



## 2017 AESD LEGISLATIVE BRIEFING

### ESD Math, Science, English Language Arts & Early Learning Coordinator Services

#### “Equity, Opportunity, Results”

The purpose of the Association of Educational Service Districts (ESD) shall be to ensure equity and excellence in education through effective statewide services.

The AESD Research, Evaluation and Data Center (hosted by PSESD) partnered with Kauffman & Associates, Inc. (KAI), to develop a comprehensive evaluation plan for 2017-18. KAI’s team will analyze and synthesize all evaluation data, placing an emphasis on usable results for maximum impact.

The Early Learning Fellows program began in the 2016-17 school year. Early Learning Fellows work to increase capacity for sustainable, high-quality early learning practices in schools and communities across the state. They use existing resources and tools, including the Washington Early Learning and Development Guidelines, the Learning Pathways in Numeracy, Early Numeracy training modules, Full Day Kindergarten training modules, and other current research-based resources.

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“We were better informed on the work that was occurring in our state and region to support the development of teachers within these specific disciplines.”

— Administrator discussing the Fellows Program

Coordinator-led professional development reached 15,593 education professionals across Washington State during the 2016-17 school year.

Job Role	# of Participants
Teachers	9,232
Instructional Coaches	1,373
Fellows	2,417
District & School Administrators	905
Paraprofessionals	334
Higher Education Staff	53
Other	1,279
<b>Total attendees</b>	<b>15,593</b>

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Over **3,660** participants were surveyed and the results were overwhelmingly positive.



Coordinators facilitated **813** professional learning experiences.



Fellows reported working with **29,023** teachers across the four content areas.

### As a result of participating in the training across all content areas:

Approximately **90%** of the participants increased their understanding of content within the State Standards.

Approximately **90%** of the participants increased their knowledge and skill in implementing research-based instructional practices that reach all students of all proficiency levels.

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“Thinking more about equity in mathematics and how that really means we need to really know our students and who they are ... their identity as learners, not just their demographics.”

– Math Coordinator

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“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.”

– Science Coordinator

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“I was fascinated by the notion that boredom is a form of stress. Makes sense, just had never thought of it. Speaks to the need for engaging learning activities.”

– English Language Arts Coordinator

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“The experience helped me in developing more confidence with the mathematics content as it refers to Early Learning, while also offering strong facilitation moves that are engaging and foster sense-making for the adult participants.”

– Early Learning Coordinator



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

