OSPI/AESD
Professional Development Survey
2018-19 Year-End Report

AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

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

Contents

Introduction

This document complements the Washington State Office of Superintendent of Public Instruction and the Association of Educational Service Districts (OSPI/AESD) comprehensive Professional Development Network Evaluation Report. This report aggregates data for the nine educational service districts (ESDs) from the 2018–2019 school year for the following surveys:

- Regional Coordinators Intake Survey
- Professional Learning Survey (i.e. math, science/STEM, English language arts, early learning)
- Fellows Session Survey (i.e. math, science/STEM, English language arts, and early learning)

This report summarizes information from the Regional Coordinators Intake Survey beginning with the number of Professional Learning Experiences (PLEs) by topic and the mode of delivery. Next, this report summarizes information from the Professional Learning Survey in which PLE participants rated their satisfaction with their experience (i.e. delivery of professional development and the ways their knowledge expanded). The final sections of the report summarize Fellows' ratings of the Convenings and overarching themes from responses to the survey's open-ended questions.

Executive summary

OSPI/AESD contracted with Kauffman & Associates, Inc., (KAI) to evaluate Fellows' and Regional Coordinators' PLEs throughout Washington State's nine ESDs. As part of this evaluation, KAI analyzed responses to surveys completed by Regional Coordinators and Fellows, as well as attendees in PLEs for four content areas: ELA, math, science/STEM, and early learning.

Regional Coordinator Intake Survey

Regional Coordinators facilitated 614 PLEs. ELA accounted for the most PLEs at 173 , followed by science/STEM at 160 , math at 146 , early learning at 57, and climate science at 78. . Regional Coordinators reported a total of 12,412 attendees at the PLEs: Math had 3,151 attendees, Science/STEM had 3,165 attendees, ELA had 3,100 attendees, early learning had 1,133 attendees and climate science had 1,863 attendees. Most (95%) of the PLEs occurred in-person, 4% were job-embedded, and less than 1% were online or blended.

Fellows Survey

The Fellows Survey was administered at each of the four Fellows Network Convenings across four content areas: ELA, math, science/STEM, and early learning and received 2,407 total responses. Feedback for each content area was overwhelmingly positive. Over 90% of the respondents

either strongly agreed or agreed that the Convenings helped them broaden their knowledge of content, assessments, and inclusive instructional practices as well as prepared them to try something new.

Regional Coordinator Intake Survey summary

The Regional Coordinator Intake Survey is completed by the Regional Coordinator before each PLE. Among the data entered is the content area, topic, and method of delivery. These data are summarized in Tables 1 through 3 below.

Table 1. Number of professional learning experiences by content area and topic*

Content area and topic	Number of PLEs reported	% of total PLEs by content area
English Language Arts	173	28%
Mathematics	146	24%
Science/STEM	160	26%
Early Learning	57	9%
Climate Science	78	13% (of all PLEs)
Total	**614**	**100%**

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

Table 2. Number of PLEs by delivery method

Delivery method	Number of PLEs	Percent
Blended	7	1%
In-Person	583	95%
Job-embedded	21	3 %
Online	3	>1%
Total	**614**	**100%**

Professional Learning Survey summary

The Professional Learning Survey is administered at the conclusion of each PLE. Each table in this section includes a summary of the responses by content area, and participants' satisfaction with how the PLEs met the intended outcomes. The responses for open-ended questions were analyzed for overarching themes in each content area. Lastly, participants' quotes about ways to improve for each content area are listed.

