



OSPI/AESD Professional Learning Network Evaluation Database

PDforUs System Guide for Coordinators

AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

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



Kauffman
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Professional Learning Network Evaluation Database

The Professional Development for Us (PDforUs) database, developed for the Office of Superintendent of Public Instruction and the Washington Association of Educational Service Districts (OSPI/AESD), gathers information about professional development courses offered by AESD Regional Coordinators. The data gathered helps superintendents, assistant superintendents, and coordinators evaluate and strengthen outcomes of the Professional Learning Network.

The system gathers information in two ways.

- a. **Coordinator Surveys** gather information from the coordinators about the courses, such as the content area(s) covered and who facilitates them.
- b. **Participant Surveys** collect feedback about the course from the course participants.

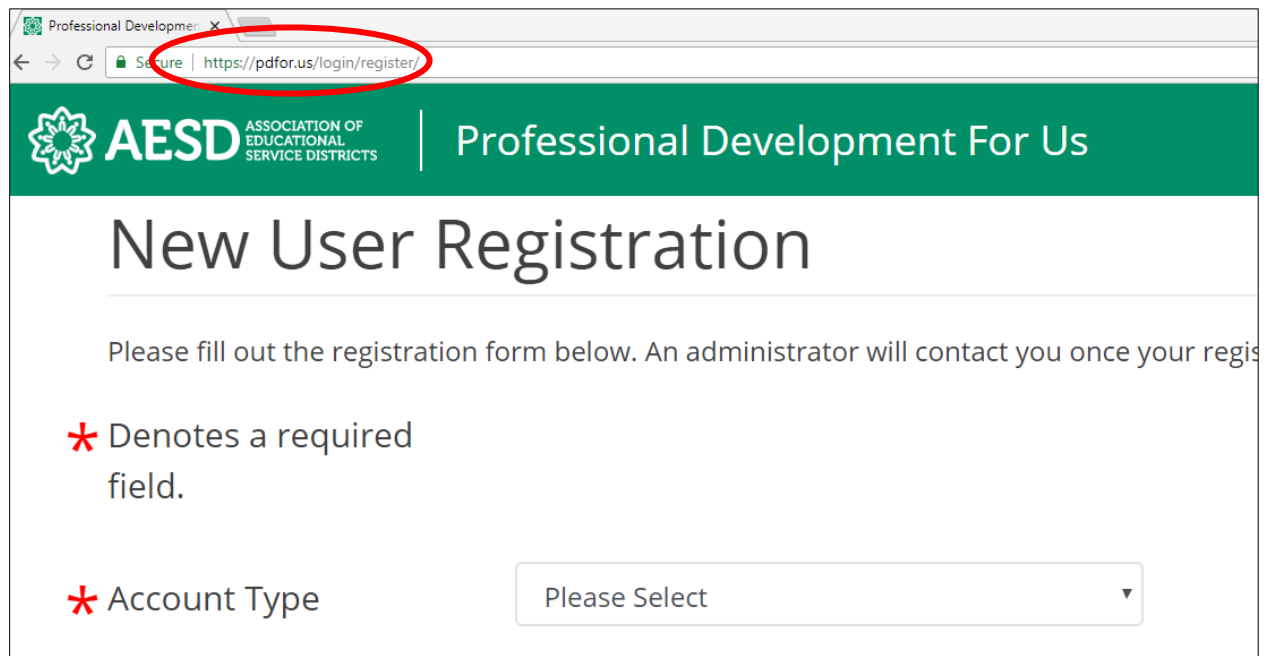
Once the Participant Survey is complete, the system provides results for each professional development activity. The **Results** page shows summarized results from the Participant Survey along with information gathered through the Coordinator Survey.

The system also tracks **Action Plans**, which Fellows create to effect positive change and ultimately improve learning in their school, district, or organization. This user guide explains how to navigate Coordinator Surveys, Participant Surveys, and Action Plans.

Setting up Your Account

To use the Professional Development for Us (PDforUs) system, set up an account. Once the system administrator activates your account, you can log in using your email address and the password you created.

1. Go to <https://pdfor.us/login/register/>.



Professional Development For Us

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Professional Development For Us

New User Registration

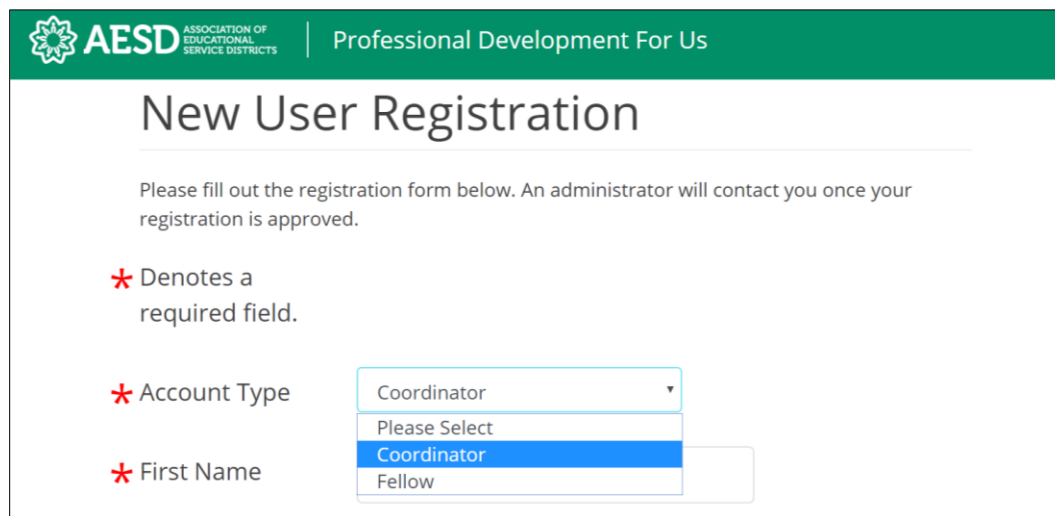
Please fill out the registration form below. An administrator will contact you once your registration is approved.

* Denotes a required field.

* Account Type Please Select ▼

Figure 1. Registration page

2. Choose an account type from the drop-down menu.



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Professional Development For Us

New User Registration

Please fill out the registration form below. An administrator will contact you once your registration is approved.

* Denotes a required field.

* Account Type Coordinator ▼

* First Name Please Select

Coordinator

Fellow

Figure 2. Account type options on the Registration page

3. Enter your first and last name and email address.

* Account Type	<input type="text" value="Coordinator"/>
* First Name	<input type="text" value="Katie"/>
* Last Name	<input type="text" value="Coordinator"/>
* Email	<input type="text" value="kcoordinator@example.com"/>

Figure 3. Name and email fields on the Registration page

4. Enter a password that is 8 or more characters long with at least one uppercase letter, one lowercase letter, one number, and one special character (such as ! @ # \$).
5. Retype your password to confirm it.

* Password	<input type="password" value="....."/>
	<i>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</i>
* Confirm Password	<input type="password" value="....."/>


Figure 4. Password fields on the Registration page

6. Select your ESD, school, and content area. School and content area are not required.

* ESD	NorthEast Washington ESD 10 ▼
School	ACES High School - Everett ▼
Content Area	Science ▼

Figure 5. Fields for ESD, school, and content area on the Registration page

7. Click **Submit** near the bottom of the page.


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* Account Type	Coordinator ▼
* First Name	Katie
* Last Name	Coordinator
* Email	kcoordinator@example.com
* Password	<div>.....</div> <p><i>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</i></p>
* Confirm Password	<div>.....</div>
* ESD	NorthEast Washington ESD 101 ▼
School	ACES High School - Everett ▼
Content Area	Science ▼

[Reset Form](#)
[Submit](#)

Figure 6. A completed registration form

A confirmation message appears.

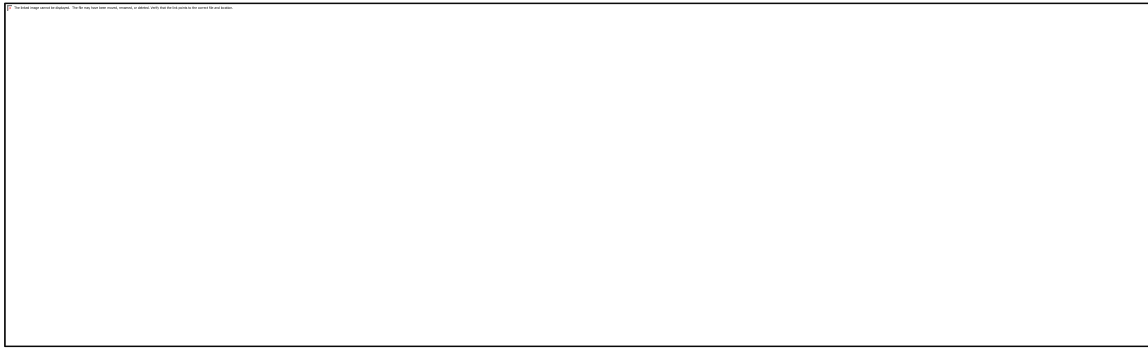


Figure 7. Confirmation page for new user registration

8. You will receive an email when your account is approved. Click the link in the email to visit the database.

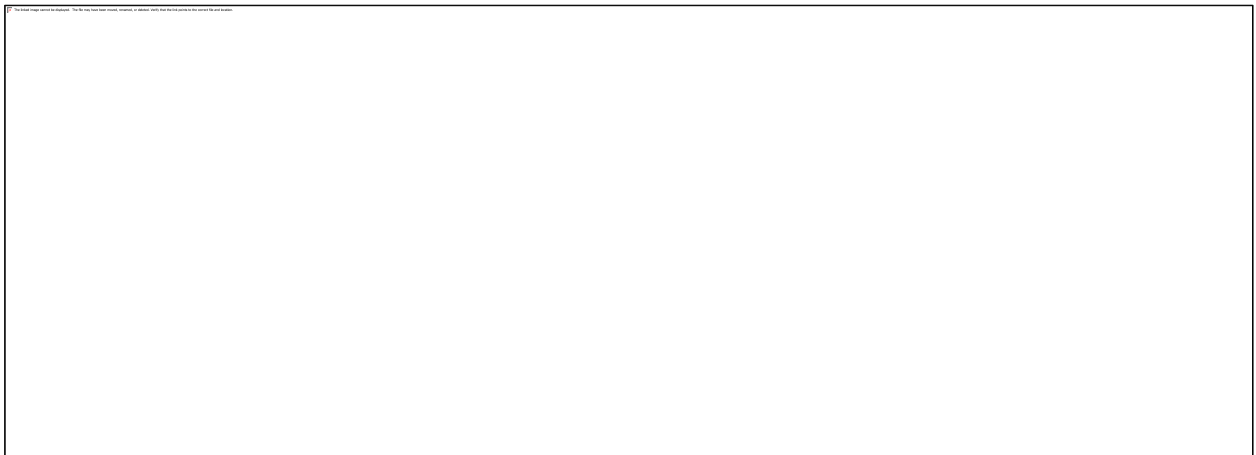


Figure 8. Account activation notification email

Navigating the Website

Once your account is activated, you can use the system to document your professional development courses, create surveys to gather feedback from your participants, view the results of the Participant Surveys, and view and edit Action Plans.

Logging in

Log in to the PDforUs system using the email address and password you provided when you registered.

