development components based on prior research. The researchers proposed a set of indicators — the In-Service Teacher Training Survey Instrument — to standardize reporting on professional learning programs and applied the instrument to 33 rigorously evaluated professional learning initiatives. They found that each of the 14 components was associated with a .01 standard deviation increase in student test scores, and that four components had an even larger effect: linking participation to career incentives, having a specific subject focus, incorporating lesson enactment in the professional learning, and including initial face-to-face meetings.
**bit.ly/3ljJEfb**