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Report on the Teacher Needs Survey

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Executive Summary

The goal of APA's Coalition for Psychology in Schools and Education is to promote and make publicly accessible applications of the research that psychology has developed to assist in improving the quality of preK to 12 education. To support this goal of supporting educators' ability to apply the results of psychological science in their classrooms and schools, the Coalition designed an online Teacher Needs Survey in May 2004 that asked educators what type of support they would like from psychology and in what format. The results of the 2004 survey guided Coalition activities in subsequent years. In June 2017, Coalition members updated the Teacher Needs Survey to assess current professional development needs of educators. Specifically, in light of the release of the popular *Top 20 Principles from Psychology for PreK-12 Teaching and Learning*, the Coalition sought to assess educators' level of familiarity with the five core domains (i.e., classroom management, thinking and learning, motivation, social-emotional learning, and assessment) of the Top 20 Principles and efficacy for enacting these principles in the classroom. In addition, educators were asked to rate their familiarity with and confidence in addressing diversity and communication with parents as well as the type of training modality they would prefer for professional development options (e.g., on-line modules; face-to-face workshops).The Needs Survey was piloted in August 2017, and then distributed to teachers through various networks, including the American Federation of Teachers via Survey Gizmo, starting in January 2018 through November 2018. A total of 391 respondents from 44 states and Washington D.C. completed the survey. Most respondents were women, from White non-Hispanic backgrounds, and taught in public schools. Educators from rural, urban, and suburban school settings participated.

In general, educators reported high levels of *familiarity with* psychological principles except in the assessment domain where lower familiarity levels were reported. Alternatively, educators reported mixed levels of confidence *for classroom implementation* of psychological principles across all domains included in the survey. Confidence in implementation varied as a function of educators' years of experience, teaching situation (i.e., elementary, middle, and high school), and school location (i.e., urban, suburban, rural). Twenty areas of greatest need for professional development were identified as a result of outcomes. Educators indicated a preference to receive professional development support through relatively traditional formats (e.g., print materials, online modules); however, that may be a function of the sample being comprised of relatively experienced educators. Although several factors (e.g., relatively small sample size; representativeness of sample in terms of geographic region, grade level, and teaching experience level) limit firm conclusions, the Coalition can use survey findings to guide the development and dissemination of professional development resources to educators in order to promote understanding and implementation of psychological science principles in classrooms and schools.

Top 20 Principles from Psychology for PreK-12 Teaching and Learning

The American Psychological Association's Center for Psychology in Schools and Education is committed to providing educational materials for all educators, including those in the prek-12 setting. The central feature of these materials is that they are founded on the application of psychological principles to create effective learning environments. For example, the learner-centered framework identified psychological principles aimed at supporting child learning, development and motivation in response to education reform and school redesign initiatives in the 1990's (APA,1997). As US education policy initiatives began to promote the use of assessment strategies to document student learning, APA's Coalition for Psychology in Schools and Education developed a set of psychological principles to help teachers develop "effective instruction, classroom environments that promote learning, and appropriate use of assessment, including data, tests, and measurement, as well as research methods" that inform their daily practice in the classroom (APA, 2015, p.3). The 2015 *Top 20 Principles from Psychology for Pre-K to 12 Teaching and Learning* are known as the "Top 20."

The development of the Top 20 used a process similar to the National Institute of Health (NIH) consensus panel where members were asked to identify two constructs from psychology that were the most essential (Embry & Biglan, 2008) for supporting successful teaching and learning in the school environment. Approximately 45 principles were identified, which were grouped by key domains of classroom application and then cross referenced across critical skills for teacher practice. Multiple avenues were used in the validation procedure including a cross check with a community of educators, examining their reference in major documents (e.g., PRAXIS Exam, NCATE Docs, InTASC Standards, Ed Psych Textbook). Then Coalition members used a scale system to assign the principle a high, medium, or low priority score (e.g., 1-3). Mean scores were calculated for each item, and low-priority principles were discarded, leaving 22 principles. The remaining 22 were analyzed and synthesized into the final 20.

The Top 20 principles were grouped into five areas of psychological functioning: 1) how do students think and learn; 2) what motivates students; 3) why are social context, interpersonal relationships, and emotional well-being important to student learning; 4) how can the classroom best be managed, and 5) how can teachers assess student progress. Each principle included an explanation of the psychological science supporting its inclusion as well as the evidence-based practices to apply in the classroom to foster student learning.

Use of the Top 20 principles includes the following assumptions: (a) the principles operate in synchrony because student learning is complex and is contingent on many and different aspects of behavioral, classroom, and school functioning, as such, teachers need to attend to all five dimensions when interacting with students in the classroom; (b) student learning is holistically situated in their thoughts, emotions, beliefs, and values; and (c) student learning occurs within the larger socio-cultural contexts of family and community (Lucariello, Nastasi, Dwyer, Skiba, DeMarie, & Anderman, 2016).

A full copy of the Top 20 can be found at https://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.pdf. At the time of this writing, it has been translated into twelve languages and has been adapted for use with creative, gifted and talented students as well as early childhood environments.

History of the Teacher Needs Survey

The Coalition's goal is to support educators' ability to apply the results of psychological science in their classrooms and schools. To support this goal, the Coalition designed an online Teacher Needs Survey in May 2004. The purpose of the survey was to ask educators what type of support they would like from psychology and in what format. The 2004 Teacher Needs Survey focused on four educational areas: instructional strategies, classroom management, classroom diversity, and parent/caregiver outreach.

In June 2017, Coalition members realized it was necessary to update the Teacher Needs Survey in light of the release of the popular *Top 20 Principles from Psychology for PreK-12 Teaching and Learning* to help inform teacher educators about the current state of teachers' knowledge and efficacy about the five core subdomains in the Top 20 Principles. The Needs Survey was piloted in August 2017, and then distributed to teachers through various networks, including the American Federation of Teachers via Survey Gizmo, starting in January 2018 through November 2018. A total of 391 respondents completed the survey.

Areas Addressed in the Teacher Needs Survey

In a departure from the 2004 survey, the current questionnaire centered on assessing teachers' level of familiarity with the five core domains of the Top 20 Principles and efficacy for enacting these principles in the classroom. These core domains included classroom management, thinking and learning, motivation, social-emotional learning, and assessment. Coalition members created familiarity and efficacy questions based on each principal within its respective subdomain. In addition, items related to familiarity with and confidence in diversity and communication were included as they were of continued interest to the Coalition and provided continuity for addressing teachers' professional development in these areas, based on the 2004 survey.

In addition, as with the 2004 Survey, the educators were asked to rank the type of training modality they would prefer for professional development options including on-line modules; regional, university, or conference workshops; and in-district workshops. A number of demographic items were also completed.

Sample Characteristics

Participants were recruited from the American Federation of Teachers who agreed to partner with us on this survey by distributing it to their members. Participants for this survey included 391 teachers. 76% of the respondents worked in district public schools, 9% at private schools, 4% in charter schools, 4% in parochial schools, 5% were in other types of educational settings (see Figure 1).

The 391 respondents to the Teacher Needs Survey (TNS) were educators drawn from 44 States and Washington D.C. (see Table 1). The highest number for any state was Pennsylvania (n = 61). A total of 77% of the respondents were women, and among those indicating their ethnic/racial background, there were 85% who indicated White, 4% African American, 6% Latino/a or Hispanic, 2% American Indian, and 2% Asian American/Pacific Islander. The majority of respondents were from public schools (75%) and taught at the high school level. A total of 79% of the sample taught in urban and suburban settings.

Comparison with the NCES National Teacher and Principal Survey from 2015-16's sample of 3.8 million educators indicates that the TNS sample was over represented for high school teachers, and for educators who identify as White/non-Hispanic and American Indian. The sample was equally represented for Asian American and Native Hawaiian/Pacific Islander teachers and underrepresented for African-American and Hispanic/Latino/a teachers. The current sample was equally represented for gender and for public and charter school teachers.

Figure 1:

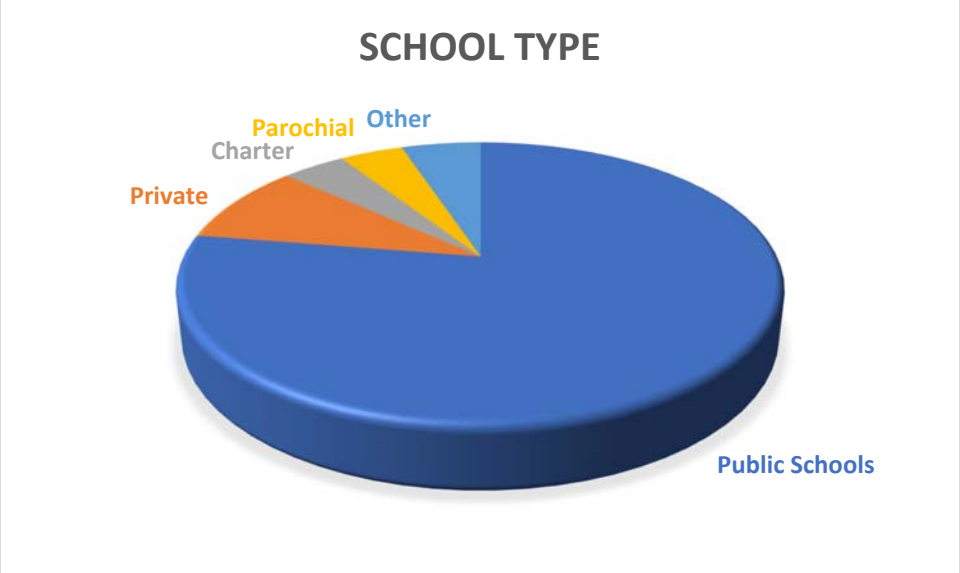

Table 1

State by State Breakdown

Region	***n***	**%**
Northeast[a]	103	29.4
South[b]	87	24.9
Midwest[c]	85	24.3
West[d]	75	21.4
Other	8	0.2

[a]CT, MA, ME, NH, NJ, NY, PA, RI. [b]AL, DC, FL, GA, KY, LA, MD, MS, NC, OK, TN, TX, VA, WV. [c]IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI. [d]AK, AZ, CA, CO, ID, HI, MT, NV, OR, UT, WA.

Results by Domain

Results of the Teacher Needs Survey are presented below. For each items representing the five domain areas found in the Top 20 Principles (i.e., Classroom Management, Thinking and learning, Motivation, Social-emotional learning, and Assessment) as well as the Communication domain response options were as follows:

For Awareness of Principle:

1 = Never heard of it
2 = Heard of it once or twice
3 = Heard of it a few times
4 = Heard of it often
5 = Know it well & understand the concept

For Confidence in Applying the Principle:

1 = Not at all confident
2 = Not very confident
3 = Confident
4 = Very Confident

For items in the Diversity domain only confidence was assessed, using the same Confidence response options listed immediately above.

Finally, for the Professional Development Preferences section response options were as follows:

Preference for Modality:

1 = Not likely to use
2 = Might use
3 = Likely to use

Teacher Needs Survey: Classroom Management

Summary of Results:
Teachers reported high levels of familiarity with Classroom Management principles. Specifically, teachers reported that they have either "Heard of it Often" or "Know it Well and Understand the Concept" for the following principles:

- 92% - Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.
- 97% - Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.

Teachers reported high levels of confidence for implementing many Classroom Management principles in the classroom. Specifically, teachers reported feeling Confident or Very Confident for the following principles:

- 85% - Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction.
- 82% - Use proactive disciplinary strategies to prevent behavior problems.
- 87% - Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior.
- 96% - Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction.
- 89% - Maintain a high ratio of positive statements relative to negative consequences.

Alternatively, teachers reported a relatively lower level of confidence (44% not at all or not very confident) in using functional behavior assessment to identify appropriate replacement behaviors.

Patterns of responses were generally similar across teacher subgroups (Urban/Suburban/Rural; Years of Teaching; Grade Level Taught). However, teachers with 11 or more years of experience were *less* confident than teachers with 10 or fewer years of experience regarding use of functional behavior assessment to identify appropriate replacement behaviors. Conversely, teachers with 11 or more years of experience were *more* confident than teachers with 10 or fewer years of experience regarding maintaining a high ratio of positive statements relative to negative consequences. Also, high school teachers reported lower levels of confidence than pre-K/elementary and middle school teachers regarding use of functional behavior assessment to identify appropriate replacement behaviors (see Appendix A for data tables).

Teacher Needs Survey: Teaching and Learning

Summary of Results:
Overall, teachers reported high levels of familiarity and confidence of their ability to implement most Teaching and Learning principles. Specifically, a minimum of 80% or more of all teachers reported they had either "Heard of it Often" or "Know it Well and Understand the Concept" for every principle. The most familiar principle, which teachers noted they "Heard of it Often" was: "Clear, explanatory, and timely feedback to students is important for learning" (97%).

