OSPI/AESD
Professional Development Survey
2017-18 Year-End Report

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 Content-Area Coordinators and the summary reports sent to individual Educational Service District (ESD) leaders. This report includes aggregated data for all nine ESDs from the 2017–2018 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 1,353 professional learning experiences (PLEs). ELA accounted for 610 PLES, while math accounted for 369, science 162, and early learning 73. There were 139 other varied trainings.
- Coordinators who completed surveys reported a total of 15,593 participants that attended the PLEs.

Participants survey

- Participants reported PLE delivery method(s) in the following ranked order:
    - ELA – 1) in person, 2) job embedded, 3) online, and 4) blended ELA PLEs were offered.
    - Math – 1) in person, and 2) job embedded. No online or blended Math PLEs were offered.
    - Science – 1) in person, 2) job embedded, and 3) online. No blended Science PLEs were offered.
    - Early Learning did not collect this information during the 2017-18 school year.

Fellows survey

- The number of Fellows survey respondents during the 2017-18 school year was 732 across all content areas. The content area with the most Fellows was math teachers (35%) followed by ELA (26%) and science (25%). Most of the Fellows surveyed in ELA,

Math and Science were in their first year while most Fellows surveyed in Early Learning were in their first or second year.

Coordinator survey summary

*Table 1. Number of professional learning training experiences, by title**

Content area	Title	Number of trainings reported	Percent of total trainings
ELA	ELA: Assessments	86	6%
ELA	ELA: Common Core State Standards	100	7%
ELA	ELA: Content Literacy	32	2%
ELA	ELA: Instructional Strategies	155	11%
ELA	ELA: Reading Foundational Skills	81	6%
ELA	ELA: Special Populations	76	6%
ELA	ELA: Strengthening Student Educational Outcomes	80	6%
ELA Subtotal		**610**	**45%**
Math	Math: Rational Num., Ratios and Relationships	4	<1%
Math	Math: Assessment	24	2%
Math	Math: Content Workshops	48	4%
Math	Math: Early Numeracy Modules	6	<1%
Math	Math: Fellows	34	3%
Math	Math: Instructional Practices/Routines	143	11%
Math	Math: Mathematics Leadership	23	2%
Math	Math: Open Educational Resources	38	3%
Math	Math: Regional Leadership	7	1%
Math	Math: Special Populations	6	<1%
Math	Math: Statewide HS Math Professional Development	2	<1%
Math	Math: Studio Day	2	<1%
Math	Math: Washington State Learning Standards	32	2%
Math Subtotal		**369**	**27%**
Science	Science	162	12%
Science Subtotal		**162**	**12%**
Early Learning	EL: Early Numeracy	14	1%
Early Learning	EL: WaKIDS	14	1%
Early Learning	EL: Full Day Kindergarten	10	1%
Early Learning	EL: Early Learning Fellows Session	23	2%
Early Learning	EL: Other	12	1%
Early Learning Subtotal		**73**	**5%**

Content area	Title	Number of trainings reported	Percent of total trainings
Other	Other: (not indicated)	139	10%
Other Subtotal		**139**	**10%**
Total		**1,353**	**100%**

**Trainings that spanned multiple topics may be counted in more than one topic area.*

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

Role	Number of participants	Percent
Teacher	10,368	63%
Instructional coaches	1,251	8%
Fellows	314	19%
School administrators	555	3%
District administrators	775	5%
Higher education staffers	63	<1%
Paraprofessionals	279	2%
Preservice teachers	19	<1%
Total	**16,484**	**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	4	1	2	0	7
ELA	169	4	37	5	215
Total	**173**	**5**	**38**	**5**	**222**

Table 4. Participant agreement on outcomes covered during professional learning experiences in ELA: "As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:"

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed	Did Not Answer
The content area	*39%* (377)	*47%* (455)	*4%* (41)	*>1%* (3)	*8%* (79)	*1%* (8)

