

**STUDY OF PROFESSIONAL DEVELOPMENT PRACTICES
AND EARLY CHILDHOOD EDUCATION
IN KANSAS**

Report Prepared for:

Kansas State Department of Education

120 S.E. 10th Avenue

Topeka, Kansas 66612-1182

July 2000

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July 2000

EXECUTIVE SUMMARY

The Kansas State Department of Education (KSDE) awarded contracts to Research & Training Associates, Inc. (RTA) to conduct a Study of Professional Development and a Study of Early Childhood Education in Kansas schools. In consultation with the Kansas State Department of Education's Planning and Research Director and other KSDE staff, RTA developed a study design based on research findings and standards of high quality professional development and early childhood education. Several groups/committees, including the Kansas Learning First Alliance and the Research Advisory Committee, assisted in developing/reviewing the research questions and the data collection instruments for the Study of Professional Development. The Interagency Early Childhood Committee and Research Advisory Committee were asked to assist with the research questions and instrumentation for the Study of Early Childhood.

The study employed a sampling frame that is based on the school as the level of analysis since research indicates that the school, not the district, is the primary focus of improved practice and staff development. The population of 1632 certified Kansas schools was stratified on level (elementary, middle, and high schools), location (urban, mid-size and small town/rural), and poverty of school (above or below the state average of 33% of students qualifying for free or reduced price lunch). A sample size of 100 elementary schools, 60 middle schools and 60 high schools was used so results could be reliably generalized by school level. Schools were randomly selected from each stratification cell with the same proportionate frequency as they occur in the entire population of Kansas schools.

To achieve efficiency and improve the quality of data, samples for the Professional Development Study and Early Childhood Education Study were combined. An additional 57 schools with pre-kindergarten were additionally selected for the study. All classroom teachers in selected schools were asked to participate in the study in order to obtain comprehensive, valid and reliable data at the teacher as well as school level. All principals also provided data for the study. The recently released national study of the Eisenhower grants supporting professional development was also used as a source of data for purposes of comparing data from the representative sample of schools in Kansas.

Overall, 83% of sampled schools responded: 86% of elementary schools, 84% of elementary schools with pre-kindergarten programs, and 80% of middle/secondary schools. No disproportionately low response rates were obtained for any stratification cell. Response rates for teachers within sampled schools were similarly high. Almost 90% of elementary and middle/secondary schools provided teacher-level data that exceeded the acceptable response rate of 60% of teachers. About two-thirds of schools provided teacher-level data that exceeds a high response rate of 80%. About 50% of elementary schools and 40% of middle/secondary schools achieved 100% response rates from their staffs.

FINDINGS OF THE PROFESSIONAL DEVELOPMENT STUDY

Kansas's teachers and principals provided information about research-based forms of professional development in which they participated during the 1998-99 and/or 1999-00 school years: traditional (e.g., workshops, college courses, and attending conferences and meetings); job-embedded (e.g., observing demonstration lessons, coaching or mentoring, participating in study groups, reflecting on specific classrooms experiences, conducting action research, planning lessons jointly with other staff, and collegial sharing of best practices); and Internet-based types of professional development. They described the type, focus, duration, and quality of professional development as well as support they received for participating in professional development.

Types of Professional Development

- Among the 20 types of professional development opportunities available to teachers, the most pervasive form of professional development for both elementary and middle/secondary teachers is reading professional literature related to their teaching. More than 90% of teachers report they engage in professional reading.
- The second most pervasive type of professional development for both elementary and middle/secondary teachers is participation in out-of-district meetings, workshops, or conferences sponsored by professional organizations (about 80% participate). Elementary teachers report slightly higher participation in school-sponsored and district-sponsored workshops; more than 80% of elementary teachers and 70% of middle/secondary teachers participate in district-sponsored workshops. Considerably more Kansas teachers participate in district-sponsored workshops than is reported nationally by teachers participating in Eisenhower grants. Only 50% of teachers nationally report participation in district-sponsored workshops.
- Almost three-fourths of elementary teachers and two-thirds of middle/secondary teachers participate in school-sponsored workshops. Middle/secondary teachers from high-poverty schools significantly more frequently participate in school-sponsored workshops ($\rho < .01$) and district-sponsored workshops ($\rho < .05$) than do teachers in low-poverty schools.
- About one-half of teachers take university courses in their subject field, a percentage similar to national data provided by the Eisenhower study. One-third of teachers participate in regional or state meetings, workshops or conferences and fewer than 15% of Kansas's teachers participate in staff retreats (e.g., uninterrupted sessions usually held off-site).
- The most pervasive form of job-embedded professional development for all teachers is participation in faculty meetings related to instructional issues. Eighty percent of teachers participate in curriculum development, revision, or alignment meetings. Over 80% of elementary teachers and over 70% of middle/secondary teachers participate in grade level or content area meetings on instructional issues and about three-fourths participate on school improvement committees. These teacher-reported participation data indicate that school improvement efforts include a very large proportion of teachers statewide.
- About two-thirds of Kansas elementary and middle/secondary teachers have opportunities to review student work. This compares favorably to the 10% of teachers nationally who reported such opportunities.
- Forty-four percent of Kansas's elementary teachers and one-third of middle/secondary teachers observe demonstrations of teaching either in their school or at another school. Only one-fourth of Kansas elementary and middle/secondary teachers participate in coaching or mentoring (serving as the mentor or as the mentee).
- About 20% of elementary teachers and 10% of middle/secondary teachers participate in professional study groups. Elementary teachers from low-poverty schools are significantly more likely to participate in study groups than are teachers from high-poverty schools ($\rho < .01$).
- Beginning teachers (those in their first or second year of teaching) participate in job-embedded

forms of professional development significantly more frequently than do other teachers. Beginning elementary teachers significantly more frequently report they observe demonstrations of teaching ($p < .0001$). Both elementary and middle/secondary beginning teachers are more frequently mentored by fellow teachers ($p < .0001$) than are their more experienced peers; middle/secondary beginning teachers more frequently receive feedback and coaching from fellow teachers. Beginning teachers receive coaching, mentoring, and feedback from administrators significantly more frequently than do their more experienced peers.

- More than three-fourths of Kansas's teachers almost never participate in the emerging forms of Internet-based professional development and online collaboration. However, two-thirds of elementary teachers and three-fourths of middle/secondary teachers have done research or gathered information on the Internet related to their teaching. Elementary teachers from low-poverty schools are somewhat more likely to use the Internet for researching or gathering information related to their teaching ($p < .05$) than are teachers from high-poverty schools.

Perceived Effectiveness of Types of Professional Development Opportunities

- Teachers who participate in professional development overwhelmingly rate all types of professional development as *highly effective*. More than 80% of elementary participants and more than three-fourths of middle/secondary participants rate each type of traditional professional development as *highly effective*. The lowest rated form of traditional professional development that teachers participate in is district-sponsored workshops. Still, 81% of elementary teachers and 73% of middle/secondary teachers rate these as *highly effective*.
- Among job-embedded forms of professional development, teachers rate observations of demonstration teaching, peer coaching, mentoring, grade level/content area meetings on instructional issues, group examination and discussion of student work, and individual and collaborative action research as *highly effective* forms of professional development. These highly rated forms of effective professional development are not widely employed in Kansas's schools, but they are employed more frequently than is reported nationally.
- The lowest ranked forms of job-embedded professional development in terms of effectiveness for both elementary and middle/secondary teachers are school improvement committees, curriculum committees, and faculty meetings related to instructional issues. As many as 30% of middle/secondary teachers indicate that these professional development opportunities are not highly effective.

Focus of Professional Development Opportunities

- The most pervasive topics of professional development are state/district curriculum standards, performance assessments, and content area instruction (primarily literacy and mathematics for 90% of elementary teachers). This focus on content area instruction and assessment contrasts sharply with the national study that found only half of the teachers report a major emphasis on subject matter content in their professional development activities.
- A focus on literacy instructional strategies and state or district curriculum standards forms a

significant portion of professional development in content areas. Mathematics instructional strategies are the next most frequent focus of professional development for elementary teachers. Fewer than half of elementary teachers?but two-thirds of middle/secondary science teachers? participate in professional development on science instructional strategies.

- Sixty percent of middle/secondary teachers report that instructional strategies for teaching in their main teaching assignment are a focus of their professional development, but this percentage differs by subject area. About 70% of middle/secondary teachers of mathematics, communication arts, general education courses?as well as reading specialists?participate in professional development related to their main teaching assignment. Only half of teachers in visual/performing arts, business, or technology participate in professional development related to their teaching assignment. About half of middle/secondary teachers report a focus on interdisciplinary/thematic strategies.
- Over 70% of both elementary and middle/secondary teachers participate in professional development on the integration of technology as a teaching and learning tool; relatively fewer participate in professional development on specific technology applications.
- About 60% of both elementary and middle/secondary teachers participate in professional development on encouraging parent and family involvement, cooperative learning in the classroom, and classroom management strategies.
- About 70% of elementary teachers and three-fourths of middle/secondary teachers participate in professional development on topics that address either the needs of students with disabilities, students from diverse cultural backgrounds, or students with limited English proficiency. More than half of elementary and middle/secondary teachers report professional development on addressing the needs of students with disabilities and integrating students with disabilities into the classroom. About 40% of elementary and middle/secondary teachers participate in professional development that addresses the needs of students from diverse cultural backgrounds; relatively fewer participate in professional development that addresses the needs of students with limited English proficiency. Elementary teachers from high-poverty schools are significantly more likely to participate in workshops on addressing the needs of students from diverse cultural backgrounds ($p < .01$) and students with limited English proficiency ($p < .01$) than are teachers from low-poverty schools.
- About one-half of teachers participate in professional development on inquiry/problem-based learning. About one-third of teachers participate in professional development on brain-based research, the scientific/research process, and project-based learning. Two-thirds of elementary teachers and 70% of middle/secondary teachers participate in professional development on either inquiry/problem-based learning, brain-based research, the scientific/research process, or project-based learning?all prominent current topics in education.
- Beginning teachers differ significantly from their more experienced peers in terms of professional development topics during the two school years; their professional development opportunities include their college or university experiences in teacher education. They are significantly more likely to report participation in professional development focused on classroom management strategies, addressing the needs of students from diverse cultural backgrounds, and collegial team building than are their more experienced peers. Beginning elementary teachers are significantly more likely to report professional development in early childhood/child development.

Duration of Professional Development Activities

- Teachers nationally report an average of 25 contact hours for professional development activities during a one-year period. On average, Kansas's elementary schools have 5.5 days (approximately 44 hours) and middle/secondary schools have six days (approximately 50 hours) built into the school calendar for professional development activities.
- School calendar days for professional development are generally devoted to the more traditional forms of professional development, such as workshops, and underestimate the amount of time teachers actually devote to professional learning opportunities. A measure of total days teachers devote to professional development activities for the two school years was computed from teacher-reported data on the length of time they participated in each type of professional development activity to obtain an estimate of the intensity of professional development opportunities. Additionally, more specific measures were computed for the total number of days teachers devoted to workshop attendance and the total number of days they devoted to various types of school-based meetings supporting instructional improvement.

On average, elementary teachers spend 24 days (ranging from 0-63) and middle/secondary teachers spend 21 days (ranging from 0-62) in comprehensively defined professional development activities over a two-year period of time. Teachers spend an average of six days (ranging from 0-15 days) in workshop attendance. Only 3% of elementary teachers and 5% of middle/secondary teachers report no participation in workshops. Elementary teachers spend an average of 9 days (ranging up to 15 days) in school-based meetings and middle/secondary teachers spend an average of 8 days over a two-year period.

Support for Professional Development

- The most uniform support for professional development reported by teachers and principals is the awarding of inservice points for participation. Almost all principals and about 90% of teachers indicate that awarding inservice points is a pervasive form of support. All teachers indicate that a written policy on earning inservice points exists.
- Virtually all principals indicate they support professional development through release time from teaching. More than three-fourths of teachers indicate their school has a written policy on release time. However, only half of the teachers indicate that release time is a standard practice in their school; about half indicate that it *sometimes* occurs. Teachers in high-poverty schools indicate that release time from teaching for purposes of professional development occurs significantly more frequently than do teachers in low-poverty schools.
- As many as 95% of principals indicate that professional development is supported through reimbursement of tuition or workshop/conference fees and travel expenses. About 80% of teachers indicate their school has a written policy on such reimbursements. About 60% of teachers indicate that such reimbursements are standard practice in their schools.
- Ninety percent of elementary principals and 84% of middle/secondary principals indicate that time is scheduled for study groups or grade level meetings. More than half of teachers indicate that

study groups and grade level meetings are standard practice in their schools.

- More than 90% of principals indicate they provide resource materials that support professional development (e.g., hands-on science materials). More than half of elementary teachers and 42% of middle/secondary teachers indicate that this is standard practice.
- Eighty-five percent of principals indicate that they provide opportunities for on-the-job practice of new skills and follow-up training. More than half indicate that teachers receive support through peer coaching. About one-third of teachers indicate that on-the-job opportunities are standard practice and one-fourth indicates that follow-up training and peer coaching are standard practices in their schools.
- About three-fourths of principals and two-thirds of teachers report that support for professional development is obtained through the schools? membership in a service center or consortium. High-poverty schools more frequently participate in these centers and consortia.
- Between 50% and 60% of principals indicate that they provide support for professional development with college credit offerings and stipends. About two-thirds of teachers indicate that college credit is a standard practice in their school; about 40% of teachers indicate that stipends are standard practice in their school.
- About one-third of elementary schools report that their school has less than \$2500 in professional development funds; another 30% of elementary schools has between \$2500 and \$5000. Fewer than 40% of middle/secondary school principals report professional development funds in the amount of \$5,000 or less. About 30% of both elementary and middle/secondary schools report professional development funds in the range of \$15,000 to \$50,000. Only six elementary schools and one middle/secondary school report professional development budgets in excess of \$50,000.
- Principals report that about 50% of their budgets for professional development comes from state appropriations. About one-third of principals indicate that they receive Goals 2000 and one-third receives Eisenhower Professional Development funds. One-third of elementary schools and 21% of middle/secondary schools receive support for professional development through Title I. Almost 40% of schools indicate that they have other local sources of funding for professional development. These sources include local school funds, funds from community agencies, or other federal funds.

Qualitative Aspects of Professional Development

- About 70% of both elementary and middle/secondary teachers agree or strongly agree that teachers in their schools have an important role in planning professional development. The Eisenhower legislation emphasizes the involvement of teachers and school staff in planning professional development activities; most teachers in districts implementing Eisenhower grants are involved in planning in a variety of ways, such as through teacher committees, needs assessments, or informal consultation.
- Almost 95% of elementary principals and 87% of middle/secondary principals indicate that their school has a results-based staff development plan. Approximately 90% of both elementary and middle/secondary principals indicate that administrators and teachers were involved in the

development of the results-based staff development plan.

- Teachers and principals agree that their schools provide a safe haven for teachers to try out new strategies in their classrooms. More than 90% of teachers and principals agree and more than 40% *strongly* agree that teachers can practice new skills or strategies in a low-risk environment. Similarly, about 90% of teachers and principals agree that school administrators support teachers in applying what they have learned from professional development activities to classroom practice.
- Considerably fewer teachers indicate that the school structure provides teachers opportunities for feedback and coaching related to the practice of new skills or strategies. About three-fourths of principals and approximately 60% of teachers agree that such structure exists. The amount of time that teachers are given to plan for and learn new strategies received the single lowest quality rating. About half of middle/secondary respondents and about 60% of elementary school respondents agree that sufficient time is provided them. High poverty schools provide somewhat more planning time for teachers.
- About 85% of teachers and principals agree that the district provides support in the form of time and resources for professional development. Middle/secondary principals tend to rate their districts higher on support (92%) than do their teachers (83%). Considerably less agreement exists in both principals' and teachers' assessment of the responsiveness of district-sponsored professional development in meeting the needs of staff and students. Eighty percent of principals and somewhat more than 60% of teachers agree that district-sponsored professional development is responsive to their needs. About one-half of elementary and middle/secondary teachers and two-thirds of principals agree that state education agency sponsored professional development is responsive to the needs of staff and students.
- Teachers and principals in elementary and middle/secondary schools uniformly agree that teachers do not view professional development as a waste of time. Teachers who agree that professional development is generally a waste of time also participate in professional development opportunities significantly less frequently.
- Teachers and principals in both elementary and middle/secondary schools and in both high- and low-poverty schools uniformly agree that professional development activities have changed the way teachers teach. A higher percentage of elementary teachers and principals report that teaching has changed as a result of professional development (82 and 88% respectively) compared to middle/secondary teachers and principals (74 and 78% respectively). These results compare favorably to national findings where only 63% of teachers participating in district Eisenhower-assisted professional development activities report that their instructional methods have been enhanced because of participation in professional development activities. Only 17% of Kansas elementary teachers and 25% of middle/secondary teachers indicate that the professional development in which they participated failed to result in changes in their teaching practices.
- Almost 85% of teachers and principals agree that professional development at their school focuses on students' needs. Middle/secondary teachers report significantly lower agreement (78%) that this focus predominates.
- Large discrepancies exist between teacher and principal ratings on several quality descriptors. About 90% of principals and 70% of teachers agree that teachers play an important role in planning professional development. About 80% of principals and about two-thirds of teachers

agree that professional development in their school builds on the knowledge and skill level needs of all staff.

