



Forum for World Education  
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# Supporting Teacher Professional Learning and Well-being During the COVID-19 Pandemic

*Lessons Learned from the  
Institute of Student Achievement*

Fenot Aklog  
Director of Monitoring Evaluation & Research  
Institute for Student Achievement, ETS

## Overview

- ❖ 30-year old K-12 school improvement intermediary organization
- ❖ “practice” division of ETS
- ❖ work with high-poverty under-resourced schools serving high needs students
- ❖ provide teacher and leader professional development and job-embedded instructional and leadership coaching

## Effects of the COVID-19 Pandemic

- shift to providing on-site to virtual professional development services to client schools
- upskilling of staff in order to support teachers in making the shift to virtual teaching and learning
- shifting foci of support services to align with the challenges schools continue to face with the return in-person teaching and learning

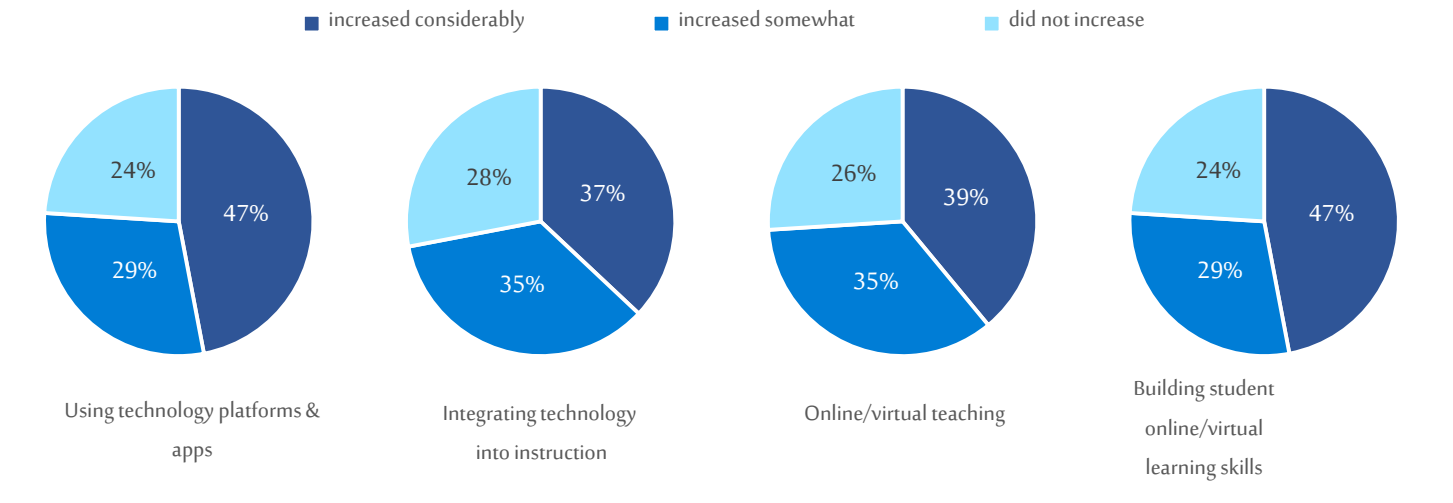
# ISA Professional Development Supports for Teachers

## The 2020-21 School Year

Percentage of teachers reporting that ISA coaching during the 2020-21 school year helped increase their technology skills

### Key Foci of ISA Teacher Coaching

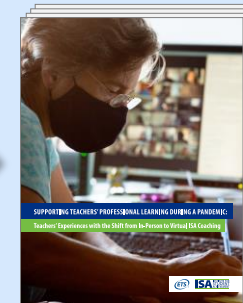
- teacher instructional technology integration
- defining and fostering student engagement in the virtual classroom.
- addressing student social and emotional well-being



Read more about ISA learnings from the 2020-21 school year:

*Supporting Teachers' Professional Learning During a Pandemic*

<https://www.studentachievement.org/>



# The COVID-19 Pandemic and Teacher Working Conditions

## The 2021-22 School Year



### Students

- increased absenteeism
- increased disengagement
- increased disruptive behaviors and discipline referrals
- increased incidents of bullying and violence
- learning loss/unfinished learning
- increased/exacerbated social, emotional wellbeing and mental health challenges



