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ABSTRACT
        The Staff Development Needs Assessment Survey was
sent to all teachers, pupil services personnel, and administrators in
Wyoming school districts. Of these, 1501 surveys from teachers and
pupil services personnel (23 percent) and 138 administrator surveys
(35 percent) were returned. The needs assessment was designed to
address: (1) current staff development activity; (2) planning for
staff development; (3) quality of staff development; and (4) amount
of affective and budgetary support. The results of the study revealed
several important points. First, Wyoming educators typically
described staff development as a group inservice activity, and
indicated that participation in ongoing job embedded staff
development activities remained relatively infrequent. Second, there
was a disparity in perceptions between administrators and their
staffs regarding decisions about staff development and levels of
staff participation in making staff development decisions;
administrators were more likely to report teachers' involvement in
all aspects of staff development than were teachers themselves.
Further findings revealed a critical lack of attention and resources
dedicated to support of staff development. Finally, study findings
indicated that when staff is involved in planning staff development
they tend to be more satisfied with it, support it more, and use it
in their classrooms. (ND)

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Staff Development
Needs Assessment Survey

October, 1996

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As directed by:

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Introduction

The Staff Development Needs Assessment Survey was sent to all teachers, pupil services personnel, and administrators in Wyoming who were certified by the Professional Teaching Standards Board and employed by a school district as of October, 1995. The needs assessment was designed to address several questions of interest. First, it sought to give a snapshot of districts in terms of what they currently are providing in staff development (i.e., what is provided, to whom, when, and how much). Second, information on planning for staff development was collected which included: 1) the extent to which staff development plans exist; 2) for whom they exist; 3) who is involved in planning; and 4) utilization of data in planning and evaluation efforts. Third, items pertaining to the quality of staff development were included. Such quality measures were identified from the research literature as components essential to successful staff development and included questions on integration of innovations into current practices, and time for feedback, follow-up and implementation. Fourth, questions about the amount of support (both affective and budgetary) lent to staff development were included. Finally, a few survey items were designed to gauge general attitudes towards staff development.

Methodology

The State of Wyoming Staff Development Needs Assessment Survey consisted of a written survey instrument sent in June of 1996 to the homes of all certified pupil services, teachers, and administrators employed by a school district during the 1995/1996 school year. Two survey instruments were developed, one for administrators and another for both teachers and pupil services personnel. Although the two survey instruments resembled each other closely in terms of content (See Appendix A for a copy of the surveys), the administrator survey had additional items on budgetary matters as they related to staff development.

A database of addresses and job titles of Wyoming educators provided by the State Department of Education was used to do the survey mailout. All teachers and pupil services personnel were sent a survey (herein referred to as the *teacher* survey) which was designed to be easily folded and sealable with a postage paid return address on the back. The administrator survey, which was slightly longer, had a return postage paid envelope enclosed separately with the survey. All surveys were accompanied by a cover letter from the State Superintendent of Public Instruction explaining the purposes of the survey and asking respondents to take the time to candidly respond to questions. No names were required on the surveys since it was felt that

anonymity would increase response rates as well as the candidness of those responses.

Approximately 7,171 teacher surveys were sent out; 540 (8%) of which came back as incorrect addresses with no forwarding address. Of the 6,631 teachers and pupil services personnel who received surveys, 1,501 (23%) were returned. Ninety of these surveys were not scannable (due to rips, ink, etc.) but were retained for use in the subsequent qualitative analyses on open-ended comments. Responses were obtained from forty-six districts statewide.

For the administrator survey, 7% of the 428 administrator surveys sent out were returned as wrong addresses. Of the 399 administrators who received a survey, 138 administrators completed them – representing a response rate of 35%.

One thousand teacher surveys were selected at random for coding of open-ended responses and comments. Coding of open-ended responses was done on all 138 administrator surveys.

Three-quarters (75%) of respondents to the teacher survey were female. In addition, 93% described themselves as Caucasian, 1% Hispanic, and 1% Other, 4% declined to state. Other sample characteristics are presented in Figures 1 through 6 below.

Figure 1. Job Description: Teacher Survey
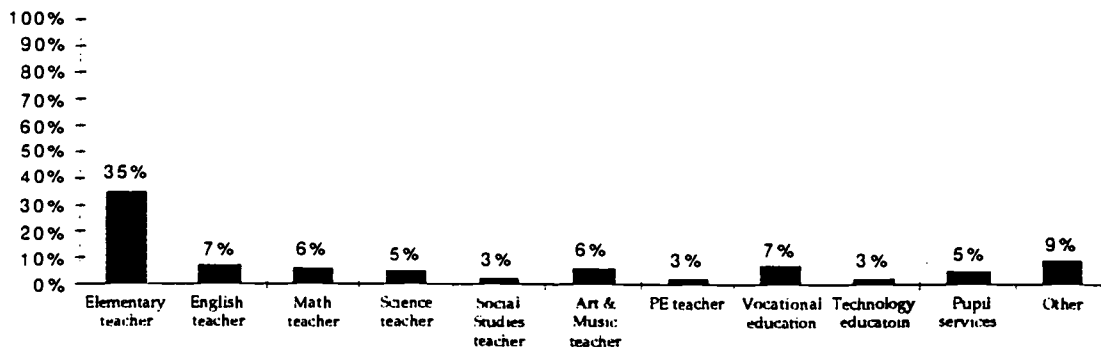
Of the other responses, 12% had positions related to Title I, 11% were counselors or school psychologists, 11% foreign language or ESL teachers, and 7% were library/media specialists.

Figure 2. Job Description: Administrator Survey
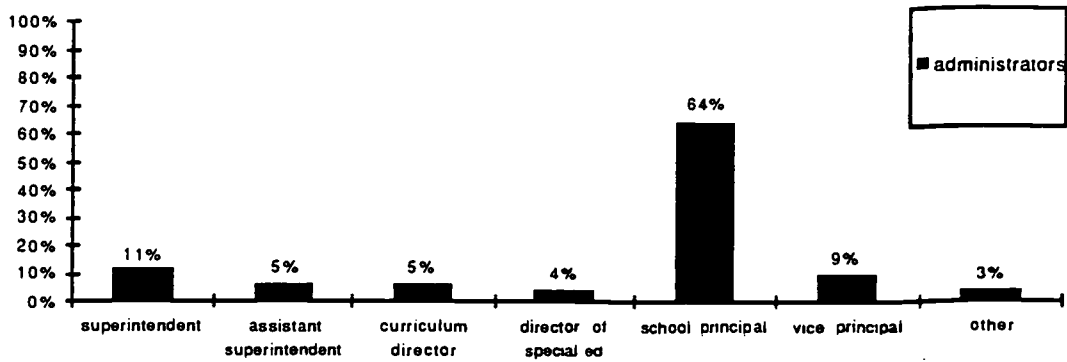
Three-quarters (75%) of administrators classified themselves as school administrators while 25% described themselves as district level ones. Of those respondents who classified themselves as school administrators, 34% worked in schools with a student population of less than three hundred, 32% in schools with three to five hundred students, and 33% worked in schools with over five hundred students.

Figure 3 shows that respondents, especially teachers, generally demonstrated a great deal of stability in their jobs. Over two-thirds of teachers (64%) indicated that they had been working at their job for more than ten years.

Figure 3. Length of Time at Job

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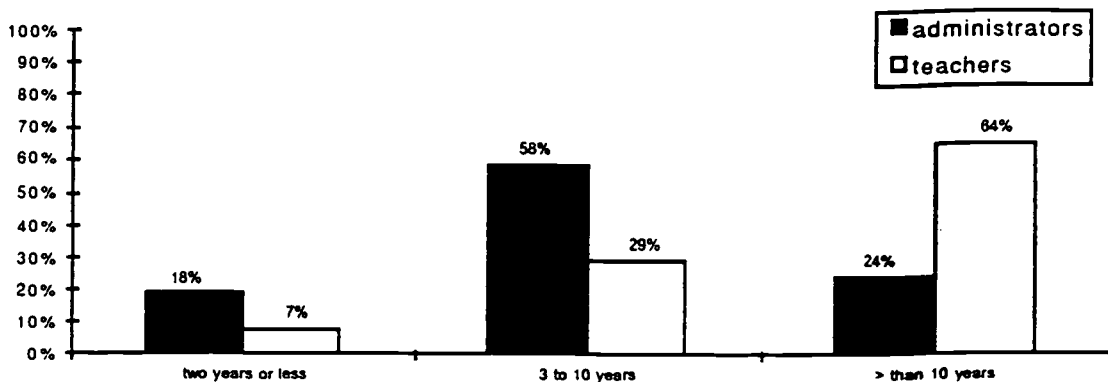
Figure 4. Education
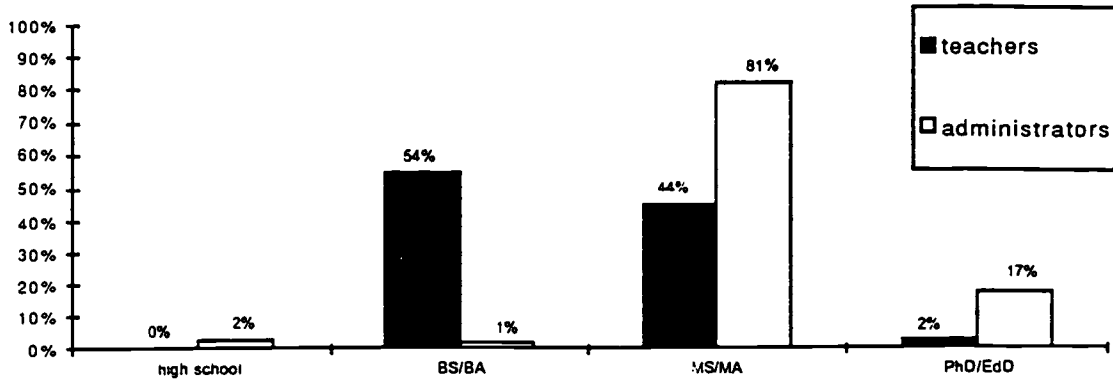
Figure 5. School Level
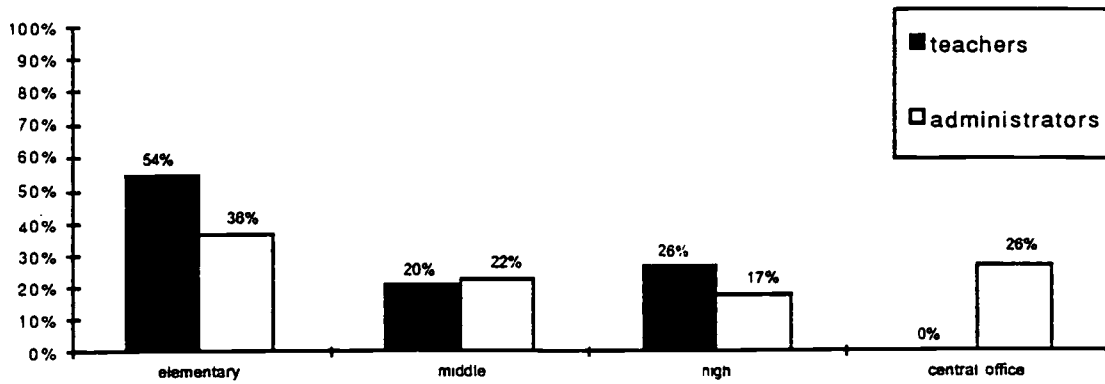
The size of the district to which a particular respondent belonged was calculated based upon the 1995 Wyoming Statistical Report Series Number Two produced by the State Department of Education. Districts with an enrollment of over 4,000 students were categorized as very large, districts with between 2,500 and 4,000 students as medium, those with between 1,000 to 2,500 students were assigned to the small category, and districts with less than 1,000 students were categorized as very small. Figure 6 below displays the proportion of total respondents within each district size category.

Figure 6. Size of district
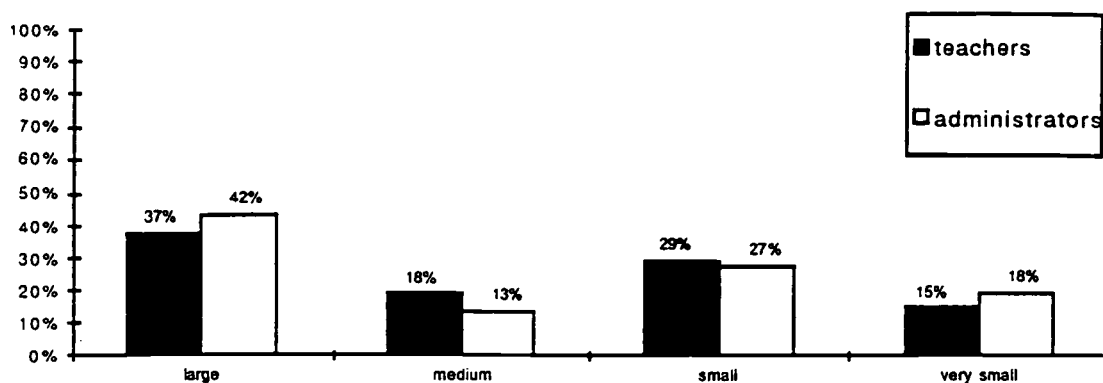
Throughout this report, data on most individual questions are disaggregated by respondent group, school level, and size of district. Additional disaggregations and statistical analyses were performed and reported on individual survey items as deemed appropriate by researchers.

Staff Development Planning

The accreditation guidelines put forth by the State Department of Education emphasizes the importance of school districts having a staff development plan, as well as the reliance on multiple sources of data and broad-based participation strategies in determining the content and priorities of such plans. Accordingly, this survey contained several items pertaining to the planning of staff development, including: 1) the extent to which such plans exist; 2) for whom they exist; 3) who is involved in such planning; and 4) the use of data in planning efforts. The figures and tables in this section present the data from these questions.

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Figure 7. A comprehensive staff development plan exists for the following entities in my district:*
by Job
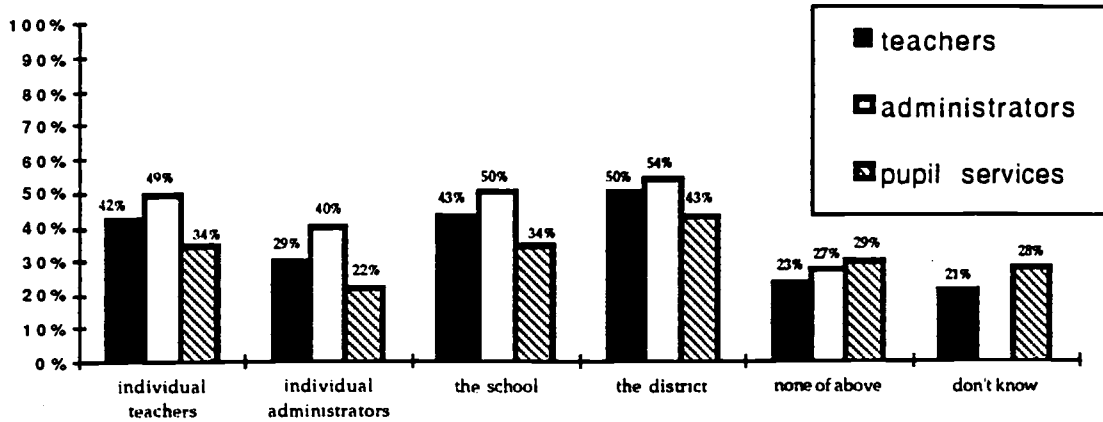
Percentages do not total 100% because this was a multiple response item.

- Staff development plans are most likely to exist for the district, followed by the school, and then individual teachers.
- Approximately 1/2 of respondents (54% of administrators and 50% of teachers) indicated that a comprehensive staff development plan exists for their district.
- It is noteworthy that 23% of teachers, 27% of administrators and 29% of pupil services personnel indicated that a staff development plan does not exist for *any* entity in their district (i.e., the district, the school, individual administrators or individual teachers).

An analyses was performed to determine the proportion of *districts* statewide who had staff development plans. Variation of responses within individual districts were examined and used to calculate an overall district summary variable. The district summary variable was calculated using the following procedures:

1. If over 75% of respondents within a district indicated a given response, the district was coded as *almost certainly* belonging to this response category. For example, if 90% of respondents within District A reported that a staff development plan existed for individual teachers, this district was coded as *almost certainly* having a staff development plan for teachers.

2. If between 56% and 75% of respondents within a district indicated a given response, the district was coded as *probably* belonging to this response category. For example, if 65% of respondents within

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District B reported that a staff development plan existed for individual teachers, this district was coded as *probably* having a staff development plan for teachers.

3. If between 30% and 55% of respondents within a district indicated a given response, the district was coded as _uncertain_ as to the response category it belonged to. For example, if 40% of respondents within District C reported that a staff development plan existed for individual teachers, this district was coded as *uncertain* as to whether it had staff development plans for individual teachers.

4. If less than 30% of respondents within a district indicated a given response, the district was coded as _almost certainly not_ belonging to this response category. For example, if 20% of respondents within District D reported that a staff development plan existed for individual teachers, this district was coded as *almost certainly not* having a staff development plan for teachers.

For several survey items, researchers wanted to be able to report the proportion of districts within the state falling into a specific response category. Since a certain degree of variation in responses within districts is inevitable, a concrete decision rule as to how much variation provided acceptable evidence of a given response had to be made. Examination of the distribution of responses within districts revealed that, for most districts, a clear pattern could be detected as to whether a specific district provided a given activity or not. The district summary variable which was created using the criteria specified above allowed researchers to report this district level information on several questions of interest.

In terms of the proportion of districts statewide that have staff development plans for different entities, approximately 36% of districts statewide almost certainly or probably have a staff development plan for the district, it is uncertain whether 50% of districts have a district plan (i.e., between 30% and 55% of respondents within the district said that they did have a plan), and 13% of districts *almost certainly do not* have a staff development plan for the district. Approximately 17% of districts statewide almost certainly or probably have a staff development plan for individual schools, 15% for individual teachers, and 11% for individual administrators.

Table 1. A comprehensive staff development plan exists for the following entities in my district: by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
individual teachers	44%	45%	38%	48%	32%	44%	36%
individual administrators	30%	32%	26%	34%	18%	34%	27%
the school	46%	43%	39%	47%	35%	45%	41%
the district	51%	51%	44%	48%	42%	54%	51%
none of the above	21%	22%	31%	16%	24%	31%	32%
don't know	20%	20%	23%	21%	19%	23%	17%

Percentages do not total 100% because this was a multiple response item

- Staff development plans are more likely to exist at the elementary and middle school levels than at the high school level. This was a consistent result regardless of the entity for whom plans were tailored.
- Almost one-third of respondents (31%) from high schools said that they did not have a staff development plan for any of the following: the district, school, individual administrators or teachers.
- Medium size school districts were less likely to have staff development plans than either larger or smaller size districts.
- Districts are the most frequently cited entity for whom a staff development plan exists, followed by schools and individual teachers.

Figures 8 through 12 and Tables 2 through 6 below display the data from items designed to determine the degree to which data is utilized in planning for staff development.

