



2019 TEACHER PERSPECTIVES ON PROFESSIONAL DEVELOPMENT



INTRODUCTION

To meet the evolving needs of K-12 students, educators receive more professional development now than ever before. Growing teacher shortages, increased student diversity, and intensifying concerns about school safety and climate have made it even more essential for this professional development to be effective.

Professional development can provide satisfying, relevant, and actionable guidance to educators—but how can school district leaders know if their professional development programs are meeting their educators' needs? To understand the value educators received from professional development in 2018-2019 and their recommendations for improvement, Hanover Research surveyed teachers and instructional support staff to determine:

- The professional development topics educators completed in 2018-2019 and the delivery methods they used;
- The impact professional development had on educators' instructional practice; and
- The professional development topics and delivery methods respondents would like to see offered in the future.

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KEY FINDINGS AND RECOMMENDATIONS

This school year, professional development offerings have focused on direct student support and inclusion. In the future, respondents would like additional professional development in areas that help drive student self-sufficiency.

- Result: Almost one-third of respondents received training on fostering a safe and supportive learning environment, a key area for professional development this school year. Common topics also included supporting students with disabilities (26%), differentiating instruction (25%), developing students' social-emotional skills (25%), and supporting diversity and inclusion (23%).
- Result: Respondents selected encouraging student participation/ownership of their learning (23%) as the topic on which they would most like further professional development. 1 in 5 also expressed interest in training on developing students' social-emotional skills (20%).
- Hanover's Recommendation: School districts should explore additional professional development opportunities focused on educating the whole child. These offerings may be especially relevant for more experienced educators whose training programs may not have included this content.

While 56% of respondents received professional development through in-person workshops/seminars conducted by their school district, respondents found the training they received through other delivery methods more satisfying.

- Result: Respondents rated workshops conducted by external partners/providers the most satisfying professional development delivery method (92%) and in-person training led by their school district the least satisfying (84%).
- Hanover's Recommendation: School districts should consider providing additional training to their in-house trainers to ensure the professional development they facilitate fosters educators' growth.

Respondents were less likely to have applied training received through instructional coaching and online, on-demand instructional videos than through other delivery methods.

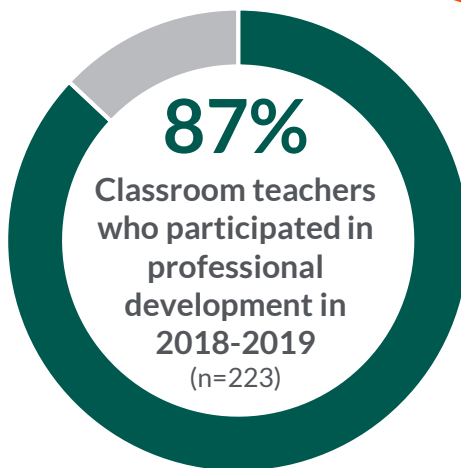
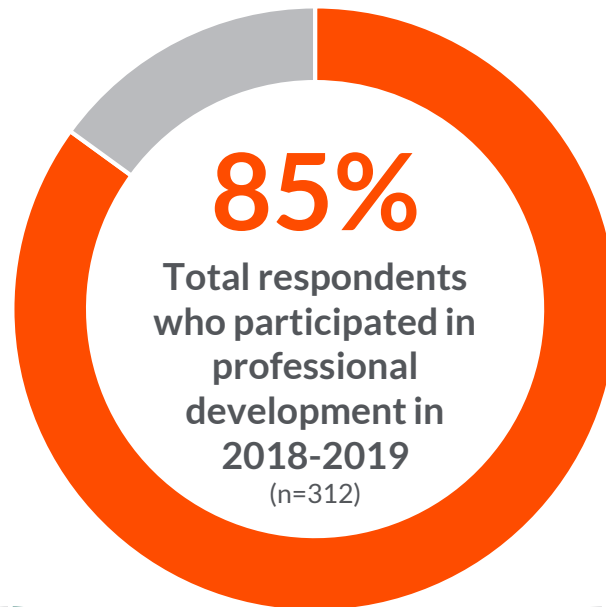
- Result: Most respondents who received instructional coaching (92%) or watched online, on-demand instructional videos (86%) found the training relevant to their instructional practice. However, fewer have actually applied what they learned through these delivery methods (83% and 81%, respectively).
- Hanover's Recommendation: In addition to ensuring that instructional coaches offer guidance to educators on how to put into practice what they discuss, school districts also should follow up with educators who view online, on-demand instructional videos to provide them with the resources and support they need to implement the training.



**PROFESSIONAL DEVELOPMENT
IN 2018-2019**

PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Most respondents engaged in professional learning in 2018-2019. However, classroom teachers are significantly more likely to report having participated in professional development this school year than instructional support staff.

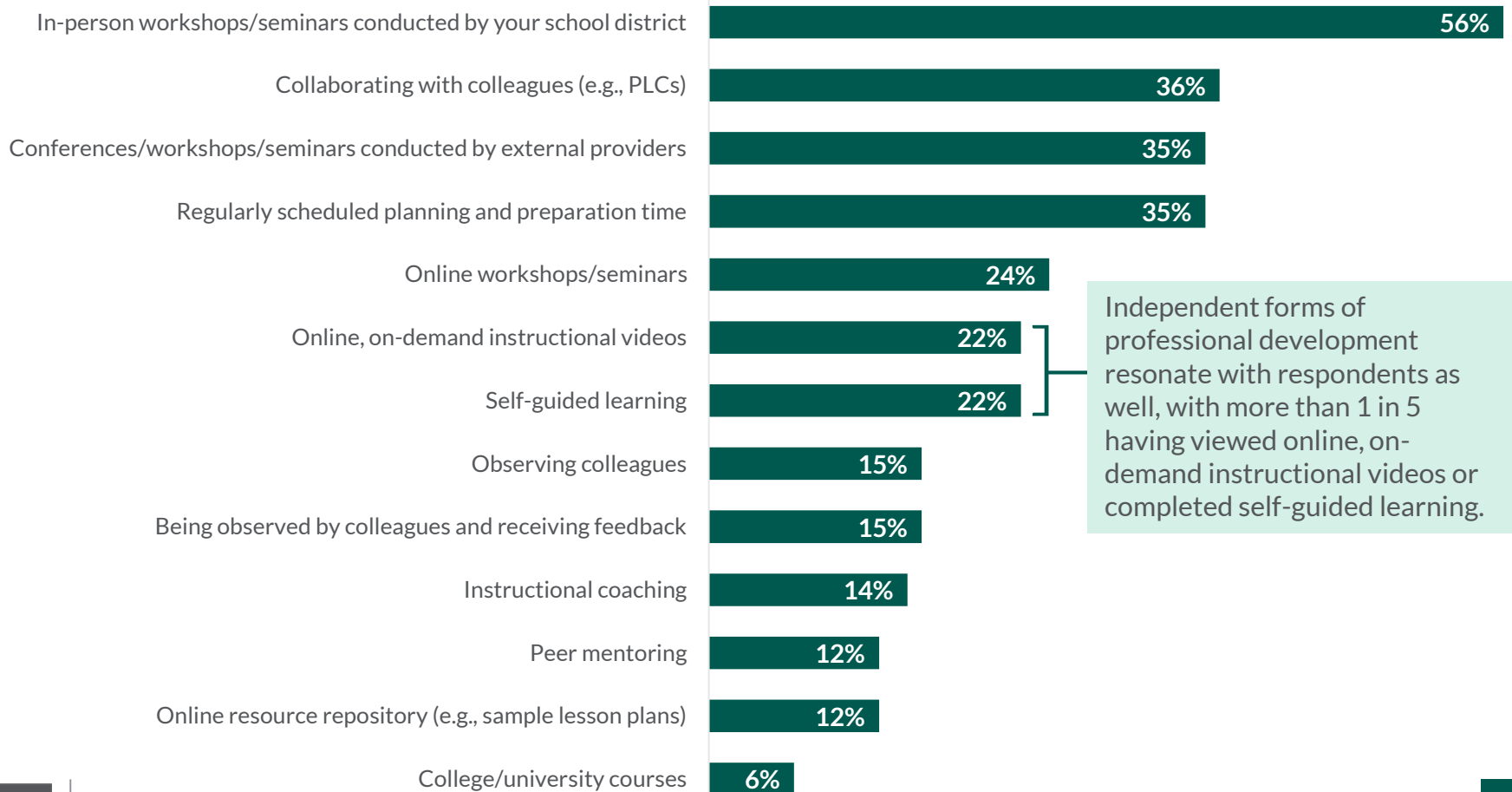


DELIVERY METHODS

Most respondents received professional development through conferences, workshops, or seminars. While more than half attended in-person sessions conducted by their school district, 35% were trained in sessions led by external partners/providers.

