

Teacher Module: Professional Learning

Instructions Box

The following questions ask about the professional learning opportunities you had from this past summer (2019) to this point in the school year. Lessons from previous engagement with teachers suggest that professional learning mostly occurs through one of the following three types of pathways:

Formal professional development opportunities, such as

- Workshops
- Webinars
- Conferences
- Graduate or continuing education classes

Individual support through one-on-one mentoring, coaching, or partnerships, such as

- Mentoring (as mentor or mentee)
- Working with an instructional coach, administrator, or teacher leader
- Peer observation and feedback

Collaborative activities with a group of other teachers, such as

- Professional learning communities (PLCs) with grade level or subject area team
- Collaborative planning on curriculum, materials, or specific lessons
- Working together on classroom management or discipline issues

TM_P01. Please take a moment to think back about all of the professional learning in which you participated over this school year (including summer 2019). You are invited to use the text box below as a “scratchpad” to note your experiences. This will follow you along throughout the next few pages as you are asked questions about your professional learning experiences this year.

Formal professional development opportunities:

Individual support:

Collaborative activities:

TM_P02. *Since summer 2019, about how much time have you spent engaging in the following types of professional learning?

	None this year	1-10 hours	11-20 hours	21-40 hours	More than 40 hours
a. Formal professional development opportunities (e.g., workshops, webinars, conferences, or classes) (Select one option)	1	2	3	4	5
b. Individual support through one-on-one mentoring, coaching, or partnerships (Select one option)	1	2	3	4	5
c. Collaborative activities with a group of other teachers (e.g., PLCs, grade level teams) (Select one option)	1	2	3	4	5

WORKSHOP QUESTIONS

[Teachers will skip this set of questions if TM_P02a = "None this year"]

We would first like to ask you about any formal professional development sessions you attended (e.g., workshops, webinars, seminars, conferences, or classes) during this school year (2019-20, including summer 2019).

TM_P03. During the current school year, how often did you participate in the following types of professional development? **INTELLIMATRIX with next question**

	Not this year	Once or Twice a Semester	About Once a Month	Two or Three Times a Month	Once a Week or More
a. Whole-district professional development sessions (i.e., most or all teachers in my district participated) (Select one option)	1	2	3	4	5
b. Whole-school professional development sessions (i.e., most or all teachers in my school participated) (Select one option)	1	2	3	4	5
c. Professional development sessions for my grade-level or subject-area team (Select one option)	1	2	3	4	5
d. Professional development sessions or trainings that I selected (e.g., elective professional development, online trainings, conferences, graduate or continuing coursework) (Select one option)	1	2	3	4	5

TM_P04. To what extent were the following types of professional development helpful when you were making decisions about the teaching activities or strategies used in your classroom? **INTELLIMATRIX with previous question**

	Not Helpful	Slightly Helpful	Somewhat Helpful	Very Helpful
a. Whole-district professional development sessions (i.e., most or all teachers in my district participated) (Select one option)	1	2	3	4
b. Whole-school professional development sessions (i.e., most or all teachers in my school participated) (Select one option)	1	2	3	4
c. Professional development sessions for my grade-level or subject-area team (Select one option)	1	2	3	4
d. Professional development sessions or trainings that I selected (e.g., elective professional development, online trainings, conferences, graduate or continuing coursework) (Select one option)	1	2	3	4

TM_P05. Think back about all the formal professional development sessions you attended during the current year. On a seven-point scale, please indicate the extent to which these sessions were focused on non-instructional issues (e.g., blood borne pathogens, software training) versus instructional or instructional support issues (e.g., discussing standards, instructional strategies, or student data). (Note this was erroneously shown as 1 to 8 in the survey platform. It was intended to be a 1 to 7 to align to other questions).

Non-Instructional 1	2	3	4	5	6	Instructional & Instructional Support 7
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TM_P06. Think back about all the formal professional development sessions you attended during the current year. On a seven-point scale, indicate the extent to which these sessions were relevant to the content area(s) that you teach.

Never relevant to my content area(s) 1	2	3	4	5	6	Always relevant to my content area(s) 7
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TM_P07. Think back about all of the formal professional development sessions you attended during the current year. To what extent did you choose them yourself versus having them chosen by someone else? (Select one option)

a. Never chose myself

- b. Chose myself in a few cases
- c. Chose myself some of the time
- d. Chose myself most of the time
- e. Always chose myself

ONE-ON-ONE RELATIONSHIPS

[Teachers will skip these questions if TM_P02 b= "None this year"]

We would now like to ask you about any individual support through one-on-one mentorship or partnerships you participated in during this year (e.g., mentoring, coaching, peer-to-peer observation/partnership, or working with an administrator or instructional leader).