Figure 8. In my district *individual* professional development plans are related to the following:
by Job
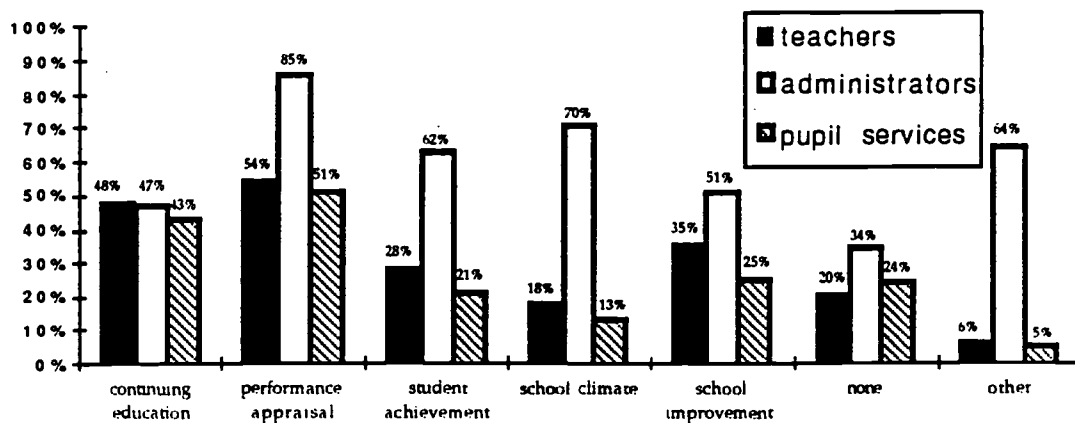
- 34% of administrators report that individual professional development plans are related to none of the listed data sources.
- A substantial proportion of administrators (64%) said that individual professional development relied on a source other than the ones listed. Of those other responses, 58% said that individual goals are used in determining the content of individual professional development plans and 13% said that plans are informal and generally left up to teachers to determine what they need to do.
- There is a discrepancy in perceptions across job categories in that administrators are more likely to report that individual plans are related to a variety of data sources than are either teachers or pupil services personnel.
- The top two data sources that teachers feel are utilized in individual professional development are related to personal characteristics (such as continuing education requirements and performance appraisal) rather than student performance or school level data.

Table 2. In my district *individual* professional development plans are related to the following: by School Level and District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
continuing education	49%	44%	45%	54%	42%	43%	45%
performance appraisal	55%	57%	52%	63%	47%	50%	58%
student achievement	30%	29%	25%	67%	76%	27%	32%
school climate data	20%	26%	20%	28%	12%	20%	20%
school improvement plans	38%	36%	27%	42%	29%	31%	34%
there are no individual plans	21%	23%	23%	16%	31%	24%	25%
other	10%	12%	7%	14%	6%	12%	9%

- Individual professional development plans are more likely to be related to individual teacher characteristics and requirements (such as continuing education and performance appraisal) than on student achievement or school level data.
- Large school districts are more likely to utilize a variety of data sources in planning for individual professional development than are smaller districts.
- 67% of respondents from large districts and 76% of those from medium districts indicated that individual professional development plans are related to student achievement data.
- 31% of respondents from medium size school districts indicated that they do not have individual professional development plans.
- Approximately 38% of elementary school respondents, 36% of middle school, and 27% of high school respondents reported that individual professional development plans are related to school improvement plans.

Figure 9. The following data sources are used in determining staff development needs.
by Job
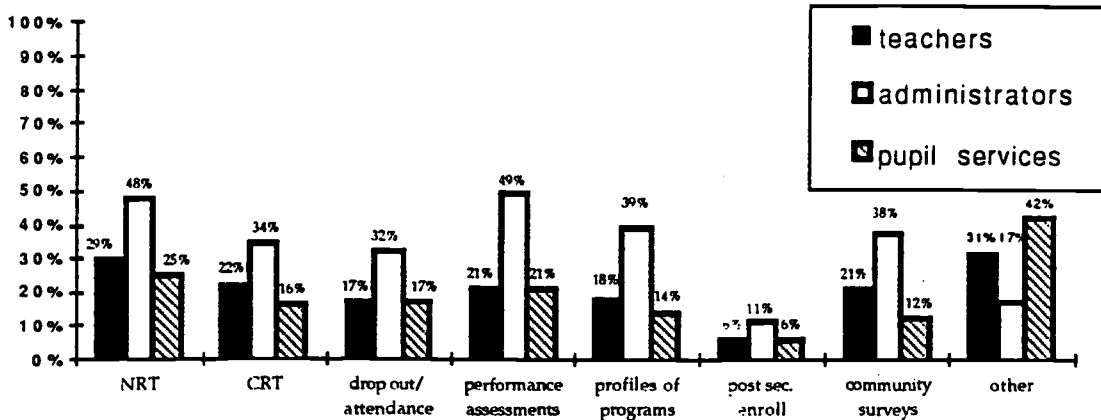
- While 49% of administrators indicated that performance assessments are used in determining staff development needs, only 21% of teachers and pupil services personnel thought that this was the case.
- A large discrepancy between teachers and administrators as to the perceived extent to which student and school level data is relied upon in determining staff development needs can be noted. This suggests that teachers and pupil services personnel are not aware of how staff development relates to the performance of their pupils and their school as a whole.
- A content analysis was conducted on the *other* responses from teachers and pupil services personnel. Of the other responses, 20% indicated that no data source was used in determining staff development needs, 20% indicated that they did not know which data sources were used, 18% said that staff requests and/or surveys determined the content of staff development, 12% said the goals or desires of administration determined staff development needs, and 5% said it depended on what the latest trend or bandwagon happened to be. The most frequently reported other response from administrators indicated that staff requests (39% of the other responses) were used in determining staff development needs.

Table 3. The following data sources are used in determining staff development needs:
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
NRT results	36%	26%	23%	32%	25%	30%	35%
CRT results	26%	21%	16%	26%	20%	17%	24%
drop out and attendance rates	15%	18%	27%	23%	13%	14%	21%
performance assessments	29%	21%	13%	26%	18%	21%	28%
profiles of academic and extracurricular programs	18%	21%	18%	21%	17%	17%	21%
post secondary enrollment figures	3%	6%	12%	7%	4%	6%	8%
community surveys	23%	21%	22%	19%	19%	20%	32%
other	32%	30%	30%	29%	34%	34%	27%

- The low proportion of high school respondents who indicated that student performance data (i.e., NRTs, CRTs, and performance assessments) are used in determining staff development needs is noteworthy. Conversely, elementary schools were the most likely to use such student performance data in determining staff development needs.
- Large districts or very small districts are more likely to use data in determining staff development needs than are the mid-size districts (i.e., medium & small).

Figure 10. Staff development is based on a thorough review of student performance on assessments from our local standards.
by Job
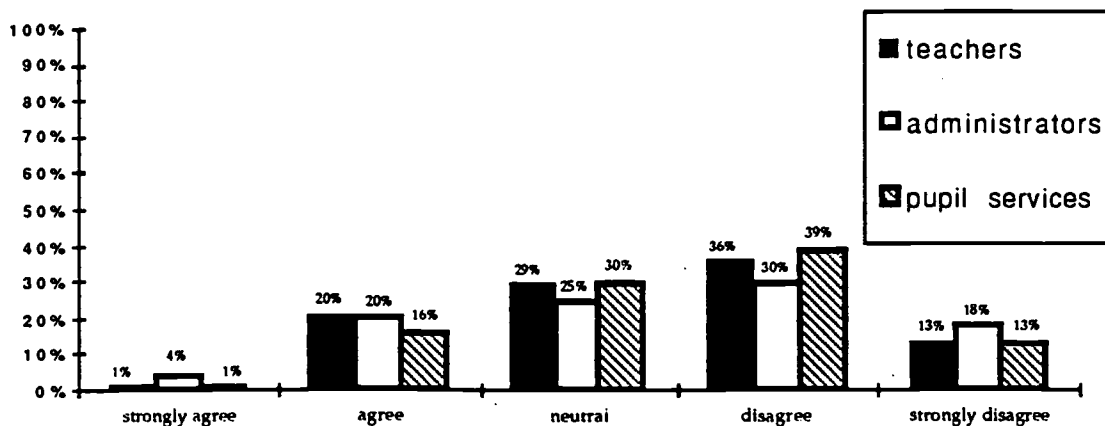
- Less than 1/4 of respondents across all job categories indicated that they agreed or strongly agreed that student performance data from assessments on local standards are utilized in determining staff development needs.

Table 4. Staff development is based on a thorough review of student performance on assessments from our local standards.
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	2%	1%	1%	2%	1%	1%	0%
Agree	22%	20%	15%	21%	14%	18%	22%
Neutral	31%	28%	25%	30%	28%	29%	28%
Disagree	34%	37%	37%	32%	44%	34%	36%
Strongly Disagree	10%	15%	20%	12%	13%	17%	13%
Mean*	3.3	3.5	3.6	3.3	3.5	3.5	3.4

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Over one-half of respondents from middle and high schools either disagreed or strongly disagreed with the statement that staff development is based on thorough review of student performance on local assessments.
- Over one-half of respondents from medium or small districts either disagreed or strongly disagreed with the statement that staff development is based on review of student performance on local assessments.
- Consistent with the previous findings in this report, elementary schools appear more likely to utilize student performance data than are schools at the other levels. Similarly, large and very small districts appear to be more familiar with the use of student performance data for these purposes than are either small or medium size districts.

Figure 11. Staff development priorities are determined based on the analysis of disaggregated student data regarding goals for student learning.
by Job
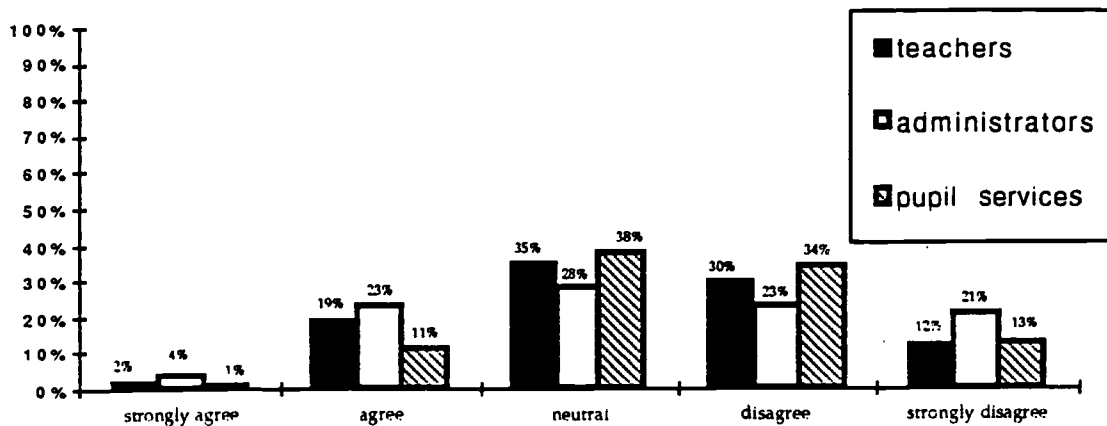
- 21% of teachers and 27% of administrators agreed or strongly agreed with the statement that staff development priorities are determined on the basis of disaggregated student data regarding goals for student learning.

Table 5. Staff development priorities are determined based on the analysis of disaggregated student data regarding goals for student learning.
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	2%	1%	1%	3%	1%	1%	1%
Agree	23%	15%	14%	21%	14%	18%	18%
Neutral	36%	36%	30%	36%	36%	30%	38%
Disagree	28%	35%	33%	27%	35%	32%	30%
Strongly Disagree	8%	12%	20%	11%	12%	16%	11%
Mean*	3.2	3.4	3.6	3.2	3.5	3.4	3.3

The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- One quarter (25%) of respondents from elementary schools agreed or strongly agreed that disaggregated student data is used in determining staff development priorities compared to 16% of middle school and 15% of high school respondents.

- Almost 1/4 (24%) of respondents from large school districts agreed that disaggregated student data is used in determining staff development priorities.

Figure 12. Evaluation information is gathered and analyzed on an ongoing basis to direct revisions in the planning and implementation of staff development efforts.
by Job
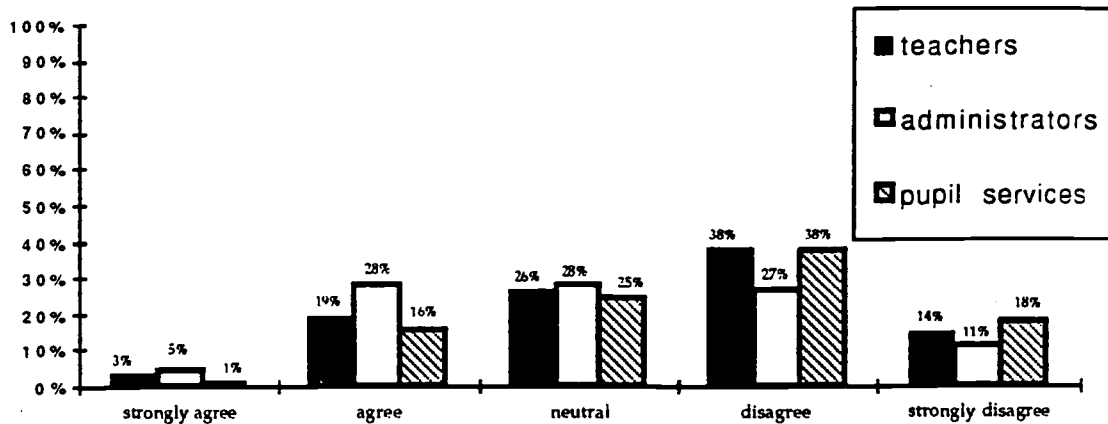
- Administrators were significantly more likely (p<.05) to agree that evaluation information is used in planning staff development than were teachers or pupil services personnel.
- One third of administrators (33%), 22% of teachers, and 17% of pupil services personnel indicated that evaluation data is utilized (i.e. strongly agreed or agreed) in planning and implementation of staff development.
- 52% of teachers indicated that they did not believe (i.e., disagreed or strongly disagreed) that evaluation information is used in planning and implementation of staff development.

Table 6. Evaluation information is gathered and analyzed on an
ongoing basis to direct revisions in the planning and
implementation of staff development efforts.
by School Level and District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	4%	1%	1%	4%	3%	1%	2%
Agree	21%	20%	16%	25%	13%	19%	15%
Neutral	26%	26%	25%	24%	26%	25%	34%
Disagree	36%	39%	34%	32%	41%	38%	34%
Strongly Disagree	12%	13%	22%	12%	17%	15%	14%
Mean*	3.3	3.4	3.6	3.2	3.6	3.5	3.4

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Elementary schools appear more likely to utilize evaluation information in their staff development efforts than are either middle or high schools.
- Similarly, large school districts are more likely to integrate evaluation data into their staff development plans than are smaller districts.

Questions were included on the degree of participation by various stakeholders in staff development planning and implementation. Figures 13 through 17 and Tables 7 through 10 below display the data from these questions.

Figure 13. Who is responsible for planning and implementing staff
development in your district?*
by Job

* Percentages do not total 100% because this was a multiple response item.

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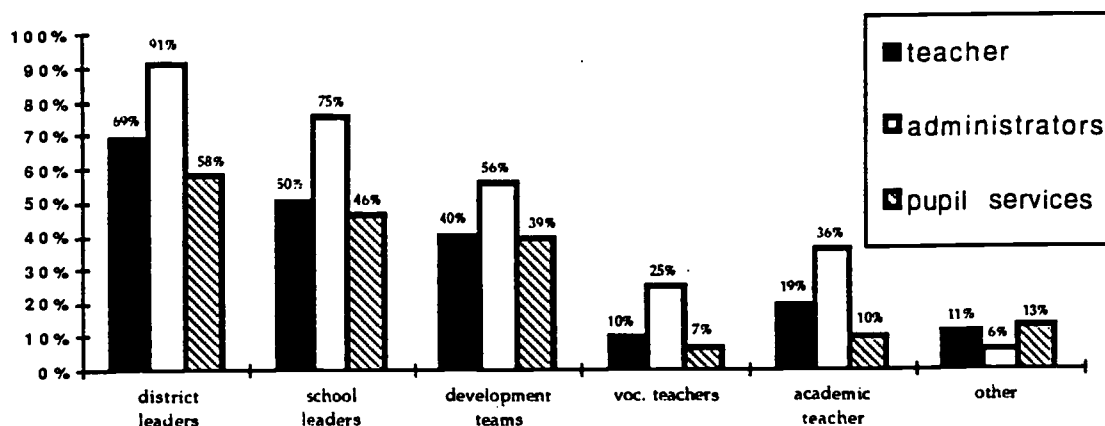
- The locus of control in terms of planning and implementation of staff development appears to be in the hands of district and school level administrators. This was a consistent finding across all job categories.
- 36% of administrators and 19% of teachers report that academic teachers are responsible for planning and implementing staff development.
- Of those teachers and pupil services personnel who marked other, 46% cited administrators (i.e., superintendent, principal, etc.), 11% said that curriculum directors were responsible, and 6% said a separate staff development coordinator was responsible for planning and implementation of staff development.

Table 7. Who is responsible for planning and implementing
staff development in your district?
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
district level leaders	72%	70%	64%	73%	73%	65%	62%
site (school) leaders	55%	48%	46%	59%	53%	44%	40%
staff development teams	42%	45%	36%	47%	40%	36%	34%
vocational teachers	9%	10%	14%	16%	5%	10%	8%
academic teachers	22%	16%	19%	25%	16%	16%	18%
other	11%	8%	10%	7%	7%	14%	15%
don't know	12%	10%	15%	12%	10%	14%	12%

*Percentages do not total 100% because this was a multiple response item.

- The majority of respondents across all school level and district size categories reported that district level leaders are the ones primarily responsible for planning and implementation of staff development.
- A substantial minority of districts appear to rely on staff development teams for planning and implementation of staff development with over one third of respondents reporting they are used. This was a consistent finding across all subgroups.
- It is noteworthy that large school districts appear to be more likely to integrate academic and vocational teachers into the planning and implementation process than are smaller districts.

Figure 14. Teachers are involved in staff development in the following areas: by Job
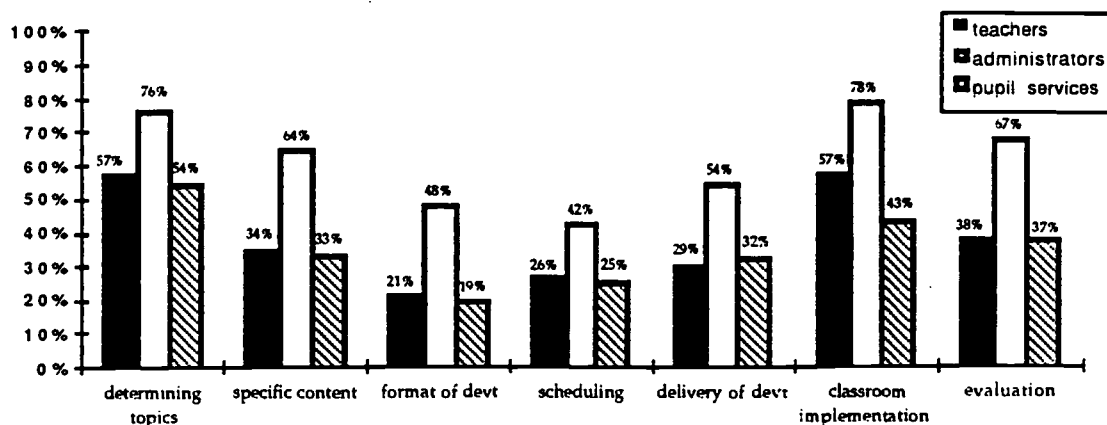
- If teachers are involved in staff development, they are most likely to be involved in the areas of: 1) determining general topic areas; and 2) classroom implementation.
- Over two-thirds of administrators (64%) said that teachers are involved in selecting specific content to address staff development topics compared to one-third (34%) of teachers who indicated that this was the case.

