

ESD MATH, SCIENCE, & ENGLISH LANGUAGE ARTS COORDINATOR SERVICES



With legislative support Regional Math, Science, and English Language Arts Coordinators are employed in each of the nine Educational Service Districts to support the implementation of the Washington State Learning Standards and improved student achievement.

IMPACTING TEACHER PRACTICE BY THE NUMBERS

“This, and the others in the series, have been by far the most relevant, impactful and instructionally changing workshops I have ever attended in my 20+ years of teaching.”

KINDERGARTEN TEACHER
CENTRAL WASHINGTON

ESD Coordinators provided intensive training and support to nearly 13,000 teachers from across Washington State. Through the ESD Coordinator model, teachers are receiving direct professional development and additional support from teacher leaders and intensively trained regional fellows.

Despite the achievement gap between students in poverty compared to those who are not, the ESD Coordinator model results in positive increases in student achievement when teachers who serve a higher than the state average percentage of students in poverty participate in ESD Coordinator-led trainings.

TYPE OF TRAINING

2013-14 TEACHERS SERVED

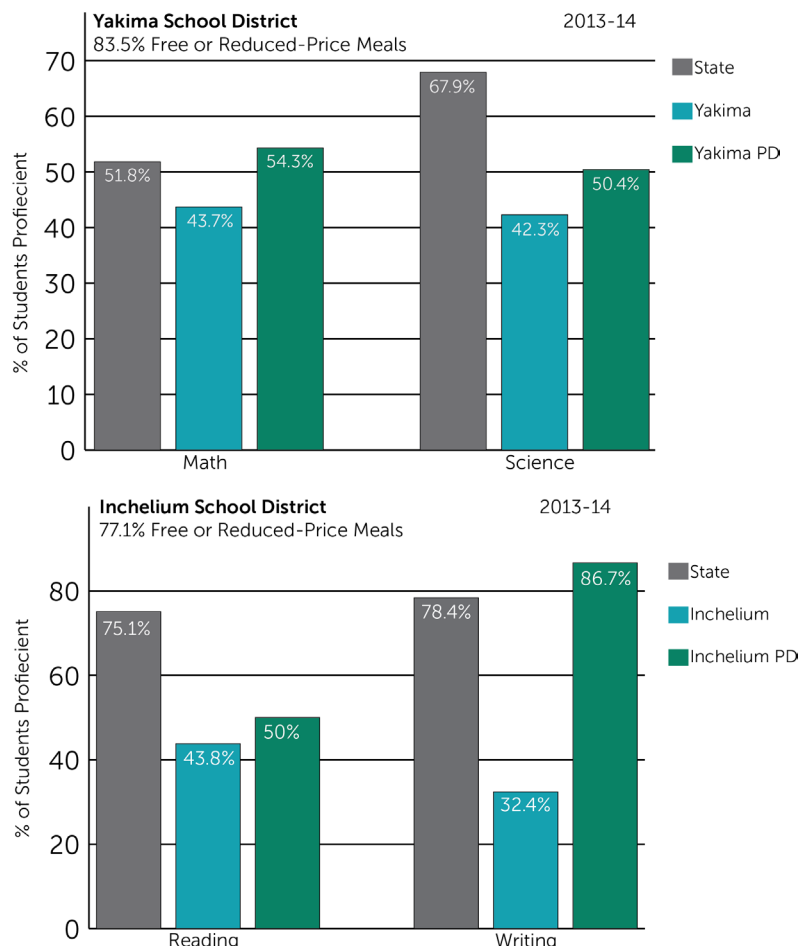
2007-2014 TEACHERS SERVED

Math	1,016	7,370
Science	793	3,964
English Language Arts & Social Studies	1,551	1,551
Total	3,360	12,885

Reading, Writing, Math and Science Scores increased in districts whose teachers participated in Coordinator-led Professional Development

In these examples from Eastern Washington districts with a significantly higher percentage of students qualifying for free or reduced lunch, the percentage of students scoring proficient on state tests are compared to both state-level performance and district-level performance of all students.