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed	Did Not Answer
Research based instructional practices	38% (366)	49% (476)	4% (37)	0% (3)	7% (66)	2% (15)
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., ELL, special education, highly capable)	38% (366)	45% (431)	5% (49)	>1% (3)	11% (102)	1% (12)
Range of assessments and/or resources across the educational system such as state, local and/or classroom assessments	31% (297)	42% (409)	6% (62)	>1% (4)	18% (177)	1% (14)
How to share this session's information with others (teachers, administrators, parents)	34% (327)	51% (489)	5% (48)	1% (5)	9% (84)	1% (10)
Participating in this Professional Learning Experience prepared me with the necessary skills to try something new in my professional practice.	48% (466)	47% (457)	4% (34)	>1% (4)	>1% (0)	>1% (2)

Table 5. Participant rating of outcomes covered during professional learning experiences in ELA

Survey Question	Very Good	Good	Fair	Poor	Very Poor	Does Not Apply	Did Not Answer
Meeting the stated learning objectives of the session.	60% (573)	33% (314)	5% (51)	1% (5)	>1% (2)	1% (6)	1% (12)
Use of engaging and useful activities to facilitate your learning.	55% (525)	33% (321)	9% (86)	1% (8)	>1% (4)	0% (0)	2% (19)
Introducing you to useful resources such as curriculum materials, research articles, and practice information?	56% (544)	31% (303)	7% (71)	1% (14)	>1% (2)	1% (14)	2% (15)
Providing timely, relevant information that you will be able to apply in your work setting.	56% (543)	33% (314)	7% (67)	1% (12)	>1% (1)	1% (5)	2% (21)

Survey Question	Very Good	Good	Fair	Poor	Very Poor	Does Not Apply	Did Not Answer
Engaging you in discussion with other participants in ways to facilitate your learning.	*64% (615)*	*30% (290)*	*4% (35)*	*1% (6)*	*>1% (1)*	*>1% (2)*	*1% (14)*
Providing sufficient time for you to process the information collaboratively with colleagues.	*56% (542)*	*34% (330)*	*6% (60)*	*1% (9)*	*>1% (2)*	*>1% (2)*	*2% (18)*
Motivating you to recommend these types of sessions to your work colleagues.	*56% (542)*	*34% (330)*	*6% (60)*	*1% (9)*	*>1% (2)*	*>1% (2)*	*2% (18)*

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?

- Applying CBAM and Culturally Responsive Teaching approaches and strategies
- Using new knowledge about ELA standards and requirements
- Providing more opportunities to implement leadership skill training
- Using informative assessment strategies with students

"The learning from today will help me create my action plan for the district taking into account my districts' needs, as well as considering that change will be uncomfortable for some."

"I will try to spend more time with ELL students, hoping to identify where they might be on at least a few of the ELP Standards. I think I will also attempt to make better and more frequent use of anticipatory guides."

"I will practice more of my leadership skills and advocate for collaboration experiences."

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

- Improving collaboration and practice sharing techniques with colleagues
- Learning about Concerns Based Adoption Model (CBAM)
- Learning about culturally responsive teaching
- Learning the ELA Menu of Best Practices
- Learning about equity
- Learning about standards and assessments

"The development of my Action Plan and knowing how I am going to take it back to my school and district. Building relationships and working on new strategies that will help everyone in my building."

"I found the way that the CBAM information brought together several pieces we have been looking at in the last few years very helpful. I think that will help make the implementation of my Fellows plan this year more cohesive and more productive."

"I enjoyed understanding more of my cultural bias that I did not realize I carry with me in experiences. I want my students to understand how they may have a bias, or other people around them, and how it may or may not affect their lives."

"It was very helpful to get a better understanding of the Brief Write process of the SBAC. I appreciated looking at a variety of prompts and sample answers. This was given by the instructor. I also gathered strategies from fellow teachers: Padlet and grammar instruction."

