

DATA POINTS



3 IN 10 TEACHERS SAY CURRICULUM IS TOO DIFFICULT

The use of high-quality instructional materials is on the rise, according to the RAND Corporation's annual American Instructional Resources Survey. During the 2022-23 school year, 51% of math teachers and 35% of English language arts teachers in grades K-12 reported regularly using standards-aligned core materials. This is up 20 percentage points from 2018-19, the first year of the survey. But not all teachers use these materials most of the time. Three in 10 teachers reported their required curriculum to be too challenging for students, a sentiment found to be more often held by those with less experience or in high-poverty schools. Math teachers who reported that the curriculum was too difficult were significantly less likely to use the materials. A bright spot in the findings was that teachers who reported professional learning helped them use their materials were less likely to say their materials were out of reach for students.

bit.ly/48Cg8Pv

86% OF SATISFIED TEACHERS STAYED IN THEIR JOBS

Job satisfaction leads to teachers staying in their schools, according to survey results published in the 2021-

22 *Attrition and Mobility of Teachers* report from the National Center for Education Statistics. The report, a follow-up to the National Teacher and Principal Survey, includes K-12 teachers in U.S. public and private schools. Of teachers who reported general job satisfaction for the 2020-21 school year, 86% stayed at the same school, 7% moved schools, and 8% left teaching altogether. A sense of agency over what one teaches matters, too. Among teachers who reported having moderate or a great deal of control over the domains of planning and teaching, nearly 85% remained at the same school in the 2021-22 school year.

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30 HOURS OF TEACHER LEARNING ABOUT RESILIENCE HAS POSITIVE EFFECTS ON STUDENTS

A peer-reviewed study of mindfulness-based interventions for teachers and the connection to students' academic and behavioral outcomes found promising results. A group of 224 teachers in 36 high-poverty public schools in New York City took part in the Cultivating Awareness and Resilience in Education program. During one school year, educators spent 30 hours over five days focusing on mindful awareness practices, emotional skills instruction, and compassion and listening practices. Over 5,000 students in grades 1-5

were assessed before and after teachers participated in the program. Students with teachers in the program had higher post-test scores in engagement, motivation to learn, and reading proficiency compared to students in the control group.

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1 DEEP DIVE INTO SUBSTITUTE TEACHERS

A team of Australian researchers conducted a systematic review of 31 publications on substitute teacher experiences, mainly from the U.S. and Australia, offering insights into how professional learning can support these teachers. The review noted that substitute teachers are an essential part of school improvement efforts since they allow teachers to take part in professional learning activities. Often, they are early in their careers and seeking permanent work. And while critical to school function, this group was found to be perceived as having lesser value than their full-time counterparts. Especially for those new to the profession, professional learning surfaced as being important, but these opportunities were difficult to come by. Study authors conclude that substitutes are a key component of the workforce yet lack targeted support, noting that educational systems must develop policies to address the needs of this specific teaching group.

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