t³ TEACHERS TEACHING TEACHERS ™

FOR A DYNAMIC COMMUNITY OF TEACHER LEADERS

Use more than words

By Leanne Miller

A teacher can't get his students' attention and his volume starts to rise. He glares at them and tells them to look at the board. Some do; most don't. His volume increases again: "Don't look at me; look at the board." Some kids squirm; most still look at their teacher.

While telling the students to look at the board, the teacher's nonverbal message, conveyed by his eyes, is to look at him. No one is going to look away from a teacher in this situation. The teacher has sent a mixed message and increased the likelihood of having to discipline some students.

Gesture, voice, breathing, eyes, posture, can enhance learning

Teachers trained in nonverbal classroom management spend more time on content, less time on management, and have more energy at the end of their work day. That's the contention of American teacher and education consultant Michael Grinder and other experts.

Grinder studied more than 6,000 classrooms to identify the behaviors of teachers who manage them well. He discovered that matching verbal and nonverbal messages is essential in effective management and instruction. From his research, Grinder developed a training program and resources to preserve relationships and gain compliance in the classroom.

Expanding on Grinder's and others' work, American education specialist Kendall Zoller developed Nonverbal Communicative Intelligence (NCI). NCI includes the systematic use of gesture, voice, breathing, and other nonverbal signals to enhance communication.

"Everything we do as teachers has an influence in the classroom," says Claudette Landry, a former teacher, vice-

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800-727-7288
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NSDC's purpose: Every educator engages in effective professional learning every day so every student achieves.

principal, and curriculum consultant with the Toronto District School Board. "By speaking loudly, we inadvertently communicate that students should also speak loudly. NCI teaches us skills, methods, and strategies to increase the congruence between verbal and nonverbal communication.

"NCI does not itself build a healthy classroom," Landry said. "Rather, it supports and extends the methodology the teacher already uses. By preventing escalation, it helps preserve the relationship and routines teachers have already developed with their students.

"NCI is about getting students' attention for teaching and learning, and then ensuring they stay on task," she continued.

First, teachers identify each student's dominant learning style: visual, auditory, or kinesthetic. Primary students tend more toward the kinesthetic, adolescents toward auditory; older children and adults are more visual, Landry explained. "It's the auditory and kinesthetic students who need more managing in the classroom, and NCI helps train them to be more visual and therefore more compliant."

Congruency is one of the most important elements of NCI. "Don't send mixed messages," Landry explains. "If you want students to look at the chalkboard, tell them to look, point to it, and then you look at the board too. Don't look at them."

Getting attention

Above, pause, whisper: One effective attention-getting tool is "above, pause, whisper" and was originally described by Grinder. Class volumes fluctuate every five to seven seconds. Don't try to talk over students when they're loud. Wait a few seconds for the next lull and then speak. Make sure your volume is two notches above that of the students so that you interrupt them. Once you have their attention, pause a few seconds and then start your message in a whisper. This lowers the group's metabolism, allows you to hold students' attention, and lets them hear your message.

All teachers have a range of voices. Grinder discovered two types effective in classroom management.

Credible voice: The credible voice has little

modulation. Tone drops at the end of sentences. The speaker's chin lowers a bit at the end of sentences.

Keep head, body, face, arms, and hands still when using the credible voice. Nothing should distract from what you are saying. Actions, voice tone, and words all communicate the same message. Use the credible voice when giving instructions, delivering teacher-centered lessons, and covering important content. Use it when you want to hold students' attention and don't want questions or comments.

Approachable voice: The approachable voice is the opposite of credible and uses modulation. Intonation regularly rises and falls. The voice has rhythmic, even melodic tones. The head moves up and down, arms and hands move and are open. The approachable voice invites discussion, encourages participation, and makes students feel warm and welcome.

Try it yourself and hear the difference in this sentence: "Boys and girls, I'd like your attention now please."

Stand in one spot: Landry also advises consistently standing in the same spot when you want students' attention. "This lets the visuals see you and the auditories hear you. Regularly using this technique trains students that this is the time for them to be attentive. After a while, when you stand in that spot, you will have their attention without having to say a word."