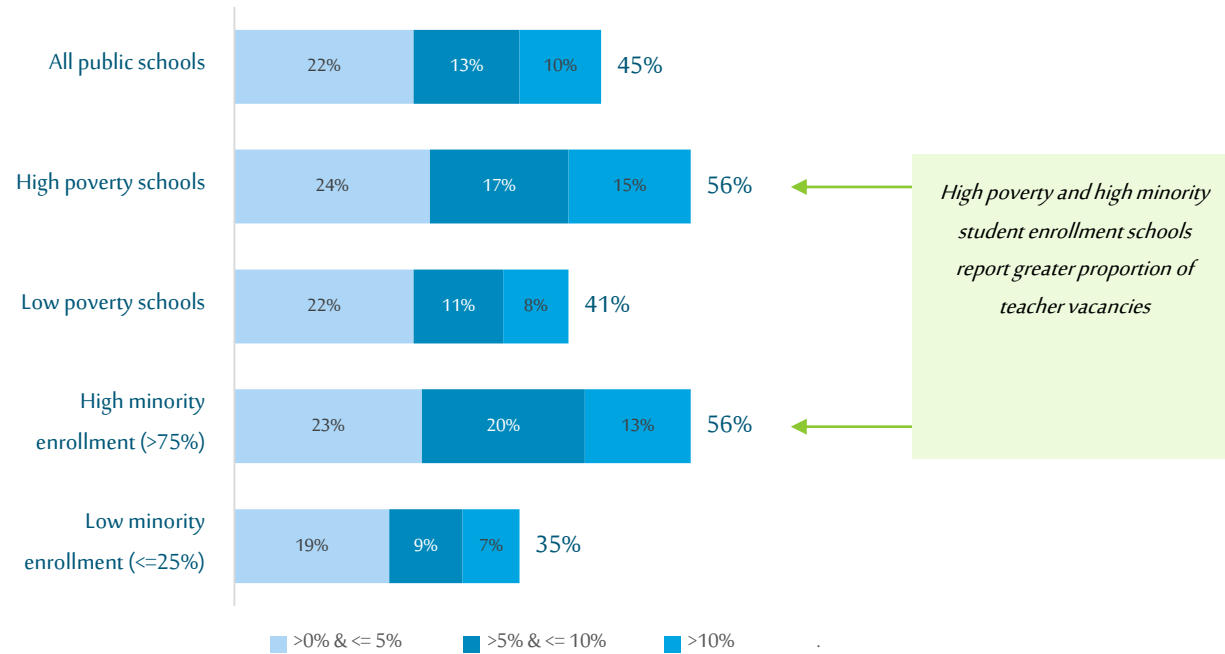
### Teachers

- staff and substitute shortages worsened
- increased teacher absenteeism
- increased working hours and workload
- decreased planning time
- targets of culture-war and mask mandate politics and vitriol
- increased feelings of anxiety, stress, burnout, demoralization
- increased/exacerbated social, emotional wellbeing and mental health challenges

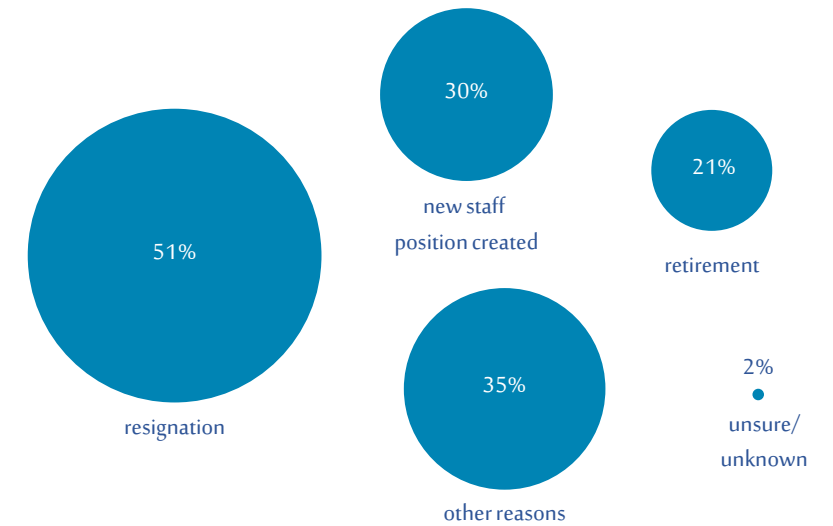
# Teacher Workforce Challenges During the COVID-19 Pandemic

## The 2021-22 School Year: Teaching Staff Vacancies

Percentage of public schools by the proportion of vacant teaching positions, January 2022