Table 8. Teachers are involved in staff development in the following areas: by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
determining general topic areas	58%	61%	54%	63%	53%	53%	64%
selecting specific content to address topics	38%	37%	31%	43%	29%	29%	42%
deciding format of staff development	23%	24%	21%	30%	17%	18%	22%
scheduling	28%	24%	25%	31%	21%	22%	34%
delivery of staff development	31%	31%	31%	38%	30%	28%	25%
classroom implementation	65%	50%	50%	62%	53%	52%	60%
evaluation	42%	38%	36%	47%	34%	39%	40%

- 64% of very small districts and 63% of respondents from large ones report that teachers are involved in determining general topic areas for staff development.
- While 43% of respondents from large districts and 42% from very small ones indicated that teachers are involved in selecting specific content of staff development, only 29% of respondents from small and medium districts indicated that teachers were involved in selecting specific content.
- Across all areas, the discrepancy between administrators and teachers/pupil services personnel in perceived levels of teacher involvement is startling.

Figure 15. Staff reading, study and discussion of educational innovations
precede decisions concerning staff development.
by Job
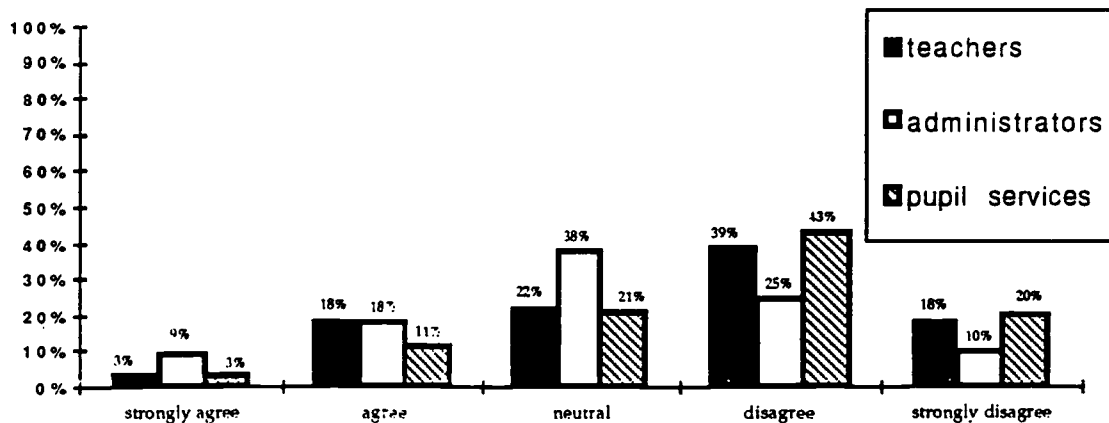
- 63% of pupil services personnel, 57% of teachers, and 35% of administrators did not agree that staff reading and discussion generally precedes decisions concerning staff development.
- An analysis of variance (ANOVA) was performed to compare responses across job categories. Results of this analysis showed that perceptions of administrators differed significantly from those of teachers and pupil services personnel (p<.05) in that they agreed with this statement more than either teachers or pupil services personnel.

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Table 9. Staff reading, study and discussion of educational innovations precede decisions concerning staff development. by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	5%	2%	3%	4%	3%	2%	5%
Agree	20%	14%	15%	19%	15%	12%	21%
Neutral	23%	24%	23%	24%	24%	22%	27%
Disagree	36%	44%	38%	36%	42%	41%	30%
Strongly Disagree	16%	15%	22%	15%	15%	22%	17%
Mean*	3.4	3.6	3.6	3.4	3.5	3.7	3.3

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Approximately one quarter (25%) of elementary school respondents and 26% of very small districts agree or strongly agree that staff discussion of educational innovations precede staff development decisions.
- Across all subgroups, the majority of respondents disagreed with the statement that staff discussion precedes staff development decisions in their district. However, there was a lower rate of disagreement among respondents from elementary schools and very small districts compared to the other level and size categories.

There is research that suggests that new teachers are particularly likely to benefit from staff development. For this reason, data on the extent to which new teachers are integrated into staff development was collected. In addition to being disaggregated by job, school level, and district size, responses to this next question are also disaggregated by time at job. This data is reported in Table 10 and Figures 16 and 17 below.

Figure 16. Professional growth opportunities are planned and implemented
in a manner that includes new teachers in a building.
by Job
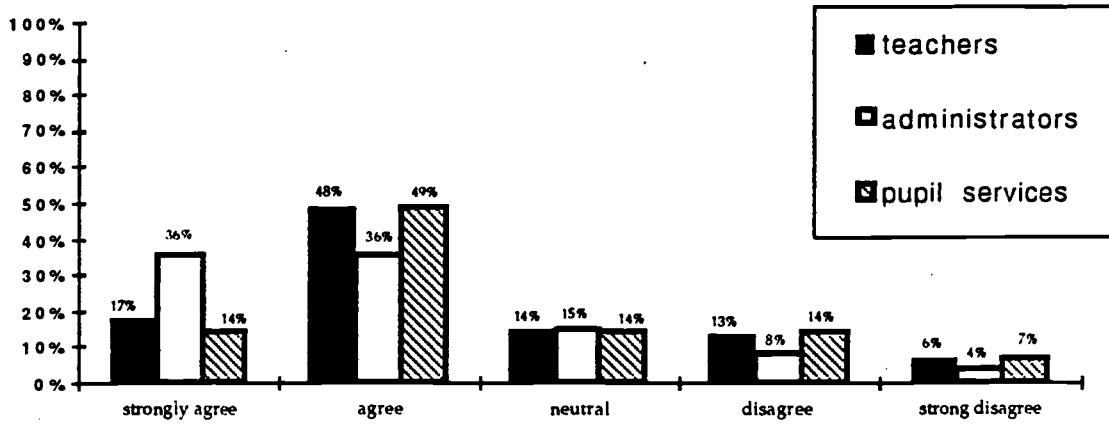
- The majority of respondents, across all job types, agreed that new teachers are included in planning and opportunities for professional growth.

Figure 17. Professional growth opportunities are planned and implemented
in a manner that includes new teachers in a building.
by Time at Job
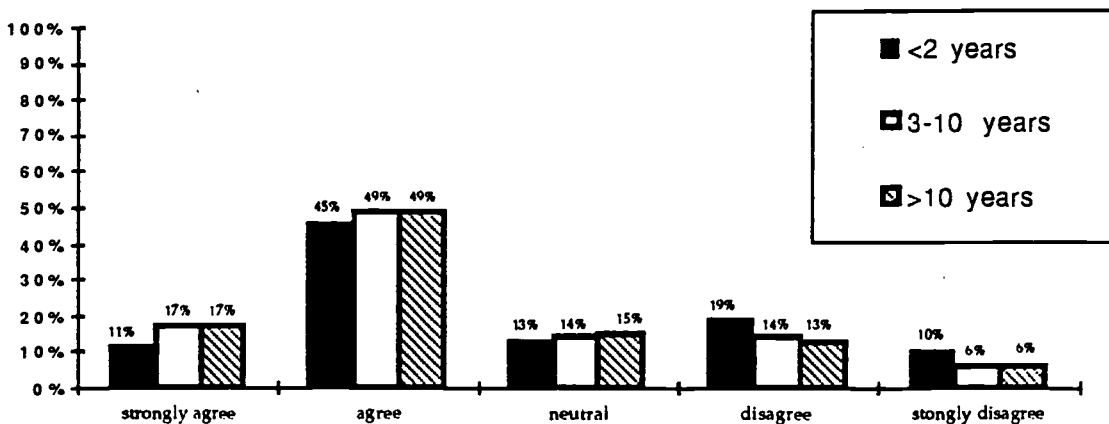
- Although the majority of respondents, regardless of length of time teaching, indicated that new teachers are involved in professional development opportunities, there is a slight discrepancy between new teachers (less than two years) and more experienced teachers (more than three years) in that 56% of new teachers and 66% of more experienced ones agreed or strongly agreed with this statement.

Table 10. Professional growth opportunities are planned and implemented in a manner that includes new teachers in a building.
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	22%	15%	10%	22%	16%	14%	20%
Agree	51%	55%	41%	48%	49%	47%	44%
Neutral	12%	12%	20%	12%	15%	16%	14%
Disagree	10%	12%	19%	11%	14%	14%	14%
Strongly Disagree	5%	7%	9%	5%	6%	7%	6%
Mean*	2.3	2.4	2.8	2.3	2.5	2.5	2.4

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Across all subgroups, the majority of respondents indicated that new teachers are actively involved in professional development opportunities.
- A smaller proportion of respondents from high schools (51%) agreed that new teachers are included in professional development than respondents from the middle (70%) and elementary school levels (73%).

Provision of Staff Development

Embedded into the survey were several questions regarding the provision of staff development. Data was collected on: 1) the types of staff development provided; 2) to whom it is provided; 3) when it is provided; 4) how frequently it is provided; and 5) the content of staff development. The tables and figures in this section display the data from these questions.

Research has shown that one of the single most important contributors to effective staff development is the amount of time provided to staff to work jointly and collaboratively. This suggests that, rather than being confined to one-shot workshops or seminars, successful staff development efforts tend to be ongoing and job embedded (Standards for Staff Development , 1995).

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Figures 18 and 19 and Tables 11 and 12 below display the data from questions designed to collect data on the degree to which faculty engage in collaborative work.

Figure 18. Approximately how much time in your school is provided *each week* for staff learning, joint work, and other professional development activities?
by Job
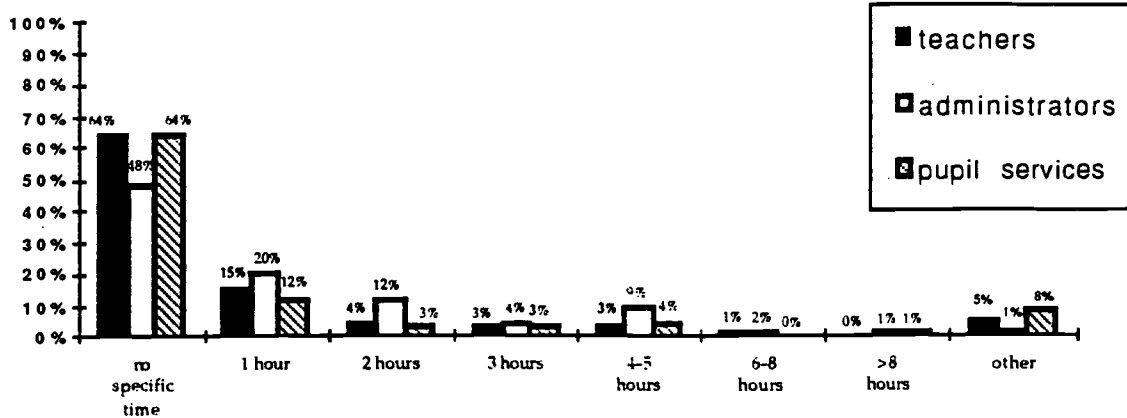
- Over two-thirds of teachers and pupil services personnel (64%) indicated that no specific time is provided on a weekly basis for staff learning, joint work and other professional development activities.
- Additional analysis revealed no discernible difference in the amount of collaborative work time provided to new teachers (less than two years), experienced ones (3 to 10 years) and veteran teachers (more than ten years).

Table 11. Approximately how much time in your school is provided *each week* for staff learning, joint work and other professional development activities?
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
no specific time	63%	53%	71%	66%	65%	61%	53%
1 hour	16%	14%	11%	14%	16%	15%	14%
2 hours	6%	5%	4%	4%	5%	5%	8%
3 hours	3%	6%	1%	2%	3%	3%	5%
4-5 hours	2%	10%	2%	3%	4%	4%	5%
6-8 hours	1%	1%	1%	1%	1%	0%	2%
more than 8 hours	0%	1%	0%	0%	0%	0%	1%
other	5%	5%	6%	5%	4%	6%	5%

- The majority of respondents across all subgroups reported that no specific time is provided each week for staff learning, joint work and other professional development activities.
- Very small districts appear to provide their staff with more opportunities to engage in collaborative work than larger ones. Specifically, 35% of respondents from very small districts indicated that specific time is allocated compared to 25% of small districts, 29% of medium, and 22% of large districts.
- Middle schools provide their staff with more time for collaborative work than do elementary and high schools. 37% of middle school respondents reported receiving such time, as compared to 28% of elementary school respondents and 19% of high school respondents.

Figure 19. Teachers engage in frequent and in-depth professional discussions about instruction and curriculum practices.

by Job
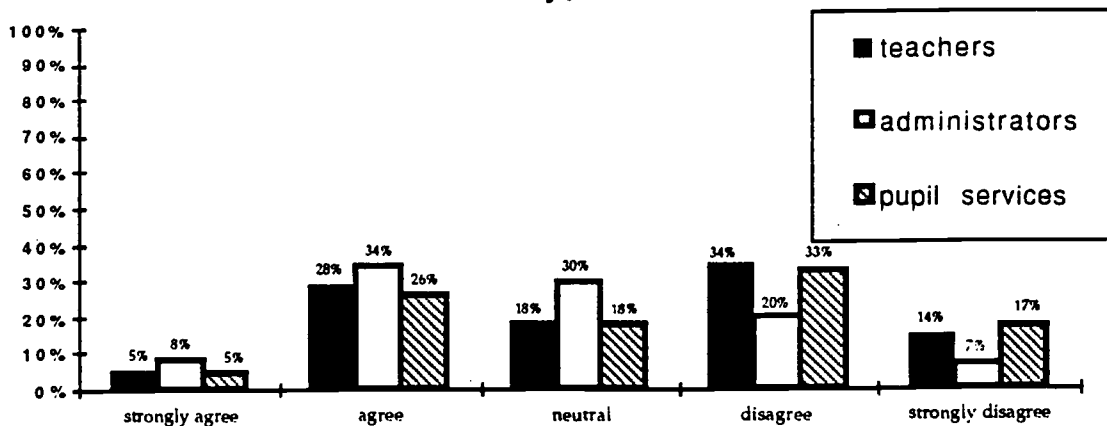
- One third (33%) of teachers agreed that they engage in frequent and in-depth professional discussions about instruction and curriculum practices.
- New teachers were slightly less likely to engage in these types of professional discussions than were more experienced ones. Specifically, 28% of new teachers reported having such interactions among fellow teachers compared to 33% of experienced teachers (teachers who have taught for 3-10 years) and 34% of veteran teachers (teaching for more than ten years).
- Ratings of administrators on this question differed significantly from those of teachers and pupil services personnel (p < .05) in that administrators were more likely to agree with this statement than were either teachers or pupil services personnel.

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Table 12. Teachers engage in frequent and in-depth professional discussions about instruction and curriculum practices. by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	6%	3%	4%	6%	4%	3%	7%
Agree	31%	27%	26%	30%	30%	24%	33%
Neutral	20%	19%	18%	18%	18%	19%	24%
Disagree	32%	37%	32%	31%	32%	38%	24%
Strongly Disagree	11%	13%	20%	13%	14%	15%	11%
Mean*	3.1	3.3	3.4	3.2	3.2	3.4	3.0

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Professional discussions about instruction and curriculum appears to occur more frequently in very small districts than in larger ones. Specifically, 40% of respondents from very small districts agreed or strongly agreed that teachers engage in frequent discussions about instructional practices compared to 27% of respondents from small districts, 34% from medium ones, and 36% from large school districts.
- 37% of respondents from elementary schools and 30% of both middle and high school respondents indicated that teachers engage frequently in professional discussions.

Questions were included on the specific types of staff development activities offered as well as the frequency of such offerings. Specifically, the teacher survey asked respondents to indicate the types of staff development activities *they had participated in* within the past year. The same question was worded somewhat differently on the administrator survey in that it asked them to indicate the types of staff development activities *offered to staff* within the past year. (See Appendix A for a copy for the surveys.) Data from the administrator and teacher survey are presented in the same figures and tables in order to compare perceived offerings by administrators with actual receipt of staff development among staff.

Figure 20. Please indicate the types of staff development activities in which
you have participated within the past year.
by Job
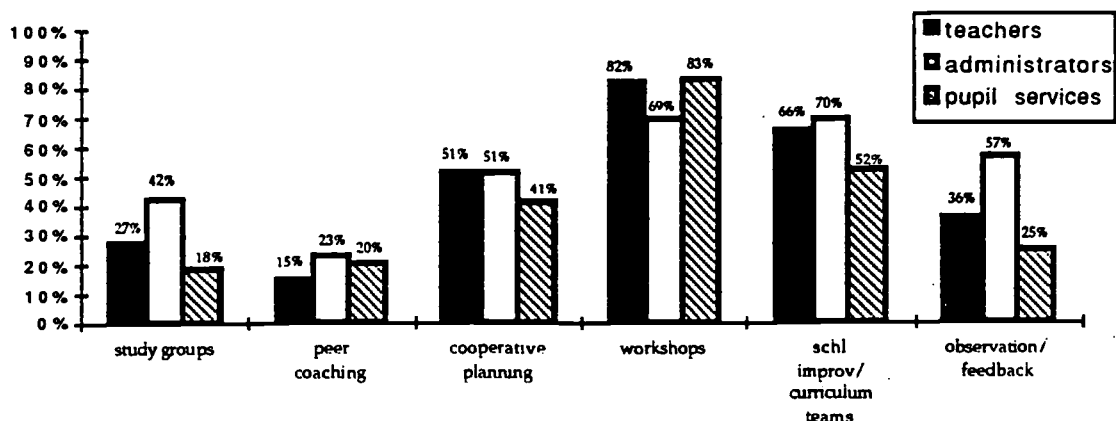
- Workshops and seminars are by far the most frequently cited type of staff development provided to teachers and pupil services personnel with 82% of teachers and 83% of pupil services personnel indicating they had participated in a seminar or workshop within the past year.
- The most frequent types of staff development activities engaged in include, respectively: 1) workshops/seminars; 2) participation in school improvement and/or curriculum writing teams; and 3) cooperative planning.
- District level analyses indicated that 91% of districts statewide almost certainly or probably provide staff development in the form of seminars and/or workshops. The second most frequently cited type of staff development activity came in the form of school improvement and curriculum writing teams, with 83% of districts allowing time for this. Next came cooperative planning with 32% of districts almost certainly or probably providing this. Only, 11% of districts in the state almost certainly or probably conduct classroom observation and feedback, and 7% engage in peer coaching. It appears that a very small proportion of districts (2%) provide staff development in the form of faculty study or research groups.

**Figure 21. Please indicate the types of staff development activities in which
you have participated within the past year.
by Time at Job**
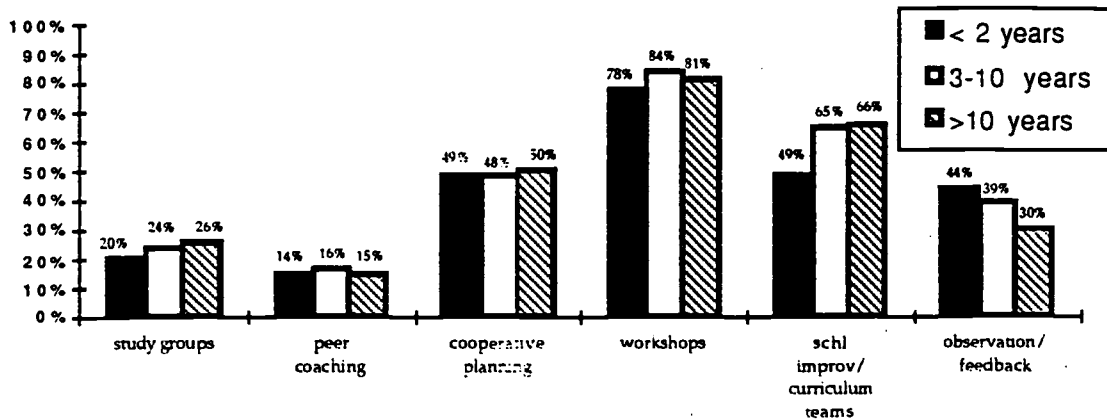
- New teachers are less likely to be included on school improvement
  and/or curriculum writing teams than are their more experienced
  counterparts; however, they are more likely to participate in
  classroom observation and feedback.