Teachers' confidence in implementing the principles was a bit lower with 80% or more feeling "Confident" or "Very Confident" of their ability to implement all but two of the Teaching and Learning principles in the classroom. Specifically, more than 80% of all teachers reported feeling Confident or Very Confident of their ability to implement the following principles:

- 87% - Teach in a way that promotes a growth mindset for my students.
- 91% - Teach in a way that builds on each student's prior knowledge.
- 87% - Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.
- 84% - Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.
- 84% - Provide clear, timely, and explanatory feedback to my students on a regular basis.
- 83% - Teach productive study and work habits.

Alternatively, teachers reported a relatively lower level of confidence (not at all or not very confident) of their ability to implement two of the principles:

- 79% - "Differentiate instruction so that a student's age/grade does not limit my instruction".
- 79% - Teach in a way that students' creativity flourishes in my classroom.

Patterns of responses were generally similar across teacher subgroups (Urban/Suburban/Rural; Years of Teaching; Grade Level Taught) with a few exceptions. Teachers in urban areas were *less* confident of their ability to implement two Principles than those in suburban or rural areas: "Provide clear, timely, and explanatory feedback to my students on a regular basis" and "Provide sufficient deliberate practice." Urban and suburban teachers were lower in their confidence to "Differentiate instruction" than rural teachers.

Teachers with more than 20 years of experience were confident in their ability to implement all principles except one. Like other groups, they felt lower confidence in their ability to "Differentiate instruction." Teachers with 0-10 and 11-20 years of experience also noted they had less confidence in fostering creativity and in teaching productive study skills than those with 21 or more years of experience. Only those teachers with 0-10 years of experience noted they were less confident about implementing clear and timely feedback than the other groups.

When subgroups according to level of instruction (preK/elementary, middle school, high school) were analyzed, only high school teachers were less confident in their ability to implement two principles: "Differentiate instruction so that a student's age/grade does not limit my instruction" and "Teach in a way that students' creativity flourishes in my classroom." See Appendix B for data tables.

Teacher Needs Survey: Motivation

Summary of Results: Total Group

Teachers reported moderate to high levels of familiarity with Motivation principles. Specifically, teachers reported that they have either "Heard of it Often" or "Know it Well and Understand the Concept" for the following principles:

- 81 % - Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.
- 85 % - Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.
- 88 % - Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.

In contrast, 27% of teachers reported lesser familiarity with the principle "Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals."

Teachers reported high levels of confidence for implementing some Motivation principles in the classroom. Specifically, teachers reported feeling "Confident" or "Very Confident" for the following principles:

- 86 % - Maintain and communicate my expectations to each student to support their learning.
- 83 % - Develop and maintain high expectations for each student based on their current skill set and needs.
- 80 % - Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.

There were other motivation items, however, for which they reported less confidence. Specifically, 25% of teachers did not feel confident that they could help "students identify and rely on internal sources of motivation (e.g., interests, personal goals) and use these above external sources of motivation (e.g., rewards, tokens) and 21% were not confident that they could help "students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)." While in general responses were similar across Years of Experience (0-10 years, 11-20 years, and 21 or more years) and Level of Education (pre-K & elementary, middle school, and high school, for these last two items high school teachers and teachers with fewer years of experience reported less confidence than their peers (see Appendix C for data tables).

Teacher Needs Survey: Social Emotional Learning

Summary of Results:
Teachers reported high levels of familiarity with Social Emotional Learning principles. Specifically, teachers reported that they have either "Heard of it Often" or "Know it Well and Understand the Concept" for the following principles:

- 84% - Learning is situated within multiple social contexts.
- 92% - Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students.
- 95% - Emotional well-being influences educational performance, learning, and development.

Teachers reported high levels of confidence for implementing Social Emotional learning principles in the classroom. Specifically, teachers reported feeling Confident or Very Confident for the following principles:

- 76% - Relate the classroom curriculum to students' cultural backgrounds.
- 82% - Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views.
- 70% - Help students identify the emotions they are experiencing and use emotion regulation strategies.

Across teacher subgroups (Urban/Suburban/Rural; Years of Teaching; Grade Level Taught), teachers felt less confident in relating classroom curriculum to students' cultural backgrounds. This was especially true for teachers with fewer years of experience.

Across these same teacher subgroups, teachers felt least confident in their ability to assist students in identifying and regulating their emotions, and this was most pronounced for high school teachers and those with fewer years of experience (see Appendix D for data tables).

Teacher Needs Survey: Assessment

Summary of Results:
Teachers reported moderate to high levels of familiarity with Assessment principles. Specifically, teachers reported that they have either "Heard of it Often" or "Know it Well and Understand the Concept" for the following principles:

- 78% - Formative and summative assessments require different approaches and interpretation.
- 81% - Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.
- 71% - Making sense of assessment data depends on careful interpretation by trained individuals.

Teachers reported moderate to high levels of confidence for implementing Assessment principles in the classroom. Specifically, teachers reported feeling Confident or Very Confident for the following principles:

- 77% - Determine the difference between formative and summative assessments.
- 77% - Interpret formative assessment results.
- 77% - Interpret summative assessment results.
- 73% - Differentiate between assessment and testing.
- 66% - Define reliability, validity, and fairness regarding assessments.
- 78% - Make sense of assessment data for individuals.
- 70% - Make sense of assessment data for groups.

Across teacher subgroups (Urban/Suburban/Rural; Years of Teaching; Grade Level Taught), teachers were less familiar with the concept that assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness; and making sense of assessment data depends on careful interpretation by trained individuals than they were with the concepts that formative and summative assessments require different approaches and interpretation. This was especially true for high school teachers and those with fewer years of experience.

Across these same teacher subgroups, teachers felt least confident in their ability to (a) define reliability, validity, and fairness regarding assessments; (b) differentiate between assessment and testing (especially among teachers in urban and suburban settings); and (c) make sense of assessment data for groups (especially for high school teachers and those with fewer years of experience). See Appendix E for data tables.

Teacher Needs Survey: Communication

Summary of Results:
Teachers reported high levels of familiarity with Communication principles. Specifically, teachers reported that they have either "Heard of It Often" or "Know It Well and Understand the Concept" for the following principles:

- 85% - Learning is situated within multiple social contexts.
- 93% - Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students.

Teachers reported high levels of confidence in implementing several Communication principles. Specifically, teachers reported feeling confident or very confident for the following principles:

- 91% - Discussing students' strengths and achievements with families and caregivers.
- 80% - Discussing students' behavior problems with families and caregivers.
- 86% - Discussing academic problems with families and caregivers.
- 67% - Engaging families or caregivers in the work of students in the classroom or school.
- 95% - Discussing student issues with other teachers and staff.
- 89% - Discussing student issues with school administrators.

Alternatively, teachers reported a relatively lower level of confidence (not at all or not very confident) in engaging members of the local community (47%) and families or caregivers (32%) in the work of students in the classroom or school. Teachers also reported lower level of confidence in discussing student behavior problems with families, especially for teachers from urban settings and those with fewer years of experience. They reported the least confidence in communicating with families or caregivers with limited English proficiency (51%).

Patterns of responses were generally similar across teacher subgroups (Urban/Suburban/Rural; Years of Teaching; Grade Level Taught). However, high school teachers were *less* confident than elementary and middle school teachers in engaging members of the local community and families or caregivers in the work of students. Teachers with 10 or fewer years of experience were *less* confident in discussing students' academic problems with families and caregivers compared to more experienced teachers. Conversely, teachers with 21 or more years of experience were *more* confident in communicating with families or caregivers with limited English proficiency. Suburban teachers were *less* confident than urban and rural in discussing students' strengths and achievements with families or caregivers; rural teachers were *less* confident in communicating with families or caregivers with limited English proficiency (see Appendix F for data tables).

Teacher Needs Survey: Diversity

Summary of Results

Teachers reported high levels of confidence in addressing Diversity in the classroom. Specifically, educators reported feeling Confident or Very Confident in their skills working in the following areas of diversity:

- 92% - Students who are racial or ethnic minorities.
- 85% - Students who are LGBT or gender-nonconforming.
- 95% - Students of varying socio-economic status.
- 85% - Students of varying grade level readiness.
- 84% - Students who are gifted.

Alternatively, educators relatively lower levels of confidence (not at all or not very confident) in working with students whose first language is not English (35%), students with emotional, behavioral, and/or learning disabilities (28%), students of varying immigrant status (22%), and students with physical disabilities (21%).

For the most part, patterns of responses were similar across teacher subgroups (Urban/Suburban/Rural; Years of Teaching; Grade Level Taught); however, teachers in rural settings were *less* confident working with students whose first language is not English and with students of varying immigrant status than teachers in urban and suburban settings. Additionally, teachers with 11-20 years of experience were *less* confident in working with students whose first language is not English and *much less* confident in working with gifted students compared to teachers with 10 or fewer years or more than 20 years of experience. Elementary school teachers were *more* confident in working with students of various grade level readiness than middle and high school teachers (see Appendix G for data tables).

Teacher Needs Survey: Professional Development Preferences

Summary of Results:
Teachers reported their preference of twelve different modalities for professional development training. A high percentage of teachers reported that they "Might use" or are "Likely to use" the following modalities for professional development:

- 93% - Downloadable PDF file
- 87% - Print materials and brochures
- 85% - Online modules
- 81% - Online self-study materials

Alternatively, a lower percentage of teachers reported that they "Might use" or are "Likely to use" the following modalities for professional development:

- 29% - Twitter chats
- 31% - Facebook live
- 42% - Google hangouts

Patterns of responses were generally similar across teacher subgroups (Urban/Suburban/Rural; Years of Teaching Experience; Grade Level Taught). The percentage of teachers who indicated that they might use or would be likely to use "Downloadable PDF files" was highest across all teacher subgroups; while, the use of "Facebook live" and "Twitter chats" for professional development training had the lowest percentage of teachers who indicated they might or would be likely to use those modalities.

In addition, 87% of urban teachers indicated that they might use or were likely to use a "Professional Journal" for professional development, which was higher in comparison to the percentage of suburban teachers (73%) and rural teachers (78%) who indicated their preference for "Professional Journals".

Almost 82% of teachers with 10 or fewer years of teaching experience indicated they might or were likely to use "Print materials and brochures", which is lower when compared to the percentage of teachers with 11 – 20 years of experience (85.8%) and the percentage of teachers with 21 or more years of experience (89.4%). Also, there was a lower percentage of high school teachers (61%) who indicated they might or were likely to use a "Live Webinar" as a mode of professional development, in comparison to pre-K and elementary school teachers (71%) and middle school teachers (74%). See Appendix H for data tables.

Qualitative Data Summary

Qualitative responses were solicited about additional professional development resources that would be desired. Comments were provided by 196 respondents. Themes varied, and included issues such as:

Social Emotional learning
Classroom Management
Mental Health Awareness
Safety Awareness
Self Care
Gifted Students
Managing Emotionally Disturbed
Meeting the needs of with children in crisis
Dealing with anxious students
Personalization and differentiating instruction
Teaching memorization
Childe abuse and neglect
Interpreting data of test or test prep
Motivation and Engagement
Encourage Collaboration and Group Interaction

See Appendix I for Data Tables.

Summary and Recommendations

The 2019 APA CPSE Educators Need Survey identified many important areas for professional development in relation to understanding of psychological principles and confidence in implementing classroom strategies based on these principles. Educators indicated a preference to receive professional development support through relatively traditional formats (e.g., print materials, online modules); however, that may be a function of the sample being comprised of relatively experienced educators. Below, we briefly review methodological and sample issues that limit conclusions based on the survey. In the final section, we identify the top 20 areas of greatest need for professional development as identified by educators. Based on these finding, the Coalition should prioritize professional development efforts within and across psychological principle domains as well as engage in strategic dissemination to educator groups (e.g., high school teachers) that have indicated the greatest professional development needs.

Survey Limitations

As with any study, there were several limitations to our investigation that should be noted. First, the size of our sample was small ($N = 391$) relative to the population of pre-k-12 teachers in the U.S. Although the data obtained certainly represent the experiences of this set of teachers, it must be understood that these data may not reflect the experiences of all U.S. teachers. Further, the representativeness of sample was limited in regards to geography, grade level, and teaching experience level. Our recruitment procedures did not allow us to sample teachers so as to balance participants across these background factors or to recruit them in proportion to their numbers in the larger population. Although some states may be overrepresented in our sample, when we examine teacher geography regionally, we see relative balance across the U.S. High school teachers are overrepresented in this sample, perhaps leading us to better understand their concerns than those of preschool, elementary, and middle school teachers. Despite a number of concerted efforts, we were only able to secure the support of one specific national teachers' organization, thus largely limiting our reach to teachers choosing to affiliate with that professional community. It is unclear to us what effect this may have had on our data; that is, we do not know if the factors that encourage one to join this organization versus a different national teachers' association would impact responses to our needs survey question. Also, we relied on self-report of familiarity, confidence, and preferences for professional development. Although this is the obvious choice for collecting such data it carries with it, nonetheless, all the challenges typically associated with self-report procedures (e.g., social desirability in answering). Finally, we used the *Top 20 Principles from Psychology for PreK-12 Teaching and Learning* as the framework for our survey items. We did so deliberately as these are areas around which we can develop and offer professional development opportunities. At the same time it must be acknowledged that there are likely other professional development needs that teachers have that lie outside of the Top 20 framework.

