

Secondary Teachers' PD
Motivation and Experiences

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**Secondary Teachers' PD
Motivation and Experiences**
• 2013 National Survey •

Technical Report

**Math and Science Partnership
Motivation Assessment Program II
(MSP-MAP II)**
mspmap.org

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Introduction

Professional development (PD), also referred to as professional learning, is considered an essential feature of programs to improve teacher quality. Although questions persist about its efficacy and sustainability (e.g., Avalos, 2011; Bullough, Jr., 2009; Joyce, Wolf, & Calhoun, 2009; Quint, 2011), most teachers participate in some form of PD either voluntarily, as an informal professional expectation or policy, or often due to a contractual obligation. There is general consensus regarding the features of PD programs that are likely to be successful in producing behavioral and attitudinal changes conducive to improved student learning and achievement (Darling-Hammond et al., 2009; Guskey, 2003; Hassel, 1999; Hawley & Valli, 1999; Loucks-Horsley, et al., 2003; National Commission on Teaching and America's Future, 1996; Weiss & Pasley, 2009). At the same time, there is insufficient empirical evidence regarding the impact of PD programs in varying subject domains and instructional contexts (Avalos, 2011; Borko, 2004; Joyce, et al., 2009; Weiss, 2009). Reviews of research and evaluation designs have especially stressed the need to assess proximal outcomes of PD, most notably the changes in teacher knowledge and teacher practices that mediate the effects of interventions on achievement (Boyd et al., 2003; Heck et al., 2006; Wayne et al., 2008; Zhang et al., 2008).

Virtually absent from the discourse surrounding teacher PD, however, are systematic analyses or empirical evidence focused on teachers' motivation to participate and be engaged in PD (designated here as PDM)—that is, a look at PD from the teachers' perspective. Goldsmith and Schifter (1997), for example, suggested that descriptions of teacher development need to add accounts of individual motivational and dispositional factors. Similarly, Boyd et al. (2003) highlighted the critical role of motivation as one of their four key recommendations: "A primary challenge for large-scale professional development projects lies in attracting teachers and sustaining their involvement so that they can receive the full dose of professional development" (p. 112). And, as phrased directly in a study of Local Systemic Change, "You have to make every effort to get the teachers there and once you get them there, you have to make sure you have something of high quality that will encourage them to come back" (Boyd et al., 2003, p. 47), including instruction in higher education (Zhang et al., 2008). Similarly, Tittle (2006) concluded that while "[t]here are references [in the literature] to motivation and affective (or

dispositional) characteristics as important to teacher learning...[f]ew studies address these areas, areas that are likely to be important for assessments of long-term professional learning and development” (p. 976). Even the evaluation of PD programs requires motivational considerations to the extent that motivation can result in differential rates of participation and engagement, and thus the potential for selection bias (Wayne et al., 2008). And yet, reviews of PD in math and science instruction (Weiss & Pasley, 2009), for example, have not explicitly taken motivation into consideration.

Motivational issues, while often noted in passing (e.g., with regard to participation incentives or teacher confidence), remain a critical yet understudied precursor and consequence of teacher PD interventions. Fortunately, the recognized importance of PDM arises at a time of renewed interest in teacher motivation in general (Richardson, Karabenick, & Watt, in press; Watt & Richardson, 2007, 2008), and importantly, the application of contemporary motivation theory and research on students to the professional lives of teachers.

The initial issue is the general level and distribution of PDM. First, it would be important to determine whether teachers are generally positively motivated to participate and be engaged in PD or, as is sometimes suggested, are typically averse to the experience, considering it an onerous requirement. Although not a direct measure of motivation for PD, one recent national study (Feistritzer, 2011) found that, on average, teachers view PD as quite valuable (45% considered it very valuable, 45% valuable) in developing their competence to teach. Our own previous national studies are consistent, with evidence of K-12 teachers’ generally positive view of PD (Karabenick & Conley, 2011). In that study, PDM was also associated with higher rates of PD participation and a network of variables that included retrospective PD experiences, features of prospective PD, teacher characteristics, teaching-related emotions, and teacher well-being and school-context variables.

The current national study of teachers was designed both as a replication and extension by examining a broader range of proximal variables examined by Karabenick & Conley (2011). These include teachers’ reports of the degree to which they implemented the practices promoted by PD. Unlike the prior study, given the MSP focus on math and science, the present study targeted secondary education teachers. This technical report presents descriptive statistics of the variables assessed, divided into the following sections:

- PD Participation
- PD Features
- Support for Participation in PD and General Support
- PDM and Motivational Effects of Experienced PD
- Effects of PD Participation on Teachers
- Reported Implementation of Recommended PD Practices
- Teacher Characteristics

Sample

Procedure

The target group for the survey consisted of regular full-time middle and high school teachers who teach in the United States. Qualtrics collected data from a pool that consisted of 1,291 contacted participants in the online survey. Teachers who had registered with the company formed the potential pool of those available to respond to such requests. The survey was launched on Thursday July 25, 2013 and finally closed on Monday August 26.

The sample consists of **507 complete responses after deletions for the following reasons:**

- Chose not to participate in the survey
- Answered “No” to being a middle or high school teacher
- Did not pay attention to one or both of the two attention filters
- Were substitutes, elementary school teachers, guidance counselors, school librarians or administrators
- Were teaching in foreign countries
- Did not take the questions seriously and entered inflammatory statements or random numbers or strings in the text entry sections
- Were judged not to competently respond to the open-ended questions
- Were duplicates

Data in Table 1 provides a comparison with other recent national samples. With the exception of gender distributions, the distributions are comparable. The gender difference can be attributed to the absence of elementary school teachers, who are predominantly female, in the present study. Most of the teachers are in public schools. Tables 2 through 6 provide additional demographic information.

Table 1. Demographic Comparison (in %) of Present Study with Data From Other Recent National Studies

Demographic Variables	Categories	Present Study	Feistritzer (2011)	NCES (2011—2012)*
	N	507	1,076	3,850,100
Gender	Male	47	16	24
	Female	53	84	76
Age	≤ 29	23	21	16
	30 – 49	54	49	53
	50+	23	31	31
Years of Teaching Experience*	≤ 5	33	26	21
	6 – 9	19	16	19
	10 – 14	15	16	20
	15 +	32	40	39

*Note: NCES Schools and Staffing Survey (SASS). Categories for years of experience were interpolated to match other studies.

Table 2. Classes Currently Teaching

Subject	Frequency	% Selecting
English	142	28.0
Mathematics	166	32.7
Science	118	23.3
Social Studies	96	18.9
World Language	39	7.7
Special Education	61	12.0
Art, Music, Drama	53	10.5
Computer Science	42	8.3
Physical Education	25	4.9
Vocational/Business	22	4.3
Other	28	5.5

Table 3. Proportion of Total in Science Disciplines

Science	Frequency	% Selecting
Biology	77	15.2
Chemistry	50	9.9
Physics	43	8.5
Other*	23	4.5

Note: “Other” science teachers included Anatomy, Earth Science, Meteorology, Forensic, Physical Science, Sex Education, etc.

About half, 275 (54.5%), are currently tenured; most, 438 (86.4%), hold state-issued teaching certificates in one or more subject areas; and a small proportion, 69 (13.6%), do not hold state-issued teaching certificates.

Table 4. Proportion of Total in All Disciplines

Subject	Frequency	% Selecting
English	140	27.6
Mathematics	158	31.2
Science	123	24.3
Social Studies	114	22.5
World Language	32	6.3
Special Education	72	14.2
Art, Music, Drama	43	8.5
Computer Science	36	7.1
Physical Education	32	6.3
Vocational/Business	25	4.9
Other	48	9.5

Table 5. Teacher Residence*

State	Frequency	% Selecting	State	Frequency	% Selecting
Alabama	4	0.8	Montana	2	0.4
Arizona	9	1.8	Nebraska	5	1.0
Arkansas	5	1.0	Nevada	6	1.2
California	47	9.7	New Hampshire	3	0.6
Colorado	7	1.4	New Jersey	22	4.5
Connecticut	10	2.1	New Mexico	5	1.0
Delaware	4	0.8	New York	24	4.9
District of Columbia	1	0.2	North Carolina	21	4.3
Florida	25	5.1	North Dakota	2	0.4
Georgia	13	2.7	Ohio	24	4.9
Hawaii	5	1.0	Oklahoma	3	0.6
Illinois	21	4.3	Oregon	3	0.6
Indiana	16	3.3	Pennsylvania	17	3.5
Iowa	2	0.4	South Carolina	7	1.4
Kansas	5	1.0	South Dakota	3	0.6
Kentucky	4	0.8	Tennessee	10	2.1

State	Frequency	% Selecting	State	Frequency	% Selecting
Louisiana	4	0.8	Texas	48	9.9
Maryland	8	1.6	Utah	5	1.0
Massachusetts	10	2.1	Virginia	23	4.7
Michigan	13	2.7	Washington	13	2.7
Minnesota	11	2.3	West Virginia	1	0.2
Mississippi	3	0.6	Wisconsin	5	1.0
Missouri	7	1.4	Wyoming	1	0.2

***Note: N = 487**

Although the sample was restricted secondary teachers, a small proportion taught in primary grades, 1-5 as well.

Table 6. Grades Taught in the 2012-2013 Year*

Grade	Frequency	% Selecting
Kindergarten	15	3.0
1 st Grade	15	3.0
2 nd Grade	17	3.4
3 rd Grade	17	3.4
4 th Grade	22	4.3
5 th Grade	38	7.5
6 th Grade	119	23.5
7 th Grade	142	28.0
8 th Grade	144	28.4
9 th Grade	203	40.0
10 th Grade	222	43.8
11 th Grade	204	40.2
12 th Grade	185	36.5

***Despite their secondary status, some teachers taught more than one grade.**

Results

PD Participation

Table 7 presents all of the forms of PD in which teachers participated during the 2012-2013 academic year. Most frequent were single lectures and workshops, followed by attendance at education conferences and seminars, PLCs and networks. Less frequent were forms of PD that involve other forms of more continuous PD experiences. Least in evidence is PD that is more personal, in the form of peer observations and organized mentoring and coaching.