How Did You Receive Professional Development in 2018-2019?

(n=265)



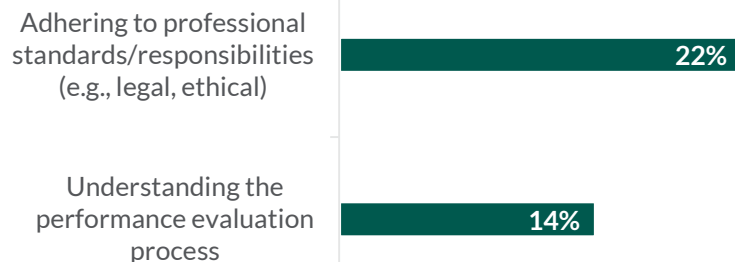
MOST COMMON TOPICS COMPLETED IN 2018-2019

Many professional development offerings have focused on direct student support and inclusion. Almost one-third of respondents participated in training to foster safe and supportive learning environments; other popular topics included supporting students with disabilities, differentiating instruction, developing students' social-emotional skills, and supporting diversity and inclusion.

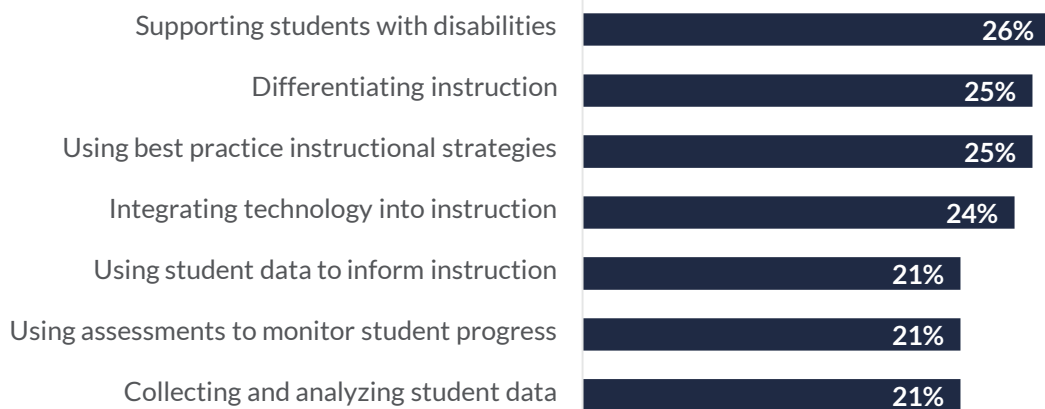
Safe and Supportive Environments



Professional Responsibility and Growth



Curriculum and Instruction



MOST COMMON TOPICS: SAFE AND SUPPORTIVE ENVIRONMENTS

Signaling the importance of maintaining a positive culture and climate, more than 1 in 4 respondents have studied how to foster a safe and supportive learning environment, develop students' social-emotional skills, and/or implement classroom management strategies.

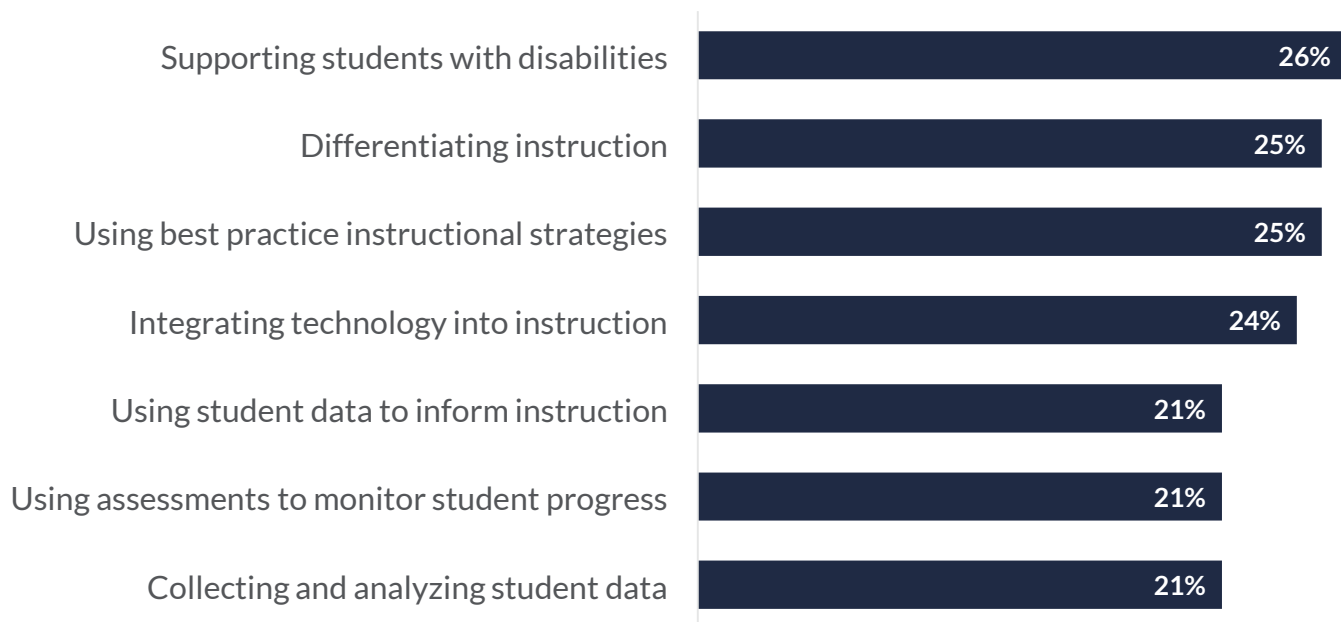
Professional Development Topics: Safe and Supportive Environments



MOST COMMON TOPICS: CURRICULUM AND INSTRUCTION

More than one-fourth of respondents participated in training focused on supporting students with disabilities. Data and analytics training, such as using assessments to monitor student progress and collecting and analyzing student data, were somewhat less popular, potentially signaling a need for greater use of student data to support efforts to improve classroom performance.

Professional Development Topics: Curriculum and Instruction



MOST COMMON TOPICS: PROFESSIONAL RESPONSIBILITY AND GROWTH

Overall, more respondents have engaged in training focused on compliance with professional standards/responsibilities than have participated in training intended to explain the process for evaluating their performance. When compared with their more experienced colleagues, respondents with five or fewer years of total experience were significantly more likely to have completed a professional standards/responsibilities training.

