

What Teachers Need Now

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Respondents to a survey

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| <ul style="list-style-type: none">• Represented by 60% directly teaching students, 22% directly working with teachers, 11% supporting schools/districts, and 7% serving other functions in schools• Respondents taught or supported a range of subjects | <ul style="list-style-type: none">• Represented all grades K-12• Represented nearly all 50 US states, with the highest number from California, Florida, New Jersey, North Carolina, and Ohio |
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• About the Survey Design

- **Goal**-Understand what remote learning looked like across the country in spring 2020
- **Method**-Google Form surveys sent in March & April 2020
- **Audience**-Shared with Student Achievement Partners' followers and email subscribers via Facebook (28,000), LinkedIn (1,000), Twitter (34,000), email (70,000), and webinar (500 sent after a webinar related to remote learning strategies)



COMMONALITIES & TRENDS IN SURVEY RESPONSE

Some of the trends in the survey included:

- Educators were primarily responsible for designing lessons.
- Most educators stopped using existing curriculum.
- Student internet access was inconsistent.
- Districts were divided over whether to continue with new instruction.
- Professional learning capacity grew.
- Teachers had new learning needs.



IMPLICATIONS FOR PROFESSIONAL LEARNING

Since the survey revealed that teachers have new learning needs, the following implications were revealed:

- Professional learning should be content-focused.
- Professional learning must also support teachers in creating student centered learning experiences regardless of whether students experience learning in person, digitally, or with pencil & paper.
- Professional learning should be teacher- and student-centered.
- Professional learning should be instructionally relevant and actionable.



THE ROAD AHEAD

The road ahead-

- This past year has brought challenges, but it has also opened up new opportunities for reflecting and improving the way we support teachers.
- This is the perfect time to seize the opportunity to rethink how professional learning looks & feels.
- Teachers have shared what they need, and designers of professional learning must listen and act.



NOW WHAT?
How to use this article with administrators, leadership teams, or instructional coaches.

Use the information in this article summary by considering these questions:

- What are the facts?
- What are your questions?
- What are the implications for our district or building professional learning plans?
- What are the implications for me personally?



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