English Language Arts Survey Data

Table 3. Participant responses to the Professional Learning English Language Arts (ELA) Survey question, "As a result of participating in this professional learning experience, I have broadened/deepened my existing knowledge of:" (responses = 672)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
The content area	61% (413)	34% (228)	2% (13)	>1% (4)	2% (14)
Research-based instructional practices	63% (423)	33% (222)	2% (13)	>1% (1)	2% (13)
Instructional practices to make learning experiences more inclusive for students of color	52% (348)	35% (234)	2% (12)	1% (7)	11% (71)
A range of assessments and/or resources across the educational system, such as state, local, and/or classroom assessments	45% (301)	35% (233)	4% (24)	>1% (5)	16% (109)
How to share this session's information with others (teachers, administrators, parents)	44% (294)	38% (256)	4% (24)	>1% (5)	14% (93)

Table 4. Participant responses to Professional Learning ELA Survey question, "Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice" (responses = 672)

Survey question	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice	68% (455)	30% (201)	2% (13)	>1% (3)	0%

Table 5. Participant responses to "Professional Learning ELA Survey question, "Thinking about your professional learning session, how would you rate it for the following?" (responses = 672)

Intended outcome	Very good	Good	Fair	Poor	Very poor	Does not apply
Meeting the stated learning objectives of the session	77% (516)	20% (134)	2% (13)	1% (7)	>1% (1)	>1% (1)
Using engaging and useful activities to facilitate your learning	71% (474)	23% (157)	5% (32)	>1% (6)	>1% (3)	0%
Introducing you to useful resources, such as curriculum materials, research articles, and practice information	71% (478)	23% (154)	4% (28)	1% (9)	>1% (1)	>1% (2)
Providing timely, relevant information that you will be able to apply in your work setting	74% (498)	21% (139)	3% (23)	1% (10)	>1% (2)	0%
Engaging you in discussion with other participants in ways to facilitate your learning	74% (500)	21% (139)	4% (25)	>1% (6)	>1% (2)	0%
Providing sufficient time for you to process the information collaboratively with colleagues	68% (454)	26% (177)	5% (35)	>1% (3)	>1% (2)	>1% (1)

Intended outcome	Very good	Good	Fair	Poor	Very poor	Does not apply
Motivating you to recommend these types of sessions to your work colleagues	71% (478)	22% (145)	5% (33)	>1% (6)	>1% (6)	>1% (4)

Themes and quotes from Professional Learning English Language Arts Survey open-ended questions

KAI analyzed the responses to the open-ended questions and identified the overarching themes which are presented below. Following the themes are direct quotes that further describe participants' thoughts and ideas.

Overarching themes for the question: "What new or different thing(s) will you try in your professional practice in the coming months because of this professional learning experience?"
Participants said they would try:

- Classroom-ready strategies and practices to support reading, phonemics, and vocabulary, such as chat stations, decoding strategies, phonemic awareness, and GLAD;
- Classroom-ready strategies and practices to support critical thinking, writing, and argumentation; and
- Assessment resources and materials, such as the updated Smarter Balanced Assessment Consortium, Interim Assessment Blocks, and the Digital Library curriculum.

Participants' quotes about what they will try in the coming months.
"Putting together text sets and artifact box to engage students in research and discovery. Analyzing prompts, especially helping students understand academic language. Becoming more intentional with instructional strategies for each type of writing."
"I will be accessing materials in the Digital Library. I was able to download some really useful materials to use in my classroom. I found some games on fractions that I can utilize in my classroom this coming week."
"Using IBAs as a pre-/post-test tool; using SBA site for instructional materials."

Over-arching themes for the question: "What suggestions do you have to make this professional learning experience better?"
Participants suggested:

- Equitable content and presentations across different grade band levels, such as teaching strategies, assessments, content, and activities;
- Different tracks for beginner-, intermediate- and advanced-level of knowledge and practices for attendees;

- More time for simulations and practice in sessions; and
- More time for peer-to-peer sharing and networking.

Participants' quotes about how to make the experience better.

"I liked that we were split into elementary vs middle school vs high school so that we could hear presenters and collaborate with colleagues who teach the same level as we do. This made for more worthwhile discussions and allowed us to connect what we were learning to our actual teaching in a day-to-day setting. I would highly suggest this for next time!"

"Information more geared for elementary levels and how we can better prepare our 3/4 grade learners for assessments."

"I would have loved to have more examples of activities that could be used in the classroom that would help learners."