- Many schools still struggle with organizing professional development activities that are long-term and well designed. About one-half of middle/secondary principals and teachers indicate that their school's professional development activities are piecemeal and fragmented. Both elementary principals and teachers rate their school's professional development activities less fragmented than do middle/secondary teachers. Elementary principals indicate their professional development activities are less fragmented than do their teachers.
- On most qualitative aspects of professional development, teachers in high poverty schools significantly more frequently report positive aspects of professional development. Beginning teachers also rate the quality of professional development more positively on several dimensions. Beginning teachers more frequently agree that the school structure provides opportunities for feedback and coaching related to the practice of new skills or strategies, that they are provided sufficient time to plan for and learn new strategies, that SEA-sponsored professional development is responsive to their needs and the needs of their students, and that professional development is not a waste of time. Beginning middle/secondary teachers additionally more frequently agree that teachers in their school have an important role in planning professional development, that the district provides support for professional development, that professional development in their school builds on the knowledge and skill level of all staff and focuses on student needs, and that district-sponsored professional development is responsive to their needs and the needs of their students.

Roadblocks to Quality Professional Development

- The largest roadblock for both elementary and middle/secondary principals is the lack of availability of substitute teachers for release time. Thirty percent of elementary principals and 40% of middle/secondary principals indicate that this roadblock exists to *a large extent*. Only 10-15% of principals indicate that the lack of substitutes is *not at all* a roadblock to professional development. Fewer than 20% of middle/secondary school principals report any other roadblock that exists to *a large extent* in their schools.
- Eighty percent of principals indicate that the lack of district administrative support for professional development is *not at all* a problem.
- Elementary principals are somewhat more likely to report lack of funds as a large roadblock to quality professional development efforts than are middle/secondary principals. About one-fourth of elementary principals indicate that the lack of funds for stipends, for consultants, and for follow-up training poses a roadblock to *a large extent*.
- The most important and most frequently recommended suggestion for improvement that principals provided is an increase in funding for professional development. About one-third of principals recommend the need for more time for teachers to practice new strategies (enabled by providing more substitute teachers), involving teachers in planning professional development opportunities, and developing a coherent plan for school improvement strategies.

Policy Implications of Professional Development Findings

- *Develop strategies to expand opportunities for teachers to increase the time available for professional development, including the availability of substitute teachers.*
- *Provide schools and districts with expanded opportunities to increase teachers' duty days to be spent on professional development activities.*
- *Increase funding for support for professional development?for stipends, consultants, and follow-up training.*
- *Involve teachers in planning professional development opportunities so they have input into the content and quality of professional development.*
- *Provide all teachers?not just beginning teachers?with greater opportunities for on-the-job practice, follow-up training, coaching, mentoring, and other opportunities for extended, in-depth learning.*
- *Provide teachers more time for planning and learning new strategies.*
- *Expand opportunities for elementary teachers to participate in professional development on science content areas. Expand opportunities for all middle/secondary teachers to participate in professional development in content areas they teach.*
- *Ensure that all teachers have opportunities to understand the needs and strengths of students with disabilities, students from diverse cultural backgrounds, or students with limited English proficiency or where English is a second language?even when these children do not form a sizable proportion of a school's student population.*
- *Provide incentives and meaningful professional development opportunities for teachers who frequently employ traditional teaching practices and participate less frequently in all forms of professional development.*
- *Encourage districts to obtain teacher evaluations of district-sponsored professional development to improve upon the 50% of teachers who indicate that district-sponsored professional development opportunities are not responsive to the needs of students or teachers.*
- *A majority of teachers in elementary and middle/secondary schools report daily use of practices that reflect traditional approaches to teaching and learning. For about 80% of teachers, class time is scheduled by subject/content area. Eighty percent of elementary teachers and 57% of middle/secondary teachers have students work individually on tasks on a daily basis. Almost 90% of elementary teachers and two-thirds of middle/secondary teachers expect their students to raise their hands for permission to speak. For more than two-thirds of teachers, knowledge and skills are taught in a specific sequence on a daily basis. More than half of elementary teachers report*

that they present or lecture to their classes on a daily basis; only one-fourth of middle/secondary teachers lecture or present on a daily basis. Only 40% of elementary teachers use worksheets to practice skills on a daily basis but almost 80% use worksheets at least weekly. Fewer than 15% of middle/secondary teachers use worksheets on a daily basis; almost 60% use worksheets at least weekly. For about one-third of elementary teachers, ability grouping is a daily feature of their classrooms; almost half of elementary teachers use ability grouping several times a year or less frequently. About two-thirds of middle/secondary teachers use ability grouping several times a year or less frequently.

- Beginning teachers differ from their more experienced peers on two traditional practices: both elementary and middle/secondary teachers teach skills in a specific sequence significantly less frequently ($\rho < .001$), but beginning elementary teachers more frequently employ ability grouping in their classrooms ($\rho < .01$). Beginning middle/secondary teachers?like their more experienced peers?use traditional teaching practices significantly more frequently than do elementary teachers.
- Student choice, a key feature of inquiry-based learning and motivational strategies, is a daily feature in 20% of elementary classrooms but is almost non-existent in middle/secondary classrooms. While half of elementary teachers allow student choice on at least a weekly basis, half of middle/secondary teachers allow student choice only several times a year or never.
- Neither elementary nor middle/secondary teachers describe inquiry-based strategies as a daily feature of their classroom practices. About one-fourth of both elementary and middle/secondary teachers use project-based learning on at least a weekly basis and about 40% use inquiry/problem-based learning on at least a weekly basis. Approximately two-thirds of both elementary and middle/secondary teachers almost never use the research/scientific process in their classrooms.
- One fourth of elementary teachers and almost half of middle/secondary teachers almost never integrate technology as a teaching and learning tool in their classrooms. Only 30% of elementary teachers and 20% of middle/secondary teachers describe technology integration as a daily feature of their classroom instruction.
- Both elementary and middle/secondary teachers report daily or weekly use of some practices that reflect research on effective practices. More than one-third of elementary teachers have students work in cooperative groups on a daily basis and three-fourths do so on at least a weekly basis. Only 20% of middle/secondary teachers use cooperative groups on a daily basis but almost 60% do so on at least a weekly basis.
- Beginning elementary teachers use inquiry-based teaching strategies with similar frequency as do their more experienced peers. Beginning middle/secondary teachers use inquiry-based practices significantly more frequently than do their more experienced peers ($\rho < .01$).
- Elementary and middle/secondary teachers report similar assessment practices. One-third of elementary and middle/secondary teachers never use performance-based assessment in their classrooms or only several times a year. About one-fourth of elementary teachers and one-half of middle/secondary teachers almost never use student portfolios in their classrooms. More than 40% of elementary teachers infrequently have students assess their own work and more than 60% infrequently have students assess peers? work. Fewer than 10% of elementary and middle/secondary teachers use paper and pencil tests on a daily basis but almost half of teachers use tests at least weekly or more frequently. More than two-thirds of elementary teachers and three-fourths of middle/secondary teachers rarely use conferencing strategies with students.

Almost two-thirds of elementary teachers and 40% of middle/secondary teachers indicate they make observational assessments of students on a daily basis.

Beginning elementary teachers use performance assessments with similar frequency as do their peers. Beginning middle/secondary teachers use performance assessments significantly more frequently ($\rho < .05$).

- Daily features of literacy instruction for more than two-thirds of elementary classrooms in Kansas includes teachers reading aloud to the class, students reading independently, teachers modeling reading for enjoyment, and students applying literacy strategies across the curriculum?all characteristics of high-quality literacy programs. About half of the classrooms are characterized by student participation in guided reading or strategy lessons. About 40% of classrooms engage in collaborative reading on a daily basis and about 75% engage in collaborative reading at least weekly.
- Purposeful writing is not well entrenched in the daily life of elementary classrooms. Contrasting sharply to the pervasive focus on authentic reading, only one-third of teachers indicate that their students engage in purposeful writing on a daily basis. Twenty-five percent of elementary teachers indicate that students engage in purposeful writing only monthly or less frequently.
- Opportunities for authentic and purposeful writing occur even less frequently in middle/secondary schools. Only about 10% of teachers provide daily opportunities for purposeful writing. More than half of middle/secondary teachers indicate that students are provided opportunities for purposeful writing monthly or less frequently.
- Beginning elementary teachers use literacy strategies with similar frequencies as do their more experienced peers. Beginning middle/secondary teachers use literacy strategies significantly more frequently than do their more experienced peers ($\rho < .0001$).
- Fifty-two percent of elementary teachers and 40% of middle/secondary teachers plan collaboratively with other staff on a weekly basis or more frequently; about one-fourth team-teach on at least a weekly basis.

Relationship Between Professional Development and Teaching Practices

- Teachers who spend more time in professional development activities significantly more frequently use teaching practices that reflect research on effective practices. The more time that teachers participate in professional development opportunities, the more frequently they report using a variety of literacy strategies, inquiry-based strategies, and performance assessments. Among professional development opportunities, the amount of time spent in school-based meetings primarily accounts for these relationships; the amount of time spent in workshops additionally contributes to the frequency that research-based effective practices are employed in the classroom.
- The more time that teachers report spending in school-based meetings, particularly in elementary schools, the more frequently they report using traditional practices ($\rho < .0001$). This indicates that school-based meetings focused on curriculum redesign, school improvement, and grade level or content area meetings either renew the focus on traditional activities in a sizable portion of elementary schools or that the more traditional teachers are more frequently selected to serve on these committees. The amount of time that middle/secondary teachers spend in professional

development is unrelated to teachers' use of traditional practices. This indicates that professional development does not reduce the frequency that traditional practices are used but that it is successful in promoting the more frequent use of research-based teaching practices.

- The only specific type of professional development activity that is related to *less* frequent use of traditional practices is participation in regional or state meetings, workshops, or conferences (e.g., Kansas State Department of Education Annual Conference.)
- Teachers who agree that professional development is a waste of time not only participate significantly less frequently in professional development opportunities, but they also use literacy strategies, inquiry-based strategies, and performance assessments significantly less frequently ($p < .0001$).

Policy Implications of Teaching Practices Findings

- *Offer professional development opportunities on inquiry-based strategies and on integrating technology as a teaching and learning tool.*
 - *Provide teachers with performance-based assessment examples that encompass a broad range of curricular standards.*
 - *Encourage teachers to instruct students in assessing their own and peer's work, thereby building students' self-evaluation skills.*
 - *Provide professional development support and resources for teachers, especially at the middle/secondary level, to increase the frequency of engaging students in purposeful writing and other literacy activities.*
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- Prior to the establishment of the National Goals for Education, most research on the effects of preschool participation focused on the longer-term effects of preschool participation and concluded that these effects "washed out by third grade." Since the establishment of the National Education Goals and the national focus on school readiness, early childhood research is increasingly focused on "leveling the playing field" by ensuring readiness for school for all children, including children in poverty and minority children. Recent study findings indicate that children who participate in the Parents as Teachers program followed by preschool attendance? regardless of poverty and/or minority status? are ready for school.
 - Early childhood education is no longer exclusively focused on education for the disadvantaged, but on improving the quality and challenges of learning opportunities for all children.

- Recent research supports earlier conclusions that children don't benefit from retention in early grades nor are they hurt by or do they benefit from delayed entry into kindergarten. Transitional first grade also has failed to produce significant results.
- The former focus on a traditional grade level approach using a highly sequenced curriculum in early childhood education is being replaced by a focus on developmental continuity and the fact that young children vary dramatically in cognitive and academic achievement. Sharing the challenge of readiness by focusing on the school's readiness to serve a wide range of students has emerged.
- There is an increased research focus on the quality of preschool programs and benefits that result from preschool participation.
- The emerging field of brain-based research supports continued disillusionment with didactic preschool approaches and activities and an expanded understanding of children's early interest in and needs for challenging learning opportunities.
- There is continued focus and support for the importance of the early years (birth to age 3) for language and cognitive development and the importance of the concept of "parents as teachers."

FINDINGS OF THE EARLY CHILDHOOD STUDY

- Fewer than 20% of elementary schools provide pre-kindergarten programs. Criteria for placing children into these programs include the existence of developmental delays, identification as a child with special needs, and residence in attendance area.
- Based on 1999-00 KSDE participation data, 6,836 children age 3-5 participate in Head Start, 1,794 children participate in the At-Risk Four-Year-Old program, about 1,000 children participate in Title I pre-kindergarten, and 7,000 participate in the Early Childhood Special Education (Part B). Additionally, 406 children participate in Even Start and 747 participate in Migrant Even Start.
- The most pervasive funding source for pre-kindergarten programs is Special Education. Other funding sources are local funds, the Four-Year Old At Risk Program, and tuition.
- When pre-kindergartners leave the morning session or before they arrive at the afternoon session, about half of the children are in the care of parents or other family members and the rest are in the care of other adults or are in some type of childcare program.
- Over 90 percent of the pre-kindergarten teachers have a degree in early childhood/child development. Only 20 percent participate regularly in training and professional development in early childhood/child development.
- Paraprofessionals reduce the child/staff ratio in pre-kindergarten programs from 19:1 to 8:1. Less than 5% of the paraprofessionals have a degree in early childhood, almost 50 percent have some training or professional development in early childhood, and slightly more than 20% have little or no training (the qualifications of the remainder are unknown).
- Slightly more than one-fourth of elementary schools offer before- and/or after-school childcare.

Almost half of the random sample of elementary schools and over 60% of the schools with pre-kindergarten have a Parents as Teachers program.

- Kindergartners in schools with pre-kindergarten are significantly more likely to attend full-day kindergarten.
- About 60% of the principals who serve pre-kindergartners indicate they have a specific program, model or curriculum for the program.
- Thirty-three percent of the schools that offer pre-kindergarten programs have a waiting list.
- Elementary schools that provide pre-kindergarten services differ significantly from other Kansas elementary schools in many ways. Significant schoolwide differences (i.e., those that encompass all grade levels in the school) include the following:
 - Staff in schools with pre-kindergarten has significantly more teaching experience and more K-3 teaching experience.
 - Staff in pre-kindergarten schools spends more time taking university courses in their field and are significantly more likely to indicate that receiving support from their administration for taking these courses is a standard practice.
 - Significantly more staff members in schools with pre-kindergarten spend time in professional development activities that include study groups and they participate significantly more frequently in collaborative planning with other staff members.
 - Staff in schools with pre-kindergarten believe the planning for their professional development opportunities is coherent and that they are given sufficient time to plan for and learn new strategies.
- Teachers of K-3 grades in schools with pre-kindergarten differ significantly from other K-3 teachers in all of the above ways. Additionally, K-3 teachers in schools with pre-kindergarten also significantly differ in the ongoing focus of their professional development activities and in the frequency that they employ effective research-based strategies in their classrooms. Teachers of K-3 in schools with pre-kindergarten significantly more frequently report that professional development in mathematics, inquiry-based learning, meeting the needs of students with disabilities, early childhood/child development, and adolescent development are ongoing rather than one-shot foci of their professional development activities. K-3 teachers in schools with pre-kindergarten also report that they use problem-based learning and inquiry-based methods significantly more frequently in their classrooms ($\rho < .001$).

Policy Implications of Early Childhood Findings:

- *Find additional funding to include more pre-kindergartners in publicly funded preschool programs.*
- *Assist schools in developing appropriate high quality curriculum/programs for this age group. Principals and schools should be able to articulate a philosophy or model of early childhood*

education.

- *Provide ongoing and high-quality professional development in the area of early childhood/child development for both teachers and paraprofessionals.*

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INTRODUCTION

The state of Kansas provides a rich context for studying professional development. Kansas meets or exceeds national progress on three out of five of the national indicators of progress toward meeting the national goal of continued improvement of professional skills for the Nation's teaching force. Kansas is ranked among the highest-performing states on two of the indicators.

- About 60% of public secondary school teachers hold a degree in their main teaching assignment, slightly lower than the national average of 63%.
- Ninety-nine percent of teachers are certificated in their main teaching assignment compared to a national average of 93%, making Kansas one of the highest-performing states on this indicator.
- Eighty-nine percent of public school teachers participate in professional development on one or more selected topics as compared to 85% nationally. Kansas is ranked among the highest performing states on this indicator.
- About 16% of teachers in Kansas have training to teach limited English-proficient students, identical to the national average.
- Only 19% of beginning public school teachers participates in a formal teacher induction program during their first year of teaching, compared to a national average of 27 percent.

Professional development is one of the major forces in the school reform movement to improve the quality of schools. In 1985, the Kansas Legislature enacted the State Inservice Opportunity Act to provide funding to support school-based professional development activities. The Act was amended in 1994 to promote results-based professional development, which is defined as "improved student learning through improved teaching skills." Results-based staff development is in keeping with the federally established mission for professional development "to prepare and support educators to help all students achieve to high standards of learning and development."

Through the Quality Performance Accreditation school improvement process, each school in Kansas is

required to develop a results-based staff development plan as part of their school improvement plan. The plan includes school-level professional development priorities for the building staff. Like the school improvement plan, the staff development plan is reviewed by KSDE staff and filed with the State. Schools are required to report annually on their efforts to implement their professional development priorities. The district inservice plan defines how staff development is to occur at the individual, building, and district levels. The plan is to be approved by the local board of education and the State Board and is also filed with the State. The inservice plan is written and monitored by a professional development council composed of administrators and teachers. In addition, individual staff members are encouraged to implement an individual development plan based on individual needs in supporting school and district goals. Professional development hours that align with the plan earn points toward renewal of certification.

In 1999, the Kansas' certification and teacher education regulations were amended to reflect current thinking that teacher preparation and qualifications for certification are standards- and outcomes-based. Education institutions submit their program for approval by the State Board of Education. Graduates of approved programs are eligible to be certified to teach in Kansas. The State Board of Education approved new teacher licensing regulations in June 2000. New teachers must have a cumulative 2.5 college grade point average on a 4.0 scale and pass tests on teaching knowledge and subject matter to obtain a two-year conditional license. Teachers need to hold a conditional license and pass a performance test before obtaining an unrestricted or professional license.

