Association of Educational Service Districts Professional Development Survey Year-End Report

Prepared for AESD
September 22, 2016

This document complements the reports created by the Washington State Association of Educational Service Districts (AESD), including those sent to coordinators and the summary reports sent to individual educational service district (ESD) leaders. This report includes aggregated data for all nine ESDs from the 2015–2016 school year[1] for the following professional development (PD) surveys:

- Coordinators
- Participants for English language arts (ELA), math, and science content areas
- Fellows
- Fellows administrators

Executive summary[2]

❖ *Coordinators survey*

  o Coordinators reported working with approximately **16,634** participants during 1,008 professional learning experiences (PLEs).[3] ELA accounted for 341 PLES, while math accounted for 282 and science 324. There were 61 "other" PLEs.

  o Of the 16,634 participants, **54** percent (9,057) were asked to complete a participant survey. Among content areas, the response rate reported by coordinators was highest in math at **66** percent, followed by science at **60** percent, and ELA at **43** percent.

  o The feedback survey was offered at **47** percent (or 475 out of 1,008) of PLE sessions.

  o Coordinators who completed surveys reported working with **434** fellows in session four.

  o Ninety-four percent of the PLEs were in the three instructional content areas. Specific to each content area, 83 percent were common trainings.

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[1] Data included in this report were obtained from AESD survey data between August 2015 and July 2016.
[2] The source for all tables and figures is the 2015–2016 AESD Survey.
[3] This number includes some duplication due to cases in which there were multiple coordinators leading a PLE .

❖ *Participants survey*

- o Overall, **5,587** participants completed the survey. Among the content areas, math participants completed the survey at the highest rate at **43** percent (N = 2,319), followed by science at **35** percent (N = 1,954), and ELA at **24** percent (N = 1,314).

- o Participant feedback was overwhelmingly positive: Overall, **75 to 88** percent of surveyed participants (with an average of **82** percent) agreed or strongly agreed that the sessions met specific PD goals.

- o Of all PD participants: Approximately half (**46** percent) came from elementary schools, a quarter (**23** percent) came from middle schools, and a fifth (**20** percent) came from high schools. The remaining participants were "Other."[4]

- o Participants reported PLE delivery method(s) in the following ranked order:
    - ▪ ELA – 1) in person, 2) job embedded, and 3) online. No blended PLEs were offered to ELA participants.
    - ▪ Math – 1) in person, 2) job embedded, 3) online, and 4) blended.
    - ▪ Science – 1) in person, 2) online, 3) job embedded, and 4) blended.

❖ *Fellows survey*

- o Fellows reported working with **18,490** teachers across all sessions. Fellows worked most with math teachers (9,789) followed by science (4,356) and ELA (4,346). Most of the fellows surveyed, across all content areas, were in their first year in that role.

- o There were **442** fellows who responded to the survey in session four. Of those, 137 were in ELA, 178 were in math, and 127 were in science content areas.

- o Most fellows (**88** percent) reported being on track to implement their Fellows Action Plan. However, only **70** percent of fellows said they were able to accomplish their outlined plan.

- o Most fellows (**94** percent) thought that the PLE met their expectations.

- o The most valuable strategies and learning from the four fellows convenings that supported teachers included:
    - ▪ Reading, writing, and math strategies
    - ▪ Activities and resources such as Number Talks, CSTP Framework, Principles into Action, Teaching Channel videos, Achieve the Core, Illustrative Math, Fundamentals of Learning, 3D modeling, Close Reading, NGSS standards, Presenter's Atlas, and Five Productive Mathematical Practices
    - ▪ Implemening and facilitating change
    - ▪ Neworking and sharing ideas with other teachers
    - ▪ Needs of adult learners
    - ▪ Understanding the qualities of becoming a strong teacher leader

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[4] "Other" grade bands included K–8, 4–6, and higher education.

- *Fellow Administrators survey*
  - Overall, **79** fellows administrators of responded to the survey.
  - **Eighty-two** percent of administrators reported working with less than three fellows, while **18** percent reported working with more than three fellows.
  - There was a **fairly even distribution of fellows** among content areas and grade spans.
  - Positive outcomes identified by adminstrators realted to the work of their fellows included:
    - Shared information
    - Brought instructional information
    - Provided instructional leadership
    - Provided new resources
    - Better understanding of Common Core State Standards and Next Generation Science Standards

- *ESD breakdown by content area*
  - There was a **wide disparity in the number of sessions reported** by coordinators across ESDs.
  - Across all ESDs, **ELA,** which included K–4 and content area literacy, **was the most frequently offered PLE,** followed by math and science.

Coordinator survey summary

Table 1. Number of professional learning experiences reported by coordinators, by content area*

Content area	Number	Percent
Content area literacy	11	1
ELA	158	16
ELA (K–4)	172	17
Math	282	28
Science or STEM	324	32
Other[5]	61	6
Total	1,008	100

*ELA as a whole accounts for 341 PLEs (or 34 percent) including ELA, ELA (K–4), and content area literacy.