Mathematics Survey Data

Table 6. Participant responses to the Professional Learning Math Survey question, "As a result of participating in this professional learning experience, I have broadened/deepened my existing knowledge of:" (responses = 787)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
The content standards	37% (291)	37% (288)	6% (44)	>1% (6)	20% (158)
Research-based instructional practices	50% (397)	39% (305)	2% (15)	>1% (2)	9% (68)
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., ELL, special education, highly capable, migrant)	43% (337)	31% (247)	4% (29)	>1% (6)	21% (168)
A range of assessment and/or resources across the educational system, such as state, local, and/or classroom assessments	34% (270)	33% (262)	5% (42)	>1% (7)	26% (206)
How to share the sessions' information with others (teachers, administrators, parents)	40% (317)	41% (322)	6% (48)	>1% (5)	12% (95)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Mathematically productive instructional routines	52% (406)	30% (237)	3% (24)	>1% (6)	14% (114)

Table 7. Participant responses to Professional Learning Math Survey question, "Participating in this professional learning experience prepared me with the necessary skills to try something new or different in my professional practice" (responses = 787)

Survey question	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Participating in this professional learning experience prepared me with the necessary skills to try something new or different in my professional practice	58% (455)	40% (313)	2% (16)	>1% (3)	0%

Table 8. Participant ratings for the Professional Learning Math Survey question, "Thinking about your professional learning session, how would you rate it for the following?" (responses = 787)

The math PLEs were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply
Meeting the stated learning objectives of the session	71% (560)	24% (192)	3% (26)	>1% (5)	>1% (1)	>1% (3)
Using engaging and useful activities to facilitate your learning	72% (569)	23% (178)	4% (34)	>1% (4)	>1% (2)	0%
Introducing you to useful resources, such as curriculum materials, research articles, and practice information	67% (528)	25% (198)	5% (42)	1% (10)	>1% (2)	>1% (7)

The math PLEs were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply
Providing timely, relevant information that you will be able to apply in your work setting	67% (530)	26% (207)	5% (39)	>1% (5)	>1% (2)	>1% (4)
Engaging you in discussion with other participants in ways to facilitate your learning	75% (594)	21% (166)	3% (22)	>1% (4)	>1% (1)	0%
Providing sufficient time for you to process the information collaboratively with colleagues	69% (540)	26% (206)	4% (33)	>1% (7)	>1% (1)	0%
Motivating you to recommend these types of sessions to your work colleagues	65% (514)	26% (206)	6% (46)	>1% (7)	>1% (3)	1% (11)

Themes and quotes from Professional Learning Math Survey open-ended questions

KAI analyzed the responses to the open-ended questions and identified the overarching themes which are presented below. Following the themes are direct quotes that further describe participants' thoughts and ideas.

Overarching themes for the question: "What new thing(s) will you try in your professional practice in the coming months because of this professional learning experience?
Participants said they would try:
- Math practices: Connecting Representations (MP7), Recognizing Representation (MP8), Number Talks and Eureka Math curriculum, Number Talks Dot Talks, and 5 Practices; and
- Gamification math practices and strategies on how to integrate games with math instruction.

Participants' quotes about what they will try in the upcoming months.
> "With time to work on collaborating and working on Connecting Representations related to Structure (MP7) was incredibly valuable."

"The use of games in math to engage students in authentic math, while working effectively with each other and communicating their mathematical understanding effectively, enabling them to have fun with and explore math in a low-risk environment."

Overarching themes for the question: "What suggestions do you have to make this professional learning experience better?
Participants suggested:

- A lot more team break-out and planning sessions;
- Provide more classroom-ready strategies, materials, and activities;
- Add new math domain content to agendas; and
- Have presenters include tailored content and materials for grades K-5.

Participants shared their thoughts about how to make the experience better.

"I would have liked more time to work with my building team. I understand that these are best practices; however, I would have liked more concrete strategies for where to start... Out of all this information, if you are a new co teaching partnership, here's where you might consider starting."

"Please make the K-2 games much more friendly and useful to grades K-1. Almost all of the games were too complex for first grade at the beginning of the year. Some could be used towards the end of the year."

"There were many activities surrounding why games are so important. I might decrease the number of activities that were about WHY games are important and increase the actual number of games."