RESEARCH DESIGN

The Kansas State Department of Education (KSDE) awarded contracts to Research & Training Associates, Inc. (RTA) to conduct a Study of Professional Development and a Study of Early Childhood Education in Kansas schools. In consultation with the Kansas State Department of Education's Planning and Research Director and other KSDE staff, RTA developed a study design based on research findings and standards of high quality professional development and early childhood education. Several groups/committees, including the Kansas Learning First Alliance and the Research Advisory Committee, assisted in developing/reviewing the research questions and the data collection instruments for the Study of Professional Development. The Interagency Early Childhood Committee and Research Advisory Committee were asked to assist with the research questions and instrumentation for the Study of Early Childhood.

The research literature indicates that those who will participate in the activity and be driven should plan high quality professional development activities collaboratively by a coherent long-term plan. An emerging body of research indicates that professional development that focuses on subject-matter content and the way students learn has greater positive effects on student achievement outcomes. Professional development must be sustained over time to facilitate in-depth understanding and discussion and on-the-job practice of new skills or strategies. The U.S. Department of Education, recognizing the importance of professional development to school reform, identified a set of principles for guiding high quality professional development that are used to frame this study. The principles of professional development recently published by the National Partnership for Excellence and Accountability in Teaching reflect a synthesis of current research and were influenced by the U.S. Department of Education principles. The principles to guide professional development that are proposed by the National Partnership for Excellence and Accountability in Teaching are as follow:

- The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material.

- Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning.
- Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.
- Professional development should be primarily school-based and built into the day-to-day work of teaching.
- Most professional development should be organized around collaborative problem solving.
- Professional development should be continuous and ongoing, involving follow-up and support for further learning—including support from sources external to the school that can provide necessary resources and new perspectives.
- Professional development should incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development.
- Professional development should provide opportunities to understand the theory underlying the knowledge and skills being learned.
- Professional development should be connected to a comprehensive change process focused on improving student learning.

Instrumentation

RTA used the U.S. Department of Education's Principles of High Quality Professional Development as a framework for the development of survey instruments. Additionally, RTA conducted a comprehensive search of the literature for measures of high quality professional development efforts. Sources included the National Staff Development Council, the National Science Foundation's Education and Human Resources Online Evaluation Resource Library, and published research on professional development.

Rich professional development "is centered around the critical activities of teaching and learning? planning lessons, evaluating student work, developing curriculum?rather than around abstractions and generalities" (Darling-Hammond as cited in U.S. Department of Education, Office of the Under Secretary, Planning and Evaluation Service October 1999).. This research indicates the effectiveness of job-embedded learning?learning that occurs as teachers and administrators engage in their daily work activities. Instrumentation for the study reflects a comprehensive array of professional development opportunities, ranging from traditional to the more recent focus on job-embedded opportunities. Traditional forms of professional development include workshops, college courses, and attending conferences and meetings. Job-embedded learning includes observing demonstration lessons, coaching or mentoring, participating in study groups, reflecting on specific classrooms experiences, conducting action research, planning lessons jointly with other staff, and collegial sharing of best practices. Traditional and job-embedded forms of professional development provide a major organizational strategy for instrument design and subsequent data analysis.

In consultation with KSDE staff, RTA developed a survey instrument for teachers and a survey

instrument for principals to study professional development practices in Kansas Elementary and Middle/Secondary schools (see Appendix A for copies of instruments). Descriptions of the content of each survey follow:

Early Childhood and Elementary School Staff Questionnaire?surveys early childhood and elementary teachers on their educational credentials and teaching experience; surveys early childhood teachers on their prior professional development in early childhood education/development. Surveys both early childhood and elementary teachers on their participation in various types of professional development activities; the focus of their professional development activities; the support they receive for professional development (e.g., release time, college credit, stipends); their participation in on-the-job practice of new skills or strategies that includes feedback, peer coaching, and mentoring; their attitudes about professional development; the frequency that they use a variety of traditional teaching practices and as well as inquiry-based practices; and their recommendations and preferences for professional development.

Middle and Secondary Staff Questionnaire?surveys middle and secondary teachers on their participation in various types of professional development activities; the focus of their professional development activities; the support they receive for professional development (e.g., release time, college credit, stipends); their participation in on-the-job practice of new skills or strategies that includes feedback, peer coaching, and mentoring; their beliefs and attitudes about professional development; their current teaching practices; and their recommendations and preferences for professional development.

Elementary Principal Questionnaire?surveys elementary principals on their early childhood programs in terms of structure, funding, children served, curriculum model, and credentials and training of staff. Also surveys principals on the involvement of staff in the development of the results-based staff development plan, the time and resources allocated for professional development, the support the school provides for professional development, the roadblocks encountered in efforts to provide quality professional development, their beliefs and attitudes about professional development, and their recommendations and preferences for professional development.

Middle and Secondary Principal Questionnaire?surveys middle and secondary principals on the involvement of staff in the development of the results-based staff development plan, the time and resources allocated for professional development, the support the school provides for professional development, the roadblocks encountered in efforts to provide quality professional development, their beliefs and attitudes about professional development, and their recommendations and preferences for professional development.

Study Sample

The study employed a sampling frame that is based on the school as the level of analysis since research indicates that the school, not the district, is the primary focus of improved practice and staff development. The population of 1632 certified Kansas schools was stratified on level (elementary, middle, and high schools), location (urban, mid-size and small town/rural), and poverty of school (above or below the state average of 33% of students qualifying for free or reduced price lunch). A sample size of 100 elementary schools, 60 middle schools and 60 high schools was used so results could be reliably generalized by school level. Schools were randomly selected from each stratification cell with the same proportionate frequency as they occur in the entire population of Kansas schools. To achieve efficiency and improve the quality of data, samples for the Professional Development Study and Early Childhood

Education Study were combined. An additional 57 schools with pre-kindergarten were additionally selected for the study.

All classroom teachers in selected schools were asked to participate in the study in order to obtain comprehensive, valid and reliable data at the teacher as well as school level. A representative teacher database also allows for investigations by grade level and/or by role (e.g., special education teacher.)

Data Collection

Surveys were mailed in March 2000 to sampled schools; schools were asked to return completed forms within a three-week timeframe. Teachers were provided self-addressed envelopes to ensure the confidentiality of their responses. Schools were provided with prepaid courier envelopes to facilitate the return of the data and provide a tracking mechanism in the event of lost parcels.

After a five-week period allowed for return of data, follow-up by electronic mail (or postal service where no email address was available) was conducted to improve the response rate to the targeted 80% response rates. This response rate was achieved (and exceeded) over a two-month period of data collection.

Response Rates and Characteristics of Respondents

The percentage of sampled schools and responding schools by stratification cell is provided in Table 1. Overall, 83% of sampled schools responded: 86% of elementary schools, 84% of elementary schools with pre-kindergarten programs, and 80% of middle/secondary schools. No disproportionately low response rates were obtained for any stratification cell.

Response rates for teachers within sampled schools were similarly high. Almost 90% of elementary and middle/secondary schools provided teacher-level data that exceeded the acceptable response rate of 60% of teachers. About two-thirds of schools provided teacher-level data that exceeds a high response rate of 80%. About 50% of elementary schools and 40% of middle/secondary schools achieved 100% response rates.

Responding elementary schools vary widely in size, ranging from student populations of less than 10 to 631 students. Elementary schools have student populations that average 246 students. Middle/secondary schools range from 44 to 2,141 students and average 384 students. Elementary schools have from 4 to 50 classroom teachers and average 16. Middle/secondary schools report classroom teachers that range in size from 3 to 100 and average 25.

Table 1. Percentage Distribution of Elementary and Middle/Secondary Schools and Teachers by Location and Poverty Status

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	Urban		Medium-Sized		Small Town or Rural	
	High Poverty	Low Poverty	High Poverty	Low Poverty	High Poverty	Low Poverty
Sample of Schools:						
Elementary Schools Sampled (N=100)	10	16	8	6	38	22
Elementary Schools Responded (N=86)	9	14	8	7	38	23
Sample of Teachers:						
PreK Elementary Schools Sampled (N=57)	9	16	5	4	44	23
PreK Elementary Schools Responded (N=48)	8	12	6	4	42	27
Middle/Secondary Schools Sampled (N=120)	8	12	4	3	38	34
Middle/Secondary Schools Responded (N=96)	7	9	5	3	39	36
Teachers at Elementary Schools (N=1,133)	11	17	7	11	31	23
Teachers at PreK Elementary Schools (N=688)	10	14	7	5	35	28
Teachers at Middle/Secondary Schools (N=1,966)	15	16	7	8	27	26

Among randomly sampled elementary and pre-kindergarten schools, 1,821 teachers responded to the survey; almost 700 teachers from elementary schools with pre-kindergarten programs responded. Responses were obtained from 1,966 middle/secondary teachers.

One-third of the elementary teachers have a bachelor's degree and one-fourth have a bachelor's degree plus 30 hours of course work (see Table 2). Twenty-one percent have a master's degree, 14% have a master's degree plus 30 hours of course work, and less than 1% has a doctorate degree. Slightly more than one-fourth of middle/secondary teachers have a bachelor's degree or a bachelor's degree plus 30 hours of course work. Slightly more than 20 percent have a master's degree or a master's degree plus 30 hours of course work and one percent has a doctorate degree.

Table 2. Percentage Distribution of Teachers' Educational Backgrounds

	Elementary Teachers (1,821)	Middle/Secondary Teachers (1,966)
Bachelor's degree	33	28
Bachelor's degree plus 30 hours course work	26	27
Master's degree	21	23
Master's degree plus 30 hours course work	14	21
Doctorate degree	< 1	< 1

More than three-fourths of the elementary teachers are classroom teachers and 11% are special education teachers. Eight percent are music teachers, 6% are Title I teachers, 5% are physical education/health teachers, and less than 1% teach foreign languages.

The distribution of middle/secondary teachers' main teaching assignments is shown in Table 3. Twenty percent of middle/secondary teachers teach communication arts, 19% teach social sciences/humanities, 18% teach mathematics, 16% teach science, and 11% teach special education. Other subject areas represent less than 10% of the middle/secondary teachers.

Table 3. Percentage Distribution of Middle/Secondary Teachers'

Main Teaching Assignments

Subject	Percent
Communication Arts	20
Social Sciences/Humanities	19
Mathematics	18
Science	16
Special Education	11
Visual/Performing Arts	9
Physical Education	9
Technology	9

Foreign Language	5
Business	4
Reading Specialist	3
General Education	3

Elementary teachers have an average of 15 years teaching experience and have been teaching an average of 10 years at their current school. Middle/secondary teachers have an average of 15 years of teaching experience and have been teaching an average of 10 years at their current school. Nine percent of both elementary and middle/secondary teachers are beginning teachers having two years or less teaching experience (see Table 4). Approximately 40% of both elementary and middle/secondary teachers have 3-14 years of teaching experience. About one-fourth of teachers have 15-24 years of experience and about 20% have 25 or more years of teaching experience.

Table 4. Percentage Distribution of Elementary and Middle/Secondary Teachers?

Years of Teaching Experience and Years at Current School

	Elementary Teachers	Middle/Secondary Teachers
Years of Teaching Experience		
2 years or less	9	9
3-14 years	42	42
15-24 years	29	26
25 or more	20	23
Years at Current School		
2 years or less	23	24
3-7 years	25	29
8-16 years	31	26
17 or more years	21	21

Almost one fourth of both elementary teachers and middle/secondary teachers have been at their current school two years or less. Slightly more than one-fourth of teachers have been at their current school 3-7 years. Thirty-one percent of elementary teachers and one-fourth of middle/secondary teachers have been at their current school for 8-16 years. Twenty-one percent of both elementary and middle/secondary teachers have been at their current school for 17 or more years.

There were 124 elementary and 80 middle/secondary principals in the study sample. Elementary principals have an average of 12 years of experience as a principal and have been principal at their current school for an average of seven years. Middle/secondary principals have an average of nine years of experience as a principal and have been principal at their current school for an average of five years.

The following section describes the findings related to the types, frequency, and perceived effectiveness of professional development opportunities in which building staff participate?both individual and organizationally?at elementary and middle/secondary schools in Kansas.

Additionally, the recent national evaluation of the Eisenhower Professional Development Program provides a national comparison for the Kansas study since improving the quality of teaching through professional development is a major focus of the Eisenhower Program. One of the objectives of the Eisenhower study was "to contribute more generally to knowledge about professional development. . . .The information in the report about the quality and effects of Eisenhower-assisted activities is also applicable to professional development funded through other sources." Although the National Study of Eisenhower District Grants only provides data on professional development provided under the grant (and excludes other professional development ongoing at sampled schools), the data does provide some benchmarks for comparing State data and thus is referenced in this report.

PROFESSIONAL DEVELOPMENT

Kansas?s teachers and principals provided information about traditional, job-embedded, and Internet-based types of professional development in which they participated. They described the type, focus, duration, and quality of professional development as well as support they received for participating in professional development.

Types of Professional Development

Kansas?s teachers indicated the types of professional development in which they participated during the 1998-99 and/or 1999-00 school years in traditional and job-embedded forms of professional development. Among the 20 types of professional development opportunities available to teachers, the most pervasive form of professional development for both elementary and middle/secondary teachers is reading professional literature related to their teaching. More than 90% of teachers report they engage in professional reading (see Table 5).

The second most pervasive type of professional development for both elementary and middle/secondary teachers is participation in out-of-district meetings, workshops, or conferences sponsored by professional organizations (about 80% participate). Elementary teachers report slightly higher participation in school-sponsored and district-sponsored workshops; more than 80% of elementary teachers and 70% of middle/secondary teachers participates in district-sponsored workshops. Considerably more Kansas teachers participate in district-sponsored workshops than is reported nationally by teachers participating in Eisenhower grants. Only 50% of teachers nationally report participation in district-sponsored workshops.

Table 5. Percent of Teachers Participating in Traditional Professional Development Opportunities and Rated Effectiveness

	Elementary Teachers		Middle/Secondary Teachers	
	Percent Participating	% Highly Effective	Percent Participating	% Highly Effective
Reading professional literature related to teaching	94	90	91	89
Meetings, workshops, or conferences of professional organizations	84	89	79	86
District-sponsored workshops	82	81	70	73
School-sponsored workshops	72	89	66	79
Viewing professional video/audio tapes	62	82	53	75
University courses in subject field	53	94	47	92
Regional or state meetings, workshops, or conferences	34	87	40	86
Staff retreats	13	85	16	75

Almost three-fourths of elementary teachers and two-thirds of middle/secondary teachers participate in school-sponsored workshops. Middle/secondary teachers from high-poverty schools significantly more frequently participate in school-sponsored workshops ($p < .01$) and district-sponsored workshops ($p < .05$) than do teachers in low-poverty schools.

Over one-half of elementary and middle/secondary teachers view professional video/audio tapes related to their teaching. About one-half take university courses in their subject field, a percentage similar to national data provided by the Eisenhower study. One-third of teachers participate in regional or state meetings, workshops or conferences and fewer than 15% of Kansas's teachers participate in staff retreats (e.g., uninterrupted sessions usually held off-site).

The most pervasive form of job-embedded professional development for both elementary and middle/secondary teachers is participation in faculty meetings related to instructional issues (see Table 6). Eighty percent of both elementary and middle/secondary teachers participate in curriculum development, revision, or alignment meetings. Over 80% of elementary teachers and over 70% of middle/secondary teachers participate in grade level or content area meetings on instructional issues and about three-fourths participate on school improvement committees.

Table 6. Percent of Teachers Participating in Job-Embedded Professional Development Opportunities and Rated Effectiveness

	Elementary Teachers		Middle/Secondary Teachers	
	Percent Participating	Percent Highly Effective	Percent Participating	Percent Highly Effective
Faculty meetings related to instructional issues	93	84	87	72
Curriculum development, revision, or alignment meetings	80	78	80	69
Grade level or content area meetings on instructional issues	83	91	73	81
School improvement committees	76	79	73	67
Group examination and discussion of student work	67	89	60	82
Observing demonstrations of teaching	44	94	33	91
Peer coaching	29	91	22	89
Mentoring	27	91	26	86
Study groups	22	85	10	82
Individual action research	19	92	21	88
Collaborative action research	19	93	20	88
Reflection journal	13	82	12	75

Elementary teachers in low-poverty schools are significantly more likely to participate in grade level or area meetings ($p < .01$) than are teachers in high-poverty schools. These teacher-reported participation data indicate that school improvement efforts include a very large proportion of teachers statewide.

About two-thirds of Kansas elementary and middle/secondary teachers have opportunities to review student work. This compares favorably to the 10% of teachers nationally who reported such opportunities. Forty-four percent of Kansas's elementary teachers and one-third of middle/secondary teachers observe demonstrations of teaching either in their school or at another school. Only one-fourth of Kansas elementary and middle/secondary teachers participate in coaching or mentoring (serving as the mentor or as the mentee).

About 20% of elementary teachers and 10% of middle/secondary teachers participate in professional

study groups. Elementary teachers from low-poverty schools are significantly more likely to participate in study groups ($\rho < .01$) than are teachers from high-poverty schools. About 20% of Kansas elementary and middle/secondary teachers participate in individual or collaborative action research (e.g., conduct a classroom study of the effectiveness of several problem-solving models for math and science). Fewer than 15% of both elementary and middle/secondary teachers report the use of a reflection journal as a professional development activity.

