OSPI-AESD
Professional Development Survey
Year-End Annual Report

Submitted August 29, 2017

AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS

Nine ESDs. One Network.
Supporting Washington's Schools and Communities.

Kauffman &Associates
INCORPORATED

Contents

This report was prepared by Kauffman & Associates, Inc. for OSPI-AESD.

Introduction

This document complements the reports created by the Washington State Office of Superintendent of Public Instruction and the Association of Educational Service Districts (OSPI-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 2016–2017 school year for the following professional development (PD) surveys:

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

The report summarizes analyses of descriptive statistics about closed survey items and content analysis open-ended responses. It also includes quotations (in italics) that are illustrative of themes found in the survey open-ended responses.

Executive summary

Coordinators survey

- Coordinators facilitated 813 professional learning experiences (PLEs). ELA accounted for 301 PLES, while math accounted for 244, science 190, and early learning 41. There were 37 other varied trainings.

- Coordinators who completed surveys reported a total of 15,593 participants that attended the PLEs. Of that, Fellows comprised 2,417 participants.

Participants survey

- Participants reported PLE delivery method(s) in the following ranked order:
    - ELA – 1) in person, 2) job embedded, and 3) online. No blended ELA PLEs were offered.
    - Math – 1) in person, 2) job embedded. No online or blended Math PLEs were offered.
    - Science – 1) in person, 2) job embedded. No online or blended Science PLEs were offered.
    - Early Learning – 1) in person, 2) job embedded. No online or blended EL PLEs were offered.

Fellows survey

- Fellows reported working with 29,023 teachers across all sessions. Fellows worked most with math teachers (50%) followed by ELA (28%) and science (23%).

Most of the Fellows surveyed in ELA and Science were in their 2nd year while most Fellows surveyed in Math were in their 1ST year as a Fellow.

- As of Session Four, 65% reported being on track to implement their Action Plan to a large degree.
- Approximately two out of three (62%) Fellows said they were able to accomplish their outlined plan.
- Most Fellows (89%) thought that the PLE met their expectations.

Coordinator survey summary

Table 1. Number of professional learning experiences, by title

Content area	Title	Number of trainings reported	Percent of trainings reported
ELA	ELA: Assessments	34	4%
ELA	ELA: Common Core State Standards	63	8%
ELA	ELA: Content Literacy	12	1%
ELA	ELA: Instructional Strategies	101	12%
ELA	ELA: Reading Foundational Skills	52	6%
ELA	ELA: Special Populations	13	2%
ELA	ELA: Strengthening Student Educational Outcomes	15	2%
ELA	ELA: Other	11	1%
Math	Math: Rational Num., Ratios and Relationships	7	1%
Math	Math: Assessment	12	1%
Math	Math: Content Workshops	36	4%
Math	Math: Early Numeracy Modules	17	2%
Math	Math: Fellows	29	4%
Math	Math: Instructional Practices/Routines	79	10%
Math	Math: Mathematics Leadership	9	1%
Math	Math: Open Educational Resources	11	1%
Math	Math: Regional Leadership	3	<1%
Math	Math: Special Populations	4	<1%
Math	Math: Statewide HS Math Prof. Development	1	<1%
Math	Math: Studio Day	1	<1%
Math	Math: Washington State Learning Standards	10	1%
Math	Math: Other	25	3%
Science	Science	178	22%
Science	Science: Other	12	1%
Early Learning	EL: Early Numeracy	11	1%
Early Learning	EL: WaKIDS	2	<1%
Early Learning	EL: Full Day Kindergarten	6	1%
Early Learning	EL: Add-on Day of Learning	1	<1%

Content area	Title	Number of trainings reported	Percent of trainings reported
Early Learning	EL: GLAD	1	<1%
Early Learning	EL: Math Cafes	1	<1%
Early Learning	EL: P-3 Convening on Equity	1	<1%
Early Learning	EL: Other	18	2%
Other	Other: (not indicated)	37	5%
Total		**813**	**100%**

Table 2. Number of participants that Coordinators reported serving, by role

| Role	Number of participants	Percent
Teacher	9,232	59.21%
Instructional coaches	1,373	8.81%
Fellows	2,417	15.50%
School administrators	476	3.05%
District administrators	429	2.75%
Higher education staffers	53	0.34%
Paraprofessionals	334	2.14%
Preservice teachers	6	0.04%
Providers	0	0.00%
Facility Directors	0	0.00%
Other	1,273	8.16%
Total	**15,593**	**100%**

