

Teacher Professional Development: Data to Maximize Impact

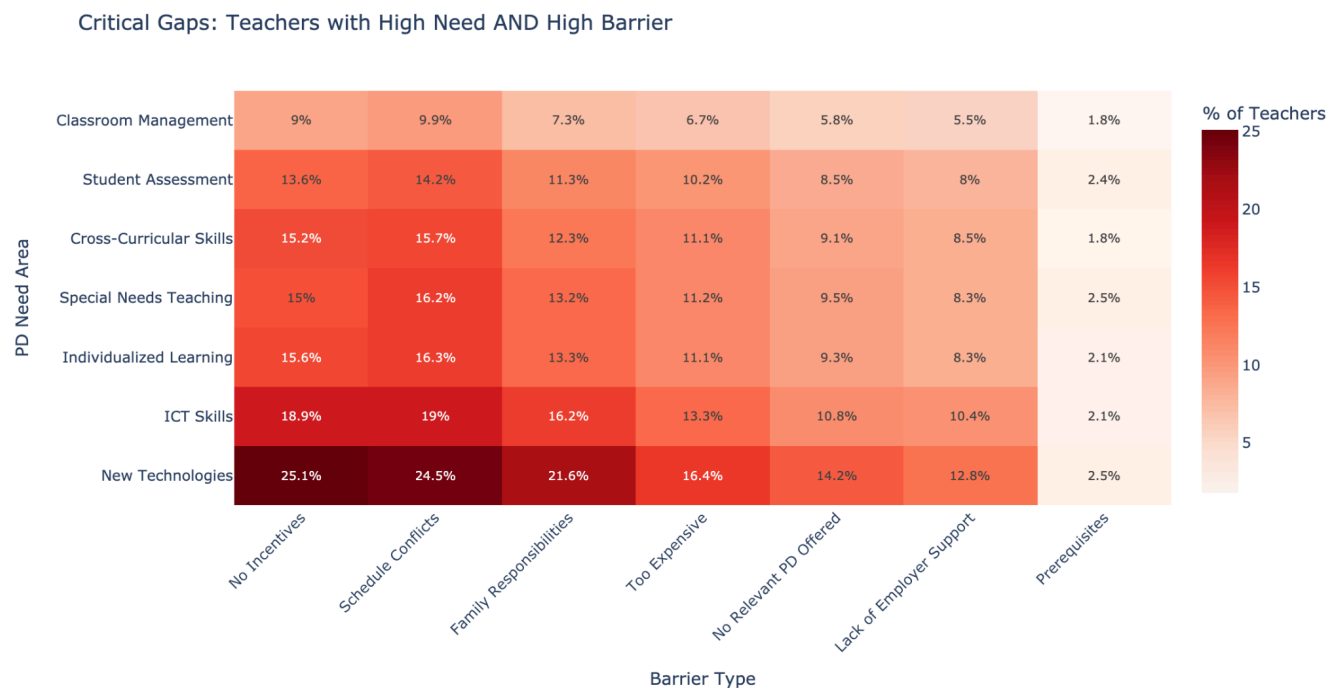
The Challenge

Understanding teachers' PD needs and the barriers that prevent them from accessing PD is critical for designing effective PD programs. Using [TALIS survey data](#) (2018), this analysis identifies key PD barriers and needs of U.S. middle school science teachers to provide science education organizations with a national baseline with which to:

- Assess whether current programs address critical gaps (high need + high barrier)
- Drive allocations of resources to highest-impact interventions

Key Findings

- Largest percentage of respondents reported integration of new technologies as PD area of highest need with lack of incentives, schedule conflicts and family responsibilities as chief barriers.



- While both veteran and early-career science teachers report similar needs, there is a clear gap between the most urgent needs and barriers facing these two groups.
 - **Veteran Science Teachers (15+ yrs)** struggle most with integrating new technologies; report a lack of incentives as principal barrier
 - **Early-Career Science Teachers (0-5 yrs)** struggle most with classroom fundamentals (special needs strategies, individualized learning, classroom management); report scheduling conflicts as principal barrier.

Conclusion

- PD programs can maximize impact by tailoring offerings and access strategies to the distinct needs and barriers of each career stage.

Author: Charlie Kalish | charliekalish@gmail.com | [Linkedin](#)

GitHub: github.com/charliekalish/Talis-2018-teacher-pd-analysis