Table 7. Forms of PD Participated In*

Form of PD	Frequency	% Selecting
Single lecture(s) or presentations	292	57.6
Single workshop(s)	282	55.6
Education conferences and seminars	214	42.2
Professional Learning Community or PD network	176	34.7
Series of related workshops	160	31.6
Series of related lectures or presentations	154	30.4
Planned small-group or peer-group exchanges	157	31.0
Scheduled peer observation	131	25.8
Organized mentoring or coaching	111	21.9
Other	13	2.6

***Note: More than one form could be designated; % = the proportion who selected that option.**

We then asked teachers to select the form of PD in which they participated in the most during the previous year, shown in Table 8. These somewhat mirror all forms of PD in which teachers participated. The following results are focused on the PD in which teachers participated *the most*.

Table 8. PD Forms in Which Teachers Participated the Most

Form of PD	Frequency	% Selecting
Single lecture(s) or presentations	81	17.2
Single workshop(s)	75	15.9
Series of related workshops	75	15.9
Professional Learning Community or PD network	70	14.8
Education conferences and seminars	64	13.6
Series of related lectures or presentations	41	8.7
Organized mentoring or coaching	12	2.5
Scheduled peer observation	17	3.6
Planned small-group or peer-group exchanges	25	5.3
Other (please specify)	12	2.5

Only 35 (6.9%) of them indicated that they did not participate in any PD during the 2012-13 school year. Table 9 provides reasons this small group indicated for not participating.

Table 9. Reasons for Non-Participation

Reasons	Frequency	% Selecting
Involved an excessive amount of work to implement the strategies	1	0.2
Took up a lot of my personal time	4	0.8
Conflicted with other scheduled events	7	1.4
Conflicted with my class time	7	1.4
Involved travel time	6	1.2
Required me to bear some of the cost	3	0.6
Was not required by my school district	10	2.0
Was not offered by my school district	9	1.8
Was not convinced it would improve my teaching ability	3	0.6
Previous PD experiences were not helpful	3	0.6
Other teachers told me it was not worth my time	1	0.2
Other	3	0.6

We then asked teachers in this small group to indicate the likelihood they would participate the following year. As shown in Table 10, about half indicated they were likely to participate. It is quite clear that virtually all teachers are involved in some form of PD.

Table 10. Likelihood of Participation in the Following Year

Likelihood of Future PD	Frequency	% Selecting
Very Unlikely	5	15.2
Unlikely	1	3.0
Somewhat Unlikely	1	3.0
Undecided	8	24.2
Somewhat Likely	7	21.2
Likely	5	15.2
Very Likely	6	18.2

To further explore the reasons for participation, Table 11 presents the proportion of time teachers reported spending in PD that was required by their school district, school, or others (such as professional associations) during the past school year. There is considerable variation in the extent of required participation. A substantial amount of time is required, however, in that over 60% of the teachers reported that over half of the time was required.

Table 11. Proportion of PD Required

Proportion	Frequency	% Selecting
0%	34	7.3
1-25%	82	17.3
26-50%	92	19.8
51-75%	101	21.7
76-99%	62	13.3
100%	94	20.2

The reasons for participating are shown in Table 12. The extent of required participation is once again indicated by the large proportion of required participation, including the 44.2% who reported that it was required by their administration. Although the choices were not mutually exclusive, only about one-fourth indicated they participated to learn content teachers were required or wanted to teach.

Table 12. Reasons Why Teachers Participated*

Why Teachers Participated (Most)	Frequency	% Selecting
I was required by my administration to participate in this specific PD	224	44.2
I was required to attend PD but chose this one	124	24.5
To fulfill state licensing or renewal requirements	123	24.3
To fulfill a district or school requirement	170	33.5
To earn continuing education credits	106	20.9
To learn the content or skills I am required to teach	142	28.0
To learn to content or skills I want to teach	122	24.1
Other (please specify)	23	4.5

***Note: More than one form could be designated; % = the proportion who selected that option.**

Shown in Table 13, teachers indicated the organizations responsible for PD. Clearly shown is the split between teachers' own schools and districts.

Table 13. Organization Most Responsible for Determining PD Content

Organization	Frequency	% Selecting
My school (e.g., principal, department chair, instructional coach, teachers)	216	45.9
My district	200	42.5
Other organization(s)	55	11.7

PD Features

The following results describe the features of the PD delivered. Once again, these results are based on the PD in which teachers participated *the most*. First, there is an increasing emphasis on the delivery of PD online. As shown in Table 14, most PD was delivered in person. Nevertheless, about one-fourth of PD was either delivered in blended form or completely online.

Table 14. How PD Was Delivered

Delivery	Frequency	% Selecting
Completely in person	356	75.4
A combination of online and in person (i.e., blended)	101	21.4
Completely online	15	3.2

Teachers were asked the extent to which (from “not at all” to “very true”) the PD in which they participated the most included a variety of PD formats and activities, the results of which are presented in Table 15. Group discussions were clearly in evidence, followed by demonstrations, interactions, lectures, and other activities. Consistent with other teacher reports, least in evidence were role-playing and coaching.

Table 15. PD Formats and Activities

Formats and Activities	Mean*	SD
Group discussions	3.0	.90
Demonstrations of teaching techniques	2.7	1.0
Time to explore, question, and debate new ideas about teaching my subject(s)	2.6	1.0
Lectures or presentations to colleagues	2.6	1.0
Assessments or tasks as part of a formal PD activity	2.4	1.0
Opportunities for teachers to practice strategies	2.3	1.1
Reviews of student work or scored assessments	2.2	1.0
Coaching or mentoring in the classroom	2.2	1.1
Role-playing to illustrate the suggested strategies	2.1	1.0
Coaches' observations of my teaching	2.0	1.1
Opportunities for other PD participants to observe my teaching	1.9	1.0

***Scale: 1 = "Not at all true" to 4 = "Very true"**

Further detail is provided in the form of the characteristics of PD presenters. As shown in Table 16, a large proportion of the presenters were teachers in subject(s) that participants taught in their field, who had extensive knowledge in their fields and who modeled the strategies. Only a fourth, however, were very familiar with the PD participants or those with national reputations. Few were there to sell participants a product. A small proportion had no presenter.

Table 16. Presenters of PD in Which Teachers Participated the Most

Characteristics of PD Presenters	Frequency	% Selecting*
Were teachers of the subject(s) I teach	220	43.4
Were in my field of teaching with a student population similar to my own	212	41.8
Had extensive knowledge of the subject(s) I teach	211	41.6
Modeled the ideas/strategies they were promoting	207	40.8
Were very familiar with the PD participants	136	26.8
Had nationally recognized reputations	125	24.7
Were teachers from my school	120	23.7
Were administrators from my school	104	20.5
Were researchers in the field of the subject(s) I teach	99	19.5
Were trying to sell me/the school something	35	6.9
There was no presenter	14	2.8

***Teachers could select all that apply.**

Three scales were adapted from previous research (e.g., Penuel, Fishman, Yamaguchi, & Gallagher, 2007) to assess the extent to which (“not at all true” to “very true”) the PD in which teachers participated the most were characterized by consistency, a chance for networking, and included concern and information about implementing recommended PD practices. Consistency refers to the degree that the PD is consistent with teachers’ personal beliefs about instruction and district and professional policies and procedures; networking is the degree to which teachers have the opportunity to interact with other teachers and administrators; and implementation is whether there is instruction regarding how to implement the recommended practices. As shown

in Table 17, all scales have adequate internal consistency reliability (α). The mean level of agreement suggested that the teachers were divided in the degree to which their PD experiences could be characterized according to these dimensions.

Table 17. PD Consistency with Teacher PD Goals, Previous PD Experiences

Variables	Items	Mean*	SD	α
PD Consistency	6	2.8	.67	.83
PD Networking	7	2.6	.74	.88
PD Implementation	7	2.6	.69	.87

***Scale: 1 = “Not at all true” to 4 = “Very true”**

We asked teachers for the extent to which (“not at all true” to “very true”) participation in PD had a series of consequences, many of which can be considered benefits and others costs of participation. As shown in Table 18, fulfilling a requirement was most in evidence, which could be considered positive consequences. However, there is some evidence that teachers’ personal time involved travel time. Few teachers indicated they received a stipend or bonus.

Table 18. Consequences of PD Participation

Consequences	Mean*	SD
Fulfilled a district or school requirement	2.8	1.1
Gave me continuing education credits	2.3	1.2
Fulfilled state licensing and renewal requirements	2.3	1.2
Included a full day release from my classes	2.2	1.2
Provided adequate funds for substitute teachers	2.1	1.2
Took up a lot of my personal time	2.1	1.0
Involved travel time	2.1	1.1
Enhanced my job security	1.9	1.0
Conflicted with other scheduled events	1.8	.90
Conflicted with my class time	1.7	1.0
Required me to bear some of the cost	1.7	1.0
Included a stipend	1.7	1.0
Resulted in a pay bonus	1.5	.90

*Scale: 1 = “Not at all true” to 4 = “Very true”

Support for Participation in PD and General Support

Potentially important factors for whether teachers will participate and be engaged in PD are the degree of their involvement in the PD planning process and the support of others in their school.

Three scales were created to assess these dimensions, each of which has acceptable levels of internal consistency reliability (α). As shown in Table 19, although the means indicate that although teachers in general received support for involvement in PD from their principles and from other teachers, they reported much less in the way of involvement in the PD planning process.

Table 19. Teacher Participation in PD Planning

Variables	Items	Mean*	SD	α
Teacher Participation in PD Planning	6	1.8	.81	.89
Principal Support for PD	6	2.7	.74	.81
Other Teacher Support for PD	7	2.6	.64	.78

*Scale: 1 = “Not at all true” to 4 = “Very true”

In addition to support for PD in particular, teachers were asked for the degree to which there was support in the school from other teachers and their principal. As shown in Table 20, results suggest that teachers who participated in PD did so in schools with generally supportive environments.

Table 20. Other Teacher and Principal Support

Variables	Items	Mean*	SD	α
Teacher Support	4	2.9	.66	.85
Principal Support	6	2.9	.81	.92

*Scale: 1 = “Not at all true” to 4 = “Very true”

PDM and Motivational Effects of Experienced PD

Figure 1 provides evidence regarding the central question of teachers’ motivation to participate and be engaged in PD. Both the present study (2012-2013) and secondary teachers from the previous study (2011-2012) clearly indicate that teachers are generally positively motivated to

participate and be engaged in PD, with means of 4.9 and 5.6, respectively. Although the data are cross-sectional, not longitudinal, there is also a suggestion for an increasing positive trend given a significant difference between the means ($p < .001$).