Beginning teachers (those in their first or second year of teaching) participate in job-embedded forms of professional development significantly more frequently than do other teachers. Beginning elementary teachers significantly more frequently report they observe demonstrations of teaching ($\rho < .0001$). Both elementary and middle/secondary beginning teachers are more frequently mentored by fellow teachers ($\rho < .0001$) than are their more experienced peers; middle/secondary beginning teachers more frequently receive feedback and coaching from fellow teachers. Beginning teachers receive coaching, mentoring, and feedback from administrators significantly more frequently than do their peers.

Kansas's teachers also reported the extent to which they participate in the emerging forms of Internet-based professional development. More than 80% of elementary teachers and three-fourths of middle/secondary teachers almost never collaborate through online networking. One-third of elementary teachers and more than one-fourth of middle/secondary teachers almost never do research or gather information on the Internet related to their teaching. Elementary teachers from low-poverty schools are somewhat more likely to collaborate through online networking ($\rho < .05$) or use the Internet for researching or gathering information related to their teaching ($\rho < .05$) than are teachers from high-poverty schools.

Perceived Effectiveness of Types of Professional Development Opportunities

Teachers who participate in professional development overwhelmingly rate all types of professional development as *highly effective*. More than 80% of elementary participants and more than three-fourths of middle/secondary teachers rate each type of traditional professional development as *highly effective* (see Table 5). The lowest rated form of traditional professional development that teachers participate in is district-sponsored workshops. Still, 81% of elementary teachers and 73% of middle/secondary teachers rate these as *highly effective*.

Among job-embedded forms of professional development, more than 90% of elementary teachers rate observations of demonstration teaching, peer coaching, mentoring, grade level/content area meetings on instructional issues, group examination and discussion of student work, and individual and collaborative action research as *highly effective* forms of professional development. Middle and secondary teachers also rate these professional development opportunities highly, though with slightly lower percentages of teachers ranking them as *highly effective*. These highly rated forms of effective professional development are not widely employed in Kansas's schools, but they are employed more frequently than is reported nationally in the Eisenhower study where fewer than 5% of teachers report they have these opportunities.

The lowest ranked forms of job-embedded professional development in terms of effectiveness for both elementary and middle/secondary teachers are school improvement committees, curriculum committees, and faculty meetings related to instructional issues. As many as 30% of middle/secondary teachers indicate that these job-embedded professional development opportunities are not highly effective.

Focus of Professional Development Opportunities

Kansas's teachers responded to items describing the focus of their professional development opportunities in terms of content areas, pedagogical topics, and process topics (see Tables 7 and 8). The most pervasive topics of professional development for both elementary and middle/secondary teachers are focused on state/district curriculum standards, performance assessments, and content area instruction (primarily literacy and mathematics for 90% of elementary teachers). This focus on content area instruction and assessment contrasts sharply with the national study that found only half of the teachers report a major emphasis on subject matter content in their professional development activities.

A focus on literacy instructional strategies and state or district curriculum standards forms a significant portion of professional development in content areas for 90% of teachers. Mathematics instructional strategies are the next most frequent focus of professional development for elementary teachers. Fewer than half of elementary teachers—but two-thirds of middle/secondary science teachers—participate in professional development on science instructional strategies. About one-third of elementary teachers report a focus on interdisciplinary/thematic teaching and social studies instructional strategies and fewer than 20% participate in professional development on fine arts instructional strategies.

Table 7. Percent of Elementary Teachers

Participating in Professional Development In Content Areas

Literacy instructional strategies	94
State or district curriculum standards	92
Mathematics instructional strategies	87
Science instructional strategies	46
Interdisciplinary/thematic strategies	38
Social Studies instructional strategies	35
Fine arts instructional strategies	19

Table 8. Percent of Middle/Secondary Teachers

Participating in Professional Development In Content Areas

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State or district curriculum standards	89
Literacy instructional strategies	87
Instructional strategies for teaching in main teaching assignment	60
Interdisciplinary/thematic strategies	52

Overall, 60% of middle/secondary teachers report that instructional strategies for teaching in their main teaching assignment are a focus of their professional development. However, this differs by subject area. About 70% of middle/secondary teachers of mathematics, communication arts, general education courses, as well as reading specialists, participate in professional development related to their teaching assignment (see Table 9). Only half of teachers in visual/performing arts, business, or technology participate in professional development related to their teaching assignment. About half of middle/secondary teachers report a focus on interdisciplinary/thematic strategies.

Table 9. Percent of Middle/Secondary Teachers Participating in Professional Development Focused on Their Main Teaching Assignment

Subject	Percent
Mathematics	68
Social Studies/Humanities	62
Communication Arts	68
Science	62
Visual/Performing Arts	49
Special Education	59
Physical Education/Health	56
Business	53
Foreign Language	63
Reading Specialist	71
Technology	52

General Education	71
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Similar percentages of elementary and middle/secondary teachers report participating in professional development focused on pedagogical topics (see Table 10). Approximately 80% of teachers participate in professional development on performance-based assessment. Over 70% of both elementary and middle/secondary teachers participate in professional development on the integration of technology as a teaching and learning tool; relatively fewer participate in professional development on specific technology applications. About 60% of both elementary and middle/secondary teachers participate in professional development on encouraging parent and family involvement, cooperative learning in the classroom, and classroom management strategies.

Table 10. Percent of Teachers Participating in Professional Development on Pedagogical Topics

	Elementary Teachers	Middle and Secondary Teachers
Performance based assessment	80	79
Integration of technology as a teaching and learning tool	71	73
Specific technology applications	55	64
Parent and family involvement	66	61
Cooperative learning in the classroom	59	63
Classroom management strategies	59	58
Addressing the needs of students with disabilities	55	59
Integrating students with disabilities into the classroom	55	61
Addressing the legal responsibilities for students with disabilities	43	48
Addressing the needs of students from diverse cultural backgrounds	40	47
Addressing the needs of students with limited English proficiency	29	36
Developmentally appropriate practices	49	37

Early childhood/child development	33	16
Inquiry/problem-based learning	46	55
Brain-based research	36	33
Scientific/research process	35	43
Project based learning	31	43
Adolescent development	15	35

About 70% of elementary teachers and three-fourths of middle/secondary teachers participate in professional development on topics that address the needs of students with disabilities, from diverse cultural backgrounds, or with limited English proficiency. About 55% of elementary and middle/secondary teachers report professional development on addressing the needs of students with disabilities and integrating students with disabilities into the classroom. About 40% of both elementary and middle/secondary teachers participate in professional development that addresses the needs of students from diverse cultural backgrounds; relatively fewer participate in professional development that addresses the needs of students with limited English proficiency. Elementary teachers from high-poverty schools were significantly more likely to participate in workshops on addressing the needs of students from diverse cultural backgrounds ($p < .01$) and students with limited English proficiency ($p < .01$) than teachers from low-poverty schools.

Two-thirds of elementary teachers and 70% of middle/secondary teachers participate in professional development on inquiry/problem-based learning, brain-based research, the scientific/research process, or project based learning—all prominent current topics in education. Almost half of elementary teachers and more than half of middle/secondary teachers participate in professional development on inquiry/problem-based learning. About a third of the elementary and middle/secondary teachers participate in professional development on brain-based research, the scientific/research process, and project based learning.

Almost half of elementary teachers and one-third of middle/secondary teachers participate in professional development on developmentally appropriate practices. One-third of elementary teachers participate in professional development on early childhood/child development and about one third of middle/secondary teachers participate in professional development on adolescent development.

About 60% of both elementary and middle/secondary teachers participate in professional development on using data for decision-making (see Table 11). Almost half of the teachers participate in professional development focused on collegial team building/collaboration and strategic planning; only 30% participate in professional development on organizational development.

**Table 11. Percent of Elementary and Middle/Secondary Teachers
Participating in Professional Development on Process Topics**

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	Elementary Teachers	Middle and Secondary Teachers
Using data for decision-making	61	58
Collegial team building/collaboration	48	45
Strategic planning	47	47
Organizational development	31	32

Beginning teachers differ significantly from their more experienced peers in terms of professional development topics during the two school years; their professional development opportunities include their college or university experiences in teacher education. They are significantly more likely to report participation in professional development focused on classroom management strategies, addressing the needs of students from diverse cultural backgrounds, and collegial team building than are their more experienced peers. Beginning elementary teachers are significantly more likely to report professional development in early childhood/child development.

Duration of Professional Development Activities

The results of the national Eisenhower study indicate that professional activities vary widely in the amount of time involved. Teachers nationally had an average of 25 contact hours for professional development activities during a one-year period. Kansas's principals reported the number of days that were built into the school calendar for professional development during the school year. On average, Kansas's elementary schools have 5.5 days (approximately 44 hours) and middle/secondary schools have six days (approximately 50 hours) built into the school calendar for professional development activities. This is generally time devoted to the more traditional forms of professional development, such as workshop attendance, and underestimates the amount of time teachers actually devote to professional learning opportunities.

A measure of total days teachers devote to professional development activities for the two school years was computed from teacher-reported data on the length of time they participated in each type of professional development activity to obtain an estimate of the intensity of professional development opportunities. Additionally, more specific measures were computed for the total number of days teachers devoted to workshop attendance and the total number of days they devoted to various types of school-based meetings supporting instructional improvement.

On average, elementary teachers spend 24 days (ranging from 0-63) and middle/secondary teachers spend 21 days (ranging from 0-62) in comprehensively defined professional development activities over a two-year period of time. Teachers spend an average of six days (ranging from 0-15 days) in workshop attendance. Only 3% of elementary teachers and 5% of middle/secondary teachers report no participation in workshops. Elementary teachers spend an average of 9 days (ranging up to 15 days) in school-based meetings and middle/secondary teachers spend an average of 8 days over a two-year period.

On average, elementary teachers spend about 2.5 days and middle/secondary teachers spend slightly less in each of the types of professional development in which they participate. The only notable exceptions are the longer amounts of time spent in university courses (more than three days) and the shorter amounts of time (somewhat less than two days) spent viewing or listening to professional audio/video tapes. For the relatively few teachers who participate in staff retreats (about 15%), the duration of these retreats is about two days.

Support for Professional Development

The most uniform support for professional development reported by teachers and principals is the awarding of inservice points for participation. Almost all principals and about 90% of teachers indicate that awarding inservice points is a pervasive form of support (see Table 12). All teachers indicate that a written policy on earning inservice points exists.

Virtually all principals indicate they support professional development through release time from teaching. More than three-fourths of teachers indicate their school has a written policy on release time. However, only half of the teachers indicate that release time is a standard practice in their school; about half indicate that it *sometimes* occurs. Teachers in high-poverty schools indicate that release time from teaching for purposes of professional development occurs significantly more frequently than do teachers in low-poverty schools.

As many as 95% of principals indicate that professional development is supported through reimbursement of tuition or workshop/conference fees and travel expenses. About 80% of teachers indicate their school has a written policy on such reimbursements. About 60% of teachers indicate that such reimbursements are standard practice in their schools.

Table 12. Percent of Principals and Teachers Reporting Various Types of Support for Professional Development

	Elementary Principals	Middle/Secondary Principals	Elementary Teachers		
			Never	Sometimes	Standard Practice
Inservice points	98	99	1	10	89
Release time from teaching	97	99	7	42	51
Tuition and/or fees for workshops/conferences	95	97	3	36	61
Travel and/or per diem expenses	93	100	5	34	61
Scheduled time for study					

groups, grade level meetings	90	84	11	35	55
Resource materials	94	92	4	42	54
On-the-job practice of new skills	86	85	12	52	36
College Credit	53	49	12	27	61
Stipends	67	58	14	43	43
Follow-up training	87	83	12	63	25
Support for peer coaching	51	60	29	50	20
Service center or consortium membership	74	78	13	21	66

Ninety percent of elementary principals and 84% of middle/secondary principals indicate that time is scheduled for study groups or grade level meetings. More than half of teachers indicate that study groups and grade level meetings are standard practice in their schools.

More than 90% of principals indicate they provide resource materials that support professional development (e.g., hands-on science materials). More than half of elementary teachers and 42% of middle/secondary teachers indicate that this is standard practice.

Eighty-five percent of principals indicate that they provide opportunities for on-the-job practice of new skills and follow-up training. More than half indicate that teachers receive support through peer coaching. About one-third of teachers indicate that on-the-job opportunities are standard practice and one-fourth indicates that follow-up training and peer coaching are standard practices in their schools.

About three-fourths of principals and two-thirds of teachers report that support for professional development is obtained through the schools? membership in a service center or consortium. High-poverty schools more frequently participate in these centers and consortia.

Between 50% and 60% of principals indicate that they provide support for professional development with college credit offerings and stipends. About two-thirds of teachers indicate that college credit is a standard practice in their school; about 40% of teachers indicate that stipends are standard practice in their school.

Funding for Professional Development

Principals report that funds for professional development range in amounts from less than \$500 to more

than \$300,000 in one school. About one-third of elementary schools report that their school has less than \$2500 in professional development funds; another 30% of elementary schools has between \$2500 and \$5000 (see Table 13). Fewer than 40% of middle/secondary school principals report professional development funds in the amount of \$5,000 or less. About 30% of both elementary and middle/secondary schools report professional development funds in the range of \$15,000 to \$50,000. Only six elementary schools and one middle/secondary school report professional development budgets in excess of \$50,000. Level of funding for professional development appears unrelated to the size of school for both elementary and middle/secondary schools.

**Table 13. Percent of Schools With Varying Funding Levels
by Size of School**

Number of Students	<2,500	2,500 ? 5,099	5,100 ? 14,999	15,000+
Elementary Schools:				
≤ 175	29	15	26	29
176 ? 300	33	13	17	38
301 ? 650	36	29	11	25
Total Elementary	33	19	19	30
Middle/Secondary Schools				
≤ 175	5	19	48	29
176 ? 450	16	21	21	42
451 ? 2,141	25	30	20	25
Total Middle/Secondary	15	23	30	32

More than three-fourths of principals indicate that State appropriations are a source of funding for their professional development activities (see Table 14). Principals report that about 50% of their budgets for professional development come from state appropriations. About one-third of principals indicate that they receive Goals 2000 and one-third receives Eisenhower Professional Development funds. One-third

of elementary schools and 21% of middle/secondary schools receive support for professional development through Title I. Almost 40% of schools indicate that they have other local sources of funding for professional development. These sources include local school funds, funds from community agencies, or other federal funds.

Table 14. Percent of Principals Indicating Source of Professional Development Funds

	Elementary (N=89)	Middle/Secondary (N=62)
State appropriation	76	85
Goals 2000	34	31
Eisenhower	36	37
Title I	33	21
Continuous Improvement Grant	10	10
Other	36	39

Qualitative Aspects of Professional Development

Both teachers and principals in elementary and middle/secondary schools responded to items describing qualitative aspects of professional development. For most qualitative descriptions, principals generally provide a significantly more positive rating than do teachers (see Table 15).

Kansas's teachers and principals were asked if they thought teachers in their schools had an important role in planning professional development. About 70% of both elementary and middle/secondary teachers agree or strongly agree that teachers in their schools have an important role in planning professional development. The Eisenhower legislation emphasizes the involvement of teachers and school staff in planning professional development activities; most teachers in districts implementing Eisenhower grants are involved in planning in a variety of ways, such as through teacher committees, needs assessments, or informal consultation.

Almost 95% of elementary principals and 87% of middle/secondary principals indicate that their school has a results-based staff development plan. Approximately 90% of both elementary and middle/secondary principals indicate that administrators and teachers were involved in the development of the results-based staff development plan. Almost half of elementary principals and about 40% of the middle/secondary principals report that support staff was involved in the development of the plan. Slightly more elementary parents (30%) than middle/secondary parents (23%) were involved in the development of the plan. About 20% of both elementary and middle/secondary principals report that community members were also involved in the development of the plan.

Principals also reported on the data they used in developing their results-based staff development plan. Both elementary and middle/secondary principals report that the most common data they used in developing the plan were the goals targeted in the school improvement plan, staff needs assessment data, and disaggregated student state assessment results. Relatively fewer principals report using disaggregated student norm-referenced test results and disaggregated student data from classroom performance assessments and student work. Teachers and principals agree that their schools provide a safe haven for teachers to try out new strategies in their classrooms. More than 90% of teachers and principals agree and more than 40% *strongly* agree that teachers can practice new skills or strategies in a low-risk environment. Similarly, about 90% of teachers and principals agree that school administrators support teachers in applying what they have learned from professional development activities to classroom practice.

Table 15. Percent of Teachers/Principals with Positive Responses to Descriptions of Quality of Professional Development

Quality of Professional Development	Elementary Schools			Teac
	Teachers	Principals	Significance Level	
Teachers in our school can practice new skills or strategies in a low-risk environment.	91	93	<. 01	9
School administrators support teachers in applying what they have learned in professional development activities to classroom practice.	89	93	<. 001	8
The district provides support for professional development (e.g., time, resources).	85	88	<. 0001	8
Teachers in our school generally view professional development as a waste of time.	86	92	NS	7
Professional development at our school focuses on students' needs.	84	90	<. 01	7
Professional development activities in which our teachers have participated have changed the way they teach.	82	88	NS	7
Teachers in our school have an important role in planning professional development.	73	90	<. 0001	6
Professional development in our school builds on the knowledge and skill level needs of all staff (certified, non-certified and administrators).	68	80	<. 05	6
District sponsored professional development is responsive to the needs of our staff and students.	67	87	<. 0001	5

The school structure provides teachers opportunities for feedback and coaching related to the practice of new skills or strategies.	63	70	NS	5
Our school's professional development activities are piecemeal and fragmented.	60	73	< .05	5
Teachers in our school are given sufficient time to plan for and learn new strategies.	57	62	.0001	4
State education agency sponsored professional development is responsive to the needs of our staff and students.	50	67	< .01	4

Considerably fewer teachers indicate that the school structure provides teachers opportunities for feedback and coaching related to the practice of new skills or strategies. About three-fourths of principals and approximately 60% of teachers agree that such structure exists. The amount of time that teachers are given to plan for and learn new strategies received the single lowest quality rating. About half of middle/secondary respondents and about 60% of elementary school respondents agree that sufficient time is provided them. High poverty schools provide somewhat more planning time for teachers.

