

DATA POINTS

71% OF TEACHERS WANT ONLINE PROFESSIONAL LEARNING

Learning technology company D2L commissioned a survey of teachers' needs for and perceptions of online professional learning. According to responses from 850 teachers and 127 administrators (a small fraction of those invited to participate), almost three-quarters of teachers reported wanting access to online, on-demand professional learning, and 55% said their interest had increased since before the pandemic. Yet only about a third expected their districts to provide such support.

Interestingly, although 84% of administrators saw time as a barrier to offering more professional learning, just under half of teachers agreed, "suggesting that teachers may be more willing to commit their time to flexible learning options than administrators expect," the survey report said.

bit.ly/3u6mjYQ

61% OF SCHOOLS ATTRIBUTE VACANCIES TO COVID

According to the most recent data from the U.S. Department of Education's Institute for Education Sciences, about 45% of public schools have vacancies in teaching and other staff positions, and 61% of public schools with at least one staff vacancy reported that the COVID-19 pandemic was the reason for the vacancies.

But another analysis, by Chalkbeat, of data from five U.S. states and 19 large districts, found that teacher turnover is comparable to before the pandemic. Learning Forward will continue to track new data as it is available.

bit.ly/3wilsGI

bit.ly/3N0pQ3Q



\$25 BILLION IN ESSER FUNDS SPENT ON STAFF

A report from FutureEd shows how more than 3,000 districts and charter organizations are spending their COVID-19 relief funding. The \$25 billion allocated to teachers and staff will include about \$2.2 billion to support teacher recruitment and retention. About \$1 billion has been allocated to professional learning. \$794 million, or nearly 7% of the staffing total, has been allocated to hiring psychologists and other mental health supports. The highest share of the money (\$31 billion) is dedicated to academic interventions, and an additional \$26 billion will be spent on school facilities and operations.

bit.ly/3JkKyZF

9% MORE TEACHERS OF COLOR RECRUITED THROUGH GROW-YOUR-OWN

A recent study found positive outcomes of alternative teacher preparation programs that followed a "grow-your-own" approach of recruiting and supporting people from the local community of the school. The programs were designed by TNTP and implemented in partnership with urban school districts with high percentages of students of color and from low-income families.

Every one of the programs recruited more people of color than districts' typical recruitment efforts did. On average, across programs, the teachers recruited were 52% people of color compared with 43% for other new teachers. Teacher retention and student achievement in these teachers' classes were comparable with other new teachers. bit.ly/3MWDIf7

60% OF ALTERNATIVELY CERTIFIED TEACHERS STAY

A 15-year study of Texas new teachers' retention in the field found that teachers who had attended traditional preservice preparation programs (i.e. at a college or university) were more likely to stay in the profession long-term than those who had attended an alternative certification program. Among teachers in traditional public schools, 67.5% who were traditionally certified remained after five years, compared with 60.6% of those who were alternatively certified. Among teachers in charter schools, the numbers who stayed were 55.9% to 48.4%. Among the whole sample, only 61.8% remained after five years, suggesting that the leaky teacher pipeline continues to be a problem, at least in Texas.

bit.ly/3u693n4