Table 2. Number of professional learning experiences, by title[6]

Content area	Title	Number of trainings reported	Percent of trainings reported
ELA	ELA: Assessments	48	5
ELA	ELA: Common Core State Standards	46	5
ELA	ELA: Content Literacy	15	2
ELA	ELA: Instructional Strategies	108	11
ELA	ELA: Reading Foundational Skills	60	6
ELA	ELA: Special Populations	17	2
ELA	ELA: Strengthening Student Educational Outcomes	11	1
Math	Math: Rational Num., Ratios and Relationships	8	1
Math	Math: Assessment	5	1
Math	Math: Content Workshops	28	3
Math	Math: Early Numeracy Modules	14	1
Math	Math: Fellows	38	4
Math	Math: Instructional Practices/Routines	39	4
Math	Math: Mathematics Leadership	15	2
Math	Math: Open Educational Resources	9	1
Math	Math: Regional Leadership	6	1
Math	Math: Special Populations	5	1
Math	Math: Statewide HS Math Prof. Development	43	4
Math	Math: Studio Day	1	0
Math	Math: Washington State Learning Standards	22	2
Science	Math: Content Workshops	1	0
Science	Science	296	29
Other[7]	Varies	173	17
Total		1,008	100

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[5] "Other" content areas included multiple content areas (e.g., SBAC overview for ELA & math), non-core content areas (e.g., environment education, special education), and general pedagogy (e.g., fundamentals of learning).

[6] All sessions are common except those titled "Other."

[7] There were many different titles in the "Other" category, including various LASER kit trainings, foundational science kit trainings, literacy in science, fellows workshops, writing training, assessment trainings (DIBELS, SBAC overviews, classroom assessments), school professional learning community sessions, and various leadership network sessions.

Table 3. Number of participants that coordinators reported serving, by content area

Content area	Number of participants reported	Percent
Content area literacy	175	1
ELA	3,021	18
ELA (K–4)	2,249	14
Math	4,958	30
Science or STEM	5,311	32
Other[8]	920	6
Total	16,634	100

*Some professional development sessions were double-counted for sessions that had co-coordinators and for sessions that were part of the series; consequently, some participants were double-counted.

Table 4. Number of participants that coordinators reported serving, by grade band

Grade band	Number of participants reported teaching in grade band*	Percent
Pre-K	881	4
Elementary	9,187	46
Middle	4,668	23
High	3,930	20
Other	1,489	7
Total	20,155	100

*Due to the fact that a participant could report representing more than one grade band, the total number does not reflect the unique number of participants but instead reflects the *number of grade bands* represented by reported participants. "Other" grade bands included K–8, 4–6, and higher education.

Table 5. Number of participants that coordinators reported serving, by role

Role	Number of participants	Percent
Teacher	13,085	72
Instructional coaches	1,698	9
Fellows*	434	2
School administrators	708	4
District administrators	443	3
Higher education staffers	128	1
Paraprofessionals	203	1
Preservice teachers	123	1
Other	1,243	7
Total	18,065	100

*The total number of fellows is from the fellows survey and represents the maximum number of fellows out of sessions two, three, or four. Duplicate fellows reported for each session were removed.

Note: Coordinators were able to select multiple grade levels and roles per individual, so the total number does not equal the number of unique participants. However, because coordinators do not report participant names, we cannot remove duplicates. (For example, if a fellow attended four sessions, they were counted once for each session.) Other roles included mentor teachers, ESD staff members, consultants, librarians, and others.

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[8] "Other" participants included educators from private schools, university students (especially from Heritage University and CWU), educators from nontraditional or informal programs like the Marine Science Center, and participants at national conferences.

Table 6. Topics that coordinators reported focusing on during professional learning experiences, by content area

Professional development topic	Content area literacy	ELA	ELA (K–4)	Math	Science	Other	Total
Content standards	11	116	91	165	238	14	635
Research-based instructional practices	10	121	128	238	196	25	718
Instructional practices to make learning experiences more inclusive for diverse student populations	7	77	108	208	124	24	548
A range of assessment and/or resources across the educational system, such as state, local, and/or classroom assessments	3	71	79	92	77	12	334
How to share the session information with others	2	45	24	79	117	10	277

Note: When we provide participant survey responses later in the report, we filtered out responses about topics that coordinators said they did not provide. In other words, if a coordinator didn't cover a particular topic during a particular professional learning experience, we made sure we didn't include feedback about that topic from participants.

Table 7. Number of professional development hours of participants reported by coordinators, by content area

Content area	Number	Percent
Content area literacy	47	1
ELA	842	16
ELA (K–4)	759	14
Math	1,694	32
Other	256	5
Science or STEM	1,757	33
Total	5,354	100

Table 8. Number of professional learning experiences offering participant feedback surveys as reported by coordinators, by content area

Content area	Number of PLEs at which coordinators asked participants to complete surveys			Percent of PLEs offering participants feedback surveys to complete
	Yes	No	Total	Percent
Content area literacy	5	6	11	46
ELA	68	90	158	43
ELA (K–4)	36	136	172	21
Math	169	113	282	60
Science or STEM	183	141	324	23
Other	14	47	61	57
Total	475	533	1,008	47

Table 9. Feedback survey response rate of participants who were offered surveys after their professional learning experience, as reported by coordinators

Content area	Number of completed participant surveys from coordinator-reported PLEs	Number of coordinator-reported participants from PLEs that offered feedback surveys	Response rate* (Percent)
ELA	2,318	5,445	43
Math	3,253	4,958	66
Science or STEM	3,159	5,311	60
Other	327	920	36
Total	9,057	16,634	54

*Response rate equals the number of matched completed participant surveys by the number of participants reported by coordinators.

