

National Teacher Pulse Survey

Reflections on Professional Development

October 2020



October 14, 2020

INVESTMENT BANKING + STRATEGY CONSULTING

About the survey

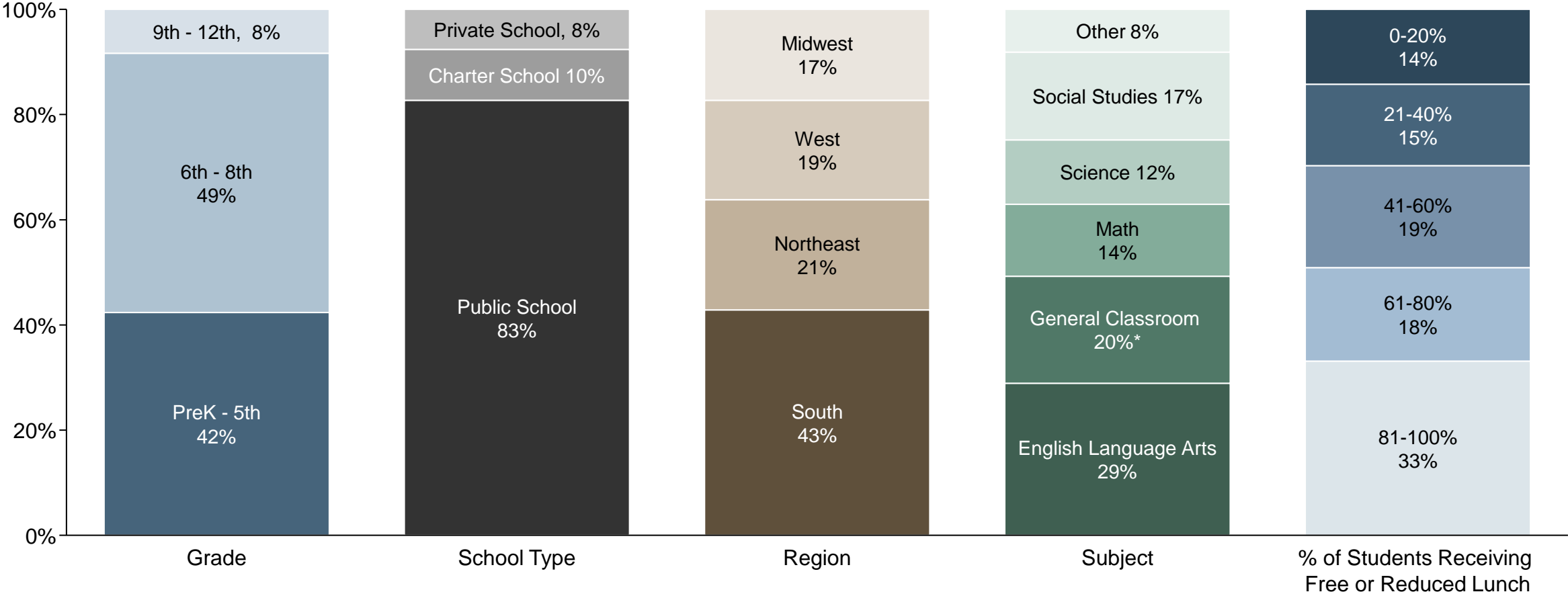
- Tyton Partners launched a short nationwide online survey to teachers of PreK-12 students in early October to better understand their professional development experiences throughout the COVID-19 crisis
- Survey questions focused on several issues including, but not limited to:
 - Sources, delivery channels, and key topics covered, including online teaching
 - Quality and quantity offered compared to the past
 - Top priority areas in the short- and long-term
- Survey targeted teachers through Facebook advertisements, as well as directly via e-mail
- Respondents included more than 218 teachers from over 40 states serving grade PreK-12 across multiple subjects
- Percentage of students receiving free or reduced lunch in a school was used as a proxy for socio-economic makeup of a school; other demographic data of a school (e.g., number of students, locale) were not collected
- Tyton Partners has donated to [Connected Nation](#), a national non-profit organization helping schools and school districts access funds for connected classrooms.
- If you have any questions about the data or would like to continue the conversation, please contact Managing Partner Adam Newman at anewman@tytonpartners.com

Key observations

- Since March 2020, the percentage of teachers supporting students remotely has increased more than 6x across all grade bands
- However, not all teachers have seen an increase in professional development; ~40% of respondents reported receiving slightly or significantly more training than they have historically, but 29% report they are receiving less
- For those receiving access to professional development, participation in has increased across all delivery modes
- ~40% of professional development is delivered by for-profit suppliers or non-profit organizations and associations
- Reports on the quality of professional development received during COVID have been mixed
- Short-term, teachers are focused on better engagement with students and mastering digital tools and platforms
- Though majority of teachers are generally satisfied with available PD, opportunities exist for suppliers looking to offer support

