

DATA POINTS

90 MINUTES IMPROVES TEACHERS' UNDERSTANDING OF STUDENTS

Professional learning focused on teachers' social perspective taking — “understanding the thoughts, feelings, and motivations of others” — can improve teacher-student relationships, according to a recent study. About 100 teachers from a K-9 charter school network participated in two 90-minute sessions to learn about cognitive biases and social perspective and apply it to “their most vexing and perplexing students.” Teachers worked in pairs to practice taking the perspective of a challenging student, coming up with hypotheses about why the student engaged in challenging behaviors, reflecting, and planning for collaborating with students proactively. The study found significant increases in teachers' efforts to understand these students and improvements in teachers' and students' perceptions of their relationships with one another and students' academic competency. edarxiv.org/yvcdb/

22% OF MATH TEACHERS HAVE NO CURRICULUM-ALIGNED PROFESSIONAL LEARNING

Educators have more high-quality math curriculum materials to choose from than ever before, according to an analysis from EdReports. However, teachers' use of these materials and engagement in professional learning on the materials lag behind. Of note, “nearly a quarter of mathematics teachers receive no curriculum-aligned professional development,” with almost two-thirds of teachers having less than five hours of learning about how to implement the materials. The authors warn that, “given how important professional learning is for the successful



implementation of high-quality materials, these numbers indicate a definitive need for states and districts to invest in ongoing professional development to support teachers with their curriculum.”

bit.ly/3PxvSKH

40% MORE ANXIETY AMONG TEACHERS THAN HEALTH CARE WORKERS DURING COVID

Using a large national data set, researchers examined teachers' mental health during the COVID-19 pandemic and compared it with the mental health of other professionals. A press release from the American Educational Research Association summarized the findings: “Teachers were 40% more likely to report anxiety symptoms than health care workers, 20% more likely than office workers, and 30% more likely than workers in other occupations, such as military, farming, and legal professions.” The study also found that educators teaching remotely were significantly more likely to report depression and isolation than those teaching in person.

bit.ly/3PrjSdR

1/2- WAY THROUGH ESSER, DISTRICTS LOOK TO PROFESSIONAL LEARNING

The consulting firm McKinsey & Company examined why many U.S. school districts have not yet spent much of their federal ESSER money, which must be spent by September

2024. More than 90% of surveyed administrators said they have run into challenges and obstacles in deploying the funds, which has resulted in only a small percentage of the money being spent halfway through the program.

When asked how they plan to spend the money going forward, administrators indicated shifting away from immediate mitigation measures toward dealing with unfinished student learning and staffing challenges. Those goals include “meaningful acceleration” in teacher professional development and “moderate acceleration” in teacher recruitment, teacher compensation, and substitute teacher compensation.

mck.co/3HD6Nfr

2X INCREASE IN TEACHER RESIDENCIES IN FOUR YEARS

The popularity of teacher residency programs is growing, according to the annual report of the National Center for Teacher Residencies — from 792 graduates in 2018 to 1,140 in 2021 and about 3,500 candidates in 2018 to about 7,000 in 2021. 57% of candidates are people of color — a much higher percentage than the 18% of teachers of color currently employed in the U.S. An article in *The 74* describes intensive residency programs as “a far cry from other certification programs run by organizations which sometimes provide just weeks of training before new teachers are responsible for their own classrooms, and often result in higher turnover.” The article shares examples of teacher residency programs in the U.S., and the annual report includes findings about host principals' ratings of teacher candidates' effectiveness, contributions to school climate, and contributions to student achievement — all over 90%.

bit.ly/3YsEPZK

bit.ly/3BEIDhU