

M. HIGH-QUALITY PROFESSIONAL DEVELOPMENT SURVEY

Teacher's Name _____

Name of Activity _____

Survey of Teachers

All children deserve to be taught by highly qualified teachers, and all teachers deserve the opportunity to be involved in High-Quality Professional Development. The following criteria can be used to identify high-quality professional development.

TO BE CONSIDERED HIGH-QUALITY PROFESSIONAL DEVELOPMENT, AN ACTIVITY MUST MEET ALL SEVEN OF THE FIRST CRITERIA AND AT LEAST ONE IN EACH OF THE OTHER TWO PARTS OF THE CRITERIA. One-day workshops and short-term conferences or workshops are not considered HQPD unless they are part of an ongoing program or plan, and may not be funded with federal funds. A district may still fund some of these activities out of professional development or other funds they have, but they are not considered high-quality. Finally, professional development activities should be regularly evaluated for impact on teacher effectiveness and improved student learning.

Instructions: Please reflect back over the school year to the professional development opportunities you have had. Choose the activity that most likely meets the criteria and fill out each part of the survey. Turn it in to your principal when you have completed it.

Part I: It-

- ___ actively engages teachers, over time.
- ___ is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level.
- ___ is directly linked to district and building school improvement plans.
- ___ is developed with extensive participation of teachers, parents, principals, and other administrators.
- ___ provides time and other resources for learning, practice, and follow-up.
- ___ is supported by district and building leadership.
- ___ provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity.

Part II: Types of activities that may be considered high-quality professional development if they meet the above requirements are:

- ___ study groups.
- ___ grade-level collaboration and work.
- ___ content-area collaboration and work.
- ___ specialization-area collaboration and work.
- ___ action research and sharing of findings.
- ___ modeling.
- ___ peer coaching.
- ___ vertical teaming.

Part III: Topics for high-quality professional development may include:

- ___ content knowledge related to standards and classroom instruction.
- ___ instructional strategies related to content being taught in the classroom.
- ___ improving classroom management skills.
- ___ a combination of content knowledge and content-specific teaching skills.
- ___ the integration of academic and vocational education.
- ___ research-based instructional strategies.
- ___ strategies to assist teachers in providing instruction to children with limited English proficiency to improve their language and academic skills.
- ___ instruction in methods of teaching children with special needs.
- ___ instruction in the use of data to inform classroom practice.
- ___ instruction in linking secondary and post-secondary education.
- ___ involving families and other stakeholders in improving the learning of all students.
- ___ strategies for integrating technology into instruction.
- ___ research and strategies for the education and care of preschool children