About 85% of teachers and principals agree that the district provides support in the form of time and resources for professional development. Middle/secondary principals tend to rate their districts higher on support (92%) than do their teachers (83%). Considerably less agreement exists in both principals' and teachers' assessment of the responsiveness of district-sponsored professional development in meeting the needs of staff and students. Eighty percent of principals and somewhat more than 60% of teachers agree that district-sponsored professional development is responsive to their needs. About one-half of elementary and middle/secondary teachers and two-thirds of principals agree that state education agency sponsored professional development is responsive to the needs of staff and students.

Teachers and principals in elementary and middle/secondary schools uniformly agree that teachers do not view professional development as a waste of time. Teachers who agree that professional development is generally a waste of time also participate in professional development opportunities significantly less frequently.

Teachers and principals in both elementary and middle/secondary schools and in both high- and low-poverty schools uniformly agree that professional development activities have changed the way teachers teach. A higher percentage of elementary teachers and principals report that teaching has changed as a result of professional development (82 and 88% respectively) compared to middle/secondary teachers and principals (74 and 78% respectively). These results compare favorably to national findings where only 63% of teachers participating in district Eisenhower-assisted professional development activities report that their instructional methods have been enhanced because of participation in professional development activities. Only 17% of elementary teachers and 25% of middle/secondary teachers indicate that the professional development in which they participated failed to result in changes in their teaching practices.

About 85% or more of teachers and principals agree that professional development at their school

focuses on students' needs. Middle/secondary teachers report significantly lower agreement (78%) that this focus predominates.

Large discrepancies for both elementary and middle/secondary schools exist between teacher and principal ratings on several quality descriptors. About 90% of principals and 70% of teachers agree that teachers play an important role in planning professional development. About 80% of principals and about two-thirds of teachers agree that professional development in their school builds on the knowledge and skill level needs of all staff.

Many schools still struggle with organizing professional development activities that are long-term and well designed. About one-half of middle/secondary principals and teachers indicate that their school's professional development activities are piecemeal and fragmented. Both elementary principals and teachers rate their schools better in this regard; still, elementary principals rate their schools significantly higher than do their teachers.

On most qualitative aspects of professional development, elementary and middle/secondary teachers in high poverty schools significantly more frequently report positive aspects of professional development. Beginning teachers also rate the quality of professional development significantly more positively on several dimensions. Beginning teachers more frequently agree that the school structure provides opportunities for feedback and coaching related to the practice of new skills or strategies, that they are provided sufficient time to plan for and learn new strategies, that SEA-sponsored professional development is responsive to their needs and the needs of their students ($p < .0001$), and that professional development is not a waste of time. Beginning middle/secondary teachers additionally more frequently agree that teachers in their school have an important role in planning professional development, that the district provides support for professional development, that professional development in their school builds on the knowledge and skill level of all staff and focuses on student needs, and that district-sponsored professional development is responsive to their needs and the needs of their students.

Principals described the extent to which various roadblocks in efforts to provide quality professional development exist in their schools. The largest roadblock for both elementary and middle/secondary principals is the lack of availability of substitute teachers for release time (see Table 16). Thirty percent of elementary principals and 40% of middle/secondary principals indicate that this roadblock exists *to a large extent*. Only 10-15% of principals indicate that the lack of substitutes is *not at all* a roadblock to professional development. Fewer than 20% of middle/secondary school principals report any other roadblock that exists *to a large extent* in their schools.

Eighty percent of principals indicate that the lack of district administrative support for professional development is *not at all* a problem. Fifty percent of middle/secondary principals and about 60% of elementary principals indicate that the lack of a staff member to coordinate professional development activities is *not at all* a problem. Elementary principals are somewhat more likely to report lack of funds as a large roadblock to quality professional development efforts than are middle/secondary principals. About one-fourth of elementary principals indicate that the lack of funds for stipends, for consultants, and for follow-up training poses a roadblock *to a large extent*.

Scheduling conflicts, lack of funds, lack of resource materials, and lack of staff interest pose roadblocks to quality professional development *to some extent* for about half of elementary and middle/secondary principals.

**Table 16. Percent of Principals Reporting Roadblocks in Efforts to Provide
Quality Professional Development**

Elementary Middle/Secondary

	Not At All	Some Extent	Large Extent	Not At All	Some Extent	Large Extent
Availability of substitutes for release time for teachers	10	61	29	15	47	38
Scheduling conflicts	20	65	15	15	72	13
No staff member to coordinate professional development activities	59	29	12	51	40	9
Lack of funds for stipends	30	48	22	33	51	17
Lack of funds for tuition and/or fees for workshops/conferences	40	46	14	43	49	8
Lack of funds for travel and/or per diem expenses	39	46	16	48	48	4
Lack of funds for consultants	31	47	22	32	53	15
Lack of resource materials	34	50	16	39	44	17
Lack of funds for follow-up training	32	45	23	35	54	12
Lack of interest on the part of staff	42	55	3	34	58	8
Lack of district-level administrative support	80	16	4	82	17	1

Principals responded to an open-ended question asking them to identify the three most important recommendations for professional development practices, policies, and procedures that would improve the quality of professional development related to student learning. The most important and most frequently recommended suggestion is an increase in funding for professional development (see Table 17). About one-third of principals recommend the need for more time for teachers to practice new strategies (enabled by providing more substitute teachers), involving teachers in planning professional development opportunities, and developing a coherent plan for school improvement strategies. Other suggestions provided by about 15% of principals include consistent use of data for decision-making, providing more experts and consultants to assist schools and teachers, an increased focus on curricula,

and providing time for teachers to collaborate.

Table 17. Percent of Principals? Recommendations for Professional Development

	Elementary (N=96)		Middle/Secondary (N=67)	
	% Most Important	% Ever Mentioned	% Most Important	% Ever Mentioned
Increase funding	17	40	24	43
Provide more substitute teachers to allow time to practice new strategies	15	33	9	33
Involve teachers in planning professional development	6	32	15	33
Develop a coherent plan for improvement strategies	11	29	10	30
Provide follow-up/peer coaching/mentoring	11	27	4	13
Use data for consistent decision-making	13	21	9	24
Provide more experts and consultants	5	16	2	12
Focus on curriculum issues	7	15	7	16
Provide time to collaborate with other teachers	4	14	2	9
Provide incentives to learn new skills	4	10	7	16
Address social needs of students	2	10	0	6
Plan longer school year/calendar	4	5	7	13
Include technology applications/Internet	--	--	3	12

TEACHING PRACTICES

Teacher indicated how frequently they use a variety of traditional and research-based teaching practices. These practices are examined in the contexts of classroom practices, assessment, literacy, and collaborative efforts.

Teaching Practices in the Classroom

Professional development efforts are often focused on effecting changes in teaching practices from more traditional practices to more inquiry-based, thematic approaches reflecting brain-based research, and research in the cognitive sciences.

A majority of teachers in elementary and middle/secondary teachers report daily use of practices that reflect traditional approaches to teaching and learning (see Tables 18 and 19). For about 80% of teachers, class time is scheduled by subject/content area. Eighty percent of elementary teachers and 57% of middle/secondary teachers have students work individually on a daily basis.

Table 18. Percentage Distribution of Frequency of Traditional and Inquiry-Based Teaching Practices for Elementary Teachers

Teaching Practices	Never or almost never	Several times a year	Monthly
Traditional Practices:			
Class time scheduled by subject/content area	7	2	1
Flexible scheduling	13	8	4
Teacher presents or lectures to the class	12	6	5
Students work individually	2	4	2
Knowledge and skills taught in a specific sequence	2	3	5
Students raise their hands for permission to speak	6	2	1
Worksheets are used to practice skills	9	7	8
Ability grouping	33	12	6
Inquiry-Based Practices:			
Interdisciplinary/thematic strategies	11	30	17
Student work involves connections to students lives outside of school	4	12	12
Student choice in learning activities	12	22	17
Project-based learning	23	27	24
Inquiry/problem-based learning	20	22	16
Active involvement?investigating, manipulating, and exploring	3	5	9

Research/scientific process	34	30	18
Integration of technology as a teaching and learning tool	12	12	11

Table 19. Percentage Distribution of Frequency of Traditional and Inquiry-Based Teaching Practices

for Middle and Secondary Teachers

Teaching Practice	Never or almost never	Several times a year	Monthly
Traditional Practices:			
Class time scheduled by subject/content area	9	4	2
Flexible scheduling	37	15	8
Teacher presents or lectures to the class	7	12	10
Students work individually	2	5	4
Knowledge and skills taught in a specific sequence	2	7	6
Students raise their hands for permission to speak	16	6	3
Worksheets are used to practice skills	14	13	16
Ability grouping	54	13	7
Inquiry-Based Practices:			
Interdisciplinary/thematic strategies	24	39	13
Student work involves connections to students lives outside of school	8	20	16
Student choice in learning activities	22	35	21
Project-based learning	16	34	22
Inquiry/problem-based learning	16	25	19
Active involvement?investigating, manipulating, and exploring	6	14	16
Research/scientific process	35	30	17

Integration of technology as a teaching and learning tool	19	26	17
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Almost 90% of elementary teachers and two-thirds of middle/secondary teachers expect their students to raise their hands for permission to speak. For more than two-thirds of teachers, knowledge and skills are taught in a specific sequence on a daily basis. More than half of elementary teachers report that they present or lecture to their classes on a daily basis; only one-fourth of middle/secondary teachers lecture or present on a daily basis. Only 40% of elementary teachers use worksheets to practice skills on a daily basis but almost 80% use worksheets at least weekly. Fewer than 15% of middle/secondary teachers use worksheets on a daily basis; almost 60% use worksheets at least weekly. For about one-third of elementary teachers, ability grouping is a daily feature of their classrooms; almost half of elementary teachers use ability grouping several times a year or less frequently. About two-thirds of middle/secondary teachers use ability grouping several times a year or less frequently.

Beginning teachers differ from their more experienced peers on two traditional practices: both elementary and middle/secondary teachers teach skills in a specific sequence significantly less frequently ($p < .001$), but beginning elementary teachers more frequently employ ability grouping in their classrooms ($p < .01$). Beginning middle/secondary teachers like their more experienced peers use traditional teaching practices significantly more frequently than do elementary teachers.

Inquiry-based strategies focus on connections among subject areas and disciplines, connections to the real world, and student direction or choice in defining problems or projects for investigation. Supporting important connections through interdisciplinary or thematic strategies is not pervasive in elementary schools (only 25% indicate daily use of interdisciplinary strategies) or in middle/secondary schools (only 12% indicate daily use). Teachers more frequently support connections to students' lives outside of school. More than 40% of elementary teachers indicate that such connections are a daily feature of their classroom; 75% of elementary teachers facilitate these connections on a weekly basis or more frequently. About 60% of middle/secondary teachers facilitate these connections on at least a weekly basis. Student choice is a daily feature in 20% of elementary classrooms but is almost non-existent in middle/secondary classrooms. While half of elementary teachers allow student choice on at least a weekly basis, half of middle/secondary teachers allow student choice only several times a year or never.

Almost 60% of elementary teachers describe active involvement—investigating, manipulating, and exploring as a daily feature of their classroom environment. Only one-third of middle/secondary teachers describe active involvement as a daily feature of their classrooms.

Neither elementary nor middle/secondary teachers describe inquiry-based strategies as a daily feature of their classroom practices. About one-fourth of both elementary and middle/secondary teachers use project-based learning on at least a weekly basis and about 40% use inquiry/problem-based learning on at least a weekly basis. Approximately two-thirds of both elementary and middle/secondary teachers almost never use the research/scientific process in their classrooms.

One fourth of elementary teachers and almost half of middle/secondary teachers almost never integrate technology as a teaching and learning tool in their classrooms. Almost 30% of elementary teachers and 20% of middle/secondary teachers describe technology integration as a daily feature of their classroom instruction.

Both elementary and middle/secondary teachers report daily or weekly use of some practices that reflect research on effective practices. More than one-third of elementary teachers have students work in cooperative groups on a daily basis and three-fourths do so on at least a weekly basis. Only 20% of

middle/secondary teachers use cooperative groups on a daily basis but almost 60% do so on at least a weekly basis.

Beginning elementary teachers use inquiry-based teaching strategies with similar frequency as do their more experienced peers. Beginning middle/secondary teachers use inquiry-based practices significantly more frequently than do their more experienced peers ($\rho < .01$).

Assessment Practices

Elementary and middle/secondary teachers report similar assessment practices. One-third of elementary and middle/secondary teachers never use performance-based assessment in their classrooms or only several times a year (see Tables 20 and 21). About one-fourth of elementary teachers and one-half of middle/secondary teachers almost never use student portfolios in their classrooms. More than 40% of elementary teachers infrequently have students assess their own work and more than 60% infrequently have students assess peers' work. Fewer than 10% of elementary and middle/secondary teachers use paper and pencil tests on a daily basis but almost half of teachers use tests at least weekly or more frequently. More than two-thirds of elementary teachers and three-fourths of middle/secondary teachers rarely use conferencing strategies with students. Almost two-thirds of elementary teachers and 40% of middle/secondary teachers indicate they make observational assessments of students on a daily basis.

Beginning elementary teachers use performance assessments with similar frequency as do their peers. Beginning middle/secondary teachers use performance assessments significantly more frequently ($\rho < .05$).

Table 20. Percentage Distribution of Elementary Teacher Assessment Practices

Teaching Practice	Never or almost never	Several times a year	Monthly	Weekly	Daily
Performance based assessment	4	29	18	26	22
Student portfolios	25	34	18	15	8
Evaluation based on paper and pencil tests	12	17	18	44	9
Students assess their own work	19	23	12	24	21
Students assess peers' work	40	22	12	19	7
A variety of conferencing strategies with students	43	25	11	14	6
Teacher use of observational assessments	2	8	8	21	62

Students communicate their understanding through a variety of ways	3	9	9	23	57
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Table 21. Percentage Distribution of Middle/Secondary Teacher Assessment Practices

Teaching Practice	Never or almost never	Several times a year	Monthly	Weekly	Daily
Performance based assessment	7	31	17	23	23
Student portfolios	46	23	10	10	10
Evaluation based on paper and pencil tests	8	18	29	38	7
Students assess their own work	15	25	14	24	22
Students assess peers? work	28	28	16	19	8
A variety of conferencing strategies with students	48	28	12	9	4
Teacher use of observational assessments	9	17	11	25	39
Students communicate their understanding through a variety of ways	3	17	15	26	38

Teaching Practices in Literacy

Daily features of literacy instruction for more than two-thirds of elementary classrooms in Kansas includes teachers reading aloud to the class, students reading independently, teachers modeling reading for enjoyment, and students applying literacy strategies across the curriculum—all characteristics of high-quality literacy programs (see Table 22). About half of the classrooms are characterized by student participation in guided reading or strategy lessons. About 40% of classrooms engage in collaborative reading on a daily basis and about 75% engage in collaborative reading at least weekly.

Purposeful writing is not well entrenched in the daily life of elementary classrooms. Contrasting sharply to the pervasive focus on authentic reading, only one-third of teachers indicate that their students engage in purposeful writing on a daily basis. Twenty-five percent of elementary teachers indicate that students engage in purposeful writing only monthly or less frequently.

Table 22. Percentage Distribution of Elementary Teaching Practices in Literacy

Teaching Practice	Never or almost never	Several times a year	Monthly	Weekly	Daily
Students participate in collaborative reading	11	8	9	33	39
Teacher reads aloud to class	5	5	5	11	73
Students apply literacy strategies across the curriculum	7	6	5	17	65
Students participate in independent reading	7	4	2	10	77
Teacher models reading for enjoyment	10	7	4	17	63
Students engage in purposeful writing activities	8	7	10	41	34
Students participate in guided reading, strategy lessons, and mini lessons	10	6	6	24	54

Opportunities for authentic and purposeful writing occur even less frequently in middle/secondary schools. Only about 10% of teachers provide daily opportunities for purposeful writing. More than half of middle/secondary teachers indicate that students are provided opportunities for purposeful writing monthly or less frequently.

A daily focus on literacy is considerably less pervasive in middle/secondary schools; literacy strategies are more commonly employed on a weekly basis. Seventy percent of middle/secondary teachers report that their students participate in independent reading on a weekly basis or more frequently (see Table 23). About half of middle/secondary teachers report that their students apply literacy strategies across the curriculum and participate in guided (invitational) reading on at least a weekly basis.

Table 23. Percentage Distribution of Middle/Secondary Teaching Practices in Literacy

	Never or	Several			

Teaching Practice	almost never	times a year	Monthly	Weekly	Daily
Students participate in collaborative reading	35	18	14	22	11
Teacher reads aloud to class	24	20	13	28	15
Students apply literacy strategies across the curriculum	15	16	12	21	37
Students participate in independent reading	10	12	8	31	39
Teacher models reading for enjoyment	21	14	9	33	23
Students engage in purposeful writing activities	11	20	22	34	13
Students participate in guided reading, strategy lessons, and mini lessons	22	17	15	25	20

Beginning elementary teachers use literacy strategies with similar frequencies as do their more experienced peers. Beginning middle/secondary teachers use literacy strategies significantly more frequently than do their more experienced peers ($\rho < .0001$).

