

# Professional Learning in Rhode Island

# Results from the 2017-18 Teacher SurveyWorks



Teachers report statistically significant differences in experiences with professional learning (PL) across the state.



These differences tend to be driven by school type and teacher experience.

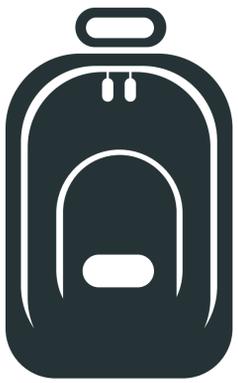


Teachers who report engaging in professional learning more often tend to report higher levels of satisfaction with PL.



# DIFFERENT EXPERIENCES WITH PROFESSIONAL LEARNING

Teachers report systematic differences in the types of PL they experience depending on the grade level of the school they work in.



60% of elementary teachers report meeting with an instructional coach at least once or twice per year, compared to 32% of high school teachers.

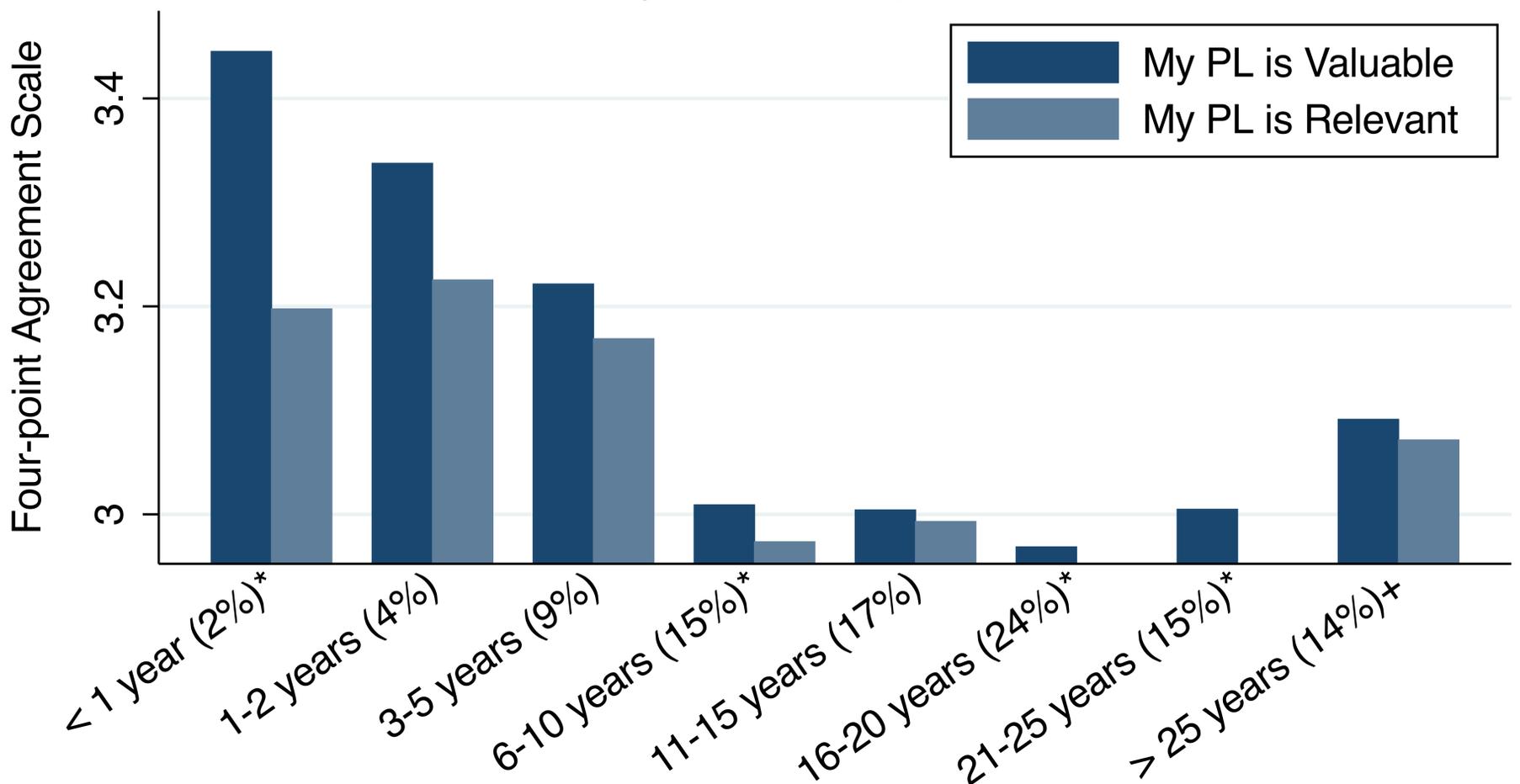


44% of high school teachers report observing colleagues' classrooms to offer feedback at least once or twice per year, compared to 34% of elementary teachers.