Survey demographics overview

Survey Demographics

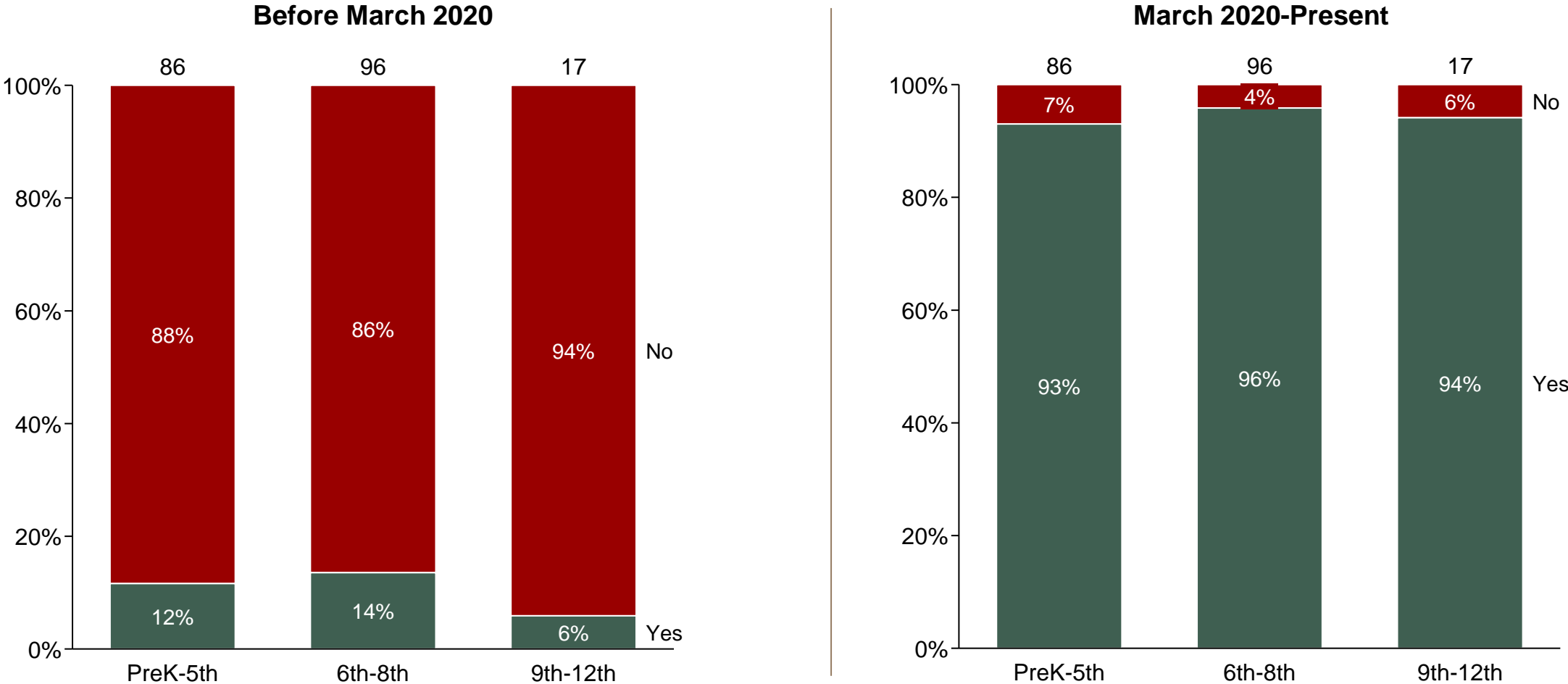


Notes: **General Classroom” refers to teachers who teach across subjects to a consistent group of students, generally in an elementary school setting; 196 total respondents shared demographic information; 1% of respondents indicated they had not taught or supported students remotely since March of 2020; these individuals were not asked questions about their remote teaching professional development experience

Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020

Since March 2020, the percentage of teachers supporting students remotely has increased more than 6x across all grade bands

Teachers with experience supporting remote students, by grade band

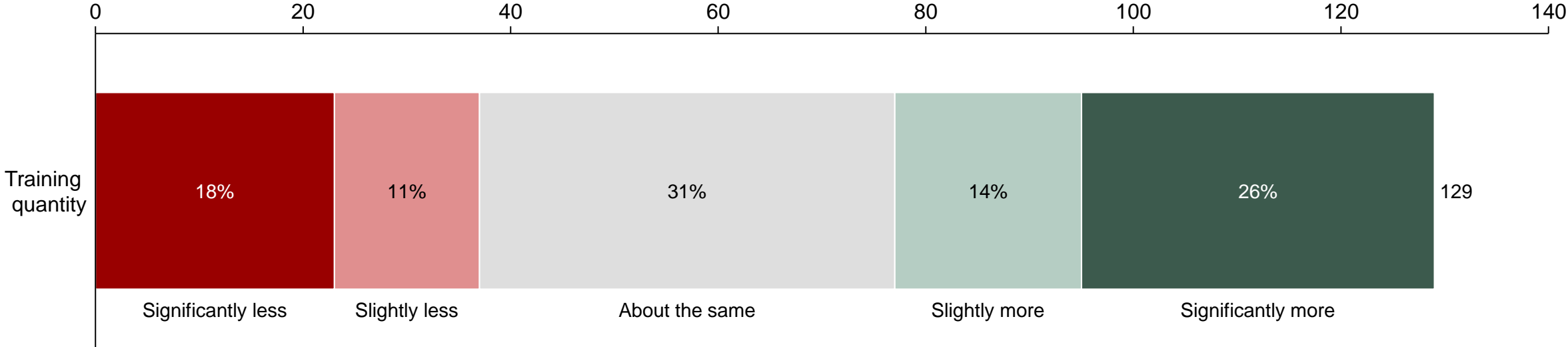


Notes: Question: "Before March 2020, did you have any experience teaching or supporting students remotely?", n = 199; Question: "Have you taught or supported students remotely at any point between March 2020 and today?" n = 199

Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

~40% of respondents reported slightly or significantly more training than they've received historically, but 29% report they are receiving less than normal

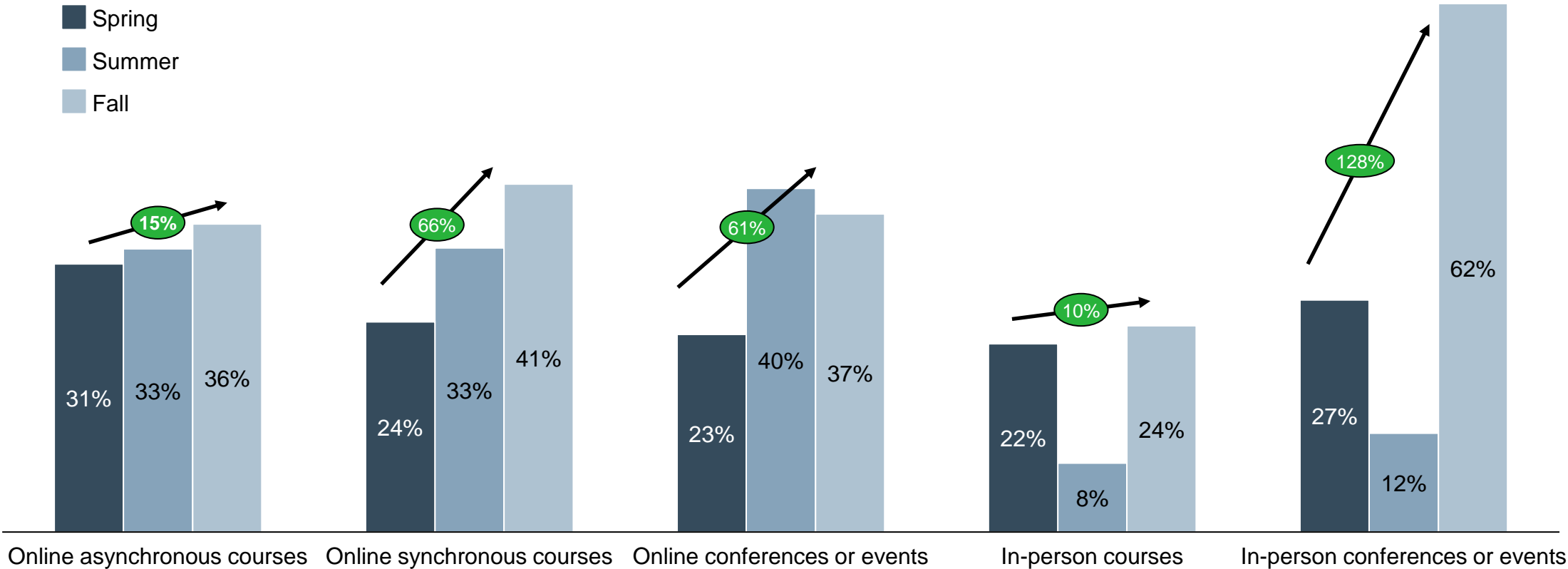
Training quantity during COVID vs. historical



Note: Question: "How does the amount of professional development you have received during Fall 2020 compare to what you received historically?" n = 129
Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

Participation in professional development has increased across all delivery modes since the spring, with a dramatic expansion of in-person participation this fall

