

# Tools *for* LEARNING SCHOOLS

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- International perspectives
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- Learning insights
- Policy considerations
- Leadership needs

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EVERY EDUCATOR ENGAGES IN EFFECTIVE PROFESSIONAL LEARNING EVERY DAY SO EVERY STUDENT ACHIEVES



## Learning Forward BELIEF

Every student learns when every educator engages in effective professional learning.

Learning Forward's Professional Learning IQ quiz is a tool to stimulate conversation about what educators and stakeholders know about professional learning. Rather than a quiz of right and wrong answers, this test is designed to surface perspectives and assumptions about professional development.

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

Learning Forward grants permission to any Learning Forward member to make up to 30 copies of this survey for use with groups in their communities.

## SUGGESTIONS FOR USE WITH A GROUP

1. Distribute one copy of the survey to each person in the group. Provide pens and pencils for anyone taking the survey.
2. Allow 15 minutes for individuals to respond to the questions.
3. To present the results, read each question aloud and then provide 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 as appropriate on the implications of correct answers. If time for discussion of the full quiz is limited, use just one or two questions as part of staff or board meetings to explore specific aspects of professional learning.



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# What is your professional learning IQ?

## INTERNATIONAL PERSPECTIVES

1. In which of the following topics do teachers around the world report a high level of need for more professional learning?
  - a. Teaching students with special learning needs
  - b. Student discipline and behavior problems
  - c. Instructional practices
  - d. Subject field
  - e. All of the above
2. What percentage of their time do teachers in other countries spend teaching students, freeing the rest of their time for collaboration and planning?
  - a. 90%
  - b. 80%
  - c. 70%
  - d. 60%
3. When the world's most improved school systems move from good to great, they emphasize:
  - a. Providing scaffolding and motivation for low-skill teachers and principals; getting all schools to minimum quality standards; getting students in seats.
  - b. Raising the caliber of entering teachers and principals; raising the caliber of existing teachers and principals; school-based decision making.
  - c. Data and accountability foundation; financial and organizational foundation; pedagogical foundation.
  - d. Cultivating peer-led learning for teachers and principals; creating additional support mechanisms for professionals; system-sponsored experimentation/innovation across schools.



4. Studies have suggested that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multi-study review and close to 100 in another) results in increases in student learning. How many professional development hours are provided to teachers in high-achieving nations?
  - a. 150
  - b. 100
  - c. 80
  - d. 60
5. On average, how many professional development hours are provided to U.S. teachers each year?
  - a. 97
  - b. 75
  - c. 63
  - d. 44

## PARENT AND TEACHER VIEWS

6. Which of the following did Americans in general list as the most important thing a school can do to earn an "A" grade?
  - a. Improve the quality of teaching
  - b. Implement a challenging curriculum
  - c. Help students be more successful
  - d. Implement standardized testing/grading
  - e. Establish closer relations with parents
7. What percentage of teachers said that "strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards" should be a priority in education?
  - a. 91%
  - b. 83%
  - c. 74%
  - d. 44%

8. This percentage of teachers thinks that greater collaboration among teachers and school leaders would have a major impact on improving student achievement.
- 27%
  - 42%
  - 67%
  - 87%



9. Out of 10 teachers, how many are likely to say it is “very important” or “absolutely essential” to provide opportunities for relevant professional development in order to retain good teachers?
- More than 8
  - 6
  - 4
  - Less than 3

12. Of the following collaborative activities, which one did U.S. teachers engage in the least?
- Teachers meeting in teams to learn what is necessary to help their students achieve at higher levels
  - School leaders sharing responsibility with teachers to achieve school goals
  - Beginning teachers working with more experienced teachers
  - Teachers observing each other in the classroom and providing feedback
13. Of the four priorities for further professional development listed below, which one did teachers rank most often as the highest priority?
- Content of the subject taught
  - Student discipline/classroom management
  - Teaching students with special needs
  - Use of computers in instruction

**LEARNING INSIGHTS**

10. When educators choose learning designs for professional learning, which of the following are among several important factors cited in Learning Forward’s Standards for Professional Learning?
- High evaluation scores from previous participants
  - Consideration of learner needs and intended outcomes
  - Availability of dynamic keynote speakers
  - Resources available from relevant grant funds

14. What percentage of teachers that engaged in professional development of “Student discipline and management in the classroom” found it to be “useful” or “very useful”?
- 86%
  - 67%
  - 43%
  - 27%

11. In the Standards for Professional Learning, the Outcomes standard ties professional learning to educator performance outcomes and student learning outcomes. This standard also calls for coherence in professional learning. What does coherence refer to?
- Analysis of system, school, and educator data
  - Allocation, coordination, and prioritization of time, people, technology, and money
  - Attention to change research and the change process as part of implementation
  - Sustained learning that builds on earlier work and is aligned with curriculum and assessments