Less experienced teachers are more satisfied with their professional learning, compared to more experienced teachers.

## Satisfaction with Professional Learning

By Teacher Experience



Note: Teacher experience self-reported in 2017-18 SurveyWorks.

N size indicated in parentheses as a percent of total RI teacher population.

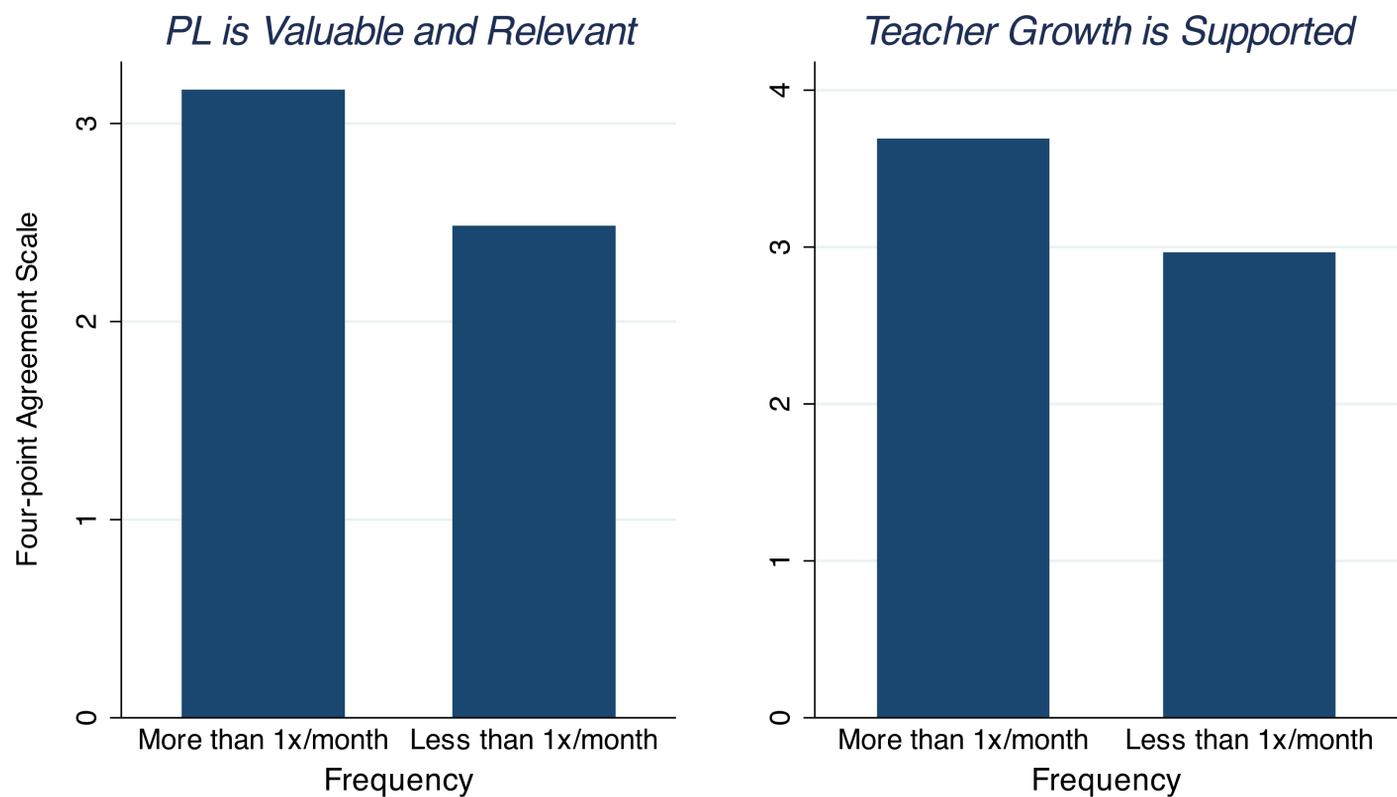
\*Differences in means statistically significant from comparison group at conventional levels.

