What is your professional learning IQ?

Learning Forward’s Professional Learning IQ quiz is a tool to stimulate conversation about what educators and stakeholders know about professional learning. Rather than a quiz of right and wrong answers, this test is designed to surface perspectives and assumptions about professional development.

Each question and answer includes a citation so users can locate the original material to delve deeper into the information.

Learning Forward grants permission to any Learning Forward member to make up to 30 copies of this survey for use with groups in their communities.

SUGGESTIONS FOR USE WITH A GROUP
1. Distribute one copy of the survey to each person in the group. Provide pens and pencils for anyone taking the survey.
2. Allow 15 minutes for individuals to respond to the questions.
3. To present the results, read each question aloud and then provide the correct answer. Since there are clear correct responses to these questions, avoid embarrassing the survey takers by asking them to reveal their responses publicly. They will discover how their perceptions compare to the factual information as the answers are revealed.
4. Lead discussion as appropriate on the implications of correct answers. If time for discussion of the full quiz is limited, use just one or two questions as part of staff or board meetings to explore specific aspects of professional learning.

Your membership in Learning Forward gives you access to a wide range of publications, tools, and opportunities to advance professional learning for student success. Visit www.learningforward.org to explore more of your membership benefits.
**INTERNATIONAL PERSPECTIVES**

1. In which of the following topics do teachers around the world report a high level of need for more professional learning?
   a. Teaching students with special learning needs
   b. Student discipline and behavior problems
   c. Instructional practices
   d. Subject field
   e. All of the above

2. What percentage of their time do teachers in other countries spend teaching students, freeing the rest of their time for collaboration and planning?
   a. 90%
   b. 80%
   c. 70%
   d. 60%

3. When the world’s most improved school systems move from good to great, they emphasize:
   a. Providing scaffolding and motivation for low-skill teachers and principals; getting all schools to minimum quality standards; getting students in seats.
   b. Raising the caliber of entering teachers and principals; raising the caliber of existing teachers and principals; school-based decision making.
   c. Data and accountability foundation; financial and organizational foundation; pedagogical foundation.
   d. Cultivating peer-led learning for teachers and principals; creating additional support mechanisms for professionals; system-sponsored experimentation/innovation across schools.

4. Studies have suggested that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multi-study review and close to 100 in another) results in increases in student learning. How many professional development hours are provided to teachers in high-achieving nations?
   a. 150
   b. 100
   c. 80
   d. 60

5. On average, how many professional development hours are provided to U.S. teachers each year?
   a. 97
   b. 75
   c. 63
   d. 44

**PARENT AND TEACHER VIEWS**

6. Which of the following did Americans in general list as the most important thing a school can do to earn an “A” grade?
   a. Improve the quality of teaching
   b. Implement a challenging curriculum
   c. Help students be more successful
   d. Implement standardized testing/grading
   e. Establish closer relations with parents

7. What percentage of teachers said that “strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards” should be a priority in education?
   a. 91%
   b. 83%
   c. 74%
   d. 44%
8. This percentage of teachers thinks that greater collaboration among teachers and school leaders would have a major impact on improving student achievement.
   a. 27%
   b. 42%
   c. 67%
   d. 87%

9. Out of 10 teachers, how many are likely to say it is “very important” or “absolutely essential” to provide opportunities for relevant professional development in order to retain good teachers?
   a. More than 8
   b. 6
   c. 4
   d. Less than 3

LEARNING INSIGHTS

10. When educators choose learning designs for professional learning, which of the following are among several important factors cited in Learning Forward’s Standards for Professional Learning?
   a. High evaluation scores from previous participants
   b. Consideration of learner needs and intended outcomes
   c. Availability of dynamic keynote speakers
   d. Resources available from relevant grant funds

11. In the Standards for Professional Learning, the Outcomes standard ties professional learning to educator performance outcomes and student learning outcomes. This standard also calls for coherence in professional learning. What does coherence refer to?
   a. Analysis of system, school, and educator data
   b. Allocation, coordination, and prioritization of time, people, technology, and money
   c. Attention to change research and the change process as part of implementation
   d. Sustained learning that builds on earlier work and is aligned with curriculum and assessments