Collaborative Teaching Practices

Both elementary and middle/secondary teachers are more likely to engage in collaborative planning with other staff than in team teaching. Fifty-two percent of elementary teachers and 40 percent of middle/secondary teachers plan collaboratively with other staff on a weekly basis or more frequently; about one-fourth team-teach on at least a weekly basis (see Tables 24 and 25). About half of elementary teachers and 60 percent of middle/secondary teachers never or almost never team teach.

Table 24. Percentage Distribution of Collaborative Teaching Practices

For Elementary Teachers

	Never or almost	Several times a			

Teaching Practice	never	year	Monthly	Weekly	Daily
Collaborative planning with other staff	10	19	18	38	14
Team teaching	52	16	5	11	17

**Table 25. Percentage Distribution of Collaborative Teaching Practices
for Middle/Secondary Teachers**

Teaching Practice	Never or almost never	Several times a year	Monthly	Weekly	Daily
Collaborative planning with other staff	23	24	13	20	20
Team teaching	60	14	4	6	16

PROFESSIONAL DEVELOPMENT PARTICIPATION AND TEACHING PRACTICES

The relationships between participation in professional development opportunities and the frequency of teaching practices were investigated through correlational analysis (for interval level measures) and t-tests (for relationships that included at least one categorical measure). Factor analysis of the teaching practices items yielded acceptably reliable scales for traditional teaching practices, inquiry-based practices, literacy strategies, and authentic performance assessment.

Elementary teachers who spend more time in professional development activities more frequently use teaching practices that reflect research on effective practices. The more time that teachers participate in professional development opportunities, the more frequently they reported using a variety of literacy strategies ($r = .29, \rho < .0001$), inquiry-based strategies ($r = .32, \rho < .0001$), and performance assessments ($r = .37, \rho < .0001$). Among professional development opportunities, the amount of time spent in school-based meetings primarily accounts for these relationships; the amount of time spent in workshops additionally contributes to the frequency that research-based effective practices are employed in the classroom. The more time that teachers report spending in school-based meetings, particularly in elementary schools, the more frequently they report using traditional practices ($r = .21, \rho < .0001$). This indicates that school-based meetings focused on curriculum redesign, school improvement, and grade level or content area meetings either renew the focus on traditional activities in a sizable portion of schools or that more traditional teachers are more frequently selected to serve on these committees.

Similarly, middle/secondary teachers who spend more time in professional development more frequently use teaching practices that reflect research on effective practices. The more time teachers spend in professional development, the more frequently they use teaching practices that reflect research on effective practices. The more time middle/secondary teachers spend in professional development, the more frequently they employ a variety of literacy strategies ($r = .29, p < .0001$), use performance assessments ($r = .27, p < .0001$), and use inquiry-based teaching methods ($r = .25, p < .0001$). The amount of time that middle/secondary teachers spend in professional development is unrelated to teachers use of traditional practices. This indicates that professional development does not reduce the frequency that traditional practices are used but that it is successful in promoting the more frequent use of research-based teaching practices.

The only type of professional development activity that is related to *less* frequent use of traditional practices is participation in regional or state meetings, workshops, or conferences (e.g., Kansas State Department of Education Annual Conference.)

Teachers who agree that professional development is a waste of time not only participate significantly less frequently in professional development opportunities, but they also use literacy strategies, inquiry-based strategies, and performance assessments significantly less frequently ($p < .0001$).

POLICY IMPLICATIONS OF PROFESSIONAL DEVELOPMENT FINDINGS

- *Develop strategies to expand opportunities for teachers to increase the time available for professional development, including the availability of substitute teachers.*
- *Provide schools and districts with expanded opportunities to increase teachers' duty days to be spent on professional development activities.*
- *Increase funding for support for professional development?for stipends, consultants, and follow-up training.*
- *Involve teachers in planning professional development opportunities so they have input into the content and quality of professional development.*
- *Provide all teachers?not just beginning teachers?with greater opportunities for on-the-job practice, follow-up training, coaching, mentoring, and other opportunities for extended, in-depth learning.*
- *Provide teachers more time for planning and learning new strategies.*
- *Expand opportunities for elementary teachers to participate in professional development on science content areas. Expand opportunities for all middle/secondary teachers to participate in professional development in content areas they teach.*
- *Ensure that all teachers have opportunities to understand the needs and strengths of students with disabilities, students from diverse cultural backgrounds, or students with limited English proficiency or where English is a second language?even when these children do not form a sizable proportion of a school's student population.*

- *Provide incentives and meaningful professional development opportunities for teachers who frequently employ traditional teaching practices and participate less frequently in all forms of professional development.*
- *Encourage districts to obtain teacher evaluations of district-sponsored professional development to improve upon the 50% of teachers who indicate that district-sponsored professional development opportunities are not responsive to the needs of students or teachers.*
- *Offer professional development opportunities on inquiry-based strategies and on integrating technology as a teaching and learning tool.*
- *Provide teachers with performance-based assessment examples that encompass a broad range of curricular standards.*
- *Encourage teachers to instruct students in assessing their own and peer's work, thereby building students' self-evaluation skills.*
- *Provide professional development support and resources for teachers, especially at the middle/secondary level, to increase the frequency of engaging students in purposeful writing and other literacy activities.*

EARLY CHILDHOOD LEARNING?LESSONS FROM RESEARCH

A literature review of research findings was conducted to identify best practices and programs in the area of early childhood, particularly focusing on programs and practices for three to eight-year-old children. The following findings summarize the results of that review.

- Prior to the establishment of the National Goals for Education, most research on the effects of preschool participation focused on the longer-term effects of preschool participation and concluded that these effects "washed out by third grade." Since the establishment of the National Education Goals and the national focus on school readiness, early childhood research is increasingly focused on "leveling the playing field" by ensuring readiness for school for all children, including children in poverty and minority children. Recent study findings indicate that children who participate in the Parents as Teachers program followed by preschool attendance, regardless of poverty and/or minority status, are ready for school.
- Early childhood education and evaluation is no longer exclusively focused on education for the disadvantaged, but on improving the quality and challenges of learning opportunities for all children.
- Recent research supports earlier conclusions that children don't benefit from retention in early grades nor are they hurt by or do they benefit from delayed entry into kindergarten. Transitional first grade also has failed to produce significant results.
- The former focus on a traditional grade level approach using a highly sequenced curriculum in early childhood education is being replaced by a focus on developmental continuity and the fact

that young children vary dramatically in cognitive and academic achievement. Sharing the challenge of readiness by focusing on the school's readiness to serve a wide range of students has emerged.

- There is an increased research focus on the quality of preschool programs and benefits that result from preschool participation.
- The emerging field of brain-based research supports continued disillusionment with didactic preschool approaches and activities and an expanded understanding of children's early interest in and needs for challenging learning opportunities.
- There is continued focus and support for the importance of the early years (birth to age 3) for language and cognitive development and the importance of the concept of "parents as teachers."

EARLY CHILDHOOD STUDY FINDINGS

Nineteen percent of all elementary schools in Kansas provide pre-kindergarten programs and 23% provide special education programs for three- and four-year olds on site. These services provided by elementary schools are proportionately distributed by locale and school poverty (see Table 26).

Based on 1999-00 KSDE participation data, 6,836 children age 3-5 participate in Head Start, 1,794 children participate in the At-Risk Four-Year-Old program, about 1,000 children participate in Title I pre-kindergarten, and 7,000 participate in the Early Childhood Special Education (Part B). Additionally, 406 children participate in Even Start and 747 participate in Migrant Even Start.

Based on study sample data, student enrollment in pre-kindergarten ranges from 2 to over 100 children, with an average enrollment of 27. All programs serve four-year olds, three-fourths serve three-year olds, and about one-fourth serve five-year-olds. The most common eligibility criteria are child's age (80%), existence of developmental delays (77%), identification as a child with special needs (72%), and residence in attendance area (46%). Other eligibility criteria are used relatively less frequently, such as meeting criteria specified by a program funding source (23%), qualifying for free/reduced price lunch (21%), and limited English proficiency (17%). More than two-thirds of the schools believe they are serving all the pre-kindergarten whose parents wish them to attend. Slightly less than one-third of the programs have a waiting list (ranging from 1 to 60 children) for pre-kindergarten.

Table 26. Percent of Schools with Pre-Kindergarten and Special Education for 3-4 Year-Olds by Locale and School Poverty

	Urban		Medium-Sized		Small Town or Rural	
	High Poverty	Low Poverty	High Poverty	Low Poverty	High Poverty	Low Poverty

Total Elementary Schools (N=809)	10	17	8	6	38	22
Pre-K Elementary Schools (N=156)	8	19	9	4	42	17
Special Education 3-4 year-olds (N=190)	9	13	4	2	43	29

The most pervasive funding source for pre-kindergarten programs is Special Education; about three-fourths of the programs are funded by Special Education. One-third of the pre-kindergarten programs are funded by local funds, 17% by the Four-Year-Old At Risk Program, and 16% by partial or full tuition. Other funding sources?Title I, Even Start, Head Start, or foundation support?are used less frequently (10% or less).

The number of pre-kindergarten sessions ranges from 1 to 8 with an average of 2 sessions. Principals report that when their pre-kindergarten leave the morning session or before they arrive at the afternoon session, about half are in the care of parents or family members (see Table 27). One-fourth go to other childcare centers, 15% are in the care of other adults, and 7% remain in school in extended day care programs.

**Table 27. Percent of Pre-kindergarten Students Receiving
Types of Before/After School Care**

Are in care of parents/family	54
Go to other child care centers	24
Are in care of other adults	15
Remain in school in extended day care	7

Principals also reported on the staffing of their pre-kindergarten programs. The child/aide ratio averages 15 to 1 and the child/teacher ratio averages 19 to 1. The combined child/staff ratios average 8 to 1. The number of fulltime equivalent (FTE) teachers range from 1 to 8 with an average of 1.5. Over 90% of the pre-kindergarten teachers have a degree in early childhood/child development. About 10% have some training or professional development in early childhood/child development and only 2% have no training. Twenty percent of pre-kindergarten teachers participate regularly in training and professional development in early childhood/child development.

The number of FTE aides or paraprofessionals in pre-kindergarten programs ranges from 1 to 9 with an average of 2. Only 4% of the aides or paraprofessionals have a degree in early childhood. Almost half have some training or professional development in early childhood/child development and 20% have no training. Almost half of aides or paraprofessionals in pre-kindergarten programs participate regularly in professional development.

Slightly more than one-fourth of Kansas elementary schools offer before- and/or after-school childcare. Children served range in age from three to thirteen. The average number of children in before/after school programs is 29 in the sample of elementary schools compared to an average of 55 in schools with pre-kindergartens. More than 80% of these before- and/or after-school programs are managed by someone other than a teacher or aide (e.g., community agency staff).

Almost half of the random sample of elementary schools and over 60% of the schools with pre-kindergarten have a Parents as Teachers program.

Kindergartners in schools with pre-kindergartens are significantly more likely to attend kindergarten all day (see Table 28). Almost 40% of schools with pre-kindergartens provide full-day kindergarten for all students compared to only 25% of typical elementary schools. Additionally, 20% of schools with pre-kindergartens provide full-day kindergarten for some of their students.

Table 28. Percent of Schools Providing Half- and Full-Day Kindergarten

	Random Sample of Elementary Schools	Pre-kindergarten Schools
All attend half day	62	44
All attend full day	25	38
Some attend half day	5	7
Some attend full day	14	20

Almost 60% of principals in schools with pre-kindergarten programs indicate they have a specific program, model, or curriculum. For the most part, not much description of the type of program used is provided. Thirty-six percent of principals describe their program as developmentally appropriate. About one-fourth of principals describe their program as a district or local program, 20% describe it as a special education program, 9% describe it as Head Start, and 11% describe various other programs.

Three-fourths of principals in elementary schools and over 60% of principals in schools with pre-kindergarten have a specific program, model, or curriculum for their kindergarten through third grade. For the most part, not much description of the type of program used is provided. Almost 50% of principals describe their program for kindergarten through third grade as a district or local program. About one-fourth of principals describe various other specific models but no model is predominantly used across the state.

Principals reported the number of children in their school with special needs or gifted Individual Education Plans (IEPs). About one-third of special needs children in schools are in pre-kindergarten; 20% or less of children in grades K-3 are special needs children (see Table 29). Over 60% of children with gifted IEPs are in third grade.

**Table 29. Percent of Children With a Special Needs or Gifted Individual Education Plan
for Pre-kindergarten Through Third Grade**

Grade Level	Special Needs IEP	Gifted IEP

Pre-kindergarten	29	
Kindergarten	16	
First Grade	17	10
Second Grade	18	28
Third Grade	20	62

Elementary schools that provide pre-kindergarten services differ significantly from other Kansas elementary schools in many ways. Significant schoolwide differences (i.e., those that encompass all grade levels in the school) include the following:

- Staff in schools with pre-kindergarten has significantly more teaching experience and more K-3 teaching experience.
- Staff in pre-kindergarten schools spends more time taking university courses in their field and are significantly more likely to indicate that receiving support from their administration for taking these courses is a standard practice.
- Significantly more staff members in schools with pre-kindergarten spend time in professional development activities that include study groups and they participate significantly more frequently in collaborative planning with other staff members.
- Staff in schools with pre-kindergarten believe the planning for their professional development opportunities is coherent and that they are given sufficient time to plan for and learn new strategies.

Teachers of K-3 grades in schools with pre-kindergarten differ significantly from other K-3 teachers in all of the above ways. Additionally, K-3 teachers in schools with pre-kindergarten also significantly differ in the ongoing focus of their professional development activities and in the frequency that they employ effective research-based strategies in their classrooms. Teachers of K-3 in schools with pre-kindergarten significantly more frequently report that professional development in mathematics, inquiry-based learning, meeting the needs of students with disabilities, early childhood/child development, and adolescent development are ongoing rather than one-shot foci of their professional development activities. K-3 teachers in schools with pre-kindergarten also report that they use problem-based learning and inquiry-based methods significantly more frequently in their classrooms ($\rho < .001$).

Policy Implications of Early Childhood Findings

- *Increase access to publicly funded preschool programs in Kansas.*
- *Assist schools in developing appropriate high quality curriculum/programs for this age group. Principals and schools should be able to articulate a philosophy and implement a model of early*

childhood education.

- *Provide ongoing and high-quality professional development in the area of early childhood/child development for both teachers and paraprofessionals.*

EARLY CHILDHOOD AND PROFESSIONAL DEVELOPMENT SURVEY

Elementary School Staff Questionnaire

School _____ U.S.D. # _____ Building # _____

1. Please check (U) the highest level of education that you have attained.

‘ Bachelor’s degree ‘ Bachelor’s degree plus 30 hrs. course work

‘ Master’s degree ‘ Master’s degree plus 30 hrs. course work

‘ Doctorate degree

‘ Endorsements: Please list _____

2. How many years of teaching experience do you have (including this year)? _____ years

3. How many years have you been teaching at this school (including this year)? _____years

4. What grade level(s) do you teach in the 1999-00 school year? _____grade

EARLY CHILDHOOD

IF YOU TEACH PREKINDERGARTEN, K, 1st, 2nd, OR 3rd GRADE, PLEASE RESPOND TO THE QUESTIONS IN THIS BOX.

If you do not teach these grades, please SKIP TO QUESTION #5?NEXT PAGE.

a. Which of the following degrees or credentials do you hold? (Mark all that apply)

C.D.A. Credential

A.A. in Early Childhood/Child Development

B.A./B.S. in Early Childhood/Child Development

B.A./B.S. in Elementary Education

M.A./M.S. in Early Childhood/Child Development

M.A./M.S. in Elementary Education

Ph.D. or Ed.D.

None of the above

b. Prior to the current year, did you have experience as a teacher or aide working in pre-kindergarten education? Yes No If yes, how many years? ____years

c. Prior to the current year, did you have experience as a teacher or aide working in K-3 education?

Yes No If yes, how many years? ____years

d. Prior to the 1998-99 school year, in how much professional development or training in early childhood or child development did you participate? Please check (U) one response.

Little or no training in early childhood/child development

Some training in early childhood/child development

Participated regularly in training in early childhood/child development

5. Please check all that describe your current position:

Classroom teacher Art/music teacher Physical education/health teacher

Special education teacher Title I teacher Reading specialist

Foreign language

PROFESSIONAL DEVELOPMENT

6. For each of the following types of professional development activities, please indicate whether or not you participated in the specified type of professional development activity during the 1998-99 and/or 1999-00 school years by checking (U) *Yes* or *No*.

For each item that has been checked *Yes*, please give the approximate number of days for that activity and place a check (U) in the *Yes* or *No* box to rate its effectiveness.