Teaching the content

Freeze body: Body language speaks volumes, so if you want your students to be still, be still yourself. A still body also helps deliver content. Zoller talks about the impact of "freeze body" on students.

Try this. Using your credible voice, walk and say: "Boys and girls, today we are going to talk about a very important year in Canadian history: 1867, the year Canada became an independent country."

Now say it again, but pause and freeze your body before you say 1867. The words may be the same, but the impact is significant. You'll have even more impact if you hold the pause for a few seconds.

The visual, auditory, and kinesthetic learners

are watching and listening. If your body language and emphasis match your words, you are more likely to connect with all your students, and your message will have more impact.

The freeze-body technique is especially effective with the easily distracted kinesthetic learner. Zoller argues that if you are moving and talking, kinesthetics may be watching more than listening. To get them to listen and focus, it makes sense to stand still and talk.

"An effective freeze-body implemented when delivering important content can enhance memory and focus for all three learner types in your class," Zoller said.

Pausing: Pausing is another nonverbal technique.

"Tony, can you please tell us one of the main differences between coniferous and deciduous trees?" Silence. "Tony, do you remember yesterday we talked about pine trees and maple trees? Do you remember which is deciduous and which is coniferous?" Silence. Gentle pushing: "Tony, what kind of tree is that right outside our window? Do you know?" Silence.

The teacher keeps asking Tony questions to help him answer the first one correctly. Landry said that if Tony is a kinesthetic learner, this type of pushing is the least helpful thing a teacher can do. "Kinesthetics need more time to retrieve and process information, as much as six seconds more than other children," Landry said. "The best thing you can do is wait."

She encourages teachers to ask one good question and then keep quiet and let Tony think. Bombarding him with questions shuts him down. He doesn't know which question to answer, and his thinking becomes muddled.

When teachers give students three or more seconds of undisturbed wait time, the outcomes include longer and more correct responses, fewer I-don't-knows, and more volunteered answers.

Show, don't say: Another technique is show, don't say. "Class, you have this many minutes to complete this activity." Don't say the number; hold up two fingers.

"Class, turn to this page please." Write 27 on

the board, point to it, and look at it, not at your students. Keep looking at the board for a few seconds and don't say the number. The students will look up to see the number. There's always one child who will ask what page. Just point to the board.

This show-don't-say technique encourages auditory and kinesthetic students to become more visual.

NCI encourages teachers to associate instruction with actions and train students to read their gestures. By practicing such congruency, teachers show students what they want done.

At the start of a new year or semester, teach students your gestures. Associate them with words for the first few weeks and soon students will know what you mean when you hold up a stop hand or when you fan your hands to show opening a book. Gestures save your voice and lower exasperation levels.

Transition to independent work

What, why, how: Landry said to manage students during the transition from teacher-centered to independent work and avoid common interruptions, use the sequence what, why, how to introduce all activities.

- **What.** Boys and girls, today in science we are going to …
- **Why.** We are going to do this to follow up on what we talked about yesterday …
- **How.** Now look here please (point to and look at the board, screen, flip chart) and we'll read what you are going to do.

Visual exit directions: This last tool is called visual exit directions. Write clear and complete instructions on the board before the lesson. When the inevitable questions arise, avoid eye contact and say nothing. Instead, point to and look at your written instructions.

Through repetition, students will learn the routine and will eventually stop asking many questions.

The most important 20 seconds: Follow visual exit directions with the Most Important Twenty Seconds (MITS). Ask if there are any questions. If something is applicable to everyone, put it on

> **NSDC'S BELIEF**
>
> Student learning increases when educators reflect on professional practice and student progress.

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When Vince creates a problem, call out his name and make a stop sign, but don't look at him and don't say a word. By not making eye contact you're not allowing the problem to become personal.

1. Get everyone's attention before starting your lesson.

2. Begin each class by telling students what will happen and what they will do.

3. Don't stay at your desk. Circulate and monitor progress as students work.

4. Remember that values are caught, not taught. Courteous, prompt, enthusiastic, in control, patient, and organized teachers model ideal behaviors. "Do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehavior.