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

- Allowing more time to collaborate and work on Action Plans and share in groups
- Organizing small break-out groups by same grade-level specific content
- Allowing more time for reflection and discussion with peers about content

"I would have liked to have more time to discuss with my peers how the implementation might take place in my class, as well as their classes."

"I would really like more on the equity piece."

Math survey data

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

Content area	In-person	Online	Job-embedded	Blended	Total
Math	264	0	46	0	310

Table 7. Participant agreement on outcomes covered during math professional learning experiences in math: "As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:"

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed	Did Not Answer
The content standards	32% (365)	40% (458)	4% (48)	>1% (2)	22% (251)	2% (24)
Research-based instructional practices	59% (678)	38% (432)	1% (9)	>1% (1)	2% (20)	1% (8)
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., ELL, special education, highly capable, migrant)	57% (658)	36% (414)	2% (18)	>1% (3)	5% (52)	>1% (3)
A range of assessment and/or resources across the educational system such as state, local, and/or classroom assessments	34% (388)	39% (442)	4% (44)	>1% (3)	23% (260)	1% (11)
How to share the sessions' information with others (teachers, administrators, parents)	43% (498)	43% (493)	3% (31)	>1% (2)	9% (108)	1% (16)
Mathematically productive instructional routines	65% (750)	29% (330)	1% (9)	>1% (1)	4% (42)	1% (16)
New practices	68% (779)	31% (357)	1% (7)	>1% (1)	>1% (0)	0% (4)

Table 8. Participant rating of outcomes covered during professional learning experiences in math

Survey Question	Very Good	Good	Fair	Poor	Very Poor	Does Not Apply	Did Not Answer
Meeting the stated learning objectives of the session.	73% (843)	24% (273)	2% (23)	>1% (3)	>1% (0)	>1% (4)	>1% (2)
Use of engaging and useful activities to facilitate your learning.	75% (858)	22% (249)	3% (32)	>1% (2)	>1% (1)	>1% (0)	1% (6)

Survey Question	Very Good	Good	Fair	Poor	Very Poor	Does Not Apply	Did Not Answer
Introducing you to useful resources such as curriculum materials, research articles, and practice information?	72% (823)	24% (276)	3% (40)	1% (6)	>1% (0)	>1% (0)	>1% (3)
Providing timely, relevant information that you will be able to apply in your work setting.	71% (820)	24% (279)	3% (36)	>1% (1)	>1% (0)	>1% (4)	1% (8)
Engaging you in discussion with other participants in ways to facilitate your learning.	80% (917)	18% (208)	2% (18)	>1% (1)	>1% (0)	>1% (0)	>1% (4)
Providing sufficient time for you to process the information collaboratively with colleagues.	69% (791)	25% (286)	5% (53)	1% (10)	>1% (1)	>1% (0)	1% (7)
Motivating you to recommend these types of sessions to your work colleagues.	71% (816)	23% (261)	5% (53)	1% (8)	>1% (1)	>1% (1)	1% (8)

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?

- Finding more ways to address inequity and discuss with colleagues
- Collaborating and engaging more with colleagues while sharing resources and strategies with teachers and staff
- Using Desmos classroom activities (digital interactive math activities)
- Implementing Mathematical Mindsets in their school or classroom

"It gave me strategies to bring back regarding equity in the classroom and some appropriate ways to bring up the inequalities that are being seen in the classroom."

"Much of what we have learned is about how to take what we are learning and share it with others to impact their instruction. The group I am working with is made up of other coaches, so we are able to collaborate among ourselves to brainstorm ways to implement the strategies and research we are learning about."

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

- New teaching strategies and pedagogical approaches
- Learning more about formative assessments
- Learning how do have a conversation about equity with other teachers
- Learning how to change classroom instruction to be more accessible to all students for equitable access
- Sharing practices and new knowledge with a community of learners
- Using Innovation Configuration (IC) Map and Mathematical Mindsets

"Ways to get students talking through equitably opportunities and ways to have them feel safe viewing math through a lens of their world in which they can express their thinking."