Professional Responsibility and Growth
Topics Completed in 2018-2019



Respondents Who Completed a Professional
Standards/Responsibilities Training





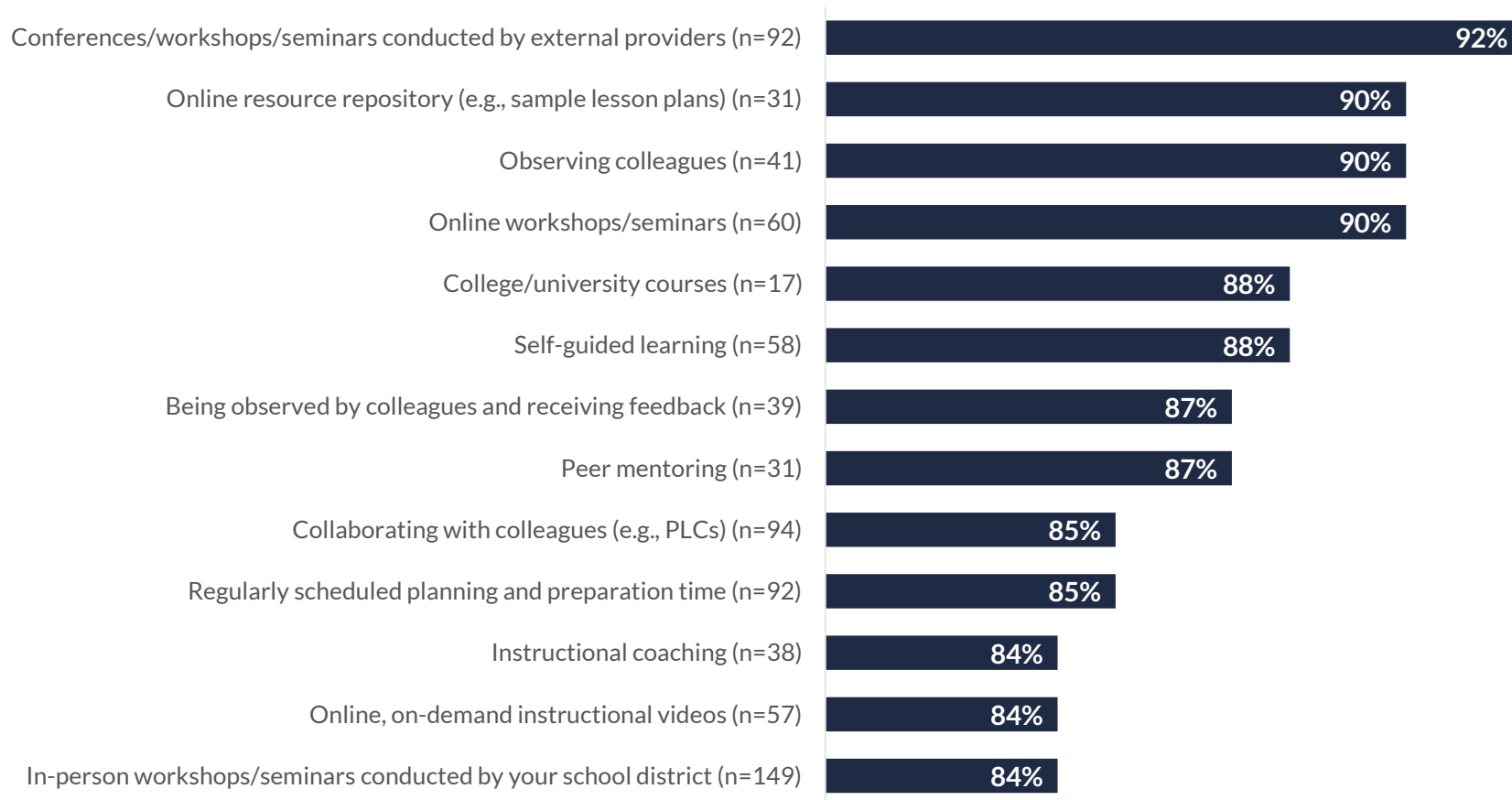
IMPACT OF PROFESSIONAL DEVELOPMENT

RESPONDENT SATISFACTION WITH PROFESSIONAL DEVELOPMENT

Satisfaction with professional development received in 2018-2019 is high, but respondents preferred workshops led by external partners over in-person workshops conducted by their school districts.

How Satisfied Are You with the Professional Development You Received?

% Somewhat or Completely Satisfied



HOW SATISFACTION VARIES BASED ON EXPERIENCE

While respondents with six or more years of total experience were more satisfied with the self-guided learning they completed than their less-experienced colleagues, respondents in the first few years of their careers were more likely to apply what they learned during in-person workshops led by their school districts. School districts may need to vary their professional development offerings to reflect the learning styles of educators with different levels of experience.

I Am Satisfied with the Self-Guided Learning I Completed.

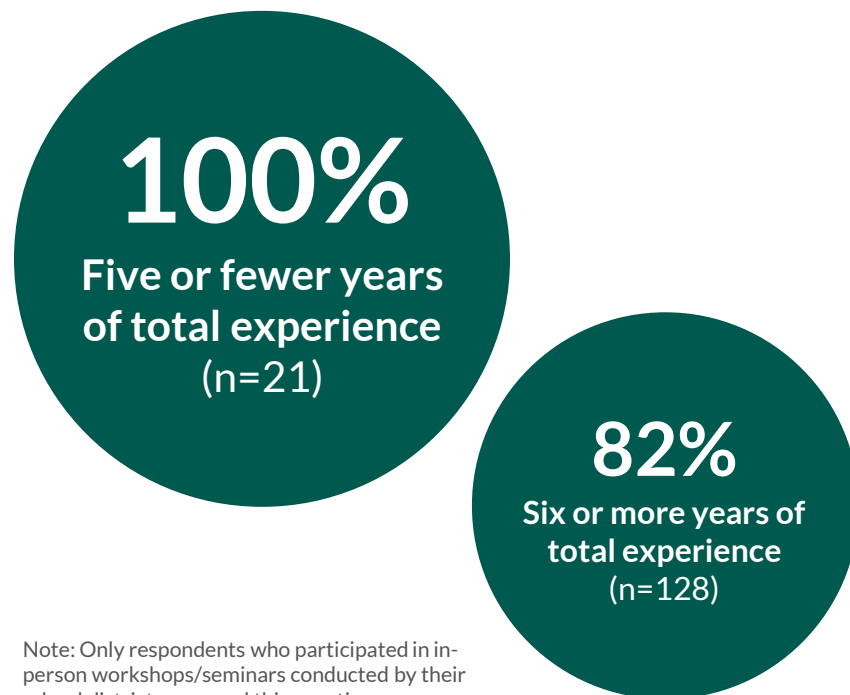
% Somewhat or Completely Satisfied



Note: Only respondents who engaged in self-guided learning answered this question. Also, we recommend interpreting results for n<20 with caution.

I Have Applied the Training Provided by In-Person Workshops Led by My School District.

% Somewhat or Strongly Agree



Note: Only respondents who participated in in-person workshops/seminars conducted by their school district answered this question.