Participant survey summary

Overall survey data

Table 10. Number of participants who completed surveys, by content area

Content area	Number of participants who completed the survey	Percent
ELA	1,314	24
Math	2,319	42
Science	1,954	35
Total	5,587	100

Note: Content Area Literacy, ELA K–4 and ELA have been combined as ELA.

Figure 1. Participant agreement on outcomes covered during professional learning experiences, in all content areas combined
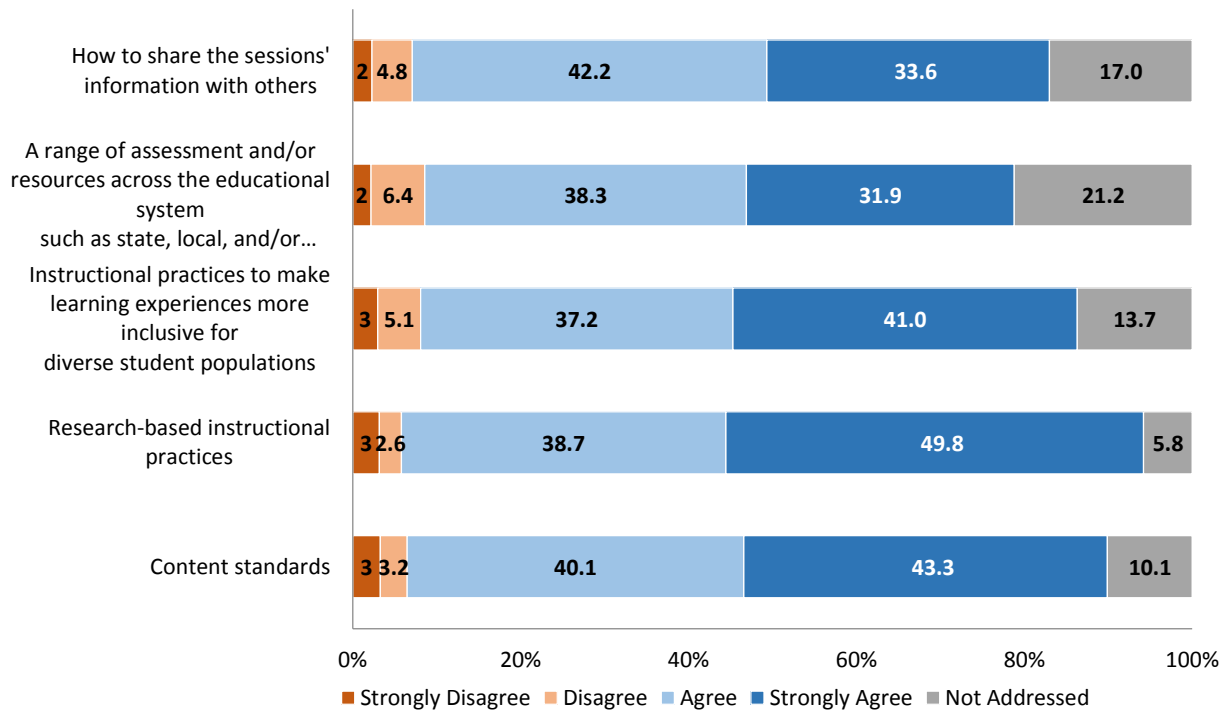
ELA survey data

*Table 11a. Number of ELA professional learning experiences, by delivery method*

Content area	In person	Online	Job embedded	Blended	Total
Content area literacy	11	0	0	0	11
ELA	153	1	7	0	161
ELA (K–4)	160	1	18	0	179
Total	324	2	25	0	351

Table 11b. Number of ELA professional learning experiences reported by coordinators which produced completed participant feedback surveys

	Number of trainings	Number of PLEs at which coordinators asked participants to complete surveys	Number of PLEs producing at least one completed feedback survey	Percent of PLEs producing at least one completed feedback survey
All PD sessions	183	656	2,424	27
Common PD sessions	15	70	234	30

Note: Content area literacy, ELA K–4, and ELA have been combined.

