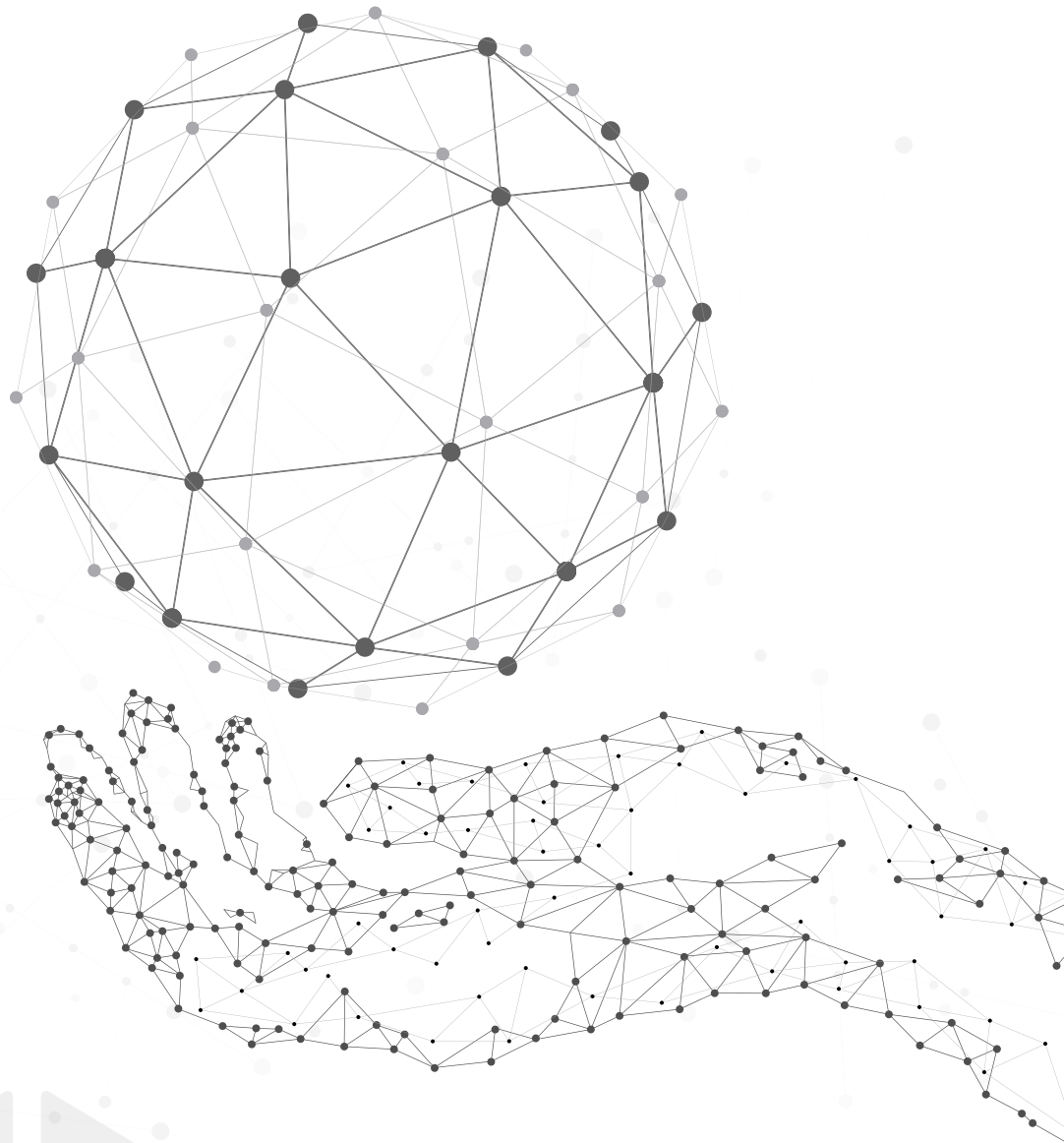


MORELAND UNIVERSITY DATA DIVE: **TEACHER PROFESSIONAL DEVELOPMENT** for the **2021-22** School Year





PREFACE AND GUIDING QUESTIONS

CONTEXT

Moreland University's mission is to teach teachers around the world to be resourceful problem-solvers and tech-savvy educators through an online, collaborative, activity-based learning system designed for tomorrow's students in a dynamic and diverse world. Our **TEACH-NOW® Teacher Preparation Certificate Program** is our flagship offering designed to equip, enable, and empower teachers to go into any learning environment anywhere in the world and diagnose where each learner is coming from. Over **6,000** alumni are changing the lives of students in **150+** countries, as a result of graduating our program.