Top Twenty Areas of Greatest Need for Professional Development

The areas of greatest need for educators' professional development (listed by appearance in the survey) included:

1. Using functional behavior assessment to identify appropriate replacement behaviors, particularly for high school teachers.

2. Differentiating instruction so that a student's age/grade does not limit instruction, particularly for high school and urban educators.

3. Teaching in a way that students' creativity flourishes, particularly for high school teachers and those with fewer years of experience.

4. Understanding the principle that students persist in face of challenging tasks and process information more deeply when they adopt mastery rather than performance goals.

5. Helping students identify and rely on internal sources of motivation (e.g., interests, personal goals) and using these above external sources of motivation (e.g., specific grades). This was particularly reported by less experienced and high school teachers.

6. Helping students identify mastery goals (e.g., skills to be learned) and work towards these rather than focusing on performance goals (e.g., specific grades). This was particularly the case for urban teachers, those with less experience, and high school teachers.

7. Relating classroom curriculum to students' cultural backgrounds, especially reported by educators with fewer years of experience.

8. Assisting students in identifying and regulating their emotions, especially for high school teachers and those with fewer years of experience.

9. Understanding the principle that assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.

10. Understanding the principle that making sense of assessment data depends on careful interpretation by trained individuals. This was especially the case for high school teachers and those with fewer years of experience.

11. Having the ability to define reliability, validity, and fairness regarding assessments.

12. Differentiating between assessment and testing, especially among teachers in urban and suburban settings.

13. Making sense of group assessment data, especially among high school teachers and those with fewer years of experience.

14. Engaging members of local community and families/caregivers in work of students in classroom or school. This was especially the case for high school teachers.

15. Communicating with families or caregivers with limited English proficiency. This was especially the case for teachers in rural settings.

16. Working with students whose first language is not English. This was especially the case for teachers in rural settings.

17. Working with students with emotional, behavioral, and/or learning disabilities.

18. Working with students of varying immigrant status. This was especially the case for teachers in rural settings.

19. Working with students with physical disabilities.

20. Working with students from immigrant backgrounds. This was especially the case for teachers in rural settings.

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Appendix A

Classroom Management Data Tables

Classroom Management Principles & Practices: % of Teachers by Response Option – Total Group (*N* = 364)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	1	1	7	29	**63**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	0	1	2	20	**77**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						2	8	43	**48**
Use proactive disciplinary strategies to prevent behavior problems						2	12	**45**	41
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						1	9	43	**47**
Use functional behavior assessment to identify appropriate replacement behaviors						10	**34**	33	23
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						1	4	38	**58**
Maintain a high ratio of positive statements relative to negative consequences						2	9	42	**47**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Classroom Management Principles & Practices: % of Teachers by Response Option – Urban Group (*N* = 125)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	1	2	9	26	**62**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	1	2	5	22	**71**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						2	13	42	**43**
Use proactive disciplinary strategies to prevent behavior problems						3	14	**47**	35
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						2	11	**45**	42
Use functional behavior assessment to identify appropriate replacement behaviors						10	30	**31**	29
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						2	6	39	**53**
Maintain a high ratio of positive statements relative to negative consequences						3	14	40	**43**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Classroom Management Principles & Practices: % of Teachers by Response Option – Suburban Group (*N* = 183)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	1	1	5	31	**63**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	0	2	1	20	**78**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						2	5	45	**48**
Use proactive disciplinary strategies to prevent behavior problems						1	14	**44**	41
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						1	9	**45**	**45**
Use functional behavior assessment to identify appropriate replacement behaviors						9	**37**	34	20
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						1	3	39	**57**
Maintain a high ratio of positive statements relative to negative consequences						1	8	45	**46**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Classroom Management Principles & Practices: % of Teachers by Response Option – Rural Group (*N* = 46)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	0	0	9	33	**59**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	0	0	0	17	**83**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						0	7	41	**52**
Use proactive disciplinary strategies to prevent behavior problems						0	4	41	**54**
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						0	4	35	**61**
Use functional behavior assessment to identify appropriate replacement behaviors						9	33	**35**	24
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						0	0	33	**67**
Maintain a high ratio of positive statements relative to negative consequences						0	4	44	**52**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Classroom Management Principles & Practices: % of Teachers by Response Option – 0-10 Years of Experience Group (*N* = 117)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	1	1	9	30	**59**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	1	1	2	21	**76**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						3	10	**47**	40
Use proactive disciplinary strategies to prevent behavior problems						2	19	**50**	30
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						2	10	**50**	38
Use functional behavior assessment to identify appropriate replacement behaviors						11	29	**37**	23
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						1	3	47	**49**
Maintain a high ratio of positive statements relative to negative consequences						2	17	**41**	40

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Classroom Management Principles & Practices: % of Teachers by Response Option – 11-20 Years of Experience Group (*N* = 118)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	0	1	5	32	**63**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	0	1	2	20	**77**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						1	5	46	**48**
Use proactive disciplinary strategies to prevent behavior problems						2	8	**47**	42
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						0	10	40	**50**
Use functional behavior assessment to identify appropriate replacement behaviors						12	**33**	29	26
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						1	6	34	**59**
Maintain a high ratio of positive statements relative to negative consequences						2	8	43	**48**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Classroom Management Principles & Practices: % of Teachers by Response Option – 21 or More Years of Experience (*N* = 104)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	0	0	6	27	**67**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	0	0	2	18	**80**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						1	3	35	**62**
Use proactive disciplinary strategies to prevent behavior problems						0	7	38	**55**
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						0	5	38	**57**
Use functional behavior assessment to identify appropriate replacement behaviors						5	**38**	36	21
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						0	0	27	**73**
Maintain a high ratio of positive statements relative to negative consequences						0	0	44	**56**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Classroom Management Principles & Practices: % of Teachers by Response Option – PreK & Elementary School Group (*N* = 84)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	0	1	7	30	**62**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	0	1	2	17	**80**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						1	10	37	**52**
Use proactive disciplinary strategies to prevent behavior problems						0	12	43	**45**
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						0	5	45	**50**
Use functional behavior assessment to identify appropriate replacement behaviors						7	26	**39**	28
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						0	4	37	**60**
Maintain a high ratio of positive statements relative to negative consequences						0	11	**45**	44

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Classroom Management Principles & Practices: % of Teachers by Response Option – Middle School Group (*N* = 85)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	0	0	5	24	**71**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	0	0	2	21	**76**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						0	5	47	**48**
Use proactive disciplinary strategies to prevent behavior problems						1	13	41	**45**
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						0	9	44	**47**
Use functional behavior assessment to identify appropriate replacement behaviors						7	28	**41**	24
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						0	6	35	**59**
Maintain a high ratio of positive statements relative to negative consequences						0	8	45	**46**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Classroom Management Principles & Practices: % of Teachers by Response Option – High School Group (*N* = 192)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction	1	1	8	31	**59**				
Effective classroom management is based on setting and communicating high expectations, consistently nurturing positive relationships, and providing a high level of student support.	0	2	2	20	**76**				
Set expectations for classroom conduct and social interaction using proven principles of behavior and effective instruction						3	8	43	**46**
Use proactive disciplinary strategies to prevent behavior problems						3	12	**48**	38
Use strategies such as praise of appropriate behavior, differential reinforcement, correction, and planned consequences to manage student behavior						2	10	42	**46**
Use functional behavior assessment to identify appropriate replacement behaviors						11	**40**	28	21
Maintain a safe and well-arranged physical environment, use a predictable schedule, and clearly explain rules to promote student focus on academic instruction						2	3	39	**56**
Maintain a high ratio of positive statements relative to negative consequences						3	9	41	**48**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Appendix B

Cognition and Student Learning Data Tables

Cognition and Student Learning Principles: % of Teachers by Response Option – Total Group (*N* = 391)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	1	2	7	25	**59**				
What students already know affects their learning.	0	1	6	23	**64**				
Students' ability to learn is not limited by their age or grade.	2	2	7	22	**62**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	2	1	11	32	**49**				
Acquiring long-term knowledge and skill is largely dependent on practice.	1	2	7	29	**56**				
Clear, explanatory, and timely feedback to students is important for learning.	0	1	3	23	**74**				
Productive work and study habits can be taught and are essential for learning.	1	1	5	28	**59**				
Student creativity can be fostered.	1	2	11	30	**50**				
Teach in a way that promotes a growth mindset for my students.						1	12	**49**	38
Teach in a way that builds on each student's prior knowledge.						1	7	**48**	43
Differentiate instruction so that a student's age/grade does not limit my instruction.						3	20	**45**	32

Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						1	13	**51**	36
Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						1	14	**48**	36
Provide clear, timely, and explanatory feedback to my students on a regular basis.						3	13	**45**	39
Teach productive study and work habits						2	16	**48**	35
Teach in a way that students' creativity flourishes in my classroom.						2	20	**51**	28

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Cognition and Student Learning Principles: % of Teachers by Response Option – Urban Group (*N* = 125)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	2	2	9	25	**61**				
What students already know affects their learning.	0	1	8	26	**65**				
Students' ability to learn is not limited by their age or grade.	1	2	8	22	**66**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	2	2	14	34	**47**				
Acquiring long-term knowledge and skill is largely dependent on practice.	1	2	10	27	**60**				
Clear, explanatory, and timely feedback to students is important for learning.	0	0	5	26	**70**				
Productive work and study habits can be taught and are essential for learning.	0	2	7	29	**62**				
Student creativity can be fostered.	1	3	12	34	**50**				
Teach in a way that promotes a growth mindset for my students.						2	11	**50**	37
Teach in a way that builds on each student's prior knowledge.						1	12	**48**	40
Differentiate instruction so that a student's age/grade does not limit my instruction.						3	18	**50**	30
Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						2	15	**52**	32
Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						2	18	**46**	34

Provide clear, timely, and explanatory feedback to my students on a regular basis.						7	15	**43**	35
Teach productive study and work habits						3	16	**43**	38
Teach in a way that students' creativity flourishes in my classroom.						2	22	**42**	33

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Cognition and Student Learning Principles: % of Teachers by Response Option – Suburban (*N* = 183)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	1	2	8	29	**60**				
What students already know affects their learning.	0	2	7	21	**70**				
Students' ability to learn is not limited by their age or grade.	2	2	9	24	**64**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	2	1	10	32	**55**				
Acquiring long-term knowledge and skill is largely dependent on practice.	1	2	5	35	**57**				
Clear, explanatory, and timely feedback to students is important for learning.	0	1	2	21	**76**				
Productive work and study habits can be taught and are essential for learning.	1	1	5	31	**62**				
Student creativity can be fostered.	1	3	11	31	**54**				
Teach in a way that promotes a growth mindset for my students.						0	13	**49**	38
Teach in a way that builds on each student's prior knowledge.						1	5	**47**	**47**
Differentiate instruction so that a student's age/grade does not limit my instruction.						3	21	**46**	30
Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						1	11	**51**	38
Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						1	13	**49**	37

Provide clear, timely, and explanatory feedback to my students on a regular basis.						1	9	**51**	39
Teach productive study and work habits						1	15	**50**	34
Teach in a way that students' creativity flourishes in my classroom.						2	18	**57**	24

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Cognition and Student Learning Principles: % of Teachers by Response Option – Rural (*N* = 46)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	0	0	0	22	**78**				
What students already know affects their learning.	0	0	0	26	**74**				
Students' ability to learn is not limited by their age or grade.	2	0	4	22	**72**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	0	0	7	39	**54**				
Acquiring long-term knowledge and skill is largely dependent on practice.	0	0	9	24	**67**				
Clear, explanatory, and timely feedback to students is important for learning.	0	0	0	20	**80**				
Productive work and study habits can be taught and are essential for learning.	0	0	4	30	**65**				
Student creativity can be fostered.	2	0	9	30	**59**				
Teach in a way that promotes a growth mindset for my students.						0	13	**48**	39
Teach in a way that builds on each student's prior knowledge.						0	4	**54**	41
Differentiate instruction so that a student's age/grade does not limit my instruction.						2	15	39	**44**
Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						0	9	**54**	37
Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						2	9	**54**	35

Provide clear, timely, and explanatory feedback to my students on a regular basis.						0	17	39	**44**
Teach productive study and work habits						0	17	**54**	28
Teach in a way that students' creativity flourishes in my classroom.						0	20	**54**	26

