

## UTeach Blended Learning PD and Long-Term Teacher Retention

UTeach Blended Learning Professional Development boosts teacher retention and significantly strengthens teachers' skills to integrate technology.

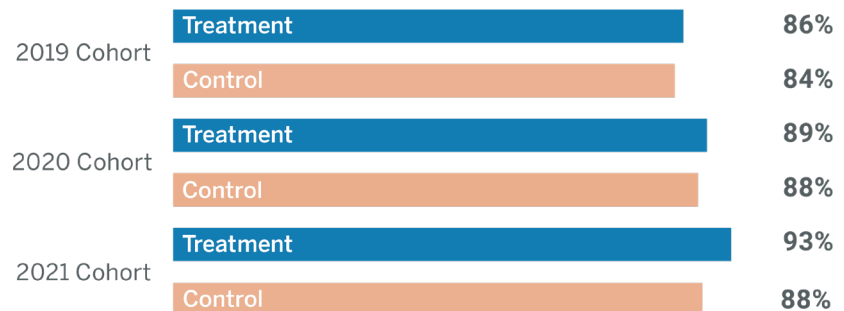
**A study conducted by the Texas Education Research Center** suggests that UTeach Blended Learning Professional Development (BLPD) "is positively associated with long-term teacher retention in the classroom and in education, delivering effective teacher development that significantly benefits teachers by supporting their skills to integrate technology in their classrooms."\*

The study followed three cohorts of teachers in Texas school districts who enrolled in UTeach BLPD between September 3, 2018 and June 1, 2021: **1,614 teachers, 92 districts, and 358 campuses.**

### TEACHER RETENTION

Participants in the BLPD program tend to remain in education at a higher rate than those not in the program.

#### LIKELIHOOD TO REMAIN IN EDUCATION AT THE END OF TIME OBSERVED



Testimonials and survey data from Texas teachers who have completed UTeach BLPD attest that the job-embedded, just-in-time, and facilitated online professional development truly helps teachers change their practice.

Overall, this course has transformed my thinking about blended learning. I no longer think that more work or something else must be done in the classroom. The course's articles, activities, and assignments have shown me that the only thing I must change is my way of thinking.

— Study participant

One potential lever to improve teacher retention lies in professional development programs, specifically those that train teachers to leverage technology in the classroom to provide more personalized learning environments.

— Texas Education Research Center

## TECHNOLOGY INTEGRATION

Teachers participating in UTeach’s BLPD significantly changed their attitudes toward blended learning and increased their ability to use technology productively in the classroom. Specifically, the study found that BLPD participation positively impacted teachers’ attitudes and beliefs in five categories:

**Disposition:** attitudes and beliefs toward BL and teaching

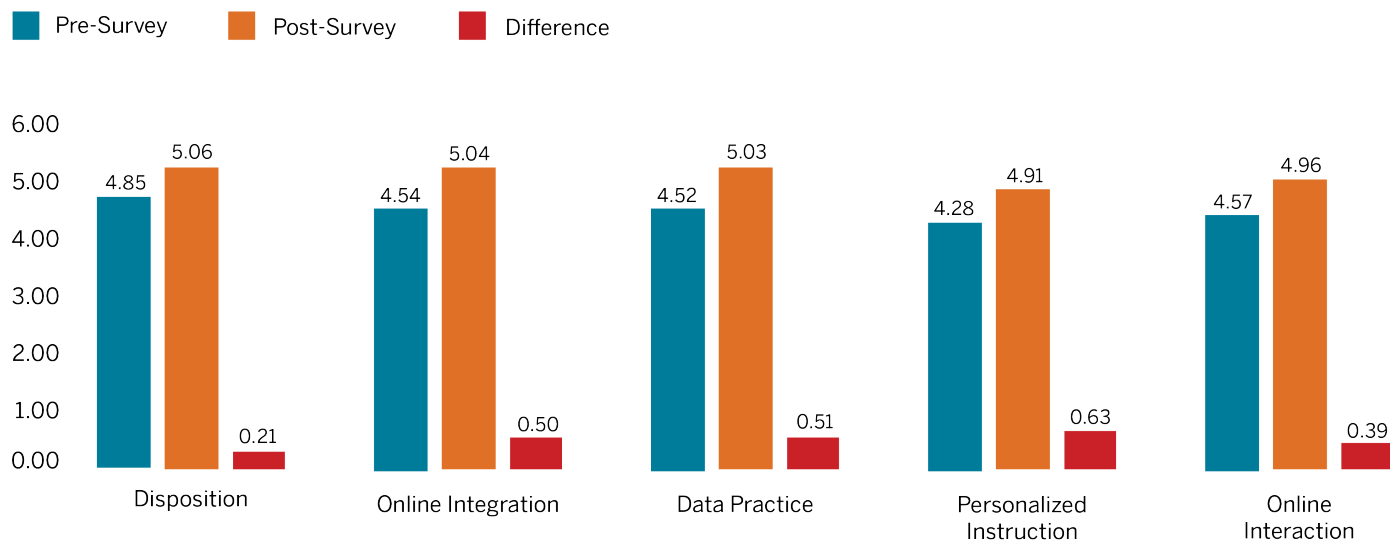
**Online Integration:** ability to make and implement decisions related to selecting when and how to combine online and in-person learning effectively as part of core instruction

**Online Interaction:** ability to facilitate online interactions with and between students

**Data Practice:** ability to use digital tools to monitor student activity and performance to make informed choices about interventions to help all students progress

**Personalized Instruction:** ability to implement a learning environment that allows for student customization of goals, pacing, and learning path

## Pre- and Post-Survey Differences in Scores



The study concludes that “UTeach’s BLPD boosts teacher retention and technology engagement and supports teachers’ instructional growth with tailored BL strategies, enhancing teaching practices across Texas for an increasingly technology-driven world.”

Learn more at [uteachpd.org](https://uteachpd.org).

\*Texas Education Research Center at The University of Texas at Austin. (June 2024). *Participation in the UTeach Blended Learning Professional Development Program and Long-Term Teacher Retention*.