"Learning how to better use assessment in my classroom to help my kids understand where they are at better and help them grow as learners."
"How to create an IC and how creating an IC map with my colleagues is a collaborative experience that will lead to better implementation and buy-in."

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

- Allowing more time for same district team members to reflect and work on their Action plans
- Adding more time to training day
- Using resources and teaching approaches that are grade level specific content
- Allowing more opportunities to model and practice new activities and teaching approaches during training
- Separating sessions for new fellows and returning fellows.
- Providing more support to Fellows for completion of Action Plan, Inquiry Plan and individual goals

"I want to do more tasks. I love sitting and doing math with my colleagues and then trying to figure out I can take it back to my room."

"More time to discuss issues we are facing within our classrooms. Maybe at the end of the day or at the beginning of the day. What do we feel we most need to improve in our own practice and are others facing the same challenges?"

"It would be nice to break into groups of experience within the fellow's program so that we can be more on the same page- there were things I didn't know what was being talked about and so I felt me group had to slow down to catch me up."

"We are trying to learn as a team and the constant splitting up to talk to others makes that hard. I agree that discussion with other teachers/leaders is important, but we also need time together as a team that isn't possible during the school day as we are all at different buildings."

Science survey data

Table 9. Number of science professional learning experiences, by delivery method

Content area	In-person	Online	Job-embedded	Blended	Total
Science or STEM	174	2	2	0	178

Table 10. Participant agreement on outcomes covered during science professional learning experiences in science: "As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:"

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed	Did Not Answer
The content standards	43% (847)	46% (910)	4% (79)	>1% (7)	6% (113)	1% (24)
Research-based instructional practices	43% (846)	51% (1003)	2% (42)	>1% (6)	4% (70)	1% (13)
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., ELL, special education, highly capable, migrant)	35% (694)	47% (923)	5% (93)	1% (10)	12% (245)	1% (15)
A range of assessments and/or resources across the educational system such as state, local, and/or classroom assessments	40% (795)	47% (930)	5% (91)	>1% (7)	7% (145)	1% (12)

How to share this sessions' information with others (teachers, administrators, (parents)	35% (694)	47% (923)	5% (93)	1% (10)	12% (245)	1% (15)
Participating in this Professional Learning Experience prepared me with the necessary skills to try something new in my professional practice	40% (795)	47% (930)	5% (91)	>1% (7)	7% (145)	1% (12)

Table 11. Participant rating of outcomes covered during professional learning experiences in Science

Survey Question	Very Good	Good	Fair	Poor	Very Poor	Does Not Apply	Did Not Answer
Meeting the stated learning objectives of the session.	68% (1340)	28% (557)	3% (59)	>1% (8)	0% (1)	>1% (4)	1% (11)
Use of engaging and useful activities to facilitate your learning.	65% (1291)	29% (571)	4% (78)	1% (16)	0% (2)	(0% 4)	1% (18)
Introducing you to useful resources such as curriculum materials, research articles, and practice information?	63% (1253)	29% (582)	5% (99)	1% (16)	>1% (4)	1% (11)	1% (15)
Providing timely, relevant information that you will be able to apply in your work setting.	65% (1281)	28% (559)	5% (97)	1% (19)	>1% (5)	>1% (7)	1% (12)
Engaging you in discussion with other participants in ways to facilitate your learning.	72% (1420)	23% (464)	3% (61)	>1% (9)	>1% (3)	>1% (5)	1% (18)
Providing sufficient time for you to process the information collaboratively with colleagues.	62% (1223)	30% (597)	6% (121)	>1% (8)	>1% (5)	>1% (4)	1% (22)
Motivating you to recommend these types of sessions to your work colleagues.	62% (1223)	30% (596)	5% (101)	1% (18)	1% (11)	1% (10)	1% (21)

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?