Students of teachers with **ten or more hours of professional development** in these school districts outperformed students in the district overall.

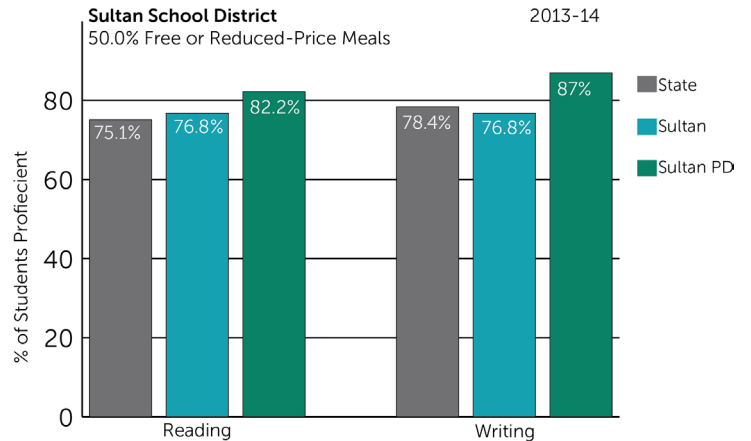
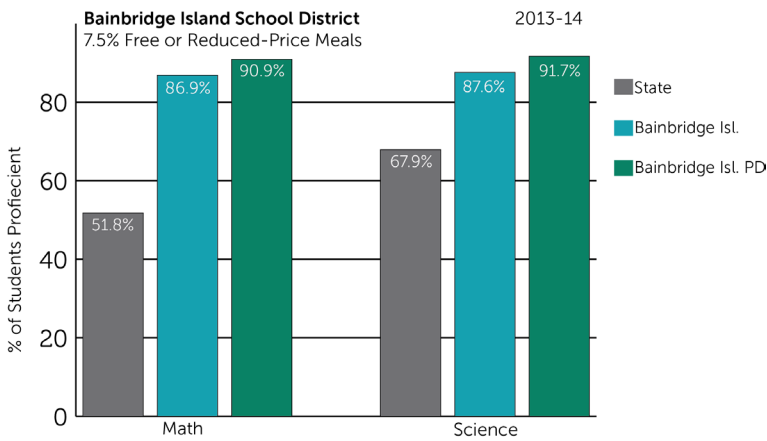


IMPROVING STUDENT ACHIEVEMENT THROUGH PROFESSIONAL DEVELOPMENT

“It is difficult to highlight just one idea for my greatest learning in this series of meetings. Throughout the year, I have learned so much about Smarter Balanced and effective ways to help students learn.”

3RD GRADE TEACHER
SOUTHWEST WASHINGTON

In these examples from Western Washington, the performance of students whose teachers had **ten or more hours of professional development** outperformed students in their home districts and throughout the state.



During the 2014-15 year, ESD Coordinators are refining the system to ensure that pre and post-assessments are consistent across classrooms. These assessments provide regular and timely feedback regarding student attainment of the most critical standards, which allow teachers to modify instruction to better meet the diverse learning needs of all students. This additional measure will further ensure the professional development provided by the coordinators, and financially supported by the legislature, is having the desired impact for Washington students.



“This skillfully designed course supports us in recognizing the big ideas of the Common Core and how to work with teachers. It addressed the important shifts in a deep and meaningful way. I gained insight on how to guide teachers in looking at coherence, focus, and rigor within the context of the standards. I was engaged in activities that increased my understanding of standards.”

INSTRUCTIONAL COACH
WESTERN WASHINGTON

TRAINING EDUCATORS TO IMPROVE STUDENT LEARNING

Over 1,700 participants were surveyed and the results were overwhelmingly positive.

As a result of participating in the training:

- **92 percent of** the participants increased their understanding of effective instructional strategies to support the content and practices of the Standards.
- **93 percent of** the participants increased their knowledge and skill in implementing effective instructional practices in their specific subject.
- **90 percent of** the participants increased their knowledge and skill in their content area.
- **82 percent of** the participants increased their knowledge and skill in developing or implementing specific lessons or units.



AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS