

Appendix C

Teacher Professional Development Survey

The survey will be available online. The online survey will be designed with conditional branching, so that subsequent questions change based on how respondents answer earlier questions. Specifically, if respondents check “Small group or grade-level professional development” in response to question 3, they will be asked to answer questions 6 and 7 that relate to the small group or grade level professional development they attended in mathematics.

The survey program stores the teacher responses and aligns the data with the unique teacher identifier.

This version of the survey is worded to capture PD experience at baseline as recalled by teachers from the prior academic year (August 2013-August 2014). This baseline version will be given in August 2014.

A slightly modified version will ask the same questions, but specifically in reference to *the prior month*. The month specified in each question (where appropriate) will be modified to specify the month of interest (e.g., “during October 2014.”). The monthly versions will be given the end of each month from September 2014 through April 2015.

Teacher Professional Development Survey

This survey is intended to help you document the professional development activities in mathematics you participated in during the previous academic year (for baseline, or <previous month>).

For this survey, professional development (also known as staff development, in-service training) refers to a variety of activities intended to enhance your professional knowledge and skills, including trainings, workshops, institutes, conference sessions, college courses, coaching/mentoring, and small group or grade level professional development in mathematics.

Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies you, your district or your school to anyone outside the study team, except as required by law.

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 12 minutes, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. Confidentiality is not guaranteed. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-xxxx.

Full Name: _____

School: _____

District: _____

Time Period: Summer 2014 (for baseline, or <previous month>)

1. Did you participate in professional development activities in the area of mathematics during the summer of 2014?

Yes

No

2. **For how many HOURS did the professional development in mathematics you attended during the summer of 2014 cover the following topics?** (Enter zero if none. Otherwise round to the nearest whole hour.)

Common Core Math K-5 Elementary _____

Common Core Math Specifically 4th Grade _____

Specific Topics in Fractions/Rational Number _____

3. **What was the format of the professional development that covered MATHEMATICS from August 2013 through August 2014?**

- Small group or grade-level professional development
- Short training or workshop (half-day or less)
- Longer institute or workshop (more than half-day)
- College course (include any courses you are currently attending)
- Session(s) at a conference
- Coaching or mentoring related to math instruction
- Training to be a coach or mentor related to math instruction
- Other (please specify) _____

4. **What topics were covered included in all the MATHEMATICS-RELATED professional development activities you participated in between August 2013 through August 2014?**

(Check all that apply)

- Arithmetic with whole numbers
- Arithmetic with fractions
- The reasoning behind arithmetic computations with whole numbers
- The reasoning behind arithmetic computations with fractions
- Ratio/Proportions
- Geometry and/or measurement
- Other math topics – please list:

5. **Check the activities that were part of the professional development that covered MATHEMATICS. (Check all that apply)**

- I observed demonstrations of teaching strategies during the professional development session.
- I observed teachers using the strategies taught in the professional development session.

- I practiced using assessment data to plan instruction in the session.
- I was required to practice strategies I learned and received feedback about my practice.
- I collaborated with colleagues to plan a lesson.
- I developed student activities to use in my classroom.
- I led group discussions about math.
- I demonstrated a lesson.
- None of the above.

If you checked “Small group or grade-level professional development” in response to question 3, you will be asked to answer the next 2 questions about the SMALL GROUP or GRADE LEVEL professional development you attended in MATHEMATICS.

6. Was the SMALL GROUP or GRADE LEVEL professional development that covered MATHEMATICS you participated in one of the following? (Check all that apply)

- Developing Mathematical Ideas (DMI)
- Lesson Study
- Professional Learning Community
- Community of Practice
- Other (please specify) _____

7. Was the SMALL GROUP or GRADE LEVEL professional development in MATHEMATICS you participated in limited to teachers within your school?

- Yes
- No