+Comparison group

# INCREASED SATISFACTION ASSOCIATED WITH DOSAGE

Teachers who engage in more professional learning tend to find it more valuable and relevant, and feel more supported.

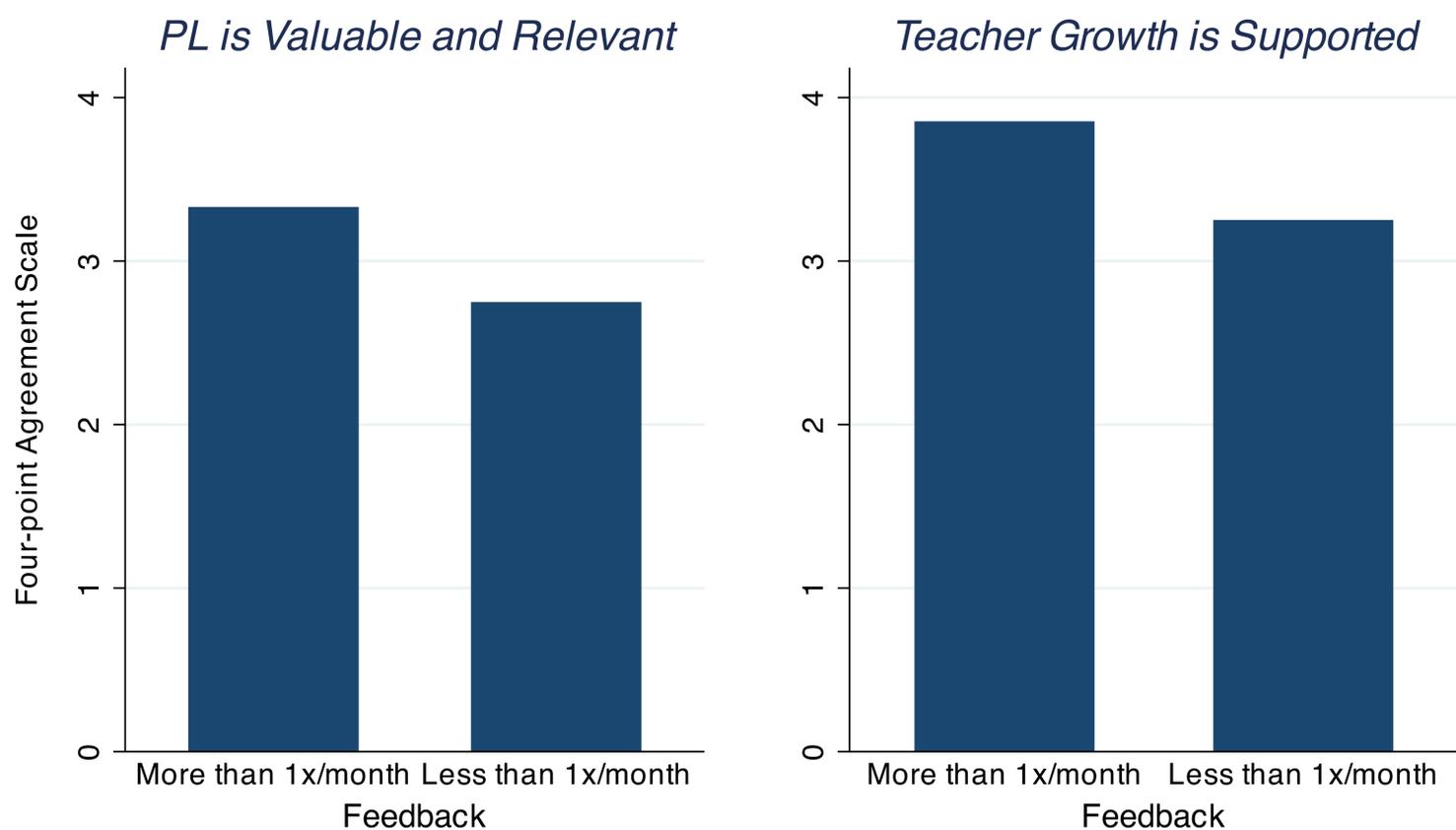
## Satisfaction with Professional Learning By Frequency of Meeting for PL, Any Type



Note: Differences in means statistically significant at conventional levels.

In particular, teachers who engage in providing or receiving feedback more often tend to report higher levels of satisfaction with PL.

## Satisfaction with Professional Learning By Frequency of Instructional Feedback



Note: Differences in means statistically significant at conventional levels.