**Figure 22. Please indicate the types of staff development activities in which
you have participated within the past year.
by School Level**

- Cooperative planning appears to occur less frequently in high
  schools than at the elementary or middle school levels.

Figure 23. Please indicate the types of staff development activities in which you have participated within the past year.
by District Size
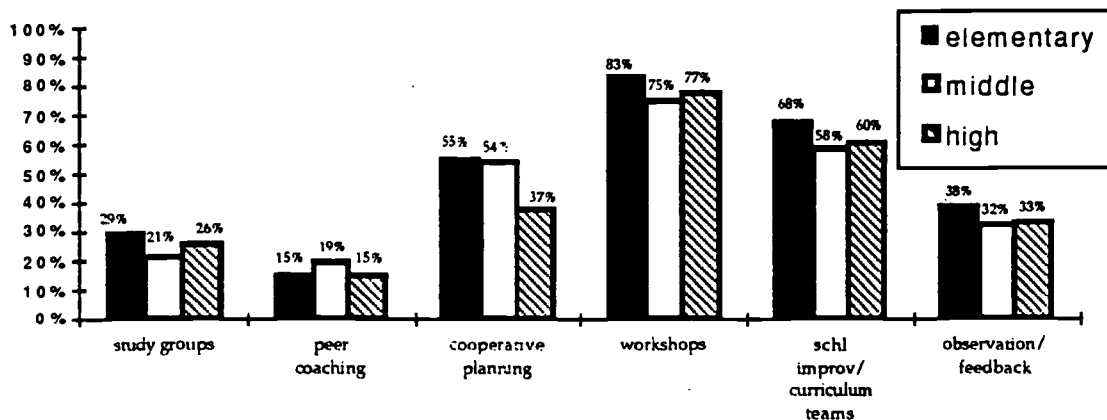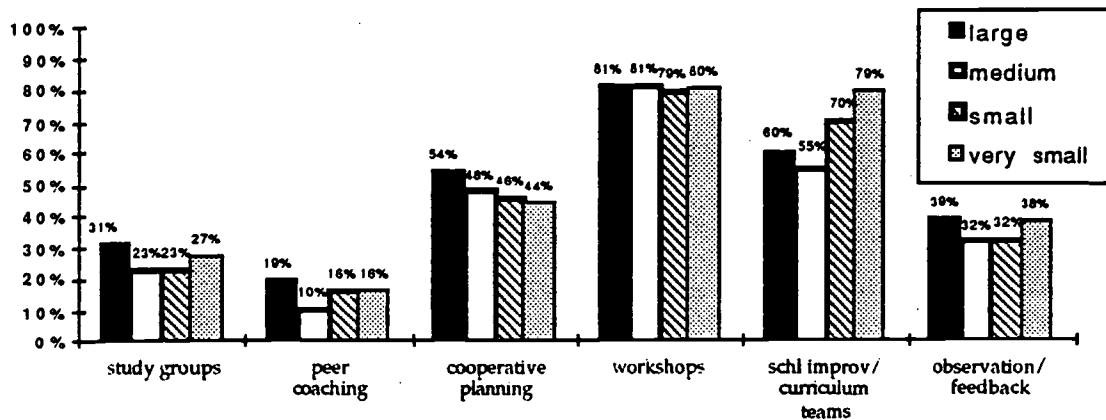

- Teachers are more likely to participate on school improvement and/or curriculum writing teams in small or very small districts than in larger school districts.
- It is noteworthy that respondents from large school districts report a higher level of participation in such collaborative staff development activities as faculty study/research groups, peer coaching, and cooperative planning than do their counterparts in smaller districts.

Those respondents who indicated that they had participated in the types of staff development activities listed above were asked additional questions regarding the frequency of participation in such activities. Tables 13 to 24 below display the frequency of participation in the various staff development activities, disaggregated by job type, length of time teaching, school level and size of district. Again, it is important to note that the administrator survey had slightly different wording on this question in that it asked "how often *does your staff* participate in any of the staff development activities listed below." The data is provided in the same table so that one can compare administrator perceptions as to what they provide with what teachers and pupil services personnel indicate they are actually receiving.

Table 13. Typically, how often do you participate in any of the staff development activities listed below?* by Job and Time at Job

	Faculty Study/Research Groups					
	Job Category			Time at Job		
	Teacher	Admin	Pupil Services	2 yrs or less	3 to 10 years	> 10 years
Once a week	10%	6%	14%	14%	9%	11%
Once every other week	11%	6%	8%	5%	10%	11%
Once a month	22%	40%	20%	5%	28%	20%
Couple of times a semester	23%	28%	20%	33%	21%	22%
Once or twice a year	34%	21%	37%	29%	32%	36%

* Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.

- The majority of the teachers and pupil services personnel who indicated that they participate in faculty study groups do so either on a monthly or more sporadic basis rather than a weekly one.

Table 14. Typically, how often do you participate in any of the staff development activities listed below?* by School Level & District Size

	Faculty Study/Research Groups						
	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Once a week	10%	17%	8%	10%	14%	5%	13%
Once every other week	13%	3%	5%	12%	3%	9%	15%
Once a month	22%	20%	27%	28%	16%	23%	31%
Couple of times a semester	22%	25%	24%	18%	29%	30%	21%
Once or twice a year	33%	35%	37%	32%	38%	34%	19%

* Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.

- Participants in faculty study/research groups in very small districts appear to meet more frequently than their counterparts in larger school districts.

Table 15. Typically, how often do you participate in any of the staff development activities listed below?*
by Job & Time at Job

| | Peer Coaching | | | | | |
| | Job Category | | | Time at Job | | |
	Teacher	Admin	Pupil Services	2 yrs or less	3 to 10 years	> 10 years
Once a week	32%	17%	16%	13%	36%	29%
Once every other week	4%	13%	13%	13%	4%	5%
Once a month	14%	23%	21%	27%	13%	15%
Couple of times a semester	21%	31%	26%	27%	19%	24%
Once or twice a year	28%	17%	24%	20%	29%	26%

* *Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.*

- Of those respondents who indicated that they had participated in peer coaching within the past year, 32% of the teachers indicated that they typically participate in this activity on a weekly basis.
- More experienced teachers (i.e., teaching for more than two years) are more likely to engage in frequent peer coaching of at least every other week than are new teachers.

Table 16. Typically, how often do you participate in any of the staff development activities listed below?*
by School Level & District Size

| | Peer Coaching | | | | | | |
| | School Level | | | District Size | | | |
	Elementary	Middle	High	Large	Medium	Small	Very Small
Once a week	28%	22%	45%	25%	25%	36%	25%
Once every other week	4%	7%	4%	7%	4%	8%	6%
Once a month	18%	18%	10%	17%	17%	13%	25%
Couple of times a semester	22%	30%	22%	25%	25%	20%	22%
Once or twice a year	28%	22%	18%	25%	29%	23%	22%

* *Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.*

- High school respondents appear to participate in peer coaching more frequently than their middle and elementary school counterparts. 49% of high school respondents participated in peer coaching at least every other week, as compared to 32% of elementary and 29% of middle school respondents.

Table 17. Typically, how often do you participate in any of the staff development activities listed below?* by Job & Time at Job

	Cooperative Planning					
	Job Category			Time in District		
	Teacher	Admin	Pupil Services	2 yrs or less	3 to 10 years	> 10 years
Once a week	40%	45%	42%	52%	43%	39%
Once every other week	11%	11%	11%	13%	12%	10%
Once a month	18%	17%	22%	10%	18%	18%
Couple of times a semester	16%	17%	9%	10%	11%	17%
Once or twice a year	16%	10%	16%	15%	16%	16%

* *Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.*

- If a respondent participates in cooperative planning, they tend to do so relatively frequently (i.e., once a week).

Table 18. Typically, how often do you participate in any of the staff development activities listed below?* by School Level & District Size

	Cooperative Planning						
	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Once a week	44%	55%	25%	38%	50%	42%	40%
Once every other week	12%	11%	8%	13%	12%	8%	5%
Once a month	18%	16%	17%	21%	13%	15%	18%
Couple of times a semester	14%	9%	22%	14%	10%	16%	25%
Once or twice a year	12%	9%	15%	14%	14%	19%	13%

* *Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.*

- Larger districts engage in cooperative planning on a less frequent basis than do smaller districts.

Table 19. Typically, how often do you participate in any of the staff development activities listed below?* by Job & Time at Job

	Seminars/Workshops					
	Job Category			Time at Job		
	Teacher	Admin	Pupil Services	2 yrs or less	3 to 10 years	> 10 years
Once a week	1%	1%	1%	0%	1%	1%
Once every other week	1%	0%	2%	1%	1%	1%
Once a month	7%	8%	9%	14%	9%	6%
Couple of times a semester	32%	25%	28%	35%	31%	31%
Once or twice a year	59%	66%	60%	50%	59%	61%

* Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.

- Although the largest number of respondents to this survey participated in seminars and/or workshops compared to other staff development activities, the frequency of such participation generally consists of once or twice a year.

Table 20. Typically, how often do you participate in any of the staff development activities listed below?* by School Level & District Size

	Seminars/Workshops						
	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Once a week	1%	0%	1%	1%	0%	0%	3%
Once every other week	1%	0%	1%	1%	2%	1%	1%
Once a month	8%	8%	6%	7%	7%	6%	11%
Couple of times a semester	32%	25%	32%	36%	28%	26%	27%
Once or twice a year	58%	66%	60%	54%	63%	67%	59%

* Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.

- The data suggests that large school districts provide seminars and/or workshops more frequently than do the smaller school districts.

Table 21. Typically, how often do you participate in any of the staff development activities listed below?* by Job & Time at Job

	Participation on school improvement and/or curriculum writing teams					
	Job Category			Time at Job		
	Teacher	Admin	Pupil Services	2 yrs or less	3 to 10 years	> 10 years
Once a week	5%	4%	6%	10%	6%	4%
Once every other week	8%	7%	9%	4%	8%	9%
Once a month	24%	17%	23%	22%	22%	24%
Couple of times a semester	32%	46%	23%	25%	32%	31%
Once or twice a year	32%	26%	40%	39%	32%	32%

* Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.

- The majority of curriculum writing and/or school improvement teams meet either a couple of times a semester or less frequently. A minority of respondents (less than 40% across subgroups) indicated that they meet more frequently than this.

Table 22. Typically, how often do you participate in any of the staff development activities listed below?* by School Level & District Size

	Participation on school improvement and/or curriculum writing teams						
	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Once a week	7%	1%	3%	7%	7%	1%	7%
Once every other week	8%	8%	10%	9%	3%	7%	15%
Once a month	24%	25%	24%	24%	21%	23%	27%
Couple of times a semester	31%	37%	26%	27%	32%	33%	33%
Once or twice a year	29%	30%	37%	33%	38%	36%	19%

* Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.

- 49% of respondents from very small districts indicated that school improvement and/or curriculum writing teams meet at least once a month.

Table 23. Typically, how often do you participate in any of the staff development activities listed below?*
by Job & Time at Job

| | Classroom observation and feedback | | | | | |
| | Job Category | | | Time at Job | | |
	Teacher	Admin	Pupil Services	2 yrs or less	3 to 10 years	> 10 years
Once a week	3%	34%	7%	0%	6%	4%
Once every other week	2%	20%	5%	0%	3%	3%
Once a month	8%	23%	8%	12%	12%	7%
Couple of times a semester	31%	17%	27%	49%	26%	30%
Once or twice a year	55%	6%	53%	39%	53%	57%

* Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.

- 77% of administrators indicated that their staff typically participates in classroom observation and feedback at least once a month whereas 13% of teachers indicated that this was the case.

Table 24. Typically, how often do you participate in any of the staff development activities listed below?*
By School Level & District Size

| | Classroom observation and feedback | | | | | | |
| | School Level | | | District Size | | | |
	Elementary	Middle	High	Large	Medium	Small	Very Small
Once a week	5%	4%	2%	5%	3%	1%	4%
Once every other week	2%	4%	2%	4%	2%	4%	4%
Once a month	9%	17%	7%	9%	8%	13%	10%
Couple of times a semester	31%	27%	38%	33%	30%	35%	34%
Once or twice a year	53%	48%	52%	49%	56%	46%	48%

* Percentages in this table are based out of those respondents who indicated that they do participate in or provide this activity.

- Those respondents who indicated that they do participate in classroom observation and feedback generally do so four times a year or less.

A cumulative variable was created that calculated the total amount of staff development an individual received based on three of the individual survey items pertaining to receipt of staff development (q6, q7a, and q7b on the teacher survey -- see Appendix A for a copy of the survey). A low score on this total staff development variable would mean that a respondent had received little in the way of staff development Conversely, a high score would mean they had participated in several professional development activities. This "total staff" variable was then used in additional statistical analyses.

First, an analysis of variance (ANOVA) was performed to see if the amount of staff development received differed by length of time teaching. No significant difference between new teachers (less than 2 years), experienced ones (3 to 10 years) and veteran teachers (more than 10 years) emerged in terms of the total amount of staff development received.

Second, an ANOVA was performed to see if the total amount of staff development provided differed by school level. Elementary schools provided the most in terms of opportunities for professional development (this finding is supported by several of the tables in this report). Both elementary and middle schools provided significantly more staff development than did high schools (p < .05).

A comparison was made in terms of the total amount of staff development provided by size of district. The largest and smallest districts, respectively, appear to provide more opportunities for staff development (this includes time for collaborative work as well as participation in specific activities) than do those districts falling in the mid-size ranges. Specifically, large districts and very small districts provided significantly more staff development than did medium districts (p < .05).

Figure 24. Have you received incentives to participate in any of the following: by Job
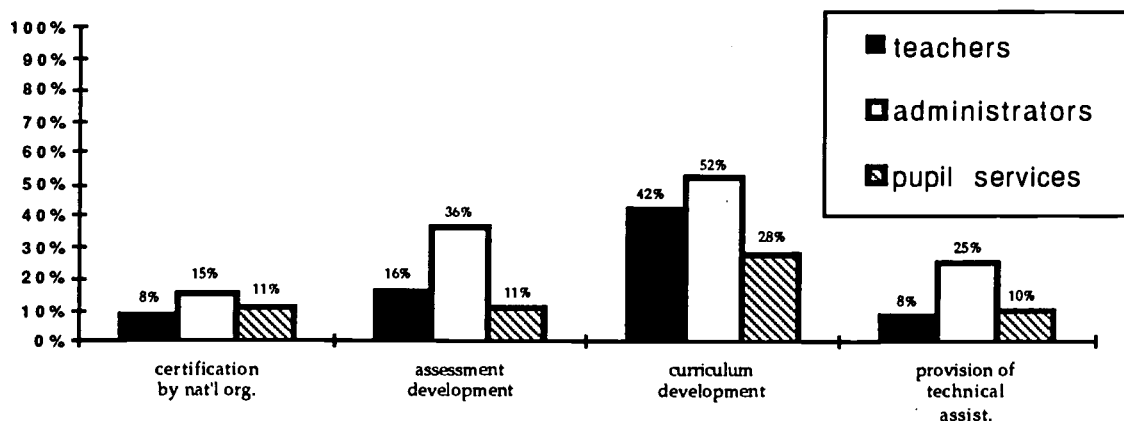
- 52% of administrators indicated that they provide incentives to their staff to participate in curriculum development, 36% provide incentives to participate in assessment development.
- 42% of teachers indicated that they had received incentives to participate in curriculum development and 16% had received incentives to participate in assessment development.
- An analysis by district indicated that 28% of districts almost certainly or probably do provide incentives to teachers to participate in curriculum development. Fifty percent of districts had mixed responses (i.e., between 30% and 55% of respondents agreed that this was offered) and, therefore, it is uncertain as to whether they provide incentives for this activity. It is noteworthy that only 2% of districts statewide almost certainly provide incentives (i.e., time, financial, or other) to participate in assessment development. Similarly, it is uncertain as to whether 20% of districts provide incentives for assessment development and 78% of districts almost certainly do not provide incentives in this area. Only one district statewide could be identified as almost certainly providing incentives for teachers to be certified by national organizations and all districts in the state almost *certainly do not* provide incentives to teachers to provide technical assistance to others.

Of those teachers who indicated that they had received incentives for assessment development, 37% received financial incentives, 84% received time, and 11% reported receiving some other type of incentive. Administrators who responded to this survey reported that they provided time for assessment development to a total of 360 teachers and financial incentives to 297 teachers.

Of those teachers who indicated that they had received incentives for curriculum development, 47% received financial incentives, 74% received time, and 8% reported receiving some other type of incentive. In the area of curriculum development, administrators reported giving incentives in the form of time to 779 teachers and finance to 469 teachers statewide.

Of those teachers who indicated that they had received incentives towards certification by national professional organizations, 59% received financial incentives, 71% received time, and 28% reported receiving some other type of incentive. Administrators who responded to this survey provided financial incentives to 29 teachers and time to 70 teachers for this purpose.

Finally, of those teachers who indicated that they had received incentives for provision of technical assistance to others, 42% received financial incentives, 75% received time, and 21% reported receiving some other type of incentive. Administrators reported that they provided financial incentives to 159 teachers and time to 130 teachers for this purpose.

Figure 25. Staff have received professional development through dissemination of activities and materials.
by Job
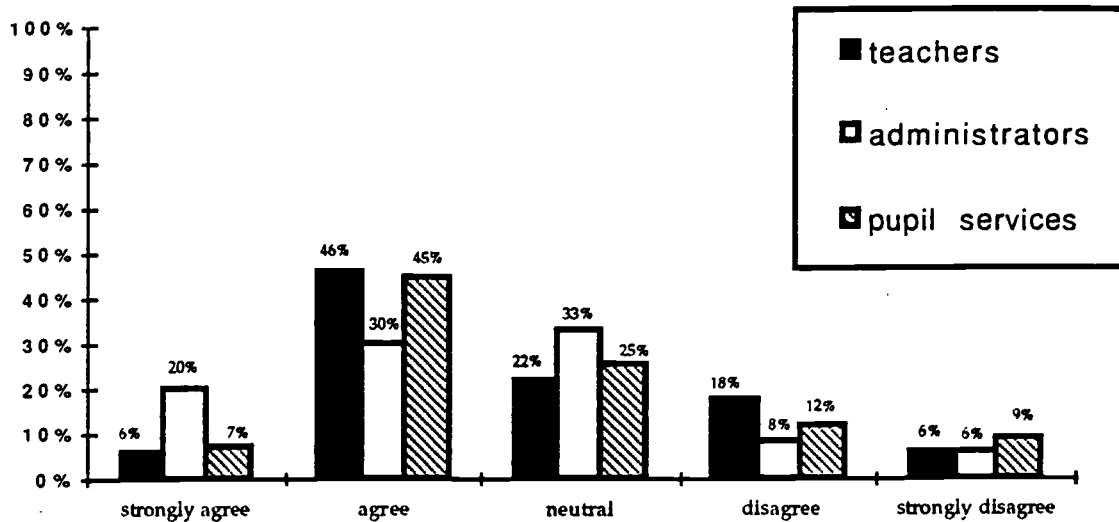
- At least one-half of respondents agreed that staff have received professional development through dissemination of activities and materials. This was a consistent result across job categories.