12. Of the following collaborative activities, which one did U.S. teachers engage in the least?
   a. Teachers meeting in teams to learn what is necessary to help their students achieve at higher levels
   b. School leaders sharing responsibility with teachers to achieve school goals
   c. Beginning teachers working with more experienced teachers
   d. Teachers observing each other in the classroom and providing feedback

13. Of the four priorities for further professional development listed below, which one did teachers rank most often as the highest priority?
   a. Content of the subject taught
   b. Student discipline/classroom management
   c. Teaching students with special needs
   d. Use of computers in instruction

14. What percentage of teachers that engaged in professional development of “Student discipline and management in the classroom” found it to be “useful” or “very useful”?
   a. 86%
   b. 67%
   c. 43%
   d. 27%
15. Studies have suggested that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multi-study review and close to 100 in another) results in increases in student learning. Of the U.S. teachers that received professional development in the content of the subject they teach, how many hours of professional development did most of them receive within a 12-month period?
   a. More than 48 hours
   b. 25-47 hours
   c. 17-25 hours
   d. Less than 16 hours

**POLICY CONSIDERATIONS**

16. The Great Teaching For Great Schools Act, introduced by Congressman Polis (Colo.), aims to:
   a. Ensure effective professional development
   b. Promote continuous improvements
   c. Strengthen administrator leadership of schools
   d. Direct investments to schools needing the most help
   e. All of the above

17. Which of the following was NOT found to be a key factor that determines the impact of state policy on effective professional development.
   a. Teacher evaluation systems
   b. Leadership
   c. Infrastructure
   d. Resources
   e. Intermediaries and outside providers

**LEADERSHIP NEEDS**

18. When a national teacher survey asked how important each of the following factors are in retaining good teachers, which two were the only ones to be considered “absolutely essential” by more than half of the teachers?
   a. Supportive leadership
   b. Time for teachers to collaborate
   c. Professional development that is relevant to personal and school goals
   d. Higher salaries
   e. Pay tied to teachers’ performance

19. According to recent research, the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to turn around schools is:
   a. Higher salaries
   b. Leadership opportunities
   c. A good principal
   d. Punitive evaluation systems

20. Research has shown that to turn around the lowest performing schools, principals need to:
   a. Share decision making while working collaboratively toward clear, common goals with district personnel, other principals, and teachers.
   b. Lead school improvement by creating structures and incentives around a common agenda for learning among all staff.
   c. Align resources with learning activities, needs and priorities.
   d. Build external relations that can support a schoolwide learning agenda, including garnering community support, providing sufficient resources, and anticipating resistance or conflict.
   e. All of the above.
INTERNATIONAL PERSPECTIVES

1. In which of the following topics do teachers around the world report a high level of need for more professional learning?
   e. All of the above

2. What percentage of their time do teachers in other countries spend teaching students, freeing the rest of their time for collaboration and planning?
   d. 60%
   What percentage of their time do U.S. teachers spend teaching students? 80%

3. When the world’s most improved school systems move from good to great, they emphasize:
   b. Raising the caliber of entering teachers and principals; raising the caliber of existing teachers and principals; school-based decision making.

4. Studies have suggested that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multi-study review and close to 100 in another) results in increases in student learning. How many professional development hours are provided to teachers in high-achieving nations?
   b. 100 hours of “professional development time each year on top of the 15-25 hours per week that they have for collaborative planning and learning.”

5. On average, how many professional development hours are provided to U.S. teachers each year?
   d. 44 hours

PARENT AND TEACHER VIEWS

6. Which of the following did Americans in general list as the most important thing a school can do to earn an “A” grade?
   a. Improve the quality of teaching

7. What percentage of teachers said that “strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards” should be a priority in education?
   a. 91%