## QUIZ Professional learning IQ

15. Studies have suggested that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multi-study review and close to 100 in another) results in increases in student learning. Of the U.S. teachers that received professional development in the content of the subject they teach, how many hours of professional development did most of them receive within a 12-month period?
- More than 48 hours
  - 25-47 hours
  - 17-25 hours
  - Less than 16 hours

### POLICY CONSIDERATIONS

16. The Great Teaching For Great Schools Act, introduced by Congressman Polis (Colo.), aims to:
- Ensure effective professional development
  - Promote continuous improvements
  - Strengthen administrator leadership of schools
  - Direct investments to schools needing the most help
  - All of the above
17. Which of the following was NOT found to be a key factor that determines the impact of state policy on effective professional development.
- Teacher evaluation systems
  - Leadership
  - Infrastructure
  - Resources
  - Intermediaries and outside providers



### LEADERSHIP NEEDS

18. When a national teacher survey asked how important each of the following factors are in retaining good teachers, which two were the only ones to be considered “absolutely essential” by more than half of the teachers?
- Supportive leadership
  - Time for teachers to collaborate
  - Professional development that is relevant to personal and school goals
  - Higher salaries
  - Pay tied to teachers’ performance
19. According to recent research, the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to turn around schools is:
- Higher salaries
  - Leadership opportunities
  - A good principal
  - Punitive evaluation systems
20. Research has shown that to turn around the lowest performing schools, principals need to:
- Share decision making while working collaboratively toward clear, common goals with district personnel, other principals, and teachers.
  - Lead school improvement by creating structures and incentives around a common agenda for learning among all staff.
  - Align resources with learning activities, needs and priorities.
  - Build external relations that can support a schoolwide learning agenda, including garnering community support, providing sufficient resources, and anticipating resistance or conflict.
  - All of the above.

# ANSWERS to professional learning IQ quiz

## INTERNATIONAL PERSPECTIVES

1. In which of the following topics do teachers around the world report a high level of need for more professional learning?

**e. All of the above**

Source: **Schleicher, A. (2011).** *Building a high-quality teaching profession: Lessons from around the world.* Available at [www.oecd.org/dataoecd/62/8/47506177.pdf](http://www.oecd.org/dataoecd/62/8/47506177.pdf).

2. What percentage of their time do teachers in other countries spend teaching students, freeing the rest of their time for collaboration and planning?

**d. 60%**

What percentage of their time do U.S. teachers spend teaching students? **80%**

Source: **Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N., & Orphanos, S. (2009, February).** *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Dallas, TX: NSDC. Available at [www.learningforward.org/news/NSDCstudy2009.pdf](http://www.learningforward.org/news/NSDCstudy2009.pdf).

3. When the world's most improved school systems move from good to great, they emphasize:

**b. Raising the caliber of entering teachers and principals; raising the caliber of existing teachers and principals; school-based decision making.**

Source: **Mourshed, M., Chijioke, C., & Barber, M. (2010, November).** *How the world's most improved school systems keep getting better.* McKinsey & Company. Available at [http://ssomckinsey.darbyfilms.com/reports/schools/How-the-Worlds-Most-Improved-School-Systems-Keep-Getting-Better\\_Download-version\\_Final.pdf](http://ssomckinsey.darbyfilms.com/reports/schools/How-the-Worlds-Most-Improved-School-Systems-Keep-Getting-Better_Download-version_Final.pdf)

4. Studies have suggested that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multi-study review and close to 100 in another) results in increases in student learning. How many professional development hours are provided to teachers in high-achieving nations?

**b. 100 hours of “professional development time each year on top of the 15-25 hours per week that they have for collaborative planning and learning.”**

Source: **Wei, R.C., Darling-Hammond, L., & Adamson, F. (2010, July).** *Professional development in the United States: Trends and challenges.* Dallas, TX: NSDC. Available at [www.learningforward.org/news/NSDCstudytechnicalreport2010.pdf](http://www.learningforward.org/news/NSDCstudytechnicalreport2010.pdf).

5. On average, how many professional development hours are provided to U.S. teachers each year?

**d. 44 hours**

Source: **Wei, R.C., Darling-Hammond, L., & Adamson, F. (2010, July).** *Professional development in the United States: Trends and challenges.* Dallas, TX: NSDC. Available at [www.learningforward.org/news/NSDCstudytechnicalreport2010.pdf](http://www.learningforward.org/news/NSDCstudytechnicalreport2010.pdf).

## PARENT AND TEACHER VIEWS

6. Which of the following did Americans in general list as the most important thing a school can do to earn an “A” grade?