TYPE OF PROFESSIONAL DEVELOPMENT
a. Attending meetings, workshops, or conferences of professional organizations
<ul style="list-style-type: none"> ● Attending regional or state meetings, workshops, or conferences (e.g., Kansas State Department of Education Annual Co
<ul style="list-style-type: none"> ● Attending university courses in your subject field (actual hours in class)
<ul style="list-style-type: none"> ● Reading professional literature related to your teaching
<ul style="list-style-type: none"> ● Viewing professional video/audio tapes related to your teaching
<ul style="list-style-type: none"> ● Staff retreats (e.g., uninterrupted session usually held off-site)
<ul style="list-style-type: none"> ● Curriculum development, revision, or alignment meetings
<ul style="list-style-type: none"> ● School improvement committees
<ul style="list-style-type: none"> ● Grade level or area meetings related to instructional issues
<ul style="list-style-type: none"> ● Faculty meetings related to instructional issues
<ul style="list-style-type: none"> ● Reciprocal peer coaching and feedback
<ul style="list-style-type: none"> ● Study groups
<ul style="list-style-type: none"> ● <u>Individual</u> action research (e.g., a teacher may conduct a classroom study of the effectiveness of several problem-solving
<ul style="list-style-type: none"> ● <u>Collaborative</u> action research (e.g., teachers may collaborate to conduct classroom studies of the effectiveness of several and science)
<ul style="list-style-type: none"> ● Observing demonstrations of teaching (either in your school or another school)

<ul style="list-style-type: none"> • Mentoring (serving as the mentor or as the mentee)
<ul style="list-style-type: none"> • Group examination and discussion of student work to promote uniform assessment (e.g., using a scoring guide or rubric to grade math problems)
<ul style="list-style-type: none"> • School-sponsored workshops
<ul style="list-style-type: none"> • District-sponsored workshops
<ul style="list-style-type: none"> • Reflection journal
<ul style="list-style-type: none"> • <u>Individual</u> writing and publishing professional articles, books, pamphlets, or videos
<ul style="list-style-type: none"> • <u>Collaboratively</u> writing and publishing professional articles, books, pamphlets, or videos
<ul style="list-style-type: none"> • Other (please describe)

6.

7. Please check (U) the box that indicates the extent to which you participated in Internet-based professional development during the 1998-99 and/or 1999-2000 school years.

	Never or almost never	Several times a year	Once or twice a month	Weekly	Daily
a. Researching or gathering information on the Internet related to your teaching	‘	‘	‘	‘	
• Collaborating through online networking	‘	‘	‘	‘	
• Other Internet professional development (please describe) _____ _____	‘	‘	‘	‘	

6. For each of the following items, please indicate whether or not there is a written policy in the school and/or district for that kind of support for professional development by checking (U) *Yes or No*. Then, check (U) the box that indicates the extent to which that kind of support for professional development occurred during the 1998-99 and/or 1999-00 school years.

	Is there a written				
--	--------------------	--	--	--	--

	policy?		Never Occurs	Sometimes Occurs	Standard Practice
	Yes	No			
a. Release time from teaching	‘	‘	‘	‘	‘
• Scheduled time (i.e., time built into your schedule for professional development activities like study groups, grade level meetings)	‘	‘	‘	‘	‘
• College credit	‘	‘	‘	‘	‘
• Inservice points	‘	‘	‘	‘	‘
• Stipend for professional development that takes place outside of regular hours	‘	‘	‘	‘	‘
• Tuition and/or fees for workshops/conferences	‘	‘	‘	‘	‘
• Travel and/or per diem expenses	‘	‘	‘	‘	‘
• Follow-up training	‘	‘	‘	‘	‘
• Resources (e.g., hands on science materials, manipulatives)	‘	‘	‘	‘	‘
• Opportunities for on-the-job practice of new skills or strategies that includes feedback	‘	‘	‘	‘	‘
• Support for peer coaching	‘	‘	‘	‘	‘
• Service center or consortium membership	‘	‘	‘	‘	‘
• Other (please describe) _____ _____	‘	‘	‘	‘	‘

9. This section is about your participation in on-the-job practice of new skills or strategies that includes feedback, peer coaching, and mentoring. For each of the following items, check (U) the Yes box if you participated in it during the 1998-99 and/or 1999-00 school years or check (U) the No box if you did not participate in it. For each item that has been checked Yes, please indicate who gave you the feedback, peer coaching, or mentoring.

			Who provided?
			Please check (U) all that apply.

	Yes	No	Fellow Teacher	Administrator	Outside Consultant
a. Feedback	‘	‘	‘	‘	‘
• Coaching	‘	‘	‘	‘	‘
• Mentoring	‘	‘	‘	‘	‘

9. For each of the following items, place a check (U) in the *Yes* column if the item was or will be a focus of professional development during the 1998-99 and/or 1999-00 school years, or check (U) *No* if it was not or will not be a focus.

For each item that has been checked *Yes*, please indicate if the professional development was or will be a "one-shot or limited focus" or an "ongoing focus." Hours may be duplicated (e.g., a workshop may focus on both science and on the research process).

FOCUS OF PROFESSIONAL DEVELOPMENT ACTIVITIES FOR SCHOOL IMPROVEMENT	YES	NO	ONE-SHOT/ LIMITED FOCUS	ONGOING FOCUS
1. Literacy (reading and language arts) instructional strategies	‘	‘	‘	‘
• Mathematics instructional strategies	‘	‘	‘	‘
• Science instructional strategies	‘	‘	‘	‘
• Social studies instructional strategies	‘	‘	‘	‘
• Fine arts instructional strategies	‘	‘	‘	‘
• Interdisciplinary/thematic strategies	‘	‘	‘	‘
• Performance based assessment	‘	‘	‘	‘
• State or district curriculum standards	‘	‘	‘	‘
• Classroom management strategies	‘	‘	‘	‘
• Addressing the needs of students from diverse cultural				

backgrounds	‘	‘	‘	‘
• Addressing the needs of students with limited English proficiency	‘	‘	‘	‘
• Addressing the needs of students with disabilities	‘	‘	‘	‘
• Integrating students with disabilities into the general education classroom	‘	‘	‘	‘
• Addressing the legal responsibilities and/or documentation for students with disabilities	‘	‘	‘	‘
• Early childhood/child development	‘	‘	‘	‘
• Adolescent development	‘	‘	‘	‘
• Encouraging parent and family involvement	‘	‘	‘	‘
• Collegial team building/collaboration	‘	‘	‘	‘
• Organizational development/systems thinking	‘	‘	‘	‘
• Strategic planning	‘	‘	‘	‘
• Using data for decision-making	‘	‘	‘	‘
• Cooperative learning in the classroom	‘	‘	‘	‘
• Project based learning	‘	‘	‘	‘
• Inquiry/problem-based learning	‘	‘	‘	‘
• Scientific/research process	‘	‘	‘	‘
• Specific technology applications (e.g., word processing, spreadsheets)	‘	‘	‘	‘
• Integration of technology as a teaching and learning tool	‘	‘	‘	‘
• Brain-based research	‘	‘	‘	‘

• Developmentally appropriate practices	‘	‘	‘	‘
• Other (please describe) _____ _____	‘	‘	‘	‘

11. This section is about your teaching practices. Please check (U) the column that describes how frequently these instructional strategies are currently used in your classroom.

	Never or almost never	Several times a year	Monthly	Weekly	Daily
1. Interdisciplinary/thematic strategies					
• Performance based assessment					
• Student portfolios					
• Evaluation based on paper and pencil tests					
• Students assess their own work					
• Students assess peers' work					
• A variety of conferencing strategies with students (e.g., partner conferences, scaffolding conferences, research-decide-teach conferences)					
• Classroom management strategies					
• Students work in cooperative groups or teams					
• Project based learning					
• Inquiry/problem-based learning					
• Research/scientific process					
• Students participate in collaborative reading (e.g., partner reading, shared reading, book clubs)					
• Integration of technology as a teaching and learning tool					
• Worksheets are used to practice skills					
• Teacher reads aloud to class					

• Students raise their hands for permission to speak					
• Students apply literacy strategies across the curriculum					
• Active involvement?investigating, manipulating, and exploring					
• Students participate in independent reading					
• Class time is scheduled by subject/content area					
• Flexible scheduling					
• Ability grouping					
• Teacher presents or lectures to the class					
• Teacher models reading for enjoyment					
• Students work individually on their tasks					
• Collaborative planning with other staff					
• Students engage in purposeful writing activities					
• Team teaching					
• Knowledge and skills taught in a specific sequence					
• Student choice in learning activities					
• Students communicate their understanding through a variety of ways (e.g., written, oral and/or visual presentation)					
• Student work involves connections to students? lives outside of school					
• Students participate in guided (invitational) reading, strategy lessons, and mini lessons					
• Teacher use of observational assessments					

12. This section is about your beliefs and attitudes about professional development. Please check (U) the column that indicates your level of agreement with these belief statements.

	Strongly	Agree	Disagree	Strongly
--	----------	-------	----------	----------

	Agree			Disagree
a. Teachers in our school have an important role in planning professional development.				
• The district provides support for professional development (e.g., time and resources).				
• I feel I can practice new skills or strategies in a low-risk environment.				
• The school structure provides opportunities for feedback and coaching related to the practice of new skills or strategies.				
• Our school's professional development activities are piecemeal and fragmented.				
• Professional development activities in which I have participated have changed the way I teach.				
• Professional development in our school builds on the knowledge and skill level needs of all staff (certified, non-certified and administrators).				
• Professional development at our school focuses on students' needs.				
• I generally view professional development as a waste of time.				
• I am given sufficient time to plan for and learn new strategies.				
• School administrators support me in applying what I have learned in professional development activities to classroom practices.				
• District sponsored professional development is responsive to my needs and the needs of my students.				
• State education agency sponsored professional development is responsive to my needs and the needs of my students.				

13. This section is about your recommendations and preferences for professional development. What professional development practices, policies, and procedures would improve the quality of professional development related to improved student learning? Please list three recommendations, with #1 being the most important.

1st Most Important Recommendation:

2nd Most Important Recommendation:

3rd Most Important Recommendation:

Thank you for completing the survey. Place your survey in the envelope and seal it. Return it to the principal's office so it can be included in the Federal Express mailer that will be sent to Research & Training Associates, Inc.

PROFESSIONAL DEVELOPMENT SURVEY

Middle and High School Staff Questionnaire

School _____ U.S.D. # ___ ___ Building # ___ ___

1. Please check (U) the highest level of education that you have attained.

‘ Bachelor’s degree ‘ Bachelor’s degree plus 30 hrs. course work

‘ Master’s degree ‘ Master’s degree plus 30 hrs. course work

‘ Doctorate degree

‘ Endorsements: Please list _____

2. How many years of teaching experience do you have (including this year)? _____years
3. How many years have you been teaching at this school (including this year)? _____years
4. What grade level(s) do you teach in the 1999-00 school year? _____grade
5. Please check the subject(s) you teach:

‘ Mathematics ‘ Social Sciences/Humanities ‘ Communication Arts ‘ Science
 ‘ Visual/Performing Arts ‘ Special education ‘ Physical education/health ‘ Business
 ‘ Foreign language ‘ Reading specialist ‘ Technology ‘ General Education

6. For each of the following types of professional development activities, please indicate whether or not you participated in the specified type of professional development activity during the 1998-99 and/or 1999-00 school years by checking (U) Yes or No.

For each item that has been checked Yes, please give the approximate number of days for that activity and place a check (U) in the Yes or No box to rate its effectiveness.

TYPE OF PROFESSIONAL DEVELOPMENT
a. Attending meetings, workshops, or conferences of professional organizations
● Attending regional or state meetings, workshops, or conferences (e.g., Kansas State Department of Education Annual Co
● Attending university courses in your subject field (actual hours in class)
● Reading professional literature related to your teaching
● Viewing professional video/audio tapes related to your teaching
● Staff retreats (e.g., uninterrupted session usually held off-site)
● Curriculum development, revision, or alignment meetings
● School improvement committees
● Grade level or area meetings related to instructional issues
● Faculty meetings related to instructional issues
● Reciprocal peer coaching and feedback
● Study groups

<ul style="list-style-type: none"> • <u>Individual</u> action research (e.g., a teacher may conduct a classroom study of the effectiveness of several problem-solving
<ul style="list-style-type: none"> • <u>Collaborative</u> action research (e.g., teachers may collaborate to conduct classroom studies of the effectiveness of several and science)
<ul style="list-style-type: none"> • Observing demonstrations of teaching (either in your school or another school)
<ul style="list-style-type: none"> • Mentoring (serving as the mentor or as the mentee)
<ul style="list-style-type: none"> • Group examination and discussion of student work to promote uniform assessment (e.g., using a scoring guide or rubric t ended math problems)
<ul style="list-style-type: none"> • School-sponsored workshops
<ul style="list-style-type: none"> • District-sponsored workshops
<ul style="list-style-type: none"> • Reflection journal
<ul style="list-style-type: none"> • <u>Individual</u> writing and publishing professional articles, books, pamphlets, or videos
<ul style="list-style-type: none"> • <u>Collaboratively</u> writing and publishing professional articles, books, pamphlets, or videos
<ul style="list-style-type: none"> • Other (please describe)

7. Please check (U) the box that indicates the extent to which you participated in Internet-based professional development during the 1998-99 and/or 1999-2000 school years.

	Never or almost never	Several times a year	Once or twice a month	Weekly	Daily or Almost daily
a. Researching or gathering information on the Internet related to your teaching	‘	‘	‘	‘	‘
• Collaborating through online networking	‘	‘	‘	‘	‘
• Other Internet professional development (please describe)	‘	‘	‘	‘	‘

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8. For each of the following items, please indicate whether or not there is a written policy in the school and/or district for that kind of support for professional development by checking (U) *Yes or No*. Then, check (U) the box that indicates the extent to which that kind of support for professional development occurred during the 1998-99 and/or 1999-00 school years.

	Is there a written policy?		Never Occurs	Sometimes Occurs	Standard Practice
	Yes	No			
a. Release time from teaching	‘	‘	‘	‘	‘
• Scheduled time (i.e., time built into your schedule for professional development activities like study groups, grade level meetings)	‘	‘	‘	‘	‘
• College credit	‘	‘	‘	‘	‘
• Inservice points	‘	‘	‘	‘	‘
• Stipend for professional development that takes place outside of regular hours	‘	‘	‘	‘	‘
• Tuition and/or fees for workshops/conferences	‘	‘	‘	‘	‘
• Travel and/or per diem expenses	‘	‘	‘	‘	‘
• Follow-up training	‘	‘	‘	‘	‘
• Resources (e.g., hands on science materials, manipulatives)	‘	‘	‘	‘	‘
• Opportunities for on-the-job practice of new skills or strategies that includes feedback	‘	‘	‘	‘	‘
• Support for peer coaching	‘	‘	‘	‘	‘
• Service center or consortium membership	‘	‘	‘	‘	‘
• Other (please describe) _____ _____ _____	‘	‘	‘	‘	‘

9. This section is about your participation in on-the-job practice of new skills or strategies that includes feedback, peer coaching, and mentoring. For each of the following items, check (U) the *Yes* box if you participated in it during the 1998-99 and/or 1999-00 school years or check (U) the *No* box if you did not participate in it. For each item that has been checked *Yes*, please indicate who gave you the feedback, peer coaching, or mentoring.

	Who provided?				
	Please check (U) all that apply.				
	Yes	No	Fellow Teacher	Administrator	Outside Consultant
a. Feedback	‘	‘	‘	‘	‘
• Coaching	‘	‘	‘	‘	‘
• Mentoring	‘	‘	‘	‘	‘

9. For each of the following items, place a check (U) in the *Yes* column if the item was or will be a focus of professional development during the 1998-99 and/or 1999-00 school years, or check (U) *No* if it was not or will not be a focus.

For each item that has been checked *Yes*, please check (U) to indicate if the professional development was or will be a "one-shot or limited focus" or an "ongoing focus." Hours may be duplicated (e.g., a workshop may focus on both science and on the research process).

FOCUS OF PROFESSIONAL DEVELOPMENT ACTIVITIES FOR SCHOOL IMPROVEMENT	YES	NO	ONE-SHOT/ LIMITED FOCUS	ONGOING FOCUS
1. Literacy (reading and language arts) instructional strategies	‘	‘	‘	‘
• Instructional strategies for teaching in your main teaching assignment	‘	‘	‘	‘
• Interdisciplinary/thematic strategies	‘	‘	‘	‘
• Performance based assessment	‘	‘	‘	‘
• State or district curriculum standards	‘	‘	‘	‘

• Classroom management strategies	‘	‘	‘	‘
• Addressing the needs of students from diverse cultural backgrounds	‘	‘	‘	‘
• Addressing the needs of students with limited English proficiency	‘	‘	‘	‘
• Addressing the needs of students with disabilities	‘	‘	‘	‘
• Integrating students with disabilities into the general education classroom	‘	‘	‘	‘
• Addressing the legal responsibilities and/or documentation for students with disabilities	‘	‘	‘	‘
• Early childhood/child development	‘	‘	‘	‘
• Adolescent development	‘	‘	‘	‘
• Encouraging parent and family involvement	‘	‘	‘	‘
• Collegial team building/collaboration	‘	‘	‘	‘
• Organizational development/systems thinking	‘	‘	‘	‘
• Strategic planning	‘	‘	‘	‘
• Using data for decision-making	‘	‘	‘	‘
• Cooperative learning in the classroom	‘	‘	‘	‘
• Project based learning	‘	‘	‘	‘
• Inquiry/problem-based learning	‘	‘	‘	‘
• Scientific/research process	‘	‘	‘	‘
• Specific technology applications (e.g., word processing, spreadsheets)	‘	‘	‘	‘
• Integration of technology as a teaching and learning tool	‘	‘	‘	‘

• Brain-based research	‘	‘	‘	‘
• Developmentally appropriate practices	‘	‘	‘	‘
• Other (please describe) _____ _____	‘	‘	‘	‘

11. This section is about your teaching practices. Please check (U) the column that describes how frequently these instructional strategies are currently used in your classroom.