Figure 2. Participant agreement on outcomes covered during professional learning experiences in ELA
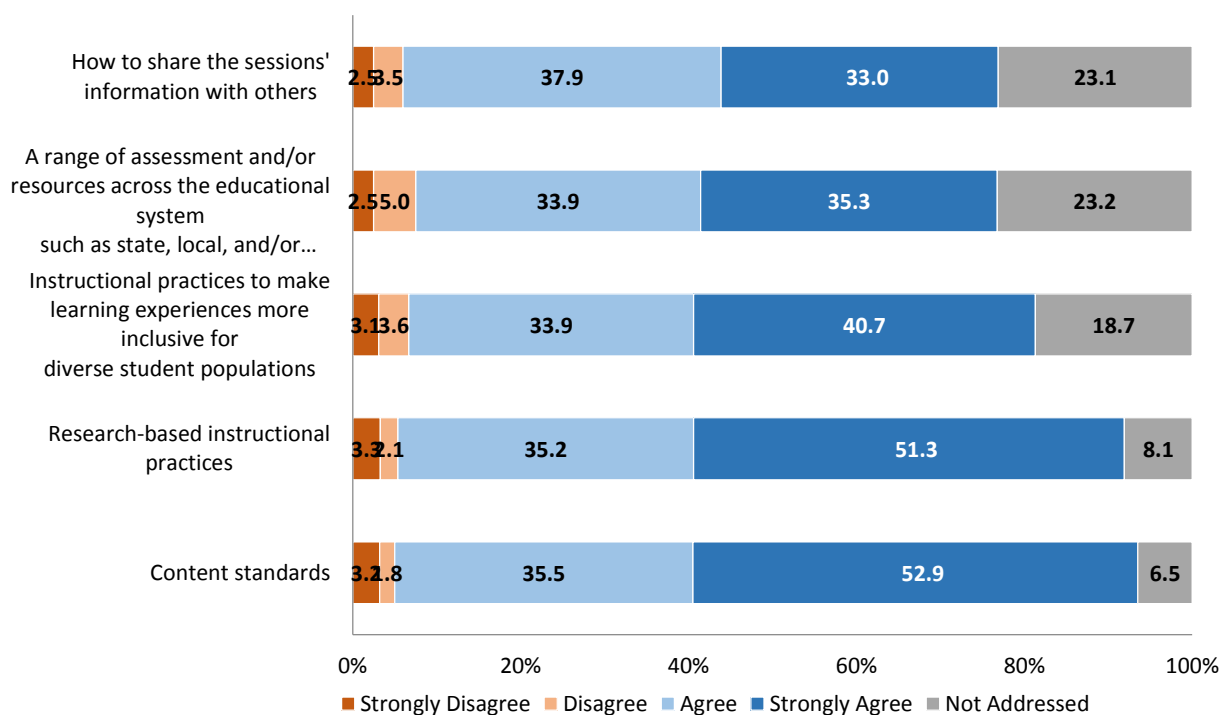
Summary of themes from open-ended responses in the ELA participant survey, by question

What new thing(s) will you try in your professional practice in the coming months because of this professional learning experience?

- Using and sharing resources in the digital library
- Strategies for reading and writing activities (e.g. Funnel strategies for reading and writing, Close Reading strategies, FISH strategy, vocabulary, assessing text complexity, text-based questions, low stakes writing strategies)
- Embedded grammar, vocabulary, phonemic awareness mini lessons or activities
- Keep integrating reading and writing across all content areas
- Continue to use formative assessments (e.g., Interim Block Assessments, pre/post-asessments)

As an instructional coach/TOSA, how did the professional learning experience help you fulfill that role?

- Discussed instructional tools, strategies, activities, and resources to share with teachers and staff
- Provided high quality research-based resources to support educators' work
- Created ideas for professional development opportunities (e.g., facilitation protocols) for teachers and staff
- Used data to support classroom instruction and interventions of students

My greatest learning related to the content of this professional learning experience was:

- Strategies to engage students individually (i.e., differentiation) and as a classroom
- Tools and resources to teach and assess students' reading, writing, and spelling (e.g., Fundementals of Learning, SBAC scoring, inquiry-based learning, Professional Learning Articles & Partner Protocols, Digital Library, Close Reading, Teacher Hand Scoring system, Teaching Channel website, interim assessments)
- Better questioning and formative assessment techniques (e.g., open-ended questions, close-ended questions, text-dependent questions, scaffolding questions)
- Use culturally responsive strategies
- Encouraging student reflection on their own learning and progress
- Connection and alignment of instruction with standards

What suggestions do you have to make this professional learning experience better?

- More time for reflection, collaboration, and idea sharing
- More time to work with building or grade level teams
- Fewer assigments
- More interactive or hands-on activities
- Address how ELA can be combined with other content areas

