Teacher professional development (PD) is an essential feature of instructional interventions in general, and for the improvement of students’ math and science learning and achievement in particular. The more motivated teachers are to participate and engage in PD, the more likely they will profit from the experience and enact the approaches, content, and skills that PD promotes, increasing the likelihood of desirable student outcomes. Informed by theory and empirical evidence from work on student and teacher motivation, and informed by a model of teacher motivation to participate in PD (PDM), a national study of teachers (N = 552) was conducted that examined PDM, teachers’ experiences in and rated benefit of PD, and how these were associated with PD characteristics, teacher and contextual factors.

### About MSP-MAP II

MSP-MAP II is designed to systematically apply current knowledge of teacher motivation to the domain of teacher PD. This involves specifying the motivation-related factors that determine whether teachers will participate in PD and the motivational consequences of that participation. It also necessitates creating and modifying assessment tools to operationalize these constructs. In its role as a RETA, MSP-MAP II will directly support the work of MSFs with methodologically rigorous cross-site studies of teacher motivation and its influence on student achievement.

Specific goals are to:

- Develop a knowledge base of theory, research, and assessment of teacher motivation and the PD process that MSFs can use in the design and evaluation of their interventions
- Create a suite of reliable motivation assessment tools, validated with teacher populations and in PD contexts, for MSFs to include for purposes of PD design and formative and summative evaluation
- Collaborate with MSFs to test and refine features of a proposed model of motivation and teacher PD with a goal of explaining impacts of MSP activities, and PD more broadly, on teacher learning and student achievement
- Facilitate the incorporation of the model and motivation-related PD assessment tools into existing and future MSP logic models and evaluation designs
- Disseminate the motivation and PD model and assessment tools to the broader teaching and research community

### Are Teachers Motivated for PD?

In general, PD participation
- Was a common experience, with 77% of the sample participating in the previous year (p = 16)*
- Was a positive experience (p = 17)
- Was perceived as useful for increasing teacher effectiveness (p = 18)
- Made teachers more motivated to participate in PD in the future (p = 18)

In general, teachers were positively motivated to participate in PD
- Teachers with higher motivation for PD (PDM) were more likely to participate across all areas of PD content (p = 23)

### What Influences PDM?

Teachers who participated in PD indicated that PD helped them to
- Improve students’ competence in the subject areas they taught
- Improve students’ motivation to understand the material in-depth
- Increase students’ value of the material taught (table 5, p. 22)

Teachers involved in PD generally agreed that PD
- Increased students’ motivation to seek help when needed
- Increased students’ interest in the subject taught
- Increased students’ beliefs in the utility of the subject taught
- Increased students’ motivation to do homework
- Makes lessons more engaging to students (table 5, p. 22)

PDM was higher when
- PD content was about learning, achievement, and making lessons more engaging (p = 23)
- Teachers received a stipend or continuing education credits (p = 20)
- PD fulfilled licensing requirements or enhanced their job security (p = 20)
- PD was presented as a series of workshops (p = 21)
- Principal relations and collegial leadership were positive (table 9, p. 25)

* All page citations refer to Teacher Motivation for Professional Development (Karabenick & Conley, 2011)