

ASSUMPTIONS

ABOUT COLLECTIVE BARGAINING, POLICIES, AND MEMORANDA OF UNDERSTANDING/AGREEMENT

Learning Forward recently released *Advancing High-Quality Professional Learning Through Collective Bargaining and State Policy*. Developed in partnership with the National Education Association, American Federation of Teachers, and Council of Chief State School Officers, the report explores how states and districts can support high-quality professional learning while calling for more collaboration and a common set of standards for developing policy.

Use this survey to collect perceptions about various forms of policies as they relate to professional development. Follow up with group dialogue, and use the report to inform team members' understandings and perspectives. The report is available online at www.learningforward.org/news/advancinghighqualityprofessionallearning.pdf.

Note: Here, the term "policy" is used to describe the broader category of formal agreements between a school board and its employees and the state and educational agencies and educators.



To what extent do you agree? Please indicate your level of agreement. Be prepared to explain your rationale.

1. State policy has little influence on district and school practices.

Strongly disagree	Disagree	Agree	Strongly agree
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2. Collective bargaining agreements or memoranda of understanding increase the quality of professional learning more than state policies.

Strongly disagree	Disagree	Agree	Strongly agree
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3. Individual teacher professional development plans ensure that teachers are engaged in effective professional learning.

Strongly disagree	Disagree	Agree	Strongly agree
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4. Engaging teachers and principals in decisions about professional development increases the impact of the professional learning on student learning.



5. High-quality mentoring and induction programs accelerate new teachers' effectiveness and satisfaction.



6. State investment in rigorous licensure systems and high-quality induction programs benefits students.



7. Ensuring educators have effective professional development is a district responsibility, not a state responsibility.



8. Effective professional development is tied directly to individual teacher needs.



9. Teacher retention increases when teachers are supported with ongoing career development and differentiated roles.



10. Providing time for professional learning within the contract day increases the quality of the professional learning.



11. Current relicensure requirements ensure teachers gain the knowledge and skills necessary to improve their practice and student learning.



12. Policies about compensation for professional development improve teachers' commitment to continuous improvement.