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Cognition and Student Learning Principles: % of Teachers by Response Option – 0-10 Years of Experience Group (*N* = 117)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	3	3	9	22	**64**				
What students already know affects their learning.	0	3	6	24	**68**				
Students' ability to learn is not limited by their age or grade.	2	2	7	28	**62**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	2	2	13	37	**47**				
Acquiring long-term knowledge and skill is largely dependent on practice.	2	3	7	30	**59**				
Clear, explanatory, and timely feedback to students is important for learning.	0	1	3	29	**660**				
Productive work and study habits can be taught and are essential for learning.	0	1	5	30	54				
Student creativity can be fostered.	2	4	9	36	**50**				
Teach in a way that promotes a growth mindset for my students.						0	13	**53**	33
Teach in a way that builds on each student's prior knowledge.						0	6	**53**	41
Differentiate instruction so that a student's age/grade does not limit my instruction.						1	20	**50**	30
Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						0	13	**58**	29
Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						0	15	**53**	33

Provide clear, timely, and explanatory feedback to my students on a regular basis.						2	24	**41**	33
Teach productive study and work habits						1	26	**46**	27
Teach in a way that students' creativity flourishes in my classroom.						1	25	**48**	27

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Cognition and Student Learning Principles: % of Teachers by Response Option – 11-20 Years of Experience Group (*N* =118)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	1	2	9	29	**60**				
What students already know affects their learning.	0	0	9	27	**64**				
Students' ability to learn is not limited by their age or grade.	1	3	10	21	**65**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	1	2	12	37	**49**				
Acquiring long-term knowledge and skill is largely dependent on practice.	0	1	7	36	**56**				
Clear, explanatory, and timely feedback to students is important for learning.	0	1	5	20	**74**				
Productive work and study habits can be taught and are essential for learning.	1	2	9	31	**58**				
Student creativity can be fostered.	0	2	15	29	**54**				
Teach in a way that promotes a growth mindset for my students.						1	13	**50**	36
Teach in a way that builds on each student's prior knowledge.						1	9	**49**	41
Differentiate instruction so that a student's age/grade does not limit my instruction.						2	20	**44**	34
Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						2	12	**52**	35
Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						3	15	**47**	35

Provide clear, timely, and explanatory feedback to my students on a regular basis.						3	12	**44**	41
Teach productive study and work habits						2	20	**47**	32
Teach in a way that students' creativity flourishes in my classroom.						3	18	**54**	25

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Cognition and Student Learning Principles: % of Teachers by Response Option – 21 or More Years of Experience Group (*N* = 104)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	0	0	4	32	**64**				
What students already know affects their learning.	0	1	5	20	**74**				
Students' ability to learn is not limited by their age or grade.	1	0	8	24	**67**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	2	0	9	27	**63**				
Acquiring long-term knowledge and skill is largely dependent on practice.	0	2	7	28	**64**				
Clear, explanatory, and timely feedback to students is important for learning.	0	0	0	17	**83**				
Productive work and study habits can be taught and are essential for learning.	1	0	3	28	**68**				
Student creativity can be fostered.	1	1	12	28	**59**				
Teach in a way that promotes a growth mindset for my students.						0	10	**42**	48
Teach in a way that builds on each student's prior knowledge.						1	5	44	**50**
Differentiate instruction so that a student's age/grade does not limit my instruction.						6	18	**40**	36
Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						1	7	**48**	44

Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						1	13	**43**	**43**
Provide clear, timely, and explanatory feedback to my students on a regular basis.						2	3	**49**	46
Teach productive study and work habits						2	5	44	**50**
Teach in a way that students' creativity flourishes in my classroom.						1	17	**49**	33

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Cognition and Student Learning Principles: % of Teachers by Response Option – PreK & Elementary School Group (*N* = 84)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	4	4	11	31	**51**				
What students already know affects their learning.	0	2	6	30	**63**				
Students' ability to learn is not limited by their age or grade.	0	4	5	29	**63**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	1	2	12	33	**52**				
Acquiring long-term knowledge and skill is largely dependent on practice.	2	4	12	33	**49**				
Clear, explanatory, and timely feedback to students is important for learning.	0	1	6	26	**67**				
Productive work and study habits can be taught and are essential for learning.	0	5	7	33	**55**				
Student creativity can be fostered.	1	4	11	33	**51**				
Teach in a way that promotes a growth mindset for my students.						0	8	**49**	43
Teach in a way that builds on each student's prior knowledge.						0	6	**50**	44
Differentiate instruction so that a student's age/grade does not limit my instruction.						1	8	**48**	43
Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						0	14	**45**	41
Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						1	16	**46**	37

Provide clear, timely, and explanatory feedback to my students on a regular basis.						1	15	**41**	43
Teach productive study and work habits						0	18	**49**	33
Teach in a way that students' creativity flourishes in my classroom.						1	16	**52**	31

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Cognition and Student Learning Principles: % of Teachers by Response Option – Middle School Group (*N* = 85)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	0	2	7	26	**65**				
What students already know affects their learning.	0	0	12	20	**68**				
Students' ability to learn is not limited by their age or grade.	0	1	8	22	**68**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	2	1	11	32	**54**				
Acquiring long-term knowledge and skill is largely dependent on practice.	1	1	6	27	**65**				
Clear, explanatory, and timely feedback to students is important for learning.	0	0	2	21	**77**				
Productive work and study habits can be taught and are essential for learning.	0	0	4	31	**66**				
Student creativity can be fostered.	2	0	8	32	**58**				
Teach in a way that promotes a growth mindset for my students.						0	7	**53**	40
Teach in a way that builds on each student's prior knowledge.						2	5	**50**	43
Differentiate instruction so that a student's age/grade does not limit my instruction.						1	18	**47**	34
Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						2	13	**50**	35
Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						1	12	**52**	35

Provide clear, timely, and explanatory feedback to my students on a regular basis.						4	15	**42**	40
Teach productive study and work habits						4	12	**44**	41
Teach in a way that students' creativity flourishes in my classroom.						2	12	**52**	34

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Cognition and Student Learning Principles: % of Teachers by Response Option – High School Group (*N* = 192)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students' beliefs or perception about intelligence and ability affect their cognitive functioning & learning.	1	1	6	26	**67**				
What students already know affects their learning.	0	2	4	25	**70**				
Students' ability to learn is not limited by their age or grade.	3	1	9	22	**65**				
Applying newly learned concepts and skills to new situations or subjects needs deliberate support	2	1	12	35	**51**				
Acquiring long-term knowledge and skill is largely dependent on practice.	0	1	5	32	**62**				
Clear, explanatory, and timely feedback to students is important for learning.	0	1	2	22	**76**				
Productive work and study habits can be taught and are essential for learning.	1	0	6	29	**64**				
Student creativity can be fostered.	1	3	13	32	**52**				
Teach in a way that promotes a growth mindset for my students.						1	16	**49**	34
Teach in a way that builds on each student's prior knowledge.						1	8	**48**	43
Differentiate instruction so that a student's age/grade does not limit my instruction.						4	26	**44**	27
Provide sufficient cognitive scaffolding to students when teaching new concepts or skills.						1	12	**55**	33
Provide sufficient deliberate practice time to students so that they can acquire long-term knowledge and skills.						2	15	**48**	36

Provide clear, timely, and explanatory feedback to my students on a regular basis.						2	12	**50**	37
Teach productive study and work habits						1	18	**50**	31
Teach in a way that students' creativity flourishes in my classroom.						1	26	**51**	23

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Appendix C

Motivation

Motivation Principles: % of Teachers by Response Option – Total Group (*N* = 391)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	0	2	6	21	**64**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	4	5	18	31	**36**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	2	5	25	**62**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	1	3	10	29	**52**				
Help my students identify and rely on internal sources of motivation (eg, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens)						3	22	**47**	23
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						3	18	**48**	26
Develop and maintain high expectations for each student based on their current skill set and needs.						1	10	**42**	41
Maintain and communicate my expectations to each student to support their learning.						1	7	**45**	41
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						1	14	**49**	31

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Motivation Principles: % of Teachers by Response Option – Urban Group (*N* = 125)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	0	3	7	26	**63**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	3	6	19	31	**41**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	2	5	28	**65**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	1	3	11	32	**53**				
Help my students identify and rely on internal sources of motivation (e g, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens):						5	22	**49**	25
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						3	23	**42**	32
Develop and maintain high expectations for each student based on their current skill set and needs.						1	12	**50**	37
Maintain and communicate my expectations to each student to support their learning.						1	9	47	**42**
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						1	17	**47**	34

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Motivation Principles: % of Teachers by Response Option – Suburban Group (*N* = 183)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	1	3	4	21	**70**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	5	6	20	34	**35**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	2	6	25	**67**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	1	1	11	29	**57**				
Help my students identify and rely on internal sources of motivation (e g, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens):						2	24	**51**	22
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						3	19	**54**	25
Develop and maintain high expectations for each student based on their current skill set and needs.						2	11	42	**45**
Maintain and communicate my expectations to each student to support their learning.						1	7	**47**	44
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						1	13	**53**	34

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Motivation Principles: % of Teachers by Response Option – Rural Group (*N* = 46)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	0	0	11	20	**70**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	7	4	20	**35**	**35**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	0	4	30	**65**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	0	7	9	30	**54**				
Help my students identify and rely on internal sources of motivation (e g, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens):						2	26	**48**	24
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						2	13	**65**	20
Develop and maintain high expectations for each student based on their current skill set and needs.						2	4	41	**52**
Maintain and communicate my expectations to each student to support their learning.						0	2	**59**	39
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						2	11	**63**	24

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Motivation Principles: % of Teachers by Response Option – 0-10 Years of Experience Group (*N* = 117)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	0	3	7	27	**62**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	5	3	20	32	**40**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	2	4	33	**61**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	0	4	11	32	**53**				
Help my students identify and rely on internal sources of motivation (e g, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens):						2	28	**48**	22
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						3	24	**46**	27
Develop and maintain high expectations for each student based on their current skill set and needs.						1	10	**48**	41
Maintain and communicate my expectations to each student to support their learning.						0	9	**47**	44
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						0	21	**48**	31

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Motivation Principles: % of Teachers by Response Option – 11-20 Years of Experience Group (*N* = 118)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	0	1	9	22	**68**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	4	9	19	34	**35**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	2	8	25	**66**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	0	3	11	32	**53**				
Help my students identify and rely on internal sources of motivation (e g, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens):						5	20	**57**	18
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						3	17	**59**	21
Develop and maintain high expectations for each student based on their current skill set and needs.						3	11	**48**	38
Maintain and communicate my expectations to each student to support their learning.						2	8	**52**	37
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						3	14	**57**	26

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Motivation Principles: % of Teachers by Response Option – 21 or More Years of Experience Group (*N* = 104)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	0	1	2	20	**75**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	4	4	22	32	**38**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	0	3	26	**70**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	2	0	8	31	**59**				
Help my students identify and rely on internal sources of motivation (e g, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens):						1	23	**44**	32
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						1	16	**52**	31
Develop and maintain high expectations for each student based on their current skill set and needs.						0	7	38	**56**
Maintain and communicate my expectations to each student to support their learning.						0	4	42	**53**
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						0	6	**51**	42

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Motivation Principles: % of Teachers by Response Option – PreK & Elementary School Group (*N* = 84)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	0	2	8	33	**56**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	6	6	14	**37**	**37**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	1	5	33	**61**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	0	2	13	33	**51**				
Help my students identify and rely on internal sources of motivation (e g, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens):						4	17	**51**	29
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						1	12	**52**	35
Develop and maintain high expectations for each student based on their current skill set and needs.						1	6	**46**	**46**
Maintain and communicate my expectations to each student to support their learning.						0	8	44	**48**
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						0	14	**52**	32

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Motivation Principles: % of Teachers by Response Option – Middle School Group (*N* = 85)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	0	1	4	18	**78**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	6	5	21	33	**35**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	0	7	24	**70**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	0	2	5	31	**62**				
Help my students identify and rely on internal sources of motivation (e g, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens):						1	22	**51**	26
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						1	15	**57**	27
Develop and maintain high expectations for each student based on their current skill set and needs.						0	9	**47**	44
Maintain and communicate my expectations to each student to support their learning.						0	11	40	**47**
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						0	14	**52**	33

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Motivation Principles: % of Teachers by Response Option – High School Group (*N* = 192)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Students tend to enjoy and to do better when they are more intrinsically rather than extrinsically motivated to achieve.	1	3	7	20	**69**				
Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.	4	5	22	32	**38**				
Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.	0	3	4	26	**67**				
Setting goals that are short-term, specific, and moderately challenging enhances motivation more than establishing goals that are long-term, general, and overly challenging.	1	3	13	30	**54**				
Help my students identify and rely on internal sources of motivation (e g, interests, personal goals) and use these above external sources of motivation (e g, rewards, tokens):						3	28	**50**	20
Help my students identify mastery goals (e g, skills to be learned) and work towards these rather than focusing on performance goals (e g, specific grades)						4	25	**49**	23
Develop and maintain high expectations for each student based on their current skill set and needs.						2	13	42	**43**
Maintain and communicate my expectations to each student to support their learning.						1	6	**52**	41
Help students identify and work toward short-term and specific goals that present a moderate but not overwhelming level of challenge.						2	15	**52**	32