Science/STEM Survey Data

Table 9. Participant responses to the Professional Learning Science/STEM Survey question, "As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:" (responses = 1,622)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
The content standards	53% (852)	41% (673)	3% (45)	>1% (4)	3% (48)
Research-based instructional practices	54% (869)	42% (678)	2% (29)	>1% (2)	3% (44)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., ELL, special education, highly capable, migrant, students of color).	46% (744)	38% (616)	3% (49)	1% (10)	13% (203)
A range of assessments and/or resources across the educational system, such as state, local, and/or classroom assessments	38% (613)	42% (687)	5% (76)	1% (10)	15% (236)
How to share this sessions' information with others (teachers, administrators, (parents)	41% (667)	44% (707)	5% (77)	1% (10)	10% (161)

Table 2. Participant responses to Professional Learning Science/STEM Survey question, "Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice" (responses = 1,622)

Survey question	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice	58% (945)	41% (658)	1% (15)	>1% (4)	0%

Table 3. Participant rating for the Professional Learning Science/Stem Survey question, "Thinking about your professional learning session, how would you rate it for the following?" (responses = 1,622)

The Science/STEM PLEs were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply
Meeting the stated learning objectives of the session	70% (1,139)	27% (434)	3% (45)	>1% (3)	>1% (1)	0%
Using engaging and useful activities to facilitate your learning	68% (1,110)	25% (412)	6% (94)	>1% (5)	>1% (1)	0%
Introducing you to useful resources, such as curriculum materials, research articles, and practice information	69% (1,113)	25% (403)	6% (95)	>1% (5)	0%	>1% (6)
Providing timely, relevant information that you will be able to apply in your work setting	69% (1,126)	24% (392)	6% (97)	>1% (2)	>1% (2)	>1% (3)
Engaging you in discussion with other participants in ways to facilitate your learning	72% (1,174)	23% (370)	4% (71)	>1% (2)	>1% (4)	>1% (1)
Providing sufficient time for you to process the information collaboratively with colleagues	66% (1,070)	27% (436)	7% (110)	>1% (5)	0%	>1% (1)
Motivating you to recommend these types of sessions to your work colleagues	65% (1,050)	27% (446)	6% (101)	1% (13)	>1% (2)	1% (10)

Themes and quotes from Professional Learning Science/STEM Survey open-ended questions

KAI analyzed the responses to the open-ended questions and identified the overarching themes which are presented below. Following the themes are direct quotes that further describe participants' thoughts and ideas.

Overarching themes for the question: "My greatest learning related to the content of this professional learning experience was:"
Participants listed:

- Implementation of Next Generation Science Standards (NGSS)

- Discourse Moves toolkits (ways that teachers can talk to students about science ideas that will strengthen students' academic language and reasoning)
- Equity teaching strategies

Participants' quotes about their experience.

"Today reaffirmed that we need to intentionally make the learning equitable for all students and student talk is essential to higher level engagement."

"A deeper understanding on how to unpack the NGSS standards and how they might look or sound at the various elementary levels."

"The most helpful piece today was the instruction provided 'Discourse Moves Toolkits.' I am excited to talk to my colleagues about this and start implementing these strategies in the classroom."

Overarching themes for the question: "What suggestions do you have to make this professional learning experience better?"

Participants suggested:

- More hands-on activities and resources tailored for elementary, middle, and high school;
- Assessment strategies, such as for the Washington Comprehensive Assessment of Science (WCAS) test;
- NGSS Integration and implementation; and
- Classroom-ready activities and materials.

Participants quotes ways to make the experience better.

"Allow similar grade bands to break out into groups (K-1, 2-3, etc.) so they can bounce ideas off-of one another."

"I would like to see resources specific to early elementary students. I find that most items we are exposed to appeal to older grades."

"I would like to know more about how this is preparing me to prepare my students to meet the new NGSS standards and the WCAS test."