- Using formative assessments
- Appling a student-centered approach in the classroom

- Integrating the Next Generation Science Standards NGSS with content

"I am going to implement 3D formative assessment within my science blocks this coming month. I want to see the difference of how these assessments impact my students' learning."

"Use phenomena as a focus of my students' learning experience. Map my curriculum based on performance expectations as these relate to my chosen phenomena."

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

- Learning about formative assessments
- Learning about NGSS Standards
- Collaborating and sharing more practices
- Learning about IC Maps

"Hearing other districts discuss similar issues as ours and how they were considering solving them."

"The new standards for science and understanding how to implement in the classroom."

"The best take away were the partner activity with building the space capsule for reviewing the engineering design process and the game for processes for leadership and staff development".
"Using formative assessments thorough out the unit, showing progression of learning (not just summative) and building on previous learning."

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

- Continuing with opportunities for sharing practices and knowledge with peers
- Extending the training day

"I know it's difficult but more time to talk with colleagues. I'm from a small district and these conversations are very valuable."

"Sharing of work and talk with science fellows. Talking and sharing about our action plans to get ideas, bounce frustrations off each other and possible solutions."

"I enjoy having small break-out sessions with teachers from other districts or specialty areas to discuss how we might apply this to our areas."

Early learning survey data

Table 12. Participant agreement on outcomes covered during early learning professional learning experiences, all early learning respondents: "As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:"

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed	Did Not Answer
Rigorous, developmentally appropriate practices	49% (270)	47% (263)	2% (10)	1% (3)	1% (4)	1% (4)
Rich, research-informed instructional tasks	51% (283)	45% (249)	1% (6)	1% (3)	1% (6)	1% (7)
Improving family engagement	36% (198)	47% (263)	4% (23)	1% (4)	11% (63)	1% (3)
Implementing individualized instructional practices to ensure equitable opportunities and close learning gaps	42% (235)	49% (274)	2% (10)	1% (3)	3% (19)	2% (13)

Table 13. Participant agreement on outcomes covered during early learning professional learning experiences (Full Day Kindergarten respondents): "As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:"

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed	Did Not Answer
Child development and how to address how young children learn.	5% (29)	6% (35)	0% (0)	0% (0)	0% (0)	88% (490)
The key components of an effective kindergarten environment and how that environment can play a critical role in a child's learning.	6% (34)	5% (29)	0% (0)	0% (0)	0% (0)	89% (491)
How to effectively implement rigorous developmentally appropriate learning activities in a full day kindergarten.	5% (30)	6% (32)	0% (0)	0% (0)	>1% (2)	88% (490)
The state requirements for implementing full day kindergarten.	5% (27)	6% (35)	0% (0)	0% (0)	>1% (2)	88% (490)

Table 14. Participant agreement on outcomes covered during professional learning experiences in Early Learning (Early Numeracy training respondents)

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed	Did Not Answer
How children develop in their understanding of early mathematics concepts and skills.	11% (59)	8% (45)	>1% (2)	0% (0)	0% (0)	81% (448)
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 in their skills.	11% (63)	8% (43)	>1% (1)	0% (0)	0% (0)	81% (447)
Early mathematics content.	11% (60)	8% (46)	0% (0)	0% (0)	0% (0)	81% (448)
Incorporating developmentally appropriate activities that support the foundational early mathematics concepts of Counting and Cardinality, Operations and Algebraic Thinking, or Geometry (whichever topic was covered).	11% (60)	8% (42)	0% (0)	0% (0)	0% (0)	82% (452)

Table 15. Additional Support Needed by Early Learning survey respondents

Additional Support Needed	Total	Percent
Onsite Coaching	121	21%
Additional in-person workshops	210	36%
Follow up online webinars (virtual learning)	111	19%
In person or virtual professional learning communities	119	20%
Other	25	4%