Note: Due to missing data, percentages do not always total 100%. Most common response in **bold.**

Appendix D

Social Emotional Learning

Social Emotional Learning Principles: % of Teachers by Response Option – Total Group (*N* = 364)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	3	2	11	30	**54**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	1	6	23	**69**				
Emotional well-being influences educational performance, learning, and development	0	1	5	21	**74**				
Relate the classroom curriculum to students' cultural backgrounds						3	19	**50**	26
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						3	16	**48**	34
Help students identify the emotions they are experiencing and use emotion regulation strategies						5	25	**44**	26

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Social Emotional Learning Principles: % of Teachers by Response Option – Urban Group (*N* = 125)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	2	9	27	**61**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	0	1	7	22	**70**				
Emotional well-being influences educational performance, learning, and development	0	0	7	18	**76**				
Relate the classroom curriculum to students' cultural backgrounds						2	20	**45**	33
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						4	12	**48**	36
Help students identify the emotions they are experiencing and use emotion regulation strategies						7	22	**36**	34

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Social Emotional Learning Principles: % of Teachers by Response Option – Suburban Group (*N* = 183)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	3	3	14	30	**50**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	1	6	24	**68**				
Emotional well-being influences educational performance, learning, and development	0	1	4	22	**74**				
Relate the classroom curriculum to students' cultural backgrounds						3	21	**54**	23
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						2	18	**46**	34
Help students identify the emotions they are experiencing and use emotion regulation strategies						5	27	**47**	21

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Social Emotional Learning Principles: % of Teachers by Response Option – Rural Group (*N* = 46)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	0	9	34	**55**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	0	0	2	28	**70**				
Emotional well-being influences educational performance, learning, and development	0	0	4	26	**70**				
Relate the classroom curriculum to students' cultural backgrounds						2	22	**57**	20
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						0	17	**59**	24
Help students identify the emotions they are experiencing and use emotion regulation strategies						2	22	**57**	20

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Social Emotional Learning Principles: % of Teachers by Response Option – 0-10 Years of Experience Group (*N* = 117)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	4	2	10	33	**52**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	0	2	8	21	**69**				
Emotional well-being influences educational performance, learning, and development	0	0	4	20	**76**				
Relate the classroom curriculum to students' cultural backgrounds						3	21	**44**	32
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						3	16	**50**	31
Help students identify the emotions they are experiencing and use emotion regulation strategies						5	27	**46**	22

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Social Emotional Learning Principles: % of Teachers by Response Option – 11-20 Years of Experience Group (*N* = 118)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	0	4	16	24	**57**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	2	0	6	21	**72**				
Emotional well-being influences educational performance, learning, and development	0	0	7	19	**75**				
Relate the classroom curriculum to students' cultural backgrounds						3	20	**55**	22
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						3	17	**48**	32
Help students identify the emotions they are experiencing and use emotion regulation strategies						4	25	**45**	25

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Social Emotional Learning Principles: % of Teachers by Response Option – 21 or More Years of Experience Group (*N* = 104)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	2	9	34	**53**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	0	1	4	28	**67**				
Emotional well-being influences educational performance, learning, and development	0	0	3	25	**72**				
Relate the classroom curriculum to students' cultural backgrounds						2	14	**58**	26
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						2	14	**47**	37
Help students identify the emotions they are experiencing and use emotion regulation strategies						7	21	**44**	28

Note: Due to missing data and rounding, percentages do not always total 100%. Most common response in **bold.**

Social Emotional Learning Principles: % of Teachers by Response Option – PreK & Elementary School Group (*N* = 84)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	4	4	8	40	**45**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	4	7	27	**61**				
Emotional well-being influences educational performance, learning, and development	0	0	7	26	**67**				
Relate the classroom curriculum to students' cultural backgrounds						2	18	**58**	21
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						1	18	**49**	32
Help students identify the emotions they are experiencing and use emotion regulation strategies						6	20	**38**	36

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Social Emotional Learning Principles: % of Teachers by Response Option – Middle School Group (*N* = 85)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	4	2	7	31	**56**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	0	0	1	26	**73**				
Emotional well-being influences educational performance, learning, and development	0	0	1	19	**80**				
Relate the classroom curriculum to students' cultural backgrounds						2	20	**51**	27
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						1	14	**43**	42
Help students identify the emotions they are experiencing and use emotion regulation strategies						4	22	**44**	31

Note: Due to missing data and rounding, percentages do not always total 100%. Most common response in **bold.**

Social Emotional Learning Principles: % of Teachers by Response Option – High School Group (*N* = 192)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	2	14	26	**56**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	1	7	21	**71**				
Emotional well-being influences educational performance, learning, and development	0	1	5	21	**74**				
Relate the classroom curriculum to students' cultural backgrounds						4	22	**47**	27
Provide opportunities for students to learn and practice effective social skills, such as interpersonal problem solving, perspective-taking, and respect for others' views						4	15	**51**	30
Help students identify the emotions they are experiencing and use emotion regulation strategies						6	28	**47**	19

Note: Due to missing data and rounding, percentages do not always total 100%. Most common response in **bold.**

Appendix E

Assessment

Assessment Principles: % of Teachers by Response Option – Total Group (*N* = 367)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	2	3	10	28	**50**				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	6	4	14	31	**50**				
Making sense of assessment data depends on careful interpretation by trained individuals.	4	5	13	30	**41**				
Determine the difference between formative and summative assessments.						3	14	32	**45**
Interpret formative assessment results.						3	14	**40**	37
Interpret summative assessment results.						3	15	**39**	38
Differentiate between assessment and testing.						4	18	**39**	34
Define reliability, validity, and fairness regarding assessments.						3	24	**36**	30
Make sense of assessment data for individuals.						3	13	**41**	37
Make sense of assessment data for groups.						2	23	**39**	31

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Assessment Principles: % of Teachers by Response Option – Urban Group (*N* = 125)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	4	3	14	27	**51**				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	7	4	14	34	**41**				
Making sense of assessment data depends on careful interpretation by trained individuals.	6	6	11	32	**43**				
Determine the difference between formative and summative assessments.						4	17	39	**40**
Interpret formative assessment results.						5	17	**42**	37
Interpret summative assessment results.						6	17	**42**	35
Differentiate between assessment and testing.						6	18	**44**	32
Define reliability, validity, and fairness regarding assessments.						5	29	**38**	28
Make sense of assessment data for individuals.						5	15	**42**	38
Make sense of assessment data for groups.						4	25	**39**	32

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Assessment Principles: % of Teachers by Response Option – Suburban Group (*N* = 181)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	2	3	10	31	**54**				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	6	4	15	30	**44**				
Making sense of assessment data depends on careful interpretation by trained individuals.	4	5	15	31	**45**				
Determine the difference between formative and summative assessments.						3	15	31	**52**
Interpret formative assessment results.						3	13	**44**	39
Interpret summative assessment results.						2	14	39	**44**
Differentiate between assessment and testing.						3	20	**40**	37
Define reliability, validity, and fairness regarding assessments.						3	24	**38**	34
Make sense of assessment data for individuals.						2	13	**45**	40
Make sense of assessment data for groups.						2	24	**42**	32

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Assessment Principles: % of Teachers by Response Option – Rural Group (*N* = 46)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	0	2	9	35	**54**				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	9	0	17	**46**	28				
Making sense of assessment data depends on careful interpretation by trained individuals.	4	4	17	**39**	35				
Determine the difference between formative and summative assessments.						4	11	33	**50**
Interpret formative assessment results.						2	20	37	**41**
Interpret summative assessment results.						2	20	**48**	30
Differentiate between assessment and testing.						0	15	**48**	37
Define reliability, validity, and fairness regarding assessments.						2	26	**46**	26
Make sense of assessment data for individuals.						2	17	**46**	35
Make sense of assessment data for groups.						2	24	**46**	28

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Assessment Principles: % of Teachers by Response Option – 0-10 Years of Experience Group (*N* = 116)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	3	2	13	32	**50**				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	8	2	14	37	**39**				
Making sense of assessment data depends on careful interpretation by trained individuals.	4	3	15	37	**40**				
Determine the difference between formative and summative assessments.						3	13	36	**47**
Interpret formative assessment results.						4	9	**45**	40
Interpret summative assessment results.						4	11	**43**	41
Differentiate between assessment and testing.						4	18	**44**	32
Define reliability, validity, and fairness regarding assessments.						3	30	**39**	27
Make sense of assessment data for individuals.						3	12	**44**	39
Make sense of assessment data for groups.						3	27	**39**	32

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Assessment Principles: % of Teachers by Response Option – 11-20 Years of Experience Group (*N* = 118)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	1	4	11	25	**57**				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	8	6	14	31	**41**				
Making sense of assessment data depends on careful interpretation by trained individuals.	4	9	15	28	**44**				
Determine the difference between formative and summative assessments.						1	14	36	**48**
Interpret formative assessment results.						0	15	**47**	38
Interpret summative assessment results.						1	14	**47**	39
Differentiate between assessment and testing.						3	17	**44**	36
Define reliability, validity, and fairness regarding assessments.						3	26	**36**	35
Make sense of assessment data for individuals.						0	14	**47**	40
Make sense of assessment data for groups.						0	24	**44**	32

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Assessment Principles: % of Teachers by Response Option – 21 or More Years of Experience Group (*N* = 104)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	2	3	6	33	**57**				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	5	1	17	32	**44**				
Making sense of assessment data depends on careful interpretation by trained individuals.	5	2	13	35	**45**				
Determine the difference between formative and summative assessments.						4	13	29	**55**
Interpret formative assessment results.						4	16	37	**43**
Interpret summative assessment results.						3	15	37	**45**
Differentiate between assessment and testing.						2	21	33	**44**
Define reliability, validity, and fairness regarding assessments.						2	19	**43**	36
Make sense of assessment data for individuals.						2	14	**43**	41
Make sense of assessment data for groups.						4	18	**41**	37

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Assessment Principles: % of Teachers by Response Option – PreK & Elementary School Group (*N* = 82)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	0	2	14	**48**	33				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	4	4	25	**35**	32				
Making sense of assessment data depends on careful interpretation by trained individuals.	2	7	11	**41**	38				
Determine the difference between formative and summative assessments.						4	21	**41**	33
Interpret formative assessment results.						2	23	**41**	33
Interpret summative assessment results.						2	24	**46**	27
Differentiate between assessment and testing.						2	20	**44**	33
Define reliability, validity, and fairness regarding assessments.						2	29	**48**	20
Make sense of assessment data for individuals.						1	12	**50**	37
Make sense of assessment data for groups.						1	19	**50**	30

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Assessment Principles: % of Teachers by Response Option – Middle School Group (*N* = 85)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	4	5	11	24	**57**				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	8	5	17	26	**45**				
Making sense of assessment data depends on careful interpretation by trained individuals.	6	1	15	28	**49**				
Determine the difference between formative and summative assessments.						5	18	31	**47**
Interpret formative assessment results.						6	14	**40**	**40**
Interpret summative assessment results.						7	14	34	**44**
Differentiate between assessment and testing.						5	19	**44**	33
Define reliability, validity, and fairness regarding assessments.						6	33	**37**	25
Make sense of assessment data for individuals.						6	12	**42**	40
Make sense of assessment data for groups.						5	19	**44**	33

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Assessment Principles: % of Teachers by Response Option – High School Group (*N* = 192)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Formative and summative assessments require different approaches and interpretation.	3	3	10	26	**59**				
Assessment is a psychological and educational science with well-defined standards for quality, reliability, and fairness.	7	3	11	35	**43**				
Making sense of assessment data depends on careful interpretation by trained individuals.	5	6	16	31	**42**				
Determine the difference between formative and summative assessments.						3	11	33	**53**
Interpret formative assessment results.						3	12	**44**	40
Interpret summative assessment results.						2	13	42	**43**
Differentiate between assessment and testing.						4	19	**40**	37
Define reliability, validity, and fairness regarding assessments.						3	22	35	**39**
Make sense of assessment data for individuals.						2	15	**43**	40
Make sense of assessment data for groups.						2	29	**37**	32