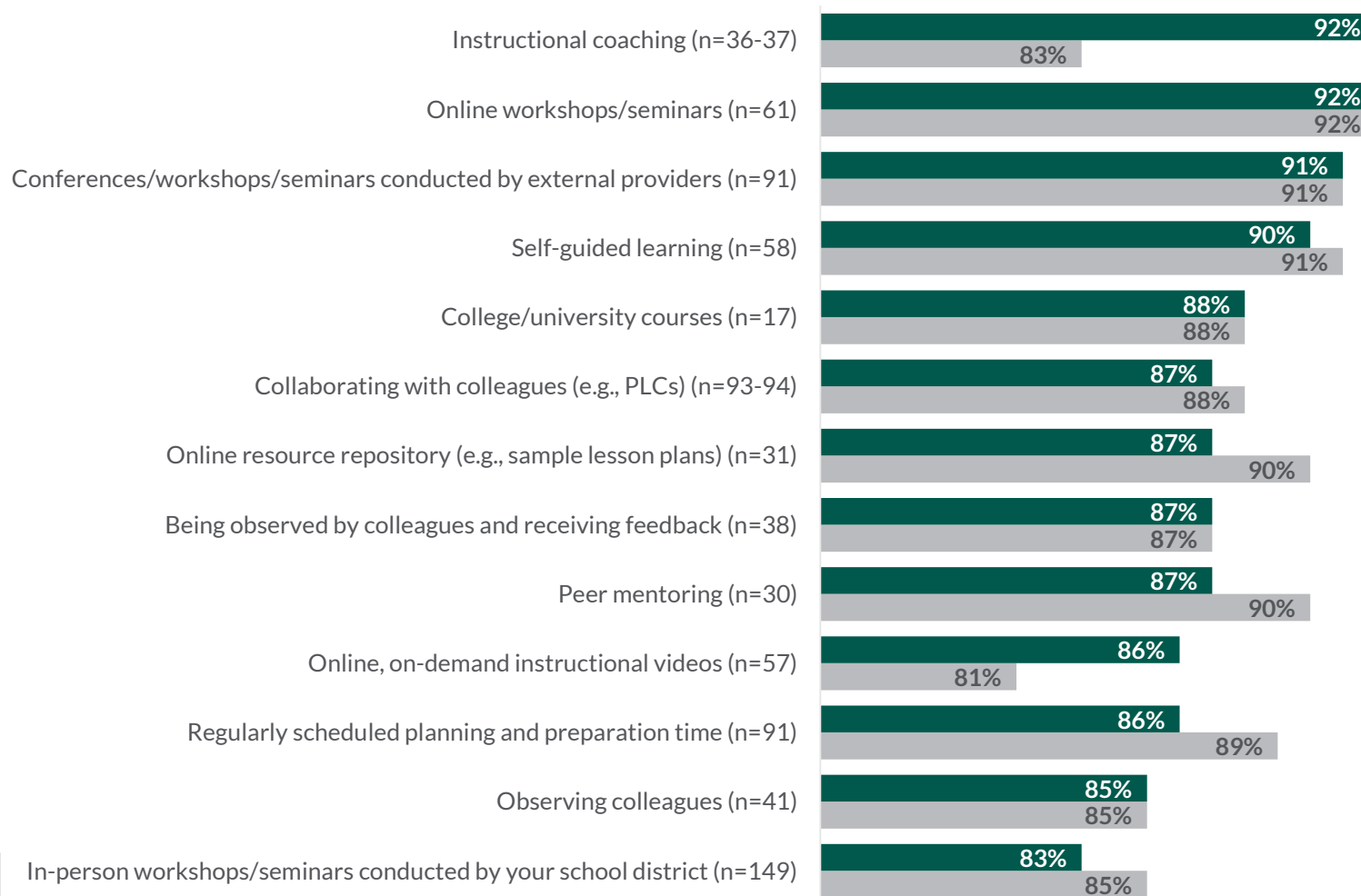
PROFESSIONAL DEVELOPMENT RELEVANCE AND APPLICABILITY

While many respondents consider instructional coaching and online, on-demand instructional videos relevant to their instructional practice, fewer actually applied their teachings, potentially signaling a need for more actionable guidance.

Was the Professional Development You Received Relevant to Your Instructional Practice? Have You Applied It?

% Somewhat or Strongly Agree

■ Relevant ■ Applied



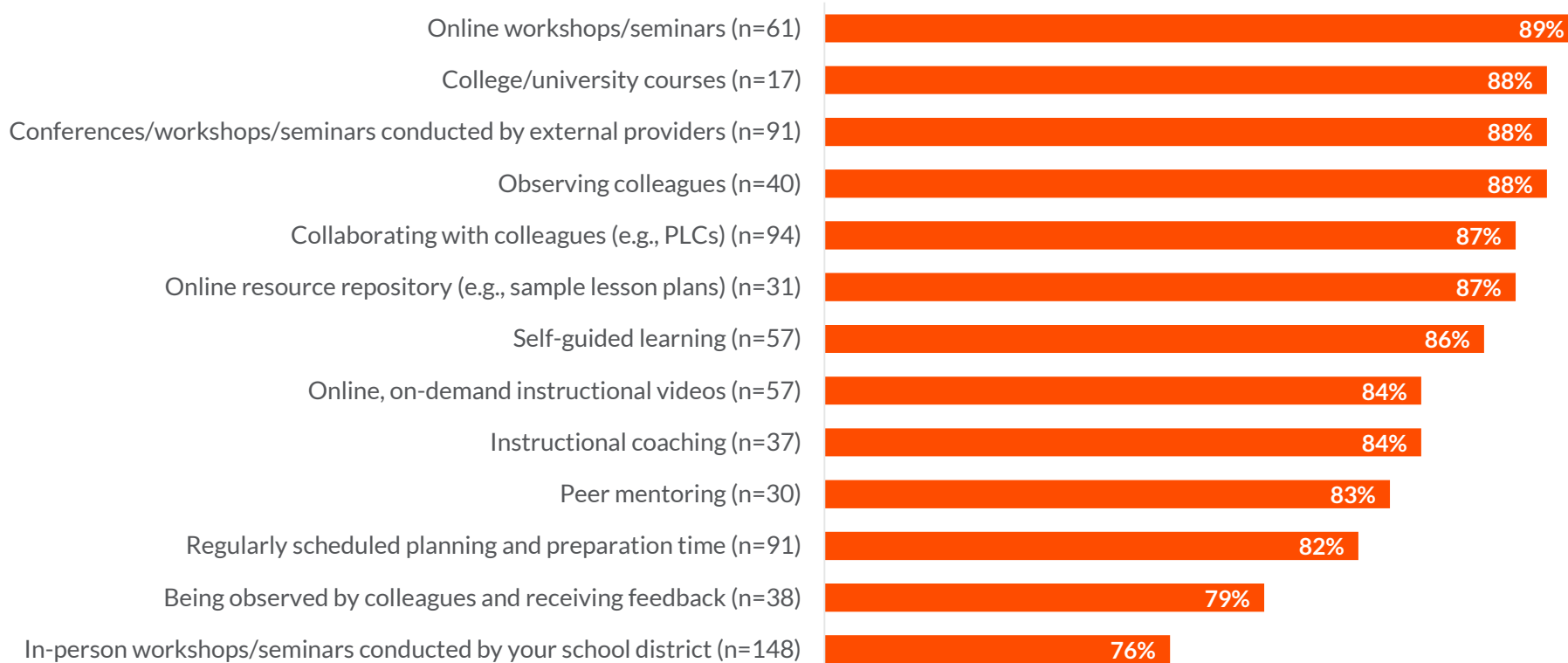
Note: Respondents were only asked to indicate the relevance and application of professional development provided through the delivery methods they used. Also, we recommend interpreting results for n<20 with caution.

POSITIVE IMPACT OF PROFESSIONAL DEVELOPMENT

Across delivery methods, more than three-quarters of respondents say their professional development has positively impacted their instructional practice. However, consistent with the preceding results, they find in-person workshops/seminars led by their school district less impactful than workshops/seminars conducted either online or by external providers.

Did the Professional Development You Received Positively Impact Your Instructional Practice?

% Somewhat or Strongly Agree



The background of the slide features a stylized compass rose on the left side, with its four points extending towards the corners. A ruler with vertical tick marks is positioned diagonally across the upper right portion of the slide. The overall color palette is light gray and white, with a dark teal accent for the text box and footer.