	Never or almost never	Several times a year	Monthly	Weekly	Daily
1. Interdisciplinary/thematic strategies					
• Performance based assessment					
• Student portfolios					
• Evaluation based on paper and pencil tests					
• Students assess their own work					
• Students assess peers' work					
• A variety of conferencing strategies with students (e.g., partner conferences, scaffolding conferences, research-decide-teach conferences)					
• Classroom management strategies					
• Students work in cooperative groups or teams					
• Project based learning					
• Inquiry/problem-based learning					
• Research/scientific process					
• Students participate in collaborative reading (e.g., partner reading, shared reading, book clubs)					
• Integration of technology as a teaching and learning tool					

• Worksheets are used to practice skills					
• Teacher reads aloud to class					
• Students raise their hands for permission to speak					
• Students apply literacy strategies across the curriculum					
• Active involvement?investigating, manipulating, and exploring					
• Students participate in independent reading					
• Class time is scheduled by subject/content area					
• Flexible scheduling					
• Ability grouping					
• Teacher presents or lectures to the class					
• Teacher models reading for enjoyment					
• Students work individually on their tasks					
• Collaborative planning with other staff					
• Students engage in purposeful writing activities					
• Team teaching					
• Knowledge and skills taught in a specific sequence					
• Student choice in learning activities					
• Students communicate their understanding through a variety of ways (e.g., written, oral and/or visual presentation)					
• Student work involves connections to students? lives outside of school					
• Students participate in guided (invitational) reading, strategy lessons, and mini lessons					
• Teacher use of observational assessments					

12. This section is about your beliefs and attitudes about professional development. Please check (U) the column that indicates your level of agreement with these belief statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Teachers in our school have an important role in planning professional development.				
• The district provides support for professional development (e.g., time and resources).				
• I feel I can practice new skills or strategies in a low-risk environment.				
• The school structure provides opportunities for feedback and coaching related to the practice of new skills or strategies.				
• Our school's professional development activities are piecemeal and fragmented.				
• Professional development activities in which I have participated have changed the way I teach.				
• Professional development in our school builds on the knowledge and skill level needs of all staff (certified, non-certified and administrators).				
• Professional development at our school focuses on students' needs.				
• I generally view professional development as a waste of time.				
• I am given sufficient time to plan for and learn new strategies.				
• School administrators support me in applying what I have learned in professional development activities to classroom practices.				
• District sponsored professional development is responsive to my needs and the needs of my students.				
• State education agency sponsored professional development is responsive to my needs and the needs of my students.				

13. This section is about your recommendations and preferences for professional development. What professional development practices, policies, and procedures would improve the quality of professional development related to improved student learning? Please list three recommendations, with #1 being the most important.

1st Most Important Recommendation:

2nd Most Important Recommendation:

3rd Most Important Recommendation:

Thank you for completing the survey. Place your survey in the envelope and seal it. Return it to the principal's office so it can be included in the Federal Express mailer that will be sent to Research & Training Associates, Inc.

EARLY CHILDHOOD AND PROFESSIONAL DEVELOPMENT SURVEY

Elementary Principal Questionnaire

Title/Name of person to contact for clarification or further information:
_____ Phone (____) _____

Fax (____) _____

School _____ USD# _____ Building # _____

Grade Levels Served by School: Grade _____ to Grade _____

How many years of experience do you have as a principal (including this year)? _____ years

How many years have you been a principal at this school (including this year)? _____ years

How many full-time equivalency (FTE) classroom teachers are in your building? _____

Number of students who attend this school _____ students

EARLY CHILDHOOD

1. Does your school have a prekindergarten program?

‘ Yes ‘ No **p (If "NO", SKIP TO QUESTION #15?Next Page)**

2. How many children are enrolled in your prekindergarten program? _____ children

3. How many a.m./p.m. sessions are there for prekindergartners? _____sessions

4. Which of the following age groups do you serve in your prekindergarten program? Check (U) all that apply.

‘ Three-Year-Olds ‘ Four-Year-Olds ‘ Five-Year-Olds

5. What are the admission or eligibility criteria for the prekindergarten program? Please check (U) all that apply:

‘ Child?s age ‘ Developmentally delayed ‘ Residence in attendance area

‘ Special Needs ‘ Qualifies for free/reduced price lunch

‘ Limited English Proficiency

‘ Meets criteria specified by program funding source (e.g. Even Start)

6. Are all children who meet the above eligibility criteria served?

‘ Yes, we believe we are serving all the prekindergartners whose parents wish them to attend

‘ No, we do not serve all prekindergartners whose parents wish them to attend

If no, which prekindergartners are not being served? _____

7. Do you have a waiting list for prekindergarten? ‘ Yes ‘ No

8. About how many children are on your waiting list? _____ children

9. How is the prekindergarten program funded? Please check (U) all that apply.

‘ Title I ‘ Four-Year Old At-Risk Program ‘ Foundation

‘ Special Education ‘ Local Funds ‘ Head Start

‘ Partial or Full Tuition ‘ Even Start ‘ Other (please list)

10. Approximately what percent of your pre-kindergartners are in the following categories after they leave the morning session or before they arrive at the afternoon session?

___% Remain in our school in extended day care

___% Go to other child care centers

___% Are in the care of parents or family members

___% Are in the care of other adults

___% Are on their own

11. Do you have a specific program, model, or curriculum for prekindergarten?

‘ Yes ‘ No

If yes, please describe: _____

12. How many FTE staff members do you have in the prekindergarten program?

____ Number of FTE Aides or Paraprofessionals ____ Number of FTE Teachers

13. What is the training background of the prekindergarten **aides or paraprofessionals**? Please indicate the number of aides or paraprofessionals in each of the following categories.

- Please check (U) if there are no aides or paraprofessionals in the prekindergarten program.

____ No training or professional development in early childhood/child development

____ Some training or professional development in early childhood/child development

____ Participate regularly in training and professional development in early childhood/child development

____ Degree in early childhood/child development

14. What is the training background of the prekindergarten **teachers**? Please indicate the number of teachers in each of the following categories.

____ No training or professional development in early childhood/child development

____ Some training or professional development in early childhood/child development

____ Participate regularly in training and professional development in early childhood/child development

____ Degree in early childhood/child development

15. Does your school offer before- and/or after-school childcare? Yes No

If yes, what are the ages of children served? to years of age.

If yes, about how many children participate? _____ children

16. Who is in charge of the before- and/or after-school childcare? Check (U) one.

Teacher Aide Other (specify) _____

17. What is the training background of the **aides or paraprofessionals** in the before- and/or after-school childcare? Please indicate the number of aides or paraprofessionals in each of the following categories.

- Please check (U) if there are no aides or paraprofessionals in the before- and/or after-school program.

_____ No training or professional development in early childhood/child development

_____ Some training or professional development in early childhood/child development

_____ Participate regularly in training and professional development in early childhood/child development

_____ Degree in early childhood/child development

18. What is the training background of the **teachers** in the before- and/or after-school childcare? Please indicate the number of teachers in each of the following categories.

o Please check (U) if there are no teachers in the before- and/or after-school childcare.

_____ No training or professional development in early childhood/child development

_____ Some training or professional development in early childhood/child development

_____ Participate regularly in training and professional development in early childhood/child development

_____ Degree in early childhood/child development

19. Does your school have a Parents as Teachers program? ‘ Yes ‘ No

20. What length of time do kindergarteners attend school? Please check (U) all that apply.

‘ We do not serve kindergarten ‘ All attend half day ‘ Some attend half day

‘ All attend full day ‘ Some attend full day

21. If some children attend kindergarten full day, which children do so? Please check (U) all that apply.

‘ Developmentally delayed ‘ Special Needs ‘ Limited English Proficiency

‘ Meets criteria specified by program funding source (e.g., Title I)

‘ Other (specify) _____

22. Do you have a specific program(s), model(s), or curriculum(a) for kindergarten through third grade?

‘ Yes ‘ No

If yes, please describe: _____

23. How many children in your school have a special needs or gifted Individual Education Plan (IEP)?

	Number of children with Special Needs IEP	Number of children with Gifted IEP	Check (U) if you do not serve this grade level

Prekindergarten	___	NA	'
Kindergarten	___	NA	'
First Grade	___	___	'
Second Grade	___	___	'
Third Grade	___	___	'

PROFESSIONAL DEVELOPMENT

1. Does your school have a results-based staff development plan?

' Yes ' No

2. If yes, who was involved in the development of the results-based staff development plan? Please check (U) all that apply.

' Administrators ' Teachers ' Support staff ' Parents

' Community members ' Other (please describe) _____

3. What data are used in developing the plan? Please check (U) all that apply.

' Staff needs assessment

' Disaggregated student state assessment results

' Disaggregated student norm-referenced test results

' Disaggregated student data from classroom performance assessments and student work

' Goals targeted in the school improvement plan

' Other (specify) _____

4. How many days are built into the school calendar for professional development during the school year?

___ days

5. How many additional days are used for staff development opportunities?

___ days for school ___ days for district

6. Approximately, what percent of the **school's** budget for professional development comes from each of the following sources?

- ____% State appropriation
- ____% Goals 2000
- ____% Eisenhower (Title VI)
- ____% Title I
- ____% Continuous Improvement Grants
- ____% Other (please describe) _____

7. About how many dollars of the **school's** budget is allocated for professional development? \$ _____
8. Is your school a professional development school (i.e., onsite university-sponsored courses, demonstrations, and coaching)?

‘ Yes ‘ No

9. What kind of support for professional development has your school provided during the past and current school year?

	Yes No	
a. Release time from teaching	‘	‘
● Scheduled time (i.e., time built into your schedule for professional development activities like study groups, grade level meetings)	‘	‘
● College credit	‘	‘
● Inservice points	‘	‘
● Stipend for professional development that takes place outside of regular hours	‘	‘
● Tuition and/or fees for workshops/conferences	‘	‘
● Travel and/or per diem expenses	‘	‘
● Follow-up training	‘	‘
● Resources (e.g., hands on science materials, manipulatives)	‘	‘
● Opportunities for on-the-job practice of new skills or strategies that includes feedback	‘	‘
● Support for peer coaching	‘	‘

<ul style="list-style-type: none"> • Service center or consortium membership 	‘	‘
<ul style="list-style-type: none"> • Other (please describe) _____ 	‘	‘

10. To what extent has your school encountered the following roadblocks during the past year and/or in the current year in its efforts to provide quality professional development?

	Not at all	To some extent	To a large extent
a. Availability of substitute teachers for release time for teachers	‘	‘	‘
• Scheduling conflicts	‘	‘	‘
• No staff member to coordinate professional development activities	‘	‘	‘
• Lack of funds for stipends for professional development that takes place outside of regular hours	‘	‘	‘
• Lack of funds for tuition and/or fees for workshops/conferences	‘	‘	‘
• Lack of funds for travel and/or per diem expenses	‘	‘	‘
• Lack of funds for consultants	‘	‘	‘
• Lack of resources (e.g., technology, building space, materials, time, manipulatives, etc.)	‘	‘	‘
• Lack of funds for follow-up training	‘	‘	‘
• Lack of interest on the part of staff	‘	‘	‘
• Lack of district-level administrative support	‘	‘	‘

<ul style="list-style-type: none"> • Other (please describe) <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>			
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10.

11. This section is about your beliefs and attitudes about professional development. Please check (U) the column that indicates your level of agreement with these belief statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Teachers in our school have an important role in planning professional development.				
• The district provides support for professional development (e.g., time, resources).				
• Teachers in our school can practice new skills or strategies in a low-risk environment.				
• The school structure provides teachers opportunities for feedback and coaching related to the practice of new skills or strategies.				
• Our school's professional development activities are piecemeal and fragmented.				
• Professional development activities in which our teachers have participated have changed the way they teach.				
• Professional development in our school builds on the knowledge and skill level needs of all staff (certified, non-certified and administrators).				
• Professional development at our school focuses on students' needs.				
• Teachers in our school generally view professional development as a waste of time.				
• Teachers in our school are given sufficient time to plan for and learn new strategies.				
• School administrators support teachers in applying what they have learned in professional development activities to classroom practice.				
• District sponsored professional development is responsive to the needs of our staff and students.				

<ul style="list-style-type: none">• State education agency sponsored professional development is responsive to the needs of our staff and students.				
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12. What professional development practices, policies, and procedures would improve the quality of professional development related to improved student learning? Please list three recommendations, with #1 being the most important.

1st Most Important Recommendation:

2nd Most Important Recommendation:

3rd Most Important Recommendation:

Thank you for completing this survey.

PROFESSIONAL DEVELOPMENT SURVEY

Middle and High School Principal Questionnaire

Title/Name of person to contact for clarification or further information:

_____ Phone (____)_____

Fax () _____

School _____ USD# ____ Building # ____

Grade Levels Served by School: Grade _____ to Grade _____

How many years of experience do you have as a principal (including this year)? _____years

How many years have you been a principal at this school (including this year)? _____years

How many full-time equivalency (FTE) classroom teachers are in your building? _____

Number of students who attend this school _____students

PROFESSIONAL DEVELOPMENT

1. Does your school have a results-based staff development plan?

‘ Yes ‘ No

2. If yes, who was involved in the development of the results-based staff development plan? Please check (U) all that

apply.

‘ Administrators ‘ Teachers ‘ Support staff ‘ Parents

‘ Community members ‘ Other (please describe) _____

3. What data are used in developing the plan? Please check (U) all that apply.

‘ Staff needs assessment

‘ Disaggregated student state assessment results

‘ Disaggregated student norm-referenced test results

‘ Disaggregated student data from classroom performance assessments and student work

‘ Goals targeted in the school improvement plan

‘ Other (specify) _____

4. How many days are built into the school calendar for professional development during the school year?

____ days

5. How many additional days are used for staff development opportunities?

____ days for school ____ days for district

6. Approximately, what percent of the **school's** budget for professional development comes from each of the following sources?

____% State appropriation

____% Goals 2000

____% Eisenhower (Title VI)

____% Title I

____% Continuous Improvement Grants

____% Other (please describe) _____

7. About how many dollars of the **school's** budget is allocated for professional development? \$ _____

8. Is your school a professional development school (i.e., onsite university-sponsored courses, demonstrations, and coaching)?

‘ Yes ‘ No

9. What kind of support for professional development has your school provided during the past and current

school year?

	Yes No	
a. Release time from teaching	‘	‘
• Scheduled time (i.e., time built into your schedule for professional development activities like study groups, grade level meetings)	‘	‘
• College credit	‘	‘
• Inservice points	‘	‘
• Stipend for professional development that takes place outside of regular hours	‘	‘
• Tuition and/or fees for workshops/conferences	‘	‘
• Travel and/or per diem expenses	‘	‘
• Follow-up training	‘	‘
• Resources (e.g., hands on science materials, manipulatives)	‘	‘
• Opportunities for on-the-job practice of new skills or strategies that includes feedback	‘	‘
• Support for peer coaching	‘	‘
• Service center or consortium membership	‘	‘
• Other (please describe) _____ _____	‘	‘

10. To what extent has your school encountered the following roadblocks during the past year and/or in the current year in its efforts to provide quality professional development?

	Not at all	To some extent	To a large extent
a. Availability of substitute teachers for release time for teachers	‘	‘	‘

• Scheduling conflicts	‘	‘	‘
• No staff member to coordinate professional development activities	‘	‘	‘
• Lack of funds for stipends for professional development that takes place outside of regular hours	‘	‘	‘
• Lack of funds for tuition and/or fees for workshops/conferences	‘	‘	‘
• Lack of funds for travel and/or per diem expenses	‘	‘	‘
• Lack of funds for consultants	‘	‘	‘
• Lack of resources (e.g., technology, building space, materials, time, manipulatives, etc.)	‘	‘	‘
• Lack of funds for follow-up training	‘	‘	‘
• Lack of interest on the part of staff	‘	‘	‘
• Lack of district-level administrative support	‘	‘	‘
• Other (please describe) _____ _____ _____	‘	‘	‘

10.

11. This section is about your beliefs and attitudes about professional development. Please check (U) the column that indicates your level of agreement with these belief statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. Teachers in our school have an important role in planning professional development.				
• The district provides support for professional development (e.g., time, resources).				
• Teachers in our school can practice new skills or strategies in a low-risk environment.				
• The school structure provides teachers opportunities for feedback and coaching related to the practice of new skills or strategies.				

<ul style="list-style-type: none"> • Our school's professional development activities are piecemeal and fragmented. 				
<ul style="list-style-type: none"> • Professional development activities in which our teachers have participated have changed the way they teach. 				
<ul style="list-style-type: none"> • Professional development in our school builds on the knowledge and skill level needs of all staff (certified, non-certified and administrators). 				
<ul style="list-style-type: none"> • Professional development at our school focuses on students' needs. 				
<ul style="list-style-type: none"> • Teachers in our school generally view professional development as a waste of time. 				
<ul style="list-style-type: none"> • Teachers in our school are given sufficient time to plan for and learn new strategies. 				
<ul style="list-style-type: none"> • School administrators support teachers in applying what they have learned in professional development activities to classroom practice. 				
<ul style="list-style-type: none"> • District sponsored professional development is responsive to the needs of our staff and students. 				
<ul style="list-style-type: none"> • State education agency sponsored professional development is responsive to the needs of our staff and students. 				

10. What professional development practices, policies, and procedures would improve the quality of professional development related to improved student learning? Please list three recommendations, with #1 being the most important.

1st Most Important Recommendation:

2nd Most Important Recommendation:

3rd Most Important Recommendation:

Thank you for completing this survey.