1. Go to <https://pdfor.us>

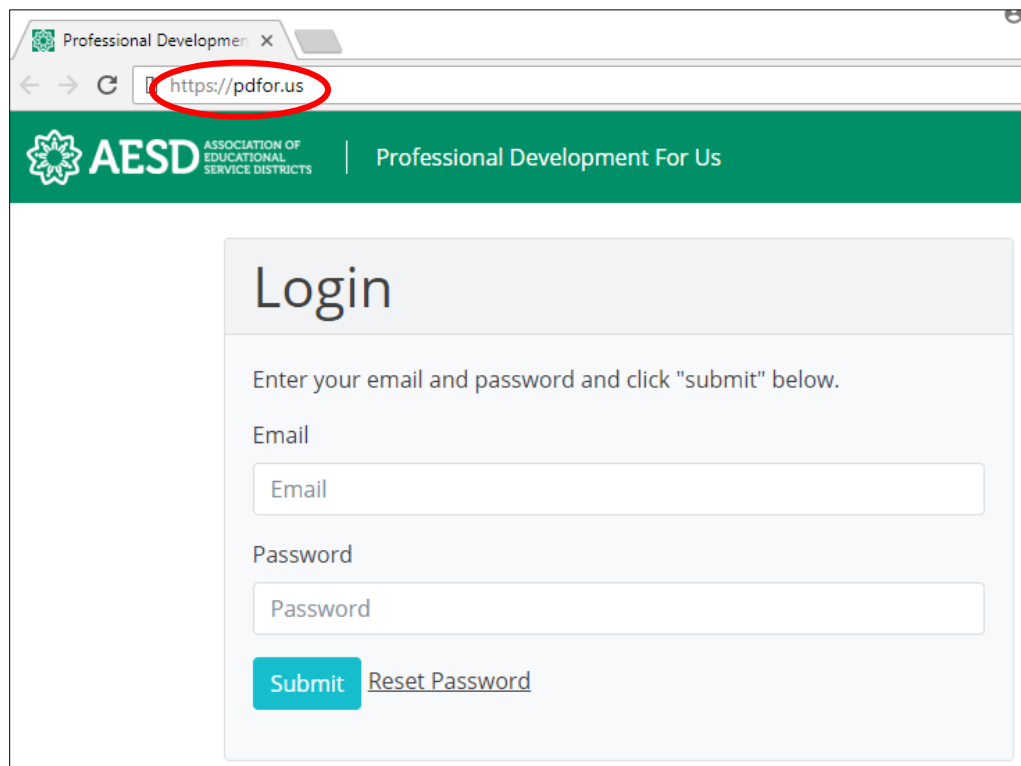
A screenshot of a web browser showing the PDforUs login page. The browser's address bar shows the URL 'https://pdfor.us', which is circled in red. The page header is green with the AESD logo and the text 'Professional Development For Us'. The main content area is white and contains a 'Login' section. This section has a heading 'Login', a prompt 'Enter your email and password and click "submit" below.', and two input fields labeled 'Email' and 'Password'. Below the input fields are a blue 'Submit' button and a link for 'Reset Password'.

Figure 9. PDforUs Login page

2. Enter the email address and password you chose when you registered.
3. Click **Submit**.

Professional Development For Us

Login

Enter your email and password and click "submit" below.

Email

Password

Submit

[Reset Password](#)

Figure 10. A completed login form

The dashboard appears.

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Professional Development For Us
My Profile
Help
Log Out

Dashboard
Coordinator Survey
Action Plans

Dashboard

Messages

No messages found.

Schedule

My Coordinator Intake Surveys

No coordinator intake surveys found.

[Visit Coordinator Intake Surveys](#)

Survey Previews

[AESD Professional Learning Science Survey](#)
Science

[AESD Professional Learning English Language Arts Survey](#)
English Language Arts

[AESD Professional Learning Math Survey](#)
Math

[AESD Professional Learning EL Survey](#)
Early Learning

[AESD Professional Learning EL Survey for WAKids Trainers](#)
Early Learning

Figure 11. The PDforUs dashboard

Editing your profile

Your profile may include information about you, such as your name, email address, ESD, and school. You can edit most of your information using the steps below.

1. From the dashboard, select **My Profile** near the top of the page.

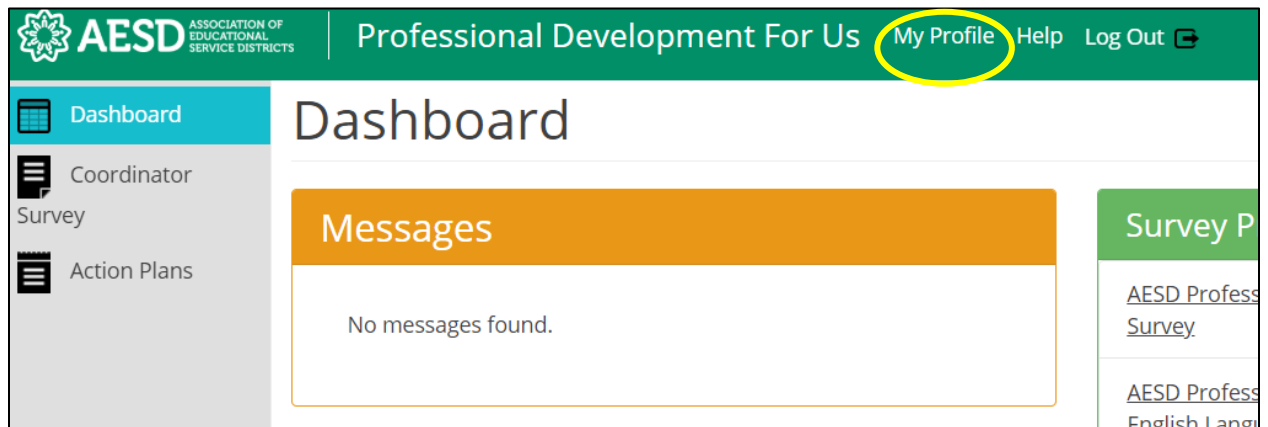


Figure 12. The link to the user profile from the dashboard

You can now view your profile.

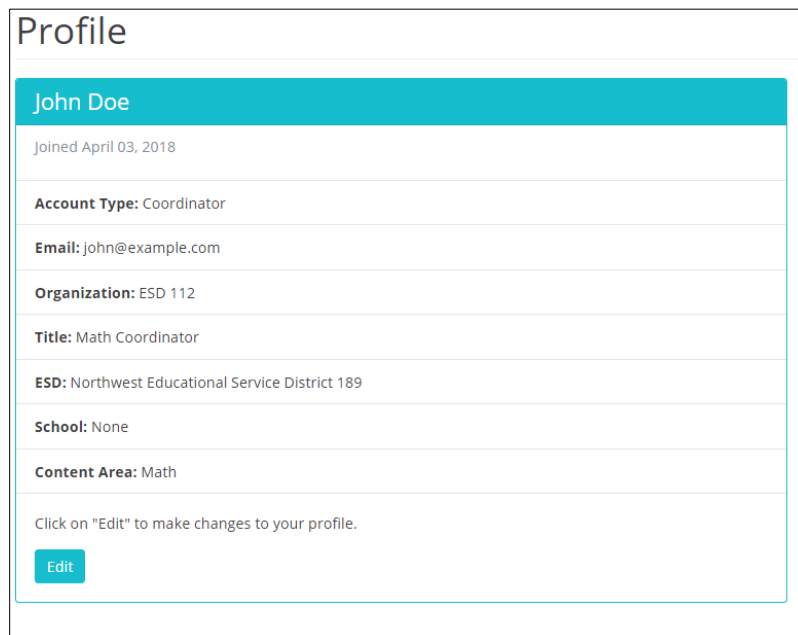


Figure 13. An example user profile

2. To make changes to your information, click **Edit**.

Profile

John Doe

Joined April 03, 2018

Account Type: Coordinator

Email: john@example.com

Organization: ESD 112

Title: Math Coordinator

ESD: Northwest Educational Service District 189

School: None

Content Area: Math

Click on "Edit" to make changes to your profile.

Edit

Figure 14. The button to edit a user profile

The **Edit Profile** page appears.

Edit Profile

Account Type

Coordinator

First Name

John

Last Name

Doe

Organization

Organization

Title

Title

Email

coordinator

Password

Password

Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.

Confirm Password

Confirm Password

Figure 15. The Edit Profile page

3. Edit your name, organization, title, email address, or password, as needed.

If you edit your password, be sure that your new password is at least 8 characters and includes at least one uppercase letter, one lowercase letter, one number, and one special character. Retype your password in the **Confirm Password** field.

Edit Profile

Account Type	Coordinator
First Name	<input type="text" value="John"/>
Last Name	<input type="text" value="Doe"/>
Organization	<input type="text" value="ESD 112"/>
Title	<input type="text" value="Math Coordinator"/>
Email	<input type="text" value="john@example.com"/>
Password	<input type="password" value="Password"/> <small>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</small>
Confirm Password	<input type="password" value="Confirm Password"/>

Figure 16. Edits to the user profile

4. Click **Submit** to save your changes or **Cancel** to leave the page without saving your changes.

Edit Profile

Account Type	Coordinator
First Name	<input type="text" value="John"/>
Last Name	<input type="text" value="Doe"/>
Organization	<input type="text" value="ESD 112"/>
Title	<input type="text" value="Math Coordinator"/>
Email	<input type="text" value="john@example.com"/>
Password	<input type="password" value="Password"/>
<small>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</small>	
Confirm Password	<input type="password" value="Confirm Password"/>
ESD	Northwest Educational Service District 189
School	None
Content Area	Math
<input type="button" value="Submit"/> <input type="button" value="Cancel"/>	

Figure 17. Buttons to submit or cancel edits to your user profile

A confirmation message appears.

Profile

User profile updated successfully.

John Doe

Joined April 03, 2018

Figure 18. Confirmation of updates to profile

Creating Coordinator Surveys

Coordinator Surveys gather information from the Coordinators about the professional development that they provide. To create a new professional development record in the database, fill out the first portion of the Coordinator Survey. When you complete this form, the system automatically creates a Participant Survey, and you will receive a link to the survey that you can share with participants. Once participants provide their feedback, you'll need to complete the second portion of the Coordinator Survey to finalize the record. After the record is finalized, you can view the results of the Participant Survey.

Starting a New Coordinator Survey

Starting a new Coordinator Survey generates a unique survey link that you can send to participants to gather their feedback.

1. In the left navigation of <https://pdfor.us>, choose **Coordinator Survey**.

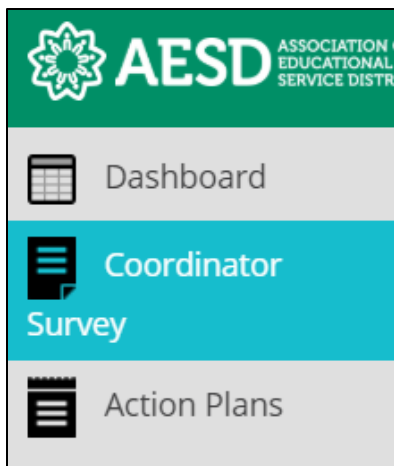


Figure 19. Left navigation

The **Coordinator Intake Surveys** page appears.

Coordinator Intake Surveys

[Home](#) / [Coordinator Intake Surveys](#)

[My Intake Surveys](#)
[Northwest Educational Service District 189](#)
[Math \(content area\)](#)

Start New Coordinator Intake Survey

Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
06/04/2018	Training prep survey. John Doe	Early Learning	Survey 1	Results

[Previous](#)
[1](#)
[Next](#)

Figure 20. Coordinator Intake Surveys page

2. Click **Start New Coordinator Intake Survey**.

Coordinator Intake Surveys

[Home](#) / [Coordinator Intake Surveys](#)

[My Intake Surveys](#)
[Northwest Educational Service District 189](#)
[Math \(content area\)](#)

Start New Coordinator Intake Survey

Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
06/04/2018	Training prep survey. John Doe	Early Learning	Survey 1	Results

[Previous](#)
[1](#)
[Next](#)

Figure 21. The button to start a new Coordinator Survey

The **Start Coordinator Intake Survey** page appears.

Professional Development For Us My Profile Help Log Out

Start Coordinator Intake Survey

Home / Coordinator Intake Surveys / Start Coordinator Intake Survey

The purpose of this two-part short Intake Form is to provide a record of each training delivered by be used for both Fellows and non-Fellows professional development activities. By completing Part survey for you to administer during your training.

What is the title of the professional learning experience?

title of the professional learning experience

**What was the topic of the professional learning experience?
(please select all that apply)**

- ☐ Assessment
- ☐ Content Literacy
- ☐ Fellows
- ☐ Instructional Strategies
- ☐ Open Educational Resources
- ☐ Reading Foundational Skills
- ☐ Regional Leadership
- ☐ Special Populations
- ☐ Strengthening Student Educational Outcomes

Figure 22. The Start Coordinator Intake Survey page

3. Enter the title of the professional learning experience.

What is the title of the professional learning experience?

February Professional Development

Figure 23. The title field of the Coordinator Survey

4. Select the type of professional development you will provide from the drop-down menu.

What type of professional development will you provide?

