What's your PROFESSIONAL DEVELOPMENT **IQ?**

The relationship between professional development and student learning is becoming clearer to many, especially those who work regularly in the classroom.

NSDC created the Professional Development IQ test as a tool to stimulate conversation about what educators and stakeholders know about teaching and professional learning. The survey is intended to surface perspectives and assumptions about professional development, not point up wrong answers from those responding.

Each question and answer includes a citation so users can locate the original material to delve more deeply into the information.

Directions

1. NSDC grants permission to any NSDC member to make up to 30 copies of this survey for use with groups in their communities. Provide pens and pencils for anyone taking the survey.

2. Distribute one copy of the survey to each person in the group. Allow about 20 minutes for individuals to respond to the questions.

3. To present the results, read each question aloud and then present the correct answer. Since there are clear correct responses to these questions, avoid embarrassing the survey takers by asking them to reveal their responses publicly. They will discover how their perceptions compare to the factual information as the answers are revealed.

4. Lead discussion on implications of these answers.

What's your PROFESSIONAL DEVELOPMENT IQ?

See answers on pp. 15-18

1. **What percentage of Kansas teachers agreed with this statement: Professional development provides teachers with the knowledge and skills most needed to teach effectively?**

a. 40%   b. 50%   c. 60%   d. 70%

2. **Which of the following professional development activities is most common in Tennessee? (Respondents could check all that applied.)**

a. Coaching or mentoring by another teacher
b. Coaching or mentoring by a specialist, administrator, or expert (not a peer)
c. Participated in a training program or institute lasting more than one day in total time
d. Completed a college course related to teaching role
e. Completed an online or self-paced course or program
f. Completed requirements for National Board certification

3. **What percentage of Arizona teachers disagree or strongly disagree with the following statement: Teachers have time available to collaborate with their colleagues?**

a. 52%   b. 27%   c. 6%   d. 42%

4. **In late 2004, more than 2,000 educators responded to an NSDC survey about No Child Left Behind and its impact on professional development. In response to the following question, which of the answers below received the most responses?**

The NCLB states that "professional development activities should be regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement." In my school district OR school, there is NOW:

a. More evaluation to determine the effects of p.d. on teacher effectiveness and student achievement.
b. Less evaluation for these purposes.
c. About the same amount of evaluation for these purposes as before NCLB.
d. I do not know whether my school district or school evaluates p.d. to determine its impact on teacher effectiveness and student achievement.

5. **In the same NSDC survey about No Child Left Behind and its impact on professional development, which of the answers to the following question received the most responses?**

Because of the pressures resulting from the NCLB's accountability requirements, my school district or school is providing:

a. Significantly more professional development than during the 2002-03 school year.
b. Somewhat more professional development than during the 2002-03 school year.
c. About the same amount of professional development as during the 2002-03 school year.
d. Less professional development than during the 2002-03 school year.
e. I don't know whether or how changes in professional development are due to the NCLB requirements.

6. **What percentage of superintendents believe student test data is essential in improving teaching and learning?**

a. 42%   b. 13%   c. 90%   d. 78%

7. **Which of the following did teachers say would be most helpful in preparing first-time teachers to be more effective teachers?**

a. A skilled experienced teacher assigned to provide the new teacher with advice and assistance
b. More practical training, such as a year's internship before the new teacher has his/her own classroom
c. Better training in working with students and families from a variety of ethnic backgrounds.

8. **What percentage of Arizona teachers agreed or strongly agreed with the following statement: Professional development offerings are data-driven.**

a. 18%   b. 48%   c. 54%   d. 62%

9. **What percentage of teachers believe that providing more time for ongoing professional development related to daily classroom activities would "help a lot" in attracting and retaining good teachers?**

a. 70%   b. 61%   c. 54%   d. 42%

10. **Which of the following professional learning practices did superintendents say is LEAST common?**
a. Common planning time for teachers
b. Induction programs for new teachers
c. Process for drafting school improvement plans
d. Establish a teacher leader position
e. Limit professional development for teachers to focus on improvement goals
f. Instructional walk-throughs

11. **What percentage of public school teachers believe regularly scheduled collaboration with other teachers (excluding meetings for administrative purposes) improved their teaching moderately or better when they collaborated only a few times a year?**
a. 79%   b. 73%   c. 50%   d. 35%

12. **What percentage of public school teachers believe regularly scheduled collaboration with other teachers (excluding meetings for administrative purposes) improved their teaching moderately or better when they collaborated *at least once a week*?**
a. 79%   b. 73%   c. 50%   d. 35%