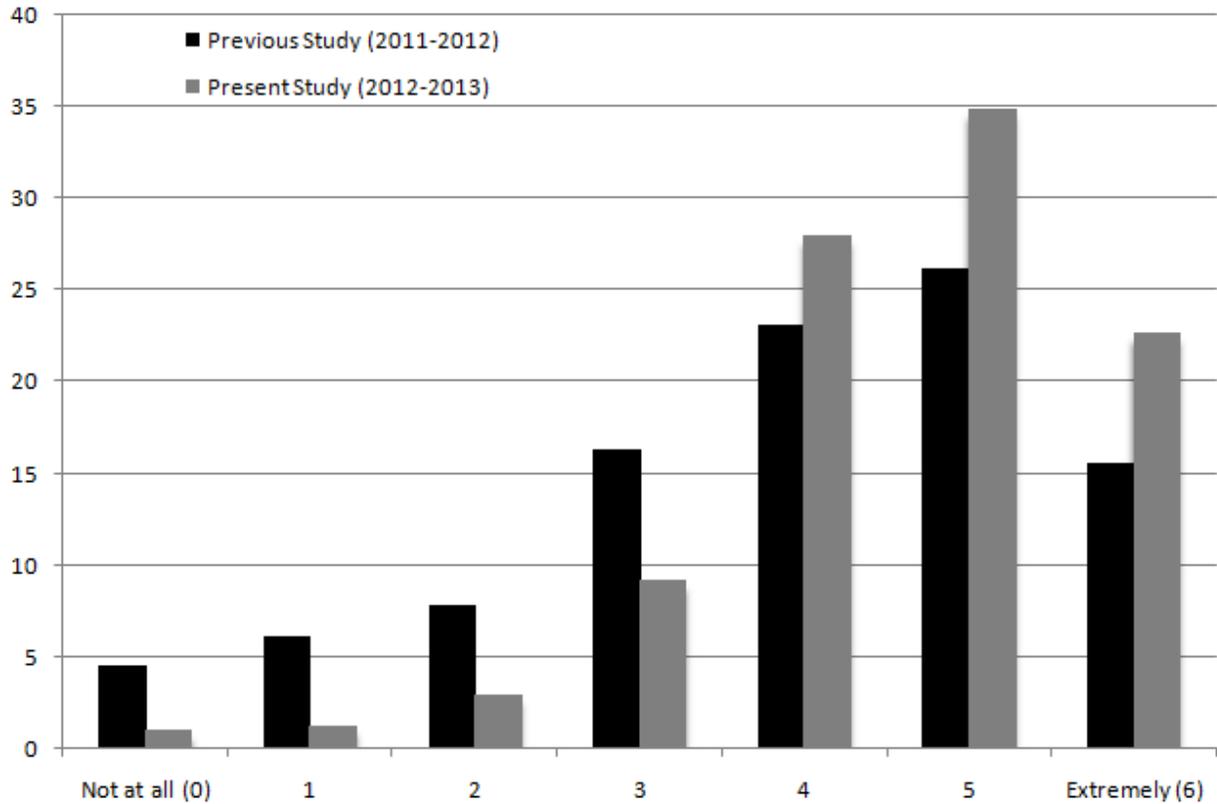


Figure 1. Teacher Motivation to Participate and Be Engaged in PD

Evidence for teachers' generally positive motivation for PD comes from reports that, as shown in Table 21, their experiences were predominantly positive, with only 10% indicating they were negative.

Table 21. Affective Consequences of PD Experiences

Rating	Frequency	% Selecting
Extremely negative	9	1.9
Somewhat negative	44	9.4
Neutral	80	17.0
Somewhat positive	221	47.0
Extremely positive	116	24.7

Consistent as well are teachers' ratings of their emotions during PD. Shown in Table 22, positive emotions (e.g., exciting) were rated as generally true and negative emotions (e.g., boring) were rated as predominantly not true.

Table 22. Teacher Emotions in PD

Variables	Items	Mean*	SD	α
Positive Emotions	4	2.6	.78	.90
Negative Emotions	5	1.8	.66	.82

*Scale: 1 = "Not at all true" to 4 = "Very true"

Similarly, as shown in Table 23, over two-thirds of the teachers reported that they were more PD motivated as a function of participation.

Table 23. Effect of PD on Changes in Teacher Motivation for PD

Effect	Frequency	% Selecting
Much less motivated	16	3.4
Somewhat less motivated	37	7.9
No change	132	28.1
Somewhat more motivated	209	44.6
Much more motivated	75	16.0

Effects of PD Participation on Teachers

A series of scales, all of which had satisfactory internal consistency reliability (α), were created to assess ways that PD participation influenced teachers. As shown in Table 24, teachers generally rated as true that PD increased their efficacy for teaching and learning as well as their motivation for teaching and learning, and that participation reduced their workload.

Table 24. Effect of PD on Teachers

PD Increased Teacher	Items	Mean*	SD	α
Efficacy for Teaching and Learning Practices	7	4.2	2.9	.99
Motivation for Teaching and Learning	6	2.7	.89	.94
Reduction in Teacher Workload	4	2.3	.95	.91

*Scale: 1 = "Not at all true" to 4 = "Very true"

Another item probed teachers' assessment of the degree to which they believed PD increased their effectiveness as teachers. As shown in Table 25, over 70% of the teachers thought that PD was useful in increasing their teacher effectiveness.

Table 25. Usefulness of PD for Increasing Teacher Effectiveness

Usefulness	Frequency	% Selecting
Completely useless	13	2.8
Useless	41	8.7
Neutral	85	18.0
Useful	236	50.1
Extremely useful	96	20.4

Reported Implementation of Recommended PD Practices

The final outcome consisted of teachers' reported implementation of the recommended PD practices. As shown in Table 26, virtually all of the teachers reported they had implemented at least a few of the practices, with over half stating that they implemented any to all of the practices.

Table 26. Extent of PD Implementation

Extent	Frequency	% Selecting
None of the practices	19	4.0
A few of the practices	60	12.7
Some of the practices	137	29.0
Many of the practices	143	30.3
Most of the practices	98	20.8
All of the practices	15	3.2

A multi-item and highly reliable scale ($\alpha = .96$) also assessed teachers' reports of how their implementation influenced student motivation and learning. As indicated by the mean, teachers generally reported that students were positively influenced by teacher implementation of PD.

Table 27. PD Implementation Effects on Student Motivation and Self-Regulated Learning

Degree of Implementation Effects	Items	Mean*	SD	α
PD Increased Student Value	13	2.5	.75	.96

*Scale: 1 = “Not at all true” to 4 = “Very true”

Except for the small number who indicated implementing all of the PD practices, the remaining teachers were asked for the reasons why they did not implement recommended PD practices. As shown in Table 28, the more frequent reason is the lack of supplies/equipment, followed by three reasons that are judgments that it was not worth the time or effort and that there was either no need or that teachers were satisfied with their teaching. There was also some indication that change might negatively affect student performance. Although sometimes alluded to, however, there was little evidence regarding negative effects on teacher evaluation or risk in general.

Table 28. Reasons for Not Implementing PD

Reasons	Mean*	SD
I did not have the supplies/equipment necessary	3.3	1.5
I did not think it was worth the time or effort	2.8	1.8
My students already perform satisfactorily	2.7	1.5
I am already satisfied with the way I teach	2.6	1.3
I was concerned that it might negatively affect my students' performance on standardized test	2.2	1.4
Previous changes that I made were not effective	1.7	1.2
I was concerned that making changes might negatively impact my teacher evaluations	1.7	1.2
Making changes in my teaching are too risky	1.4	.70

*Scale: 1 = "Not at all a reason" to 5 = "Very much a reason"

Teacher Characteristics

The remaining scales assessed a series of teacher characteristics with the potential for relations with (and potential impact on) teacher motivation, experiences, and implementation. The first regards teacher motives for becoming a teacher, assessed by scales developed by Watt and Richardson (2008). Consistent with prior studies, teachers were most likely to have opted for the profession for intrinsic reasons or to benefit society rather than for extrinsic reasons.

Table 29. Motives for Becoming a Teacher

Motives	Items	Mean*	SD	α
Intrinsic	2	6.4	.88	.82
Extrinsic	3	4.8	1.5	.86
Social	4	6.0	.91	.82

***Scale: 1 = “Not at all important” to 7 = “Extremely important”**

Second are teachers’ approaches to teaching as seen through the lens of achievement goal theory (Meece, Anderman, & Anderman, 2006). Consistent with previous studies, as shown in Table 30, teachers stress mastery approaches to instruction (which focus on student interest and improvement) than on performance approaches (which focus on ability and inter-student comparisons).

Table 30. Teacher Motivational Practices

Variables	Items	Mean*	SD	α
Mastery Teaching	3	4.1	.64	.68
Performance Teaching	5	3.3	.85	.80

***Scale: 1 = “Strongly disagree” to 5 = “Strongly agree”**

Also assessed were teachers’ goals for teaching, operationalized by what they define as success (Butler & Shibaz, 2008). The scales, their reliabilities and their means are shown in Table 31.

Table 31. Teacher Achievement Goals

Teacher Achievement Goals	Items	Mean*	SD	α
Mastery	4	4.2	.59	.75
Performance Approach	9	3.7	.68	.87
Performance Avoid	4	3.4	.82	.76
Social Relations Goal	4	4.1	.57	.67
Work Avoidance	1	N/A	N/A	N/A

Scale: 1 = “Strongly disagree” to 5 = “Strongly agree”

Table 32 presents results of scales that assess teachers’ personal sense of responsibility for student achievement and good teaching (Lauermann & Karabenick, 2011, 2013), and the parallel assessment of teachers’ efficacy for those dimensions are shown in Table 33.