Early Learning Survey Data

Table 4. Participant responses to the Professional Learning Early Learning (EL) Survey question, "As a result of participating in this professional learning experience, I have broadened/deepened my existing knowledge of:" (responses = 153)

As a result of participating in this PLE, I have broadened/ deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Rigorous, developmentally appropriate practices	50% (76)	44% (68)	2% (3)	0%	4% (6)	0%
Rich, research-informed instructional tasks	46% (71)	48% (74)	1% (2)	0%	4% (6)	0%
Improving family engagement	42% (65)	52% (80)	2% (3)	0%	3% (5)	0%
Implementing individualized instructional practices to ensure equitable opportunities and close learning gaps	45% (69)	50% (76)	1% (2)	0%	4% (6)	0%

Table 5. Full-day kindergarten participant responses to the Professional Learning EL Survey question, "As a result of participating in this professional learning experience, I have broadened/deepened my existing knowledge of:" (responses = 153)

As a result of participating in this PLE, I have broadened/ deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Child development and how to address how young children learn	3% (5)	4% (6)	0%	0%	0%	93% (142)

As a result of participating in this PLE, I have broadened/ deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
The key components of an effective kindergarten environment and how that environment can play a critical role in a child's learning	4% (6)	3% (5)	0%	0%	0%	93% (142)
How to effectively implement rigorous, developmentally appropriate learning activities in a full-day kindergarten	4% (6)	3% (5)	0%	0%	0%	93% (142)
The state requirements for implementing full-day kindergarten	4% (6)	3% (5)	0%	0%	0%	93% (142)

Table 6. Early numeracy training participant responses to the Professional Learning EL Survey question, "As a result of participating in this Early Numeracy training, I have broadened/deepened my existing knowledge and understanding of" (responses = 153)

Intended outcome	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
How children develop in their understanding of early mathematics concepts and skills	17% (26)	20% (31)	0%	0%	0%	63% (96)
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	15% (23)	22% (33)	0%	0%	>1% (1)	63% (96)
Early mathematics content	18% (27)	20% (30)	0%	0%	0%	63% (96)

Intended outcome	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
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)	19% (29)	18% (28)	0%	0%	0%	63% (96)

Table 7. Participant responses to responses to the Professional Learning EL Survey question, "What additional support could your ESD provide to help you with your professional learning?" (responses = 196)*

What additional support could your ESD provide to help you with your professional learning?	Total	Percent
Onsite coaching	38	19%
Additional in-person workshops	36	18%
Follow-up online webinars (virtual learning)	35	18%
In-person or virtual professional learning communities	27	14%
No answer	60	31%

Note: Respondents could select more than one answer

Table 8. Participant ratings for the Professional Learning EL Survey question, "Thinking about your professional learning session, how would you rate it for the following?" (responses = 153)

Intended outcome	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice	55% (84)	45% (69)	0%	0%	0%	0%

Table 9. Percentage of respondents who plan on using the learnings from the workshop, by implementation method (responses = 414)*

Implementation method	Total	Percent
Share this information with co workers	91	22%
Implement this information when teaching students or children	110	27%
Observe and assess student development and learning in my classroom	78	19%
Share this information with families, providers, and teachers	76	18%
In professional learning communities, either in person or virtual, to discuss with others	55	13%
Other	4	1%

Note: Respondents could select more than one answer

Themes and quotes from the Professional Learning EL Survey open-ended questions

KAI analyzed the responses to the open-ended questions and identified the overarching themes which are presented below. Following the themes are direct quotes that further describe participants' thoughts and ideas.

Overarching themes for the question: "I have broadened/deepened my existing knowledge of:"
Participants listed:
- They have a deeper understanding of Washington Kindergarten Inventory of Developing Skills (WaKIDS) assessment tool and
- They have reaffirmed the importance of working with parents and families as a team to best support the student.

Participants' quotes about how they broadened/deepened their knowledge.
"The training gave me a better understanding of how important it is for the teacher to have a better approach at create a family connection with parents and all other professionals who are going to be involved in the success of the students' academic experience."
"I appreciated the chance to ask questions and dive into solutions for some of the issues we have been running into with Teaching Strategies Gold. It was nice to have the opportunity to talk with other kindergarten teachers about what they are doing in their districts."