Table 25. Staff have received professional development through dissemination of activities and materials.
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	9%	7%	4%	10%	5%	4%	9%
Agree	49%	40%	41%	49%	42%	38%	45%
Neutral	22%	28%	22%	20%	24%	28%	25%
Disagree	14%	18%	22%	12%	20%	20%	14%
Strongly Disagree	5%	8%	9%	6%	7%	8%	5%
Mean*	2.6	2.8	2.9	2.5	2.8	2.9	2.6

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Consistent with findings described earlier in this report, respondents from elementary schools were more likely to report that they had received professional development (i.e., agree or strongly agree with this statement) via dissemination of activities and materials than were respondents at the other school levels.
- Respondents from large school districts were most likely to agree with this statement (59%) followed by very small districts (54%). Medium size districts (47%) and small districts (42%) had a lower proportion of respondents agreeing that they had received professional development in this way.

In addition to questions about the types of staff development provided and the frequency of such activities, questions were included on the content of staff development. Tables 26 through 29 and Figures 26 and 27 below display the data from these questions.

Figure 26. The content of professional development relates directly to the performance standards set for all students.
by Job
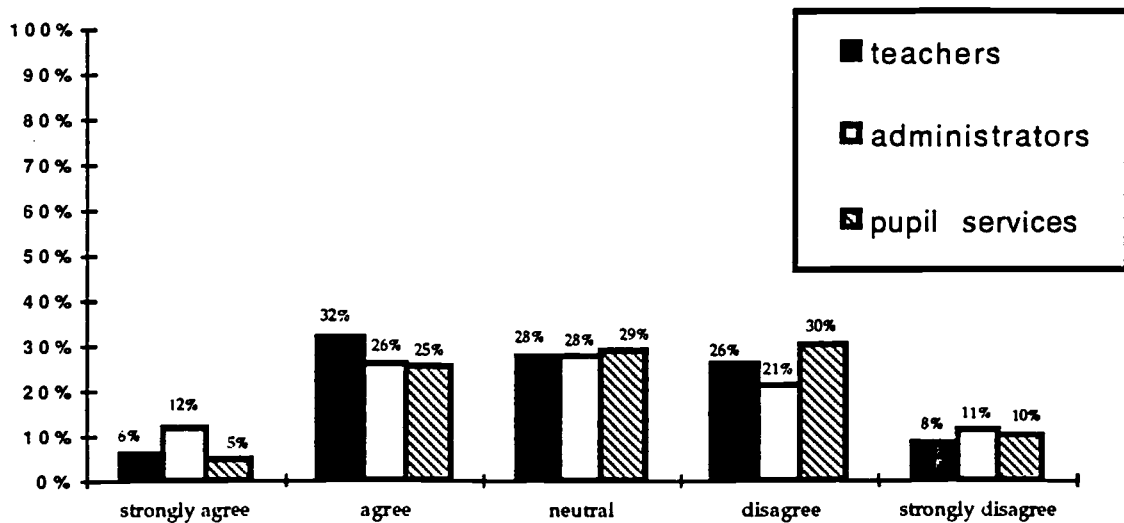
- 38% of teacher and administrators indicated that the content of professional development relates to local performance standards (i.e., either agreed or strongly agreed to this statement).

Table 26. The content of professional development relates directly to the performance standards set for all students.
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	8%	3%	5%	8%	4%	5%	9%
Agree	33%	30%	25%	32%	25%	28%	36%
Neutral	28%	31%	27%	28%	32%	27%	25%
Disagree	24%	25%	30%	24%	28%	28%	22%
Strongly Disagree	6%	11%	13%	7%	11%	11%	7%
Mean*	2.9	3.1	3.2	2.9	3.2	3.1	2.8

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Respondents from elementary schools were more likely to indicate that professional development was related to local performance standards with 41% of elementary school respondents saying that this was the case as compared to 33% of middle and 30% of high school respondents.
- The smallest and the largest districts were more likely to relate professional development to local performance standards than were districts falling into the mid-size ranges. Specifically, while 45% of persons in very small districts and 40% of those in large ones agreed or strongly agreed that the content of staff development is related to local performance standards, only 33% of persons from small districts and 29% of those from medium agreed with this statement.

Figure 27. There is research to suggest that the content of the school's staff development programs will increase student learning.
by Job

39 42
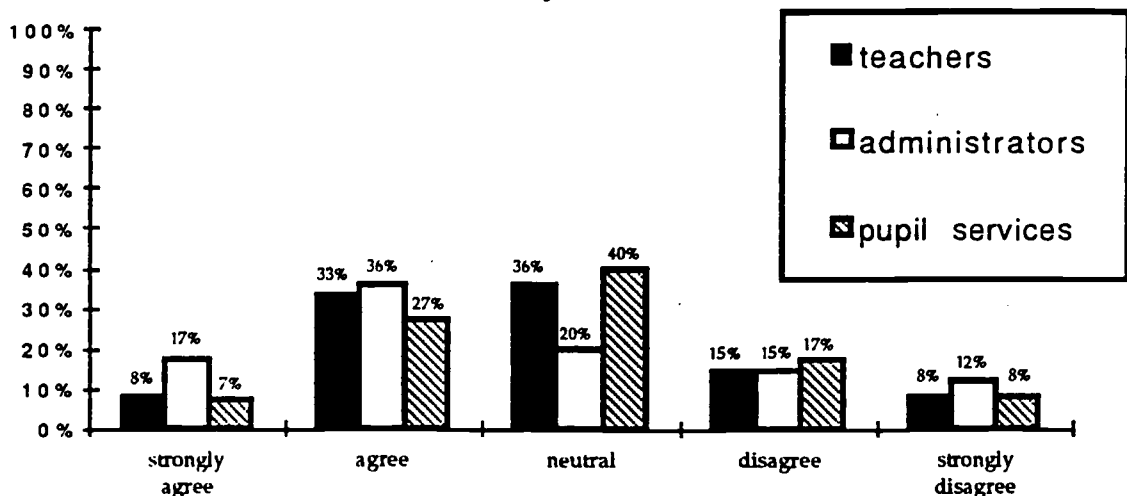
- 53% of administrators, 41% of teachers and 34% of pupil services personnel agreed or strongly agreed that the content of staff development is backed by research suggesting the effectiveness of such interventions.

Table 27. There is research to suggest that the content of the school's staff development programs will increase student learning.
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	11%	7%	6%	11%	7%	7%	8%
Agree	35%	31%	33%	34%	30%	33%	34%
Neutral	34%	38%	32%	35%	34%	33%	33%
Disagree	14%	18%	15%	11%	21%	16%	18%
Strongly Disagree	6%	7%	13%	7%	7%	10%	7%
Mean*	2.7	2.9	3.0	2.7	2.9	2.9	2.8

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- 28% of high school respondents did not agree that their staff development consists of research-proven interventions.
- Staff development programs in elementary school more frequently have research to suggest it will increase student learning than middle and high school programs do. (46% elementary school respondents strongly agreed or agreed as compared to 38% of middle school respondents and 39% of high school respondents.)

Respondents were asked to indicate which topic areas are addressed by the staff development plans which *currently exist* in the school district. Results from this question are reported in Table 28.

Table 28. Content of Staff Development: Topics Currently Addressed by Job

	Topic Currently Addressed		
	Teachers	Administrators	Pupil Services
Development of standards	51%	60%	39%
Implementation of standards	41%	54%	32%
Assessment of standards	41%	53%	35%
Performance assessment	43%	51%	38%
Selection or development of assessment instruments	34%	44%	31%
Selection and use of instructional materials	37%	58%	33%
Curriculum alignment	47%	54%	36%
Design and use of student/ program evaluation data	17%	23%	20%
Research based instructional techniques	26%	33%	26%
Instructional strategies - needs of at-risk students	43%	51%	45%
Instructional strategies - needs of special education students	42%	57%	44%
Instructional strategies - needs of gifted and talented students	21%	23%	17%
Subject area knowledge	29%	33%	26%
Classroom behavior management	44%	51%	40%
Developmental or learning theory	21%	22%	19%
Guidance and counseling	16%	19%	15%
Educational technology	49%	65%	50%
Developmental of a supportive school environment	22%	24%	17%
High expectations	25%	25%	18%
Family/community involvement	24%	24%	18%
Other	0%	2%	0%

- The topic areas most frequently addressed by *current* staff development plans include the following: 1) topics pertaining to standards, including development, implementation, and assessment of standards, as well as curriculum alignment and general performance assessment; 2) educational technology; 3) instructional strategies and needs of special education students; 4) classroom behavior management and 5) instructional strategies and needs of at-risk students.

- Only 21% of teachers and 23% of administrators indicated that their staff development includes instructional strategies geared towards the needs of gifted and talented students. A much higher proportion of teachers and administrators (43% and 51%, respectively) indicated that the needs of at-risk students and the needs of special education students (42% and 57%, respectively) are addressed by staff development currently provided.
- 26% of teachers and 33% of administrators indicate that research-based instructional techniques are integrated into their current staff development.
- A small proportion of teachers (17%) and administrators (23%) report that current staff development covers how to use student and/or program evaluation data for planning purposes. This is noteworthy given that there are findings highlighted previously in this report which suggest that teachers are unaware of how student performance data relates to many of their staff development activities.
- Examination of the content of staff development by district size indicated that, with a few noteworthy exceptions, the content areas most frequently addressed by staff development are stable across districts. A noteworthy exception to this is that, the larger the district is, the more likely it is that staff development addresses educational technology. Specifically, 38% of respondents from very small districts reported that educational technology was covered by staff development compared to 60% of those from large districts.
- A few differences could be detected in the content of staff development across school levels. The top content areas covered in elementary schools were: educational technology (55%), development of standards (51%), classroom behavior management (48%); selection and use of instructional materials (48%); curriculum alignment (48%); and performance assessment (47%). The same content areas were emphasized at the middle school and high school levels with the exception of the selection and use of instructional materials which was covered less frequently in middle schools (31%) and high schools (26%) than at the elementary level (48%).

An analysis by district was conducted in order to look at the proportion of districts statewide that cover the different topic areas in their current staff development. Results from this statistical analysis are reported in Table 29.

Table 29. Content of Staff Development: Topics Currently Addressed
Proportion of Districts Statewide

	Topic Currently Addressed			
	Almost Certainly*	Probably**	Uncertain***	Probably Not****
Development of standards	17%	37%	41%	4%
Implementation of standards	2%	26%	54%	17%
Assessment of standards	11%	20%	51%	18%
Performance assessment	2%	33%	50%	15%
Selection or development of assessment instruments	4%	20%	30%	46%
Selection/use of instructional materials	4%	9%	58%	29%
Curriculum alignment	15%	26%	46%	13%
Design and use of student/ program evaluation data	4%	4%	4%	87%
Research based instructional techniques	2%	9%	9%	80%
Instructional strategies - needs of at risk students	7%	16%	50%	27%
Instructional strategies - needs of special education students	7%	11%	57%	26%
Instructional strategies - needs of gifted and talented students	2%	4%	9%	85%
Subject area knowledge	2%	4%	28%	65%
Classroom behavior management	2%	11%	48%	39%
Developmental or learning theory	0%	4%	11%	85%
Guidance and counseling	0%	0%	9%	91%
Educational technology	9%	18%	53%	20%
Development of a supportive school environment	2%	0%	20%	78%
High expectations	2%	0%	33%	65%
Family/community involvement	2%	0%	25%	73%

*Almost certainly means that more than 75% of respondents within a district said that this topic was covered.
**Probably means that between 56% and 75% of respondents within a district said that this topic was covered.
***Uncertain means that between 30% and 55% of respondents within a district said that this topic was covered.
****Almost certainly not means that less than 30% of respondents within a district said that this topic was covered.

- The topic areas that are generally *not* covered by staff development emerged clearly from this analysis. Specifically, 87% of districts almost certainly do not cover the design and use of student/program evaluation data in their current staff development. Furthermore, 91% almost certainly do not cover guidance and counseling, 85% of districts statewide do not address the needs of gifted and talented students, 80% do not include research-based instructional techniques in their current staff development, 78% do not look at the development of a supportive school environment, and 73% of districts in the state almost certainly do not address family/community involvement in the staff development they currently provide.

As well as asking which topic areas are addressed by staff development currently provided, respondents were asked to indicate which topic areas *need to be addressed* by staff development plans in their school district. Results from this question are presented in Table 30 below.

Table 30. Content of Staff Development: Topics Which Need to be Addressed by Job

|	Topic Areas Which Need to Be Addressed		
	Teachers	Administrators	Pupil Services
Development of standards	13%	22%	18%
Implementation of standards	18%	30%	22%
Assessment of standards	24%	41%	21%
Performance assessment	23%	41%	22%
Selection or development of assessment instruments	24%	30%	20%
Selection and use of instructional materials	15%	15%	13%
Curriculum alignment	29%	28%	31%
Design and use of student/ program evaluation data	21%	29%	24%
Research based instructional techniques	23%	25%	24%
Instructional strategies - needs of at-risk students	31%	28%	46%
Instructional strategies - needs of special education students	22%	15%	25%
Instructional strategies - needs of gifted and talented students	33%	23%	33%
Subject area knowledge	21%	9%	20%
Classroom behavior management	33%	15%	45%
Developmental or learning theory	16%	18%	18%
Guidance and counseling	23%	11%	24%
Educational technology	34%	26%	27%
Developmental of a supportive school environment	37%	19%	48%
High expectations	28%	15%	33%
Family/community involvement	37%	29%	50%
Other	4%	1%	9%

- There is a difference between administrators and teachers in terms of perceived needs. The top areas targeted by administrators relate to implementation and assessment of standards. The top areas identified by teachers relate to more climate-oriented issues such as the development of a supportive school environment and family/community involvement -- both of which were areas rarely covered by current staff development being provided.

- 33% of teachers feel that staff development needs to include instructional strategies to address the needs of gifted and talented students. This is noteworthy in light of the previous finding that the vast majority of districts do not cover this topic in the staff development they currently provide.
- Educational technology remains an area that teachers want staff development to cover (34%), followed by classroom behavior management(33%), strategies to address the needs of gifted and talented students (33%), strategies to address the needs of at-risk students (31%), and curriculum alignment (29%).
- A comparison of needs across school levels was made. Priority areas of need identified by respondents at each school level included: family/community involvement, development of a supportive school environment, instructional strategies to address the needs of gifted and talented students, instructional strategies to address the needs of at-risk students, and classroom behavior management. It is noteworthy that respondents at the high school level differed in the level of perceived needs in two areas: 1) educational technology; and 2) high expectations. Approximately 41% of high school respondents felt that educational technology needed to be addressed by staff development compared to 29% of middle school and 30% of elementary school respondents. Similarly, 36% of high school wanted staff development plans to address the issue of high expectations compared to 30% of middle and 24% of elementary school respondents.

When asked which type of in-service provider would be most useful in meeting staff development needs, the top choice among administrators was outside consultants (75%) followed by expert teachers (59%). The first choice among teachers were expert teachers (58%) followed by outside consultants (53%). Pupil services personnel felt that outside consultants (48%) followed by professional conferences (47%) would be most useful to them.

Finally, questions on who is provided with staff development and the times that staff development is typically scheduled were included and are reported in Figures 28 and 29 and Tables 31 and 32 below.

Figure 28. Who is provided with staff development activities in your district?
by Job
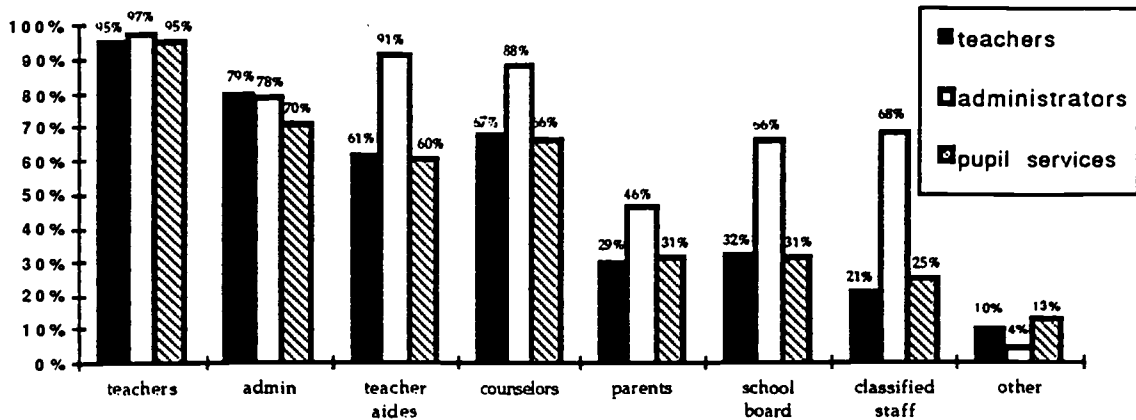
- 25% of pupil services personnel indicated that classified staff are provided with staff development, 68% of administrators said that this was the case.
- Although the level of agreement between pupil services and teachers in terms of who receives staff development is quite high, perceptions of teachers and pupil services personnel differ markedly from those of administrators in several areas (i.e., provision of staff development to teacher aides, counselors, parents, school board, and classified staff).
- A content analyses of the *other* responses, indicated that 24% of those who marked other said that custodians or maintenance personnel receive staff development, 16% said clerical staff, 13% bus drivers, 12% food service, and 7% said that all of the listed entities receive staff development.
- An analysis by district revealed that 100% of districts statewide almost certainly or probably provide staff development to teachers. In addition, 93% of districts statewide probably or certainly provide staff development to administrators, 74% to counselors, 67% to teacher aides, 31% to School Board members, 16% to parents and, finally, 15% of districts statewide probably or almost certainly provide staff development to other classified staff.

Table 31. Who is provided with staff development activities in your district?
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
teachers	96%	95%	95%	96%	94%	95%	95%
administrators	80%	73%	72%	80%	73%	77%	76%
teacher aides	67%	59%	55%	66%	50%	65%	68%
counselors	68%	67%	68%	67%	60%	75%	68%
parents	36%	23%	23%	33%	24%	31%	35%
School Board member	34%	30%	33%	24%	33%	43%	51%
other classified staff	24%	24%	24%	23%	13%	34%	31%
other	8%	10%	12%	6%	4%	16%	15%

- The top four recipients of staff development are: 1) teachers; 2) administrators; 3) counselors; and 4) teacher aides. This finding was consistent across all subgroups.
- Medium size school districts appear to be slightly less likely than other size districts to provide staff development to most audiences.
- A higher proportion of respondents from very small districts report that parents and School Board members receive staff development compared to respondents from other size districts.
- 36% of elementary school respondents reported that parents are provided with staff development activities compared to 23% of middle and high school respondents.

Figure 29. When is staff development typically done in your school/district?
by Job
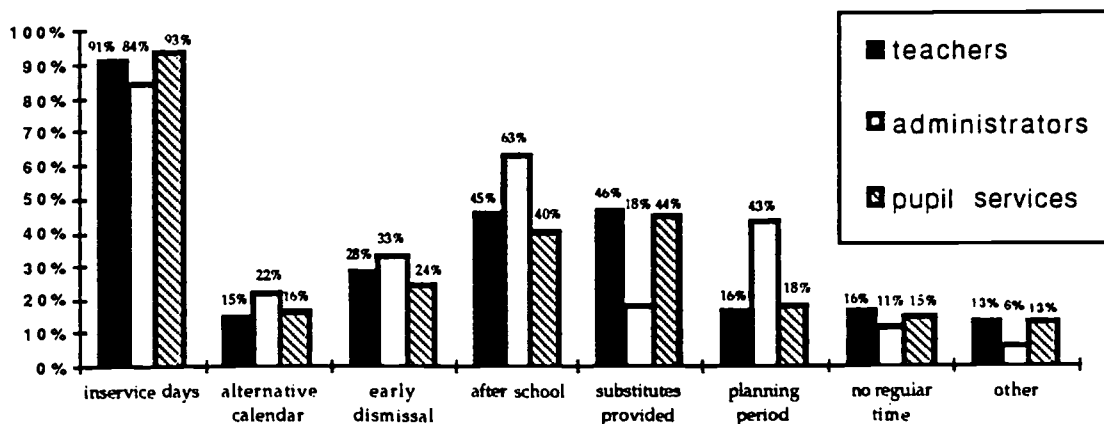
- The vast majority of staff development activities occur during inservice days set aside especially for these purposes.
- 16% of teachers, 18% of pupil services personnel, and 43% of administrators reported that staff development activities typically occurs during planning periods.

