Major Types of Teacher Professional Development in Mathematics Education Activities Reported by Teachers During Past 12 Months (SEC, Year 1)





Major Types of Teacher Professional Development in Science Education Activities Reported by Teachers During Past 12 Months (SEC, Year 1)

Grade



Active Learning of Professional Development Activities in Middle School Mathematics and Science



Degree of Active Learning	Percent of Teachers						
		Mathematics (N=166)			Science (N=121)		
Observed demonstrations of teaching techniques	   0	20%	   100%	    }	24%	100%	
Led group discussions	    0	13%	<b>1</b> 00%	l Û	11%	   100%	
Developed curricula or lesson plans, which other participants or the activity leader reviewed	   0	32%	   100%	    0	29%	100%	
Reviewed student work or scored assessments	    0_	12%	   100%	    )	28%	100%	
Developed assessments or tasks	   0	41 <sup>1</sup> /1	   100%	    )	22%	   100%	
Practiced what you learned or received feedback	   0	321/1	l 100%n	    )	26%	100%	
Received coaching or mentoring in the classroom	   0	58%	   100%	l Ú	63	 ₩ 100%	
Gave a lecture or presentation to colleagues	    0	68%	   100%	ι Ι υ	60%	6 100%	

Coherence of Professional Development Activities in Middle School Mathematics and Science

Frequency
Never Rarely Sometimes

		Often N/A					
Coherence of Professional Development	Percent of Teachers						
	Mathematics (N=166)	Science (N=121)					
Designed to support the school-wide improvement plan adopted by your school	0 14% 100	v <sub>∞</sub> 0 22 <sup>v</sup> ‰ 100 <sup>v</sup> ‰					
Consistent with your department or grade	0 1% 100	μ. 0 12% ο 100 %					
Consistent with your own goals for your professional development	0 100 <sup>0</sup>	γ <sub>4</sub> 0.0% 100%					
Based explicitly on what you had learned in earlier professional development activities	0 8% 100	μ     % Ο 179ή ΙΟΟ%					
Followed up with related activities that built upon what you learned as part of the activity	0.9%i 100	v <sub>6</sub> 0 16% 100%					

## Collegial Participation in Professional Development Activities in Middle School Mathematics and Science

Collegial Participation	Percent of Teachers				
	Mathema	atics (N=166)	Scienc	e (N=121)	
Participated in professional development activities with most or all of the teachers from you school	No 	Yes 1 100 <sup>%</sup>	No   0	<u>V</u> es     100 <sup>%</sup>	
Participated in professional development activities with most or all of the teachers from your department or school level		Yes 100 <sup>%</sup>	No     	Yes     100 <sup>%</sup>	
Participated in professional development activities not attended by other staff member from your school		Yes 1 100 <sup>%</sup>	No I U	Yes 1 100 <sup>%</sup>	
Discussed what was learned with other teachers in your school or department who did not attend the activity		Yes 1 100 <sup>1%</sup>	No     0	Yes 1 100 <sup>%</sup>	

Content Focus of Professional Development Activities in Middle School Mathematics and Science



Topic of Professional Development	Percent of Teachers					
	Mathematics (N	<b>∖</b> =166)	Science (N=121)			
State content standards	l 0 7%	   100%	 () 19%	   100%		
Alignment of instruction to curriculum	l 0 5%	   100%	l 0 16%	100%		
Instructional approaches	I 0 10%	100%	l () 19%	100%		
In-depth study of subject or specific concepts	l 0 17%	」 」 100%	ι 0 25%			
Study of how children learn particular topics	0 31%	 I 100⊮∩	ι υ 32%	100%		
Individual differences in student learning	0 27%	   100%	l () 29%	100%		
Meeting the learning needs of special populations of students	l 0 39%	ן 1 100%	 () 31%	100%		
Classroom assessment	l 0 22%		ι υ 30%	100%		
State and district assessment	I 0 13%	100%	l l) 2ñ%	 100%		
Interpretation of assessment data for use in instruction	L 0 18%	1 100%	1 0 31%	100%		
Technology to support student learning	() 20%	100%	l () 20%	100%		

Types of Professional Development Activities Specific to Teaching and Learning Middle School Mathematics and Science

Frequency

	Never       Once or twice a term       Once or twice a week         Once or twice a year       Once or twice a month       Almost daily						
Types of Activities	Percent of Teachers						
	М	athematics (N	=166)		Science (N=12	21)	
Attended conferences related to subject or education	    )	42%n	   100%	l Û	45%n	100%	
Participated in teacher study group	l Ú	54%	1 100%	ן ו ט	61%	 ↓ ∎∪0%	
Participated in a teacher network, or collaborative of teachers supporting professional development	   0	37%	   100%	    )	44 <sup>y</sup> b	   100%	
Acted as a coach or mentor to other teachers or staff in our school	   0	52%	100%	   0	52%	100%	
Received coaching or mentoring	 0	53%	   100%	   0	б <b>3</b> %	   100%	
Participated in a committee or task force focused on curriculum and instruction	   0	52%	   100%	    )	47%	   100%	
Informal self-directed learning e.g. discussion with colleagues, read a journal article	l 0 109	n	100%	 0 129	ό	 100 %	