13. **Which of the following was NOT a common professional development approach in steadily improving, high-poverty school districts:**
a. They created networks of instructional experts, including teachers, mentors, and principals.
b. Implemented support systems for new teachers.
c. Strategically allocated resources, both money and time, to address student needs.
d. Created a new series of workshops to increase teacher choice in professional development.
e. Provided assistance in using data to guide instruction

14. **Which professional development opportunity is most widely offered to school and district administrators in U.S. public schools?**
a. Formal networking opportunities for personnel with similar responsibilities
b. Opportunities to visit other schools or districts
c. Strategic planning retreats
d. Funding for university or college coursework
e. Opportunities to serve as mentors within the district/school
f. Reimbursement to attend local, state, or national conferences

15. **Which strategy was most commonly used by school districts to ensure equitable distribution of highly qualified teachers among schools?**
a. Offered financial incentives to teachers to move to high-need schools
b. Provided extra professional development funds to high-need schools
c. Reassigned staff
d. Intensified recruitment efforts for highly qualified teachers to serve in high-need schools

16. **Which of the following aspects of teacher support and training is implemented in the highest number of states?**
a. Mentoring for all novice teachers
b. Written professional development standards
c. Districts/schools required to set aside time for professional development
d. State finances professional development for all districts

17. **What percentage of Tennessee teachers agreed or strongly agreed with the following statement: My professional development activities during the 2005-06 school year were an integral part of a schoolwide or districtwide educational improvement plan?**
a. 86%   b. 51%   c. 39%   d. 94%

18. **Which of the following strategies do the highest percentage of principals say would be "very effective" at improving teacher quality?**
a. Relying more heavily on alternative certification programs
b. Requiring teachers to earn graduate degrees in education
c. Increasing professional development opportunities for teachers
d. Eliminating teacher tenure
e. Reducing class size

19. **What percentage of North Carolina teachers answered yes to the following question: Were the strategies you learned in your professional development in closing the achievement gap useful in your efforts to improve student achievement?**
a. 64%   b. 38%   c. 29%   d. 84%

20. **Among the following types of people, who do U.S. adults most trust to tell the truth?**
a. Scientists
b. Police officers
c. Teachers
d. Judges
e. Clergymen or priests

What's your professional development IQ?
ANSWERS

1. What percentage of Kansas teachers agreed with this statement: Professional development provides teachers with the knowledge and skills most needed to teach effectively?

c. 60%

Source: Center for Teaching Quality. (2006). *Kansas Teacher Working Conditions Survey – State Summary Report.* www.kansastwc.org/reports/ report_main.php?orgID=state&siteID=state

2. Which of the following professional development activities is most common in Tennessee? (Respondents could check all that applied.)

c. Participated in a training program or institute lasting more than one day in total time (62%)

Source: State of Tennessee. (2006). Teacher Professional Development Questionnaire Data Summary Report. http:// 72.51.41.239/CrepReport/PDSurveyIndex.jsp

3. What percentage of Arizona teachers disagree or strongly disagree with the following statement: Teachers have time available to collaborate with their colleagues?

a. 52%

Source: Center for Teaching Quality. (2006). *Arizona Teacher Working Conditions Survey – State Summary Report.* www.aztwc.org/reports/report_main.php?orgID=state&siteID =state

4. In late 2004, more than 2,000 educators responded to an NSDC survey about No Child Left Behind and its impact on professional development. In response to the following question, which of the answers below received the most responses?

The NCLB states that "professional development activities should be regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement." In my school district OR school, there is NOW:

c. About the same amount of evaluation for these purposes as before NCLB. (40.8%)

Source: National Staff Development Council. (2005). Online Survey Results of Educators' Experiences with the Professional Development Provisions of NCLB. www.surveymonkey.com/DisplaySummary.asp?SID=884378 &U=88437870258

5. In the same NSDC survey about No Child Left Behind and its impact on professional development, which of the answers to the following question received the most responses?

Because of the pressures resulting from the NCLB's accountability requirements, my school district or school is providing:

c. About the same amount of professional development as during the 2002-03 school year. (34.2%)

Source: National Staff Development Council. (2005). Online Survey Results of Educators' Experiences with the Professional Development Provisions of NCLB. www.surveymonkey.com/DisplaySummary.asp?SID=884378 &U=88437870258

% of principals and superintendents who believe student test data can be useful in improving teaching and learning
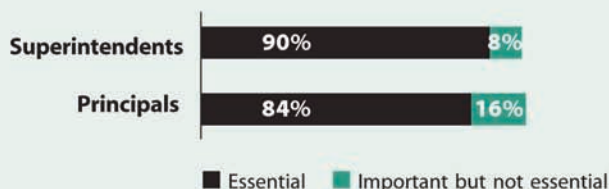
Superintendents 90% 8%

