

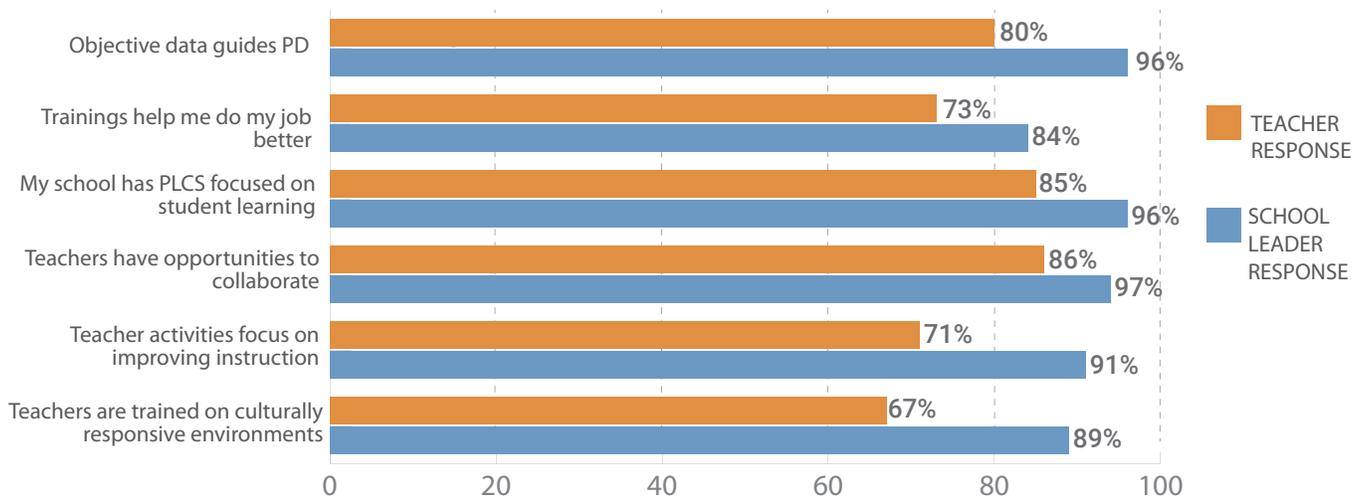


Florida Measure to Learn and Improve Study Professional Learning

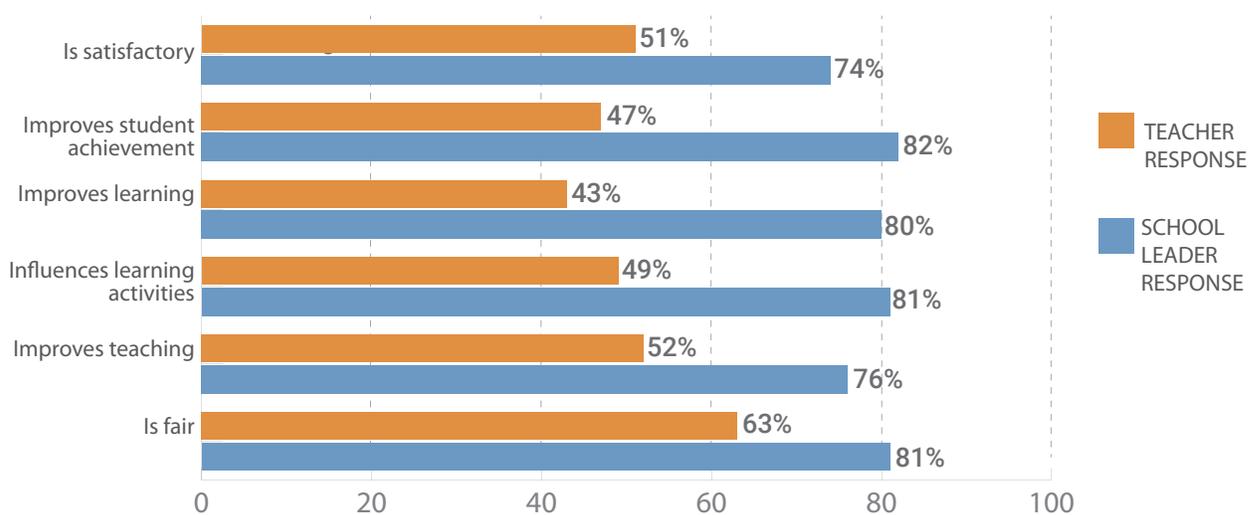
Professional learning opportunities and evaluation methods for educators are critically important for transforming teaching and improving student academic achievement. This is supported by research and reflected in current education reform efforts and policy. Currently, 73% of teachers and 84% of school leaders agree that their training experiences help them improve as professionals. However, teachers and leaders have divergent opinions of the existing teacher evaluation strategies.

Key Findings

Percentage of Florida teachers and school leaders who agree with the following statements:



Percentage of teachers and leaders in Florida who agree with the following statements: "The teacher evaluation process. . ."



Summary and Implications

The majority of teachers and school leaders agree that professional development opportunities are satisfactory and beneficial, though there is certainly room for improvement. For example, only roughly 70% of teachers report that the activities actually focus on improving instruction or support culturally responsive environments, both of which are critical elements to academic success. Although research indicates that high-quality coaching results in enhanced teaching, nearly 50% of school leaders stated that they do not engage in any form of peer or mentor coaching.

Teachers report that they do not see the current teacher evaluation process as an effective means improve their practice and increase student academic achievement. As current research shows that strong teaching practices are one of the highest leverage strategies to improving student outcomes, developing training and evaluation strategies to effectively support teacher growth is of critical importance.

Questions for Consideration

 What district and state policies can be developed to aid in the design and implementation of effective professional learning experiences that meet the unique needs of teachers and effectively support improvement in teacher collaboration, instruction, learning, and student achievement?

 How do districts utilize technology to promote the development of professional learning environments by teachers?



Project Background

The University of Florida Lastinger Center is a national leader in researching, developing, implementing, and scaling innovative solutions that transform teacher practice and student learning. In partnership with the Florida Department of Education, the Lastinger Center has developed a series of briefs that summarizes data collected by the RAND Corporation's American Teacher Panel (ATP) and American School Leader Panel (ASLP) on critical topics in education from teachers' and school leaders' perspectives. Data were collected through the Measure to Learn and Improve (MLI) study, conducted with support from the Bill and Melinda Gates Foundation. The MLI focuses on teacher and administrator perceptions of state standards and related instructional materials, professional development opportunities, teacher evaluation systems, and personalized and digital learning opportunities available for students.

Recommendations

-  Design job-embedded, competency-based professional learning experiences that are ongoing and seen as critical elements to building the skills and meeting the needs of educators.
-  Leverage technology to create rich professional learning environments that extend beyond traditional boundaries and connect people to peers, resources, and learning opportunities.
-  Develop and deploy teacher leaders as certified instructional coaches to provide individualized support focused on improving instruction and student learning and to help teachers implement PD learnings in their classrooms.