



Professional Learning Beliefs Survey

SD = Strongly Disagree D = Disagree A = Agree SA = Strongly Agree

Belief	SD	D	A	SA
1. Highly effective teachers have an innate and natural ability to provide innovative instruction that results in high levels of student achievement.				
2. Teachers who collaborate with colleagues inside and outside their school are more effective. All mathematics teachers are collectively responsible for student learning, the improvement of the professional knowledge base, and everyone's effectiveness.				
3. Teachers arrive from teacher preparation programs prepared to be effective teachers.				
4. Professional development that includes collaborative lesson planning, then reflecting on the effectiveness of those plans for student learning, observing other teachers and being observed, and reviewing students' work increases teachers' knowledge and skills.				
5. A deep understanding of mathematics content is sufficient for effective teaching.				
6. Effective teachers can work autonomously and in isolation. As long as the students in one's own classroom are successful, all is well.				
7. Highly effective teachers become master teachers over time by continually improving their mathematical knowledge for teaching, mathematical pedagogical skills, and knowledge of students as learners of mathematics.				
8. Instructional coaching is unnecessary and a luxury in a school's budget. However, novice teachers might benefit from some general coaching support.				
9. Teachers should be in direct contact with students for all or almost all of each school day.				
10. A priority for schools and districts is to establish regular content-focused collaborative time for teachers at the same grade level or teachers of the same course and to schedule time periodically for vertical articulation.				
11. All professionals, even experienced teachers, can benefit from content-focused instructional coaching.				
12. Periodic professional development such as that provided on district inservice days provides adequate support to increase teachers' knowledge and skills.				
13. The nature and degree of principal support for a particular professional development program influences its impact on teachers' practice.				