

## ACT Research and Policy

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### Information Brief

Professional development is seen as a critical lever for raising teacher effectiveness. However, school systems have traditionally struggled to develop and deliver PD that is relevant—and that raises student achievement.

At the higher performing high schools studied, only small differences exist between teachers and administrators in their perceptions of PD's minimal contributions to raising student achievement.

*Agreement* ratings for each survey item were calculated as the percentage of educators who agreed or strongly agreed that the item described their school. *Contribution* ratings were calculated as the percentage of educators who rated the item as “contributing a great deal to student achievement.”

# Contribution of Professional Development

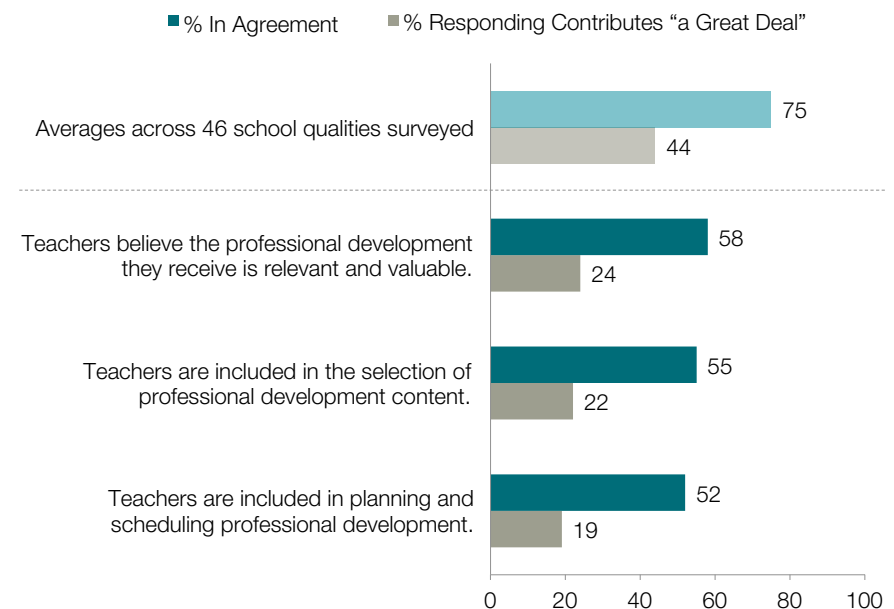
Perceptions at Higher Performing High Schools

September 2012

A fall 2011 survey assessed qualities that teachers and administrators at higher performing high schools believe make a difference in preparing students for college and career readiness.

Compared to the average ratings for the 46 school qualities included in the survey, educators at higher performing schools were less likely to endorse PD-related practices as contributing to student achievement. Relatively few educators at higher performing high schools attributed their success to the inclusion of teachers in the planning and selection of professional development, or in the confidence teachers have in the value of the professional development they receive.

### Perceived Contribution of Professional Development



Note: Data come from 272 educators from 63 high performing high schools across 25 states. Schools were selected based on students' growth towards college and career readiness or based on improvement in average ACT scores over time.

[infobrief@act.org](mailto:infobrief@act.org) for more information or to suggest ideas for future ACT Information Briefs.

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