In addition to supporting teacher development through our teacher certification program and Master's in Education degrees, we have sought ways to live fully into our mission by providing effective, engaging, and transformative professional development for educators to improve practice and renew teaching credentials. We seek to determine teachers' needs and responsively design our programming so that we can offer relevant continuous professional development, especially in the face of the toggle between in-person and online instruction due to the COVID-19 Pandemic.

INTRODUCTION

In a recent survey of more than **600 teachers**, administrators, and educational support providers around the world, we asked respondents to select their top five needs or interests for professional development in the **2021-22** school year. The following options were listed in alphabetical order as choices from which respondents might identify their priorities for professional development:

- ▶ Building Relationships Between Schools & Families
- ▶ Classroom Management
- ▶ Combatting Learning Gaps & Achievement Gaps
- ▶ Data-Informed Instruction
- ▶ Differentiated Instruction
- ▶ Digital Literacy & Citizenship
- ▶ Early Childhood Education
- ▶ Educational Technology
- ▶ Equity & Inclusion for English-Language Learners
- ▶ Equity & Inclusion for Students with Special Needs
- ▶ Formative Assessment
- ▶ Instructional Coaching
- ▶ Issues of Justice (Anti-Racism, LGBTQ, or other)
- ▶ Professional Learning Communities & Teacher Collaboration
- ▶ Project-Based Learning (PBL)
- ▶ Self-Care for Educators
- ▶ Social & Emotional Learning (SEL)
- ▶ Standards-Aligned Instruction
- ▶ Student Engagement & Motivation
- ▶ Student-Centered & Personalized Learning
- ▶ Student Mental Health & Trauma
- ▶ Subject-Specific PD - Language Arts
- ▶ Subject-Specific PD - Mathematics
- ▶ Subject-Specific PD - Physical Education
- ▶ Subject-Specific PD - Science & Technology
- ▶ Subject-Specific PD - Social Sciences
- ▶ Subject-Specific PD - Visual & Performing Arts
- ▶ Subject-Specific PD - World Languages & ESL
- ▶ Teacher Leadership Development

We drilled down further to ascertain the needs of educators by type of learning environment for which they need professional development in the 2021-22 school year: **in-person**, **online**, or **hybrid** (which we define as some combination of online and in-person learning). The results of our survey are broken down regionally: **Asia**, **North America**, **South America** and the **Caribbean**, **Europe**, and **Africa**. The final section reflects results based on the largest of subgroups of educators surveyed: teachers and administrators.

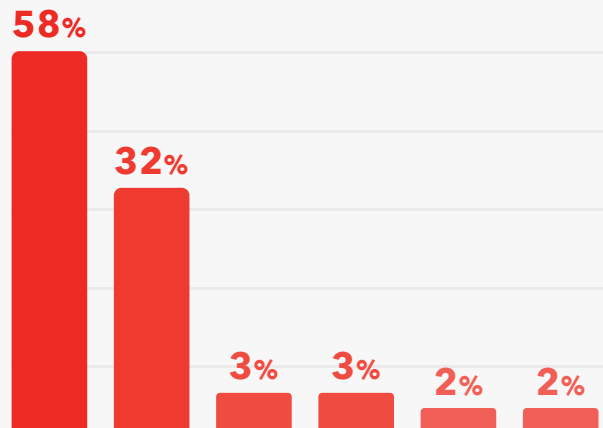
The guiding question of this survey is, ***“How can providers of professional development empower teachers around the world during the transition to hybrid learning? What are the most important areas of professional development and continuing education during the ongoing toggle between online and in-person learning, as well as during the transition to hybrid learning?”***

The following data provide a tentative pathway forward for **school administrators**, **school districts**, **providers of teacher development**, and others in the development of relevant and timely professional development programming. This data also informs the evolution of the professional development offered by **Moreland University** in the 2021-22 school year.