Participant survey summary

ELA survey data

Table 3. Number of ELA professional learning experiences, by delivery method

Content area	In-person	Online	Job-embedded	Blended	Total
Content area literacy	13	0	0	0	13
ELA	217	4	69	0	290
Total	**230**	**4**	**69**	**0**	**303**

Figure 1. Participant agreement on outcomes covered during professional learning experiences in ELA
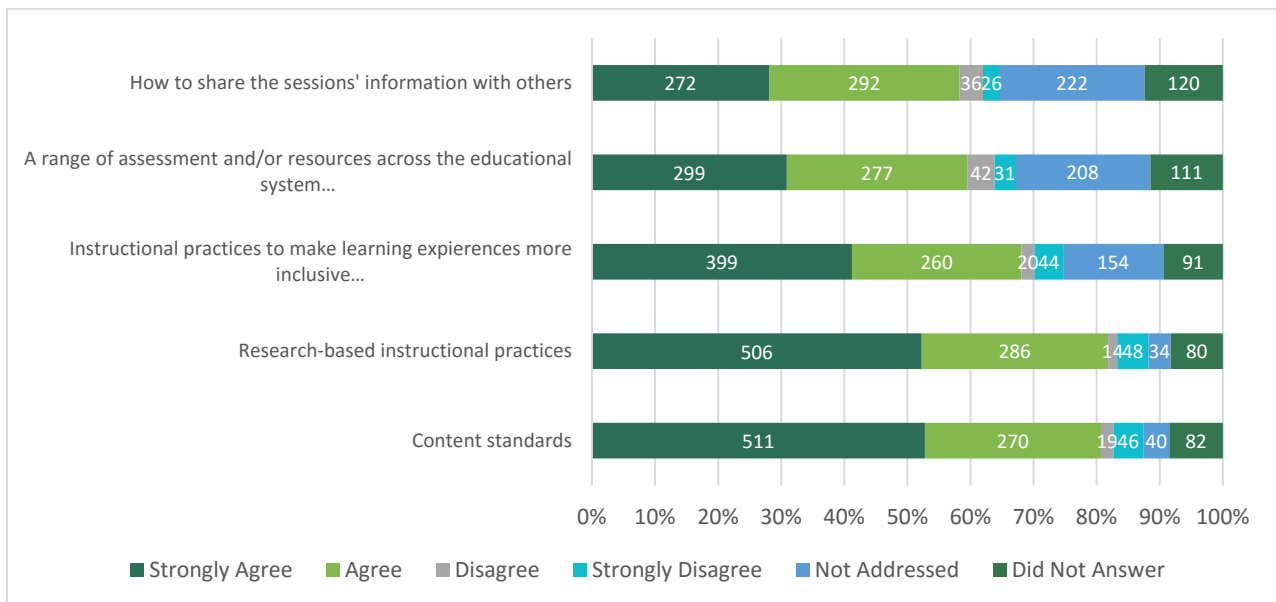
Summary of themes from open-ended responses in the ELA participant survey, by question

What new things will you try in your professional practice in the coming months because of this professional learning experience?

- Application of specific strategies and techniques, including Voice 21, SBA Stems, and Academic Vocabulary Protocols
- Increased focus on developing tools to assist students that are English language learners
- Specific tools including writing rubrics, menu of ELA Best Practices, and Padlet

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

- Specific topics, including the Harkness method, discussion strategies, and scoring protocols
- Networking and connecting with other teachers, Teachers on Special Assignment (TOSAs) and coaches
- Being able to use or have hands-on time with resources, materials, handouts, and strategies

"I gained ideas for putting together multiple source material for my students to foster deeper thinking skills… It was exciting to see how you could use the curriculum you've got but with a different approach to foster learning using the deeper level thinking skills of the CCSS."

What suggestions do you have to make this professional learning experience better?
- Additional opportunities for networking or sharing with colleagues
- Additional opportunities for reflection
- Learning how to better share session content with other professionals
- Changes to the order of the professional learning session's agenda
- Changes to the length of the professional learning session
- Online access to materials/resources/handouts

"No suggestions except--Maybe more movement during the training. Brain breaks!! It was difficult to sit all day when I am used to moving at regular intervals."