5. Avoid confrontational escalation. Intervene or correct misbehavior quietly,

TRIED AND TRUE
The September 1986 issue of *Phi Delta Kappan* outlines some tested and true strategies that many teachers have no doubt been practicing for years.

ideally inconspicuously or face-to-face with the offender. Do not distract or catch other students' attention.

6. Name offenders naturally as you teach. "And you see, Corey, this map of Africa shows …" Corey hears his name and gets back on task, and the intervention doesn't interrupt others.

7. Explain and enforce clear expectations consistently. Refer to your rules as

expectations and tell students how you expect them to behave in your classroom. Use rules that describe the behaviors you want, not those things students cannot do.

8. Avoid escalation by providing clear descriptions of what you want students to do. Focus students on the desired behavior, not the misbehavior. Say, "I want" or "I need" or "I expect you to …"

9. When you see good behavior, acknowledge and praise it, both verbally and nonverbally. A nod, a smile, or a thumbs-up reinforces behavior and does not distract others.

the board. Then say something like, "I trust you can now get to work on your own and complete this task."

Wait 20 seconds, silently. Stand still and watch your class. Use open body language: look around, keep your arms at your sides and align your hips and feet. Discourage talking; answer no questions. If students ask questions, do not make eye contact. Point to and look at the board or the textbook for answers.

Once again, you ensure congruency between your words and your actions. Used with visual exit instructions, MITS enhances the transition to independent learning by ensuring kinesthetics follow teachers' instructions, not their body movements.

While waiting, keep still and silent. If someone starts to speak, look quickly at the student, then look away and make a stop sign.

Use the eyes: "Save eye contact for positive interactions, positive relationships," Landry said. Avoid eye contact for negative interactions, when you don't want to talk to students, or when you

don't want to escalate a situation.

When a student interrupts you or a classmate or when a problem arises, use a visual sign like holding up a stop hand. Avoid eye contact. Use your eyes and look where you want your students to look.

When Susanna drops her book on the floor, look at her, say her name, then look at and point to the book. Don't say anything else, and avoid further eye contact.

When Vince creates a problem, call out his name and make a stop sign, but don't look at him and don't say a word. By not making eye contact you're not allowing the problem to become personal.

Nonverbal intervention without eye contact will decrease unwanted behavior and preserve the student-teacher relationship.

Using these strategies effectively and consistently requires practice and thought. However, this approach can help teachers improve how they manage their students and classrooms. ◆
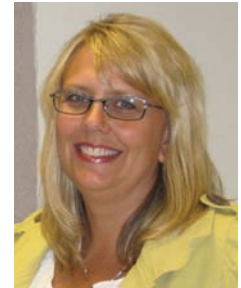
Anne Swant is an instructional coach at Walla Walla High School in Walla Walla, Wash.

Investment in time pays off

Q What have you learned about coaching specifically for the high school level?
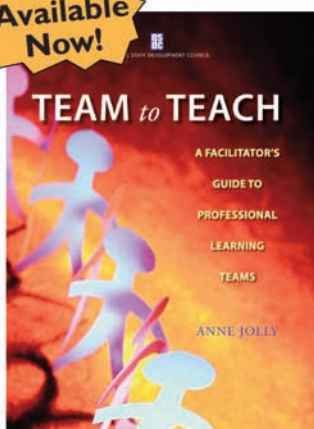
In the high school, it's all about the content. Teachers feel they're being held accountable for a really high volume of information. The coaching is more about having conversations together, problem solving, figuring out how we can get kids engaged and to be successful. I spend a lot of time having conversations with teachers. The teachers have such a high confidence level in their content. I may know their content isn't exactly where they think it is, but there's no way I can go in and "fix" their content. I have to go at it in a different way, do things like having deep conversations as a horizontal, subject-specific team and looking at student work.

So time is the thing that I learned — the value of the time to sit down, plan lessons together, think deeply, ask hard questions, not critical questions, but questions I don't really have the answer for, and then to trust the process.