TOTAL RESPONSES FROM ALL REGIONS

Total Responses: 605

- ▶ 58% Teachers
- ▶ 32% On-Site Administrator
(Principal, Vice-Principal, Dean, School Director, etc.)
- ▶ 3% Teacher Aide or Assistant
- ▶ 3% District Administrator
(Superintendent, Assistant Superintendent, Founder, etc.)
- ▶ 2% Counselors
- ▶ 2% Other service providers



Region:



Top 5 Areas for Professional Development for In-person Education: 28% of total responses

1. Differentiated Instruction
2. Combatting Learning Gaps & Achievement Gaps
3. Project-Based Learning (PBL)
4. Classroom Management
5. Social & Emotional Learning (SEL)

Top 5 Areas for Professional Development for Virtual Education: 31% of total responses

1. Differentiated Instruction
2. Project-Based Learning (PBL)
3. Combatting Learning Gaps & Achievement Gaps
4. Social & Emotional Learning (SEL)
5. Classroom Management

Top 5 Areas for Professional Development for Hybrid Education: 41% of total responses

1. Differentiated Instruction
2. Combatting Learning Gaps & Achievement Gaps
3. Project-Based Learning (PBL)
4. Classroom Management
5. Student Engagement & Motivation

SUMMARY

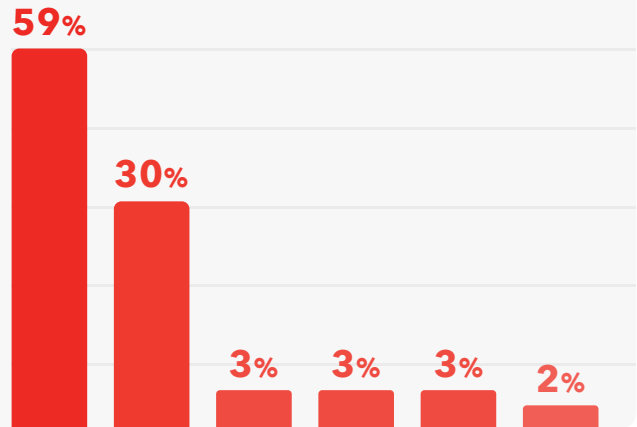
Asia is the largest region represented in this data, while **Oceania** is the smallest. Teachers present the largest subgroup of respondents followed by administrators, while the smallest subgroup is counselors. **“Differentiation,” “Combatting Learning Gaps & Achievement Gaps,”** and **“Project-Based Learning (PBL)”** are the top needs for professional development in all three learning environments.

ANALYSIS BY REGION:

ASIA

Total Responses: 291

- ▶ **59%** Teachers
- ▶ **30%** On-Site Administrator
(Principal, Vice-Principal, Dean, School Director, etc.)
- ▶ **3%** Teacher Aide or Assistant
- ▶ **3%** District Administrator
(Superintendent, Assistant Superintendent, Founder, etc.)
- ▶ **3%** Counselors
- ▶ **2%** Other service providers



Region:



Top 5 Areas for Professional Development for In-person Education: 22% of total responses

1. Differentiated Instruction
2. Equity & Inclusion for English-Language Learners
3. Classroom Management
4. Project-Based Learning (PBL)
5. Social & Emotional Learning (SEL)

Top 5 Areas for Professional Development for Virtual Education: 36% of total responses

1. Differentiated Instruction
2. Social & Emotional Learning (SEL)
3. Combatting Learning Gaps & Achievement Gaps
4. Classroom Management
5. Educational Technology

Top 5 Areas for Professional Development for Hybrid Education: 42% of total responses

1. Differentiated Instruction
2. Combatting Learning Gaps & Achievement Gaps
3. Project-Based Learning (PBL)
4. Student Engagement & Motivation
5. Classroom Management

SUMMARY

Eastern Asia and **Southeastern Asia** represent the highest-responding subregions within **Asia**, with approximately **60%** of respondents. Overall, respondents in Asia indicate that they will be working in virtual settings at a higher rate than any other region. In addition, this is the only region from the survey in which respondents identify “**Equity & Inclusion for English-Language Learners**” as a top-five priority for professional development, specifically for the in-person classroom environment.

ANALYSIS BY REGION:

NORTH AMERICA

Total Responses: 101

82% Teachers

11% On-Site Administrator
(Principal, Vice-Principal, Dean, School Director, etc.)