Principals 84% 16%

■ Essential ■ Important but not essential

6. What percentage of superintendents believe student test data is essential in improving teaching and learning?

c. 90%

Source: Education Insights at Public Agenda. (2006). *Reality Check 2006: Is Support for Standards and Testing Fading?*, p. 22. www.publicagenda.org/research/pdfs/ rc0603.pdf

7. **Which of the following did teachers say would be most helpful in preparing first-time teachers to be more effective teachers?**

a. A skilled experienced teacher assigned to provide the new teacher with advice and assistance

A skilled experienced teacher assigned to provide the new teacher with advice and assistance	44% (Principal) / 38% (Teacher)
More practical training, such as a year's internship before the new teacher has his/her own classroom	43% (Principal) / 34% (Teacher)
Better training in working with students and families from a variety of ethnic backgrounds	11% (Principal) / 22% (Teacher)
No answer	1% (Principal) / 7% (Teacher)

■ Principal   ■ Teacher

Source: Harris Interactive, Inc. (2005). *MetLife Survey of the American Teacher: Transitions and the Role of Supportive Relationships*. Table 1.12, p. www.metlife.com/WPSAssets/ 34996838801118758796V1FATS_2004.pdf

8. **What percentage of Arizona teachers agreed or strongly agreed with the following statement: Professional development offerings are data-driven.**

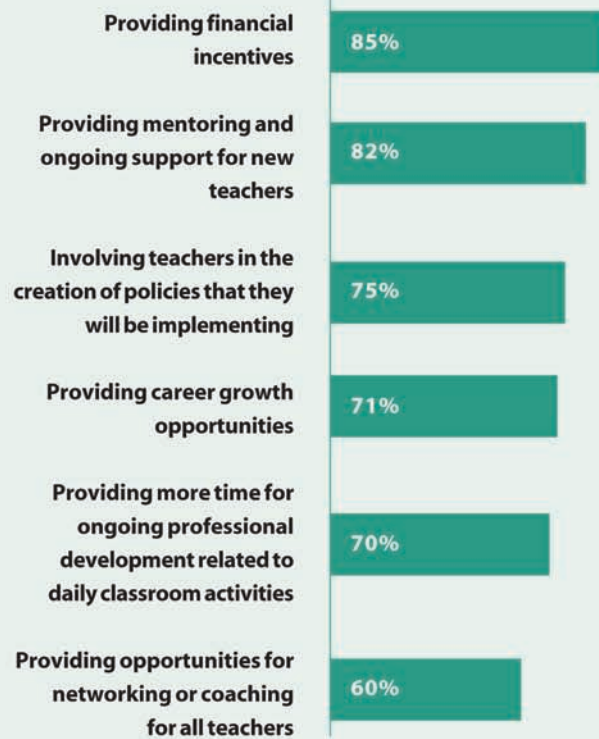b. 48%

Professional development offerings are data-driven.

Strongly disagree	3%
Disagree	10%
Neither disagree nor agree	38%
Agree	37%
Strongly agree	11%

Source: Center for Teaching Quality. (2006). *Arizona Teacher Working Conditions Survey – State Summary Report.* www.aztwc.org.

9. **What percentage of teachers believe that providing more time for ongoing professional development related to daily classroom activities would "help a lot" in attracting and retaining good teachers?**

a. 70%

TEACHERS' VIEWS ON RECRUITING AND RETAINING TEACHERS
The list below contains some steps that might be taken to attract good people into teaching and to encourage good teachers to remain in teaching. For each step, please indicate how much each would help.

Providing financial incentives	85%
Providing mentoring and ongoing support for new teachers	82%
Involving teachers in the creation of policies that they will be implementing	75%
Providing career growth opportunities	71%
Providing more time for ongoing professional development related to daily classroom activities	70%
Providing opportunities for networking or coaching for all teachers	60%

Source: Harris Interactive, Inc. (2001). *MetLife Survey of the American Teacher: Key Elements of Quality Schools*, p. 125. www.metlife.com/WPSAssets/ 26575530001018400549 V1F2001ats.pdf

10. **Which of the following professional learning practices did superintendents say is LEAST common?**

d. Establish a teacher leader position

Source: Belden Russonello & Stewart. (2005, July). *From the Top: Superintendents on Instructional Leadership: Report of a National Survey Among Superintendents.* www.brspoll.com/ Reports/edweek-report.pdf

11.   What percentage of public school teachers believe regularly scheduled collaboration with other teachers (excluding meetings for administrative purposes) improved their teaching moderately or better when they collaborated a few times a year?