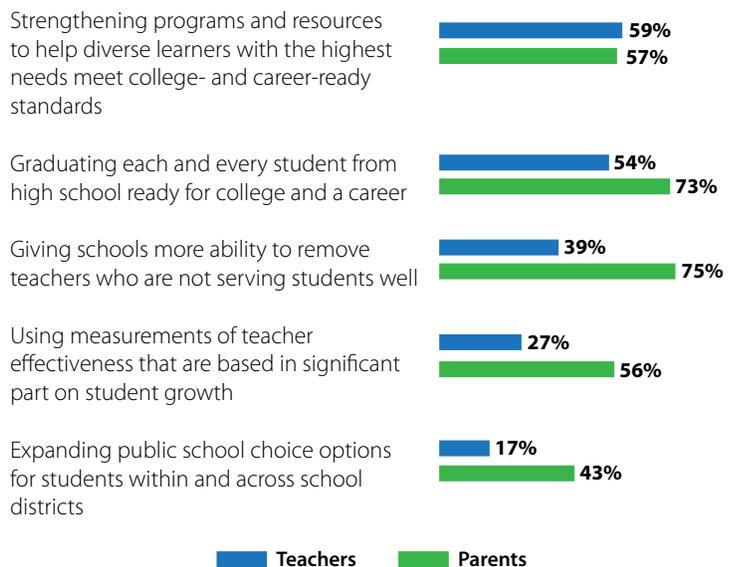
**a. Improve the quality of teaching**

Source: **Bushaw, W.J. & Lopez, S.J. (2010).** A time for change: The 42nd annual Phi Delta Kappa/Gallup poll of the public's attitudes toward the public schools. *Phi Delta Kappan*, 92(1), 13.

7. What percentage of teachers said that “strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards” should be a priority in education?

**a. 91%**

### Percentage of teachers and parents that feel these reform strategies “must be done — one of the highest priorities.”



Source: **MetLife. (2010).** *The MetLife survey of the American teacher: Preparing students for college and careers.* New York: Author. Figure 1.12. Available at [www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife\\_Teacher\\_Survey\\_2010.pdf](http://www.metlife.com/assets/cao/contributions/foundation/american-teacher/MetLife_Teacher_Survey_2010.pdf).

# ANSWERS to professional learning IQ quiz

8. This percentage of teachers thinks that greater collaboration among teachers and school leaders would have a major impact on improving student achievement.

**c. 67%**

Elementary school teachers are more likely than those in secondary schools to think that greater collaboration would have a major impact on improving student achievement (**72% vs. 57%**)

Percentage of principals that thinks that greater collaboration among teachers and school leaders would have a major impact on improving student achievement: **78%**

Source: **MetLife. (2009).** *The MetLife survey of the American teacher: Collaborating for student success.* New York: Author. Available at [www.eric.ed.gov/PDFS/ED509650.pdf](http://www.eric.ed.gov/PDFS/ED509650.pdf).

9. Out of 10 teachers, how many are likely to say it is “very important” or “absolutely essential” to provide opportunities for relevant professional development in order to retain good teachers?

**a. More than 8**

Source: **Scholastic & Bill & Melinda Gates Foundation. (2010).** *Primary sources: America's teachers on America's schools.* Available at [www.scholastic.com/primarysources/pdfs/Scholastic\\_Gates\\_0310.pdf](http://www.scholastic.com/primarysources/pdfs/Scholastic_Gates_0310.pdf).

## LEARNING INSIGHTS

10. When educators choose learning designs for professional learning, which of the following are among several important factors cited in Learning Forward's Standards for Professional Learning?

**b. Consideration of learner needs and intended outcomes**

Source: **Learning Forward. (2011).** *Standards for professional learning.* Oxford, OH: Author. Available at [www.learningforward.org/standards](http://www.learningforward.org/standards).

11. In the Standards for Professional Learning, the Outcomes standard ties professional learning to educator performance outcomes and student learning outcomes. This standard also calls for coherence in professional learning. What does coherence refer to?

**d. Sustained learning that builds on earlier work and is aligned with curriculum and assessments**

Source: **Learning Forward. (2011).** *Standards for professional learning.* Oxford, OH: Author. Available at [www.learningforward.org/standards](http://www.learningforward.org/standards).

12. Of the following collaborative activities, which one did U.S. teachers engage in the least?

**d. Teachers observing each other in the classroom and providing feedback**

Source: **MetLife. (2009).** *The MetLife survey of the American teacher: Collaborating for student success.* New York: Author. Available at [www.eric.ed.gov/PDFS/ED509650.pdf](http://www.eric.ed.gov/PDFS/ED509650.pdf).

13. Of the four priorities for further professional development listed below, which one did teachers rank most often as the highest priority?