- More specific instructional strategies geared toward students with special needs (i.e., underperforming, emerging readers, English learners)
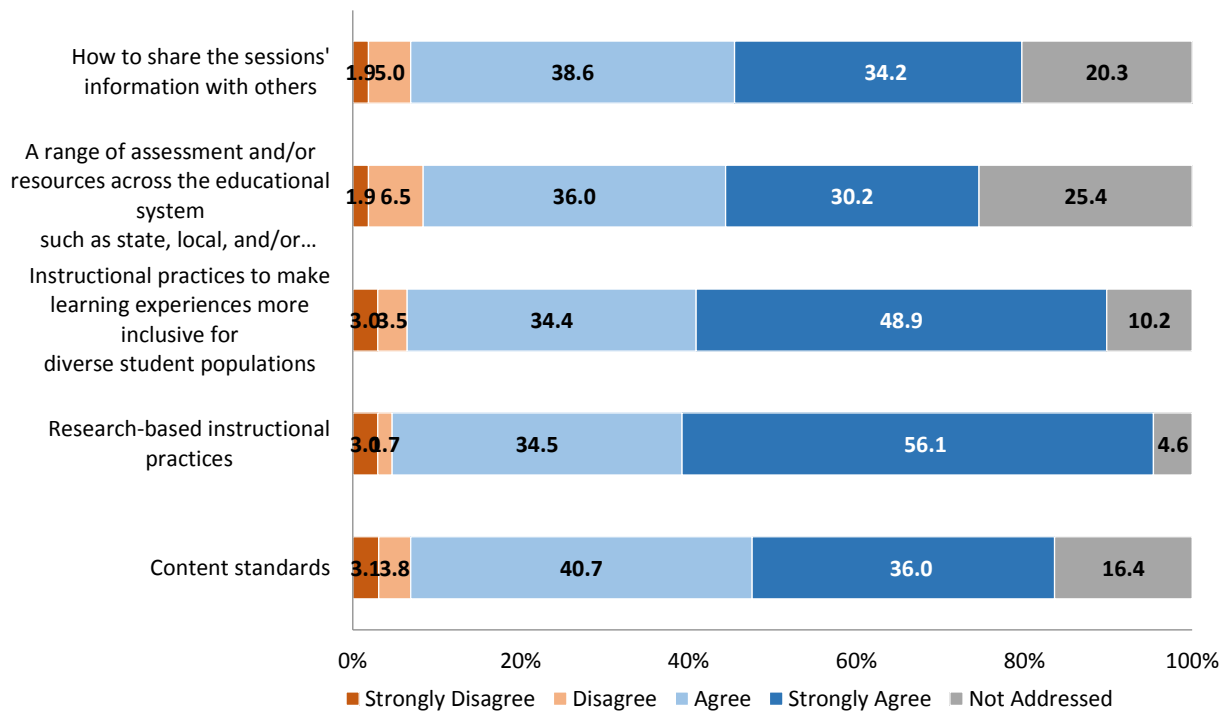- Give more specific examples

Math Survey Data

Table 12a. Number of math professional learning experiences, by delivery method

Content area	In person	Online	Job embedded	Blended	Total
Math	276	7	16	1	300
Total	276	7	16	1	300

Table 12b. Number of math professional learning experiences reported by coordinators which produced completed participant feedback surveys

	Number of trainings	Number of PLEs at which coordinators asked participants to complete surveys	Number of PLEs producing at least one completed feedback survey	Percent of PLEs producing at least one completed feedback survey
All PD sessions	282	3,253	4,958	66
Common PD sessions	49	353	739	48

Figure 3. Participant agreement on outcomes covered during professional learning experiences in math

Strongly Disagree / Disagree / Agree / Strongly Agree / Not Addressed

- How to share the sessions' information with others: 1.9, 5.0, 38.6, 34.2, 20.3
- A range of assessment and/or resources across the educational system such as state, local, and/or…: 1.9, 6.5, 36.0, 30.2, 25.4
- Instructional practices to make learning experiences more inclusive for diverse student populations: 3.0, 3.5, 34.4, 48.9, 10.2
- Research-based instructional practices: 3.0, 1.7, 34.5, 56.1, 4.6
- Content standards: 3.1, 3.8, 40.7, 36.0, 16.4

Summary of themes from open-ended responses in the math participant survey, by question

What new thing(s) will you try in your professional practice in the coming months because of this professional learning experience?

- Strategies and resources for math activities (e.g. Number Talks, Ten Minute Talks, My Favorite Know, Fundamentals of Learning, baseline prompt, problem of the month, Rich tasks from youcubed.org and visualpatterns.org, Dot Cards, S-Pattern tasks, number sense, Miles of Tiles, Three Act Tasks)
- More lessons on other content areas outside of math (i.e., science and ELA)
- Add more hands-on and interactive activities (i.e., games, learning stations, and group activities)
- Give pre-/post-assessments as well as interim assessments (i.e., quizzes)
- Help students check their progress while deepening their knowledge of mathematics and building confidence with a growth mindset
- Differentiating based on student needs (i.e., English learners, special education, high/low skill learners)

As an instructional coach/TOSA, how did the professional learning experience help you fulfill that role?

- Ideas for professional development topics with teachers and staff in my school(s)
- Collaborate with other teachers both in my school building, school district, and in my region
- Share math strategies, tools, ideas, and resources with my teachers

My greatest learning related to the content of this professional learning experience was:

- Allow time for hands-on learning, games, exploration, group discussion in math lessons
- Foundational skills to build from and learning how students grow between grades
- Analyzing student work and offering different learning strategies based on needs (i.e., differentiation)
- Strategies for engaging students in math content (e.g., questioning, number talks)
- Solving problems in multiple ways with different mathematical strategies

What suggestions do you have to make this professional learning experience better?