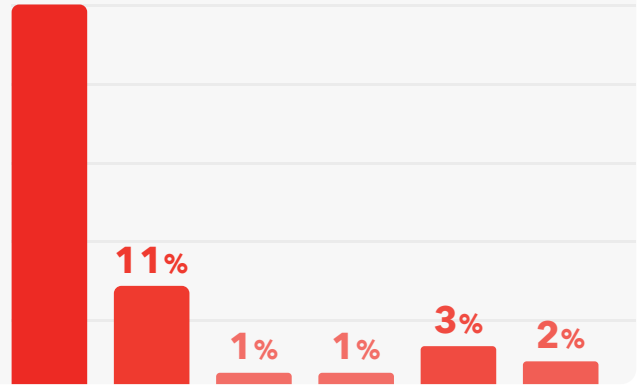
1% Teacher Aide or Assistant

1% District Administrator
(Superintendent, Assistant Superintendent, Founder, etc.)

3% Counselors

2% Other service providers

82%



Region:



Top 5 Areas for Professional Development for In-person Education: 50% of total responses

1. Differentiated Instruction
2. Combatting Learning Gaps & Achievement Gaps
3. Project-Based Learning (PBL)
4. Social & Emotional Learning (SEL)
5. Classroom Management

Top 5 Areas for Professional Development for Virtual Education: 19% of total responses

1. Differentiated Instruction
2. Social & Emotional Learning (SEL)
3. Building Relationships between Schools & Families
4. Combatting Learning Gaps & Achievement Gaps
5. Project-Based Learning (PBL)

Top 5 Areas for Professional Development for Hybrid Education: 31% of total responses

1. Differentiated Instruction
2. Classroom Management
3. Combatting Learning Gaps & Achievement Gaps
4. Student Engagement & Motivation
5. Project-Based Learning (PBL)

SUMMARY

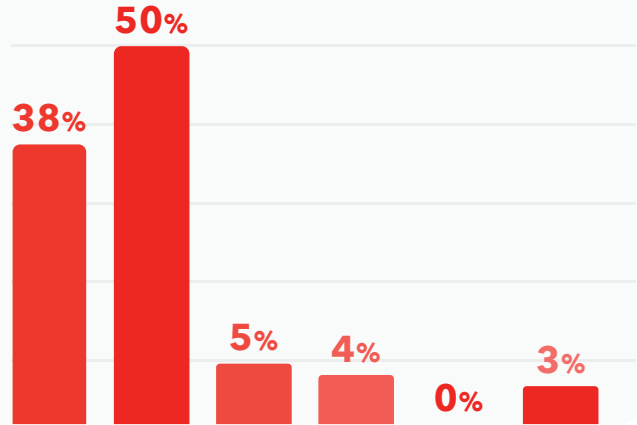
Teachers in **North America** indicate—at a higher rate than any other region—a need for professional development in the in-person classroom. Respondents in this region are the only group to indicate that “**Building Relationships between Schools & Families**” is a top-five professional development need, specifically for the virtual classroom environment.

ANALYSIS BY REGION:

SOUTH AMERICA

Total Responses: 76

- ▶ **38%** Teachers
- ▶ **50%** On-Site Administrator
(Principal, Vice-Principal, Dean, School Director, etc.)
- ▶ **5%** Teacher Aide or Assistant
- ▶ **4%** District Administrator
(Superintendent, Assistant Superintendent, Founder, etc.)
- ▶ **0%** Counselors
- ▶ **3%** Other service providers



Region:



Top 5 Areas for Professional Development for In-person Education: 14% of total responses

1. Classroom Management
2. Combatting Learning Gaps & Achievement Gaps
3. Project-Based Learning (PBL)
4. Social & Emotional Learning (SEL)
5. Differentiated Instruction

Top 5 Areas for Professional Development for Virtual Education: 32% of total responses

1. Differentiated Instruction
2. Formative Assessment
3. Project-Based Learning (PBL)
4. Combatting Learning Gaps & Achievement Gaps
5. Social & Emotional Learning (SEL)

Top 5 Areas for Professional Development for Hybrid Education: 54% of total responses

1. Differentiated Instruction
2. Project-Based Learning (PBL)
3. Combatting Learning Gaps & Achievement Gaps
4. Student Engagement & Motivation
5. Formative Assessment

SUMMARY

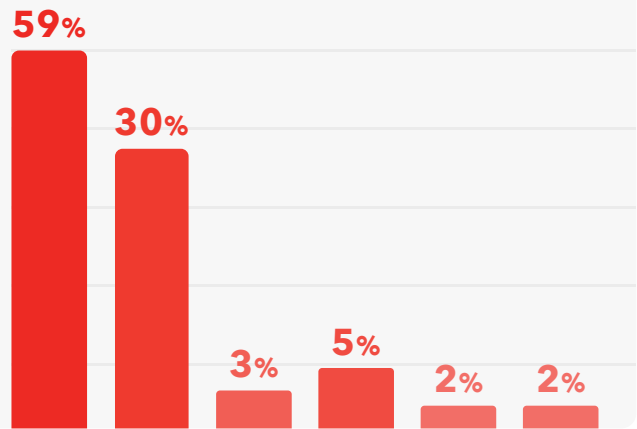
One of only two regions where more administrators than teachers completed the survey, **Latin America's** respondents indicate a need for support in hybrid learning environments, at a higher rate than any other region. This is the only region where "**Formative Assessments**" is a top-five priority for professional development, as well.