"The workshop was great and filled with excellent professionals. More time to walk around in each other's thinking that has come from long years of teaching the language arts. More from the people. Less from the state pushing testing agendas."

Math survey data

Table 4. Number of math professional learning experiences, by delivery method

Content area	In-person	Online	Job-embedded	Blended	Total
Math	243	0	2	0	245

Figure 2. Participant agreement on outcomes covered during math professional learning experiences

Mathematically Productive Instructional Routines — Strongly Agree 451, Agree 179, 26, 63, 12

How to Share the Sessions' Information with Others — Strongly Agree 261, Agree 300, 10, 117, 19

A Range of Assessment and/or Resources across the educational system… — Strongly Agree 237, Agree 277, 217, 168, 16

Instructional Practices to make learning experiences more inclusive… — Strongly Agree 392, Agree 237, 23, 49, 18

Research-Based Instructional Practices — Strongly Agree 426, Agree 235, 17, 33, 11

Content standards — Strongly Agree 332, Agree 242, 109, 117, 6

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Not Addressed ■ Did Not Answer

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?

- Application of mathematical lessons and techniques, including Number Talks, 3 ACT, Showdown, and developing early numeracy
- Development of student-centered approaches with a focus on mathematical reasoning
- Sharing professional development modules with colleagues in schools and districts
- The importance of equity in math teaching and learning
- Sharing resources with colleagues, including Tedd.org and support for implementing the Common Core Standards

"I will blend in more number talks within my ongoing math instruction. I will focus more on teaching students how to see more in math - not on teaching them what they should see! I will try hard to focus on the process and not the products (answers) as I work with students. This was a worthwhile in service experience!"

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

- A more comprehensive understanding of using math assessment data, including the Smarter Balanced Assessment and Collection of evidence
- Instructional resources specific to my students' grade level (e.g., relating to early numeracy and fractions)

- Opportunities to network with colleagues and other teachers strengthened the professional learning experience
- Approaches to developing students' mathematical reasoning

What suggestions do you have to make this professional learning experience better?
- Adjusting the amount of content delivered in a session—in the majority of cases, participants noted that more time was needed to meet the objectives of professional learning.
- Allowing for more time to physical movement and interaction during the training when trainings required a lot of sitting and used lectures to deliver information.

"This was very, very good. I don't know that there is anything that could be added to improve. All three facilitators were prepared and engaged us in a wonderful learning experience."

Science survey data

Table 5. Number of science professional learning experiences, by delivery method

Content area	In-person	Online	Job-embedded	Blended	Total
Science or STEM	190	0	1	0	191

Figure 3. Participant agreement on outcomes covered during science professional learning experiences
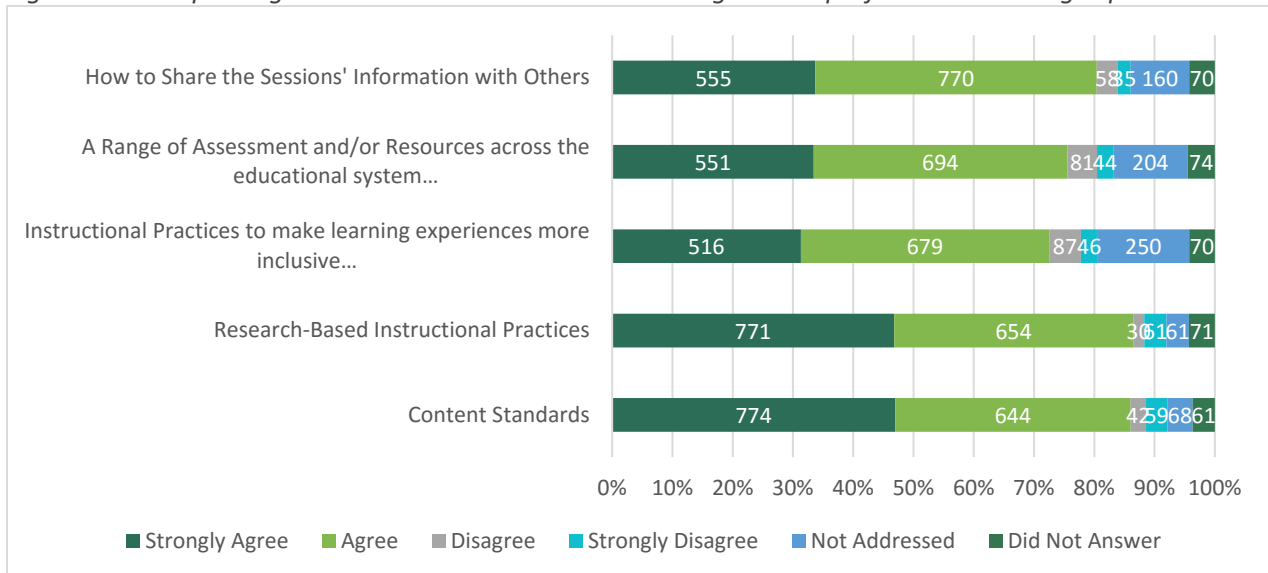
Summary of themes from open-ended responses in the Science participant survey, by question