- More variety in the mathematical concepts for different grade levels (i.e., elementary, middle school, high school)
- More time for engagement in table discussions, activities, physical movement, and hands-on learning
- More discussion of instructional strategies and content (i.e., do math problems)

- More trainings or classes
- Have more participants and teachers in the training

Science survey data

Table 13a. Number of science professional learning experiences, by delivery method

Content area	In person	Online	Job embedded	Blended	Total
Science or STEM	316	6	4	1	327
Total	316	6	4	1	327

Table 13b. Number of science professional learning experiences reported by coordinators which produced completed participant feedback surveys

	Number of trainings	Number of PLEs at which coordinators asked participants to complete surveys	Number of PLEs producing at least one completed feedback survey	Percent of PLEs producing at least one completed feedback survey
All PLE sessions	324	3,159	5,311	60
Common PLE sessions	27	81	290	28

Figure 4. Participant agreement on outcomes covered during professional learning experiences in science or STEM
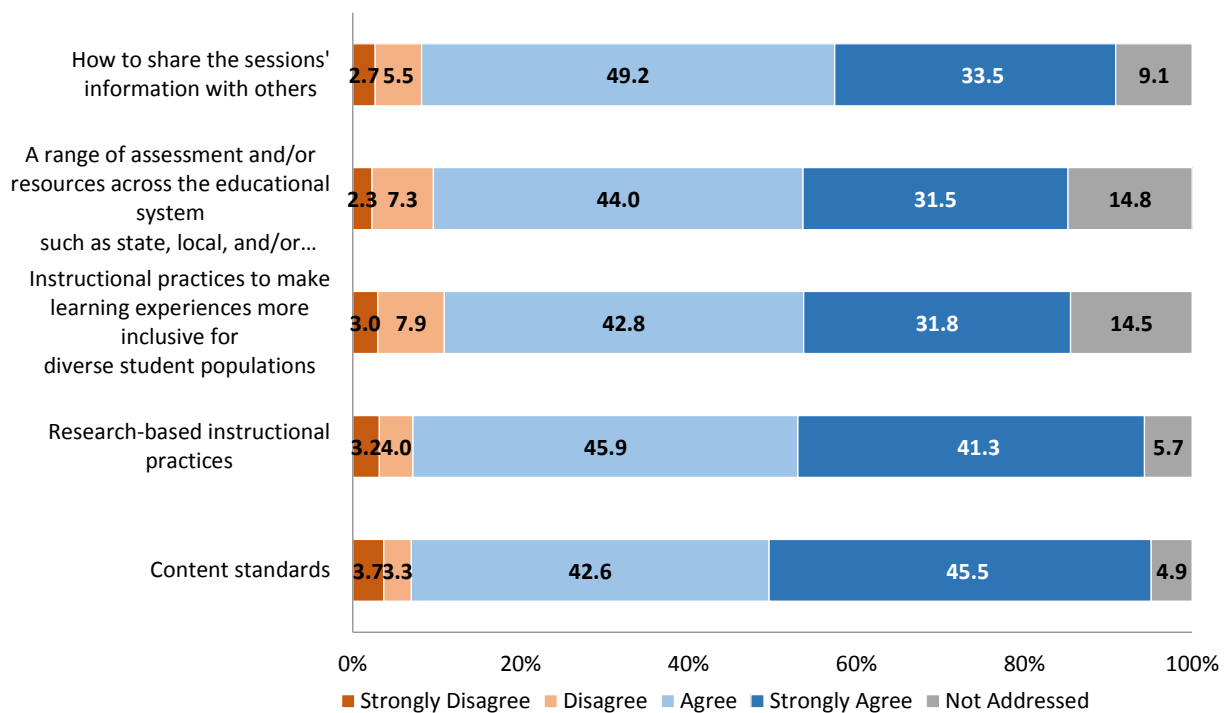
Summary of themes from open-ended responses in the Science participant survey, by question

What new thing(s) will you try in your professional practice in the coming months because of this professional learning experience?

- More intentional or deliberate approach to using Next Generation Science Standards (NGSS)
- Strengthen the use of math and ELA content areas in science lessons
- Resources and tools for hands-on activities, investigations, science inquiry, and 3D models (i.e., the 5E's of Science, ABC approach, STEM focus)
- Add engineering and technology components into science lessons
- Use formative, or scaffold, assessments on a more regular basis (i.e., Keenly)
- Use rubrics to evaluate curriculum (i.e., EQUIP, LASER, Science Classroom Observer Protocol, check for standards alignment)
- Cross cutting concepts

As an instructional coach/TOSA, how did the professional learning experience help you fulfill that role?

- NGSS trainings and other resources to take back to teachers and staff in my building or school district
- Support teachers with lesson planning, using rubrics, implementing NGSS standards
- Networking with other TOSAs around the state

My greatest learning related to the content of this professional learning experience was:

- Ideas for implementing NGSS standards and rubrics
- Activities or ideas for teaching science (i.e., Fundamentals of Learning, STEM-focus, core ideas, cross cutting, engineering design tasks)
- Learning that is student-centered, hands-on, project based, 3D model-based, phenonemon-based, and evidence-based
- Use scaffolding in student discussions, models, and explanations

What suggestions do you have to make this professional learning experience better?