ANALYSIS BY REGION:

EUROPE

Total Responses: 128

- ▶ 59% Teachers
- ▶ 30% On-Site Administrator
(Principal, Vice-Principal, Dean, School Director, etc.)
- ▶ 3% Teacher Aide or Assistant
- ▶ 5% District Administrator
(Superintendent, Assistant Superintendent, Founder, etc.)
- ▶ 2% Counselors
- ▶ 2% Other service providers



Region:



Top 5 Areas for Professional Development for In-person Education: 33% of total responses

1. Differentiated Instruction
2. Combatting Learning Gaps & Achievement Gaps
3. Project-Based Learning (PBL)
4. Classroom Management
5. Student Engagement & Motivation

Top 5 Areas for Professional Development for Virtual Education: 27% of total responses

1. Differentiated Instruction
2. Project-Based Learning (PBL)
3. Combatting Learning Gaps & Achievement Gaps
4. Classroom Management
5. Educational Technology

Top 5 Areas for Professional Development for Hybrid Education: 40% of total responses

1. Combatting Learning Gaps & Achievement Gaps
2. Differentiated Instruction
3. Classroom Management
4. Project-Based Learning (PBL)
5. Student Engagement & Motivation

SUMMARY

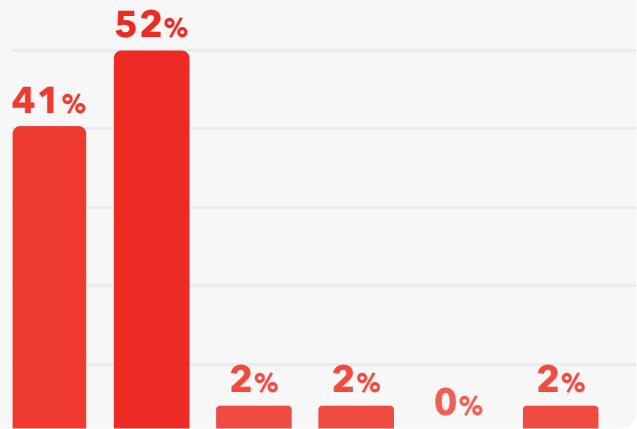
Europe, as a region, contains the largest number of district administrators (or comparable post) who completed the survey. It is also the only region where “**Combatting Learning Gaps & Achievement Gaps**” is a number-one priority for professional development.

ANALYSIS BY REGION:

AFRICA

Total Responses: 46

- ▶ **41%** Teachers
- ▶ **52%** On-Site Administrator
(Principal, Vice-Principal, Dean, School Director, etc.)
- ▶ **2%** Teacher Aide or Assistant
- ▶ **2%** District Administrator
(Superintendent, Assistant Superintendent, Founder, etc.)
- ▶ **0%** Counselors
- ▶ **2%** Other service providers



Region:



Top 5 Areas for Professional Development for In-person Education: 22% of total responses

1. Classroom Management
2. Project-Based Learning (PBL)
3. Student Engagement & Motivation
4. Teacher Leadership Development
5. Combatting Learning Gaps & Achievement Gaps

Top 5 Areas for Professional Development for Virtual Education: 32% of total responses

1. Differentiated Instruction
2. Project-Based Learning (PBL)
3. Combatting Learning Gaps & Achievement Gaps
4. Classroom Management
5. Educational Technology

Top 5 Areas for Professional Development for Hybrid Education: 46% of total responses

1. Differentiated Instruction
2. Project-Based Learning (PBL)
3. Classroom Management
4. Student Engagement & Motivation
5. Student-Centered & Personalized Learning

SUMMARY

Africa, the second of only two regions where more administrators than teachers completed the survey, is the only region where “**Teacher Leadership Development**” and “**Student-Centered & Personalized Learning**” are top priorities.