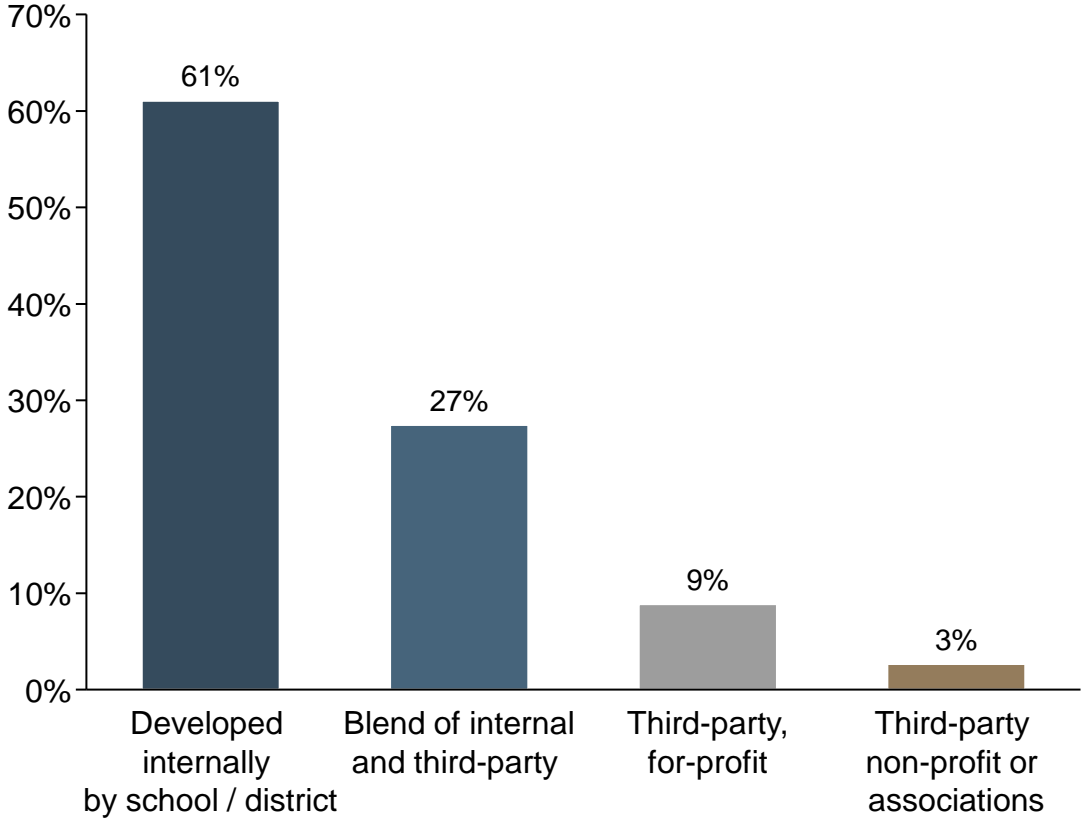
Participation in professional development activities by format*



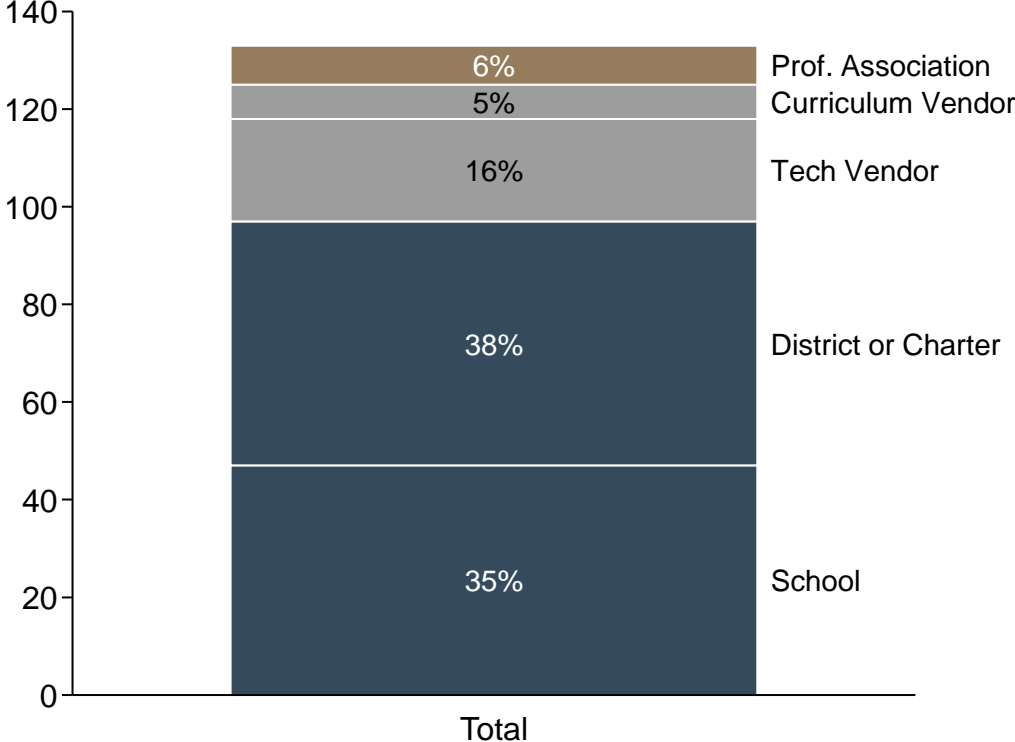
Note: *Question: "Since the beginning of the COVID-19 public health crisis, which of the following types of professional development have you participated in? Please select all that apply." n = 180
 Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

~40% of teachers report participating in PD from an external supplier; >25% indicate an external supplier delivered the most valuable experience