Table 32. When is staff development typically done in your school/district?
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
inservice days	91%	90%	90%	89%	93%	93%	89%
alternative calendar	16%	14%	16%	12%	5%	23%	25%
early dismissal	31%	20%	27%	24%	22%	31%	39%
after school/evening	52%	43%	36%	56%	47%	38%	30%
substitutes provided	50%	41%	35%	56%	43%	30%	31%
planning periods	17%	20%	22%	18%	18%	20%	20%
no regular time	15%	14%	18%	13%	13%	19%	18%
other	11%	14%	14%	9%	11%	17%	11%

- Staff development primarily occurs during inservice days. After school and/or evenings is the next most prevalently cited time.
- Substitutes are provided less frequently to respondents from high schools than those at the other school levels. The frequency of substitutes being provided also decreases with the size of district.

Quality of Staff Development

The survey contained several questions on the quality of staff development being provided in school districts. The Standards for Staff Development, published by the National Staff Development Council describes a number of factors which research has shown strongly contribute to the success of staff development. Such factors include: 1) relating staff development clearly to goals regarding student performance, student results, and instructional materials; 2) allowing time for practice and feedback, follow-up, and faculty discussion; and 3) providing ongoing support of staff development. Several items were designed to collect data on the extent to which staff development efforts in Wyoming school districts possess such characteristics. Data from these questions are presented in Figures 30 through 35 and Tables 33 through 38.

Figure 30. Goals and objectives are specified clearly for staff development sessions.
by Job
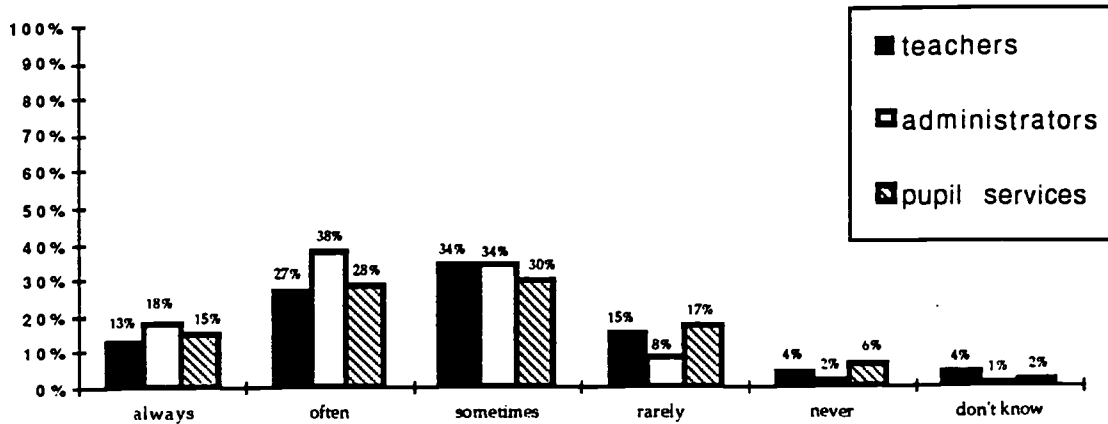
- 40% of teachers, 43% of pupil services personnel, and 56% of administrators said that goals and objectives are specified often or always for staff development sessions.
- An analysis by school level showed that 48% of elementary school respondents, 43% of middle school, and 34% of high school respondents indicated that goals and objectives for staff development sessions are often or always specified.

Figure 31. It is clear how staff development activities relate to the following:*
by Job
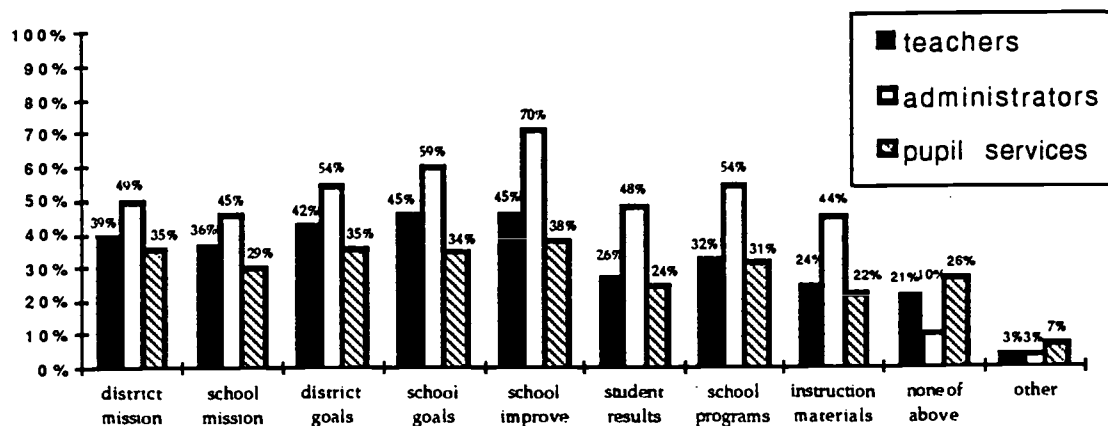
*Percentages do not total 100% because this was a multiple response item.*

- Staff development activities are more likely to be related to the district and school level in terms of their mission, goals and improvement plans than to the student, programmatic, or classroom level. Elaborating on this, only 26% of teachers and 24% of pupil services personnel felt that staff development activities related clearly to student results. In addition, 32% of teachers and 31% of pupil services personnel were clear on how staff development related to ongoing school programs as compared to 54% of administrators. Finally, less than one-quarter of teachers and pupil services personnel felt they had an understanding of how staff development activities related to their instructional materials.

Table 33. It is clear how staff development activities relate to the following: by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
district mission	41%	37%	35%	40%	37%	37%	47%
school mission	41%	34%	29%	44%	30%	30%	35%
district goals	46%	41%	36%	43%	37%	43%	46%
school goals	50%	43%	37%	53%	35%	41%	40%
school improvement plan	53%	44%	38%	55%	36%	41%	50%
student results	31%	31%	20%	35%	24%	23%	24%
ongoing school programs	38%	26%	28%	40%	29%	28%	31%
instructional materials	32%	22%	14%	33%	24%	19%	25%
none of the above	17%	18%	29%	16%	23%	25%	17%
other	2%	4%	3%	3%	4%	4%	4%

- A substantial majority of respondents (ranging from 65% to 77%) are unaware of how staff development relates to student results.
- The vast majority of respondents are unclear on how staff development relates to the instructional materials they are currently using.
- Elementary schools, in particular, appear to be better at articulating the relationship between staff development and ongoing school and district activities than are middle or high schools. This was a consistent finding across all areas (i.e., district & school mission, goals, improvement, student results, etc.).
- 29% of respondents working in high schools said that staff development is related to none of the areas listed in this table.

Figure 32. Detailed information is provided on how to integrate innovations with existing practices.
by Job
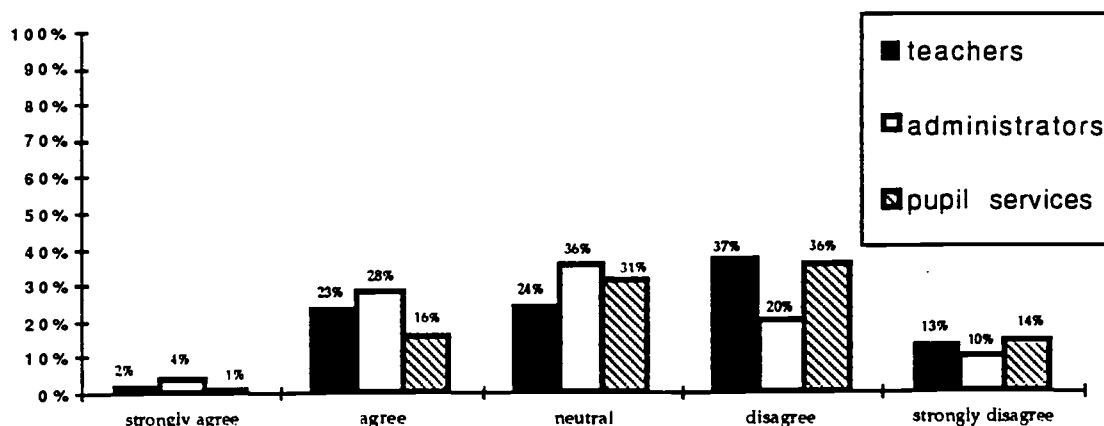
- One-quarter of teachers (25%), 17% of pupil services personnel, and 32% of administrators agreed that detailed information is provided on how to integrate innovations with existing practices. In fact, teachers and pupil services personnel were significantly less likely to agree with this statement than were their administrative counterparts (p<.05).

Table 34. Detailed information is provided on how to integrate innovations with existing practices.
by Job Size & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	4%	0%	1%	3%	1%	2%	2%
Agree	26%	23%	16%	28%	22%	17%	21%
Neutral	26%	25%	25%	24%	23%	25%	35%
Disagree	34%	40%	39%	31%	42%	40%	30%
Strongly Disagree	10%	11%	19%	12%	11%	14%	12%
Mean*	3.2	3.4	3.6	3.2	3.4	3.5	3.3

The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Respondents from elementary schools and large districts are more likely to agree that information is provided on how to integrate innovations into existing practices than were respondents in the other subgroups.

54

Figure 33. Staff development sessions in my district typically include the following: by Job
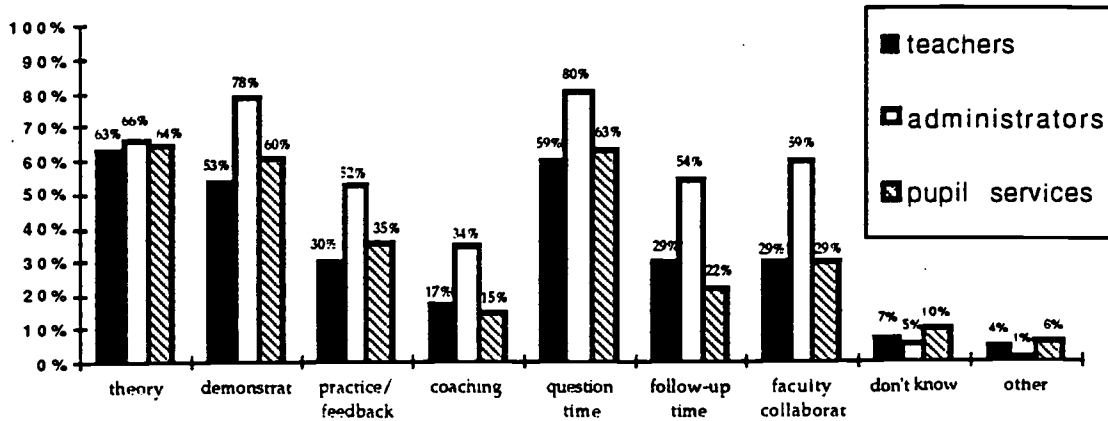

- The discrepancy between teachers/pupil services personnel and administrators in terms of whether staff development sessions include: 1) practice with feedback; 2) coaching; 3) time for questions; 4)time for follow-up; and 5) time for faculty collaboration and discussion is startling. Specifically, a much larger proportion of administrators believe that the format of staff development includes these activities than do either teachers or pupil services personnel.
- The one area that people agreed on, regardless of their job description, is that staff development sessions include theory.

Table 35. Staff development sessions typically include the following: by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
theory	66%	66%	60%	62%	73%	61%	63%
demonstration	60%	56%	44%	66%	60%	41%	51%
practice with feedback	35%	34%	23%	44%	35%	19%	24%
coaching	19%	19%	14%	27%	16%	11%	15%
time for questions	63%	65%	54%	67%	65%	52%	58%
time for follow-up	34%	27%	23%	38%	28%	23%	29%
faculty collaboration	31%	34%	27%	35%	27%	28%	39%
don't know	6%	7%	8%	7%	4%	9%	8%
other	4%	4%	5%	3%	4%	6%	5%

- It is troubling that a minority of respondents, across all subgroups, reported that time for follow-up is typically included in staff development.

Figure 34. Ongoing follow-up and support of staff development efforts is provided in the following ways:
by Job
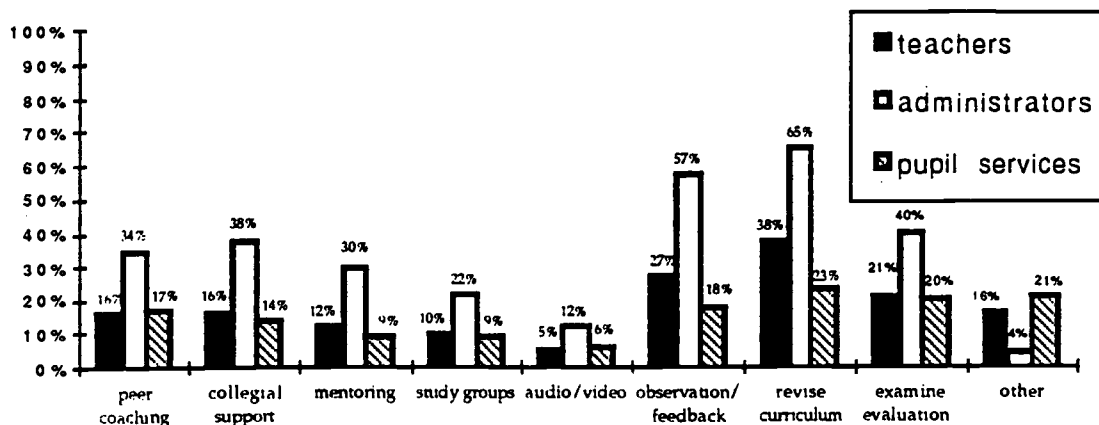
- It appears that there is a limited amount of follow-up and support being provided on an ongoing basis. If follow-up does occur, it consists primarily of: 1) revising curriculum; 2) observation and feedback; and 3) examination of evaluation data
- A content analysis showed that, of the other responses from teachers and pupil services personnel, 89% said that ongoing follow-up and support occurred through none of the mechanisms listed in this figure.
- The differences in the perceptions of administrators and teachers/pupil services personnel as to the follow-up and support which occurs is notable.

The district level of analysis in Table 36 below, shows clearly the limited amount of follow-up and support occurring across most school districts in the state.

Table 36. Ongoing follow-up and support of staff development efforts is provided in the following ways:
Proportion of Districts Statewide

	Provision of Follow-up and Support			
	Almost Certainly*	Probably**	Uncertain***	Probably Not****
peer coaching	2%	0%	7%	91%
collegial support groups	2%	0%	9%	89%
mentoring	2%	0%	9%	89%
study groups	0%	0%	7%	93%
audiotaping/videotaping staff	2%	0%	2%	96%
observation and feedback	2%	2%	44%	52%
revising curriculum	9%	17%	50%	24%
examination of evaluation data	2%	2%	18%	78%

*Almost certainly means that more than 75% of respondents within a district said that this topic was covered.
**Probably means that between 56% and 75% of respondents within a district said that this topic was covered.
***Uncertain means that between 30% and 55% of respondents within a district said that this topic was covered.
****Almost certainly not means that less than 30% of respondents within a district said that this topic was covered.

- Follow-up and support of staff development occurs primarily through revising curriculum, followed distantly by observation and feedback, and examination of evaluation data.
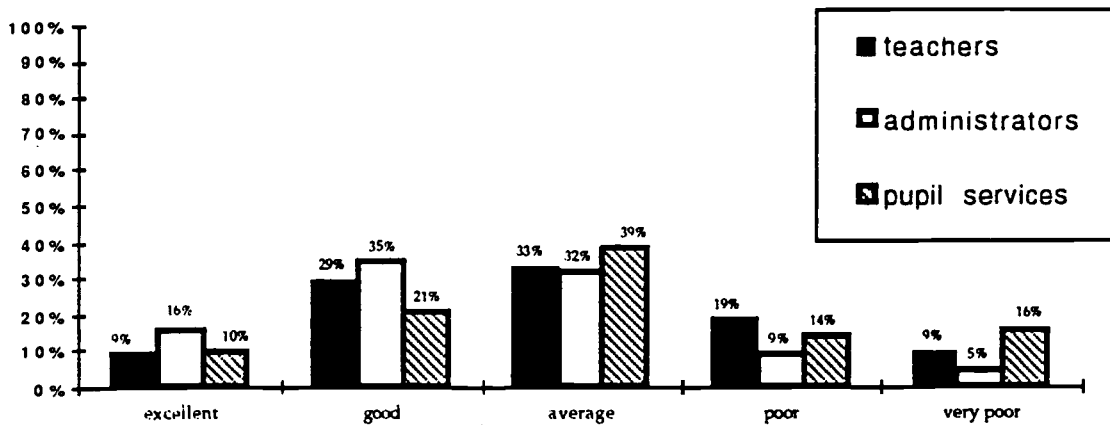
Table 37. Ongoing follow-up and support of staff development efforts is provided in the following ways:
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
peer coaching	19%	20%	14%	28%	16%	8%	13%
collegial support groups	20%	18%	13%	24%	17%	11%	13%
mentoring	13%	15%	10%	20%	11%	8%	9%
study groups	13%	12%	6%	16%	8%	7%	11%
audiotaping/videotaping staff	7%	7%	3%	11%	3%	2%	3%
observation and feedback	31%	28%	25%	32%	27%	25%	32%
revising curriculum	40%	38%	37%	35%	37%	37%	53%
examination of evaluation data	24%	21%	15%	27%	16%	20%	20%
other	15%	16%	16%	13%	16%	20%	13%

- Large school districts are much more likely than smaller ones to engage in many of the follow-up and support activities listed in this table.

Finally, respondents were asked to provide an overall rating on the staff development they had received in terms of quantity and quality. Figure 35 and Table 38 below displays the data from this question.

Figure 35. Overall, how would you rate the quality and quantity of staff development you have received in the *past three years*?
by Job

- 38% of teachers and 31% of pupil services personnel rated the quality and quantity of staff development they had received as good or excellent. Over one-half of administrators (51%) rated the quality and quantity of staff development provided to staff as good or excellent.

Table 38. Overall, how would you rate the quality and quantity of staff development you have received in the *past three years*?
by School Level & District Size

|	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
excellent	12%	8%	6%	16%	7%	5%	6%
good	29%	26%	23%	31%	25%	24%	30%
average	34%	40%	32%	31%	34%	35%	38%
poor	16%	17%	22%	13%	22%	22%	17%
very poor	8%	8%	15%	8%	11%	12%	9%
Mean	2.8	2.9	3.2	2.7	3.0	3.1	2.9

The mean is based on a five point scale with one being Excellent and five being Very Poor.

- Consistent with other findings highlighted in this report, respondents from elementary schools were more likely to be satisfied with the staff development they had received (i.e., 41% rated it as good or excellent) than were either middle school (34%) or high school respondents (29%).
- Approximately 47% of persons working in large school districts rated the staff development they had received as good or excellent, followed by 36% from very small districts, 32% of medium ones, and 29% of those from small districts.

Evaluation of Staff Development

The evaluation of staff development in terms of utilization and integration of innovations into the classroom and, ultimately, its impact on student performance is a critical component to the ongoing planning and implementation of any staff development effort. Accordingly, items were included to gauge the extent to which districts are accessing and using evaluation data in their staff development. Figures 36 and 37 and Tables 39 and 40 below present the data from those questions related to the evaluation of staff development.