- More engagement of participants through hands-on activities, and movement
- Provide more opportunities for collaboration time to discuss and share ideas
- More time spent on the standards and rubrics (i.e., NGSS, evidence standards)
- More training, in general, and more teachers as participants

- More time with the scientists

Fellows survey summary

Table 14. Number of teachers with whom fellows reported working, by years of experience and content area of the fellow[9]

Content area	Years of experience	Teachers reported	Total teachers within content area	Percent of teachers within content area
ELA	1st Year	2,513	4,346	58
ELA	2nd Year	1,168	4,346	27
ELA	3rd or 4th Year	665	4,346	15
Math	1st Year	4,082	9,789	42
Math	2nd Year	2,303	9,789	24
Math	3rd or 4th Year	3,404	9,789	35
Science	1st Year	4,355	4,356	100
Science	3rd or 4th Year	1	4,356	<1
Total		18,490	-	-

Table 15. Total number of fellows who responded to the survey, by session and content area

Session	Content area	Fellows per session & content area	Fellows per session
2	ELA	138	448
2	Math	177	448
2	Science	133	448
3	ELA	133	361
3	Math	169	361
3	Science	59	361
4	ELA	137	442
4	Math	178	442
4	Science	127	442

Table 16. Number and percentage of fellows on track[10] for implementing the Fellows Action Plan as of sessions three or four

Degree on or off track	Session 3		Session 4	
	Number	Percent	Number	Percent
On track	306	85	388	88
Off track	55	15	51	12
No response	0	0	3	1
Total	361	100	442	100

[9] We filtered out the fellows that attended more than one session to avoid double-counting the teachers they reported. In situations where fellows reported working with different numbers of teachers, we selected the mean of the number listed.

[10] On track combines "To a large degree" and "To some degree;" while off track combines "To a small degree" and "Not at all."

Table 17. Were you able to accomplish what was outlined in your plan as reported by fellows in session four? (yes/no)

Response	Number	Percent
Yes	310	70
No	115	26
No response	17	4
Total	442	100

Table 18. Did the fellows convening (i.e., PLE) meet your expectations, as reported by fellows in session four? (yes/no)

Response	Number	Percent
Yes	414	94
No	24	5
No response	4	1
Total	442	100

Figure 5. The degree to which the PLE increased capacity to work in a leadership role
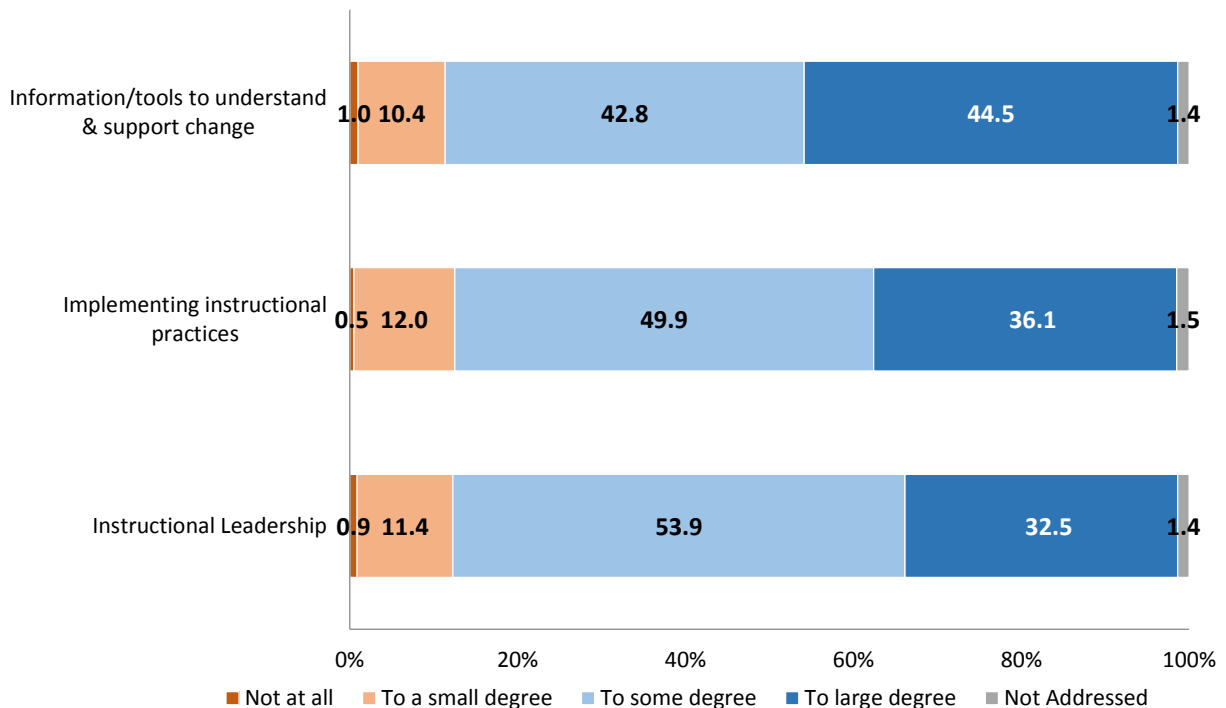
Summary of themes from open-ended responses in the fellows survey, by question

Which strategies and learning from the four fellows convenings were most valuable to you in providing support to teachers in your district/school?

- Reading, writing, and math strategies
- Activities and resources such as Number Talks, CSTP Framework, Principles into

Action, Teaching Channel videos, Achieve the Core, Illustrative Math, the Change Game, Fundamentals of Learning, 3D modeling, Close Reading, NGSS standards, Presenter's Atlas, Five Productive Mathematical Practices, and EQUIP rubric

- Implement and facilitate change
- Neworking and sharing ideas with other teachers
- Needs of adult learners
- Understanding the qualities of becoming a strong teacher leader

Which strategies and learning from the four Fellows convenings, if any, either weren't as valuable or did not work out well? Why?