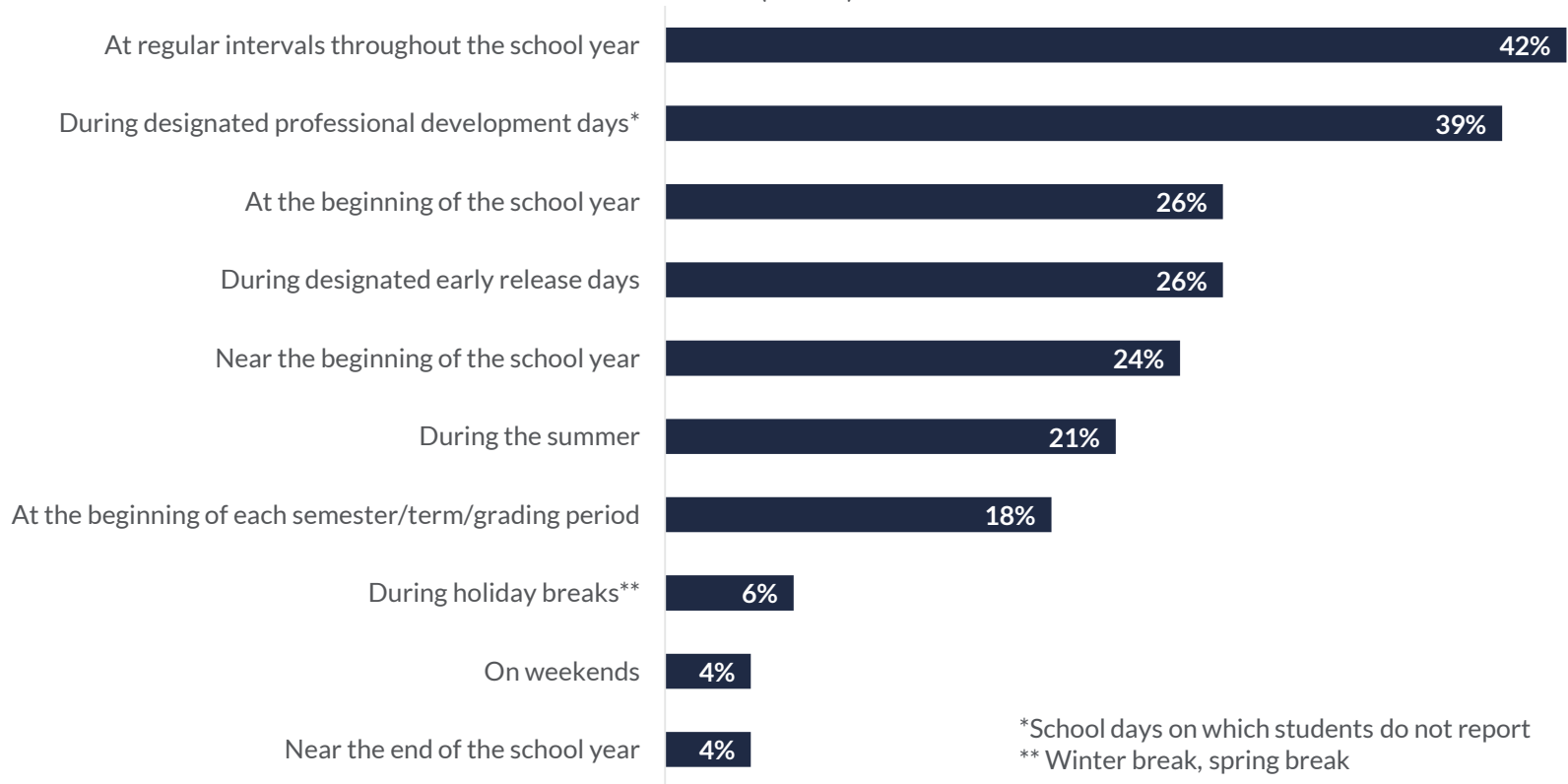
PROFESSIONAL DEVELOPMENT FORECAST

PREFERRED TIME OF YEAR FOR PROFESSIONAL DEVELOPMENT

Consistent with best practice recommendations for ongoing instead of one-time training sessions, respondents prefer to participate in professional development regularly throughout the school year on designated professional development days.

Preferred Time(s) of Year to Participate in Professional Development

(n=305)



*School days on which students do not report

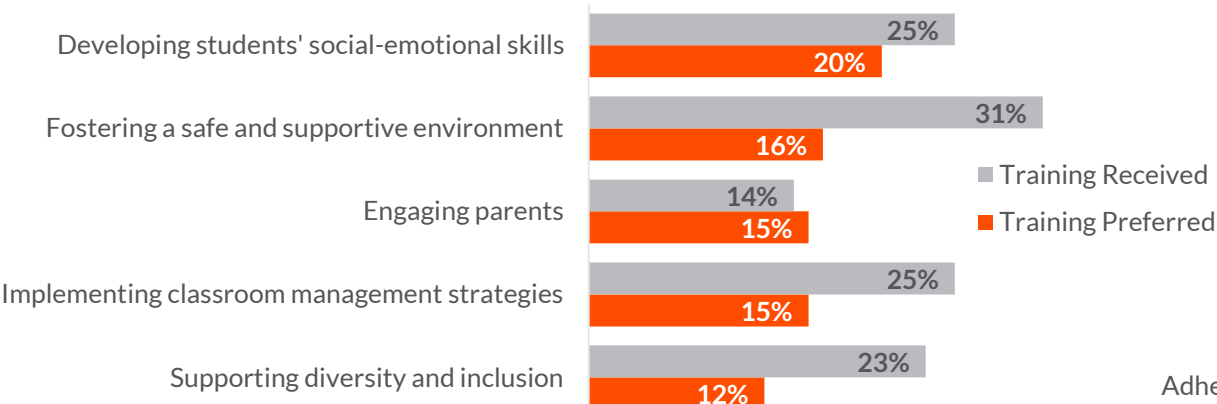
** Winter break, spring break



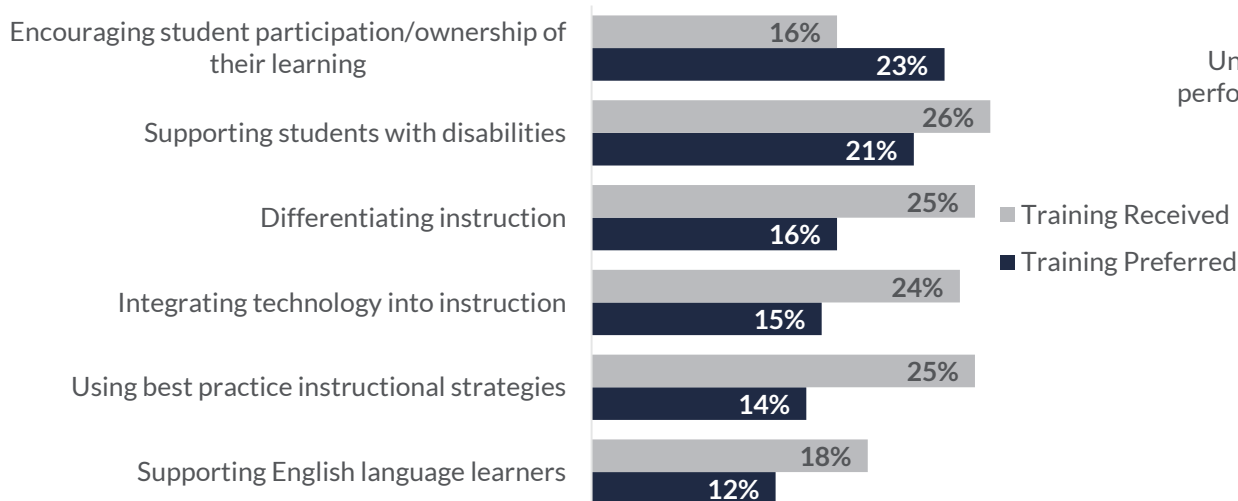
MOST POPULAR TOPICS FOR FUTURE PROFESSIONAL DEVELOPMENT

Respondents request more training in areas that help drive student self-sufficiency, like developing students' social-emotional skills and encouraging student participation/ownership of their learning.