Figure 36. Evaluation of staff development activities is based upon data from the following sources:
by Job
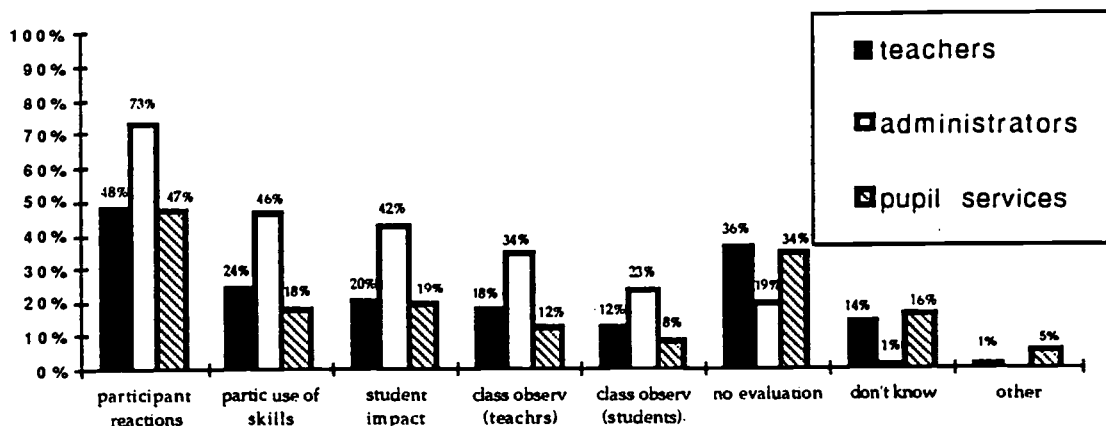
- Over one-third of teachers and pupil services personnel reported that there is no systematic evaluation of staff development activities.

- The primary data source accessed for evaluation purposes consists of participant reactions. It is noteworthy that a minority of respondents indicated that staff development activities are evaluated on the basis of data on student learning and outcomes.
- Across all areas, there is a discrepancy between administrators and teachers perceptions as to what evaluation of staff development activities is based upon.

Table 39. Evaluation of staff development activities is based
upon data from the following sources:
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
participant reactions & learning	55%	50%	40%	58%	51%	42%	43%
participant use of new knowledge & skills	28%	24%	15%	31%	21%	19%	24%
impact on student learning & outcomes	26%	21%	10%	28%	14%	18%	20%
classroom observation of teachers	20%	15%	16%	21%	14%	18%	20%
classroom observation of students	15%	10%	7%	15%	6%	10%	15%
there is no systematic evaluation	32%	33%	40%	26%	43%	38%	40%
don't know	12%	11%	17%	12%	13%	13%	11%

- Large school districts are much more likely to engage in systematic evaluation activities than are smaller ones.
- 40% of high school respondents indicated that there is no systematic evaluation of staff development activities.

**Figure 37. Staff development activities result in changes in classroom
practices for most teachers on the staff.
by Job**
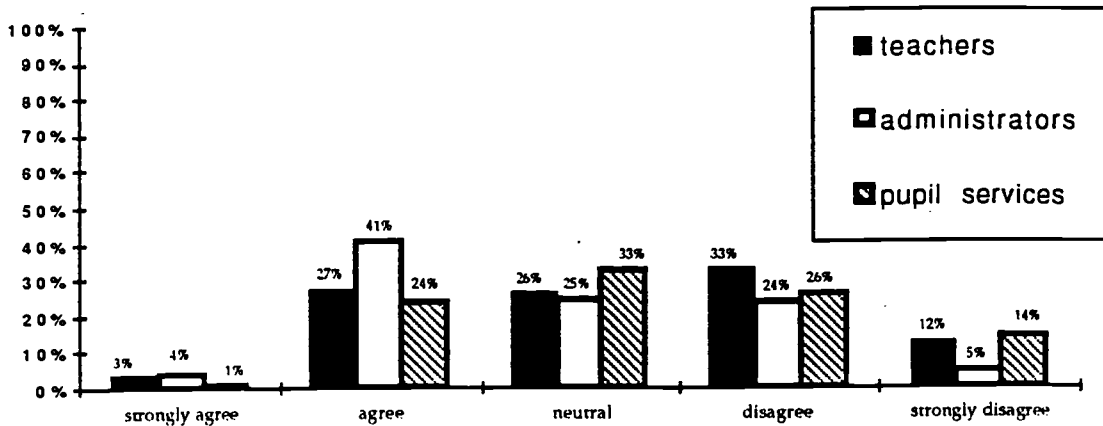
- Less than one-third of teachers (30%) and pupil services personnel (25%) agree that staff development results in changes in classroom practice as compared to 45% of administrators who think that this happens.
- An analysis of variance (ANOVA) was performed to compare ratings on this question across respondent groups. Teachers and pupil services personnel were significantly more likely to disagree with this statement than were administrators (p<.05).

**Table 40. Staff development activities result in changes in
classroom practice for most teachers on the staff.
by School Level & District Size**

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	5%	1%	1%	4%	3%	1%	3%
Agree	32%	26%	19%	31%	22%	23%	34%
Neutral	27%	24%	27%	24%	31%	25%	27%
Disagree	29%	35%	35%	29%	32%	36%	29%
Strongly Disagree	7%	13%	19%	11%	12%	13%	7%
Mean*	3.0	3.3	3.5	3.1	3.3	3.4	3.0

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Elementary level respondents were more likely to say that staff development activities affected classroom practice (37%) than either middle school (27%) or high school respondents (20%). One might speculate that this relates to the higher quality of staff development at this level compared to what is found at the higher school levels (refer to the previous findings in this report).
- Large and very small districts were also more likely to feel that staff development affects their classroom practices (35% and 37% respectively) than either medium (25%) or small (24%) districts.

Finance & Support for Staff Development

The administrator survey included a number of items related to the funding of staff development. School administrators were asked to fill out the budget section for their *school* . District administrators filled out the budget section for their *district* (See Appendix B for a copy of the administrator survey). Budget data in this section is disaggregated by school and district administrators.

At the school level, 3/4 of school administrators (75%) indicated that staff development is funded by a line item in the school budget. Of district administrators, 82% indicated that the district budget had a line item for staff development. Additional data on funding sources, the amount spent on staff development, and the proportion of the total staff development budget devoted to different activities are presented in Figures 38 and 39 and Tables 41 through 43.

Figure 38. Please indicate the funding sources for staff development in your school/district.
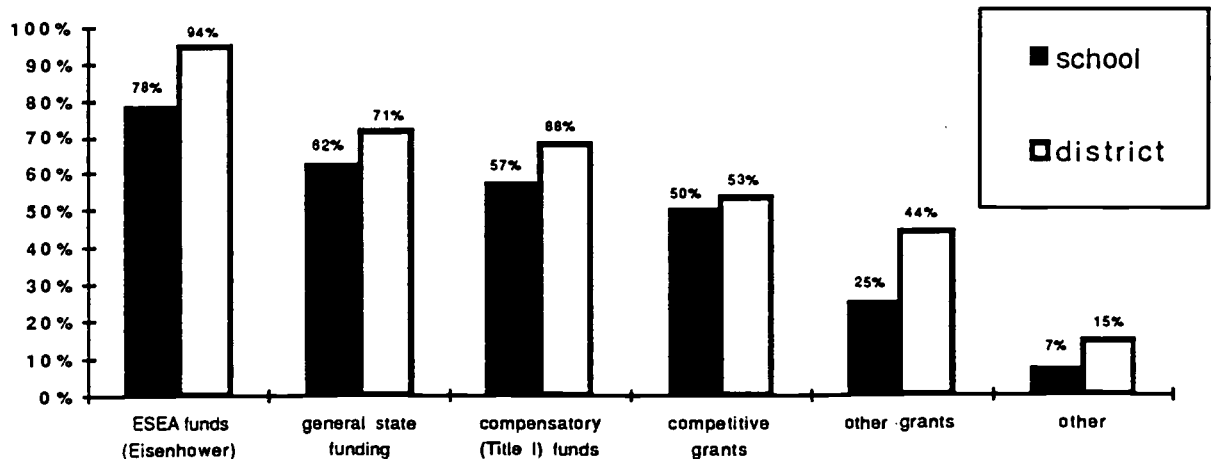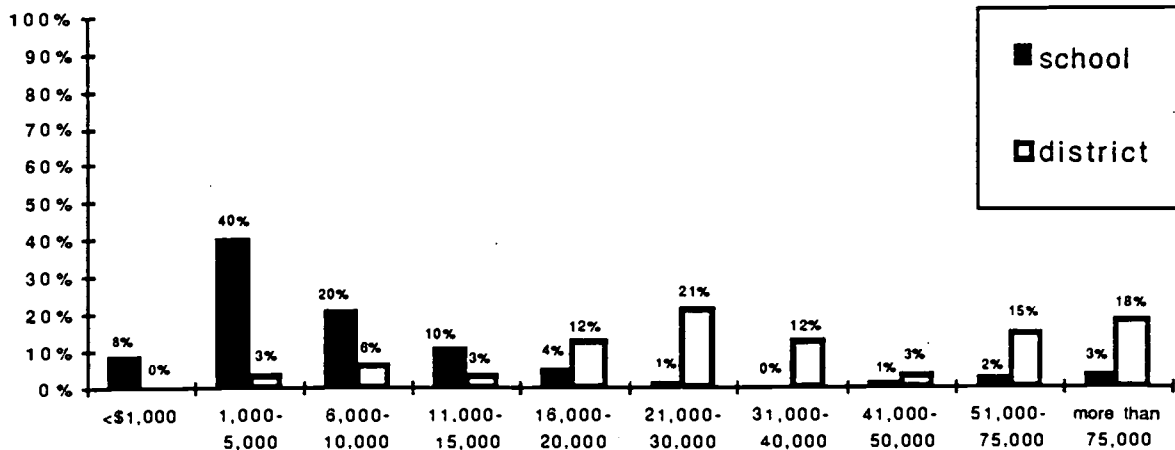
Figure 39. Please indicate the approximate yearly amount that your school/district spends on staff development.

- Looking at expenditure by district size, the most commonly cited amount spent by large districts was more than $75,000 and for medium districts between $21,000 and $30,000. Small districts exhibited a great deal of variation in expenditures with 46% of district administrators saying they spent between $21,000 and $40,000 per year, 23% saying they spent between $51,000 and $75,000, and 23% saying they spent less than $20,000 per year. Finally, 50% of very small districts spend $10,000 or less and 50% spend between $16,000 and $30,000.

Information on the proportion of the total staff development budget devoted to different types of staff development activities is displayed in Tables 41 through 43 below.

Table 41. Approximately what proportion of the school/district staff development budget is devoted to the following activities:

	Planning		Continuing Education		Professional Conferences/ Meetings	
	School Administrators	District Administrators	School Administrators	District Administrators	School Administrators	District Administrators
None	27%	14%	31%	20%	6%	0%
1%-20%	52%	54%	28%	32%	38%	40%
21%-40%	3%	4%	19%	8%	24%	27%
41%-60%	1%	0%	3%	4%	12%	7%
61%-80%	0%	0%	0%	4%	2%	0%
81%-100%	0%	0%	0%	0%	5%	0%
Don't know	16%	29%	18%	32%	13%	27%

- Over one-half of school and district administrators indicated that between 1% and 20% of their total staff development budget is devoted to planning.
- A sizable proportion of financial resources go into sending staff to professional conferences and/or meetings. Indeed, 36% of school administrators and 34% of district ones indicated that between 21% and 60% of the total staff development budget is devoted to this activity.

Table 42. Approximately what proportion of the school/district staff development budget is devoted to the following activities:

	Seminars/workshops with experts		Other staff development activities	
	School Administrators	District Administrators	School Administrators	District Administrators
None	7%	0%	36%	20%
1%-20%	37%	29%	23%	7%
21%-40%	22%	32%	13%	20%
41%-60%	14%	7%	2%	7%
61%-80%	1%	4%	0%	0%
81%-100%	3%	0%	0%	0%
Don't know	18%	29%	27%	47%

- A substantial minority of district administrators do not know what proportion of their staff development budget is devoted to the various activities listed in these tables.

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Table 43. Approximately what proportion of the school/district staff
development budget is devoted to the following activities:

	Follow-up & Implementation		Evaluation	
	School Administrators	District Administrators	School Administrators	District Administrators
None	33%	24%	34%	22%
1%-20%	41%	33%	40%	28%
21%-40%	3%	5%	0%	6%
41%-60%	0%	0%	0%	0%
61%-80%	0%	0%	0%	0%
81%-100%	0%	0%	0%	0%
Don't know	22%	38%	20%	44%

- 33% of school administrators and 24% of district administrators indicated that none of their budget is allocated to the follow-up and implementation of staff development.
- Over one-third of school administrators (34%) and 22% of district administrators say that no money is dedicated to the evaluation of staff development efforts.

In addition to budgetary support, the degree of support among stakeholders and school leaders can strongly affect the direction of staff development. Figures 40 through 42 and Tables 44 through 46 display the data pertaining to this dimension.

Figure 40. There is widespread support for professional development among the following stakeholders in my district.
by Job
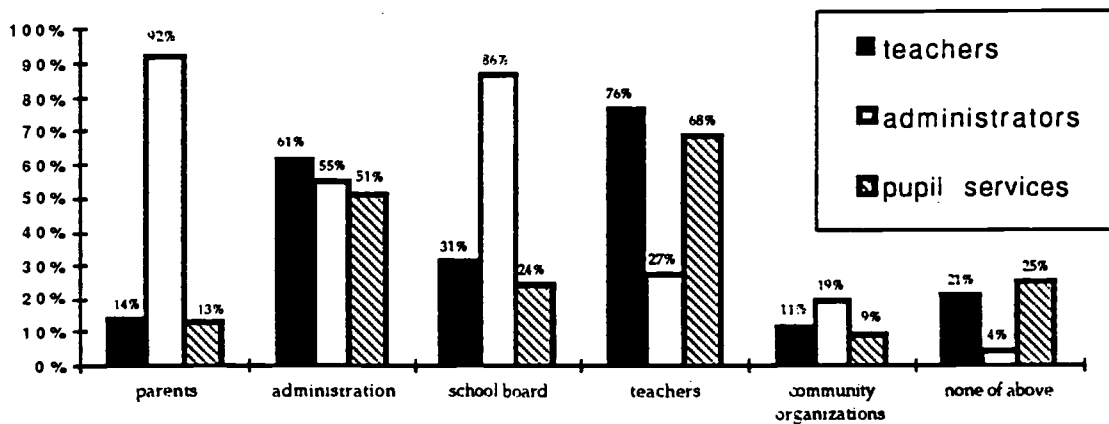
- It is noteworthy that teachers and pupil services personnel feel that there is so little support from parents for their professional development.

- A substantial minority of teachers (21%) and pupil services personnel (25%) feel that none of the stakeholders listed above are supportive of professional development in their district.
- There is an interesting difference in perceptions between administrators and teacher/pupil services personnel in terms of how supportive they feel teachers are to staff development. Specifically, administrators appear to feel unsupported by teachers whereas teachers/pupil services personnel feel that they do support professional development.

Table 44. There is widespread support for professional development among the following stakeholders in my district.
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
parents	22%	16%	15%	25%	14%	18%	25%
administrators	62%	59%	49%	61%	56%	57%	60%
school board members	35%	31%	30%	33%	26%	39%	40%
teachers	78%	67%	61%	72%	69%	68%	71%
community organizations	11%	10%	13%	11%	3%	18%	14%
none of the above	16%	21%	32%	15%	16%	30%	24%

- 62% of high school respondents feel that teachers do not support staff development in their district.

Figure 41. The central district office provides support, expertise, and options to individual schools for the development and delivery of their own staff development.
by Job
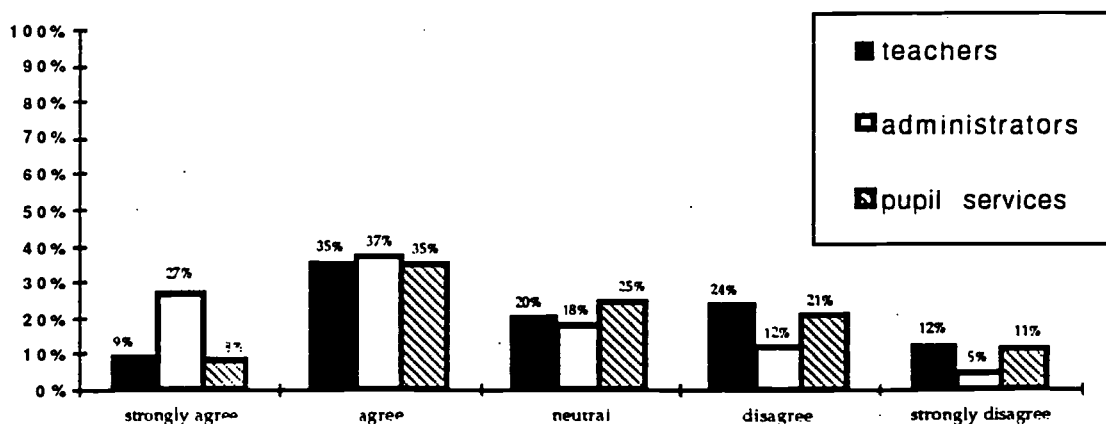
- Approximately 1/3 of teachers (35%) and pupil services personnel (33%) did not agree with the statement that the central district office supports schools in their staff development efforts.
- Teachers and pupil services personnel were significantly more likely (p < .05) to disagree with this statement than were administrators.

Table 45. The central district office provides support, expertise, and options to individual schools for the development and delivery of their own staff development. by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	11%	7%	7%	14%	7%	9%	9%
Agree	35%	36%	33%	39%	32%	33%	29%
Neutral	21%	23%	21%	19%	24%	20%	25%
Disagree	21%	25%	26%	19%	24%	22%	26%
Strongly Disagree	11%	10%	12%	8%	12%	15%	10%
Mean*	2.9	3.0	3.0	2.7	3.0	3.0	3.0

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- The central offices in large school districts tend to be more supportive of staff development for individual schools than are those in the smaller districts.

Figure 42. The following stakeholders are informed about issues related to staff development.
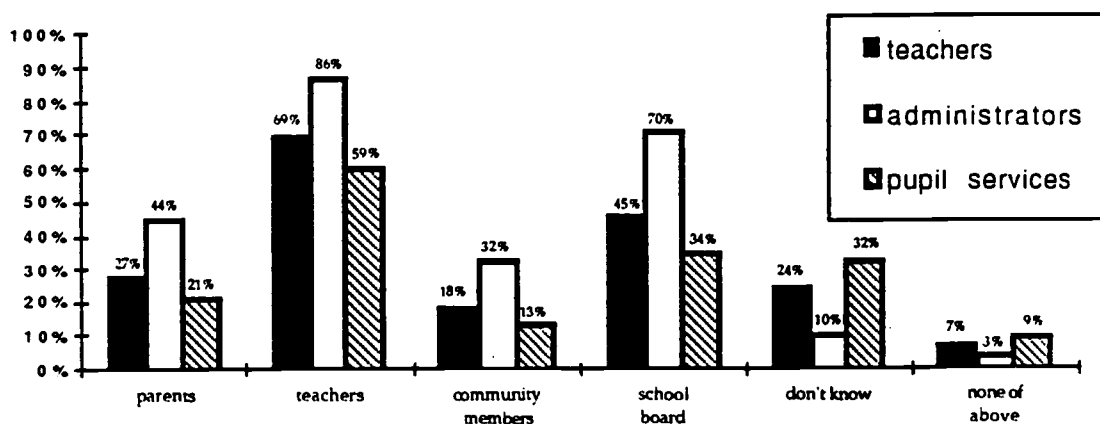
- 44% of administrators say that parents are informed about issues related to staff development.