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

- Application of scientific topics and lessons, including Oh Deer and Give One, and Take One
- Connection and alignment with the Next Generation Science Standards (NGSS)
- Sharing resources with colleagues, including Course Mapping, lessons about states of matter and instructional kits

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

- How to adjust curriculum and instruction with the NGSS
- The importance of student-centered teaching that taps students' curiosity and wonder
- Opportunities to network with colleagues and other teachers strengthened the professional learning experience
- How to model the learning process for my students
- Exposure to a number of resources and techniques, including the STEM Planning Tool, Three-Dimensional Teaching

"I appreciated the 7 Elements of Ambitious Science Teaching ... This is really one of the first times I have had a chance to be with others implementing the NGSS."

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

- Tools to share lessons learned in training when it is brought back to school or district colleagues
- Differentiating training so that there are opportunities for focusing on specific grade-level bands.
- Sharing resources, including state updates, lessons and grade-level materials
- Ensuring that participants are listening and engaged
- Providing refreshments.

"I always come away from these PD [professional development] opportunities with various insights into my teaching. I enjoy working with teachers from other districts and collaborating."

Early Learning survey data

Table 6. Number of early learning professional learning experiences, by delivery method

Content area	In-person	Online	Job-embedded	Blended	Total
Early learning	39	2	0	0	41

Figure 4. Participant agreement on outcomes covered during early learning professional learning experiences (All Early Learning respondents)
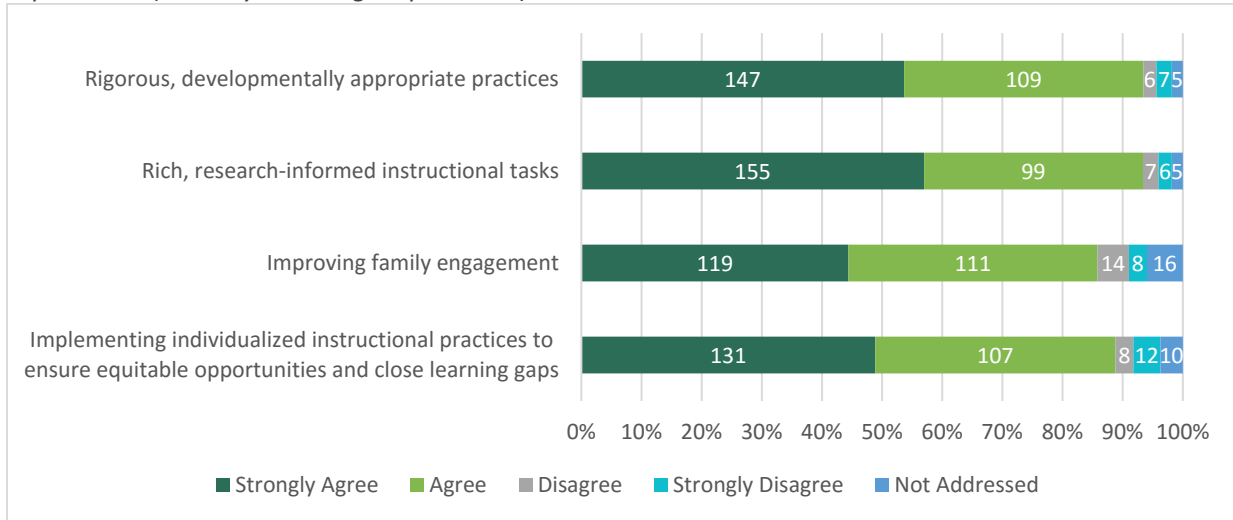