- Some were off task during parts of the read and share time
- Too much content
- Some of the materials were not applicable
- Some of the information was repeated between sessions
- More time with the fellows
- Everything was valuable

What changes in practice did you observe among teachers you worked with, as a result of your work as a Fellow? What evidence do you have of those changes?

- Teachers were not ready yet
- Some teachers did not have consistent follow through
- Incorporating standards, strategies, and resources into classroom instruction
- Increased collaboration among teachers on content and between grade levels
- Increased student engagement and higher expectations

What should be the next steps in learning and support to continue your growth as a teacher leader and the growth of the teachers you worked with?

- Continued collaboration between the ESD and my district
- Continue to meet and collabroate with other fellows
- Continue to learn about available resources
- More time for practicing and implementing instructional procedures, using materials, best practices, and strategies with adult learners
- More time to give full-day and mini workshops to teachers in my building
- Strategies to get buy-in from teachers
- Feedback loop to hear about fellows' experiences in other buildings and disseminating information learned to others in the district
- Implementation of a more (vertically) aligned curriculum to help teachers with instruction

How can your coordinator further support you with the implementation of your plan? What could have been useful over the course of the year that was not provided as you developed and implemented your plan?

- Continued resources and support after the fellowship ends
- More direction, check-ins, and reminders on the action plan throughout the year
- More time to work on the action plan during meetings
- More interaction with the ESD coordinator
- Working with the ESD coordinator to help district administrators understand the fellows role

Fellows administrator survey summary

Table 19. Response rate of administrators of fellows to the survey

Survey respondents
79

Table 20. Number of Fellows as reported by administrators

Number of Fellows	Number	Percent
One	29	37
Two	20	25
Three	16	20
More than three	14	18
Total	79	100

Table 21. Number of Fellows as reported by administrators, by content area

Number of fellows	Number			Percent		
	ELA	Math	Science	ELA	Math	Science
One	12	8	11	25	18	30
Two	12	12	8	25	27	22
Three	13	13	9	27	30	24
More than three	11	11	9	23	25	24
Total	48	44	37	100	100	100

Table 22. Number of fellows as reported by administrators, by grade span

Number of fellows	Number				Percent			
	K–3	4–5	6–8	9–12	K–3	4–5	6–8	9–12
One	11	11	6	13	30	26	18	32
Two	9	11	9	10	24	26	27	24
Three	9	10	5	8	24	24	15	20
More than three	8	10	13	10	22	24	39	24
Total	37	42	33	41	100	100	100	100

Summary of open-ended responses, by question

What positive outcomes did you see as a result of the work of your Fellow(s) with your faculty, and what examples could you provide to show progress?

- Shared information
- Brought instructional information
- Provided instructional leadership
- Provided new resources
- Better understanding of Common Core State Standards and Next Generation Science Standards

What changes in instructional practices and student performance did you observe in classrooms as a result of fellows' work, and what evidence can you provide for changes observed?

- Fellows are applying new strategies in their classrooms-less clear if others are as well
- Collaboration among teachers
- Better student engagement
- Not as much about actual student achievement (which shouldn't be surprising in this context)

What challenges did you encounter with the fellows work this year?

- Time to meet and time to support the fellows in short supply
- Expectations of administrators and buildings was not completely clear (beyond providing release time)
- Access for Fellows to other teachers was difficult
- Is having the Fellows out of class so much justified based on the impact on student learning?

How did you support your fellow(s) in implementing their action plan (e.g., frequency of meetings, coordinating around schoolwide goals, holding participants accountable for participation and results)?

- Three models:
  - Met regularly
  - Purposely left them to "do their own thing"
  - Weren't sure what to do

What would you like to see to improve the fellows work in the next academic year (e.g., planning tools, clarifying expectations, content of Fellows sessions, different supports from coordinators for you and/or your Fellow(s)?)

- Clearer sense of expectations
- What to do about and with the Fellows action plan

ESD breakdown by content area

Table 23: Number of professional learning experiences reported by coordinators, by ESD and by content area (ELA separated)

ESD	Content area literacy	ELA	ELA (K-4)	Math	Science	Other	Total
101	-	2	19	62	37	29	149
105	-	29	59	39	50	-	177
112	2	17	46	53	15	4	137
113	-	16	12	21	34	12	95
114	4	24	4	18	26	1	77
121	-	8	3	20	24	1	56
123	-	7	5	26	19	8	65
171	3	28	20	47	35	3	136
189	2	27	4	38	42	3	116
Total	11	158	172	324	282	61	1,008

Table 24: Number of professional learning experiences reported by coordinators, by ESD and by content area (ELA combined)

ESD	ELA	Math	Science	Other	Total
101	21	62	37	29	149
105	88	39	50	-	177
112	65	53	15	4	137
113	28	21	34	12	95
114	32	18	26	1	77
121	11	20	24	1	56
123	12	26	19	8	65
171	51	47	35	3	136
189	33	38	42	3	116
Total	341	324	282	61	1,008