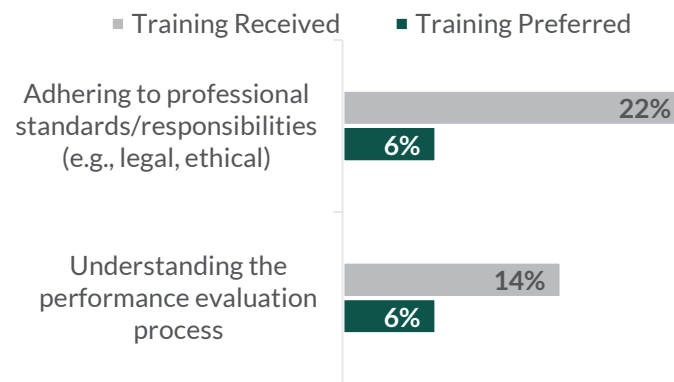
Safe and Supportive Environments



Curriculum and Instruction



Professional Responsibility and Growth

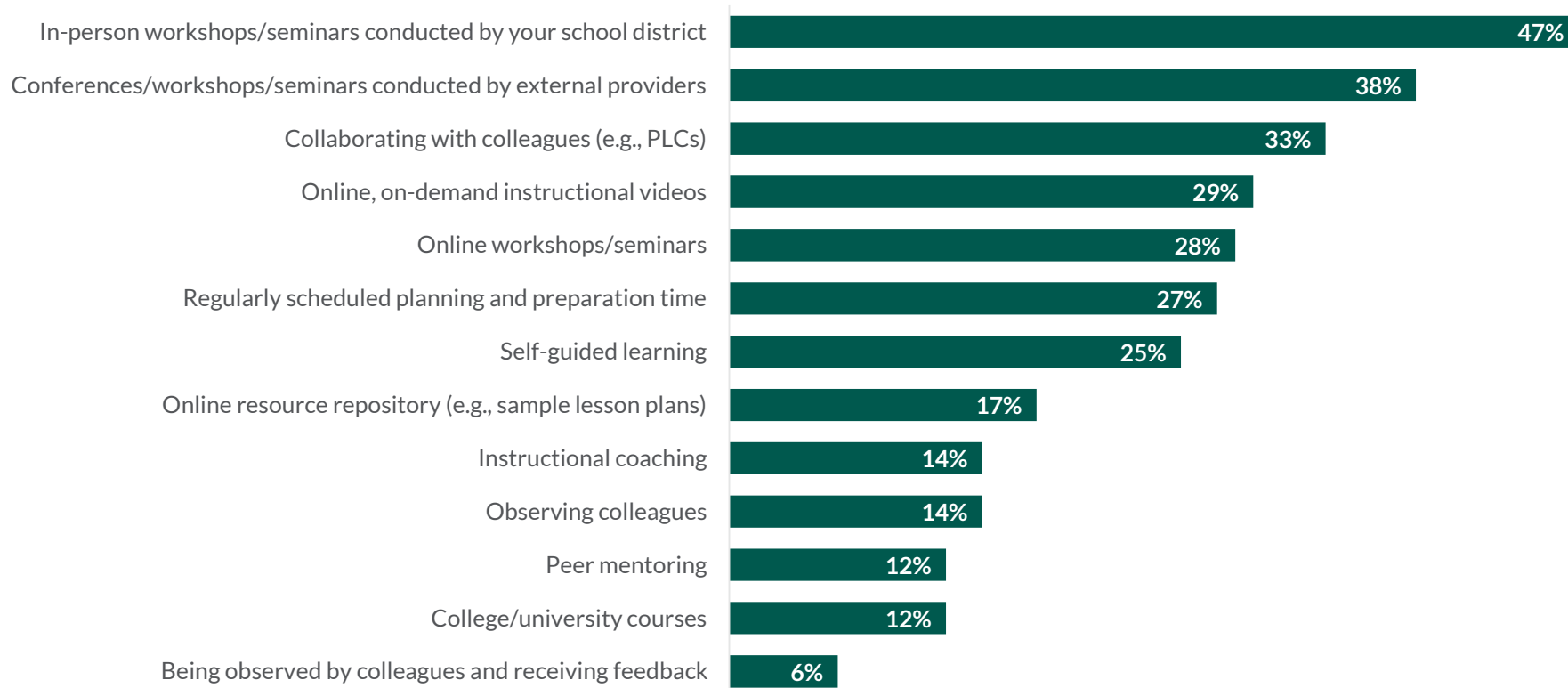


PREFERRED PROFESSIONAL DEVELOPMENT DELIVERY METHODS

Respondents primarily prefer to receive professional development during in-person workshops/seminars conducted by their school district. While this appears to contradict their perceptions of this training method as less satisfactory, relevant, or impactful, it may reflect their preference to engage in professional development during the school day as opposed to before/after school, during holiday breaks, or on weekends.

Preferred Methods of Receiving Professional Development

(n=305)



Note: Percentages sum to more than 100% because respondents could select up to five options.

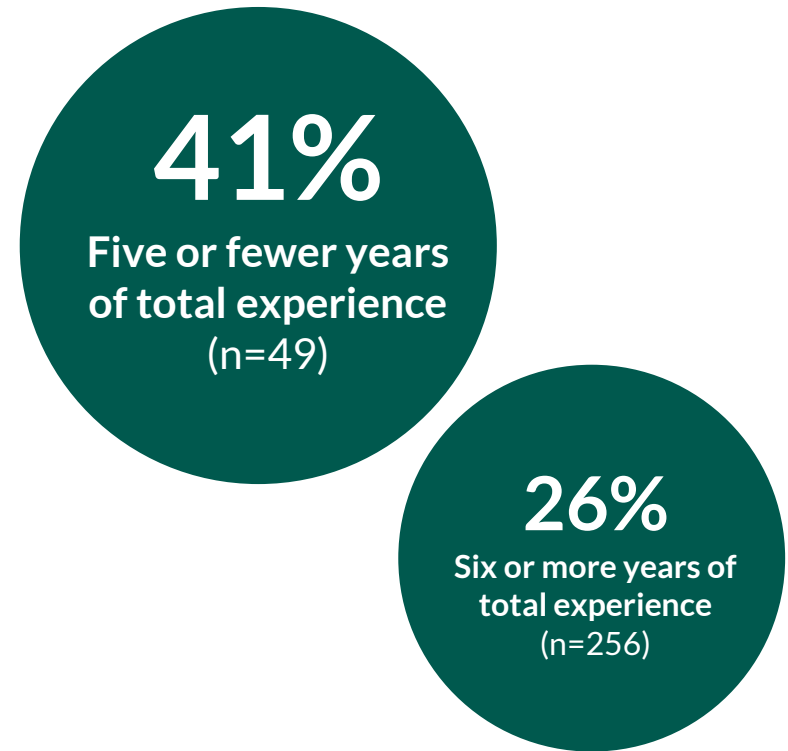
HOW PREFERRED DELIVERY METHODS VARY BASED ON EXPERIENCE

Compared with their less experienced peers, respondents with six or more years of total experience are more likely to prefer professional development that involves collaborating with colleagues; in contrast, respondents in the first few years of their career are more likely to prefer online workshops. Because they are typically younger, educators with five or fewer years of total experience may feel more at home with online learning because of their status as digital natives.