Teachers get great insight by taking the time to look at student work, at lessons, at content. For example, I could have said to this one particular group of math teachers, "You just need to know that kids don't have to solve systems of equations in one certain way." But I said, "What are the things that you're thinking about?" We planned a lesson together. I just shut up, listened, and let them do it. After each period that we taught the lesson and debriefed, the lesson changed, and at the end, they realized that there's not one way to do things. And the impact was not just one teacher, it was a team of teachers. I was facilitating, but it was the conversations they were having together and the insights they got from that that were so valuable.

I can confidently talk to teachers now and tell them our time together is a big time investment, but you get a big bang for your buck. Because you're going to learn something, and I don't know what it's going to be, but you're going to walk away from this saying, "This was a good use of my time." ◆

Leaders show us where to stretch

If you were to spend a month in my classroom, you'd likely catch my students rolling their eyes a few times, tired of the never-ending life lessons that I slip into conversations. You see, I'm an old fashioned school teacher, convinced that instruction stretches beyond the curriculum.

One of my favorite lessons is the importance of role models. "Kids," I'll say, "No matter how great you think you are, you can always find someone to look up to who has skills that you don't have. Don't resent those people — learn from them! Careful observation can make you a better person."

To reinforce my message, I start each year telling students about my personal weaknesses — and the people who guide my growth. Driven to be a better school leader, I have made one such role model my previous principal, Matt Wight. Spending time studying Mr. Wight has helped me to learn more about being influential, I tell my students.

So what makes Matt so remarkable?

For starters, he empowers teachers to make critical decisions about teaching and learning. In Matt's schools, there are no decisions that teachers aren't centrally involved in. In today's accountability culture where a school leader's reputation depends on producing results, leaders are greatly tempted make top-down decisions. Control becomes important because the risks of releasing control are great.

Empowering teachers, however, generates results for Matt that centralized decision-making could never produce. His teachers feel a sense of commitment and curiosity that teachers in many other schools don't feel. His teachers are motivated to identify instructional approaches that work because he expects them to be problem solvers. Matt has unleashed an often-untapped resource in schools — the intellectual energies of his teaching staff.

More importantly, though, Matt demonstrates a sincere commitment to the well-being of others through meaningful interactions every day. His teachers know beyond a doubt that Matt cares for them, because he makes an effort to connect with everyone nearly every day, regardless of the demands of his position. Watching him share conversations with people of such diverse backgrounds and experiences is nothing short of amazing. Not only is he genuinely interested, he is genuinely comfortable and open. This sense of "service to staff" earns Matt his teachers' undying loyalty.

What I've found so interesting in the years I've known Matt is that formal knowledge and skill are only a small part of his success. While he's clearly competent and well-read — lending essential credibility to his efforts — the real levers that drive change in his schools are these personality traits. His teachers feel valued and respected. School is much more than work to them. Instead, it is a professional adventure shared with likeminded colleagues.

These reflections on Matt's ability to lead have been eye-opening for me primarily because I'm a guy who isn't naturally driven by developing relationships. My influence has always been centered in what I know, rather than who I am. Lesson learned, though. This year will be a year of relationship building for me.

After all, role models matter, right? ◆

Bill Ferriter is a 6th-grade social studies and language arts teacher at Salem Middle School, Apex, N.C.

Join the conversation with Bill by visiting www.nsdc.org/blog/ and offering your opinion. Bill posts his provocative ideas frequently — be sure to return often.

Joellen Killion is deputy executive director of National Staff Development Council.

Apply knowledge of learning

NSDC's learning standard reminds us to apply our knowledge of human learning and change when we plan or facilitate professional learning. This standard encourages teacher leaders or coaches to know about and apply their knowledge of how adults learn and how change impacts them.

What is learning?

Learning is a process of change. Learning can be accidental, unanticipated, and unplanned. Another term used to describe this kind of learning is informal learning. For example, I had an unexpected learning moment after a rather casual conversation over lunch where my guest expressed a point of view very different from my own. I listened carefully, probed her thinking, and shared my own views. I left the conversation with a different perspective.

Sometimes learning is planned and purposeful. This occurs when the learner intentionally engages in an experience in which some change is the expected outcome. That outcome is frequently a change in a KASAB. A term used to describe this form of learning is formal learning. For example, I clearly recall the series of workshops I attended to learn coaching skills.