**a. Content of the subject taught: 24%**

However, there was significant variation in the top priorities for further professional development by teacher characteristics (beginning teachers versus experienced teachers) and by teaching context (school community, school population), supporting the importance of local decision-making around the needs of specific teachers and the school community.

Other percentages:

- b. Student discipline/classroom management as the next priority: **20%**
- c. Teaching students with special needs: **14%**
- d. Use of computers in instruction: **14%**

Source: **Wei, R.C., Darling-Hammond, L., & Adamson, E. (2010, August).** *Professional development in the United States: Trends and challenges.* Dallas, TX: NSDC. Available at [www.learningforward.org/news/NSDCstudytechnicalreport2010.pdf](http://www.learningforward.org/news/NSDCstudytechnicalreport2010.pdf).

14. What percentage of teachers that engaged in professional development of “Student discipline and management in the classroom” found it to be “useful” or “very useful”?

**d. 27%**

Other professional development topics considered “useful” or “very useful” by a significantly larger percentage of teachers:

- Content of the subject they teach: **59%**
- Uses of computers for instruction: **43%**
- Reading instruction: **43%**

Source: **Darling-Hammond, D., Wei, R.C., Andree, A., Richardson, N., & Orphanos, S. (2009).** *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Table 3. Oxford, OH: NSDC. Available at [www.learningforward.org/news/NSDCstudytechnicalreport2009.pdf](http://www.learningforward.org/news/NSDCstudytechnicalreport2009.pdf).

# ANSWERS to professional learning IQ quiz

15. Studies have suggested that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multi-study review and close to 100 in another) results in increases in student learning. Of the teachers that received professional development in the content of the subject they teach, how many hours of professional development did most of them receive within a 12-month period?

**d. Less than 16 hours**

Source: **Darling-Hammond, D., Wei, R.C., Andree, A., Richardson, N., & Orphanos, S. (2009).** *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Oxford, OH: NSDC. Available at [www.learningforward.org/news/NSDCstudytechnicalreport2009.pdf](http://www.learningforward.org/news/NSDCstudytechnicalreport2009.pdf).

## POLICY CONSIDERATIONS

16. The Great Teaching For Great Schools Act, introduced by Congressman Polis (Colo.), aims to:

**e. All of the above**

Source: **Colorado's Second Congressional District Office.** *Fact sheet: The Great Teaching for Great Schools Act.* Washington, DC. Available at [polis.house.gov/UploadedFiles/Fact\\_Sheet\\_-\\_Great\\_Teaching\\_for\\_Great\\_Schools\\_Act.pdf](http://polis.house.gov/UploadedFiles/Fact_Sheet_-_Great_Teaching_for_Great_Schools_Act.pdf).

17. Which of the following was NOT found to be a key factor that determines the impact of state policy on effective professional development.

**a. Teacher evaluation systems**

Source: **Jaquith, A., Mindich, D., Wei, R. C., & Darling-Hammond, L. (2010, November).** *Teacher professional learning in the United States: Case studies of state policies and strategies.* Oxford, OH: Learning Forward. Available at [www.learningforward.org/news/2010Phase3Report.pdf](http://www.learningforward.org/news/2010Phase3Report.pdf).

## LEADERSHIP NEEDS

18. When a national teacher survey asked how important each of the following factors are in retaining good teachers, which two were the only ones to be considered “absolutely essential” by more than half of the teachers?

**a. Supportive leadership: 68%**

**b. Time for teachers to collaborate: 54%**

Percentage of teachers that feel these factors are “absolutely essential”:

- Professional development that is relevant to personal and school goals: **45%**
- Higher salaries: **45%**
- Pay tied to teachers’ performance: **8%**

Source: **Scholastic & Bill & Melinda Gates Foundation. (2010).** *Primary sources: America's teachers on America's schools.* Available at [www.scholastic.com/primarysources/pdfs/Scholastic\\_Gates\\_0310.pdf](http://www.scholastic.com/primarysources/pdfs/Scholastic_Gates_0310.pdf).

19. According to recent research, the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to turn around schools is:

**c. A good principal**

Source: **The Wallace Foundation. (2011, March).** *Research findings to support effective educational policies: A guide for policymakers* (2nd ed.). New York: Author.

20. Research has shown that to turn around the lowest performing schools, principals need to:

**e. All of the above.**

Source: **The Wallace Foundation. (2011, March).** *Research findings to support effective educational policies: A guide for policymakers* (2nd ed.). New York: Author.



## QUESTION 14

**Professional development topics considered “useful” or “very useful” by teachers:**

- Content of the subject they teach: **59%**
- Uses of computers for instruction: **43%**
- Reading instruction: **43%**

Source: Darling-Hammond et al., 2009.

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