

NATIONAL STUDY SHOWS THAT 1 IN 3 TEACHERS ARE DISSATISFIED WITH THE PROFESSIONAL LEARNING THEY ARE RECEIVING

New Research Highlights Disconnect between What Teachers Want and What Leaders Are Able to Provide

Baton Rouge, La: Rivet Education released market research [findings](#) today that illuminate a disconnect between the professional learning teachers need to engage students in high-quality learning and the support they are receiving throughout the school year. Findings from the study will be used to communicate a national narrative around the need to provide teachers with high-quality, curriculum-aligned professional learning and make improvements to the national [Professional Learning Partner Guide](#) (PLPG), Rivet Education’s flagship tool.

The three-month study, conducted by [Benenson Strategy Group](#) (BSG) and funded by [Overdeck Family Foundation](#), surveyed and interviewed over 400 school and school system leaders and teachers across the country on the state of the professional learning marketplace and took an in-depth look at educators’ professional learning decisions for providing curriculum-aligned professional learning to teachers.

“Our mission at Rivet is to define high-quality professional learning to create tools and services that help school and school system leaders put this definition into practice,” said Litsy Witkowski, Rivet Education Co-Founder. “This study helps us better understand the professional learning marketplace so that we can anticipate and meet educators’ professional learning needs.”

According to the study, teachers are eager to learn new skills that will help them better engage their students. They want curriculum-aligned professional learning, provided by experts, that is responsive to their needs, is collaborative, and is ongoing. 96 percent of teachers believe that the number one factor leaders should consider when planning professional learning is whether it will help teachers effectively use their materials. Yet, the study shows that teachers are routinely provided one-off workshops or self-contained seminars, and only 38 percent of teachers say that the professional learning they have received has helped them in a significant way.

The study also highlighted that while leaders share teachers’ views of what professional learning should be, they face challenges and competing priorities that make it difficult for them to provide professional learning that meets this definition. 1 in 3 leaders surveyed reported feeling frustrated or anxious when planning professional learning at their schools, because they lack the time and reliable information about quality providers and services.

In an effort to strengthen local professional learning and planning decisions and to ensure that all teachers receive the support they want and need, Rivet shared the following recommendations with professional learning organizations and educational experts on April 12.

1. **Improve communications:** Use the [five pillars](#) to guide conversations with school and school system leaders about the importance of providing teachers with access to high-quality professional learning.
2. **Increase access to high-quality professional learning aligned tools and services that alleviate leaders' pain points:** Tools like the PLPG can provide professional learning decision-makers with reliable information to make informed decisions and can help them navigate the professional learning planning process.

The report also outlined a set of [recommendations](#) for school and school system leaders on how they can make improvements to their professional learning systems and planning processes.

“We are empathetic toward leaders who are frustrated by the professional learning planning process, especially when it comes to hiring an outside partner to facilitate the training. Yet we know there is a time and place for the expertise that an outside partner can provide,” said Annie Morrison, Rivet Education Co-Founder. “It is our hope that this research and accompanying narrative will elevate teachers’ desires for more effective, curriculum-aligned professional learning and make it easier for leaders to partner with organizations, like those in the [Professional Learning Partner Guide](#), who have the expertise to help teachers use their instructional materials with confidence.”

In addition to today’s release of the findings, Rivet will host a free [2022 Trends in Professional Learning webinars](#) on May 3 to provide an overview of the study and recommendations for education leaders on creating and executing effective professional learning plans in partnership with providers in the PLPG. To learn more about the research findings, read the full report [here](#) or contact us at info@riveteducation.org.

Rivet Education defines high-quality, curriculum-aligned professional learning and creates tools and services that support state and local education agencies in putting that definition into practice for teachers. Founded in 2019 by members of the team that led nationally renowned reform efforts in Louisiana, Rivet Education is the only company in the U.S. to offer school districts a free, online tool that provides comprehensive and objective analysis of professional learning providers.

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