Professional Development

Time spent in professional-development activities for educational technology

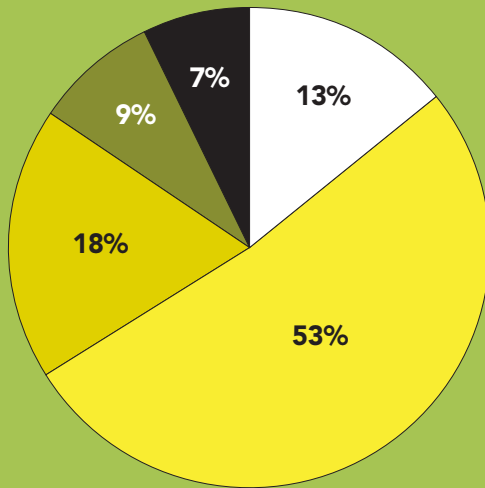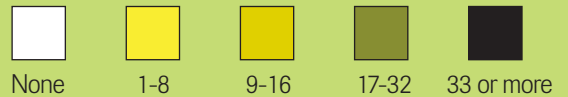| Hours | None | 1-8 | 9-16 | 17-32 | 33 or more |

Percentage distribution of teachers reporting the number of hours spent in professional-development activities for educational technology during the last 12 months, by school and teacher characteristics: 2009
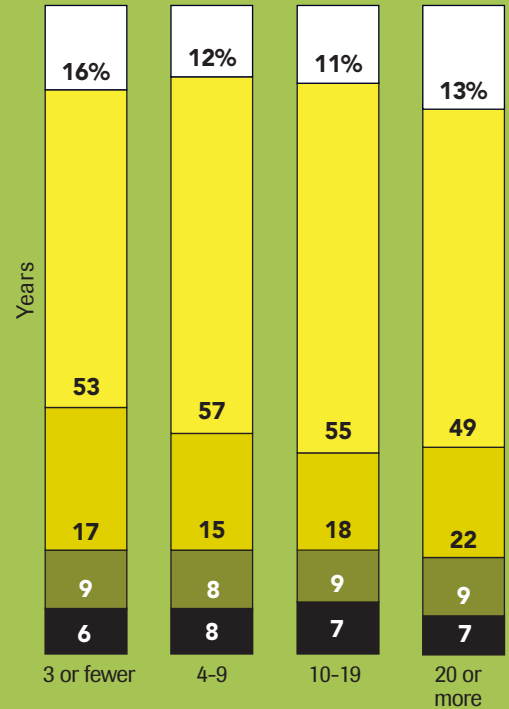
ALL PUBLIC SCHOOL TEACHERS

- 13%
- 53%
- 18%
- 9%
- 7%

ELEMENTARY/SECONDARY TEACHING EXPERIENCE

Years

	3 or fewer	4-9	10-19	20 or more
None	16%	12%	11%	13%
1-8	53	57	55	49
9-16	17	15	18	22
17-32	9	8	9	9
33 or more	6	8	7	7

SCHOOL INSTRUCTIONAL LEVEL[1]

ELEMENTARY
- 12%
- 55%
- 18%
- 8%
- 7%
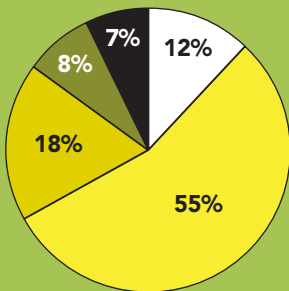
SECONDARY
- 14%
- 51%
- 18%
- 10%
- 7%
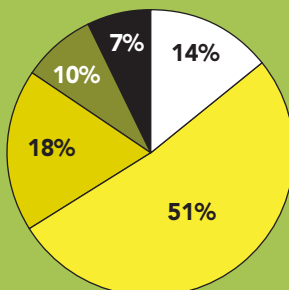
MAIN TEACHING ASSIGNMENT

General education in self-contained classroom

| 13% | 56 | 17 | 7 | 7 |
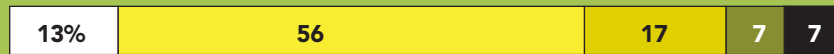
Mathematics/computer science, science

| 14% | 51 | 18 | 11 | 6 |

Other academic subject[2]

| 13% | 52 | 19 | 9 | 7 |

Special education, English as a second language

| 9% | 55 | 20 | 8 | 8 |

Other assignment[3]

| 12% | 50 | 19 | 11 | 9 |
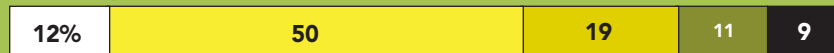
[1] Data for schools with both elementary and secondary grades are included in the totals and in analyses by other school characteristics but are not shown separately.
[2] Other academic subjects include English/language arts, foreign languages, and social sciences/social studies.
[3] Other assignments include arts and music; health/physical education; vocational, career, or technical education; and other (respondent asked to specify).

SOURCES: U.S. Department of Education, National Center for Education Statistics, Teachers' Use of Educational Technology in U.S. Public Schools, 2009
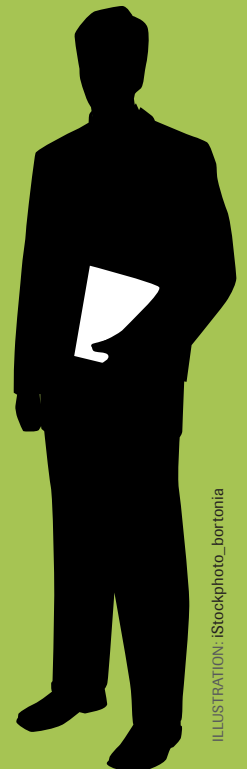
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