Table 32. Teacher Responsibility

Responsibility Dimension	Items	Mean	SD	α
Student Achievement	3	5.8	.93	.87
Good Teaching	3	6.4	.73	.83

*Scale: 1 = “Not at all responsible” to 7 = “Completely responsible”

Table 33. Teacher Efficacy for Teaching and Student Performance

Variables	Items	Mean*	SD	α
Efficacy For Student Performance	3	5.6	.91	.87
Efficacy for Teaching	3	6.1	.78	.83

*Scale: 1 = “Not at all true” to 4 = “Very true”

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Appendix — Items & Scales

- Items that are shaded **RED** are attention filters that were used to screen out respondents who were not paying attention to the survey or who were not taking it seriously.
- Items that are shaded **BLUE** are PD items.
- The items are not all listed in numerical order due to the survey flow settings, which necessarily cause certain sections of the survey to be seen in different orders (or to not be seen at all) based on replies respondents made. The items are listed in this codebook in the exact same order that they are listed in the final SPSS file.
- All checklists (“Check all that apply”) were recoded so that 1=1, SYSMIS=0 and MISSING=0.
- Variables Created Since Acquiring the Data
 - M_PD
 - Motivation for PD
 - Computed from the mean of Q32_1, Q33_1, and Q34_1
 - R_PD
 - Reasons for Participating in PD
 - R_PD
 - Required
 - Computed from the mean of Q42_1 and Q42_4
 - C_PD
 - Credentials
 - Computed from the mean of Q42_3 and Q42_5
 - S_PD
 - Skills
 - Computed from the mean of Q42_6 and Q42_7
 - Richardson-Watt Reasons for Becoming a Teacher
 - ER_PD (Extrinsic Reasons for PD)
 - Q20_7
 - Q20_8

- Q20_9
 - IR_PD (Intrinsic Reasons for PD)
 - Q20_1
 - Q20_2
 - SR_PD (Social Reasons for PD)
 - Q20_3
 - Q20_4
 - Q20_5
 - Q20_6
- Approaches to Teaching
 - MT (Mastery Teaching)
 - Q21_1
 - Q21_3
 - Q21_5
 - Q21_9
 - PT (Performance Teaching)
 - Q21_2
 - Q21_6
 - Q21_7
 - Q21_8
 - Q21_10
- Butler Teacher Goals
 - MG (Mastery Goal)
 - Q22_2
 - Q22_8
 - Q23_1
 - Q23_11
 - PApG (Performance Approach Goal)
 - Q22_4
 - Q22_6

- Q22_9
- Q23_3
- Q23_4
- Q23_5
- Q23_6
- Q23_8
- Q23_9
- PAVG (Performance Avoid Goal)
 - Q22_1
 - Q22_5
 - Q22_11
 - Q23_7
- SRG (Social Relationships Goal)
 - Q22_3
 - Q22_7
 - Q23_2
 - Q23_10
- WAG (Work Avoidance Goal)
 - Q22_10
- Teacher Responsibility
 - RSA (Teacher Responsibility for Student Achievement)
 - Q24_1
 - Q24_2
 - Q24_3
 - RFT (Teacher Responsibility for Teaching)
 - Q24_4
 - Q24_5
 - Q24_6
- Teacher Efficacy
 - EFSP (Teacher Efficacy for Student Performance)

- Q26_1
 - Q26_2
 - Q26_3
 - EFT (Teacher Efficacy for Teaching)
 - Q26_4
 - Q26_5
 - Q26_6
- TS (Teacher Support)
 - Q28_1 to Q28_5
- PS (Principal Support)
 - Q29_1 to Q29_6
- PosEm (Positive Emotions)
 - Q40_1
 - Q40_3
 - Q40_5
 - Q40_7
- NegEm (Negative Emotions)
 - Q40_2
 - Q40_4
 - Q40_6
 - Q40_8
 - Q40_9
- I_PD_P (Involvement in PD Planning)
 - Q44_1 to Q44_6
- AS_PD (Administrative Support of PD)
 - Q46_1 to Q46_5
- PD_C (PD Consistency)
 - Q47_1 to Q47_6
- PD_IT (PD Interaction With Teachers)
 - Q48_1 to Q48_7
- TI_PD (Teacher Involvement During PD)

- Q49_1 to Q49_11
 - PD_I (PD Implementation)
 - Q50_1 to Q50_8 except for Q50_5 (i.e., the attention filter)
 - OTS_PD (Other Teacher Support for PD)
 - Q51_1 to Q51_7
 - PD_IS (PD Increased Skills)
 - Q52_1 to Q52_7
- PD Change in Motivation
 - PD_IV (PD Increased Value)
 - Q53_1 to Q53_6
 - PD_DC (PD Decreased Cost)
 - Q54_7
 - Q54_8
 - Q54_9
 - PD_FR (PD Fulfilled Responsibilities)
 - Q54_10
- PD Change in Student Motivation
 - PD_ISV (PD Increased Student Value)
 - Q56_1
 - Q56_2
 - Q56_3
 - PD_ISA (PD Increased Student Ability)
 - Q56_4
 - PD_ISE (PD Increased Student Engagement)
 - Q56_5
 - Q56_6
 - Q56_12
 - Q56_13
 - PD_ISR (PD Increased Student Responsibility)
 - Q56_7
 - PD_IS_SRL (PD Increased Student Self-Regulated Learning)

- Q56_8
 - Q56_9
 - Q56_10
 - PD_ISTS (PD Increased Student Test Scores)
 - Q56_11
 - middleschoolorhighschool11 (Middle School & High School Teachers)
- RespEff Variable
 - Separates the people who answered the responsibility and efficacy questions (Q24-Q27) and those who did not.
- Notes About Variables Q24—Q27
 - Something went wrong with the survey flow between the time the survey was submitted to Qualtrics and the time when Qualtrics actually administered the survey. This is probably due to the fact that Qualtrics personnel added extra variables to the flow after it was submitted.
 - In any case, those respondents who indicated that they had participated in PD during the previous school year (i.e., 473 of the sample) did not see or have a chance to respond to variables Q24, Q25, Q26 or Q27.
 - These are the questions regarding teacher responsibility and efficacy.
 - Only those respondents who indicated that they did NOT participate in any PD (i.e., 36 of the sample) saw and replied to these questions.
 - As a result, Qualtrics was willing to re-administer an excerpt from the survey (containing Q24-Q27) as a short follow-up survey to those 473 respondents who did not see these variables the first time around.
 - This was done for free.
 - Qualtrics was also willing to let us add an extra question for these respondents:
 - “In general, how motivated are you, personally, to participate in PD activities?”
 - Has a scale from 1 to 7 that is anchored with “Not at all (0)” and “Extremely (6).”
 - This variable will be included in the data as **Q71**.
 - Qualtrics was also willing to do this free.

- We have been told that it's extremely unlikely we will receive responses from 100% of the remaining 473 respondents, but that we should expect to receive responses from well above 50%.
- To combine data from second follow-up survey with data from original survey, we had to create new variables:
 - Q24_1extra
 - Q24_2extra
 - Q24_3extra
 - Q24_4extra
 - Q24_5extra
 - Q24_6extra
 - Q25extra
 - Q26_1extra
 - Q26_2extra
 - Q26_3extra
 - Q26_4extra
 - Q26_5extra
 - Q26_6extra
 - Q27extra
 - Q71extra

(Items & Scales are continued on the following page.)

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q1	In order to determine your eligibility for this survey, please indicate: Are you CURRENTLY a middle school or high school teacher?	1 = Yes 2= No	Forced Response; if respondent answers “2,” he or she is automatically screened out
Q2_1	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = English language arts (English, reading, writing)	Forced Response
Q2_2	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = Mathematics	Forced Response
Q2_3	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1= Science	Forced Response
Q2_4	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = Social studies, history, government	Forced Response
Q2_5	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = World language	Forced Response
Q2_6	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = Special education	Forced Response
Q2_7	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = Art, music, drama	Forced Response
Q2_8	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = Computer science, technology	Forced Response