TEACHER

Total Responses: 354

Top 5 Areas for Professional Development for In-person Education:

1. Differentiated Instruction
2. Project-Based Learning (PBL)
3. Classroom Management
4. Combatting Learning Gaps & Achievement Gaps
5. Social and Emotional Learning (SEL)

38%
of total responses

Top 5 Areas for Professional Development for Virtual Education:

1. Differentiated Instruction
2. Project-Based Learning (PBL)
3. Combatting Learning Gaps & Achievement Gaps
4. Social and Emotional Learning (SEL)
5. Classroom Management

27%
of total responses

Top 5 Areas for Professional Development for Hybrid Education:

1. Differentiated Instruction
2. Classroom Management
3. Combatting Learning Gaps & Achievement Gaps
4. Project-Based Learning (PBL)
5. Student Engagement & Motivation

35%
of total responses

SUMMARY

The majority of survey respondents are teachers. The biggest need for professional development appears to be supporting students' cognitive and social-emotional needs while empowering students to lead learning in high-engagement environments.

ON-SITE ADMINISTRATOR (Principal, Vice-Principal, Dean, School Director, etc.)

Total Responses: 193

Top 5 Areas for Professional Development for In-person Education:

1. Classroom Management
2. Professional Learning Communities & Teacher Collaboration
3. Combatting Learning Gaps & Achievement Gaps
4. Student Engagement & Motivation
5. Teacher Leadership Development

11%
of total responses

Top 5 Areas for Professional Development for In-person Education:

1. Differentiated Instruction
2. Teacher Leadership Development
3. Project-Based Learning (PBL)
4. Student-Centered & Personalized Learning
5. Professional Learning Communities & Teacher Collaboration

37%
of total responses

Top 5 Areas for Professional Development for In-person Education:

1. Differentiated Instruction
2. Combatting Learning Gaps & Achievement Gaps
3. Project-Based Learning (PBL)
4. Teacher Leadership Development
5. Student Engagement & Motivation

52%
of total responses

SUMMARY

Unlike any other subgroup or region, school administrators indicate a desire for professional development to support “Teacher Leadership Development” and “Professional Learning Communities & Teacher Collaboration.” Where administrators seek opportunities to empower teachers through leadership development and collaboration, teachers seek to focus on Social and Emotional Learning (SEL) and classroom management.

CONCLUSION & NEXT STEPS

We have identified two focal points for professional development in the **2021-22** school year based on the data from this survey:

- ▶ **Differentiation to close learning gaps**
- ▶ **Student-led and inquiry-based learning opportunities**

“Differentiated Instruction,” “Project-Based Learning (PBL),” and “Combatting Learning Gaps & Achievement Gaps” occupy the top three areas for professional development. Respondents have indicated a need to be better equipped to provide differentiated support in alignment with students’ cognitive and social-emotional needs; however, respondents have also highlighted the need to determine ways to empower students to lead learning in high-engagement environments. The data may suggest a need for continuing education designed to bolster educators’ ability to effectively and efficiently facilitate learning experiences guided by student interest and inquiry. Simultaneously, these learning experiences must support students with diverse ability levels, language proficiencies, social-emotional needs, and gaps in learning **caused by the toggle between in-person and online learning during the COVID-19 pandemic.**

With respect to the hybrid learning environment, **“Student Engagement & Motivation”** is part of the top five areas for professional development in each region, as well as in the responses subdivided by teacher and administrator. Providers of continuing education would do well to understand the evolving needs highlighted by the shift to a combination of in-person and online education. As students increasingly access resources, complete learning activities, and interact with classmates in virtual spaces as a normal part of their hybrid education, teachers and administrators must reimagine and redefine the classroom community and culture of learning to bring students into the fold and provide opportunities for their active participation and accountability.

With **77%** of respondents in all regions indicating a need for professional development in either hybrid or virtual learning environments in the **2021-22** school year, we must dig deeper to understand how schools around the world organize learning as they define hybrid education in their contexts. This begs the question, **“What are the combinations of virtual learning and in-per-son learning that define hybrid education around the world?”** Providers need to cultivate deeper relationships with schools and teachers in order to design more effective programs to prepare teachers to succeed in hybrid learning environments.

We believe that the future of teaching and learning includes both **in-person** and **online** components for most students around the world. Further research on the ways in which schools construct and implement hybrid learning will provide insights on how best to support educators with relevant and effective preparation.