How we define learning depends on the outcome of the learning process. The KASAB model provides a useful framework for thinking about different kinds of learning. This model identifies five different kinds of changes that occur as a result of learning or some intervention. (See chart on p. 8.)

Sadly, much of the professional development teachers have experienced focuses on transferring knowledge and developing skills. Informational or demonstrative learning focuses on the facts, principles, or concepts. It is what a learner knows about. Operational or procedural learning focuses on the learner's know-how, the capacity to do.

However, deep learning, often called transformational learning, occurs at the level of beliefs, values, and motivation rather than only at the level of knowledge and skills. Transformational learning is long-term and results in behavioral changes. Transformational learning is deep change that occurs at the core of the learner. Learning at this level promotes a change in practice.

How we learn

Cognitive psychologists for decades have been exploring how learning occurs. From the work of Vygotsky, Piaget, Kolb, Luria, Freire, Knowles, Kegan, and others, we have learned that there are processes that support learning, yet not all adults or students learn in the same way. Some are whole-to-part learners and others are part-to-whole learners. Some learn best by jumping in and experimenting through a hands-on approach; others learn best by hearing about or observing. Some want theory and research; others want practical. Some want time to think about, process, draw pictures of, or reconstruct what they learn; others seem to just get it.

Multiple factors affect how we learn as adults. Our need to learn is one. When adults express a desire or understand the reason for learning, they are more open to learning. Sometimes when learners perceive that they have little choice in learning or when the learning doesn't appear relevant to their particular situa-

LEARNING
Staff development that improves the learning of all students applies knowledge about human learning and change.
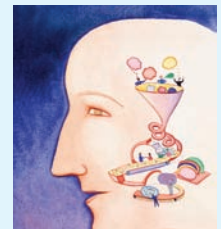
For more information about NSDC's Standards for Staff Development, see www.nsdc.org/standards/index.cfm

tion, they seem less willing to engage in the learning process.

Another factor that affects how we learn is our sense of efficacy. Efficacy is our confidence that we know how to teach and that we make a difference. A high level of efficacy often means that learners are more confident that what they are learning will strengthen their practice and give them more options. A low level of efficacy often means that a learner is less confident and less willing to examine his or her practice and

Development Laboratory studied how teachers experienced the implementation of new science curriculum. Led by Bill Rutherford, Gene Hall, Shirley Hord, and Susan Loucks-Horsley, the development of the Concerns-Based Adoption Model (CBAM) (see Hall & Hord, 2000) provided educational leaders with a practical theory to guide the implementation of change efforts in education.

The research has four key components. The first is Stages of Concern. (See chart on p. 9.)

KASAB MODEL		
TYPE OF CHANGE	**DEFINITION**	**TEACHER EXAMPLE**
Knowledge	Conceptual understanding of information, theories, principles, and research.	Teachers understand mathematical concepts they teach.
Attitude	Beliefs about the value of particular information or strategies.	Teachers believe students' competence in mathematics is important to their success, both within and beyond school.
Skill	The ability to use strategies and processes to apply knowledge.	Teachers know how to employ a variety of instructional strategies to help students visualize mathematical concepts.
Aspiration	Desires, or internal motivation, to engage in a particular practice.	Teachers want their students to understand and perform well in mathematics.
Behavior	Consistent application of knowledge and skills.	Teachers consistently employ inquiry-based instructional practices in mathematics to help students acquire a deep understanding of math concepts.

Source: adapted from *Assessing Impact: Evaluating Staff Development*, by Joellen Killion. Thousand Oaks, CA: Corwin Press, 2008.

consider alternative approaches. A learner with low efficacy often looks outside of himself or herself for the reason for problems rather than considering what he or she can do to address the problem.

Certainly other factors affect how people learn. Time, resources, expectations, and the culture in which the learning occurs influence learning. One other important consideration is how learners experience learning.

How do learners experience learning?