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q2_9	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = Physical education	Forced Response
Q2_10	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = Vocational, business	Forced Response
Q2_11	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	1 = Other (please specify)	Forced Response
Q2_11_TEXT	What subject area(s) are you CURRENTLY teaching? (Check all that apply.)	Text entry	Forced Response
Q3_1	What TYPE of Science do you teach?	1 = Biology 2 = Chemistry 3 = Physics 4 = Other (please specify)	Question is only displayed if respondent selects "3" in Q2. Otherwise, respondent is directed to Q4 from Q2.
Q3_2	What TYPE of Science do you teach?	1 = Chemistry	Question is only displayed if respondent selects "3" in Q2. Otherwise, respondent is directed to Q4 from Q2.
Q3_3	What TYPE of Science do you teach?	1 = Physics	Question is only displayed if respondent selects "3" in Q2. Otherwise, respondent is directed to Q4 from Q2.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q3_4	What TYPE of Science do you teach?	1 = Other (please specify)	Question is only displayed if respondent selects “3” in Q2. Otherwise, respondent is directed to Q4 from Q2.
Q3_4_TEXT	What TYPE of Science do you teach?	Text entry	Question is only displayed if respondent selects “3” in Q2. Otherwise, respondent is directed to Q4 from Q2.
Q4	Would you like to participate in this survey?	1 = Yes 2 = No (you will be directed to the end of this survey)	Respondents who select “2” are automatically screened out
Q67	Thank you for participating in this study. Please press the “Next” button one more time.	None	This is the first version of the “Thank you” screen that respondents see upon completing the survey; this one is viewed by those who are screened out by answering “2” in Q4.
Q5	What is your gender?	1 = Male 2 = Female	
Q6_1_TEXT	What is your age?	Text entry field	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q7	Are you currently tenured?	1 = Yes 2 = No	
Q8	Do you hold a state-issued teaching certificate in one or more subject areas?	1 = Yes 2 = No	Forced Response
Q9_1	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = English language arts (English, reading, writing)	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q9_2	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = Mathematics	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q9_3	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = Science	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q9_4	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = Social studies, history, government	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
			from Q8.
Q9_5	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = World language	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q9_6	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = Special education	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q9_7	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = Art, music, drama	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q9_8	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = Computer science, technology	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q9_9	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = Physical education	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
			from Q8.
Q9_10	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = Vocational, business	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q9_11	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	1 = Other (please specify)	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q9_11_TEXT	Please indicate the subject area(s) of your certificate(s). (Check all that apply.)	Text entry	Forced Response. Question is only displayed if respondent selects "1" in Q8; otherwise, respondent is directed to Q10 from Q8.
Q10	In which U.S. state do you currently teach? Please select your state from the drop-down list.	1 = Alabama 2 = Alaska 3 = Arizona 4 = Arkansas 5 = California 6 = Colorado	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
		7 = Connecticut 8 = Delaware 9 = District of Columbia 10 = Florida 11 = Georgia 12 = Hawaii 13 = Idaho 14 = Illinois 15 = Indiana 16 = Iowa 17 = Kansas 18 = Kentucky 19 = Louisiana 20 = Maine 21 = Maryland 22 = Massachusetts 23 = Michigan 24 = Minnesota 25 = Mississippi	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
		26 = Missouri 27 = Montana 28 = Nebraska 29 = Nevada 30 = New Hampshire 31 = New Jersey 32 = New Mexico 33 = New York 34 = North Carolina 35 = North Dakota 36 = Ohio 37 = Oklahoma 38 = Oregon 39 = Pennsylvania 40 = Rhode Island 41 = South Carolina 42 = South Dakota 43 = Tennessee 44 = Texas	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
		45 = Utah 46 = Vermont 47 = Virginia 48 = Washington 49 = West Virginia 50 = Wisconsin 51 = Wyoming	
Q11	In what type of school do you currently teach?	1 = Public school (not charter) 2 = Charter school 3 = Private school 4 = Other (please specify)	
Q11_TEXT	In what type of school do you currently teach?	Text entry	
Q12	How many total years of teaching experience do you have? (Please exclude student teaching.)	Text entry	
Q13_1	Which grade(s) did you teach during the 2012-13 school year?	1 = Kindergarten	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q13_2	Which grade(s) did you teach during the 2012-13 school year?	1 = 1 st Grade	
Q13_3	Which grade(s) did you teach during the 2012-13 school year?	1 = 2 nd Grade	
Q13_4	Which grade(s) did you teach during the 2012-13 school year?	1 = 3 rd Grade	
Q13_5	Which grade(s) did you teach during the 2012-13 school year?	1 = 4 th Grade	
Q13_6	Which grade(s) did you teach during the 2012-13 school year?	1 = 5 th Grade	
Q13_7	Which grade(s) did you teach during the 2012-13 school year?	1 = 6 th Grade	
Q13_8	Which grade(s) did you teach during the 2012-13 school year?	1 = 7 th Grade	
Q13_9	Which grade(s) did you teach during the 2012-13 school year?	1 = 8 th Grade	
Q13_10	Which grade(s) did you teach during the 2012-13 school year?	1 = 9 th Grade	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q13_11	Which grade(s) did you teach during the 2012-13 school year?	1 = 10 th Grade	
Q13_12	Which grade(s) did you teach during the 2012-13 school year?	1 = 11 th Grade	
Q13_13	Which grade(s) did you teach during the 2012-13 school year?	1 = 12 th Grade	
Q14	Please use this text box if there is anything else you would like to share about your teaching position during the 2012-2013 school year (e.g., special circumstances, special type of school, etc.).	Text entry	
Q37_1	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = Single lecture(s)	Forced Response; respondents have to choose at least one option from the checklist.
Q37_2	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = Series of related lectures or presentations	Forced Response; respondents have to choose at least one option from the checklist.
Q37_3	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = Single workshop(s)	Forced Response; respondents have to choose at least one option from the checklist.
Q37_4	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer	1 = Series of related workshops	Forced Response; respondents have to choose at least one

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	2012). (Check all that apply.)		option from the checklist.
Q37_5	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = Education conferences and seminars	Forced Response; respondents have to choose at least one option from the checklist.
Q37_6	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = Professional Learning Community or PD network	Forced Response; respondents have to choose at least one option from the checklist.
Q37_7	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = Organized mentoring or coaching	Forced Response; respondents have to choose at least one option from the checklist.
Q37_8	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = Scheduled peer observation	Forced Response; respondents have to choose at least one option from the checklist.
Q37_10	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = Planned small-group or peer-group exchanges	Forced Response; respondents have to choose at least one option from the checklist.
Q37_11	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = Other	Forced Response; respondents have to choose at least one option from the checklist.
Q37_11_TEXT	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer	Text entry	Forced Response; respondents have to choose at least one

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	2012). (Check all that apply.)		option from the checklist.
Q37_14	Please indicate the forms of PD in which you participated during the past school year (2012-13, including summer 2012). (Check all that apply.)	1 = I did not participate in any PD during the past school year (2012-13, including summer 2012)	Forced Response; respondents have to choose at least one option from the checklist.
Q17	Optional space for your comments.	Text entry	
Q18_1	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Involved an excessive amount of work to implement the recommended teaching strategies	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_2	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Took up a lot of my personal time	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_3	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Conflicted with other scheduled events	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_4	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Conflicted with my class time	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
			questions to Q30.
Q18_5	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Involved travel time	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_6	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Required me to bear some of the cost	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_7	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Was not required by my school or school district	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_8	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Was not offered by my school or school district	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_9	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Was not convinced it would improve my teaching ability	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
			questions to Q30.
Q18_10	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Previous PD experiences were not helpful	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_11	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Other teachers told me it was not worth my time	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_12	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	1 = Other	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q18_12_TEXT	Why didn't you participate in PD this previous school year (2012-2013)? (Check all that apply.)	Text entry	Respondents only see this question if they select "1" in Q37_14; otherwise, they are directed from the Q37 questions to Q30.
Q19	How likely is it that you will participate in PD in the next school year?	1 = Very unlikely 2 = Unlikely 3 = Somewhat unlikely	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
		4 = Undecided 5 = Somewhat likely 6 = Likely 7 = Very likely	
Q20_1	How important are the following reasons for your choice to be a teacher? I am a teacher because... I am interested in teaching	1 = Not at all important 2 3 4 5 6 7 = Extremely important	Respondents are directed to this question after completing Q19 if they chose "1" in Q37_14 or after completing the other PD questions if they did NOT choose "1" in Q37_14. This series of questions was also randomized.
Q20_2	How important are the following reasons for your choice to be a teacher? I am a teacher because... I like teaching	1 = Not at all important 2 3 4 5 6 7 = Extremely important	Respondents are directed to this question after completing Q19 if they chose "1" in Q37_14 or after completing the other PD questions if they did NOT choose "1" in Q37_14. This series of questions was also randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q20_3	<p>How important are the following reasons for your choice to be a teacher? I am a teacher because...</p> <p>Teaching allows me to raise the ambitions of underprivileged youth</p>	<p>1 = Not at all important</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Extremely important</p>	<p>Respondents are directed to this question after completing Q19 if they chose "1" in Q37_14 or after completing the other PD questions if they did NOT choose "1" in Q37_14. This series of questions was also randomized.</p>
Q20_4	<p>How important are the following reasons for your choice to be a teacher? I am a teacher because...</p> <p>Teaching allows me to provide a service to society</p>	<p>1 = Not at all important</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Extremely important</p>	<p>Respondents are directed to this question after completing Q19 if they chose "1" in Q37_14 or after completing the other PD questions if they did NOT choose "1" in Q37_14. This series of questions was also randomized.</p>
Q20_5	<p>How important are the following reasons for your choice to be a teacher? I am a teacher because...</p> <p>Teaching allows me to influence the next generation</p>	<p>1 = Not at all important</p> <p>2</p> <p>3</p> <p>4</p>	<p>Respondents are directed to this question after completing Q19 if they chose "1" in Q37_14 or after completing the other PD questions if they did NOT choose "1" in Q37_14. This series of questions was</p>

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
		5 6 7 = Extremely important	also randomized.
Q20_6	How important are the following reasons for your choice to be a teacher? I am a teacher because... Teachers make a worthwhile social contribution	1 = Not at all important 2 3 4 5 6 7 = Extremely important	Respondents are directed to this question after completing Q19 if they chose "1" in Q37_14 or after completing the other PD questions if they did NOT choose "1" in Q37_14. This series of questions was also randomized.
Q20_7	How important are the following reasons for your choice to be a teacher? I am a teacher because... Teaching offers a steady career path	1 = Not at all important 2 3 4 5 6 7 = Extremely important	Respondents are directed to this question after completing Q19 if they chose "1" in Q37_14 or after completing the other PD questions if they did NOT choose "1" in Q37_14. This series of questions was also randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q20_8	<p>How important are the following reasons for your choice to be a teacher? I am a teacher because...</p> <p>Teaching provides a reliable income</p>	<p>1 = Not at all important</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Extremely important</p>	<p>Respondents are directed to this question after completing Q19 if they chose "1" in Q37_14 or after completing the other PD questions if they did NOT choose "1" in Q37_14. This series of questions was also randomized.</p>
Q20_9	<p>How important are the following reasons for your choice to be a teacher? I am a teacher because...</p> <p>Teaching is a secure job</p>	<p>1 = Not at all important</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Extremely important</p>	<p>Respondents are directed to this question after completing Q19 if they chose "1" in Q37_14 or after completing the other PD questions if they did NOT choose "1" in Q37_14. This series of questions was also randomized.</p>
Q21_1	<p>Please indicate whether you agree with the following statements about your instructional practices.</p> <p>I make a special effort to recognize students' individual</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	progress, even if they are below grade level	5 = Strongly agree	
Q21_2	<p>Please indicate whether you agree with the following statements about your instructional practices.</p> <p>I point out those students who do well as a model for the other students</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q21_3	<p>Please indicate whether you agree with the following statements about your instructional practices.</p> <p>I give a wide range of assignments, matched to students' needs and skilllevel</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q21_4	<p>Please indicate whether you agree with the following statements about your instructional practices.</p> <p>Thank you for paying attention. Please reply "Agree" to this item.</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	<p>This item is one of two attention filters that were included in this survey. All of the respondents in our sample should have selected the number "4."</p>