Please select ▼

- Please select
- Classroom demonstration
- Content-area leadership network
- Fellows session
- Online or blended course**
- Professional development training session
- Professional development field experience
- Professional learning community (PLC)
- Technical assistance
- Other: Please Specify
- Climate Science-related instruction

Figure 24. Professional development type options in the Coordinator Survey

If none of the items in the professional development type drop-down menu apply, please type an answer into the **Other (Please Specify)** field.

What type of professional development will you provide?

Please select ▼

Other (Please Specify)

Other

Figure 25. The Other field for professional development types

5. If you need to generate a Participant Survey for your professional learning experience, select **Yes** from the drop-down menu.

Generate a participant survey?

Yes ▼

- Yes**
- No

Figure 26. Option within the Coordinator Survey to generate a Participant Survey

6. Choose the primary content area of the professional learning experience.

What is the primary content area of the professional learning experience?

<input type="radio"/> Climate Science-Related Instruction	Professional learning that receives funding and addresses topics pertaining to climate science and funded through the Governor's Climate Science Proviso
<input type="radio"/> Computer Science	
<input type="radio"/> Early Learning	
<input type="radio"/> English Language Arts	
<input type="radio"/> Math	
<input type="radio"/> Science	Professional learning that addresses the Next Generation Science Standards that is not funded through the Governor's Climate Science Proviso.
<input type="radio"/> STEM	Professional learning experiences that provide STEM clock hours to participants.

Figure 27. Content area options in the Coordinator Survey

7. Select any other content areas you are collaborating with for the training.

Are you collaborating with other content areas on this training? If yes, please select the other content areas that apply to the training.

<input type="checkbox"/> Climate Science-related Instruction
<input type="checkbox"/> Computer Science
<input type="checkbox"/> Early Learning
<input type="checkbox"/> English Language Arts
<input type="checkbox"/> Math
<input type="checkbox"/> Science
<input type="checkbox"/> STEM

Figure 28. Options for other content areas for the training

8. Select the host ESD from the drop-down menu.

Host ESD

Please select ▼

Figure 29. The host ESD field in the Coordinator Survey

9. Select all partner ESDs that apply.

Partner ESDs (check all that apply)

- ☐ Capital Region ESD 113
- ☒ Educational Service District 105
- ☐ Educational Service District 112
- ☐ Educational Service District 123
- ☐ North Central Educational Service District 171
- ☐ NorthEast Washington ESD 101
- ☐ Northwest Educational Service District 189
- ☒ Office of Superintendent of Public Instruction
- ☐ Olympic Educational Service District 114
- ☐ Puget Sound Educational Service District 121
- ☒ Spokane Public Schools Charter Authorizer
- ☐ Washington State Charter School Commission

Figure 30. Partner ESD options in the Coordinator Survey

10. Indicate whether the session meets TPEP clock hour requirements.

- ☐ Office of Superintendent of Public Instruction
- ☐ Olympic Educational Service District 114
- ☐ Puget Sound Educational Service District 121

Does this session meet TPEP clock hour requirements?

Please select ▼

Please select

Yes

No

of the co-facilitator? (If applicable)

Figure 31. Option to indicate whether the session meets TPEP clock hour requirements

11. If applicable, select the name of the co-facilitator from the drop-down menu or type their name in the field below.

What is the name of the co-facilitator? (If applicable)

None ▼

Other (enter their name below)

Other co-facilitators

Figure 32. Co-facilitator name fields in Coordinator Survey

12. Choose all grade levels that apply.

**What grade levels will you focus on in this professional learning experience?
(please check all that apply).**

☐ Early Learning-Pre-Kindergarten

☐ Early Elementary (K-2)

☐ Middle Elementary (3-5)

☐ Middle School (6-8)

☐ High School (9-12)

☐ Postsecondary

☐ N/A

Figure 33. Coordinator Survey question about grade levels

13. Add the date of the professional learning experience. If the experience spans several days, enter the latest date.

**Date of the professional learning experience
(please include latest date if the experience took place over multiple days):***

08/10/2018

Figure 34. Date field in the Coordinator Survey

14. Select whether the session is a Content-Area Fellows Session.

Is this session a Content-Area Fellows Session? (You will only receive a link for the Fellows Survey)

Please select ▼

Figure 35. Coordinator Survey question about Content-Area Fellows Session

If you choose **Yes**, select the meeting number for the professional learning experience (e.g., Meeting 1, Meeting 2).

Is this session a Content-Area Fellows Session?

Yes ▾

If this is a meeting for Content Area Fellows, what is the meeting number for this professional learning experience?

Meeting 4 ▾

Please select

Meeting 1

Meeting 2

Meeting 3

Meeting 4

Figure 36. Conditional question about the meeting number in the Coordinator Survey

If the session is a content area Fellows session, select all District Implementation Indicators that apply.

Which of the following District Implementation Indicators was the focus of your Fellows Session? (please check all that apply)

☐ Indicator #1: Equity and Access

☐ Indicator #2: Management

☒ Indicator #3: Professional Learning for Teachers

☒ Indicator #4: Professional Learning for School Leaders

☐ Indicator #5: Instructional Materials

☐ Indicator #6: Assessments

☐ Indicator #7: School Structures

☒ Indicator #8: Internal Communication

☐ Indicator #9: Community Communication

☐ Indicator #10: Leadership Collaboration with Other Districts

☐ Indicator #11: Educator Collaboration Within and Across Districts

☐ Indicator #12: Partnerships with External Organizations

☐ Indicator #13: Student Outcomes

Figure 37. District Implementation Indicator options in the Coordinator Survey

15. Choose the professional learning experience delivery method from the drop-down menu.

What is the delivery method of the professional learning experience?

Please select ▼

- Please select
- Face to face
- Online**
- Blended online and in-person
- Other

Development hours conducted as part of this professional learning experience (series) (Enter a number between 0-100)

Figure 38. Delivery method options in Coordinator Survey

16. Enter the number of professional development hours (between 0–100) for the professional learning series.

Number of professional development hours conducted as part of this professional learning experience (series) (Enter a number between 0-100)

12

Figure 39. Field for the number of professional development hours in Coordinator Survey

17. Click **Submit** at the bottom of the page.

What is the delivery method of the professional learning experience?

Online ▼

Number of professional development hours conducted as part of this professional learning experience (series) (Enter a number between 0-100)

12

Submit Cancel

Figure 40. Button to submit the completed Coordinator Survey

A confirmation message appears. You will also receive a confirmation email.

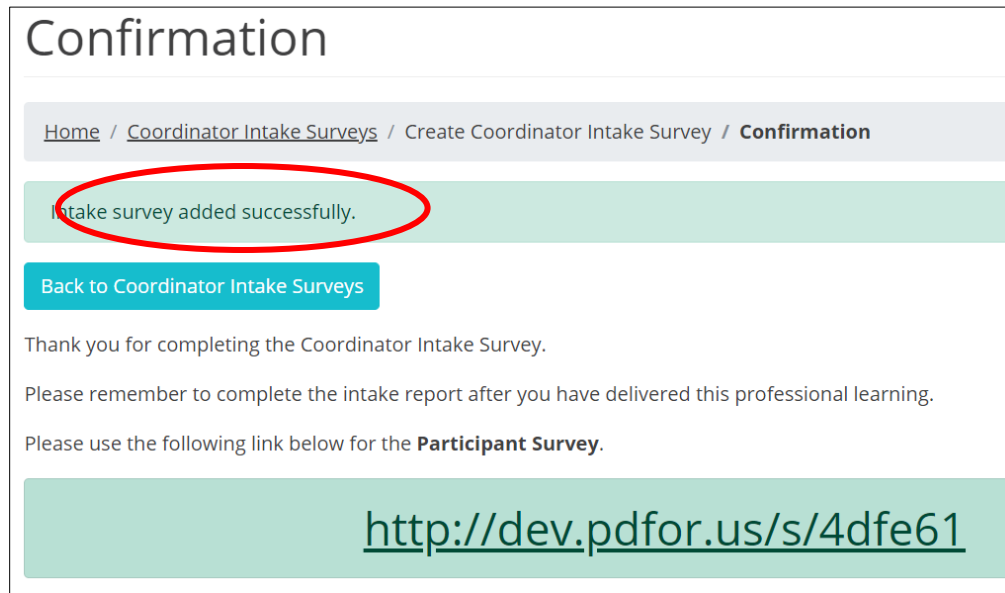


Figure 41. Confirmation message for Coordinator Survey completion

If you chose to generate a Participant Survey, the **Confirmation** page will include a link to the survey, which you can share with participants.

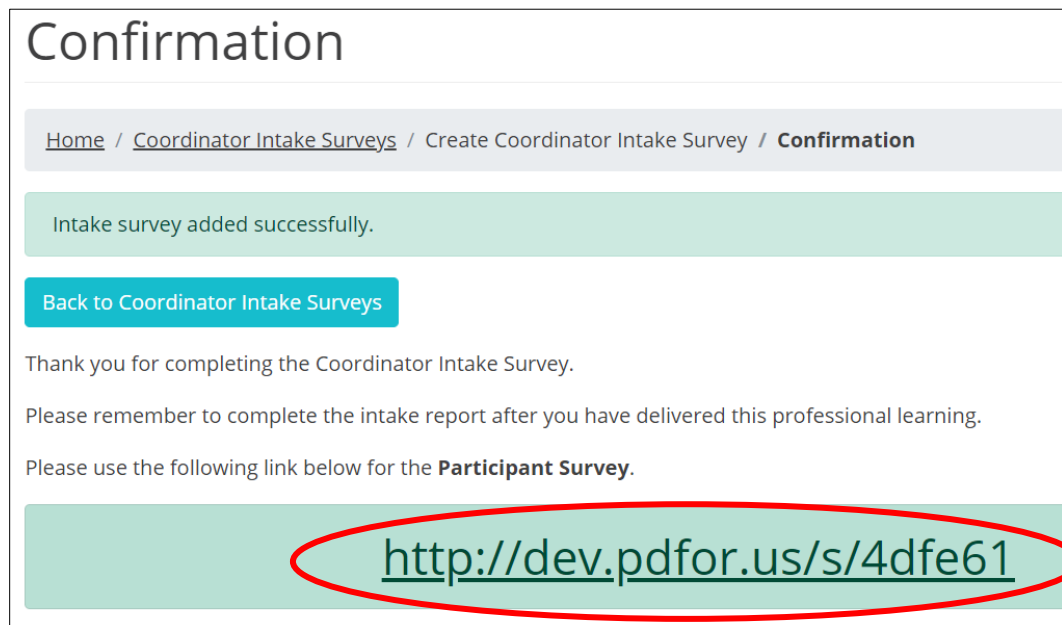


Figure 42. Shareable link to Participant Survey

To see an updated list of professional learning records, click **Back to Coordinator Intake Surveys**.

Confirmation

[Home](#) / [Coordinator Intake Surveys](#) / Create Coordinator Intake Survey / **Confirmation**

Intake survey added successfully.

Back to Coordinator Intake Surveys

Thank you for completing the Coordinator Intake Survey.

Please remember to complete the intake report after you have delivered this professional learning.

Please use the following link below for the **Participant Survey**.

<http://dev.pdfcor.us/s/4dfe61>

Figure 43. Link from the Confirmation page to the Coordinator Intake Surveys page

The **Coordinator Intake Surveys** page appears.

Coordinator Intake Surveys

[Home](#) / **Coordinator Intake Surveys**

[My Intake Surveys](#)
[Olympic Educational Service District 114](#)
[Math \(content area\)](#)

Start New Coordinator Intake Survey

Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
2018/04/02	An experience Coordinator Coordinator - Capital Region ESD 113 Fellows Survey 4	STEM	Survey 0	Edit Duplicate Finalize Delete

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[Next](#)

Figure 44. The Coordinator Intake Survey page

Viewing Coordinator Surveys

In addition to viewing a list of your own records, you can view other professional learning records for your ESD and content area.

