

Instructions Box

The following questions ask about the professional learning opportunities you had from this past summer (2017) 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

Personalized 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
- Common curricular planning

TM_P01. Please take a moment to think back about all of the professional learning in which you participated over this school year. 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.

TM_P02. Since summer 2017, 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. Personalized 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 these questions if TM_P02a = 0% of "Workshops, webinars, seminars, conferences, or classes you attended" = 0 in Q02]

We would first like to ask you about any formal professional development sessions you attended during this year (e.g. workshops, webinars, seminars, conferences, or classes) you attended during the past year (including summer 2017).

TM_P03. During the current school year, how often did you participate in the following types of professional learning activities?

	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 (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 training 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 professional development activities helpful when you were making decisions about the teaching activities or strategies used in your classroom? **POPULATE WITH PREVIOUS ITEMS in >0**

	Not Helpful	Helped Me a Little Bit	Helped Me Some	Helped Me A Lot
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 (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 training 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 to the formal professional development sessions you attended during the 2017-2018 year. Which options below best represent the areas of focus for these sessions? (Select up to Three) [Randomize responses]

- a. Coordinating instructional activities (pacing, curriculum guides, etc.)
- b. Coordinating non-instructional activities (planning family nights, field trips, etc.)
- c. General instructional strategies and practices (e.g., questioning, wait-time, differentiation)
- d. Content-specific instruction (e.g., reading, biology, math, etc.)
- e. Preparing students to take state assessments
- f. Analyzing and interpreting student data
- g. Classroom management and student behavior
- h. Meeting the needs of all learners (e.g., English learners and students with disabilities)
- i. Covering curriculum or standards within my class
- j. Other (Please Specify): _____

TM_P06. Think back about all of the formal professional development sessions you attended during the 2017-18 year. To what extent did you choose them yourself versus having them chosen by someone else?

- 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=0] % of "Ongoing one-on-one relationships you had with others"=0 in Q02]

We would now like to ask you any personalized 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_P07. **INTELLIMATRIX** During the 2017-18 year, how often have you met with another educator to participate in the following types of one-on-one professional relationships?

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

TM_P08. 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?

	Not Helpful	Helped Me a Little Bit	Helped Me Some	Helped Me A Lot
a. Mentoring program specifically for new teachers (as mentor or mentee) (Select one option)	1	2	3	4
b. Mentoring program based on a teacher improvement plan (as mentor or mentee) (Select one option)	1	2	3	4
c. Peer observation/feedback program in which teachers observe and provide feedback to each other (Select one option)	1	2	3	4

d. An informal partnership in which I sought out another teacher to work on a particular issue (Select one option)	1	2	3	4
e. Working with an instructional coach, administrator, or teacher leader to improve my teaching (Select one option)	1	2	3	4

TM_P09. (Taken if TM_P08a is not "Not this year") Which of the following best describes your role in the mentoring program specifically for new teachers?

- a. I have more of a mentorship role within the partnership.
- b. I have more of a mentee role within the partnership.
- c. Our partnership is an equal one.

TM_P10. (Taken if TM_P08b is not "Not this year") Which of the following best describes your role in the mentoring program based on a teacher improvement plan?

- a. I have more of a mentorship role within the partnership.
- b. I have more of a mentee role within the partnership.
- c. Our partnership is an equal one.

TEACHER COLLABORATION QUESTIONS

[Teachers will skip these questions if TM_P02 c =0] % of "Ongoing conversations or collaborative activities with other teachers" = 0 in Q02]

We would now like to 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_P11. During the 2017-18 year, how often did you meet with each type of collaborative team? POPULATE WITH PREVIOUS ITEMS in >0

	Never	Once or Twice A Semester	About Once a Month	Two or Three Times a Month	Once a Week or More
a. Grade level team (e.g., fourth grade team or ninth grade academy) (Select one option)	1	2	3	4	5
b. Subject area team (e.g., science department or literacy PLC) (Select one option)	1	2	3	4	5
c. Topical group like one focused on technology or multiculturalism (Select one option)	1	2	3	4	5
d. Informal group of teachers that gathers to address different areas of need (Select one option)	1	2	3	4	5

TM_P12. To what extent was collaborating with these teams helpful when you were making decisions about the teaching activities or strategies used in your classroom?

	Not Helpful	Helped Me a Little Bit	Helped Me Some	Helped Me A Lot
a. Grade level team (e.g., fourth grade team or ninth grade academy) (Select one option)	1	2	3	4
b. Subject area team (e.g., science department or literacy PLC) (Select one option)	1	2	3	4
c. Topical group like one focused on technology or multiculturalism (Select one option)	1	2	3	4
d. Informal group of teachers that gathers to address different areas of need (Select one option)	1	2	3	4

TM_P13. Who determines what occurs during your collaborative time? What percentage of the activities were determined by the following people? (Number Entry) Please make sure that your combined responses add up to 100%.

- a. ____% Participating teachers
 - b. ____% Designated leaders
 - c. ____% A school administrator and/or district leaders
- Total (must add to 100%)

TM_P14. Think back to the collaborative time that you have spent with other teachers during the current school year. Which options below best represent the areas of focus for these interactions? (Select up to Three)
[Randomize responses]

- a. Coordinating instructional activities (pacing, curriculum guides, etc.)
- b. Coordinating non-instructional activities (planning family nights, field trips, etc.)
- c. General instructional strategies and practices (e.g., questioning, wait-time, differentiation)
- d. Content-specific instruction (e.g., reading, biology, math, etc.)
- e. Preparing students to take state assessments
- f. Analyzing and interpreting student data
- g. Classroom management and student behavior
- h. Meeting the needs of all learners (e.g., English learners and students with disabilities)
- i. Covering curriculum or standards within my class
- j. Discussing the needs of individual students
- k. Other (Please Specify): _____

The following go to all teachers in the module.

TM_P15. During the current school year, about how often have you participated in the following collaborative activities?

	Not this year	Once or Twice a Semester	About Once a Month	Two or Three Times a Month	About Once a Week	More than Once a Week
a. Discuss specific indicators from the teacher evaluation rubric with other teachers (Select one option)	1	2	3	4	5	6
b. Review student assessment data to make instructional decisions (Select one option)	1	2	3	4	5	6
c. Co- teach (Select one option)	1	2	3	4	5	6
d. Observe another teacher's classroom to get ideas for instruction or to offer feedback (Select one option)	1	2	3	4	5	6
e. Plan a lesson with another teacher (Select one option)	1	2	3	4	5	6
f. Provide or receive feedback about instructional practices or activities (Select one option)	1	2	3	4	5	6
g. Ask another teacher for advice about your teaching (Select one option)	1	2	3	4	5	6
h. Ask an administrator or district leader for advice about your teaching (Select one option)	1	2	3	4	5	6

TM_P16. 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 with useful knowledge about my content area or subject (Select one option)	1	2	3	4