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q21_5	<p>Please indicate whether you agree with the following statements about your instructional practices.</p> <p>I consider how much students have improved when I give them reportcard grades</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q21_6	<p>Please indicate whether you agree with the following statements about your instructional practices.</p> <p>I encourage students to compete with each other</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q21_7	<p>Please indicate whether you agree with the following statements about your instructional practices.</p> <p>I give special privileges to students who do the best work</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q21_8	<p>Please indicate whether you agree with the following statements about your instructional practices.</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	I display the work of the highest achieving students as an example	3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree	
Q21_9	Please indicate whether you agree with the following statements about your instructional practices. I often provide several different activities during class so that students can choose among them	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree	
Q21_10	Please indicate whether you agree with the following statements about your instructional practices. I help students understand how their performance compares to others	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree	
Q22_1	Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day. I would feel that I have had a successful day when...	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree	This question was randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	My classes did not do any worse than those of other teachers on an exam.	5 = Strongly agree	
Q22_2	Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day. I would feel that I have had a successful day when... A student asked a question that made me think anew and differently about the subject matter	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree	This question was randomized.
Q22_3	Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day. I would feel that I have had a successful day when... I had really close relationships with my students	1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree	This question was randomized.
Q22_4	Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.	1 = Strongly disagree 2 = Disagree	This question was randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	<p>I would feel that I have had a successful day when...</p> <p>I demonstrated that I am a highly intelligent teacher</p>	<p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q22_5	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>In a meeting the principal did not include me as one of the teachers having difficulty</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	This question was randomized.
Q22_6	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>I was praised for having high teaching ability relative to other teachers</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	This question was randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q22_7	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>My students really liked me</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	This question was randomized.
Q22_8	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>I saw that I was developing professionally and teaching moreeffectively than in the past</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	This question was randomized.
Q22_9	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	This question was randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	I proved that I am a highly capable teacher		
Q22_10	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>The material was easy and I did not have to prepare lessons</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	This question was randomized.
Q22_11	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>I saw that my classes are not further behind in the curriculum than those of other teachers</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	This question was randomized.
Q23_1	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	<p>I would feel that I have had a successful day when...</p> <p>I learned something new about myself as a teacher</p>	<p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q23_2	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>Students confided in me</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q23_3	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>I showed that I am a more capable teacher than most of my colleagues</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q23_4	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>The principal led me to understand that s/he considers me to be oneof the best teachers in the school</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q23_5	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>My classes scored higher on an exam than those of other teachers</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q23_6	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	<p>I would feel that I have had a successful day when...</p> <p>I demonstrated superior ability in the subject area(s) I teach</p>	<p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q23_7	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>The students did not ask any questions that I could not answer</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q23_8	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>In a meeting my lesson plan was singled out as better than that of any of my colleagues</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q23_9	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>I focused on proving my ability as a teacher</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q23_10	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p> <p>I really enjoyed interacting with my students and classes</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p> <p>5 = Strongly agree</p>	
Q23_11	<p>Teachers differ in what makes them feel they had a successful day in school. Please indicate when you would feel that you have had a successful day.</p> <p>I would feel that I have had a successful day when...</p>	<p>1 = Strongly disagree</p> <p>2 = Disagree</p> <p>3 = Neither agree nor disagree</p> <p>4 = Agree</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Something that happened in class made me want to deepen my professional knowledge	5 = Strongly agree	
Q24_1	<p>To what extent do you feel PERSONALLY responsible to make sure that each of the following happens in the classes you teach?</p> <p>I feel PERSONALLY responsible to make sure that...</p> <p>Each of my students has good achievement in my class.</p>	<p>1 = Not at all responsible</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Completely responsible</p>	This question was randomized.
Q24_2	<p>To what extent do you feel PERSONALLY responsible to make sure that each of the following happens in the classes you teach?</p> <p>I feel PERSONALLY responsible to make sure that...</p> <p>Each of my students makes excellent progress throughout the school year.</p>	<p>1 = Not at all responsible</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Completely responsible</p>	This question was randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q24_3	<p>To what extent do you feel PERSONALLY responsible to make sure that each of the following happens in the classes you teach?</p> <p>I feel PERSONALLY responsible to make sure that...</p> <p>Each of my students learns the required material.</p>	<p>1 = Not at all responsible</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Completely responsible</p>	This question was randomized.
Q24_4	<p>To what extent do you feel PERSONALLY responsible to make sure that each of the following happens in the classes you teach?</p> <p>I feel PERSONALLY responsible to make sure that...</p> <p>Each of my lessons is as effective for student learning as I can possibly make it.</p>	<p>1 = Not at all responsible</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Completely responsible</p>	This question was randomized.
Q24_5	<p>To what extent do you feel PERSONALLY responsible to make sure that each of the following happens in the classes you teach?</p>	<p>1 = Not at all responsible</p> <p>2</p> <p>3</p> <p>4</p>	This question was randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	I feel PERSONALLY responsible to make sure that... Each of my lessons is as engaging for students as I can possibly make it.	5 6 7 = Completely responsible	
Q24_6	To what extent do you feel PERSONALLY responsible to make sure that each of the following happens in the classes you teach? I feel PERSONALLY responsible to make sure that... Each of my lessons reflects my highest ability as a teacher.	1 = Not at all responsible 2 3 4 5 6 7 = Completely responsible	This question was randomized.
Q25	Optional space for your comments	Text entry	
Q26_1	How confident are you that you can make each of the following happen in the classes you teach? I am confident that...	1 = Not at all confident 2 3 4 5	This question was randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	I can get each of my students to have good achievement in my class.	6 7 = Completely confident	
Q26_2	How confident are you that you can make each of the following happen in the classes you teach? I am confident that... I can get each of my students to make excellent progress throughout the school year.	1 = Not at all confident 2 3 4 5 6 7 = Completely confident	This question was randomized.
Q26_3	How confident are you that you can make each of the following happen in the classes you teach? I am confident that... I can get each of my students to learn the required material.	1 = Not at all confident 2 3 4 5 6 7 = Completely confident	This question was randomized.
Q26_4	How confident are you that you can make each of the	1 = Not at all confident	This question was randomized.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	<p>following happen in the classes you teach?</p> <p>I am confident that...</p> <p>I can teach each of my lessons so that it is effective for student learning.</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Completely confident</p>	
<p>Q26_5</p>	<p>How confident are you that you can make each of the following happen in the classes you teach?</p> <p>I am confident that...</p> <p>I can teach each of my lessons so that it is engaging for students.</p>	<p>1 = Not at all confident</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7 = Completely confident</p>	<p>This question was randomized.</p>
<p>Q26_6</p>	<p>How confident are you that you can make each of the following happen in the classes you teach?</p> <p>I am confident that...</p>	<p>1 = Not at all confident</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>This question was randomized.</p>

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	I can teach each of my lessons so that it reflects my highest ability as a teacher.	6 7 = Completely confident	
Q27	Optional space for your comments	Text entry	
Q28_1	Please indicate whether each of the following describe your school. Teachers at my school... Support each other in trying out new ideas for teaching	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q28_2	Please indicate whether each of the following describe your school. Teachers at my school... Trust each other	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q28_3	Please indicate whether each of the following describe your school.	1 = Not at all true 2 = Somewhat true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Teachers at my school... Feel it is okay to discuss feelings, worries and frustrations with other teachers	3 = Mostly true 4 = Very true	
Q28_4	Please indicate whether each of the following describe your school. Teachers at my school... Respect other teachers who take the lead in school improvement efforts	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q28_5	Please indicate whether each of the following describe your school. Teachers at my school... Feel it is okay to discuss feelings, worries and frustrations with the principal	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q29_1	The principal at this school...	1 = Not at all true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Treats all faculty members as his or her equals	2 = Somewhat true 3 = Mostly true 4 = Very true	
Q29_2	The principal at this school... Goes out of his or her way to show appreciation to teachers	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q29_3	The principal at this school... Lets faculty members know what is expected of them	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q29_4	The principal at this school... Is friendly and approachable	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q29_5	The principal at this school...	1 = Not at all true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Conducts meaningful evaluations	2 = Somewhat true 3 = Mostly true 4 = Very true	
Q29_6	The principal at this school... Looks out for the personal welfare of faculty members	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q69	Finally, how would you describe an “idea” PD program?	Text entry	This is the very last question seen by all participants who selected “1” for Q1 and who selected “1” for Q4, regardless of whether they answered any of the PD questions or not.
Q66	Thank you for participating in this study. We appreciate the time and effort you have spent. It will make an important contribution to creating more effective professional development for teachers. Please press the "Next >>" button one more time.	None	This is the second version of the “Thank you” screen that respondents see upon completing the survey; this one is viewed by those who are have answered the PD questions.
Q30_1_TEXT	How many hours did you spend in PD activities during the past school year (2012-13, including summer 2012)?	Text entry	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q31_1	How much of the time that you spent in PD during the past school year (2012–13, including summer 2012) was REQUIRED by your school district, school, or others such as professional associations?	1 = 0% 2 = 1-25% 3 = 26-50% 4 = 51-75% 5 = 76-99% 6 = 100%	
Q38	Please indicate the form of PD in which you participated THE MOST (for the greatest amount of time) during the past school year (2012-13, including summer 2012).	1 = Single lecture(s) or presentations 2 = Series of related lectures or presentations 3 = Single workshop(s) 4 = Series of related workshops 5 = Education conferences and seminars 6 = Professional Learning Community or PD network 7 = Organized mentoring or coaching 8 = Structured peer observation 9 = Planned mall-group or peer-group exchanges 10 = Other (please specify)	Forced response
Q38_TEXT	Other	Text entry	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q68	Which organization was PRIMARILY responsible for determining the content of this PD?	1 = My school (e.g., principal, department chair, instructional coach, teachers) 2 = My district 3 = Other organization (please specify)	
Q68_TEXT	Other	Text entry	
Q39	The PD you participated in THE MOST was delivered...	1 = Completely in person 2 = A combination of online and in person (i.e., blended) 3 = Completely online	
Q40_1	Considering ONLY the PD in which you participated THE MOST, the experience was: Enjoyable	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q40_2	Considering ONLY the PD in which you participated THE MOST, the experience was: Stressful	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q40_3	Considering ONLY the PD in which you participated THE MOST, the experience was: Interesting	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q40_4	Considering ONLY the PD in which you participated THE MOST, the experience was: Frustrating	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q40_5	Considering ONLY the PD in which you participated THE MOST, the experience was: Pleasant	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q40_6	Considering ONLY the PD in which you participated THE MOST, the experience was: Boring	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q40_7	Considering ONLY the PD in which you participated THE MOST, the experience was: Exciting	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q40_8	Considering ONLY the PD in which you participated THE MOST, the experience was: Tiring	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q40_9	Considering ONLY the PD in which you participated THE MOST, the experience was: Unpleasant	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q41	Optional space for your comments	Text entry	
Q42_1	Considering the PD in which you participated THE MOST, why did you attend? (Check all that apply.)	1 = I was required by my administration to participate in this specific PD	
Q42_2	Considering the PD in which you participated THE MOST, why did you attend? (Check all that apply.)	1 = I was required to attend PD but chose this one	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q42_3	Considering the PD in which you participated THE MOST, why did you attend? (Check all that apply.)	1 = To fulfill state licensing or renewal requirements	
Q42_4	Considering the PD in which you participated THE MOST, why did you attend? (Check all that apply.)	1 = To fulfill a district or school requirement	
Q42_5	Considering the PD in which you participated THE MOST, why did you attend? (Check all that apply.)	1 = To earn continuing education credits	
Q42_6	Considering the PD in which you participated THE MOST, why did you attend? (Check all that apply.)	1 = To learn the content or skills I am required to teach	
Q42_7	Considering the PD in which you participated THE MOST, why did you attend? (Check all that apply.)	1 = To learn the content or skills I want to teach	
Q42_8	Considering the PD in which you participated THE MOST, why did you attend? (Check all that apply.)	1 = Other (please specify)	
Q42_8_TEXT	Considering the PD in which you participated THE MOST, why did you attend? (Check all that apply.)	Text entry	
Q43_1	Please indicate whether the following describe the PD in which you participated THE MOST. Took up a lot of my personal time	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q43_2	Please indicate whether the following describe the PD in which you participated THE MOST. Conflicted with other scheduled events	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q43_3	Please indicate whether the following describe the PD in which you participated THE MOST. Conflicted with my class time	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q43_4	Please indicate whether the following describe the PD in which you participated THE MOST. Involved travel time	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q43_5	Please indicate whether the following describe the PD in which you participated THE MOST. Required me to bear some of the cost	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q43_6	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>Included a stipend</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q43_7	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>Resulted in a pay bonus</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q43_8	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>Enhanced my job security</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q43_9	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>Fulfilled state licensing and renewal requirements</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q43_10	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>Fulfilled a district or school requirement</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q43_11	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>Included a full day release from my classes</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q43_12	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>Provided adequate funds for substitute teachers</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q43_13	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>Gave me continuing education credits</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q44_1	<p>Considering the PD in which you participated THE MOST, to what extent did you:</p> <p>Select which PD program(s) were to be offered</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q44_2	<p>Considering the PD in which you participated THE MOST, to what extent did you:</p> <p>Determine the PD content</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q44_3	<p>Considering the PD in which you participated THE MOST, to what extent did you:</p> <p>Determine the PD format</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q44_4	<p>Considering the PD in which you participated THE MOST, to what extent did you:</p> <p>Set PD goals and objectives</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q44_5	<p>Considering the PD in which you participated THE MOST, to what extent did you:</p> <p>Plan PD with school leaders (e.g., principal, department heads)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q44_6	<p>Considering the PD in which you participated THE MOST, to what extent did you:</p> <p>Plan PD with school district personnel</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q44_7	<p>Considering the PD in which you participated THE MOST, to what extent did you:</p> <p>Other (please specify)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q44_7_TEXT	<p>Considering the PD in which you participated THE MOST, to what extent did you:</p> <p>Other</p>	Text entry	
Q45_1	Which of the following describe the presenters/leaders of the	1 = Had nationally recognized reputations	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	PD in which you participated THE MOST? (Check all that apply.)		
Q45_2	Which of the following describe the presenters/leaders of the PD in which you participated THE MOST? (Check all that apply.)	1 = Were in my field of teaching with a student population similar to my own	
Q45_3	Which of the following describe the presenters/leaders of the PD in which you participated THE MOST? (Check all that apply.)	1 = Were teachers of the subject(s) I teach	
Q45_4	Which of the following describe the presenters/leaders of the PD in which you participated THE MOST? (Check all that apply.)	1 = Had extensive knowledge of the subject(s) I teach	
Q45_5	Which of the following describe the presenters/leaders of the PD in which you participated THE MOST? (Check all that apply.)	1 = Were researchers in the field of the subject(s) I teach	
Q45_6	Which of the following describe the presenters/leaders of the PD in which you participated THE MOST? (Check all that apply.)	1 = Modeled the ideas/strategies they were promoting	
Q45_7	Which of the following describe the presenters/leaders of the	1 = Were very familiar with the PD participants	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	PD in which you participated THE MOST? (Check all that apply.)		
Q45_8	Which of the following describe the presenters/leaders of the PD in which you participated THE MOST? (Check all that apply.)	1 = Were administrators from my school	
Q45_9	Which of the following describe the presenters/leaders of the PD in which you participated THE MOST? (Check all that apply.)	1 = Were teachers from my school	
Q45_10	Which of the following describe the presenters/leaders of the PD in which you participated THE MOST? (Check all that apply.)	1 = Were trying to sell me/the school something	
Q45_11	Which of the following describe the presenters/leaders of the PD in which you participated THE MOST? (Check all that apply.)	1 = There was no presenter	
Q46_1	Please indicate whether the following describe administrative involvement in the PD in which you participated THE MOST. My principal actively supported PD attendance even if it was	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	not required/mandated		
Q46_2	<p>Please indicate whether the following describe administrative involvement in the PD in which you participated THE MOST.</p> <p>There was administrative support and encouragement for teachers to identify, document and analyze their own PD needs</p>	<p>1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true</p>	
Q46_3	<p>Please indicate whether the following describe administrative involvement in the PD in which you participated THE MOST.</p> <p>School administrators participated in PD with teachers</p>	<p>1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true</p>	
Q46_4	<p>Please indicate whether the following describe administrative involvement in the PD in which you participated THE MOST.</p> <p>My school administration encouraged me to use the practices that I learned in the PD</p>	<p>1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q46_5	<p>Please indicate whether the following describe administrative involvement in the PD in which you participated THE MOST.</p> <p>My school administration provided needed resources for me to implement the PD practices</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q46_6	<p>Please indicate whether the following describe administrative involvement in the PD in which you participated THE MOST.</p> <p>Other</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q46_6_TEXT	<p>Please indicate whether the following describe administrative involvement in the PD in which you participated THE MOST.</p> <p>Other</p>	Text entry	
Q47_1	<p>Please indicate whether the following describe the content of the PD in which you participated THE MOST.</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	<p>PD in which I participated THE MOST was...</p> <p>Consistent with my own goals for my professional development</p>	4 = Very true	
Q47_2	<p>Please indicate whether the following describe the content of the PD in which you participated THE MOST.</p> <p>PD in which I participated THE MOST was...</p> <p>Consistent with existing reform ideas within my school or department related to teaching practice</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q47_3	<p>Please indicate whether the following describe the content of the PD in which you participated THE MOST.</p> <p>PD in which I participated THE MOST was...</p> <p>Based on what I had learned in earlier professional development experiences</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q47_4	<p>Please indicate whether the following describe the content of the PD in which you participated THE MOST.</p>	1 = Not at all true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	PD in which I participated THE MOST was... Designed to support state or district standards/curriculum frameworks	2 = Somewhat true 3 = Mostly true 4 = Very true	
Q47_5	Please indicate whether the following describe the content of the PD in which you participated THE MOST. PD in which I participated THE MOST was... Designed to support state or district assessment	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q47_6	Please indicate whether the following describe the content of the PD in which you participated THE MOST. PD in which I participated THE MOST was... Focused on ways to merge new recommended practices with teachers' own teaching goals and practices	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q48_1	Please indicate whether the following describe the PD in	1 = Not at all true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	<p>which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Provided an opportunity for networking among my colleagues about how to teach my subject(s) in my school</p>	<p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q48_2	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Facilitated the development of professional communication and contacts with other teachers (not only in my school)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q48_3	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Offered opportunities for professional networking such as collaboration in planning with other teachers (not only in my</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	school)		
Q48_4	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Offered opportunities for teachers to jointly develop ideas</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q48_5	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Included opportunities for teachers attending PD to discuss the material presented with each other</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q48_6	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Included opportunities to discuss the material presented with teachers who did not attend		
Q48_7	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Included opportunities for teachers attending PD to discuss the material presented with school administrators</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q49_1	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p> <p>Demonstrations of teaching techniques</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q49_2	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Group discussions		
Q49_3	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p> <p>Reviews of student work or scored assessments</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q49_4	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p> <p>Assessments or tasks as part of a formal PD activity</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q49_5	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Coaching or mentoring in the classroom		
Q49_6	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p> <p>Lectures or presentations to colleagues</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q49_7	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p> <p>Coaches' observations of my teaching</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q49_8	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Opportunities for other PD participants to observe my teaching		
Q49_9	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p> <p>Role-playing to illustrate the suggested strategies</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q49_10	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p> <p>Opportunities for teachers to practice strategies</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q49_11	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST included...</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Time to explore, question, and debate new ideas about teaching my subject(s)	4 = Very true	
Q50_1	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Was mindful of teachers' current instructional practices when proposing ways to change them</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q50_2	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Included examples of how to implement the program's goals and ideas</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q50_3	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	<p>The PD in which I participated THE MOST...</p> <p>Focused on issues with implementing new recommended practices and new curricula</p>	<p>3 = Mostly true</p> <p>4 = Very true</p>	
Q50_4	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Showed how PD instructors implement practices in a classroom (on site or on video)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q50_5	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Thank you for paying attention. Please select "Mostly true" on this item.</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	<p>This item is one of two attention filters that were included in this survey. All of the respondents who responded to the PD questions should have selected the number "3."</p>
Q50_6	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p>	<p>1 = Not at all true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	<p>The PD in which I participated THE MOST...</p> <p>Showed master teachers demonstrating prescribed teaching practices (in person or on video)</p>	<p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q50_7	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Acknowledged how difficult it may be for teachers to change their approaches to instruction</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q50_8	<p>Please indicate whether the following describe the PD in which you participated THE MOST.</p> <p>The PD in which I participated THE MOST...</p> <p>Acknowledged the challenges associated with implementing a new curriculum or practice</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q51_1	<p>Which of the following describes other the other teacher participants in the PD you participated THE MOST?</p> <p>Other teacher participants in the PD...</p> <p>Helped me understand recommended ideas and teaching strategies</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q51_2	<p>Which of the following describes other the other teacher participants in the PD you participated THE MOST?</p> <p>Other teacher participants in the PD...</p> <p>Provided social and emotional support</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q51_3	<p>Which of the following describes other the other teacher participants in the PD you participated THE MOST?</p> <p>Other teacher participants in the PD...</p> <p>Told me that they found the PD useful</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q51_4	<p>Which of the following describes other the other teacher participants in the PD you participated THE MOST?</p> <p>Other teacher participants in the PD...</p> <p>Shared their PD experiences with me</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q51_5	<p>Which of the following describes other the other teacher participants in the PD you participated THE MOST?</p> <p>Other teacher participants in the PD...</p> <p>Were teachers from my school</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q51_6	<p>Which of the following describes other the other teacher participants in the PD you participated THE MOST?</p> <p>Other teacher participants in the PD...</p> <p>Were teachers from my department or grade level</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q51_7	<p>Which of the following describes other the other teacher participants in the PD you participated THE MOST?</p> <p>Other teacher participants in the PD...</p> <p>Recommended the PD</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q52_1	<p>Please indicate whether the PD in which you participated THE MOST increased your ability to...</p> <p>Provide an alternative explanation or example when students are confused</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q52_2	<p>Please indicate whether the PD in which you participated THE MOST increased your ability to...</p> <p>Craft good questions for my students</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q52_3	<p>Please indicate whether the PD in which you participated THE MOST increased your ability to...</p> <p>Implement alternative strategies in my classroom</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
		4 = Very true	
Q52_4	Please indicate whether the PD in which you participated THE MOST increased your ability to... Respond to difficult questions from my students	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q52_5	Please indicate whether the PD in which you participated THE MOST increased your ability to... Adjust my lessons to the proper level for individual students	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q52_6	Please indicate whether the PD in which you participated THE MOST increased your ability to... Gauge student comprehension of what I have taught	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	
Q52_7	Please indicate whether the PD in which you participated THE MOST increased your ability to... Provide appropriate strategies for students having difficulty	1 = Not at all true 2 = Somewhat true 3 = Mostly true	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	with the material	4 = Very true	
Q53_1	<p>Please indicate whether the PD in which you participated THE MOST resulted in the following changes.</p> <p>Participating in this PD increased my....</p> <p>Interest in and enjoyment of teaching my subject(s)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q53_2	<p>Please indicate whether the PD in which you participated THE MOST resulted in the following changes.</p> <p>Participating in this PD increased my....</p> <p>Confidence in my ability to teach my subject(s)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q53_3	<p>Please indicate whether the PD in which you participated THE MOST resulted in the following changes.</p> <p>Participating in this PD increased my....</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Belief in the importance of teaching my subject(s)		
Q53_4	<p>Please indicate whether the PD in which you participated THE MOST resulted in the following changes.</p> <p>Participating in this PD increased my....</p> <p>Confidence in my ability to motivate students to learn my subject(s)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q53_5	<p>Please indicate whether the PD in which you participated THE MOST resulted in the following changes.</p> <p>Participating in this PD increased my....</p> <p>Desire to learn more about my subject(s)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	
Q53_6	<p>Please indicate whether the PD in which you participated THE MOST resulted in the following changes.</p> <p>Participating in this PD increased my....</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Desire to learn more about how to teach my subject(s)		
Q54_7	Participating in this PD... Gave me ideas/strategies that reduced my teaching workload	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	There is no Q54_1 – Q52_6; we just labeled incorrectly during the process of creating the survey.
Q54_8	Participating in this PD... Suggested ways to make my work easier in the class(es) I teach	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	There is no Q54_1 – Q52_6; we just labeled incorrectly during the process of creating the survey.
Q54_9	Participating in this PD... Provided ways for me to spend less time preparing lessons	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	There is no Q54_1 – Q52_6; we just labeled incorrectly during the process of creating the survey.
Q54_10	Participating in this PD... Helped me to fulfill my responsibilities as a teacher	1 = Not at all true 2 = Somewhat true 3 = Mostly true	There is no Q54_1 – Q52_6; we just labeled incorrectly during the process of creating the survey.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
		4 = Very true	
Q55_1	To what extent did you implement the instructional practices that were suggested by the PD in which you participated THE MOST during the past school year?	1 = None of the practices 2 = A few of the practices 3 = Some of the practices 4 = Many of the practices 5 = Most of the practices 6 = All of the practices	Forced Response
Q56_1	Please indicate whether the changes that you implemented had the following effects. The changes that I made increased my students'... Interest in my subject(s)	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	This question only appears for respondents who choose anything BUT "1" in Q55.
Q56_2	Please indicate whether the changes that you implemented had the following effects. The changes that I made increased my students'...	1 = Not at all true 2 = Somewhat true 3 = Mostly true 4 = Very true	This question only appears for respondents who choose anything BUT "1" in Q55.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Beliefs that my subject(s) is/are important		
Q56_3	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p> <p>Beliefs that my subject(s) is/are useful</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	This question only appears for respondents who choose anything BUT "1" in Q55.
Q56_4	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p> <p>Confidence in their capability to succeed in my subject(s)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	This question only appears for respondents who choose anything BUT "1" in Q55.
Q56_5	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	This question only appears for respondents who choose anything BUT "1" in Q55.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Motivation to complete their work on time		
Q56_6	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p> <p>Motivation to give their best effort in my subject(s)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	This question only appears for respondents who choose anything BUT "1" in Q55.
Q56_7	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p> <p>Taking responsibility for their learning</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	This question only appears for respondents who choose anything BUT "1" in Q55.
Q56_8	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	This question only appears for respondents who choose anything BUT "1" in Q55.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Likelihood to seek help when they need it		
Q56_9	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p> <p>Monitoring their understanding of my subject(s) (e.g., what they know and don't know)</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	This question only appears for respondents who choose anything BUT "1" in Q55.
Q56_10	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p> <p>Use of better learning strategies</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	This question only appears for respondents who choose anything BUT "1" in Q55.
Q56_11	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	This question only appears for respondents who choose anything BUT "1" in Q55.