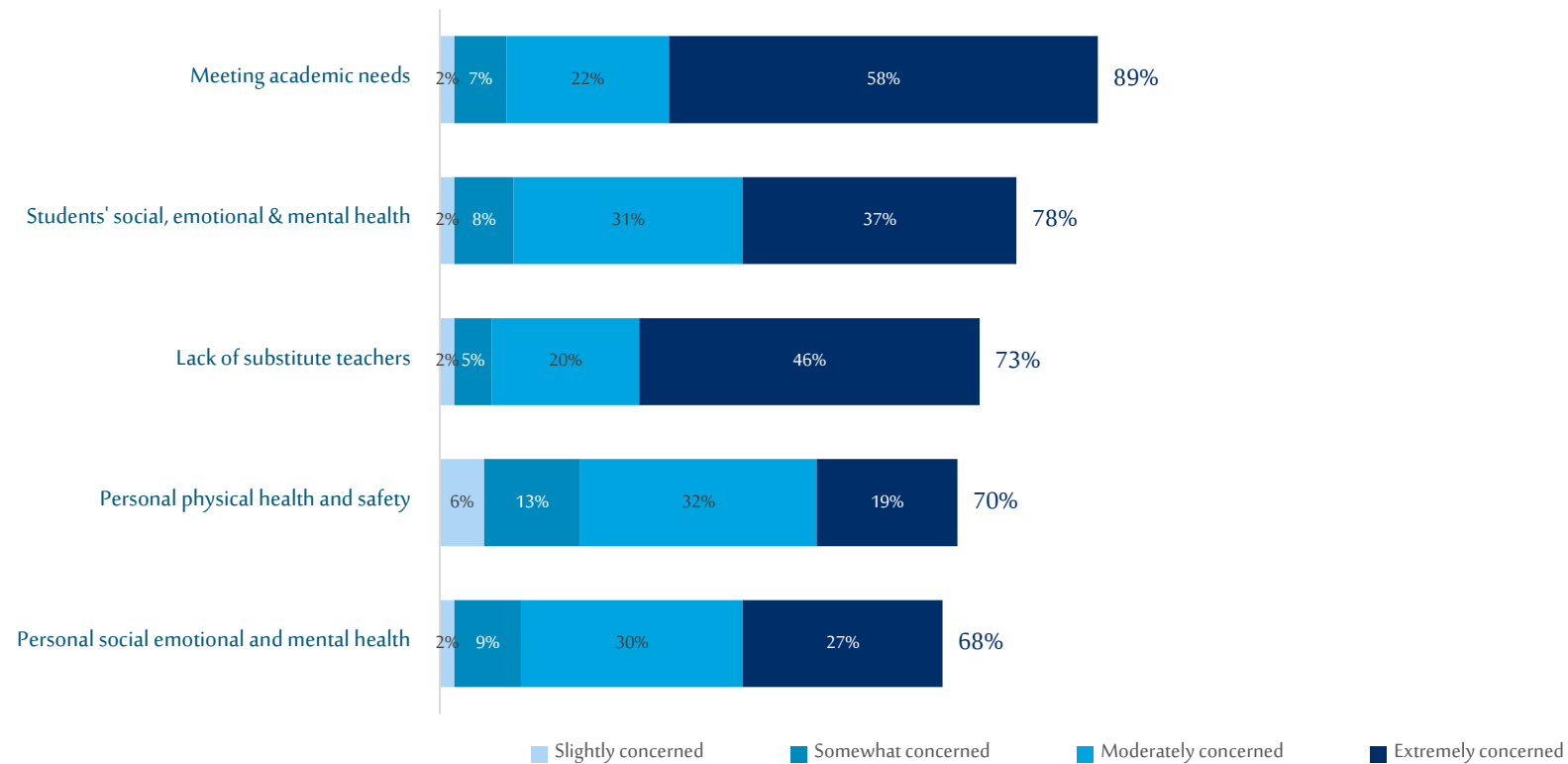
Percentage of public schools by reasons for teaching vacancies, January 2022



# Teacher Workforce Challenges During the COVID-19 Pandemic

## The 2021-22 School Year: Top Staff Concerns

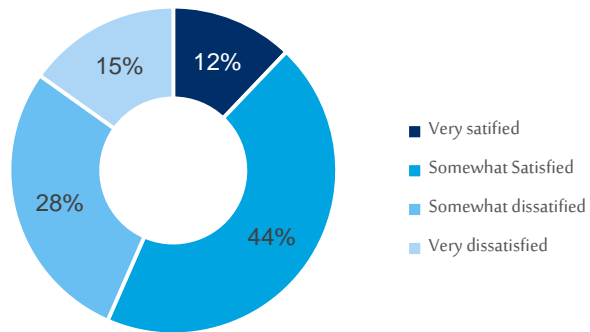
Percentage of public schools by staff concerns, March 2022