1. In the left navigation of <https://pdfor.us>, choose **Coordinator Survey**.

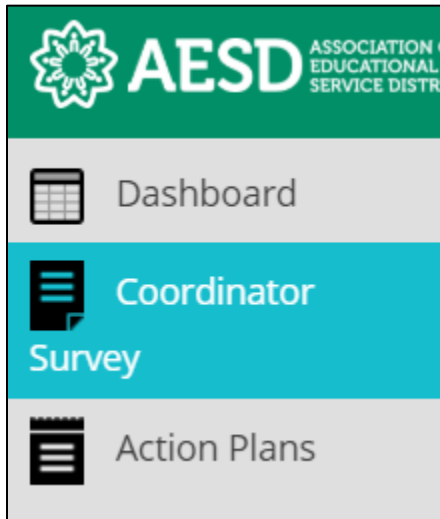


Figure 44. Left navigation

2. Select a tab to choose which professional learning records to view.
 - a. The first tab shows your own records.

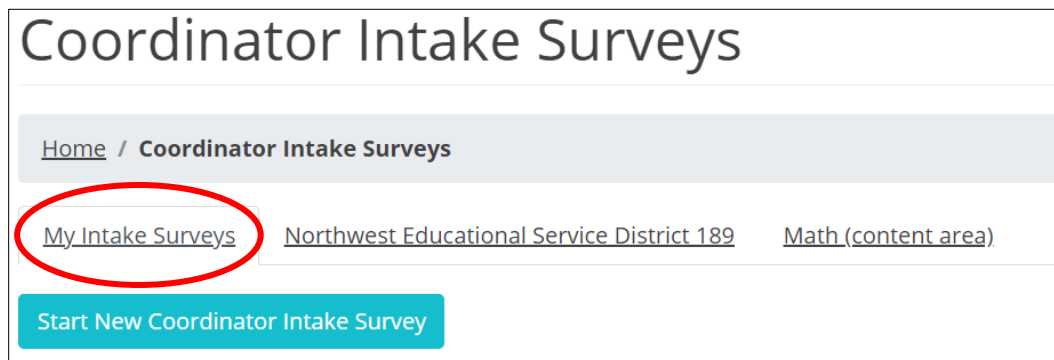
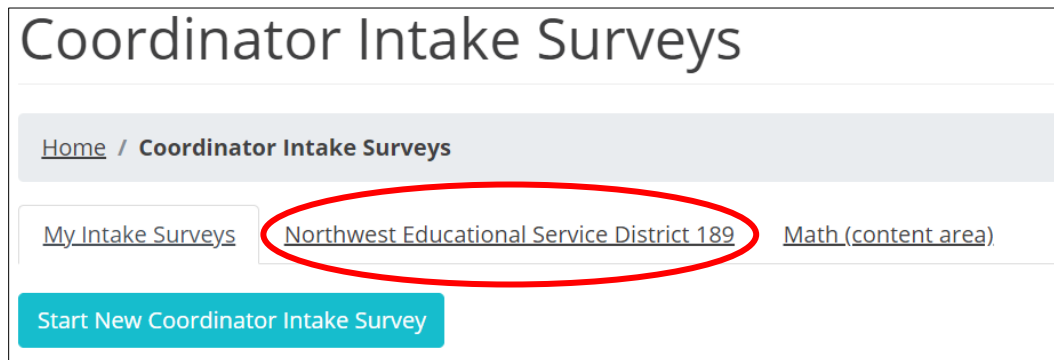


Figure 45. The My Intake Surveys tab

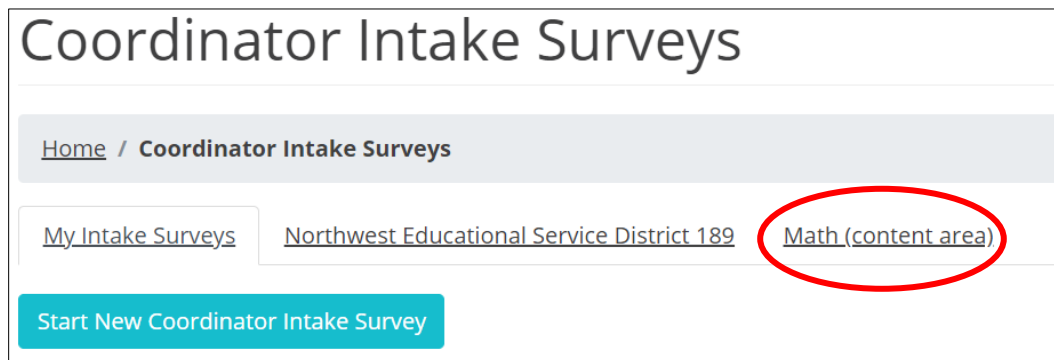
- b. The second tab shows records for your ESD.



The screenshot shows the 'Coordinator Intake Surveys' page. At the top, there is a breadcrumb trail: [Home](#) / **Coordinator Intake Surveys**. Below this, there are three tabs: [My Intake Surveys](#), [Northwest Educational Service District 189](#) (which is circled in red), and [Math \(content area\)](#). At the bottom left, there is a blue button labeled 'Start New Coordinator Intake Survey'.

Figure 46. The tab for filtering results by ESD

- c. The third tab shows records for your content area within your ESD.



The screenshot shows the 'Coordinator Intake Surveys' page. At the top, there is a breadcrumb trail: [Home](#) / **Coordinator Intake Surveys**. Below this, there are three tabs: [My Intake Surveys](#), [Northwest Educational Service District 189](#), and [Math \(content area\)](#) (which is circled in red). At the bottom left, there is a blue button labeled 'Start New Coordinator Intake Survey'.

Figure 47. The tab for filtering results by content area

- d. The records are sorted chronologically. Click the arrows next to **Training Date** to view them in reverse chronological order.




Training Date 	Session Name 	Content Area 
08/10/2018 John Doe	February Professional Development	English Language Arts
06/04/2018 John Doe	Training.prep survey.	Early Learning

Figure 48. The button for sorting records by training date

- e. You can also sort by session name or content area, in alphabetical order or reverse alphabetical order, by clicking the arrows near the column name. The current sorting criteria is indicated by a white arrow. In the example below, the white arrow shows that the list is sorted by session name in alphabetical order.

Training Date ↑↓	Session Name ↑	Content Area ↑↓
08/10/2018 John Doe	<u>February Professional Development</u>	English Language Arts
06/04/2018 John Doe	<u>Training.prep survey.</u>	Early Learning

Figure 49. The button for sorting records by session name

Viewing the Participant Survey Content

To see what kind of information the Participant Survey will gather about your professional development experience, preview the Participant Survey.

1. In the left navigation of <https://pdfor.us>, choose **Coordinator Survey**.

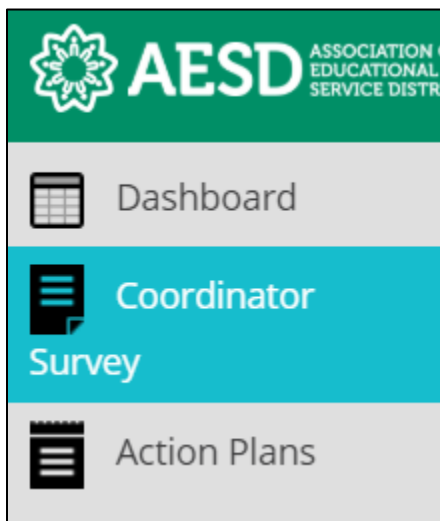


Figure 50. Left navigation

- In the **Participant Survey** column, click the **Survey** button in the row of the appropriate professional development record.

Coordinator Intake Surveys

[Home](#) / [Coordinator Intake Surveys](#)

[My Intake Surveys](#) [Olympic Educational Service District 114](#) [Math \(content area\)](#)

[Start New Coordinator Intake Survey](#)

Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
2018/04/02	February Professional Development Coordinator Coordinator - Capital Region ESD 113 Fellows Survey 4	STEM	Survey 0	Edit Duplicate Finalize Delete

Figure 51. The button to view the Participant Survey

The Participant Survey for that professional learning experience appears in a new window.

Fellows Survey 4

★ Required field

Thank you so much for making the time to complete this fourth Fellows Session Survey. The goals of the survey are to gather information about the quality and impact of this professional development. We will use this information to help provide assistance in your teacher leadership activities and plan future Fellows session in 2019-20.

1. Thinking about your experience in this Fellows session, how would you rate it for the following?

	Very Good	Good	Fair	Poor	Very Poor	Does Not Apply
★ a) Meeting the stated learning objectives of the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★ b) Use of engaging and useful activities to facilitate your learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★ c) Introducing you to useful resources such as curriculum materials, research articles, and practice information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★ d) Providing timely, relevant information that you will be able to apply in your work setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
★ e) Engaging you in discussion with other participants in ways to facilitate your learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 52. The Participant Survey

Editing an Existing Coordinator Survey

After completing the Coordinator Survey, you can edit your responses without altering the Participant Survey content.

1. In the left navigation of <https://pdfor.us>, choose **Coordinator Survey**.

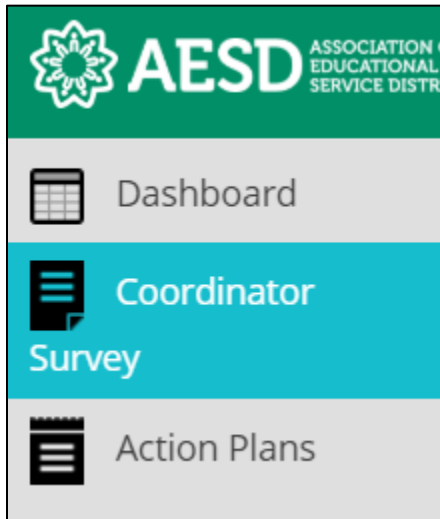


Figure 53. Left navigation

2. Click the **Edit** button in the far-right column to open and edit the Coordinator Survey.

Coordinator Intake Surveys

[Home](#) / **Coordinator Intake Surveys**

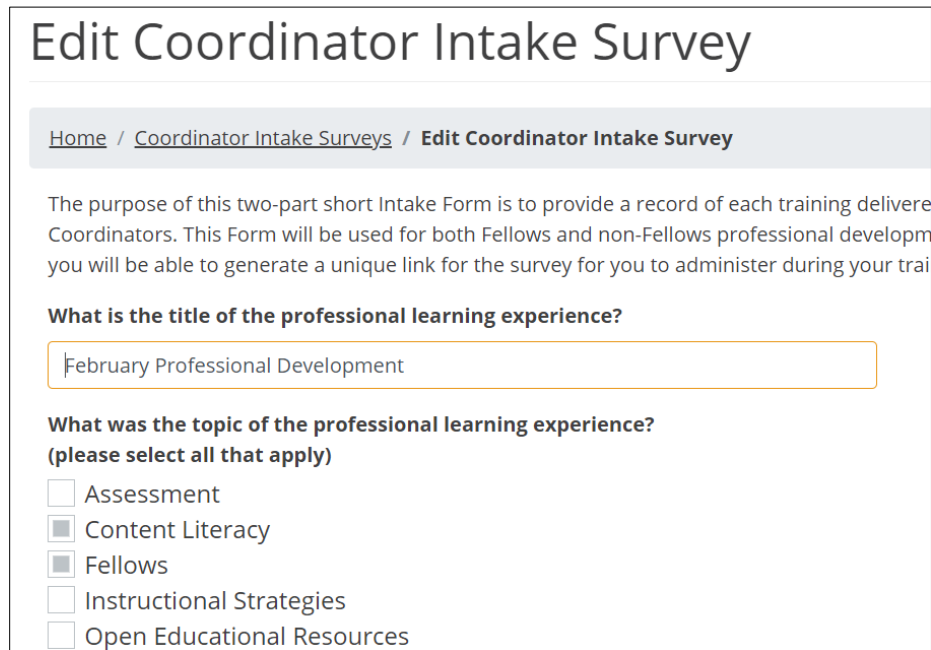
[My Intake Surveys](#) [Olympic Educational Service District 114](#) [Math \(content area\)](#)

[Start New Coordinator Intake Survey](#)

Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
2018/04/02	February Professional Development Coordinator Coordinator - Capital Region ESD 113 Fellows Survey 4	STEM	Survey 0	Edit Duplicate Finalize Delete

Figure 54. Links to edit a Coordinator Survey

The **Edit Coordinator Intake Survey** page appears.



Edit Coordinator Intake Survey

[Home](#) / [Coordinator Intake Surveys](#) / **Edit Coordinator Intake Survey**

The purpose of this two-part short Intake Form is to provide a record of each training delivered by Coordinators. This Form will be used for both Fellows and non-Fellows professional development. You will be able to generate a unique link for the survey for you to administer during your training.