Source of professional development*



Most valuable of professional development**

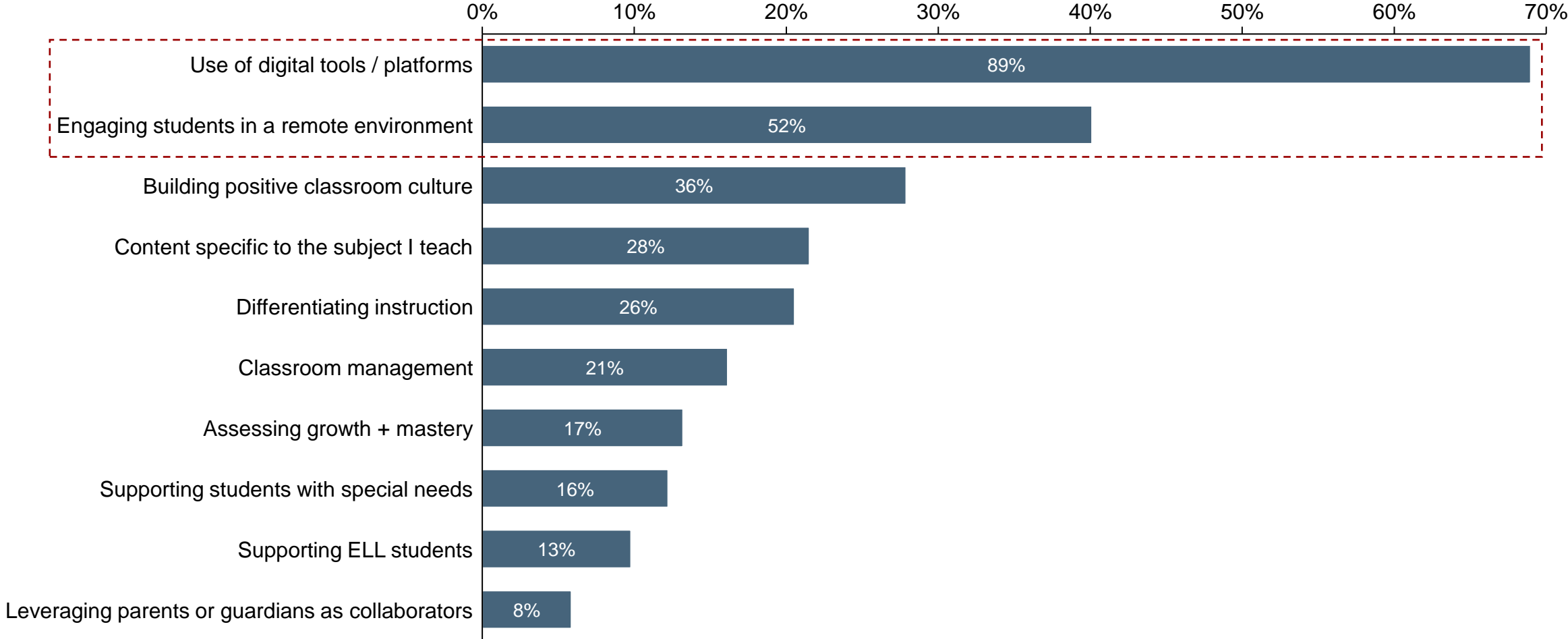


Notes: *Question: "Which of the following statements best describes how professional development in your district is sourced?" n = 126; Question: Which of these stakeholders has provided the most valuable professional learning opportunities?" n=135

Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

Across all grade levels, >75% are receiving training on the use of digital tools / platforms; ~30% are learning how to engage students in a remote environment

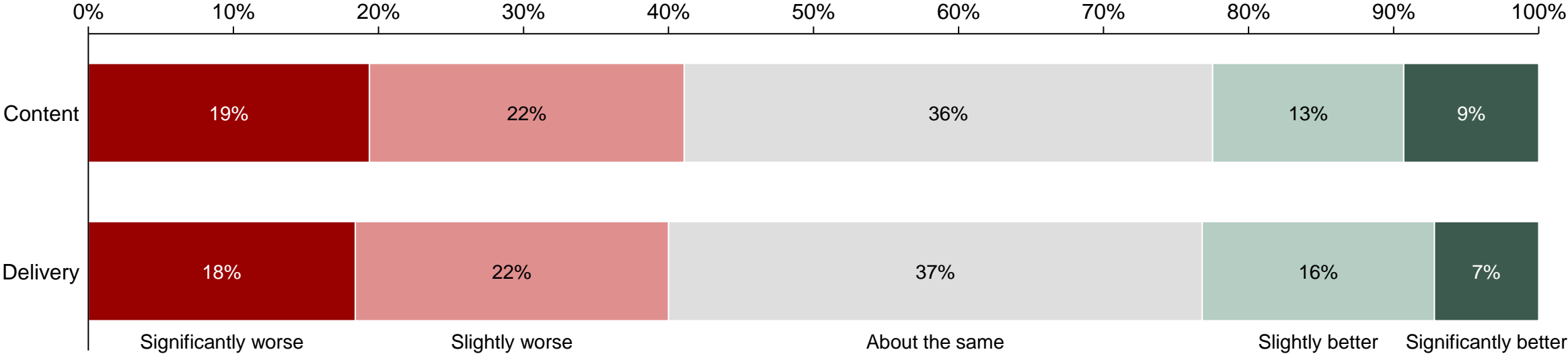
% of teachers receiving training by topic*