Table 46. The following stakeholders are informed about issues related to staff development by School Level & District Size

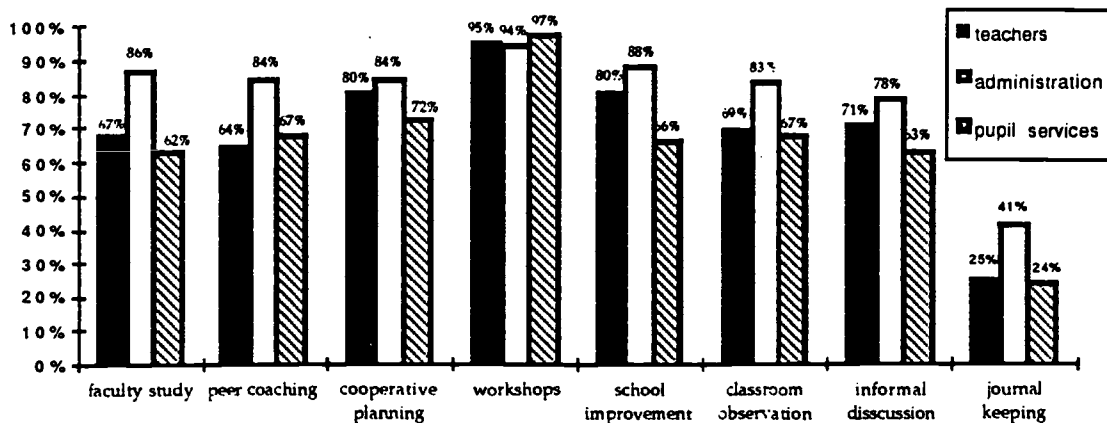|	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
parents	33%	24%	18%	29%	27%	25%	34%
teachers	76%	71%	56%	72%	67%	64%	74%
community members	19%	16%	16%	15%	18%	18%	30%
school board members	46%	45%	41%	34%	49%	51%	59%
don't know	21%	22%	31%	23%	29%	25%	18%
none of the above	5%	8%	11%	7%	4%	9%	8%

- Very small districts involve parents in staff development more than the larger districts.

Attitudes towards Staff Development

Attitudes towards staff development are perhaps one of the most important predictors of its ultimate impact in terms of translation into classroom practice. The final section of this report describes general attitudinal data collected from respondents on how they view and feel about staff development.

Figure 43 and Table 47 below address the issue of what educators believe staff development consists of. Since current practices in staff development are moving away from the standard workshop/seminar mode of training towards forms of continuous job-embedded staff improvement, a question was included to see if teachers, administrators and pupil services personnel viewed such ongoing collaborative activities as faculty study groups and peer coaching as staff development.

Figure 43. I believe that staff development consists of the following activities.
by Job

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%

■ teachers
▨ administration
▨ pupil services

faculty study: 67%, 86%, 62%
peer coaching: 64%, 84%, 67%
cooperative planning: 80%, 84%, 72%
workshops: 95%, 94%, 97%
school improvement: 80%, 88%, 66%
classroom observation: 69%, 83%, 67%
informal disscussion: 71%, 78%, 63%
journal keeping: 25%, 41%, 24%

- The majority of respondents appear to recognize that staff development can come in a variety of forms — other than the standard workshop/seminar format. There is a noteworthy minority of teachers and pupil services personnel (approximately one-third) who do not feel that faculty study, peer coaching and classroom observation are professional development activities.

Table 47. I believe that staff development consists of the following activities:
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
faculty study/research groups	69%	62%	72%	69%	65%	70%	65%
peer coaching	69%	71%	64%	69%	61%	68%	63%
cooperative planning	83%	80%	75%	81%	77%	81%	77%
seminars/workshops	95%	96%	96%	95%	95%	94%	96%
participation on school improvement and/or curriculum writing teams	79%	78%	79%	79%	70%	83%	83%
classroom observation & feedback	70%	70%	72%	73%	68%	67%	74%
informal discussion regarding instruction	73%	69%	70%	72%	65%	72%	76%
journal keeping	26%	27%	27%	74%	80%	32%	28%

- The majority of respondents across all subgroups recognize that staff development consists of ongoing, collaborative activities such as peer coaching, informal discussion regarding instruction, etc.

Figure 44. Participation in professional development activities is one of my most important tasks.
by Job
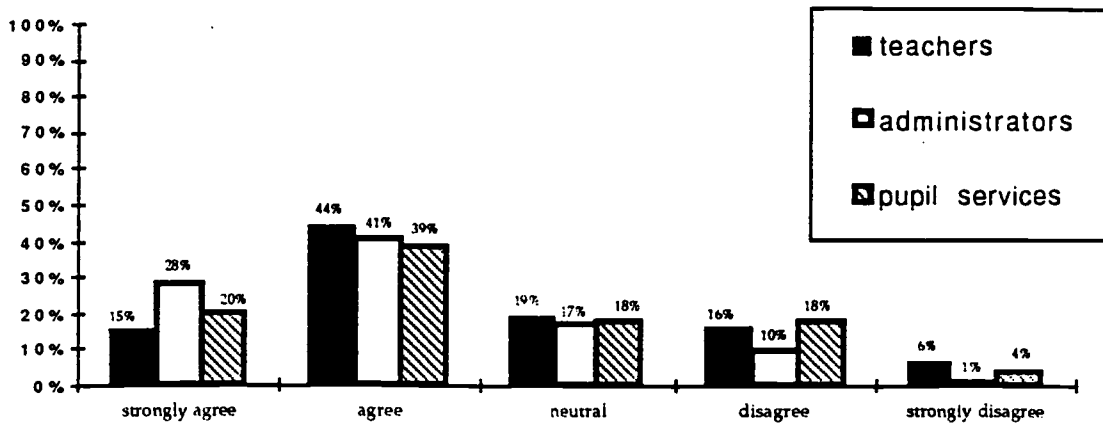
- The majority of respondents recognize the importance of staff development to their work -- regardless of job classification.
- It is noteworthy that 22% of teachers and 22% of pupil services personnel disagreed with this statement, indicating that they did not feel that professional development was an important task for them.
- There was no difference in the perceived importance of staff development by length of time teaching. That is, approximately the same proportion of new teachers, experienced ones, and veteran teachers viewed professional development as important.
- Teachers differed significantly from administrators in their attitudes towards staff development in that they were less likely to rate it as being one of their most important tasks.

Table 48. Participation in professional development activities
is one of my most important tasks.
by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	18%	14%	13%	18%	16%	14%	19%
Agree	47%	39%	42%	44%	42%	39%	47%
Neutral	18%	23%	15%	17%	17%	20%	18%
Disagree	11%	21%	21%	14%	17%	17%	13%
Strongly Disagree	5%	4%	8%	5%	6%	8%	3%
Mean*	2.4	2.6	2.7	2.4	2.5	2.6	2.3

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- 65% of respondents working in elementary schools agreed or
  strongly agreed that professional development was one of their
  most important tasks compared to 53% of middle and 54% of high
  school respondents.

Figure 45. Staff development is viewed as an essential component for
achieving the purposes of my school.
by Job
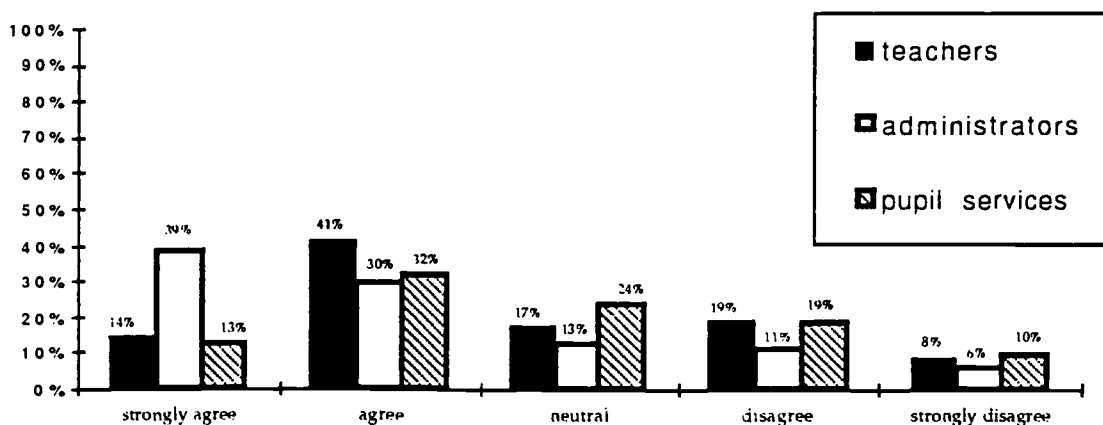
- 69% of administrators, 55% of teachers, and 45% of pupil services
  personnel agreed that staff development is viewed as essential to
  achieving the purposes of their school.
- An analysis of variance showed that the perceptions of teachers and
  pupil services personnel were significantly different from

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administrators (p < .05) in that teachers and pupil services personnel were more likely to disagree with this statement than were administrators.

The above question on whether "staff development is viewed as an essential component for achieving school purposes," was the single most important predictor of the total amount of staff development received. Specifically, this item alone explained 7% of the variance in the amount of staff development received. This suggests that attitudes and leadership roles taken towards staff development are critical to provision of staff development.

Table 49. Staff development is viewed as an essential component for achieving the purposes of my school. by School Level & District Size

	School Level			District Size			
	Elementary	Middle	High	Large	Medium	Small	Very Small
Strongly Agree	20%	13%	8%	20%	12%	14%	18%
Agree	41%	37%	38%	40%	37%	38%	42%
Neutral	18%	20%	18%	14%	21%	19%	18%
Disagree	14%	21%	23%	16%	21%	20%	16%
Strongly Disagree	6%	8%	13%	8%	8%	8%	6%
Mean*	2.5	2.8	2.9	2.5	2.8	2.7	2.5

*The mean is based on a five point scale with one being Strongly Agree and five being Strongly Disagree.

- Approximately 61% of elementary school respondents agreed that staff development is viewed as an essential component to achieving school purposes, compared to 50% of middle school and 46% of high school respondents. Such attitudes are reflected in the previous findings that respondents at the elementary school level are more likely to be provided with varied opportunities for professional development and are more satisfied with the development they receive.
- 60% of respondents from large and very small districts feel that staff development is viewed as essential for achieving school purposes compared to 52% from small districts and 49% from medium ones.

Two questions were included that asked about the ability of teachers and staff to address the needs of students. These were included so that researchers could look at whether there was a relationship between amount of staff development received and teacher confidence in being able to address student needs. The total amount of staff development received was positively correlated to teachers feeling that "staff possess the content knowledge and pedagogy necessary to design and deliver high-quality curriculum" (Pearson

r=.16; p < .05). That is, the more staff development a teacher received the more likely they were to feel that fellow staff members could deliver high-quality curriculum. In particular, those variables pertaining to joint, collaborative work between teachers were positively related to feelings of confidence in the abilities of fellow staff members. Specifically, individuals who received time for collaborative work, who engaged in cooperative planning, and who had participated in classroom observation and feedback rated their fellow staff members higher in terms of being able to deliver high-quality curriculum (p<.01) than their counterparts who had not participated in such activities. This suggests that teachers who have the opportunity to observe and work with one another generally find their colleagues to be knowledgeable and capable. It is ignorance that breeds skepticism in that those teachers who are not given the chance to work with one another are less confident in the abilities of fellow staff members. In addition, total staff development received was positively related (Pearson R =.10; p<.05) to confidence in addressing the needs of students. Specifically, teachers who had received more staff development than others had a concurrent tendency to feel more confident in their ability to address the diverse needs of students.

Finally, the survey provided space for respondents to write in any comments or suggestions. A content analysis was performed on these open-ended responses. Table 50 below summarizes the top ten comments made by teachers and pupil services personnel in decreasing order of frequency.

Table 50. Comments by Teachers & Pupil Services Personnel

Comment	%
Financial limitations -- Not enough money	9%
Time limitations -- Not enough time	7%
"Top-down" planning- teachers aren't allowed opportunity for input	7%
Poor leadership	6%
No comprehensive plan exists	5%
Do not receive staff development	5%
Staff development that is offered is worthless	4%
Need time to collaborate with other staff	4%
Staff development is good/excellent	4%
Lack of support for staff development	4%

The administrator survey asked two open-ended questions that are summarized in Table 51 and 52 below. Comments are presented in decreasing order of frequency.

Table 51. What are your primary barriers in trying to provide comprehensive and systematic staff development to your staff?

Comment	%
Money	72%
Staff time (without students)	68%
Systematic planning	6%
Lack of understanding regarding its importance	6%
Location/distance from higher learning institution	5%
Staff attitude	4%
Lack of follow-up/evaluation	4%
Lack of support from School Board	4%

Table 52. What could the state provide to assist districts in their staff development efforts?

Comment	%
Funding	55%
Expertise/trainers to visit districts	16%
Flexibility in days/hours required	12%
Assessment workshops	7%
Model staff development plans/guidelines	6%
Time	6%

Summary of Findings

The results from the statewide Staff Development Needs Assessment revealed several noteworthy points of interest.

First, when Wyoming educators describe their staff development programs, they typically describe a group inservice activity. Participation in ongoing, job-embedded staff development activities such as peer coaching and faculty study groups remains relatively infrequent (see pages 26-34). In addition, few districts regularly allocate time on a weekly basis for joint, collaborative work among faculty (pages 23-25). This is noteworthy given that the Standards for Staff Development (National Staff Development Council, 1995) state that, ideally, 20% of teacher time (equivalent to one day a week) should be devoted to such joint work. If job-embedded, collaborative staff development opportunities do occur, they happen more frequently in elementary schools than at the other school levels. In particular, results from this survey highlighted that respondents working in high schools were the least likely to participate in such collaborative work activities. Similarly, large districts or very small districts are more likely to provide ongoing, job-embedded staff development and time for collaborative work than are districts falling into the mid-size categories.

Second, there is a disparity in perceptions between administrators and their staff in terms of: 1) the use of data in decisions regarding staff development; and 2) levels of staff participation in making decisions pertaining to staff development. Administrators have a much higher tendency to report that staff development decisions are based on multiple sources of data than are either teachers or pupil services personnel (pages 9-15). This suggests that the primary recipients of staff development, teachers & pupil services personnel, do not see the relationship between the staff development they are receiving and the performance of their students, school and district as a whole. This finding is further confirmed by the small proportion of staff (as compared to administrators) who said that there is a clear relationship between staff development activities and the district/school mission and goals, school improvement, student results, ongoing school programs and instructional materials (pages 49-50).

Administrators are also much more likely to report that teachers are involved in all aspects of staff development planning than are teachers themselves (pages 17-19). Teachers report a rather striking lack of planning for professional development. If a staff development plan exists, it is most likely to be at the district level, followed by the school and individual teachers (pages 6-8). Also, the planning that does occur appears to be conducted in a "top-down" manner in that, in most districts, the locus of control remains in the hands of district and school administrators (pages 16-17). Teachers appear to be given more opportunity for input into staff development plans and activities in very small districts and large districts as compared to small and medium size districts. Similarly, respondents from elementary schools are more likely to report that staff reading and discussion precede decisions concerning

staff development than are middle or high school respondents (although the overall proportion remains low) (page 20).

The lack of attention and resources dedicated to follow-up and support of staff development is, perhaps, one of the most critical findings to emerge from the data. A substantial minority of administrators reported that no funding is specifically allocated for follow-up and implementation of staff development (page 62). Further confirmation of this finding is reflected by the minority of teachers and pupil services personnel who reported that ongoing support of staff development is provided in terms of collegial support groups, mentoring, observation and feedback, and examination of evaluation data (pages 53-54).

Utilization of evaluation data is also limited across most districts in the state. Over one-third of teachers and pupil services personnel reported that there is no systematic evaluation of staff development activities conducted (pages 56-57). If evaluation activities do occur, they are most likely to be anecdotal and informal -- consisting of participant reactions rather than looking at impact on classroom practice and, ultimately, student performance (pages 56-58).

A minority of teachers feel that goals and objectives for professional development are specified (page 49), although administrators see this as quite a bit more common. There is opportunity for the regular treatment of theory, demonstration, and question and answer, but little else is offered by way of practice with feedback, coaching, faculty collaboration and time for follow-up (page 52).

The content areas most frequently covered by staff development currently provided emerged clearly. The most frequently addressed topic areas include: 1) topics pertaining to standards, including development, implementation, and assessment of standards, as well as curriculum alignment and general performance assessment; 2) educational technology; and 3) instructional strategies to address the needs of special education students; 4) classroom behavior management; and 5) topics pertaining to at-risk students (page 41-43). Areas of need highlighted by respondents corresponded closely to the topics that were not covered by current staff development. Specifically, priority areas of need identified by respondents that were infrequently covered by current staff development included: 1) instructional strategies to address the needs of gifted and talented students; 2) development of a supportive school environment; and 3) family/community involvement (pages 44-45).

Respondents from elementary schools were more likely to feel that the content of staff development related to local performance standards compared to respondents at the other levels (page 39). In particular, a minority of high school respondents (30%) felt that professional development related to local performance standards. Similarly, large and very small districts appear to articulate the relationship between development activities and performance standards more clearly than their mid-size counterparts. In addition, more administrators than teachers agreed that the content

of staff development is backed by research suggesting the effectiveness of such interventions (page 39-40).

Support for staff development exists among teacher and administrators, but few others (notably parents) in the community support teachers' access to high quality professional development (pages 62-63). It is notewothy that the degree to which staff development is viewed as an essential component for achieving school purposes is an important predictor of the total amount of staff development received. This suggests that attitudes and leadership roles taken towards staff development are critical to the provision of staff development.

Pulling this all together, there is a critical feedback loop that contributes to successful staff development in terms of overall satisfaction and translation of innovations into classroom practice. When staff is involved in planning staff development, clearly see the relationship between professional development activities and the performance of their students and school, are aware of the goals of staff development, are convinced of the merit of what is being provided (i.e., research-proven interventions), and are given the opportunity to talk with one another, they tend to be more satisfied with staff development, support it more, and use it in their classrooms. This pattern is exhibited by the disaggregated school level data in this report. Specifically, respondents from elementary schools (relative to other levels) participated more in planning, saw the relationship between development and data more clearly than their counterparts at other levels, had more opportunity for collaborative work and, subsequently, were more satisfied with their professional development, supported it more, and reported using it more in their classrooms (pages 55, 58, 63). This is not to suggest that elementary schools are fine in all these areas (overall proportions remain low), rather, the point is that higher levels on some dimensions (i.e., participation, collaborative time, relationship between development and data, etc.) correspond to higher levels of satisfaction and commitment to professional development -- subsequently increasing the likelihood of affecting real change in the classroom.

In order to address the areas of concern listed above, the following steps could be taken. First, documentation and planning assistance could be offered to administrators so that they themselves are much more familiar with the National Staff Development Council's Standards for Professional Development. These standards refer directly to many of the deficiency areas noted in this report, including: 1) planning for professional development, involving teachers in this process, and the use of data in decision making; 2) provision of time for learning and collaborative work; 3) provision of on-going, job-embedded development activities; 4) integration of innovations into existing practices; 5) leadership/advocacy; and 6) issues of follow-up, support, and evaluation.

Second, since professional development is and will likely continue to be a largely district-centered activity, the accreditation process could be recast so that the criteria for professional development includes expanded involvement and support for determining professional development needs, regular observation and support by administrators and teaching colleagues for adoption of innovations, and extended opportunities for teachers to plan and collaborate on the instructional process.

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APPENDIX A

To obtain a copy of the instruments used in the Staff Development Needs
Assessment, please contact the authors at:

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