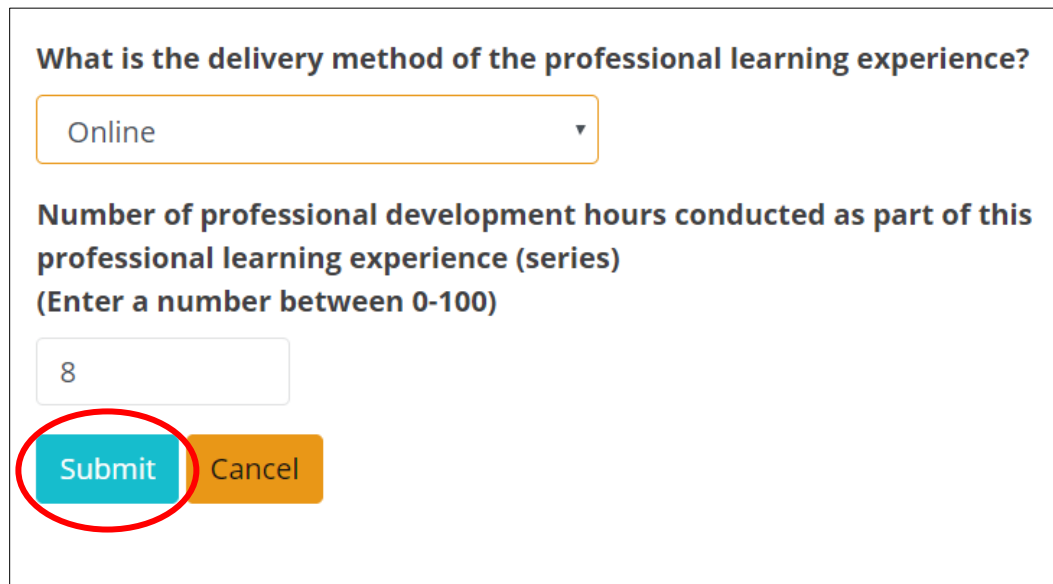
What is the title of the professional learning experience?

**What was the topic of the professional learning experience?
(please select all that apply)**

- ☐ Assessment
- ☒ Content Literacy
- ☒ Fellows
- ☐ Instructional Strategies
- ☐ Open Educational Resources

Figure 55. The Edit Coordinator Intake Survey page

- Once you've made your changes, click **Submit** at the bottom of the page



What is the delivery method of the professional learning experience?

**Number of professional development hours conducted as part of this professional learning experience (series)
(Enter a number between 0-100)**

Submit **Cancel**

Figure 56. The button to submit edits to the Coordinator Survey

A confirmation message appears.

The screenshot shows the 'Coordinator Intake Surveys' page. At the top, there is a breadcrumb trail: 'Home / Coordinator Intake Surveys'. Below this, a green confirmation message 'Intake survey updated successfully.' is displayed, with a close button (X) on the right. Underneath the message, there are tabs for 'My Intake Surveys', 'Olympic Educational Service District 114', and 'Math (content area)'. A blue button labeled 'Start New Coordinator Intake Survey' is visible. Below the button is a table with columns: Training Date, Session Name, Content Area, Participant Survey, and Coordinator Survey. The table contains one row with the following data: Training Date: 2018/04/02, Session Name: February Professional Development, Content Area: STEM, Participant Survey: Survey 0, and Coordinator Survey: Edit, Duplicate, Finalize, Delete. At the bottom right of the table, there are pagination controls: 'Previous', '1', and 'Next'.

Figure 57. The confirmation message for an edited Coordinator Survey

Finalizing the Coordinator Survey

After all participants have completed the Participant Survey, complete another short survey to finalize the professional development record. Once the record is finalized, you can view the Participant Survey results.

1. In the left navigation of <https://pdfor.us>, choose **Coordinator Survey**.

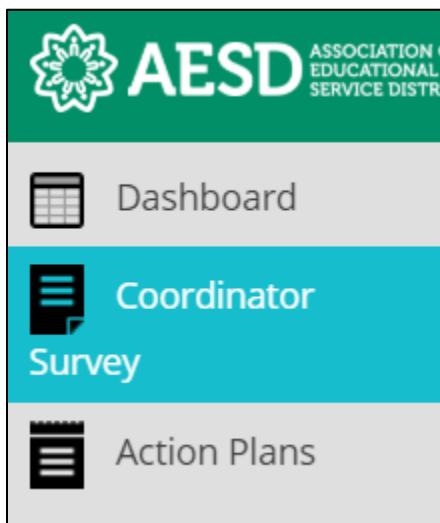


Figure 58. Left navigation

- Click **Finalize** in the row of the appropriate professional development record.

Coordinator Intake Surveys

[Home](#) / [Coordinator Intake Surveys](#)

[My Intake Surveys](#) [Olympic Educational Service District 114](#) [Math \(content area\)](#)

[Start New Coordinator Intake Survey](#)

Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
2018/04/02	February Professional Development Coordinator Coordinator - Capital Region ESD 113 Fellows Survey 4	STEM	Survey 0	Edit Duplicate Finalize Delete

Figure 59. The link to finalize the Coordinator Survey

The **Finalize Coordinator Intake Survey** page appears.

Finalize Coordinator Intake Survey

[Home](#) / [Coordinator Intake Surveys](#) / [Finalize Coordinator Intake Survey](#)

Did you provide participants the OSPI-AESD feedback survey for your content area?

Please select ▼

What was the total number of participants? (Please provide your best estimate.)

0

Do you have any comments or notes about the session that would be helpful for data analysis? For example, you can let us know about mistakes participants made when completing the survey (several of them selected the wrong workshop title or wrong date).
(Type N/A if you do not have any comments.)

[Submit](#) [Cancel](#)

Figure 60. The Finalize Coordinator Intake Survey page

3. Select whether you provided participants with a survey.

Did you provide participants the OSPI-AESD feedback survey for your content area?

Yes

Figure 61. The first question of the questionnaire to finalize the Coordinator Survey

If you answered **No**, select a reason from the drop-down menu.

Did you provide participants the OSPI-AESD feedback survey for your content area?

No

Why did you not provide participants the AESD feedback survey?

Please select a reason
Please select a reason
Not appropriate for the audience or circumstance
Too short of a session (less than 3 hours)
Internet related issues
I ran out of time/forgot

Figure 62. The conditional question on reasons for not providing the Participant Survey

4. Enter the estimated number of participants.

What was the total number of participants? (Please provide your best estimate.)

15

Figure 63. Number of participants field in the questionnaire for finalizing the Coordinator Survey

5. Provide any comments or notes about the session. If you do not have any comments, type “N/A” in the comment box.

Do you have any comments or notes about the session that would be helpful for data analysis? For example, you can let us know about mistakes participants made when completing the survey (several of them selected the wrong workshop title or wrong date). (Type N/A if you do not have any comments.)

N/A

Figure 64. Additional comments field in the questionnaire for finalizing the Coordinator Survey

6. Click **Submit**.

Did you provide participants the OSPI-AESD feedback survey for your content area?

Yes ▼

What was the total number of participants? (Please provide your best estimate.)

15

Do you have any comments or notes about the session that would be helpful for data analysis? For example, you can let us know about mistakes participants made when completing the survey (several of them selected the wrong workshop title or wrong date). (Type N/A if you do not have any comments.)

N/A

Submit
Cancel

Figure 65. The button to submit responses to finalize the Coordinator Survey

The **Coordinator Intake Survey Results** page appears with a confirmation message at the top.

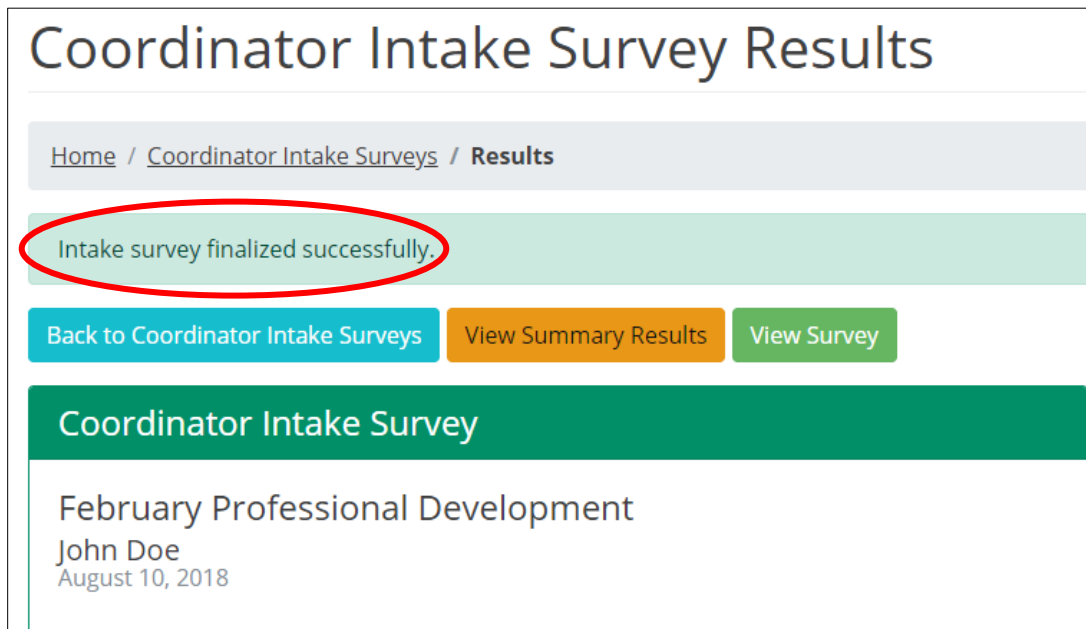


Figure 66. Confirmation message for finalization of the Coordinator Survey

Deleting a Coordinator Survey

You can delete a Coordinator Survey until the first Participant Survey has been filled out.

1. In the left navigation of <https://pdfor.us>, choose **Coordinator Survey**.

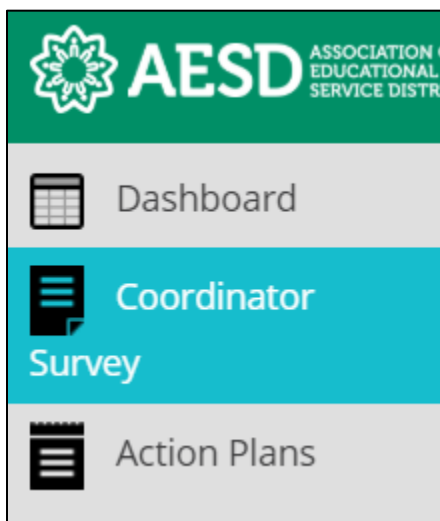


Figure 67. Left navigation

- Click **Delete** in the row of the appropriate professional development record.

Coordinator Intake Surveys

Home / Coordinator Intake Surveys

My Intake Surveys Olympic Educational Service District 114 Math (content area)

Start New Coordinator Intake Survey

Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
2018/04/02	February Professional Development Coordinator Coordinator - Capital Region ESD 113 Fellows Survey 4	STEM	Survey 0	Edit Duplicate Finalize Delete

Figure 68. The button to delete a Coordinator Survey

A dialogue box appears asking you to confirm that you want to delete the record.

dev.pdfor.us says

Are you sure you want to delete this intake survey?

OK Cancel

Figure 69. The dialogue box to confirm deletion of a Coordinator Survey

- Click **OK**.

dev.pdfor.us says

Are you sure you want to delete this intake survey?

OK Cancel

Figure 70. The button to confirm deletion of a Coordinator Survey

A confirmation message appears.

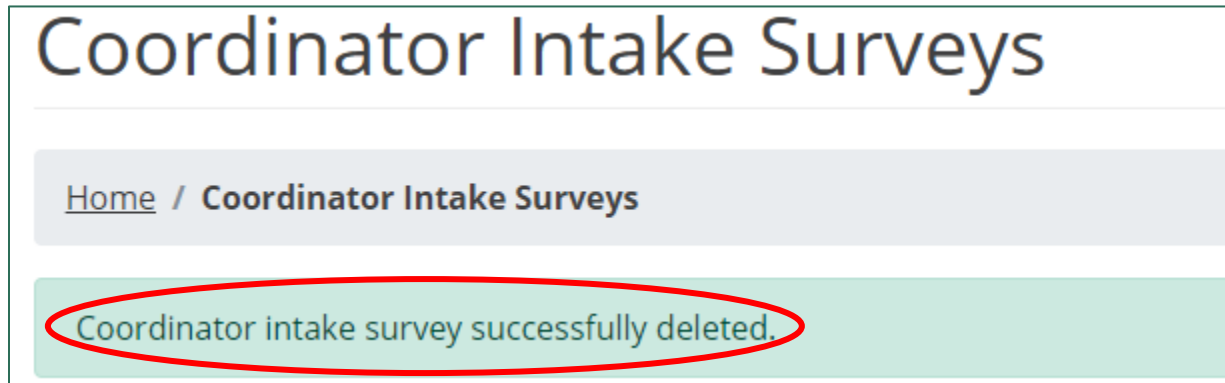


Figure 71. The confirmation message for a deleted Coordinator Survey

Duplicating a Coordinator Survey

If your professional development training spans several days and you would like to administer a separate Participant Survey for each day, you can duplicate the Coordinator Survey. Duplicating a survey creates an identical Participant Survey with a unique link.