Note: *Question: "Since the beginning of the COVID-19 public health crisis, in what areas have you received professional development? Select all that apply." n = 159
Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

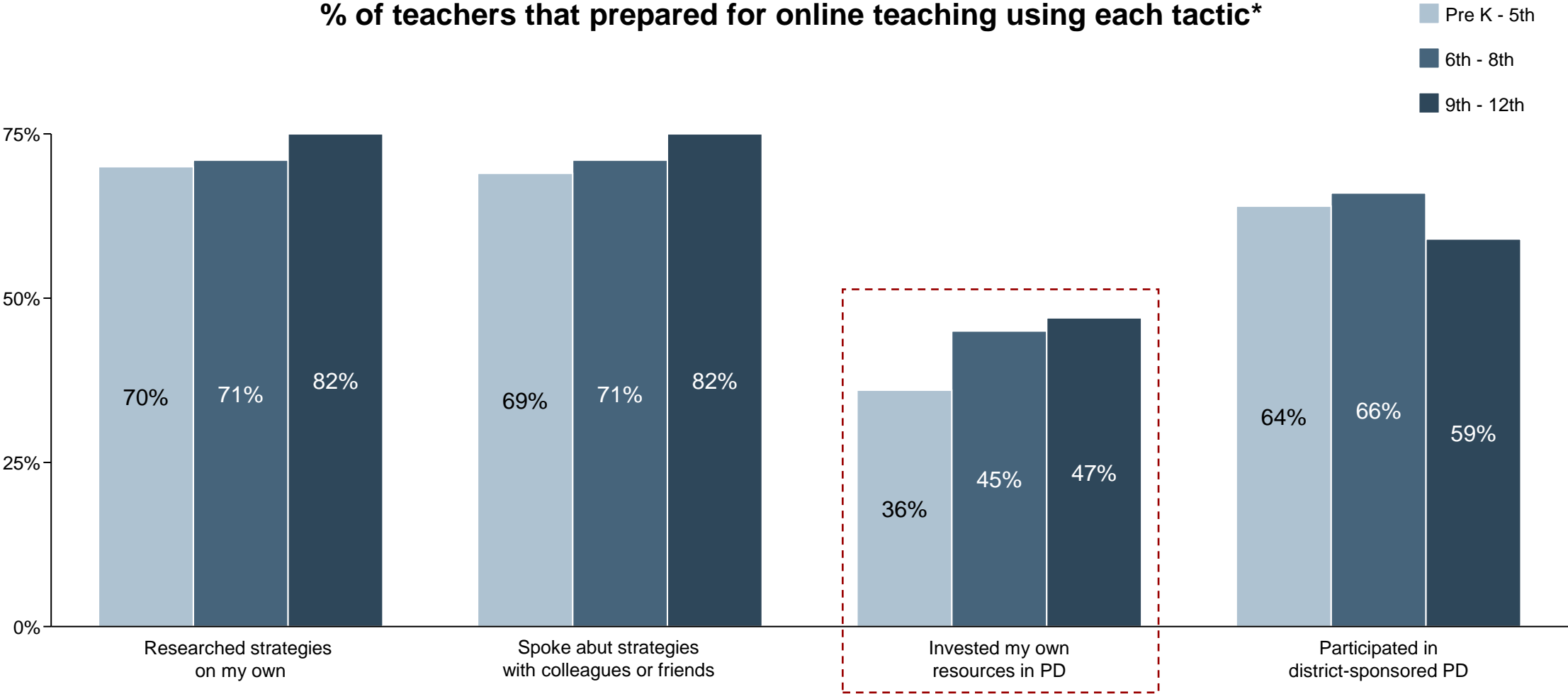
Reports on the quality of professional development received during COVID have been mixed; ~40% feels it is worse, while nearly a quarter feel it is better

Training quality during COVID vs. historical



Note: Question: "How does the quality of professional development you have received during Fall 2020 compare to what you have received historically?" n = 130
Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

Across grade levels, teachers are actively pursuing development opportunities on their own; more than one-third are investing their own dollars