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Appendix F

Communication

Communication Principles & Practices: % of Teachers by Response Option – Total Group (*N* = 364)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	2	10	31	**54**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	2	5	26	**67**				
Discussing students' strengths and achievements with families or caregivers						2	6	42	**49**
Discussing students' behavior problems with families or caregivers						3	17	**45**	35
Discussing students' academic problems with families or caregivers						3	11	**47**	39
Communicating with families or caregivers with limited English proficiency						10	**41**	33	16
Engaging families or caregivers in the work of students in the classroom or school						5	27	**42**	25
Engaging members of the local community in the work of students in the classroom or school						10	**37**	35	18
Discussing student issues with other teachers and staff						2	4	43	**52**
Discussing student issues with school administrators						2	9	37	**52**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Communication Principles & Practices: % of Teachers by Response Option – Urban Group (*N* = 125)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	2	10	28	**59**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	2	3	5	22	**69**				
Discussing students' strengths and achievements with families or caregivers						4	7	42	**48**
Discussing students' behavior problems with families or caregivers						5	19	**42**	34
Discussing students' academic problems with families or caregivers						4	14	**48**	34
Communicating with families or caregivers with limited English proficiency						10	35	**36**	20
Engaging families or caregivers in the work of students in the classroom or school						9	24	**41**	26
Engaging members of the local community in the work of students in the classroom or school						10	33	**34**	22
Discussing student issues with other teachers and staff						2	4	**47**	**47**
Discussing student issues with school administrators						2	10	40	**48**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Communication Principles & Practices: % of Teachers by Response Option – Suburban Group (*N* = 183)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	3	3	11	30	**53**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	2	5	27	**65**				
Discussing students' strengths and achievements with families or caregivers						1	6	43	**50**
Discussing students' behavior problems with families or caregivers						1	16	**47**	36
Discussing students' academic problems with families or caregivers						2	9	**49**	40
Communicating with families or caregivers with limited English proficiency						8	**43**	36	14
Engaging families or caregivers in the work of students in the classroom or school						4	27	**45**	24
Engaging members of the local community in the work of students in the classroom or school						10	**38**	37	15
Discussing student issues with other teachers and staff						2	2	40	**56**
Discussing student issues with school administrators						2	9	38	**51**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Communication Principles & Practices: % of Teachers by Response Option – Rural Group (*N* = 46)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	2	4	41	**50**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	2	0	2	26	**70**				
Discussing students' strengths and achievements with families or caregivers						0	2	46	**52**
Discussing students' behavior problems with families or caregivers						4	13	**48**	35
Discussing students' academic problems with families or caregivers						2	11	**44**	**44**
Communicating with families or caregivers with limited English proficiency						9	**50**	26	15
Engaging families or caregivers in the work of students in the classroom or school						0	30	**46**	24
Engaging members of the local community in the work of students in the classroom or school						4	**44**	37	15
Discussing student issues with other teachers and staff						0	7	46	**48**
Discussing student issues with school administrators						0	4	24	**71**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Communication Principles & Practices: % of Teachers by Response Option – 0-10 Years of Experience Group (*N* = 117)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	3	12	32	**52**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	3	4	28	**64**				
Discussing students' strengths and achievements with families or caregivers						3	5	44	**49**
Discussing students' behavior problems with families or caregivers						4	17	**48**	30
Discussing students' academic problems with families or caregivers						3	15	**50**	32
Communicating with families or caregivers with limited English proficiency						10	**41**	32	16
Engaging families or caregivers in the work of students in the classroom or school						4	34	**43**	19
Engaging members of the local community in the work of students in the classroom or school						11	**37**	33	19
Discussing student issues with other teachers and staff						3	3	40	**54**
Discussing student issues with school administrators						3	11	36	**51**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Communication Principles & Practices: % of Teachers by Response Option – 11-20 Years of Experience Group (*N* = 118)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	3	3	9	34	**52**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	2	5	27	**66**				
Discussing students' strengths and achievements with families or caregivers						1	6	42	**51**
Discussing students' behavior problems with families or caregivers						1	19	**43**	37
Discussing students' academic problems with families or caregivers						2	9	**44**	**44**
Communicating with families or caregivers with limited English proficiency						12	**45**	30	14
Engaging families or caregivers in the work of students in the classroom or school						6	24	**44**	26
Engaging members of the local community in the work of students in the classroom or school						13	**40**	31	16
Discussing student issues with other teachers and staff						1	4	**48**	**48**
Discussing student issues with school administrators						3	9	38	**50**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Communication Principles & Practices: % of Teachers by Response Option – 21 or More Years of Experience (*N* = 104)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	1	8	29	**61**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	3	1	3	23	**70**				
Discussing students' strengths and achievements with families or caregivers						1	7	38	**55**
Discussing students' behavior problems with families or caregivers						2	13	**43**	42
Discussing students' academic problems with families or caregivers						1	7	**49**	43
Communicating with families or caregivers with limited English proficiency						7	36	**39**	19
Engaging families or caregivers in the work of students in the classroom or school						3	25	**39**	33
Engaging members of the local community in the work of students in the classroom or school						6	36	**40**	18
Discussing student issues with other teachers and staff						1	2	41	**56**
Discussing student issues with school administrators						1	5	36	**59**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Communication Principles & Practices: % of Teachers by Response Option – PreK & Elementary School Group (*N* = 84)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	4	5	12	32	**48**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	4	4	7	27	**59**				
Discussing students' strengths and achievements with families or caregivers						0	6	39	**55**
Discussing students' behavior problems with families or caregivers						2	18	**42**	38
Discussing students' academic problems with families or caregivers						1	12	**46**	41
Communicating with families or caregivers with limited English proficiency						4	**41**	30	26
Engaging families or caregivers in the work of students in the classroom or school						2	18	**49**	30
Engaging members of the local community in the work of students in the classroom or school						7	36	**37**	20
Discussing student issues with other teachers and staff						1	7	**46**	**46**
Discussing student issues with school administrators						1	6	44	**49**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Communication Principles & Practices: % of Teachers by Response Option – Middle School Group (*N* = 85)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	1	2	8	24	**65**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	1	2	22	**74**				
Discussing students' strengths and achievements with families or caregivers						2	5	37	**57**
Discussing students' behavior problems with families or caregivers						2	13	41	**44**
Discussing students' academic problems with families or caregivers						4	11	42	**44**
Communicating with families or caregivers with limited English proficiency						11	**42**	31	17
Engaging families or caregivers in the work of students in the classroom or school						6	20	**44**	31
Engaging members of the local community in the work of students in the classroom or school						7	**35**	**35**	22
Discussing student issues with other teachers and staff						2	0	38	**60**
Discussing student issues with school administrators						2	6	34	**58**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Communication Principles & Practices: % of Teachers by Response Option – High School Group (*N* = 192)

	Awareness					Confidence			
Principle	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**
Learning is situated within multiple social contexts	2	2	9	35	**52**				
Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students	1	2	4	27	**67**				
Discussing students' strengths and achievements with families or caregivers						3	7	**46**	45
Discussing students' behavior problems with families or caregivers						3	18	**49**	30
Discussing students' academic problems with families or caregivers						3	11	**51**	36
Communicating with families or caregivers with limited English proficiency						13	**41**	35	12
Engaging families or caregivers in the work of students in the classroom or school						5	34	**39**	21
Engaging members of the local community in the work of students in the classroom or school						12	**39**	35	14
Discussing student issues with other teachers and staff						2	4	44	**51**
Discussing student issues with school administrators						3	11	35	**52**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Appendix G

Diversity

Diversity Practices: % of Teachers by Response Option – Total Group (*N* = 367)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	0	8	43	**49**
Students whose first language is not English	5	30	**42**	24
Students with physical disabilities	2	19	**46**	33
Students with emotional, behavioral, and/or learning disabilities	4	24	**42**	30
Students who are LGBT or gender-nonconforming	1	15	39	**46**
Students of varying socio-economic status	0	5	44	**51**
Students of varying immigrant status	2	20	**43**	35
Students of various grade level readiness	1	13	**49**	36
Students who are gifted	1	15	**46**	38

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Diversity Practices: % of Teachers by Response Option – Urban Group (*N* = 125)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	0	8	38	**54**
Students whose first language is not English	3	28	**40**	29
Students with physical disabilities	1	18	**44**	36
Students with emotional, behavioral, and/or learning disabilities	2	26	**37**	34
Students who are LGBT or gender-nonconforming	0	14	34	**51**
Students of varying socio-economic status	0	6	42	**53**
Students of varying immigrant status	0	20	**40**	**40**
Students of various grade level readiness	3	13	**49**	35
Students who are gifted	2	14	**50**	35

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Diversity Practices: % of Teachers by Response Option – Suburban Group (*N* = 183)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	1	7	**47**	45
Students whose first language is not English	6	28	**44**	22
Students with physical disabilities	2	20	**44**	34
Students with emotional, behavioral, and/or learning disabilities	5	23	**42**	30
Students who are LGBT or gender-nonconforming	2	14	40	**44**
Students of varying socio-economic status	0	6	47	**48**
Students of varying immigrant status	3	17	**48**	33
Students of various grade level readiness	5	16	**49**	34
Students who are gifted	1	15	**43**	41

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Diversity Practices: % of Teachers by Response Option – Rural Group (*N* = 46)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	0	13	**44**	**44**
Students whose first language is not English	7	35	**44**	15
Students with physical disabilities	4	17	**54**	24
Students with emotional, behavioral, and/or learning disabilities	4	15	**57**	24
Students who are LGBT or gender-nonconforming	2	17	**46**	35
Students of varying socio-economic status	0	7	41	**52**
Students of varying immigrant status	0	26	**41**	33
Students of various grade level readiness	2	9	**48**	41
Students who are gifted	0	13	**57**	28

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Diversity Practices: % of Teachers by Response Option – 0-10 Years of Experience Group (*N* = 117)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	1	9	36	**55**
Students whose first language is not English	5	27	**42**	26
Students with physical disabilities	1	19	**44**	36
Students with emotional, behavioral, and/or learning disabilities	3	27	**38**	33
Students who are LGBT or gender-nonconforming	1	17	33	**50**
Students of varying socio-economic status	0	6	40	**54**
Students of varying immigrant status	2	21	34	**43**
Students of various grade level readiness	3	11	**52**	33
Students who are gifted	1	9	**57**	33

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Diversity Practices: % of Teachers by Response Option – 11-20 Years of Experience Group (*N* = 118)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	0	7	**50**	43
Students whose first language is not English	3	36	**44**	17
Students with physical disabilities	3	18	**52**	28
Students with emotional, behavioral, and/or learning disabilities	3	21	**49**	26
Students who are LGBT or gender-nonconforming	0	17	**44**	39
Students of varying socio-economic status	0	5	**50**	44
Students of varying immigrant status	1	22	**48**	30
Students of various grade level readiness	0	14	**51**	35
Students who are gifted	1	20	**46**	33

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Diversity Practices: % of Teachers by Response Option – 21 or More Years of Experience (*N* = 104)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	0	8	40	**52**
Students whose first language is not English	9	23	**38**	31
Students with physical disabilities	1	23	**39**	38
Students with emotional, behavioral, and/or learning disabilities	8	23	**39**	30
Students who are LGBT or gender-nonconforming	2	10	37	**52**
Students of varying socio-economic status	0	4	39	**58**
Students of varying immigrant status	2	14	**48**	36
Students of various grade level readiness	2	14	**43**	41
Students who are gifted	0	10	38	**57**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Diversity Practices: % of Teachers by Response Option – PreK & Elementary School Group (*N* = 84)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	0	6	37	**57**
Students whose first language is not English	2	30	**38**	30
Students with physical disabilities	4	23	**39**	35
Students with emotional, behavioral, and/or learning disabilities	2	22	**43**	32
Students who are LGBT or gender-nonconforming	1	21	**42**	36
Students of varying socio-economic status	0	4	42	**55**
Students of varying immigrant status	1	23	33	**43**
Students of various grade level readiness	0	6	**51**	43
Students who are gifted	1	19	**56**	24

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Diversity Practices: % of Teachers by Response Option – Middle School Group (*N* = 85)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	0	5	46	**49**
Students whose first language is not English	4	34	**42**	20
Students with physical disabilities	2	22	**45**	31
Students with emotional, behavioral, and/or learning disabilities	5	21	**40**	34
Students who are LGBT or gender-nonconforming	1	12	40	**47**
Students of varying socio-economic status	0	2	48	**50**
Students of varying immigrant status	0	18	**52**	31
Students of various grade level readiness	2	8	**48**	41
Students who are gifted	0	12	**46**	42

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Diversity Practices: % of Teachers by Response Option – High School Group (*N* = 192)

	Confidence			
Principle	**1**	**2**	**3**	**4**
Students who are racial and ethnic minorities	1	10	**45**	**45**
Students whose first language is not English	8	28	**42**	23
Students with physical disabilities	1	17	**48**	34
Students with emotional, behavioral, and/or learning disabilities	5	25	**42**	28
Students who are LGBT or gender-nonconforming	1	14	37	**49**
Students of varying socio-economic status	0	7	44	**49**
Students of varying immigrant status	3	20	**43**	34
Students of various grade level readiness	2	19	**48**	31
Students who are gifted	2	14	**42**	**42**