Learning is a process of change. When individuals engage in either informal or formal learning, they respond in different ways. In landmark research in the 1970s and '80s, a team of researchers at the Southwest Educational

Other key components include Levels of Use, Innovation Configuration Maps, and change facilitators. Of particular interest to coaches is Stages of Concern. Stages of Concern identifies seven stages of responses learners have in a change initiative. Knowing a learner's stage of concern helps the change facilitator identify the most appropriate intervention or action to support the learner. For example, if a learner expresses a management concern, indicating that he or she doesn't know how to find the necessary resources to implement the new instructional processes, a coach can zero in on this need and address the concern with the hope of removing barriers to implementation.

Change challenges everyone. Any form of professional development requires change.

Transformational learning, change that occurs at the level of beliefs, aspirations, and behaviors, reconfigures how learners think and act. When teacher leaders and coaches clarify the types of change they expect and teachers want as a result of professional learning, use their knowledge of how various factors influence learning, and are skillful in responding to learners as they experi-ence change, they will be more prepared to lead learning within their schools and districts.

Reference

    Hall, G. & Hord, S. (2000). *Implementing Change: Patterns, Principles, and Potholes.* Boston, MA: Allyn & Bacon. ◆

STAGES OF CONCERN

STAGES OF CONCERN	TYPICAL EXPRESSIONS OF CONCERN	TYPICAL COACH RESPONSE/INTERVENTION
6. Refocusing	"Perhaps if we thought about integrating this with our social studies program, we could accomplish more."	• As we think about how to adapt what we are learning, how do we ensure that we incorporate the essential features of these instructional strategies and not lose the essence? • Let's take some time to plan how we might do that.
5. Collaboration	"How can I learn about what others are doing?"	• In our next team meeting, let's take some time to hear how others are doing with implementing these strategies and how their students are doing. • I will be happy to take your class while you observe your colleagues to see how it is going in their classes.
4. Consequence	"How will this affect my classroom practice and my students?"	• If you implement these new strategies, how do you anticipate your students will respond? • I am willing, if it is helpful, to observe several students in your class when you teach these strategies to watch how they respond. This might help you understand more thoroughly how these strategies support student learning.
3. Management	"Where will I find the time to do this?"	• I am glad to help you make sense of this. When can we meet to discuss your questions? • I wonder if we could discuss this with other teachers who are asking the same questions you are? • Here are some strategies others have used.
2. Personal	"Wait! How can I possibly think about something new?"	• I understand your concern about how this will affect you. I wonder if you want to know what others have said about how it has impacted them. • Tell me how you think this will impact you. What are you anticipating? • What relationship do you see between this and your professional goals?
1. Information	"I'd like to know more about what that is."	• What do you want to know? • How can I help you with this? • Here are some resources to give you more information. • Please check the web site.
0. Awareness	"I heard about that."	• What have you heard? • What are you interested in knowing? • I can provide more information if you'd like or share some resources that would help you know more.

Going beyond word definitions

TEACHING MULTIPLE-MEANING WORDS IN CONTEXT CAN BOOST COMPREHENSION

By Carla Thomas McClure

A study published in *Education and the Treatment of Children* (Nelson & Stage, 2007) suggests that teachers can implement contextually-based, multiple meaning vocabulary instruction with relatively little training. Such instruction especially benefits students with low vocabulary and reading comprehension achievement.

What was the purpose of this study?

Researchers J. Ron Nelson and Scott A. Stage were curious about the effects of explicitly teaching words that have multiple meanings. As they reviewed existing research, they found no studies on such instruction. Yet, they reasoned, this type of instruction should help to improve comprehension. Once students learn to look for contextual clues that affect meanings, they can apply this strategy to new words. The researchers designed a study to assess how contextually-based, multiple meaning vocabulary instruction affects student learning.

How was the study conducted?

The study involved 283 3rd- and 5th-grade students in 16 classrooms in a small Midwestern public school district.

The eight teachers in the control group received no training and continued to deliver the core language arts curriculum. The eight teachers in the experimental group attended a two-hour training session on contextually-based, multiple meaning instruction and learned instructional activities to embed into the core curriculum. The researchers used pre- and post-test scores on the Gates-MacGinitie Reading Tests (4th ed.) to measure outcomes.

How was the supplemental vocabulary instruction conducted?