### Percentage of teachers and parents that feel these reform strategies “must be done — one of the highest priorities.”

<table>
<thead>
<tr>
<th>Reform Strategy</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening programs and resources to help diverse learners with the highest needs meet college- and career-ready standards</td>
<td>59%</td>
<td>57%</td>
</tr>
<tr>
<td>Graduating each and every student from high school ready for college and a career</td>
<td>54%</td>
<td>73%</td>
</tr>
<tr>
<td>Giving schools more ability to remove teachers who are not serving students well</td>
<td>39%</td>
<td>75%</td>
</tr>
<tr>
<td>Using measurements of teacher effectiveness that are based in significant part on student growth</td>
<td>27%</td>
<td>56%</td>
</tr>
<tr>
<td>Expanding public school choice options for students within and across school districts</td>
<td>17%</td>
<td>43%</td>
</tr>
</tbody>
</table>

8. This percentage of teachers thinks that greater collaboration among teachers and school leaders would have a major impact on improving student achievement.
   c. 67%

Elementary school teachers are more likely than those in secondary schools to think that greater collaboration would have a major impact on improving student achievement (72% vs. 57%)

Percentage of principals that thinks that greater collaboration among teachers and school leaders would have a major impact on improving student achievement: 78%


9. Out of 10 teachers, how many are likely to say it is “very important” or “absolutely essential” to provide opportunities for relevant professional development in order to retain good teachers?
   a. More than 8


**LEARNING INSIGHTS**

10. When educators choose learning designs for professional learning, which of the following are among several important factors cited in Learning Forward’s Standards for Professional Learning?
   b. Consideration of learner needs and intended outcomes


11. In the Standards for Professional Learning, the Outcomes standard ties professional learning to educator performance outcomes and student learning outcomes. This standard also calls for coherence in professional learning. What does coherence refer to?
   d. Sustained learning that builds on earlier work and is aligned with curriculum and assessments


12. Of the following collaborative activities, which one did U.S. teachers engage in the least?
   d. Teachers observing each other in the classroom and providing feedback


13. Of the four priorities for further professional development listed below, which one did teachers rank most often as the highest priority?
   a. Content of the subject taught: 24%
   b. Student discipline/classroom management: 20%
   c. Teaching students with special needs: 14%
   d. Use of computers in instruction: 14%

Other percentages:
   b. Student discipline/classroom management as the next priority: 20%
   c. Teaching students with special needs: 14%
   d. Use of computers in instruction: 14%


14. What percentage of teachers that engaged in professional development of “Student discipline and management in the classroom” found it to be “useful” or “very useful”?
   d. 27%

Other professional development topics considered “useful” or “very useful” by a significantly larger percentage of teachers:
   • Content of the subject they teach: 59%
   • Uses of computers for instruction: 43%
   • Reading instruction: 43%

15. Studies have suggested that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multi-study review and close to 100 in another) results in increases in student learning. Of the teachers that received professional development in the content of the subject they teach, how many hours of professional development did most of them receive within a 12-month period?
   d. Less than 16 hours


16. The Great Teaching For Great Schools Act, introduced by Congressman Polis (Colo.), aims to:
   e. All of the above


17. Which of the following was NOT found to be a key factor that determines the impact of state policy on effective professional development.
   a. Teacher evaluation systems


18. When a national teacher survey asked how important each of the following factors are in retaining good teachers, which two were the only ones to be considered “absolutely essential” by more than half of the teachers?
   a. Supportive leadership: 68%
   b. Time for teachers to collaborate: 54%

   Percentage of teachers that feel these factors are “absolutely essential”:
   • Professional development that is relevant to personal and school goals: 45%
   • Higher salaries: 45%
   • Pay tied to teachers’ performance: 8%


19. According to recent research, the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to turn around schools is:
   c. A good principal


20. Research has shown that to turn around the lowest performing schools, principals need to:
   e. All of the above.


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ANSWERS to professional learning IQ quiz

**LEADERSHIP NEEDS**

18. When a national teacher survey asked how important each of the following factors are in retaining good teachers, which two were the only ones to be considered “absolutely essential” by more than half of the teachers?
   a. Supportive leadership: 68%
   b. Time for teachers to collaborate: 54%

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**POLICY CONSIDERATIONS**

16. The Great Teaching For Great Schools Act, introduced by Congressman Polis (Colo.), aims to:
   e. All of the above

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**QUESTION 14**

Professional development topics considered “useful” or “very useful” by teachers:
   • Content of the subject they teach: 59%
   • Uses of computers for instruction: 43%
   • Reading instruction: 43%

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