Table 16. Participant agreement on outcomes covered during professional learning experiences in Early Learning New Practices: "As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:"

Survey Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed	Did Not Answer
Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice.	55% (306)	43% (237)	1% (7)	>1% (1)	0% (0)	1% (3)

Table 17. Percentage of attendees that plans to implement each new practice in the following ways

Survey Question	Total	Percent
Share this information with co workers	452	26%
Implement this information when teaching students or children	406	24%
Observe and assess student development and learning in my classroom	245	14%
Share this information with families, providers and teachers	316	18%
In Professional Learning Communities, either in person or virtual to discuss with others	268	16%
Other	25	1%

Summary of themes from open-ended responses in the early learning 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?

- Sharing new content knowledge areas (Early Math, Early Numeracy, Pathways in Numeracy, Developmental Pathways, Geometry for Early Elementary, and full-day kindergarten model) with teachers
- Helping other teachers by scaffolding their understanding and implementation in early numeracy math content areas

"I have gained valuable information that I can take back to my district that will be useful when training teachers as well as meeting with district administrators."

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

- Deeper learning in content areas - Early Math, Early Numeracy, Pathways in Numeracy, Developmental Pathways, Geometry for Early Elementary
- Greater understanding how to better support teachers in the classroom with new information
- Learning strategies and tools to share with teachers

"I liked learning how to better teach word problems, so my students are more prepared for future grades."

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

- Allowing more time to discuss and reflect new content in a large group, small groups, and district teams
- Making longer or reduce number of topics covered

- Allowing more time for the same district team members to discuss and design new action plans as a group
- Providing the same training to principals
- Improving integration of ELA, Math, Race, family engagement, and Equity
- Providing case studies of real examples of implementing presented content across different levels, teachers, instructional coaches, team leaders, and administrator
- Training content tracks that focus on specific grades and year of Fellow; first-year fellows, more experienced fellows

"I would have liked more time to discuss and process time with our team on our action plan. The information in the presentation was great reminders of effective teaching, but I would have liked to see more training on effectively plan creations, modifications, and implications."

Fellows survey summary

Table 18. Number of Fellows in the Fellows program, by years of experience and content area

Content area	Years in Fellow program	# of Fellows	Percent of total Fellows within content area
Early Learning	1st Year	48	7%
Early Learning	2nd Year	49	7%
Early Learning	3rd Year*	7	1%
Early Learning Subtotal		**105**	**14%**
ELA	1st Year	107	15%
ELA	2nd Year	36	5%
ELA	3rd Year*	31	6%
ELA Subtotal		**189**	**26%**
Math	1st Year	114	16%
Math	2nd Year	61	8%
Math	3rd Year*	26	11%
Math Subtotal		**253**	**35%**
Science or STEM	1st Year	76	10%
Science or STEM	2nd Year	53	7%
Science or STEM	3rd Year*	51	7%
Science or STEM Subtotal		**181**	**25%**
Other	1st Year	3	<1%
Other	2nd Year	1	<1%
Other	3rd Year*	0	0%
Other Subtotal		**4**	**1%**
Total		**732**	**100%**

**3rd year Fellows totals for each content area were coded to include responses that indicted 4th year Fellows, since the Fellows program has only been in existence for three years.*

ESD professional learning experiences breakdown by content area

*Table 19. Number of professional learning experiences reported by Coordinators, by ESD and by content area**

ESD	ELA	Math	Science	Early Learning	Trainings by subject
101	24	10	11	56	101
105	40	27	7	91	165
112	30	23	40	33	126
113	39	102	5	90	236
114	11	10	15	28	64
121	14	11	8	33	66
123	21	3	10	59	93
171	30	42	18	1	91
189	5	42	31	155	233
OSPI	0	0	0	2	0
Other	0	0	0	6	0
Total	214	270	145	554	1175

**Unique count of trainings as reported by Coordinators.*