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold.**

Appendix H

Professional Development Modalities

Professional Development Modality, Percentage of Teachers by Response Option – Total Group (N = 391)

Modality	1	2	3
Downloadable PDF file	7	35	**59**
Print materials and brochures	13	38	**49**
Online modules	15	37	**49**
Online self-study programs	19	**46**	35
Conference sessions	21	**45**	34
Professional journals	22	**40**	38
Hard copy self-study programs:	23	**39**	39
Live webinars	34	**42**	24
Online blog posts	**39**	37	24
Google hangouts	**58**	29	13
Facebook live	**69**	23	8
Twitter chats	**71**	18	11

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Professional Development Modality, Percentage of Urban Teachers by Response Option, (N = 125)

Modality	1	2	3
Downloadable PDF file	8	31	**61**
Print materials and brochures	13	32	**55**
Online modules	14	36	**50**
Online self-study programs	18	39	**44**
Conference sessions	17	**45**	38
Professional journals	13	40	**47**
Hard copy self-study programs:	23	**39**	38
Live webinars	33	**38**	30
Online blog posts	**38**	37	25
Google hangouts	**61**	24	15
Facebook live	**73**	17	10
Twitter chats	**76**	11	14

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Professional Development Modality, Percentage of Suburban Teachers by Response Option – (N = 183)

Modality	1	2	3
Downloadable PDF file	7	36	**58**
Print materials and brochures	14	42	**44**
Online modules	15	38	**48**
Online self-study programs	18	**55**	27
Conference sessions	22	**45**	33
Professional journals	27	**39**	33
Hard copy self-study programs:	23	**39**	**39**
Live webinars	35	**46**	19
Online blog posts	**40**	36	24
Google hangouts	**59**	30	11
Facebook live	**67**	26	7
Twitter chats	**70**	20	10

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Professional Development Modality, Percentage of Rural Teachers by Response Option – (N = 46)

Modality	1	2	3
Downloadable PDF file	0	39	**61**
Print materials and brochures	15	30	**54**
Online modules	9	36	**55**
Online self-study programs	22	36	**42**
Conference sessions	26	**44**	30
Professional journals	22	**41**	37
Hard copy self-study programs:	15	39	**46**
Live webinars	26	**37**	**37**
Online blog posts	36	**38**	27
Google hangouts	42	**44**	13
Facebook live	**67**	24	9
Twitter chats	**71**	21	9

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Professional Development Modality, Percentage of Teachers with 0-10 Years Teaching Experience by Response Option – (N = 117)

Modality	1	2	3
Downloadable PDF file	5	25	**70**
Print materials and brochures	18	34	**48**
Online modules	13	30	**57**
Online self-study programs	16	**44**	41
Conference sessions	19	**48**	33
Professional journals	19	**46**	35
Hard copy self-study programs:	23	31	**46**
Live webinars	33	**40**	27
Online blog posts	26	**47**	27
Google hangouts	**51**	37	12
Facebook live	**67**	23	10
Twitter chats	**74**	14	12

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Professional Development Modality, Percentage of Teachers with 11-20 Years Teaching Experience by Response Option – (N = 118)

Modality	1	2	3
Downloadable PDF file	7	44	**49**
Print materials and brochures	14	**46**	40
Online modules	17	**47**	36
Online self-study programs	22	**49**	29
Conference sessions	24	**44**	33
Professional journals	22	**43**	35
Hard copy self-study programs:	24	**46**	30
Live webinars	**41**	**41**	18
Online blog posts	**38**	37	25
Google hangouts	**69**	21	10
Facebook live	**67**	26	7
Twitter chats	**68**	18	14

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Professional Development Modality, Percentage of Teachers with 21 or More Years Teaching Experience by Response Option – (N = 104)

Modality	1	2	3
Downloadable PDF file	10	37	**54**
Print materials and brochures	11	33	**57**
Online modules	16	39	**45**
Online self-study programs	23	**46**	31
Conference sessions	22	**44**	34
Professional journals	28	34	**39**
Hard copy self-study programs:	22	**39**	39
Live webinars	32	**44**	24
Online blog posts	**54**	27	18
Google hangouts	**54**	30	16
Facebook live	**74**	20	6
Twitter chats	**75**	17	9

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Professional Development Modality, Percentage of PreK and Elementary School Teachers by Response Option – (N = 84)

Modality	1	2	3
Downloadable PDF file	4	37	**59**
Print materials and brochures	11	37	**52**
Online modules	17	33	**51**
Online self-study programs	22	**44**	34
Conference sessions	19	**48**	33
Professional journals	22	31	**47**
Hard copy self-study programs:	18	**46**	35
Live webinars	29	**37**	34
Online blog posts	36	**46**	19
Google hangouts	**56**	28	16
Facebook live	**65**	23	13
Twitter chats	**73**	21	6

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Professional Development Modality, Percentage of Middle School Teachers by Response Option – (N = 85)

Modality	1	2	3
Downloadable PDF file	13	35	**52**
Print materials and brochures	18	33	**49**
Online modules	17	41	**42**
Online self-study programs	22	**44**	34
Conference sessions	21	**45**	33
Professional journals	28	**41**	31
Hard copy self-study programs:	29	34	**37**
Live webinars	26	**52**	22
Online blog posts	**52**	29	19
Google hangouts	**58**	25	17
Facebook live	**69**	21	9
Twitter chats	**82**	8	10

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Professional Development Modality, Percentage of High School Teachers by Response Option – (N = 192)

Modality	1	2	3
Downloadable PDF file	5	34	**60**
Print materials and brochures	13	41	**46**
Online modules	13	37	**50**
Online self-study programs	17	**49**	34
Conference sessions	22	**44**	34
Professional journals	20	**44**	36
Hard copy self-study programs:	21	38	**41**
Live webinars	**39**	**39**	21
Online blog posts	34	**38**	29
Google hangouts	**61**	30	9
Facebook live	**72**	23	5
Twitter chats	**66**	20	14

Note: Due to rounding, percentages do not always total 100%. Most common response in **bold**.

Appendix I

Qualitative Responses

Complete Qualitative Responses

- Additional Coursework - Research and lead my own (school related) professional development topic(s) - Submit ideas to school leaders regarding ways to positively change the school environment
#1 teaching executive functioning skills #2 teaching reading comprehension to high school students who lack literacy in any language #3 motivating students
1) Help teachers advocating for public school districts to re-organize traditional school systems in the public schools -- change school day hours; increase the number of on-site crisis counselors for students in need; on-site social workers for students in need (food, clothing); encourage later start times for high school students (no earlier than 9:00 am); provide space (library? 12 classrooms?) for after-school free study halls with teachers PAID to stay late for tutoring; provide bus transportation to take home these late students; provide healthy dinner for those staying late; longer class blocks to allow for student practice with a teacher (to start homework); class periods/blocks no shorter than 60-minutes, preferably 90-minutes per class over two days of classes (=8 classes -this is VERY effective not only for gifted, but also for special needs: learning disabilities, ELLs, etc. - demonstrated to be better than 45-minute classes). 2) Help teachers CONVINCE administrators that allowing teachers to choose how they use Staff Development time is worthwhile. Most of us KNOW what we need to review, study, work on, but we are forced into sit-and-get SD sessions mostly chosen by administrators that are either too specific or too general to be useful. We want time to read materials we choose, to engage in a webinar, to have 4 hours to re-organize our pacing, study content for updates, read educational articles and books, etc. For some reason, regarding SD, administrators think we have to be 'watched' and accounted for or we would soon be off-task eating bon-bons instead of working. We say, 'For those teachers found to be off-task - discipline them, but don't assume the 98% who are acting professionally should be included in that broad brush...' 3) I am a veteran teacher of over 25 years, teaching AP Psychology and AP English, a Consultant, and AP Reader for over 25 years. I conduct APSIs across the country and I KNOW what teachers everywhere are bothered by: a) Parent interference or Parent total neglect b) Administrations not leaving teachers ALONE to do what they do best: teach (so much paperwork, required by law, especially related to special needs students (too much due to liability and legal fears) c) Throwing money at equipment and school facilities not listening to teachers' desires (or asking, then ignoring what teachers said) d) Teachers district-wide choosing new textbooks, considering both eTexts and hardback print textbooks carefully, finally choosing the hardback text (also the students' choice) then coming back to school to realize the administration chose the eTexts (which no one wanted) because they saved money -- saying 'Students need technology to get ready for the future...' School Board approved. Teachers furious to have to teach with an

ineffective eText and saddened, once again, that they really don't matter ('lip service, no follow-through' is what teachers say). These are the everyday things that make teaching so hard -- fear of parent lawsuits make administrators cower, and consequently they make BAD decisions for student development. A school in NYC about which I am very familiar (not my own - I'm from another state) allows students to trickle in to class at the beginning of the day ... start time is 8:00 am (too early for high schoolers), so though they 'mark tardies' at this school, nothing ever happens to the scads of students tardy every day. The classes are too short to get much done each day (45-minutes) because 2 students, then another 3, then 2, then 4 students trickle in within the first 20-minutes of class -- now with only 25-minutes of instruction left to the end of class -- and they have missed the entire first part. This was an AP class!! It was incredible. Learning does not take place in this environment no matter how dedicated, trained, caring, knowledgeable and pedagogically-skilled the long-suffering teacher is. Same thing every day. All teachers. Teachers told me this practice was in place 'to help ease up on the pressures of students...so much goes on at home that we don't know about ...' Teachers know that this is NOT the way to train students for the future; it is not the way to discipline one's mind and behaviors toward learning. In short, this survey was interesting and thank you for asking for high school teacher input, but once again, it seems to be aiming for the wrong things. Everyone SAYS they value teachers, but behaviors and choices say otherwise. The pyramid of importance always puts the student at the top -- If teachers were at the apex and they were fully supported and listened to, they in turn, would do what's right for the students. Take good care of your teachers, then they will take great care of the students. Administrators should play the role of support staff to teachers: pay the light bill, have plenty of paper for duplicating, and stay out of the instructional way. Harsh, but true.
1) Assessment (creation and interpretation) 2) Providing differentiated instruction 3) How to move toward mastery-based standards (especially from a practical standpoint)
1) incorporating socioemotional learning into academic goals 2) how to handle children's anger in the classroom 3) how to provide for individuals' instructional needs with lock step curriculum that is mandated
1) music selection process 2) teaching strategies 3) student/teacher motivation
1) teaching students affected by trauma. 2) teaching students to value mastery over grades 3) teaching students to value learning for its own sake
1. Ways to foster intrinsic motivation 2. Methods for quick checks on learning that are effective for long-term mastery 3. Ways to foster connectiveness between peers in the classroom
1. Effective strategies for data collection 2. Work-life balance 3. Effective strategies for de-escalating children with mental health challenges
1. Fostering creativity 2. Interpreting data 3. Engaging the community

1. How to hybridize the course with digital and face-to-face learning. 2. Implementing a mindset for learning in my classroom, especially in reducing the emphasis on grades/GPA 3. Emphasizing concrete examples especially with vocabulary terms
1. How to manage all of this with extremely large class sizes 2. How to collaborate with mental health professionals who will be able to help & support my students 3. How to manage effective communication with families and caregivers
1. mental health issues in the classroom 2. differentiated instruction 3. using technology effectively in the classroom
1. Persistence, time on task, work ethic 2. Teaching parents, just because an assignment is turned in, doesn't mean it's an A. 3. Universal Design for Learning
1. Restorative Justice and dismantling the school-to-prison pipeline. 2. Trauma-informed practices 3. Effective co-teaching support
1. Technology that is manageable with a group of 30 elementary kids to enhance their learning 2. Using ever-changing data to drive curriculum 3. Time management in today's classroom with larger class sizes and more special need and individualized attention
1. Working effectively with the ese facilitator 2. Providing effective emotional support to all students at level the student needs 3. MTSS Model at Galileo - clear process/ roles for each Tier.
1.Differentiation 2.Technology 3. Content
1.Specific disabilities & diagnosis trainings 2.Maintaining engaged attention
1:The downsides to the overuse of technology (PlayStation, Xbox, Social media) from students. 2: Teaching ESL students 3: Diverse religious beliefs in students
1-Practical differentiation strategies I could actually use in the classroom. I know differentiation is critical and is a massive weak point in my instructional practice. I'm lectured ad nauseum about its importance. No conference, course, administrator, or colleague has ever taught me how to actually do it well, though. 2-How to manage the behavior and the work load of large class sizes. Large class size is a reality of the current educational landscape. I would so appreciate that this be acknowledged and have someone teach me how to deal with this reality. How can I give relevant and actionable feedback on formatives to 175-200 students a day while keeping my sanity? How do I effectively manage the behavior of that many human beings? If someone knows how, I'd love to have them lead professional development. 3-Educational law. My knowledge about the legislation and legal requirements that dominate my own profession is embarrassingly low.
ACES scores Child Abuse/neglect Meeting the needs of kids in crisis
Activities to motivate students Classroom management strategies Technology training
Addressing mental health needs in the classroom.