Figure 5. Participant agreement on outcomes covered during early learning professional learning experiences (WA Kids respondents)
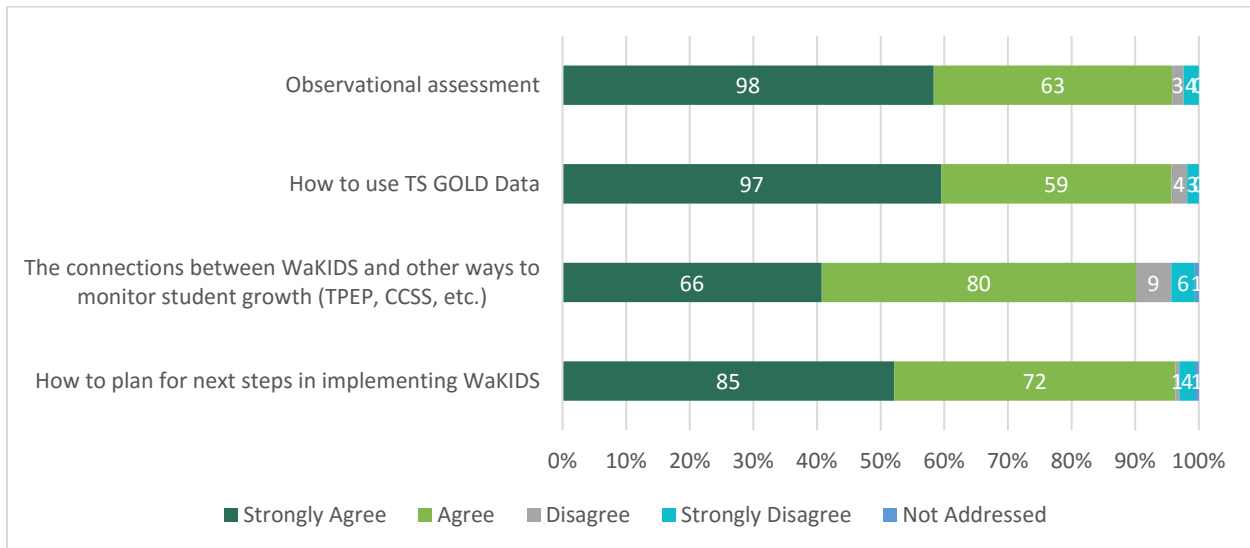