1. In the left navigation of <https://pdfor.us>, choose **Coordinator Survey**.

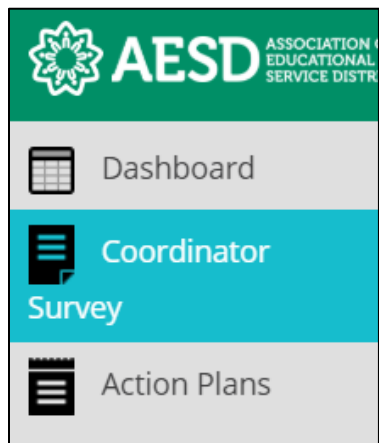


Figure 72. Left navigation

- Click **Duplicate** in the row of the appropriate professional development record.

Coordinator Intake Surveys

Home / Coordinator Intake Surveys

My Intake Surveys Olympic Educational Service District 114 Math (content area)

Start New Coordinator Intake Survey

Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
2018/04/02	February Professional Development Coordinator Coordinator - Capital Region ESD 113 Fellows Survey 4	STEM	Survey 0	Edit Duplicate Finalize Delete

Figure 73. The button to duplicate a survey

The **Duplicate Intake Survey** form appears, with the original survey title automatically listed as the title.

Duplicate Intake Survey

Please complete the following information to duplicate the intake survey.

* What is the title of the professional learning experience?

January Professional Development

* Training Date

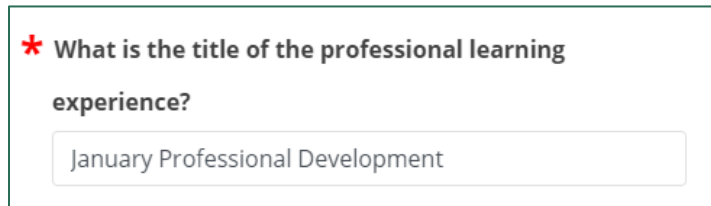
* Generate a participant survey?

Yes

Cancel Duplicate

Figure 74. The Duplicate Intake Survey form

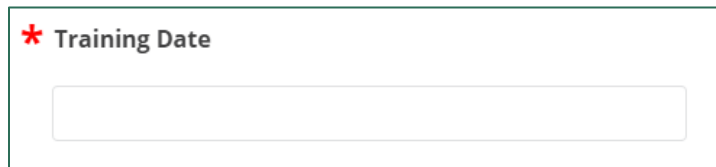
3. If you need to create a new title for the duplicate survey, type it into the title field.



A screenshot of a form field with a red asterisk icon and the text "What is the title of the professional learning experience?". Below the text is a text input field containing the text "January Professional Development".

Figure 75. The title field for a duplicate Coordinator Survey

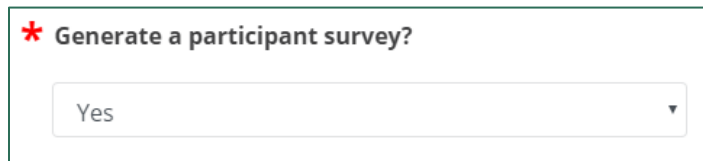
4. Indicate the training date.



A screenshot of a form field with a red asterisk icon and the text "Training Date". Below the text is an empty date input field.

Figure 76. The training date field for a duplicate Coordinator Survey

5. Select whether you would like to generate a Participant Survey for the duplicate Coordinator Survey.



A screenshot of a form field with a red asterisk icon and the text "Generate a participant survey?". Below the text is a dropdown menu with the text "Yes" and a downward arrow.

Figure 77. The option to generate a Participant Survey for a duplicate Coordinator Survey

6. Click **Duplicate**.

Duplicate Intake Survey

×

Please complete the following information to duplicate the intake survey.

✱ What is the title of the professional learning experience?

January Professional Development

✱ Training Date

✱ Generate a participant survey?

Yes

Cancel

Duplicate

Figure 78. The button to submit the information for your duplicate Coordinator Survey

A confirmation message appears on the **Coordinator Intake Surveys** page, and the duplicate Coordinator Survey is now listed.

Coordinator Intake Surveys

[Home](#) / [Coordinator Intake Surveys](#)

Intake survey DUPLICATED successfully.

[My Intake Surveys](#)
[Olympic Educational Service District 114](#)
[Math \(content area\)](#)

[Start New Coordinator Intake Survey](#)

Training Date	Session Name	Content Area	Participant Survey
2018/04/05	January Professional Development 2.0 Coordinator Coordinator - Office of Superintendent of Public Instruction AESD Professional Learning Science Survey	Science	Survey 0
2018/04/02	January Professional Development Coordinator Coordinator - Office of Superintendent of Public Instruction AESD Professional Learning Science Survey	Science	Survey 0
2018/04/02	February Professional Development Coordinator Coordinator - Capital Region ESD 113 Fellows Survey 4	STEM	

Figure 79. Confirmation message for creation of a duplicate Coordinator Survey and duplicate survey listing

Viewing Participant Survey Results

You can view the summarized results of your Participant Survey once you have finalized the Coordinator Survey.

1. In the left navigation of <https://pdfor.us>, choose **Coordinator Survey**.

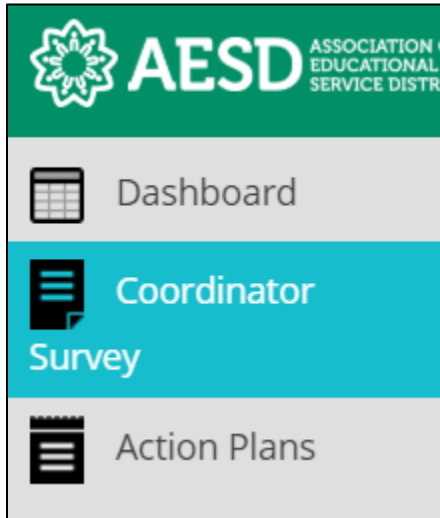


Figure 80. Left navigation

2. Click **Results** in the row of the appropriate professional development record.

Coordinator Intake Surveys

[Home](#) / **Coordinator Intake Surveys**

[My Intake Surveys](#)
[Olympic Educational Service District 114](#)
[Math \(content area\)](#)

[Start New Coordinator Intake Survey](#)

Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
2018/04/02	February Professional Development Coordinator Coordinator - Capital Region ESD 113 Fellows Survey 4	STEM		Results

Figure 81. Link to Participant Survey results

The **Coordinator Intake Survey Results** page appears.

Figure 82. Coordinator Intake Survey Results page

- To see the content of the Participant Survey (what participants see), click **View Survey**.

Figure 83. Link to view Participant Survey

The Participant Survey appears in a new window.

(PREVIEW) Fellows Survey 4

Thank you so much for making the time to complete this fourth Fellows Session Survey. The goals of the survey are to gather information about the quality and impact of this professional development. We will use this information to help provide assistance in your teacher leadership activities and plan future Fellows session in 2019-20.

1. Thinking about your experience in this Fellows session, how would you rate it for the following?

	Very Good	Good	Fair	Poor	Very Poor	Does Not Apply
* a) Meeting the stated learning objectives of the session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* b) Use of engaging and useful activities to facilitate your learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* c) Introducing you to useful resources such as curriculum materials, research articles, and practice information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* d) Providing timely, relevant information that you will be able to apply in your work setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* e) Engaging you in discussion with other participants in ways to facilitate your learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* f) Providing sufficient time for you to process the information collaboratively with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 84. The Participant Survey

4. To see summarized Participant Survey data, click **View Summary Results**.

Coordinator Intake Survey Results

[Home](#) / [Coordinator Intake Surveys](#) / **Results**

[Back to Coordinator Intake Survey](#) **View Summary Results** [View Survey](#)

Figure 85. Link to summarized Participant Survey results

The summarized Participant Survey results appear.

As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
a) The content area.	2 100%	0 0%	0 0%	0 0%	0 0%
b) Research based instructional practices.	0 0%	1 50%	1 50%	0 0%	0 0%
c) Instructional practices to make learning experiences more inclusive for students of color.	1 50%	0 0%	1 50%	0 0%	0 0%
d) Instructional practices to make learning experiences more inclusive for English language learners.	0 0%	2 100%	0 0%	0 0%	0 0%
e) Instructional practices to make learning experiences more inclusive for students with disabilities.	2 100%	0 0%	0 0%	0 0%	0 0%
f) A range of assessments and/or resources across the educational system such as state, local and/or classroom assessments.	0 0%	1 50%	0 0%	1 50%	0 0%
g) How to share this session's information with others (teachers, administrators, parents).	1 50%	0 0%	0 0%	0 0%	1 50%

Figure 86. An example of summarized Participant Survey results

Viewing and Editing Action Plans

As a coordinator, you may oversee Fellows' Action Plans. Fellows create Action Plans to effect positive change and ultimately improve learning in their school, district, or organization. The Action Plan includes two sections:

- **Section A—Initial plan:** Fellows complete the initial plan to determine how their leadership can support the school-year goals of their school, district, or organization.
- **Section B—Ongoing reflections and plans:** Fellows complete ongoing reflections and plans to support and evaluate the initial plan and report the results to their ESD coordinator. This section of the plan also tracks action items and reflections.

Through the PDforUs system, you can view and edit Action Plans for Fellows you oversee, as well as all Action Plans for your ESD and content area.

Viewing Action Plans

You can view and edit Action Plans under the **My Action Plans** tab, **Group Action Plans** tab, and Action Plan tabs from your content area or ESD. You can also download a plan as a PDF and share a link to it.

The **Group Action Plans** tab includes plans that a group of people are collaborating on. If someone adds you as a collaborator to one of their Action Plans, that plan will appear under the **Group Action Plans** tab.

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

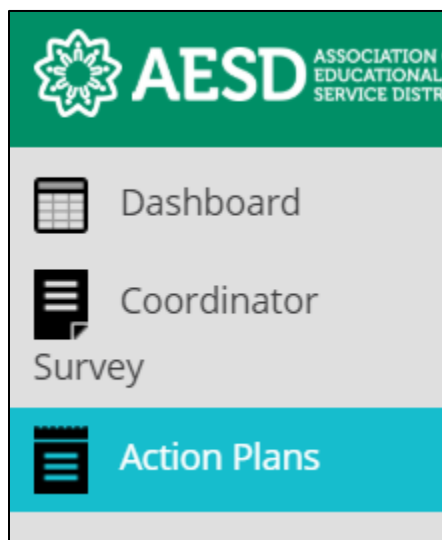


Figure 87. Left navigation

The **Fellows Action Plans** page appears.