Alternate behavior solutions; how to effectively make modifications for students when teaching a different class every 30 minutes and only seeing them twice a week; getting through to ELL students when there is no support with them in the classroom.
As a Kindergarten teacher, I think that schools/administration needs to focus more on the development of social/emotional skills that promote learning rather than focusing on mastery of a discrete set of skills - for which some students are not ready. I feel confident in my own knowledge base, classroom experience and practices. What is more problematic is the fact that what early childhood teachers are mandated to do is in direct opposition to what is developmentally appropriate to children.
ASD, teaching ELLs, reading comprehension
assessing and using students' prior knowledge teaching for transfer
Assessment Social- Emotional ENLs
Assessment Motivation Grading
Assessment and attendance of low income and Esol students, are we paying attention to the needs or complying with data requirements? Reaching the families of new immigrant students: the community school approach Community engagement/responsibility in physical/ mental health of underachieving students and their Academic/ life success
Assessment of written expression Additional reading strategies for students with disabilities. Additional reading interventions
Assessment, dyslexia, engaging students
Behavior Analyst in the Classroom Social/Emotional Curriculum for HS students Goal Setting
Behavioral modifications How to reach individual students in an overcrowded classroom Assessments
Better understanding and educating LGBTQ students. Creating meaningful safety plans that don't upset students. Meaningfully teaching and assessing reading.
Building relationships Interactive activities Best practices
Career development Mental health Learning backed up by psychological science
Classroom management
Classroom management How to promote intrinsic motivation How to implement mastery grading
Classroom management, student support
communicating with students and families of non-English speaking contexts understanding how to help special needs students in abusive home environments
Compassion, unity, multiculturalism
Confidence in supporting & encouraging students' mental health confidence in safety on our campus ?

Creating and maintaining a positive climate. Developing, fostering, and supporting intrinsic motivation.
Cultural competence social/emotional learning project based mastery
Data analysis and impact on instruction. Creating a classroom where all students can reach their potential regardless of race and SES. Understanding state standards.
dealing with apathy, lack of motivation how to teach soft skills within the content curriculum finding a consistent behavior modification plan that works with my teaching style
depth and complexity training
developing resources for non english speakers
Differentiated instruction Assessment Classroom activities
differentiated instruction More student-centered learning effective use of formative assessments
Differentiating curriculum across several grade levels as a self contained special educator Helping students develop intrinsic motivation How to promote student creativity in the classroom
Differentiating for English language learners, discipline over punishment (a restorative model).
Differentiating instruction GoogleClassroom Add ons Collaborative/ cross curricular lesson building
differentiation
Differentiation Data assessment/ data driven instruction Evidence-based intervention strategies
Differentiation Small goal setting English as a second language learners
differentiation strategies analyzing formative assessments discussing students' socio-emotional challenges with families
Differentiation, encouraging group interaction, supporting students lacking prior knowledge needed
Diversity in the classroom
Effective and efficient methods for recording Assessment/ learning
Effective behavior management strategies Anxiety support in the classroom Trauma support
Empowering parents to participate in their child's education, Decisions when behavior becomes disruptive or dangerous in the classroom, and Teaching to an I-pad generation.
Encouragement of students. Be prepared for the unexpected. Materials ready ahead of time.
Engagement strategies student activities to reinforce lessons
engaging students
ENL supports Special ed law School culture
equality, sex ed, and stress management
ESL Depression Violence

evidence based teaching strategies, how recognize and support students who are struggling with their social/emotional health, formative assessment strategies that give quick feedback to students
Evidenced based strategies for emotional regulation
Figuring out how to motivate students writing assessments Differentiating
First aid for mental health issues. Anxiety and depression in children and adolescents Support for families
Formative vs summative assessment strategies Differentiation
Gifted and talented programs and testing Interpretation of standardized test scores
Guy Hhjj G hi kk
Helping ELL students to succeed in my class.
homework depression motivation
How do we learn? What should we learn? How do we stay healthy during learning? They provide motivation, health and continuity.
How to become an expert in a year.
How to best mainstream students with learning disabilities into the gen ed. classroom, how to build community into the existing curriculum (time constraints), how to more effectively reteach a concept to the students that need it after a fromative assessment
How to deal with anxious children How to get students off their electronics How to teach them to memorize
how to deal with non-English speaking students, how to motivate the non-motivated student, how to best prepare students for the Keystone exams
How to differentiate lessons for IEPs and 504s for AP classes Additional sources for Neurological Processes How to effectively communicate with parents of English Learners
How to get students to internalize effective study skills.
How to help students with anxiety and depression. Responding to student misbehavior in the classroom. How to simplify differentiation.
How to improve writing &literacy skills How to motivate students Social/Emotional Standards
How to manage all of the demands put on teachers (more and more expectations added, less support for teachers, parents/admin blaming teachers for students poor grades or behavior, lack of student motivation, etc)
-How to respond to racial comments in young students. - Assessing for the arts -Defusing tips for students with ODD.
How to teach intrinsic motivation to student who struggle with it Mindfulness More authentic project based learning
I am retiring so this isn't a valid question for me.

I would like to figure out what consequences work best to modify poor behavior in a class and utilize instrinstic learning in children. Even my AP kids seem stressed and apathetic right now.
Implementing technology tools into the classroom, planning/time efficiency, and technology training for classroom teacher organization and facilitation.
In order to have a truly effective social emotional support network for students, everyone in the school needs to be trained and to be part of regular professional development that continues to enhance the skill set learned. Our school currently has a 'mental health week' and then considers all problems addressed.
Increasing communication utilizing AAC, ACEs training, assessment for students with echolalia
Industry/company connections, co curricular development time within school building, and students with emotional and learning support issues development/training
inquiry-based learning standards-based assessment
Instructional strategies for gifted learners; how to interpret results of assessment; developing response to intervention strategies.
Intrinsic motivation
Learning disabilities, dyslexia, behavior management
Learning to differentiate instruction, how to involve families whose first language is not English in the learning process to a greater extent.
Lgbtq students and families
Managing aggressive behavior Differentiation Test prep
Managing challenging behaviors dealing with angry parents fostering motivation in students
Managing distractions, smooth flow of classroom using various technologies, increasing school security
Managing district priorities with student needs Keeping daily instruction relevant Effective pacing for maximum learning
Managing emotionally disturbed students in the regular ed classroom
Managing students with emotional problems in the classroom, formative assessment,

Many of the items on this survey are not my concerns. We as educators understand pedagogy and how to implement best practice! We dont need more profeasional development in these areas! What we need help with are the things that imact students that are beyond our scope of training and resources! I have concerns with students who have such high anxiety they can't come to school. I have concerns with students who shut down because they put so much pressure on themselves. I have concerns with students who need social & emotional help and we don't have enough resources in school to help them! I have concerns with students who need social and emotional help beyond the school day and there aren't enough resources to help them. I have concerns with students who don't have a stable home life, who go home and have nothing to eat, no bed to sleep in and no parent at home b/c they work the night shift! I'm concerned that we don't have smaller class sizes to help us get to know our students better. We don't need more pedagogy ...we need more help with all the aspects of life that impact students beyond the four walls of our classrooms!
Meeting needs of English language learners Using data to plan instruction Fostering professional learning communities with colleagues
Meeting the needs of diverse learners, Developing English Language Proficiency, Using technology in the classroom
Mental health Safety Awareness Self-Care
Mental health strategies for the classroom Updating lockdown procedures ELL strategies
mental health support for students and their families
Mental health, classroom management, and motivation
Mindfulness in the schools, social and emotional needs of students and soft skills
Mobile phone use and addiction Increasing Student Motivation-- especially with at-risk students Increasing Student Engagement
More efficient and effective data collection
More PD'S on how to modify students work To meet their specific needs, as ALL children are different and therefore, have different needs
Motivation College preparation Curriculum/resource development
National, state and local advocacy for gifted education.
Need time to continually update curriculum w/ my colleagues. Time needed to meet & plan is most valuable vs. inservice training.
Neuroscience and Social Emotional Learning
new strategies for difficult topics ways to engage students use of tech in class
New strategies for non-compliance, parent engagement, improving student empathy and ownership of their education.
Online self study programs,d downloadable PDF files,twitter chats

Opportunities to plan for differentiated learning needs, emotional needs, backgrounds
PBIS Adaptive Behavior Curriculum
Portfolios/Assessment Social Emotional Supports for children and families Performing Conferences
-Prioritization of the many imperatives -deepening mathematics learning -teaching kindness
Proficiency & Assessments Standards & Objectives Diverse Learners
Project based learning Assessing with fewer traditional tests Motivating students with lessons that are fun
Providing effective feedback to students (emphasis on 'effective'), clarifying effects of levels of behavior experienced in classrooms by all stakeholders (student , teacher and OTHER STUDENTS) and determining how best to respond in order to meet everyone's needs, and updates on school safety.
Raising student self-worth and academic standards. Inclusion for all students Stronger community and school connections
Reaching the unmotivated student Strategies for students with ADD/ADHD
Reading instruction, maths instruction, writing instruction
Sel in classroom
Skills teaching embedded within content
Social and emotional learning Adolescent anxiety and depression
social emotional stress busters mindfulness
Social emotional learning Positive behavior management Differentiation of instruction
Social Emotional Learning Retrieval Practice Performance-Based Grading
Social emotional learning for Teachers and youth
Social Media in the classroom or in Education
social skill group resources, communication with students who have severe speech/language impairments, individual positive reinforcement
Social/emotional learning Small group behaviors Classroom management
Social/emotional supports management of student anti-social behavior Administrators participating in the same PD
Social-emotional learning Cognitive strategies
Social-emotional support Scaffolding Encouraging parent involvement
Strategies for encouraging a growth mindset
Strategies for positive discipline/restorative justice approach, how to implement flexible seating, how to find time to grade and provide feedback in a timely and effective manner
Strategies for working with young children who experience trauma. Strategies for communicating with uncooperative/ uninterested parents. Working with young children whose home lives are challenging and unlikely to change.

Strategies to implement teaching students creativity and scaffolding advanced tasks. I've been told to do that over and over but it feels like I'm never told how.
student behaviors
Student differentiation Student engagement Mastery learning/assessment
Student led Instructional practices Teaching using diverse literature 21 century classroom strategies
Student Motivation, Student Behavior, and School Safety
student self advocacy helping parents understand that all their 'helping of their children is actually doing them harm. How to help kids handle challenges in a safe, productive manner.
student self-assessment; making appropriate changes based on current data
Summative/formative assessments
Supporting emotional problems in students Social-emotional health
Supporting gifted students, personalization, social-emotional learning
supporting gifted students, ways to deal with social/emotional issues with students, effective differentiation in the classroom
Supporting social-emotional needs, study skills, and reading intervention
Teaching and communicating with ELL students Teaching study and work habits Teaching struggling students
Teaching by building on students' knowledge
Teaching children with trauma/mental health issues. Teaching various math levels in one classroom
Teaching Classroom expectations Working with limited English proficiency families Behavior MGMT strategies
Teaching effective goal-setting and self-management strategies, behavior management in the classroom, teaching to diverse learners
Teaching Proficiency through Reading and Speaking (TPRS)
teaching social and emotional standards of conduct - respect for self and others.
Teaching Statistics, History of Psychology, and abnormal psychology
Techniques to involving families in the classroom blended learning model student trauma
Technology based teaching Standards based grading AVID
technology implementation subject area applications stem implementation
Technology Integration Project based performances Attendance at a PD event
Technology training, interpreting data, effective use of data interpretation.
Technology, effective scaffolds, SEL
Technology, self-regulated learning and diversity

TIME MANAGEMENT STUDENT ENGAGEMENT IN LEARNING ORGANIZATION FOR LEARNING
Trauma informed (ACES training) Link between oral/dental problems and education Hunger and education
Trauma, inclusion, medical needs of students
Twice-exceptionality Classroom management strategies that work with gifted children
Understanding Mental Illness. Violence in schools. Poverty
Use of Technology Assessment practices Organization
using assessment date to drive instruction incorporating more technology ESL strategies
Using assessments to plan lessons Writing for the AP Psychology exam Using technology in the classroom
Ways to give feedback in timely manner Relating science curriculum to culture Bringing student interests into science projects
What exactly does authentic literacy look like in the classroom?
Wonder Questions Managing a curriculum focusing on individual student projects/learning Incorporating Reading skills with Science content
Working with students who come from low SES backgrounds, literacy strategies for the content areas and how to incorporate virtual reality in the classroom
working with students who have social/emotional concerns differentiation using novels in reading class
Working with students who see no future for themselves. My students are Native.
Working with students with autism, and behavior disorders