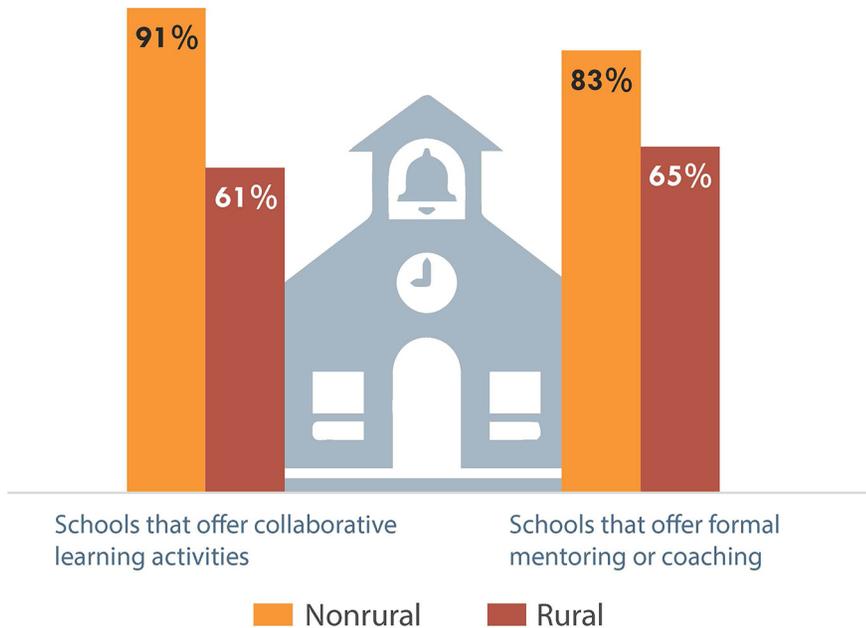


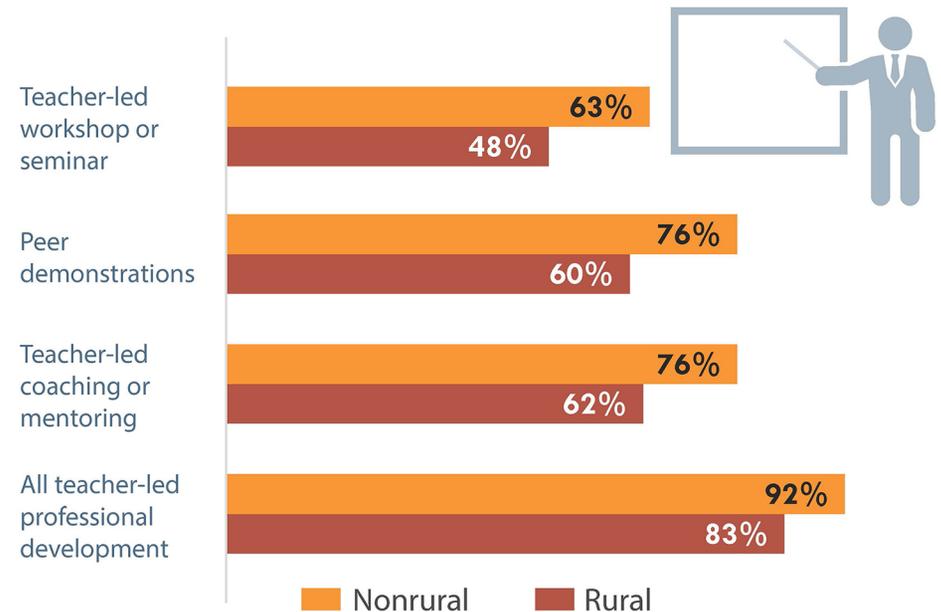
Members of the REL Southwest Oklahoma Rural Schools Research Alliance were concerned about whether rural teachers have similar access to professional development opportunities as nonrural teachers.¹ To learn more, with the support of the REL Southwest, the alliance developed and administered a survey to Oklahoma principals about the structure, planning, supports, and barriers to teacher professional development. This infographic highlights a few findings from the study.

How is the professional development that is offered to teachers **structured** in Oklahoma rural and nonrural schools?