Collaborating with Colleagues (e.g., PLCs)



Online Workshops/Seminars



An open book is shown from a low angle, with its pages fanning out. A dark green rectangular overlay is positioned across the center of the book, containing the text 'SURVEY DETAILS' in white, bold, uppercase letters. The background is a blurred image of a library or bookstore with bookshelves.

SURVEY DETAILS

OVERVIEW

OBJECTIVES

Among school-based factors, access to effective classroom teachers and instructional support staff plays the most important role in raising student achievement. To continuously improve their instructional practice, classroom teachers and instructional support staff need access to high-quality professional learning opportunities. As part of our efforts to make evidence-based, actionable professional learning resources more readily available to educators, Hanover Research has surveyed classroom teachers and instructional support staff to gain insight into:

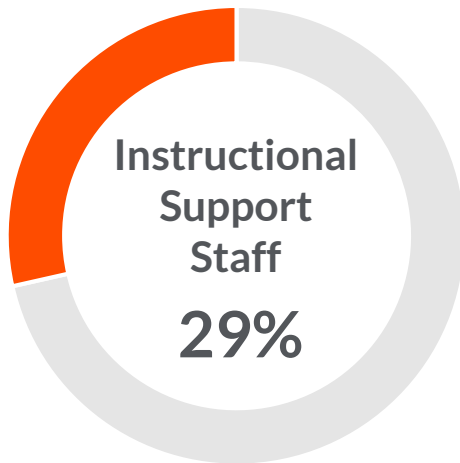
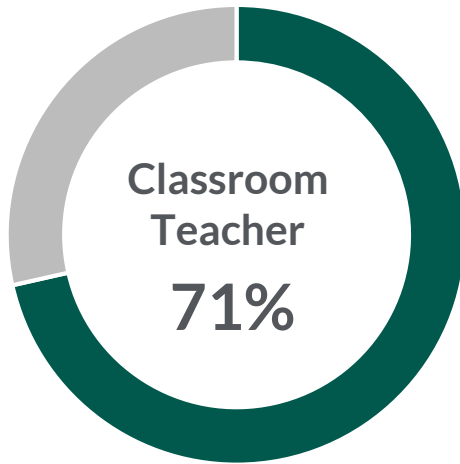
- Professional learning completed during the 2018-2019 school year
 - Topics
 - Delivery methods
 - Satisfaction
 - Relevance
 - Application
 - Impact
- Future professional learning priorities
 - Topics
- Professional learning preferences
 - Delivery methods
 - Timing
 - Frequency

SURVEY ADMINISTRATION AND ANALYSIS

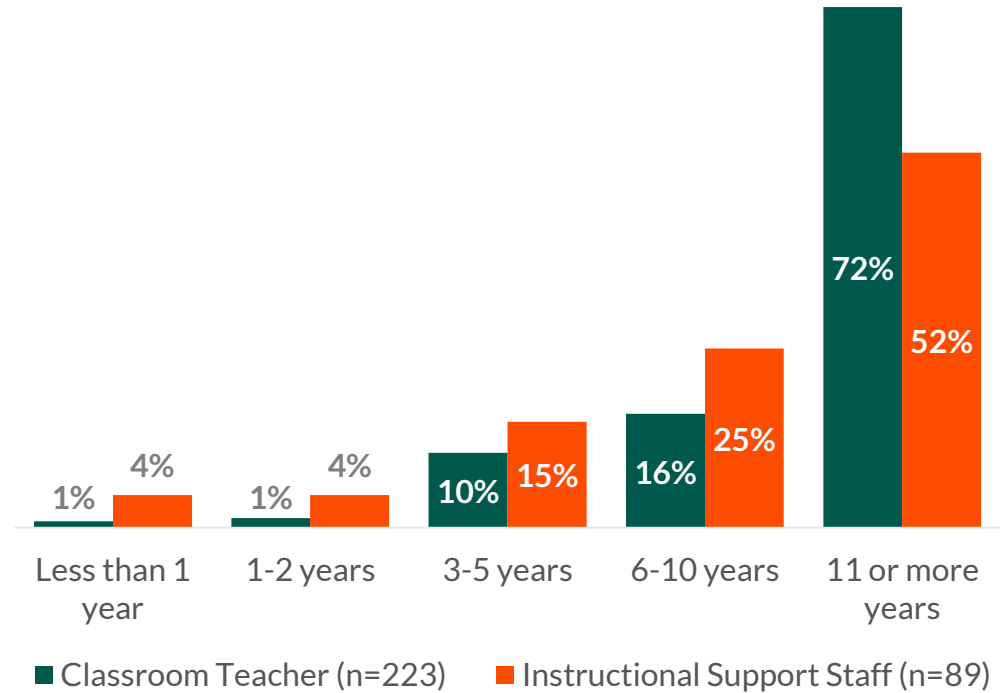
Hanover Research administered the survey online. The final sample includes 312 total responses from 223 classroom teachers and 89 instructional support staff (e.g., instructional aides, teaching assistants).

RESPONDENT CHARACTERISTICS

CURRENT ROLE (n=312)



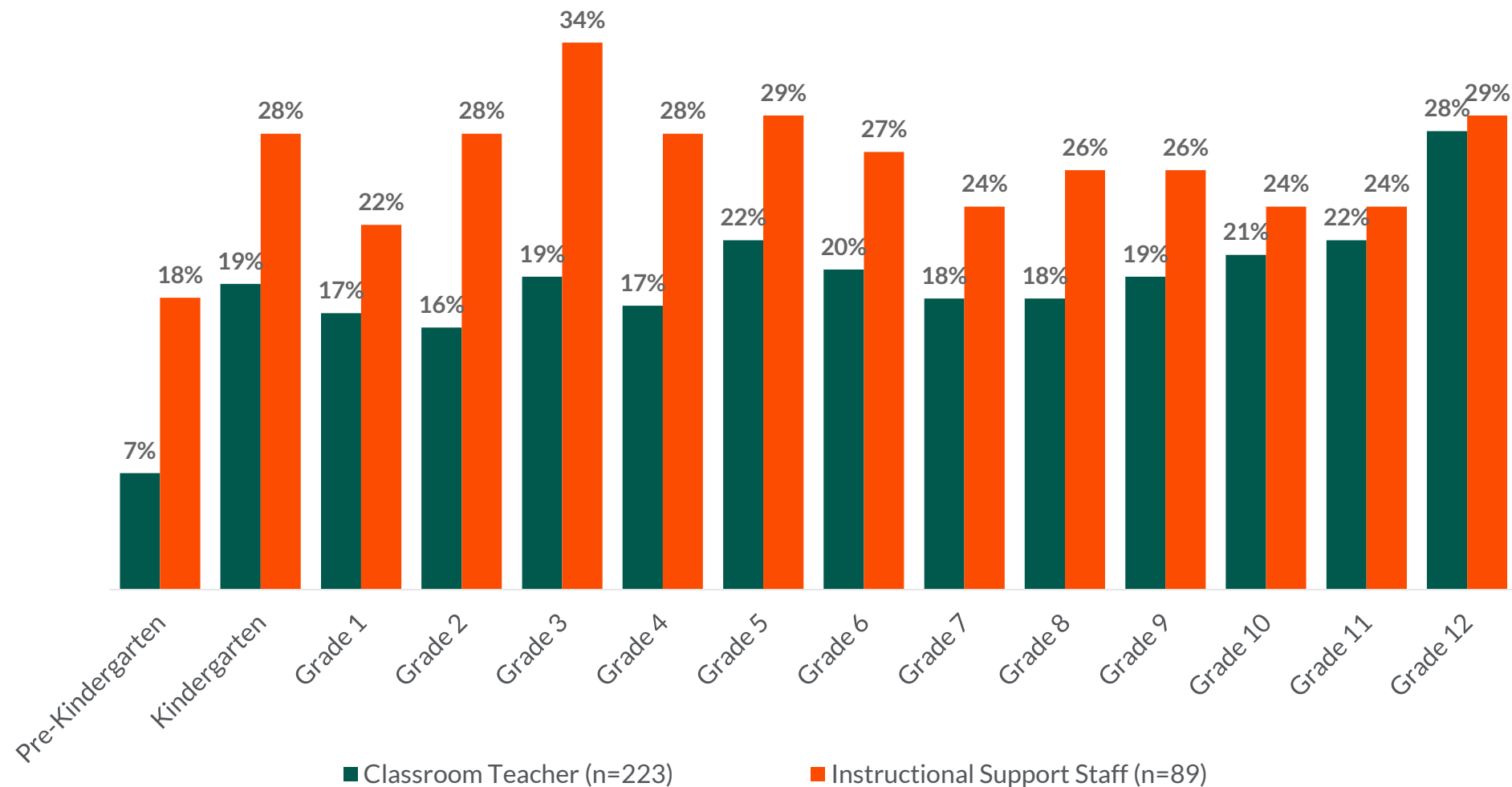
TOTAL YEARS OF EXPERIENCE (n=312)