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	Test scores		
Q56_12	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p> <p>Motivation to do their homework</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	<p>This question only appears for respondents who choose anything BUT “1” in Q55.</p>
Q56_13	<p>Please indicate whether the changes that you implemented had the following effects.</p> <p>The changes that I made increased my students'...</p> <p>Motivation to attend class</p>	<p>1 = Not at all true</p> <p>2 = Somewhat true</p> <p>3 = Mostly true</p> <p>4 = Very true</p>	<p>This question only appears for respondents who choose anything BUT “1” in Q55.</p>
Q32_1	<p>How would you rate your experiences with the PD in which you participated THE MOST during the past school year (2012–13, including summer 2012)?</p>	<p>1 = Extremely negative</p> <p>2 = Somewhat negative</p> <p>3 = Neutral</p> <p>4 = Somewhat positive</p> <p>5 = Extremely positive</p>	

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q33_1	How much did your participation in the PD that you participated in THE MOST last year affect your motivation to participate in PD in the future?	1 = Much less motivated 2 = Somewhat less motivated 3 = No change 4 = Somewhat more motivated 5 = Much more motivated	
Q34_1	How useful were your experiences in the PD in which you participated THE MOST for increasing your teaching effectiveness?	1 = Completely useless 2 = Useless 3 = Neutral 4 = Useful 5 = Extremely useful	
Q35	Optional space for your comments regarding the PD in which you participated THE MOST during the past year.	Text entry	
Q57_1	What are the reasons why you did not implement the practices suggested by the PD in which you participated THE MOST? I did not think it was worth the time or effort	1 = Not at all a reason 2 3 4 5 = Very much a reason	This question is only displayed for respondents who choose anything BUT "6" for Q55_1

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
Q57_2	<p>What are the reasons why you did not implement the practices suggested by the PD in which you participated THE MOST?</p> <p>Previous changes that I made were not effective</p>	<p>1 = Not at all a reason</p> <p>2</p> <p>3</p> <p>4</p> <p>5 = Very much a reason</p>	<p>This question is only displayed for respondents who choose anything BUT “6” for Q55_1</p>
Q57_3	<p>What are the reasons why you did not implement the practices suggested by the PD in which you participated THE MOST?</p> <p>Making changes in my teaching are too risky</p>	<p>1 = Not at all a reason</p> <p>2</p> <p>3</p> <p>4</p> <p>5 = Very much a reason</p>	<p>This question is only displayed for respondents who choose anything BUT “6” for Q55_1</p>
Q57_4	<p>What are the reasons why you did not implement the practices suggested by the PD in which you participated THE MOST?</p> <p>I am already satisfied with the way I teach</p>	<p>1 = Not at all a reason</p> <p>2</p> <p>3</p> <p>4</p> <p>5 = Very much a reason</p>	<p>This question is only displayed for respondents who choose anything BUT “6” for Q55_1</p>
Q57_5	<p>What are the reasons why you did not implement the practices suggested by the PD in which you participated THE MOST?</p>	<p>1 = Not at all a reason</p> <p>2</p>	<p>This question is only displayed for respondents who choose anything BUT “6” for Q55_1</p>

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	MOST? My students already perform satisfactorily	3 4 5 = Very much a reason	
Q57_6	What are the reasons why you did not implement the practices suggested by the PD in which you participated THE MOST? I did not have the supplies/equipment necessary	1 = Not at all a reason 2 3 4 5 = Very much a reason	This question is only displayed for respondents who choose anything BUT “6” for Q55_1
Q57_7	What are the reasons why you did not implement the practices suggested by the PD in which you participated THE MOST? I was concerned that it might negatively affect my students' performance on standardized test	1 = Not at all a reason 2 3 4 5 = Very much a reason	This question is only displayed for respondents who choose anything BUT “6” for Q55_1
Q57_8	What are the reasons why you did not implement the practices suggested by the PD in which you participated THE MOST?	1 = Not at all a reason 2 3	This question is only displayed for respondents who choose anything BUT “6” for Q55_1

<u>Number</u>	<u>Label</u>	<u>Values</u>	<u>Notes</u>
	I was concerned that making changes might negatively impact my teacher evaluations	4 5 = Very much a reason	
Q57_9	What are the reasons why you did not implement the practices suggested by the PD in which you participated THE MOST? Other	1 = Not at all a reason 2 3 4 5 = Very much a reason	This question is only displayed for respondents who choose anything BUT “6” for Q55_1
Q57_9_TEXT	Other	Text entry	This question is only displayed for respondents who choose anything BUT “6” for Q55_1
Q71extra	In general, how motivated are you to participate in PD activities?	1 = Not at all (0) 2 3 4 5 6 7 = Extremely (6)	