Figure 6. Participant agreement on outcomes covered during early learning professional learning experiences (Full Day K respondents)
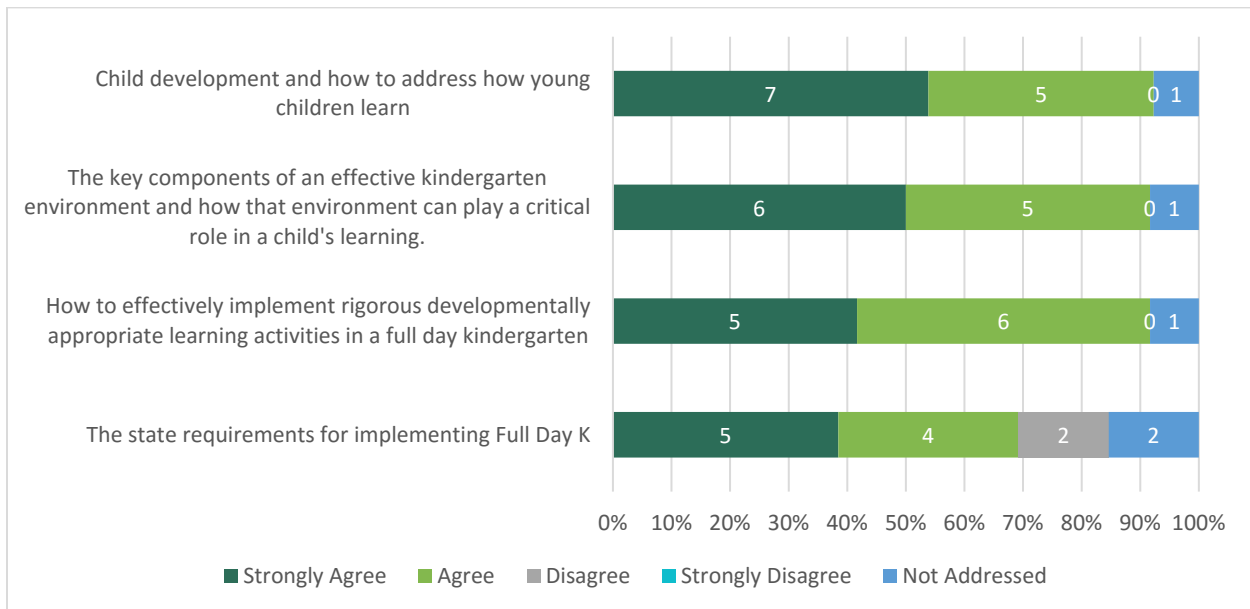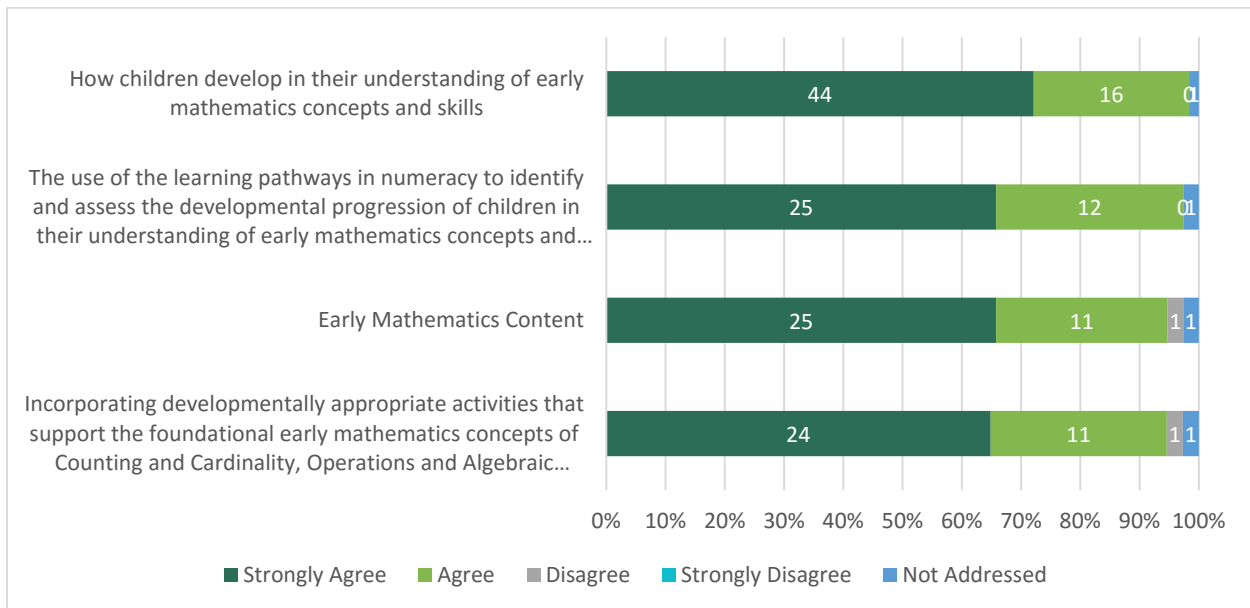
Child development and how to address how young children learn: Strongly Agree 7, Agree 5, Disagree 0, Not Addressed 1

The key components of an effective kindergarten environment and how that environment can play a critical role in a child's learning.: Strongly Agree 6, Agree 5, Disagree 0, Not Addressed 1

How to effectively implement rigorous developmentally appropriate learning activities in a full day kindergarten: Strongly Agree 5, Agree 6, Disagree 0, Not Addressed 1

The state requirements for implementing Full Day K: Strongly Agree 5, Agree 4, Disagree 2, Not Addressed 2

