

DATA POINTS

3 PERCENTAGE POINT INCREASE IN MATH WITH PROFESSIONAL LEARNING

Passing rates increased 3 to 4 percentage points for Chicago Public Schools middle schoolers when their teachers participated in extensive professional learning around the Common Core State Standards, according to a study by the Chicago Consortium for School Research. The professional learning, which included coaching, professional learning communities, and workshops, had a larger impact on teachers' instruction and student learning than adopting a recommended math curriculum or using resources in the district's online Knowledge Center.

Math grade point averages increased by about 0.13 points more in schools with extensive professional learning than schools with limited professional learning, and math course pass rates increased, especially for students with low baseline test scores. A combination of workshops and collaboration with peers was the most effective form of professional learning.

bit.ly/30hqIG4

5 COACHING CYCLES IS BETTER THAN 8

A federally funded study of an evidence-based coaching model found that teachers got the most benefit from five cycles of coaching per year compared with either no cycles or eight cycles. The study examined video coaching provided by Teachstone coaches to teachers in 100 elementary schools. In the coaching model, teachers and coaches identified a focus for each cycle, reviewed short video clips of the teacher's instruction, reflected together using a set of coach-provided prompts, and determined strategies to try.

Five coaching cycles improved



students' achievement, including for new teachers and struggling teachers. In contrast, eight cycles did not appear to be effective. The researchers hypothesized that these cycles were too short and did not allow sufficient time for reflection and changing instructional practices. Teachers who received no coaching did not have as much opportunity for constructive feedback.

bit.ly/30fwAtP

2X THE OBSERVATIONS = MORE EFFECTIVE FEEDBACK

A program to train principals and other administrators how to give effective feedback to teachers came up short overall, according to a districtwide randomized control study published in the *American Educational Research Journal*, with 49% of teachers saying they received actionable recommendations and 27% saying their instruction improved because of the feedback. However, more frequent feedback and discussion made a difference.

Teachers who said the feedback helped them improve "a tremendous amount" were observed twice as many times and had more than twice as many post-observation meetings compared with teachers who did not feel that feedback helped at all. They also met with their supervisors for discussion sooner after observation. Teachers who reported the feedback was useful said their conversations provided actionable feedback and time for reflection and was delivered in the context of a trusting relationship.

The researchers noted "far more

variation in average feedback quality across evaluators than we would expect by chance, suggesting there are real differences in evaluators' ability to provide high-quality feedback." They also noted numerous implementation challenges, including administrators having large caseloads and struggling to find time to meet with teachers, resulting in an average of spending only 40 minutes per year with each teacher.

bit.ly/3uYL7n8

52% OF TEACHERS OF COLOR PLAN TO STAY IN THE CLASSROOM

Although 86% of white teachers said they planned to spend their whole careers in the classroom, only 52% of teachers of color said the same, according to the survey *Voices From the Classroom 2022*. When asked what they thought would keep teachers in the classroom, 78% of the total sample named higher salaries, but only 22% of teachers of color agreed. Among the latter, 82% named professional support (41%) and leadership opportunities (41%) as most important.

Perceptions of unions' effectiveness in securing professional supports also varied across race. A majority (70%) of teachers of color believed their unions are doing a good job supporting new teachers, while only 41% of white teachers agreed. Overall, teachers believed unions could do more to provide or support professional learning, with only 42% saying they are doing a good job.

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