13% of classroom teachers and **24%** of instructional support staff have 5 or fewer years of total experience.

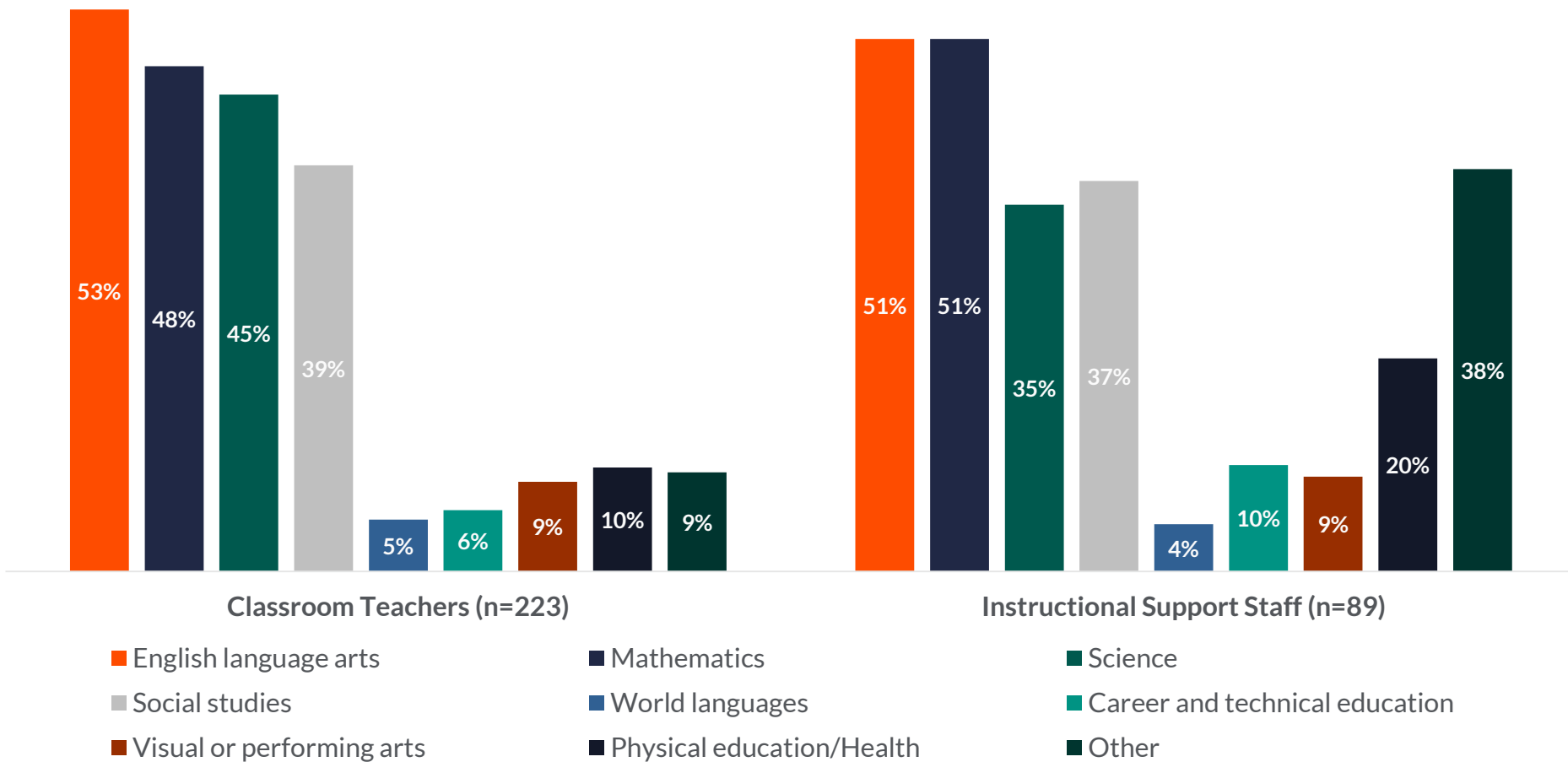
RESPONDENT CHARACTERISTICS

GRADE LEVELS CURRENTLY TEACHING OR SUPPORTING (n=312)



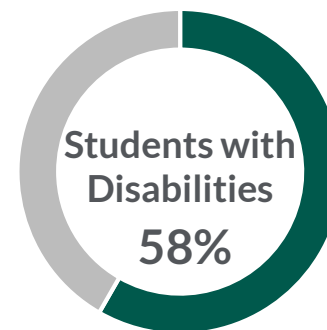
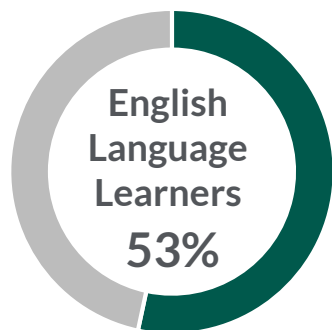
RESPONDENT CHARACTERISTICS

SUBJECT AREAS CURRENTLY TEACHING OR SUPPORTING (n=312)

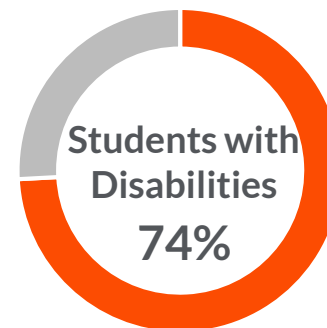
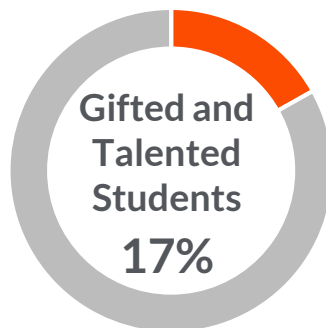
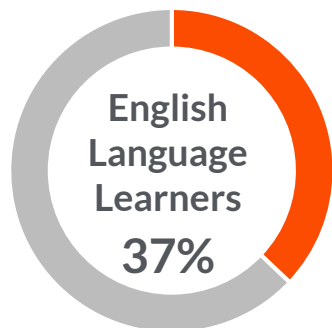


RESPONDENT CHARACTERISTICS

Share of Classroom Teachers Currently Teaching Special Student Populations (n=223)



Share of **Instructional Support Staff** Currently Supporting Special Student Populations (n=89)



Compared with **instructional support staff**, **classroom teachers** are significantly *more* likely to work with English language learners and gifted and talented students and significantly *less* likely to work with students with disabilities.



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