Legend: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Addressed

Figure 7. Participant agreement on outcomes covered during professional learning experiences in Early Learning (Early Numeracy respondents)

How children develop in their understanding of early mathematics concepts and skills: Strongly Agree 44, Agree 16, 0, 1

The use of the learning pathways in numeracy to identify and assess the developmental progression of children in their understanding of early mathematics concepts and…: Strongly Agree 25, Agree 12, 0, 1

Early Mathematics Content: Strongly Agree 25, Agree 11, 1, 1

Incorporating developmentally appropriate activities that support the foundational early mathematics concepts of Counting and Cardinality, Operations and Algebraic…: Strongly Agree 24, Agree 11, 1, 1

Legend: Strongly Agree, Agree, Disagree, Strongly Disagree, Not Addressed

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

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

- Sharing strategies and building networks to help spread the content of the professional learning session
- New ideas and strategies
- Building leadership capacity/skills

"This is a fairly new position to me. I have had very little experience teaching adults. Also, very little math training. This professional learning experience will give me the knowledge and tools I need to train the teachers I work with."

What suggestions do you have to make this professional learning experience better?
- Changes to the length of the professional learning session
- Changes to the pace of the professional learning session
- Not skipping hands-on activities or increasing the time spent on activities
- Additional supplies for activities
- Additional opportunities for networking or sharing with colleagues
- Additional opportunities for reflection
- Additional access to resources, materials and handouts

"More time for reflection/conversation/depth. It's a lot of information and six hours goes by quickly. I would like to learn more from peers about what they're doing and what works for them."

Fellows survey summary

Table 7. Number of teachers with whom Fellows reported working, by years of experience and content area of the Fellow

Content area	Years of experience	# of teachers Fellows worked with	Percent of teachers within content area
ELA	1st Year	2904	10%
ELA	2nd Year	3353	12%
ELA	3rd or 4th Year	1682	6%
Math	1st Year	5223	18%
Math	2nd Year	4343	15%
Math	3rd or 4th Year	4845	16%
Science	1st Year	2406	8%
Science	2nd Year	4264	15%
Science	3rd or 4th Year	3	0%
Total		**29,023**	**100%**

Table 8. Number and percentage of Fellows on-track 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
To a large degree	252	69%	304	65%
To some degree	95	26%	137	29%
To a small degree	14	4%	26	6%
Not at all	2	1%	2	0%
Total	**363**	**100%**	**469**	**100%**

Table 9. Were you able to accomplish what was outlined in your plan as reported by Fellows in session four?

Response	Number	Percent
Yes	311	62%
No	113	23%
No response	73	15%
Total	**497**	**100%**

Table 10. Did the Fellows convening (i.e., PLE) meet your expectations, as reported by Fellows in session four?

Response	Number	Percent
To a large degree	304	61%
To some degree	137	28%
To a small degree	26	5%

Response	Number	Percent
Not at all	2	<1%
No response	28	6%
Total	**497**	**100%**

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

Which strategies and learnings from the four Fellows convenings were most valuable to you when providing support to teachers in your district/school?
- Specific Science strategies, such as modelling, scaffolding, and phenomenon-based learning
- Specific Math strategies, such as Number talks, Math practices and routines, and Mathematical Mindsets
- Specific ELA strategies, such as Academic language, writing calibration, and student work analysis protocols
- Training in the Smarter Balanced Assessment
- State-wide view of content area strategy
- Developing Action Plans
- Learning and identifying support resources
- Sharing and networking with other Fellows
- Using the Change Game to simulate working within districts

"I like the productive routines. They're easy to implement and my team seems to be buying into them. I also like the time to talk to other members of the Fellows groups. I've learned almost as much there as I've learned in the meetings themselves. "

Which strategies and learnings from the four Fellows convenings weren't as valuable or did not work out well? Why?
- Lack of specificity in certain conferences
- Discussing systems as opposed to practicalities
- Strategies previously discussed
- Differing priorities from instructors

"I need basic techniques for getting a group to buy-in and participate."

"I wish that there was more of a focus this year. (like previous years) For example: evidence, rubric scoring, smarter balanced. I would like writing strategies to by an upcoming focus- time to work on anchor papers and state rubrics."

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?

