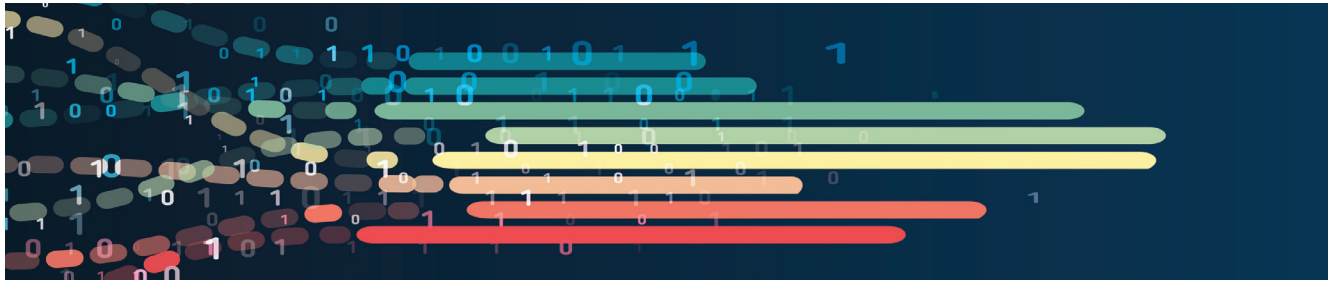


DATA POINTS



11.6% RISE IN TEACHER PREP PROGRAM ENROLLMENT

New federal data revealed a steady increase in teacher preparation program enrollment from 2018 to 2022. The Center for Education Evaluation and Policy Analysis (CEEPA) at Penn State released its analysis of Title II data from the U.S. Department of Education's website. Among the findings, CEEPA noted a 42% decline in teacher preparation program enrollees from 2009-10 to 2014-15. Since a teacher candidate low point in 2018-19, the recent growth of nearly 12% in future U.S. teachers shows progress at addressing educator shortages.

bit.ly/3UGDcYN

81% OF TEACHERS REPORT HAVING SEL PROFESSIONAL LEARNING

The Institute of Education Sciences at the National Center for Education Statistics released the latest monthly data collection from a national sample of elementary, middle, high, and combined-grade public schools on the impact of the COVID-19 pandemic on education. 81% of responding public school teachers reported receiving professional learning to implement social and emotional (SEL) skills development curriculum to support students' SEL skills. However only 51% of the noninstructional staff received those same learning opportunities. 63% of respondents said they use formal curricula for SEL

skills instruction, which are effective at improving student outcomes, according to 72% of those polled.

bit.ly/3xWMUNH

7% DROP IN MALE TEACHERS SINCE 1988

The American Institute for Boys and Men published a research brief on declining gender diversity among teachers. Men now make up 23% of U.S. elementary and secondary teachers, down from 30% in 1988. In early education, men account for only 3% of kindergarten and pre-K teachers. While 26% of all U.S. students are boys of color, only 6% of their teachers are men of color. A handful of states have initiatives to recruit and retain male teachers, particularly men of color, such as Texas's residency program for Black and Latino men in Dallas ISD, New York's NYC Men Teach program, and "Call me MISTER" at Clemson University in South Carolina.

bit.ly/4a0Cytg

1 ACCELERATOR TO K-12 INNOVATION: BUILDING EDUCATOR CAPACITY

The Consortium for School Networking announced the survey results from its annual Driving K-12 Innovation series, in which over 140 international advisory board members identified the most important hurdles, accelerators, and tech enablers influencing current K-12 innovation. Two of the top hurdles are attracting and retaining educators and IT professionals and

scaling innovations effectively in school systems. A leading accelerator is strengthening educators' capacity — building leaders' capacity or providing opportunities for K-12 educators to learn new skills and practices that enhance student experiences. The top tech enabler is generative artificial intelligence, which is changing how students learn but must be used responsibly and safely. The report repeatedly highlights the importance of strategic professional learning, including mentorship, to lead innovation and merge technology with proven strategies that improve outcomes for students.

bit.ly/3UFChYn

82% OF NEW RURAL TEACHERS STILL TEACHING AFTER FIVE YEARS

Eastern Iowa's Grant Wood Area Education Agency (GWAEA) supports 32 primarily small, rural districts, and like other rural areas in the U.S., GWAEA has struggled with recruiting and retaining teachers. In the mid-2000s, 41% of its teachers left the profession within five years. To bolster new teacher induction, GWAEA partnered with the New Teacher Center. New teachers now receive two years of job-embedded professional learning, including support by trained, high-quality induction coaches. GWAEA's new teachers are now 13 percentage points more likely to teach for at least five years (82%) as compared to a statewide average of 69%.

bit.ly/44kTTw5