Teachers report statistically significant differences in experiences with professional learning (PL) across the state.

These differences tend to be driven by school type and teacher experience.

Teachers who report engaging in professional learning more often tend to report higher levels of satisfaction with PL.
Teachers report systematic differences in the types of PL they experience depending on the grade level of the school they work in.

60% of elementary teachers report meeting with an instructional coach at least once or twice per year, compared to 32% of high school teachers.

44% of high school teachers report observing colleagues' classrooms to offer feedback at least once or twice per year, compared to 34% of elementary teachers.

Less experienced teachers are more satisfied with their professional learning, compared to more experienced teachers.

**Satisfaction with Professional Learning**

By Teacher Experience

Note: Teacher experience self-reported in 2017-18 SurveyWorks. N size indicated in parentheses as a percent of total RI teacher population.

* Differences in means statistically significant from comparison group at conventional levels.

+ Comparison group
Teachers who engage in more professional learning tend to find it more valuable and relevant, and feel more supported.

In particular, teachers who engage in providing or receiving feedback more often tend to report higher levels of satisfaction with PL.

Note: Differences in means statistically significant at conventional levels.