Over four months, students in the experimental group received instruction on 36 target words. The words were selected from 80 words that were among the 1,000 most frequently and widely used words in grades three through six. Each target word had two to four meanings and, according to a national inventory, all were words that 4th through 6th graders were likely to struggle with.

Teachers taught each target word over two days. On Day 1, they introduced the word (e.g., accident) and related words (e.g., fluke, mishap, by chance), had students discuss sentences that presented the related words in context, and wrote sentences using the words. On Day 2, teachers presented the target word's history and meanings and had students write sentences illustrating the different word meanings. Students then matched the related words presented on Day 1 to the appropriate meanings for the target word, completed a definition activity for the multiple meanings, read short passages and labeled usage of the target word as "expected" or "unexpected," and wrote brief stories using each of the target word meanings.

What were the findings?

Vocabulary knowledge. Third- and 5th-

EDVANTIA

Carla Thomas McClure is a staff writer at Edvantia (www.edvantia.org), a nonprofit research and development organization that works with federal, state, and local education agencies to improve student achievement.

grade students with low initial vocabulary and comprehension achievement who received the supplemental instruction made modest improvements in their vocabulary knowledge, compared to students who did not receive the treatment. Students with average or high initial vocabulary and comprehension, however, showed no significant improvement.

Reading comprehension. Third-grade students, regardless of their initial vocabulary and comprehension achievement, made moderate gains in reading comprehension, as did 5th graders with low achievement in these areas.

What's the take-home message for educators?

Earlier studies (Stahl & Fairbanks, 1986) have shown that providing word definitions but no contextual information has no significant effect on reading comprehension. Although the present study has several limitations (e.g., its four-month timeframe, the geographic and size limitations of the sample), it suggests that explicitly teaching words with multiple meanings, in context, can boost reading comprehension, especially for 3rd graders. It can also help older elementary students with low achievement in vocabulary knowledge and comprehension.

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Stahl, S.A. & Fairbanks, M.M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research, 56*, 72-110. ◆

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?

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 account-ability 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 account-ability 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
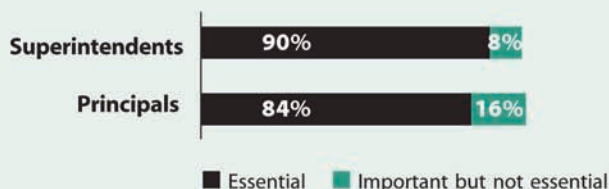
	Essential	Important but not essential
Superintendents	90%	8%
Principals	84%	16%

■ 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

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

■ 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.

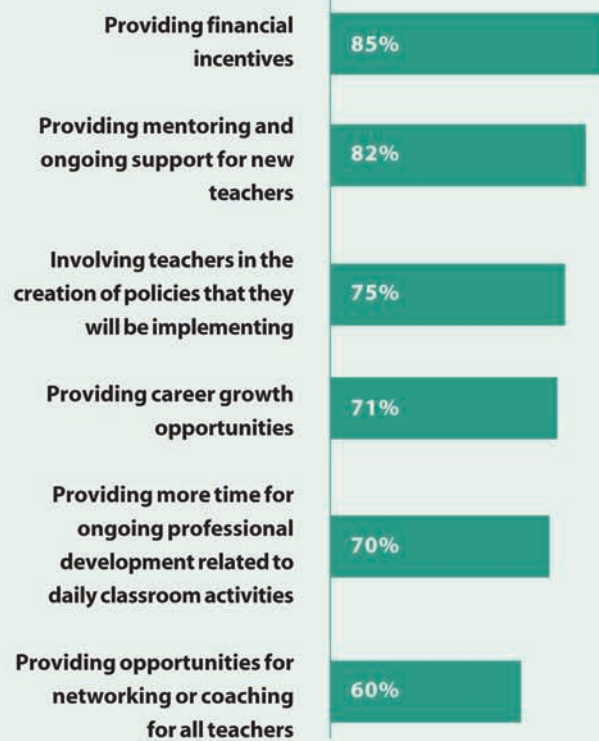|	
Strongly disagree	3%
Disagree	10%
Neither disagree nor agree	38%
Agree	37%
Strongly agree	11%

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