Overarching themes for the question: "What else would you need to learn in order to try something new?
Participants suggested:
- Provide current examples, materials, and resources for Culturally Responsive Teaching Strategies;

- Provide additional information on content domains: Super String theory, Chaos Math, advanced algorithms, and Teaching Strategies Gold (TSG); and
- Provide follow-up professional development of WaKIDS for more in-depth learning and understanding.

Overarching themes for the question: "What suggestions do you have to make this professional learning experience better?
Participants suggested:

- Allow more opportunities to practice the new content during the training;
- Provide more real-world examples that can be implemented in the classroom; and
- Allow time to discuss content with teachers from their school.

Participants' quotes about ways to make the experience better.
"I feel like I would have benefitted from time to play around in the practice space. I understand the content and feel confident, but I feel like some time in the practice space would have made me feel even more confident in the system itself."
"It would have been beneficial to discuss this with my district kindergarten teachers. But they were conducting their WaKIDS at the same time as this session was going on."
"The training gave me a better understanding of how important it is for the teacher to have a better approach at [how to] create a family connection with parents and all other professionals who are going to be involved in the success of the students' academic experience."

Fellows Session Survey Summary

The Fellows Session Survey is administered at each quarterly Convening Session to Fellows in each content area. The responses to the quarterly surveys were combined and analyzed in the aggregate. The results of the analysis are presented below.

Table 10. Fellow responses to the Fellows Sessions Survey question, "As a result of participating in this Convening, I have broadened/deepened my existing knowledge of:" (respondents = 2,407)

As a result of participating in this Convening, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Research-based instructional practices	51% (1,230)	43% (1,047)	2% (52)	>1% (5)	3% (73)	0%

As a result of participating in this Convening, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Instructional practices to make learning experiences more inclusive for students of color	43% (1,046)	41% (993)	4% (101)	>1% (5)	11% (262)	0%
Instructional practices to make learning experiences more inclusive for English language learners	43% (1,038)	43% (1,036)	4% (88)	>1% (6)	10% (239)	0%
Instructional practices to make learning experiences more inclusive for students with disabilities	38% (924)	40% (967)	6% (136)	>1% (9)	15% (371)	0%
A range of assessments and/or resources across the educational system, such as state, local, and/or classroom assessments	32% (769)	39% (939)	7% (180)	>1% (14)	21% (505)	0%
How to share this session's information with others (teachers, administrators, parents)	42% (1,002)	47% (1,136)	5% (129)	>1% (9)	6% (131)	0%
Leadership practices to provide equitable access to high-quality instruction	47% (1,134)	46% (1,108)	2% (58)	>1% (7)	4% (100)	0%
How to look at data to identify ways to adjust instruction	27% (651)	32% (762)	11% (253)	>1% (17)	30% (724)	0%

As a result of participating in this Convening, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
How to try something new or different in my professional practice	57% (1,367)	40% (951)	1% (36)	>1% (5)	2% (48)	0%

Table 11. Fellow ratings for responses to the Fellows Sessions Survey question, "Thinking about your experience in this Fellows session, how would you rate it for the following?"

The Convening Sessions were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply	No answer
Using engaging and useful activities to facilitate your learning	65% (1,572)	28% (662)	7% (158)	>1% (14)	>1% (1)	0%	0%
Introducing you to useful resources, such as curriculum materials, research articles, and practice information	66% (1,595)	28% (680)	5% (111)	>1% (15)	>1% (5)	>1% (1)	0%
Providing timely, relevant information that you will be able to apply in your work setting	65% (1,566)	29% (689)	5% (131)	>1% (17)	>1% (3)	>1% (1)	0%
Engaging you in discussion with other participants in ways to facilitate your learning	76% (1,823)	21% (507)	3% (69)	>1% (5)	>1% (1)	>1% (2)	0%
Providing sufficient time for you to process the information collaboratively with colleagues	64% (1,539)	29% (688)	7% (158)	>1% (15)	>1% (6)	>1% (1)	0%