TM_P08. During the current year, how often have you met with another educator to participate in the following types of one-on-one professional relationships? **INTELLIMATRIX with next question**

	Not this year	Once or Twice a Semester	About Once a Month	Two or Three Times a Month	Once a Week or More
a. Mentoring program (as mentor or mentee) (Select one option)	1	2	3	4	5
b. Peer observation/feedback program in which teachers observe and provide feedback to each other (Select one option)	1	2	3	4	5
c. An informal partnership in which I sought out another teacher to work on an instructional issue (Select one option)	1	2	3	4	5
d. Working with an instructional coach, administrator, or teacher leader to improve my teaching (Select one option)	1	2	3	4	5

TM_P09. To what extent were these one-on-one relationships helpful when you were making decisions about the teaching activities or strategies used in your classroom? **INTELLIMATRIX with previous question**

	Not Helpful	Slightly Helpful	Somewhat Helpful	Very Helpful
a. Mentoring program (as mentor or mentee) (Select one option)	1	2	3	4
b. Peer observation/feedback program in which teachers observe and provide feedback to each other (Select one option)	1	2	3	4
c. An informal partnership in which I sought out another teacher to work on an instructional issue (Select one option)	1	2	3	4

d. Working with an instructional coach, administrator, or teacher leader to improve my teaching (Select one option)	1	2	3	4
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TM_P10. (Taken if TM_P08a is not "Not this year") Which of the following best describes your role in the mentoring program?

- a. I participated as a mentee because I am new to teaching or new to my school.
- b. I participated as a mentee because of a teacher improvement plan.
- c. I participated as a mentor.
- d. Other: _____

TM_P11. (Taken if TM_P08d is not "Not this year") Who have you primarily worked with this year to improve your teaching? (Select one option)

- a. Administrator in my school (e.g., principal, assistant principal)
- b. Instructional coach in my school (e.g., literacy or math coach)
- c. Another teacher in my school (e.g., veteran teacher, department chair, team leader)
- d. Support staff from my district (e.g., district coach, content coordinator)
- e. Other: _____

TEACHER COLLABORATION QUESTIONS

[Teachers will skip this set of questions if TM_P02 c = "None this year"]

We now ask you about any collaborative activities with a group of other teachers that you have participated in during this year. (e.g., professional learning communities, common curricular planning).

TM_P12. During the current year, how often did you participate in each type of collaborative activity?

INTELLIMATRIX with next question

	Not this Year	Once or Twice A Semester	About Once a Month	Two or Three Times a Month	Once a Week or More
a. Work with a grade level team (e.g., fourth grade team or ninth grade academy) (Select one option)	1	2	3	4	5
b. Work with a subject area team (e.g., science department or literacy PLC) (Select one option)	1	2	3	4	5
c. Review student assessment data to make instructional decisions (Select one option)	1	2	3	4	5
d. Plan a lesson with other teachers (Select one option)	1	2	3	4	5

e. Provide or receive feedback about instructional practices or activities	1	2	3	4	5
f. Observe another teacher's classroom to get ideas for instruction or to offer feedback (Select one option)	1	2	3	4	5

TM_P13. To what extent was each type of collaboration helpful when you were making decisions about the teaching activities or strategies used in your classroom? **INTELLIMATRIX with previous question**

	Not Helpful	Slightly Helpful	Somewhat Helpful	Very Helpful
a. Work with a grade level team (e.g., fourth grade team or ninth grade academy) (Select one option)	2	3	4	5
b. Work with a subject area team (e.g., science department or literacy PLC) (Select one option)	2	3	4	5
c. Review student assessment data to make instructional decisions (Select one option)	2	3	4	5
d. Plan a lesson or unit with other teachers (Select one option)	2	3	4	5
e. Provide or receive feedback about instructional practices or activities	2	3	4	5
f. Observe another teacher's classroom to get ideas for instruction or to offer feedback (Select one option)	2	3	4	5

TM_P14. Think back to the collaborative time that you have spent with other teachers during the current school year. On a seven-point scale, please indicate the extent to which your collaborative time focused on noninstructional issues (planning field trips, doing paperwork) versus instructional issues (lesson planning, discussing standards, examining student data).

Non-Instructional 1	2	3	4	5	6	Instructional 7
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TM_P15. Who determines what occurs during your collaborative time? What percentage of the activities were determined by the following people? (Number Entry) (Please make sure your answers sum to 100%)

- a. ____% Participating teachers
 - b. ____% Designated team/group leaders (such as grade-level chair or instructional coach)
 - c. ____% A school administrator and/or district leaders
- Total (must add to 100%)

TM_P16. On a seven-point scale, indicate the extent to which this collaborative time was relevant to the content area(s) that you teach.

Never relevant to my content area(s) 1	2	3	4	5	6	Always relevant to my content areas 7
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The following go to all teachers in the module.

The next set of questions ask you more general questions about your development as a teacher.

TM_P17. Indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. New ideas presented during professional development are discussed afterwards by teachers in my school. (Select one option)	1	2	3	4
b. Teachers in this school observe each other's classrooms to get ideas about teaching. (Select one option)	1	2	3	4
c. It is hard to find time to work with other teachers. (Select one option)	1	2	3	4
d. I do not feel comfortable asking other teachers in my school for advice about my teaching challenges. (Select one option)	1	2	3	4
e. There are teachers in my school from whom I can get useful assistance about my content area or subject. (Select one option)	1	2	3	4

TM_P18. Think about your GREATEST NEEDS for professional development .Which of the options below would be most useful to you to receive additional professional development? (Select up to two) [RANDOMIZE]

- a. General instructional practices (e.g., differentiation, questioning)
- b. Content-specific instructional strategies
- c. Using the curriculum provided for my classes
- d. Addressing students' socio-emotional development needs
- e. Working with students from diverse ethnic/cultural backgrounds
- f. Meeting the needs of all learners (e.g., English learners and students with disabilities)
- g. Addressing student behavioral issues