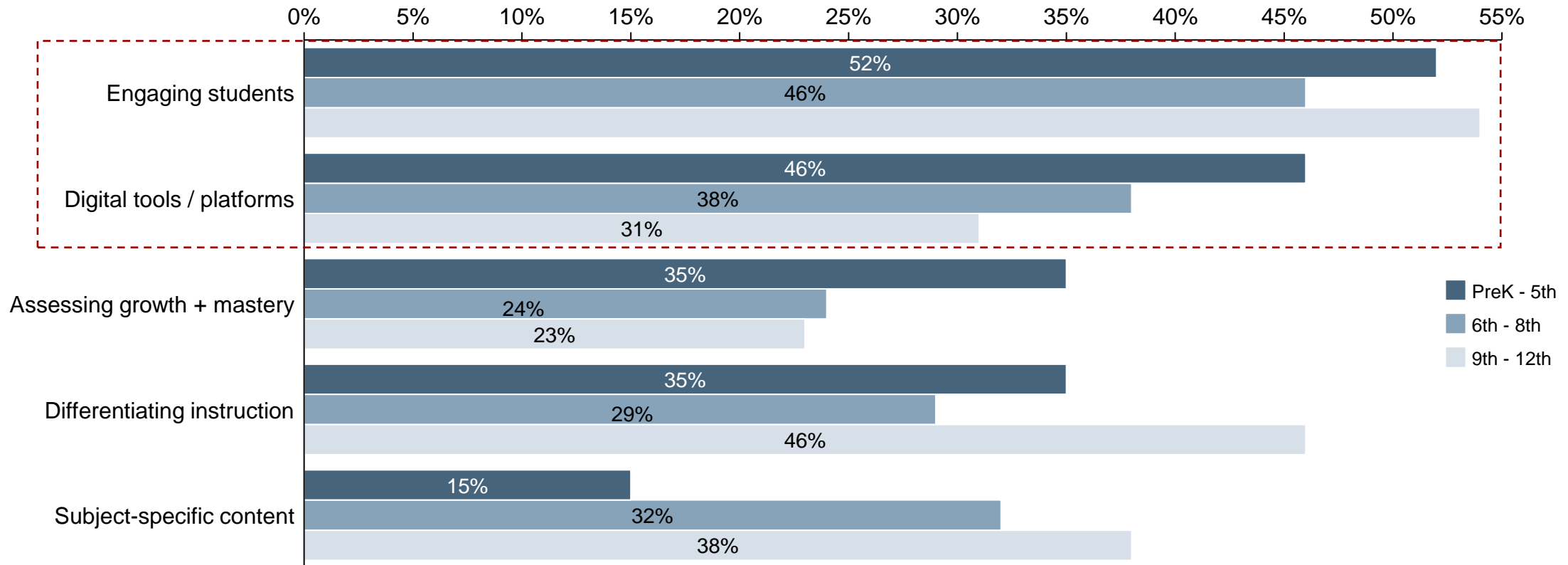


Note: *Question: "Since the beginning of the COVID-19 public health crisis, how have you been preparing for improving your online teaching practice? Please select all that apply."
 n = 88 (PreK-5th), 100 (6th – 8th), 17 (9th-12th)

Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

Short-term, teachers are focused on better engagement with students and mastering digital tools and platforms

Top short-term teacher priority professional development areas

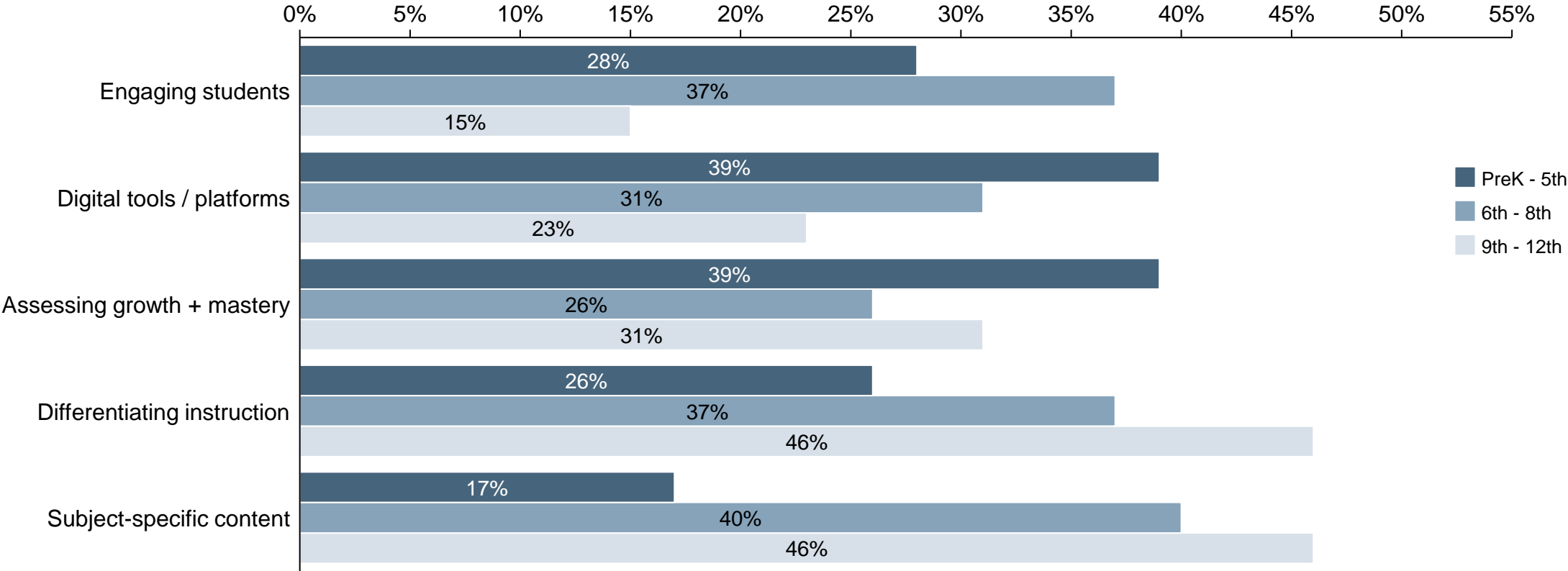


Note: *Question: "What are the top priority areas where you would like more professional development in the short term (next 6-12 months)? Select up to three" n = 46 (PreK-5th), 68 (6th-8th), 13 (9th-12th)

Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

Looking further out, teachers' needs vary considerably by grade level, and will likely be driven by how the remote learning situation evolves

Top long-term teacher priority professional development areas

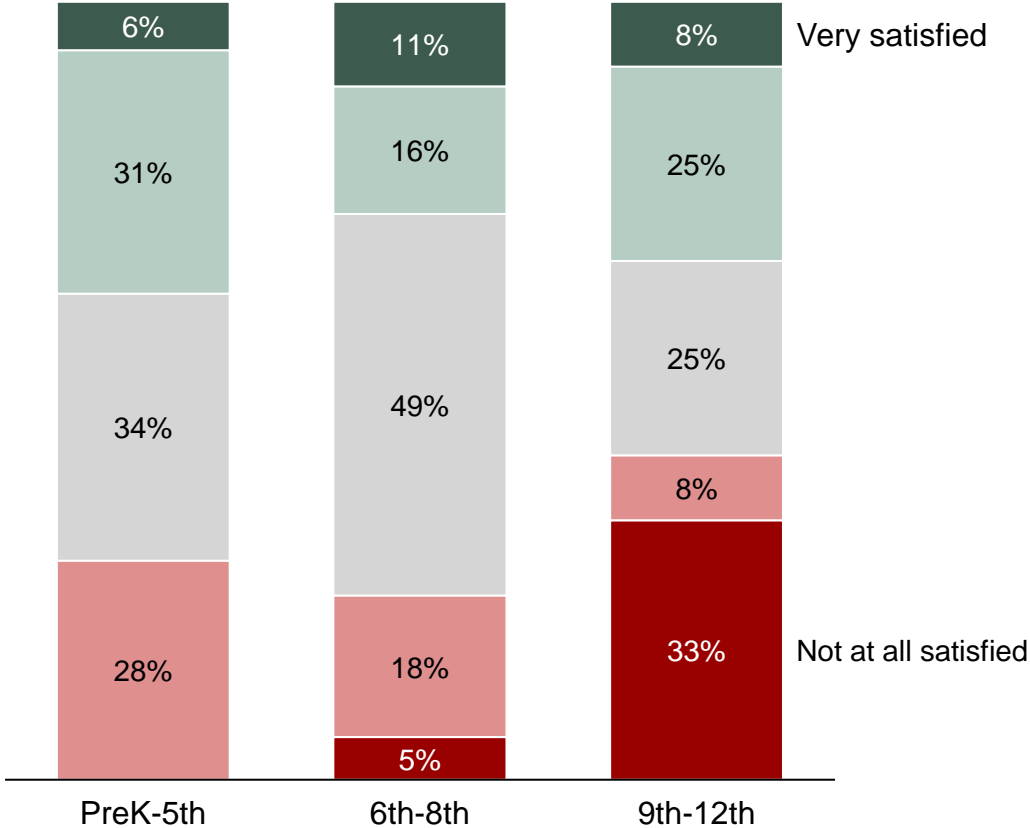


Note: *Question: "What are the top priority areas where you would like more professional development in the long term (next 13-24 months)? Select up to three" n = 46 (PreK-5th), 68 (6th-8th), 13 (9th-12th)

Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

Though majority of teachers are generally satisfied with available PD opportunities, many crave more personalized content delivered in a flexible format

Satisfaction with professional development offered



Teacher reactions

- Existing resources may not sufficiently address the unique areas of need that have developed as a result of COVID-19
- Significant demand exists for more personalized and customizable PD content
- Generic PD programs can lack the level of depth necessary to address the needs of more experienced teachers
- A greater degree of flexibility in the delivery of PD programs is a top priority among teachers

“We are in extraordinary times and we need extraordinary support to address our students’ needs.”
 - 5th grade teacher, public school





“The material [offered by third-party vendors is] reasonably high-quality, but a lot of it is generic - not really tailored to our school.”
 - 12th grade teacher, private school

“I would like the PD to reflect the skills I already have.”
 - 7th grade teacher, public school

“[My school] has recommended specific professional development but not made time for it. Distance teaching takes so much work and days are completely full.”
 - 7th grade teacher, public school

Note: Question: “Overall, on a scale of 1-5, how well is the professional development offered by your school meeting your needs” n = 99
 Sources: Tyton Partners Reflections on Professional Development PreK-12 Teacher Survey October 2020, Tyton Partners analysis

Tyton Partners – Who we are

	Evolved Advisory	An evolved advisory platform serving clients across the global education, media and information markets
	Strategy Consulting	Strategy consulting built on a foundation of transactional experience and data-based market insight
	Investing Banking	Investment banking services built on a foundation of strategy development and operating experience
	Unique Insights	A dynamic firm delivering insights, connectivity, and outcomes to a diverse range of companies, institutions, organizations, and investors

Our clients span the education ecosystem