Fewer rural schools offer **collaborative learning activities and formal mentoring/coaching opportunities.**



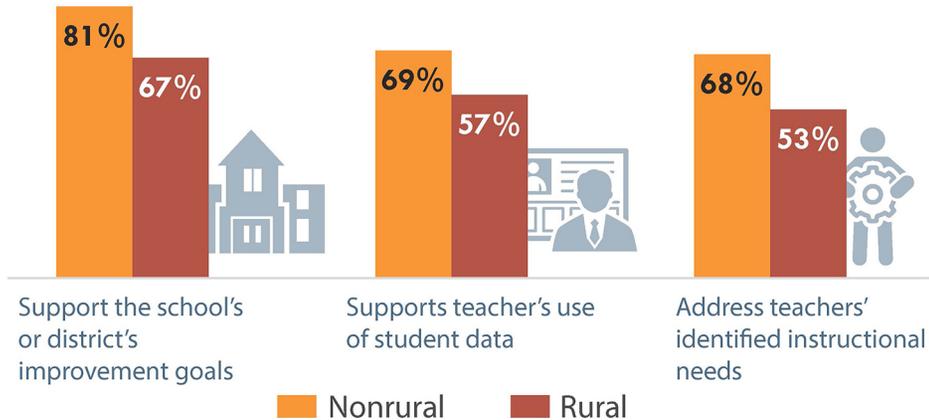
Fewer rural schools offer **teacher-led professional development opportunities.**



¹ Members of the Oklahoma Rural Schools Research Alliance includes, but is not limited to, representatives from the Oklahoma State Department of Education, Oklahoma Office of Educational Quality and Accountability, K20 Center at the University of Oklahoma, South Central Comprehensive Center, American Indian Institute at University of Oklahoma, Byng Public Schools, and nine American Indian tribes.

How is the professional development that is offered to teachers **planned** in Oklahoma rural and nonrural schools?

Fewer rural schools select professional development options that meet **teachers' instructional needs** or **school/district improvement goals**.



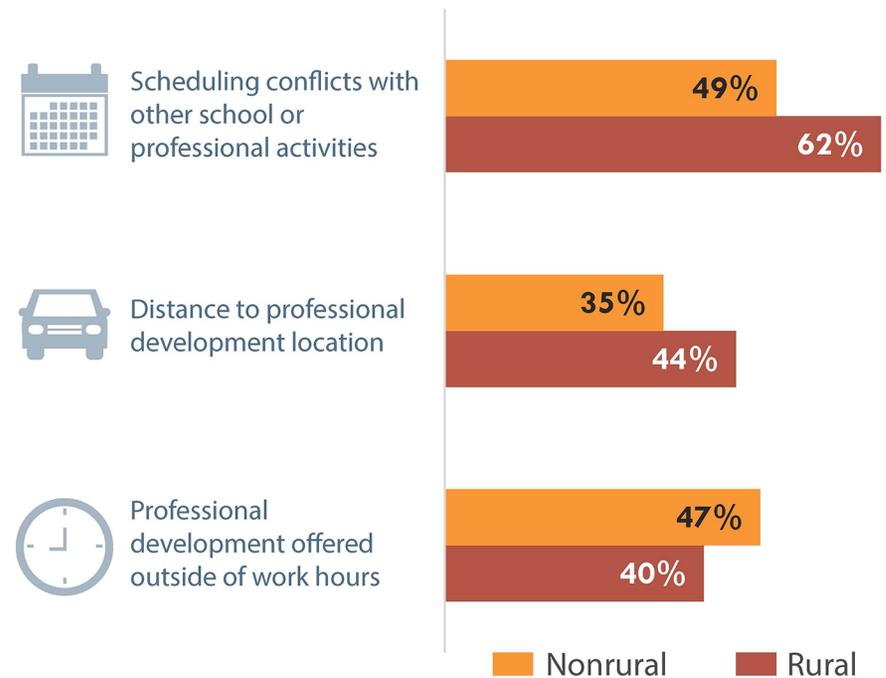
What **supports** do teachers receive in Oklahoma rural and nonrural schools?

A lower percentage of rural schools support teachers' professional development by providing **common planning or collaboration time**.



What **barriers** do teachers encounter when accessing professional development in Oklahoma rural and nonrural schools?

Scheduling conflicts with other school or professional activities was the most common reason that teachers missed professional development.² Long distance to PD locations and having PD offered outside of contract hours were also commonly reported barriers.



² These percentages apply to the schools for which principals reported that at least some teachers missed one or more professional development opportunities (90% of rural schools and 93% of nonrural schools).

Source: Peltola, P., Haynes, E., Clymer, L., McMillan, A., & Williams, H. (2017). *Opportunities for teacher professional development in Oklahoma rural and nonrural schools* (REL 2017-273). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation, and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=4518>