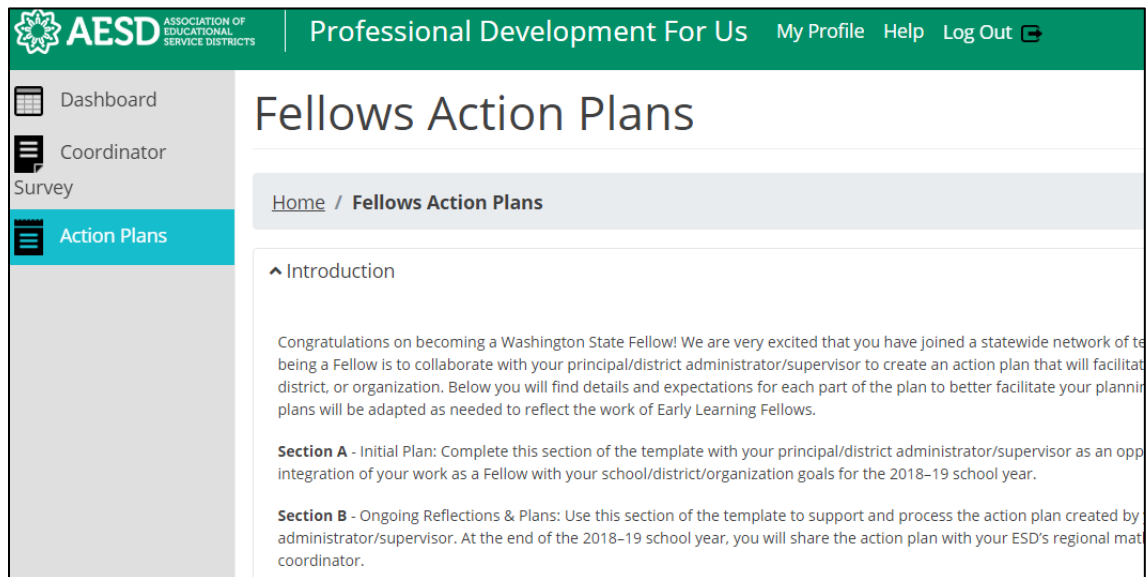


Figure 88. The Fellows Action Plans page

2. Select a tab to view plans you generated, those you are a collaborator for, plans across your ESD, or plans across your content area.

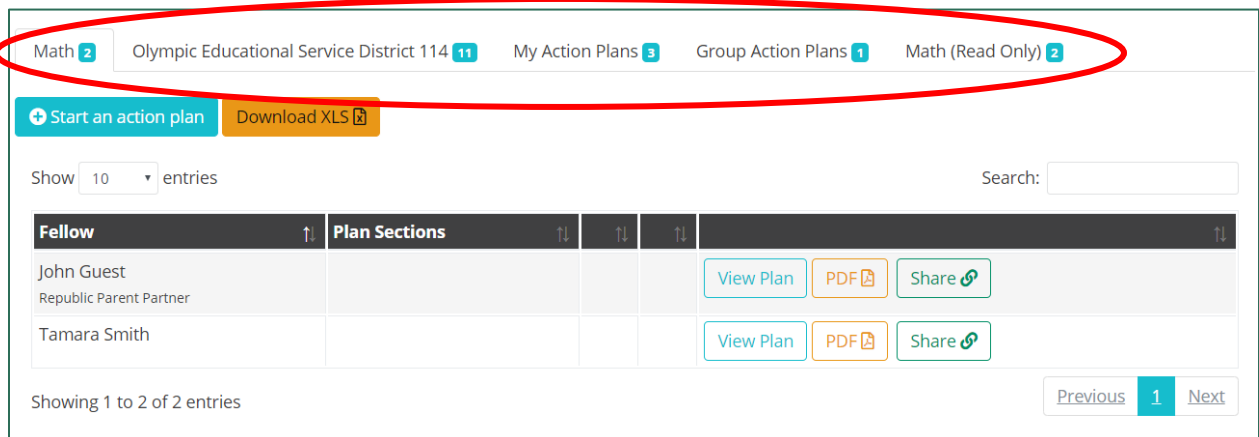
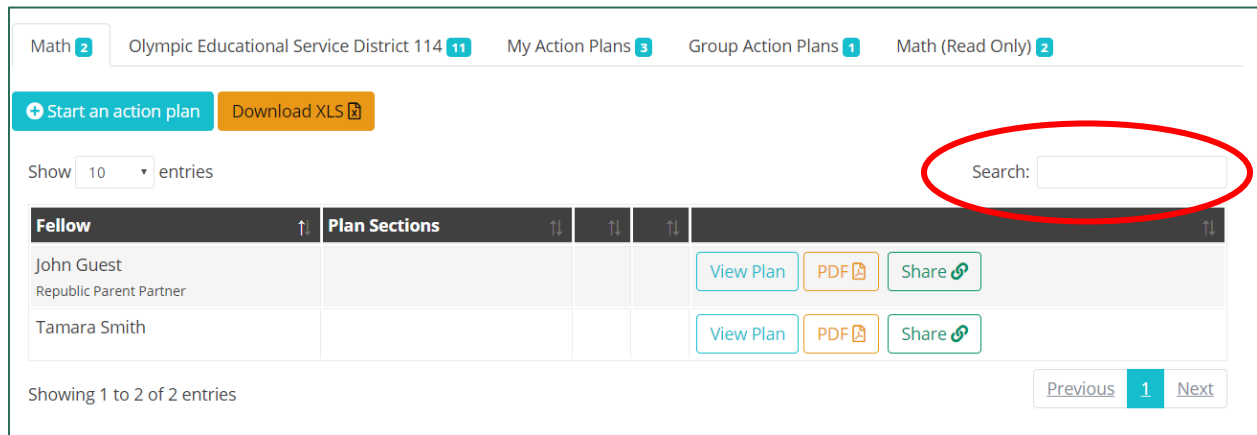


Figure 89. Tabs for selecting which Action Plans to view

NOTE: You can search Action Plans by typing key terms, such as a Fellow name or school name, into the search field.



Math **2** Olympic Educational Service District 114 **11** My Action Plans **3** Group Action Plans **1** Math (Read Only) **2**

[+ Start an action plan](#) [Download XLS](#)

Show **10** entries

Search:

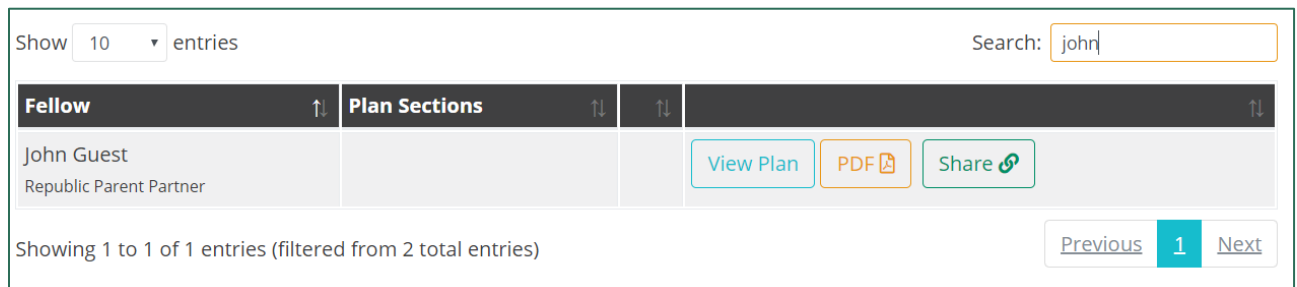
Fellow	Plan Sections			
John Guest Republic Parent Partner				View Plan PDF Share
Tamara Smith				View Plan PDF Share

Showing 1 to 2 of 2 entries

[Previous](#) **1** [Next](#)

Figure 90. The search field for Action Plans

A filtered list of Action Plans appears.



Show **10** entries

Search:

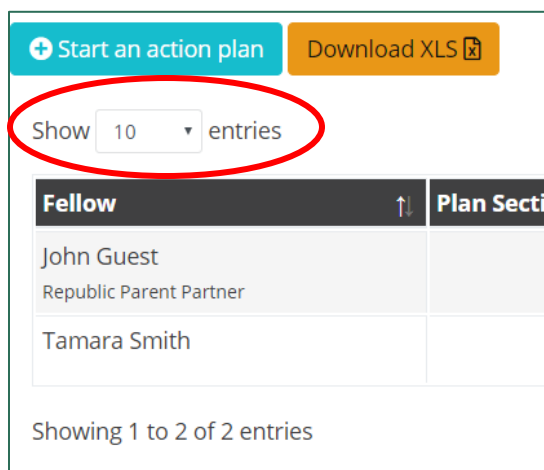
Fellow	Plan Sections			
John Guest Republic Parent Partner				View Plan PDF Share

Showing 1 to 1 of 1 entries (filtered from 2 total entries)

[Previous](#) **1** [Next](#)

Figure 91. Filtered results after searching the list of Action Plans

You can also use the **Show entries** drop-down menu to change the number of Action Plans you see on one page of the list.



[+ Start an action plan](#) [Download XLS](#)

Show **10** entries

Fellow	Plan Sections
John Guest Republic Parent Partner	
Tamara Smith	

Showing 1 to 2 of 2 entries

Figure 92. Drop-down menu for choosing how many plans to view on one page of the list

3. Click **View Plan** in the row of the appropriate Action Plan.

Math **2** Olympic Educational Service District 114 **11** My Action Plans **3** Group Action Plans **1** Math (Read Only) **2**

[Start an action plan](#) [Download XLS](#)

Show **10** entries Search:

Fellow	Plan Sections			
John Guest Republic Parent Partner			View Plan	PDF Share
Tamara Smith			View Plan	PDF Share

Showing 1 to 2 of 2 entries [Previous](#) **1** [Next](#)

Figure 93. The button to view an Action Plan

The **Action Plan** page appears, which shows the information for the selected plan.

Action Plan

[← View Plan](#) [Print](#) [PDF](#) [Share](#)

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

Section A - Initial Plan: Complete this section of the template with your principal/district administrator/supervisor as an opportunity for self-assessment and for integration of your work as a Fellow with your school/district/organization goals for the 2018–19 school year.

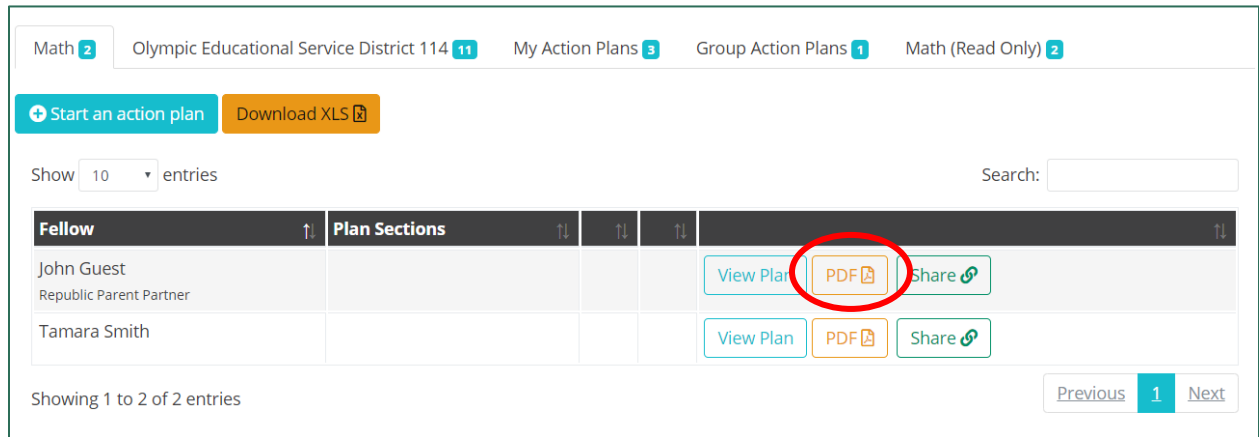
Section B - Ongoing Reflections & Plans: Use this section of the template to support and process the action plan created by you and your principal/district administrator/supervisor. At the end of the 2018–19 school year, you will share the action plan with your ESD's regional math, science, early learning, or ELA coordinator.

Each Fellow's principal, district administrator, or supervisor is expected to collaborate closely with their Fellow in thoughtful planning of how the district, school, or organization will utilize the Fellow's leadership in support of standards implementation efforts and/or to improve students' learning. Each district or organization supports its Fellow through close collaboration and a commitment to action items within the timeline as noted here:

Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.

Figure 94. The Action Plan page

4. To download an Action Plan as a PDF, click the **PDF** button in the appropriate row.



Math **2** Olympic Educational Service District 114 **11** My Action Plans **3** Group Action Plans **1** Math (Read Only) **2**

[Start an action plan](#) [Download XLS](#)

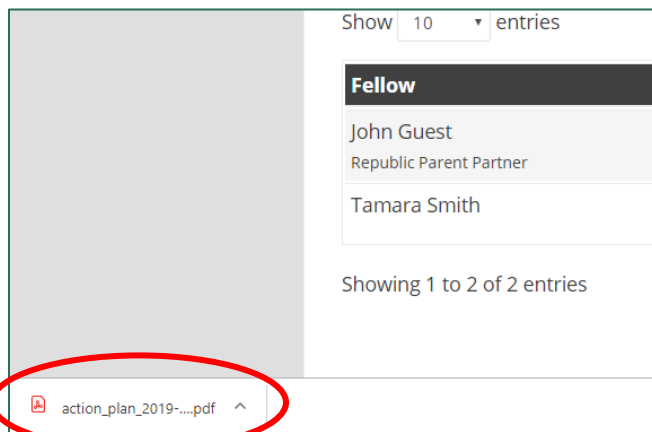
Show **10** entries Search:

Fellow	Plan Sections			
John Guest Republic Parent Partner				View Plan PDF Share
Tamara Smith				View Plan PDF Share

Showing 1 to 2 of 2 entries [Previous](#) **1** [Next](#)

Figure 95. The button to download an Action Plan as a PDF

A prompt to open the PDF appears in the bottom left corner of your browser window.



