



What Teachers Value in Professional Development

Two factors teachers say determine whether they use PD

The National Institute for Excellence in Teaching (NIET) works with educators to strengthen and improve instructional practices. Our experience providing professional learning on a high-quality curriculum is that it is critical to integrate the curriculum into coaching cycles, planning routines, leadership team processes, and other school systems and structures as deeply as possible.

We asked teachers two things about their professional learning on high-quality instructional materials: “What type of PD do you find most valuable, and what type of professional development are you most likely to apply in the classroom?” In both cases, teachers reported that what they valued, they were more likely to use.

- Teachers value professional learning that includes frequent individualized support from teacher leaders.
- Teachers value professional learning that is aligned to their individual needs identified through evaluation.

Engaging teacher leaders in designing and facilitating teacher collaborative learning, as well as follow-up classroom coaching, creates the opportunity for frequent, individualized support. Teacher leaders also provide the additional capacity for more frequent classroom observations to identify individual teacher needs.

4X

Teachers are **4 times more likely** to apply professional learning in their classroom when it **includes frequent individualized support from teacher leaders**.

30X

Teachers are nearly **30 times more likely** to apply PD in their classroom when it **aligns with their needs as identified through evaluation**.

Our Research Brief, *What Teachers Value in Professional Development*, illustrates the importance of providing teachers with professional development that addresses their specific needs and includes frequent follow-up support by teacher leaders.