d.   35%

12.   What percentage of public school teachers believe regularly scheduled collaboration with other teachers (excluding meetings for administrative purposes) improved their teaching moderately or a lot when they collaborated *at least once a week?*

a.   79%

ACTIVITY	A LOT	MODERATELY
At least once a week	45%	34%
2 to 3 times a month	23%	50%
Once a month	15%	35%
A few times a year	7%	28%

Source: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System. *Survey on Professional Development and Training in U.S. Public Schools, 1999-2000,* Table 10. nces.ed.gov/ surveys/frss/publications/2001088/#three

13.   Which of the following was NOT a common professional development approach in steadily improving, high-poverty school districts:

d.   Created a new series of workshops to increase teacher choice in professional development.

Source: Learning First Alliance. (2003). *Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools.* www.learningfirst.org/ publications/districts/

14.   Which professional development opportunity is most widely offered to school and district administrators in U.S. public schools?

f.   Reimbursement to attend local, state, or national conferences

Source: National Center for Education Statistics, U.S. Department of Education. (2006). *Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States: 2003-04 Schools and Staffing Survey.* Table 37. www.nces.ed.gov/pubs2006/2006313.pdf

15.   Which strategy was most commonly used by school districts to ensure equitable distribution of highly qualified teachers among schools?

b.   Provided extra professional development funds to high-need schools

8%

Offered financial incentives to teachers to move to high-need schools

22%

Reassigned staff

46%

Intensified recruitment efforts for highly qualified teachers to serve in high-need schools

53%

Provided extra professional development funds to high-need schools

Source: Center on Education Policy. (2005). *From the Capital to the Classroom: Year 3 of the No Child Left Behind Act.* www.cep-dc.org/nclb/ NCLBPolicyBriefs2005/CEPPB4web.pdf

16.   Which of the following aspects of teacher support and training is implemented in the highest number of states?

b.   Written professional development standards (in 40 states)

Source: Editorial Projects in Education. (2006). *Education Week, Quality Counts at 10: A Decade of Standards-Based Education.* Efforts to Improve Teacher Quality charts. www.edweek.org/ew/toc/2006/01/05/index.html

17. What percentage of Tennessee teachers agreed or strongly agreed with the following statement: My professional development activities during the 2005-06 school year were an integral part of a schoolwide or districtwide educational improvement plan?

a.   86%

Source: State of Tennessee. (2006). Teacher Professional Development Questionnaire Data Summary Report. http://72.51.41.239/CrepReport/PDSurveyIndex.jsp

18. Which of the following strategies do the highest percentage of principals say would be "very effective" at improving teacher quality?

c.   Increasing professional development opportunities for teachers

4%
Relying more heavily on alternative certification programs

20%
Requiring teachers to earn graduate degrees in education

45%
Eliminating teacher tenure

54%
Reducing class size

62%
Increasing professional development opportunities for teachers

Source: Education Insights at Public Agenda. (2006). *Reality Check 2006: The Insiders: How Principals and Superintendents See Public Education Today.* www.publicagenda.org/research/pdfs/rc0604.pdf (see p. 22 of 29 for graph)

19. What percentage of North Carolina teachers answered yes to the following question: Were the strategies you learned in your professional development in closing the achievement gap useful in your efforts to improve student achievement?

d.   84%

Source: North Carolina Governor's Teacher Working Conditions Initiative. (2006). *North Carolina Teacher Working Conditions Survey – State Summary Report.* www.northcarolinatwc.org/reports/report_main.php?orgID=state&siteID=state

20. Among the following types of people, who do U.S. adults most trust to tell the truth?

c.   Teachers

WHO WOULD YOU GENERALLY TRUST?

Would you generally trust each of the following types of people to tell the truth or not?

	WOULD TRUST %	WOULD NOT %	NOT SURE/ REFUSED %
Doctors	85	12	3
Teachers	83	15	2
Scientists	77	19	4
Police officers	76	21	3
Professors	75	19	6
Clergymen or priests	74	22	4
Military officers	72	26	3
Judges	70	24	5
Accountants	68	28	3
Ordinary man or woman	66	26	8
Civil servants	62	32	6
Bankers	62	34	3
The President	48	47	4
TV newscasters	44	51	5
Athletes	43	47	10
Journalists	39	58	3
Members of Congress	35	63	3
Pollsters	34	54	12
Trade union leaders	30	60	10
Stockbrokers	29	63	8
Lawyers	27	68	5
Actors	26	69	5

Source: Harris Interactive. (2006). The Harris Poll, August 8, 2006. www.harrisinteractive.com/harris_poll/index.asp?PID=688