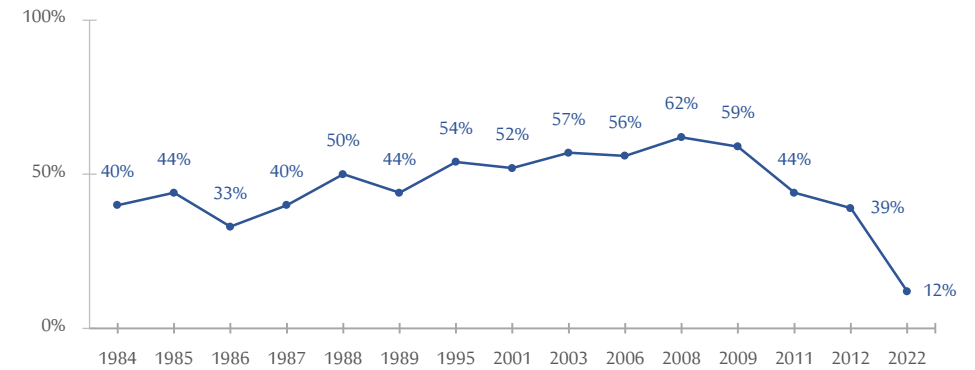
# Teacher Workforce Challenges During the COVID-19 Pandemic

## The 2021-22 School Year: Teacher Satisfaction and Retention

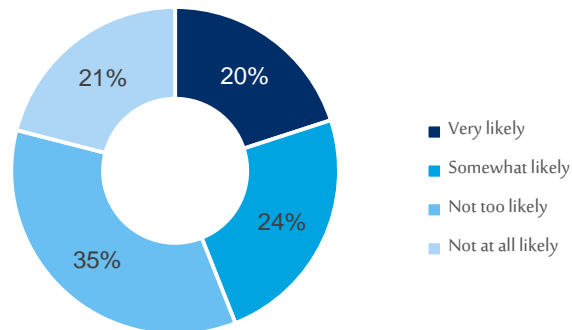
Teacher job satisfaction, 2022



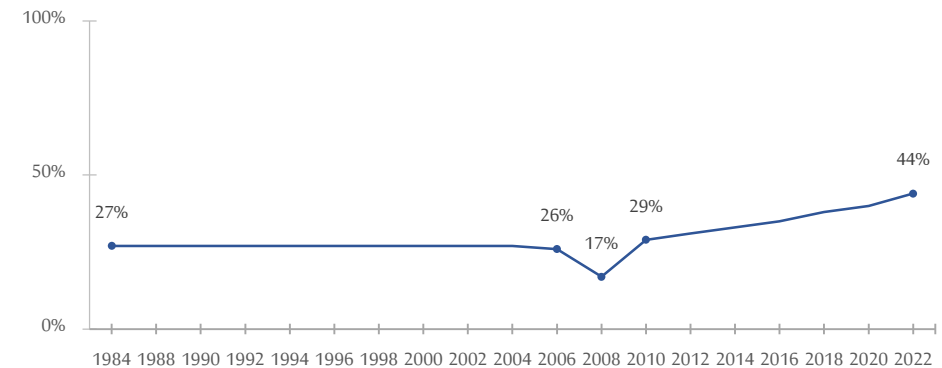
Percentage of teachers very satisfied with their jobs, 1984-2022



Likelihood of leaving the teaching profession for different occupation within the next two years 2022



Percentage of teachers somewhat or very likely to leave the profession to pursue a different occupation, 1986-2022



# The Urgent Need to Address to Teacher Wellbeing

## Teacher Wellbeing is Associated With...

- ✓ increased job satisfaction
- ✓ higher teacher commitment
- ✓ lower burnout and attrition

- ✓ greater teaching efficacy
- ✓ improved student-teacher relationships
- ✓ positive school climate.
- ✓ increased capacity to integrate SEL practices in the classroom



# Examples of ISA's Initiatives for Supporting Educator Wellbeing

## Teacher Social & Emotional Wellbeing

- professional development and coaching strategies to strengthen teacher SEL competencies and resilience
- supporting the development of school-wide structures and processes for embedding staff SEL development and support
- scaling of current work supporting the teacher integration of student SEL into classroom practices.

## Women of Color Education Collaborative

Pilot initiative for women of color education leaders (i.e. superintendents, assistant superintendents & principals) to:

- Learn about and implement strategies that center their own physical mental and social emotional health and wellbeing.
- strengthen their leadership skills for navigating the "new normal" in schooling and education
- model adult SEL and wellbeing
- strengthen capacities to design and implement school and district-wide policies and practices that promote educator and student SEL

## School Climate Assessments

Creating and piloting diagnostic/need assessment tools for:

- supporting educators to understand their school physical, social, and emotional and academic environments from the perspectives of students, staff and parents/guardians.
- Use school climate data to inform organizational and instructional decision making