- Application of strategies via lesson creation and instructional practice
- Increase in discussion among/between students and teachers
- New standards being adopted as changes in vocabulary and materials on display

"At our February writing PLC the 3rd-6th grade teachers all agreed to use RACE so that the students had consistent language from grade to grade."

"I see teachers trying new things and including the cross cutting concepts into their science teaching. They come and ask questions about what they are doing and where they should go next which all relate to NGSS."

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?

- Additional time, sessions
- Additional support on Action Plans
- Administrative staff support/increasing buy-in
- Further conversations/sharing with other colleagues/teachers
- Collaboration between Fellows/Fellows groups
- Strategies for the sustainability of lessons from professional learning sessions

"I plan to continue to participate as a Fellow. Working in a rural school district I don't have a PLC. This is it for me and is invaluable in providing information and resources to our district."

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?

- Additional time/training
- Access to resources/materials
- Action plan reviewing
- Assist in administrator buy-in
- Continued use of Canvas
- Encouraging collaborative activities between districts

"Give us time to work with other 6th grade teachers to develop a concrete plan that includes rich tasks and snap shot assessments."

"Perhaps periodic check-ins and reminders about making progress on the Action Plan - helpful when things are so busy and it's hard to balance everything."

"I would like to see a collaboration site among all the districts in our ESD. We could share resources, see curriculums that are being researched or adopted, and more easily communicate in general."

Summary of themes from open-ended responses in the Fellows' Administrators survey, 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?
- Increasing the number of collaborative activities
- Keeping current with content-area standards
- Sharing practices and strategies with larger teams
- Adoption of new strategies/tools by larger teams

"Our Fellow is very approachable and teachers regularly went to her for assistance this year. She did everything from model lessons to co-teach to plan with teachers."

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?
- Adoption of strategies/tools leading to increased student performance
- Faculty aligning curriculum to content area standards
- Increased collaborative activities/communication
- Individual professional development work leading to alignment with content-area standards
- Sharing practices and strategies leading to curriculum design

"Her classroom continues to evolve and become more constructivist in nature with alignment to the NGSS. Outreach to other fifth grade science teachers occurred on a regular basis and impacted science across the district."

What challenges did you encounter with the Fellows work this year?
- Lack of time and/or competing commitments/responsibilities
- Difficulties in finding the resources/time to be able to share practices
- The shortage of available substitute teachers
- Finding funding
- Lack of and unclear goal setting

"We allow our Fellows to perform a lot of work outside our district (with local, regional, state, and national networks), which is good. It does, however, take time away from direct services to

our teachers and principals. We are also getting more strategic in our work...less of a shotgun approach."

How did you support your Fellow(s) in implementing their action plan (e.g., frequency of meetings, coordinating around school-wide goals, holding participants accountable for participation and results)?
- Establishing regularly scheduled meetings and trainings
- Providing resources/materials
- Providing substitute teachers
- Providing building support, such as early release
- Facilitating sharing practices

"We met regularly as well as encouraged them to present to the staff, at faculty meetings, PLCs, and model for other teachers in the classroom."

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)?)
- Increased clarity of goal setting for administrators
- Increased clarity of expectations of Fellows
- Increased focus on methods for sharing practices
- Providing collaborative activities/support
- Planning tools

"I don't believe that our science Fellow did any work with others around the new science standards this year. I did not meet with her to discuss any kind of a plan, and to be fair, we are a small school and she is the only middle level science teacher."

"Our Fellows act as lead learners for the district. They are not necessarily lead doers… we must be able to transfer their new knowledge to others and have it considered. Clarification about what the scope of learning is likely to be for the year might be helpful. Methods for infusing the new knowledge into systems might be helpful."

ESD breakdown by content area

Table 11. Number of professional learning experiences reported by Coordinators, by ESD and by content area

ESD	ELA	Math	Science	Early Learning	Varied	Total
101	27	5	21	7	13	73
105	49	39	19	8	3	118
112	65	15	44	4	5	133
113	11	57	8	6	10	92
114	29	10	20	1	1	61
121	7	8	1	3	0	19
123	14	12	16	0	1	43
171	43	54	29	7	2	135
189	56	44	32	5	2	139
Total	**301**	**244**	**190**	**41**	**37**	**813**