

Professional Development in Schools Participating in Study

Under the premise that professional development can be an important tool in improving schools, the Similar Students, Different Results study surveys asked questions of teachers and principals about:

- their professional development needs
- their opinions on how past professional development sessions might have influenced their practices.

Information on their responses to these questions is detailed in the charts that follow.

Professional Development Needs

Both principals and teachers were asked about their professional development needs. Respondents were given a list of professional development topics and asked to select their top three priorities. Responses are categorized below by their school's 2005 Growth API to determine the extent to which professional development needs might vary between high- and low-performing schools. We also looked at the responses from schools currently participating in Program Improvement, an intervention program under the No Child Left Behind Act.

Teachers Rank Their Professional Development Needs — Ordered by School Type			
Professional Development Topic	High- Performing School	Low- Performing School	Program Improvement School
	Rank	Rank	Rank
Instructional strategies for multiple learning styles	1	4	3
Language Arts curriculum program	2	1	1
Mathematics curriculum program	3	3	2
Instructional strategies for English Learners	4	2	4
English Language Development curriculum program	5	5	6
Curriculum Standards	6	6	5
Classroom management and student discipline	7	7	7
Understanding and using data from assessments to inform instruction	8	8	8
Multicultural or diversity issues	9	9	10
School improvement planning	10	10	9

**Principals Rank
Their Professional Development Needs
– Ordered by School Type**

Professional Development Topic	High-Performing School	Low-Performing School	Program Improvement School
	Rank	Rank	Rank
Using assessment data	1	1	1
Evaluating teachers' instruction	2	8	7
Addressing multicultural/diversity issues	3	6	9
Training and instructional strategies for EL students	4	2	2
Involving and providing support to parents	5	4	4
Implementing a specific instructional program	6	7	6
Implementing a standards-based curriculum	7	5	3
Fundraising/grant writing	8	12	12
Financial management	9	10	10
Developing a school plan or shared vision	10	3	5
Promoting shared decision-making	11	9	8
Changes in state/federal accountability requirements	12	11	11

Influence of Past Professional Development Sessions

Teachers and principals were also asked how professional development sessions on particular topics influenced their practice. The percentage responding in each category is reported below. The category 'N/A' means that the question was not applicable because the teacher or principal had not received professional development in that area. The category 'Missing' means there was no response.

Teachers Report Influence of Past Professional Development Sessions on Teaching Practice — Ordered by Amount of Influence						
Professional Development Sessions	A Great Amount	A Moderate Amount	A Small Amount	No Amount	N/A	Missing
Language Arts curriculum program	40%	33%	12%	3%	5%	8%
Curriculum standards (AB 466)	35%	28%	11%	4%	16%	6%
Mathematics curriculum program	26%	30%	17%	6%	15%	7%
Classroom management and student discipline	24%	29%	17%	6%	17%	7%
Understanding and using data from assessments to inform instruction	22%	35%	21%	5%	11%	8%
Instructional strategies for English Learners	20%	31%	21%	5%	13%	8%
English Language Development curriculum program	18%	31%	23%	7%	15%	7%
Instructional strategies for multiple learning style	16%	30%	21%	7%	19%	8%
Multicultural or diversity issues	15%	30%	23%	7%	19%	7%
School improvement planning	11%	29%	26%	9%	17%	8%

**Principals Report Influence of
Past Professional Development Sessions
on Practices
— Ordered by Amount of Influence**

	A Great Amount	A Moderate Amount	A Small Amount	None	N/A	Missing
Workshops or conferences related to your role as principal	33%	43%	19%	2%	2%	1%
Individual or collaborative research on a topic of interest to you	33%	37%	20%	4%	5%	1%
Participating in a principal network	31%	31%	21%	4%	12%	1%
Mentoring and/or peer observation and coaching of principals	27%	32%	18%	7%	15%	1%
District training/institutes	23%	38%	25%	4%	10%	1%
Visits to other schools designed to improve your work as principal	22%	36%	22%	8%	12%	0%
University courses related to your role as principal	22%	32%	35%	8%	3%	0%
Completing AB 75 principal training	20%	27%	16%	7%	29%	1%
Attending ACSA's principal institute	13%	9%	6%	13%	57%	3%
Other	7%	1%	0%	<1%	7%	85%