Show **10** entries

Fellow
John Guest Republic Parent Partner
Tamara Smith

Showing 1 to 2 of 2 entries


 action_plan_2019-....pdf ^

Figure 96. The prompt to open a PDF

- Click the arrow next to the file name and choose **Open**.

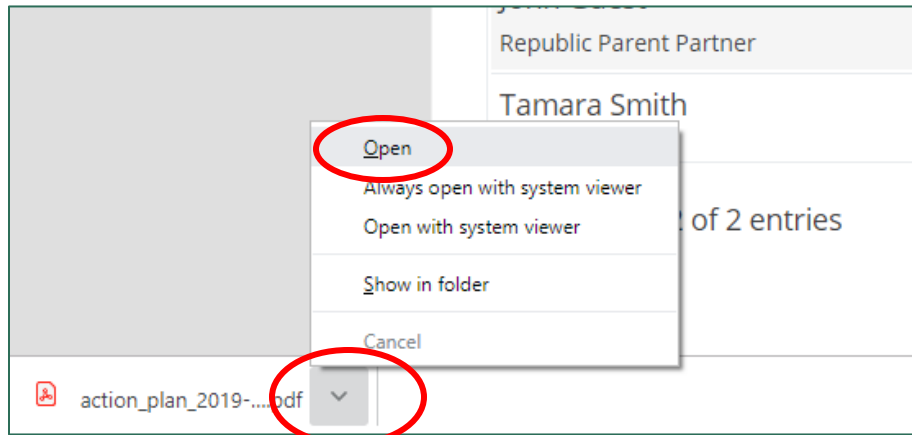


Figure 97. The option to open a PDF

The PDF opens in a new window. You can now view, save, or print the file.

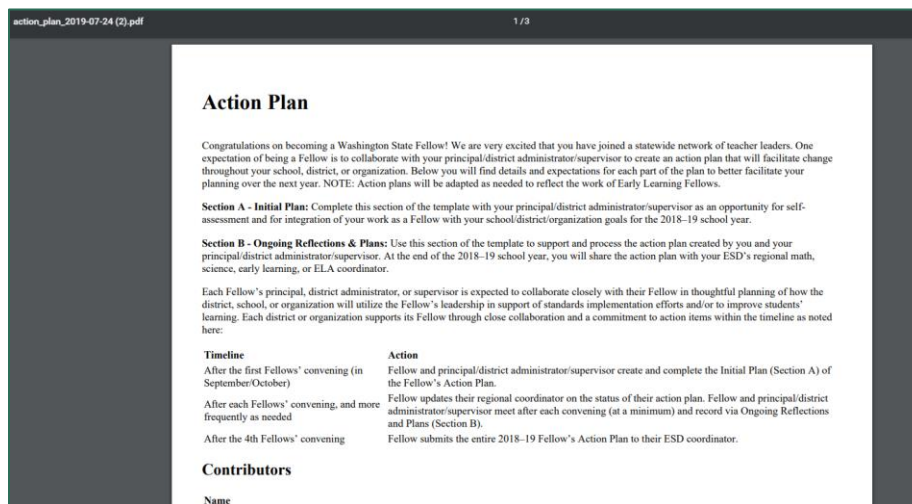


Figure 98. An Action Plan as a PDF

6. To share an Action Plan, click **Share** in the appropriate row.

The screenshot shows a web interface for Action Plans. At the top, there are tabs for 'Math' (2), 'Olympic Educational Service District 114' (11), 'My Action Plans' (3), 'Group Action Plans' (1), and 'Math (Read Only)' (2). Below the tabs are buttons for 'Start an action plan' and 'Download XLS'. A 'Show' dropdown is set to '10' entries, and a search bar is on the right. The main table has columns for 'Fellow', 'Plan Sections', and actions. Two rows are visible: one for 'John Guest' and one for 'Tamara Smith'. Each row has 'View Plan', 'PDF', and 'Share' buttons. The 'Share' buttons are circled in red. At the bottom, it says 'Showing 1 to 2 of 2 entries' and has 'Previous', '1', and 'Next' navigation links.

Figure 99. The button to share an Action Plan

A new window opens containing the Action Plan text. You can copy the URL and share it.

The screenshot shows a web browser window with the URL <https://dev.pdfcor.us/actionplans/v1/plan/share/2a=8C8715B2B1> circled in red. The page title is 'Action Plan'. The content includes a congratulatory message for becoming a Washington State Fellow, followed by instructions for 'Section A - Initial Plan' and 'Section B - Ongoing Reflections & Plans'. At the bottom, there is a table with two columns: 'Timeline' and 'Action'.

Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.
After each Fellows'	Fellow updates their regional coordinator on the status of their action plan. Fellow and principal/district

Figure 100. A new window with a shareable URL for an Action Plan

VIEWING YOUR OWN ACTION PLANS

For Action Plans you have created and group Action Plans, you can view the plan sections, download the plan sections as Excel files, and add contributors to a plan.

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

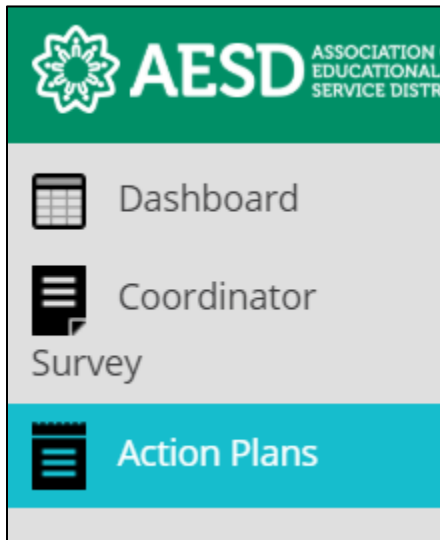


Figure 101. Left navigation

The **Fellows Action Plans** page appears.

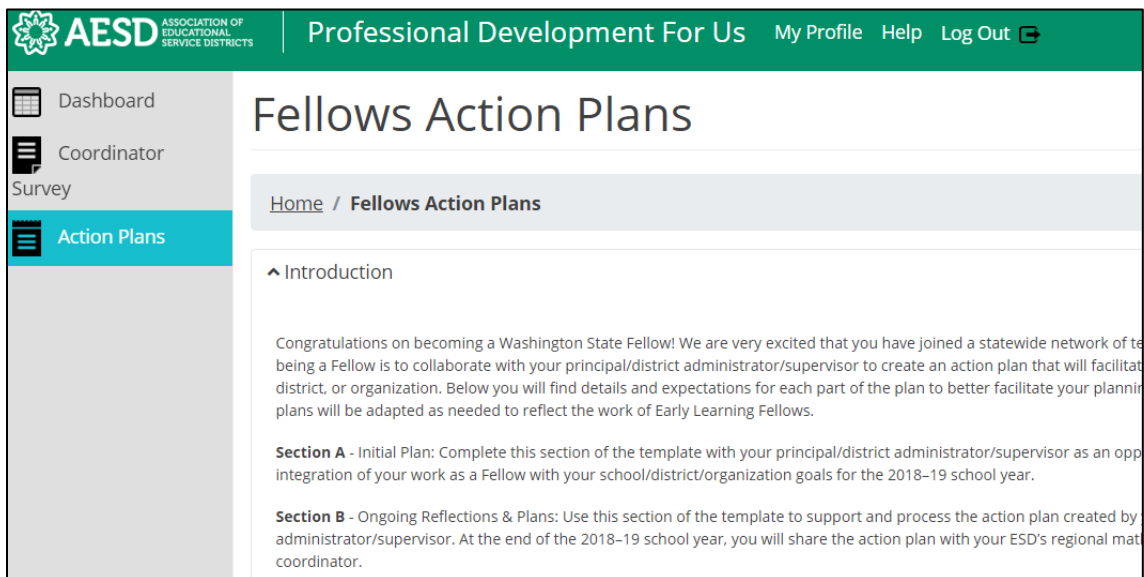


Figure 102. The Fellows Action Plans page

NOTE: You can minimize the introductory text by clicking the arrow next to Introduction.

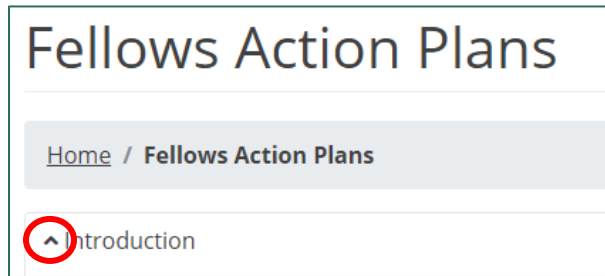


Figure 103. The button to collapse the introductory text on the Fellows Action Plans page

The introductory text collapses.

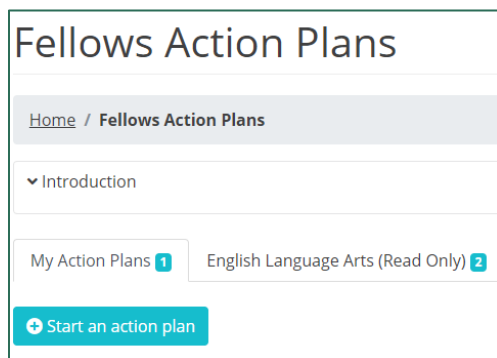


Figure 104. The Fellows Action Plans page with the introductory text collapsed

2. Select the **My Action Plans** or **Group Action Plans** tab to view plans you're involved in.

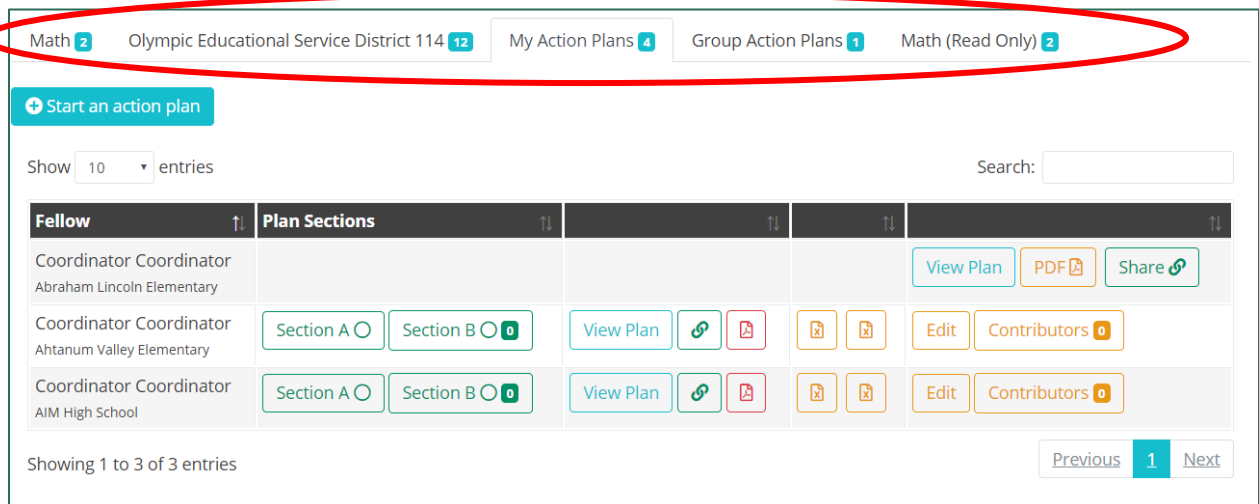


Figure 105. The tabs to select your own Action Plans or your group Action Plans

3. In the Plan Sections column of the list, the circles on the Section A and Section B buttons indicate the level of completeness of each section. A fully shaded circle means a complete section, a partially shaded circle means a partially complete section, and an unfilled circle

means the section is not yet started. In the example below, Section A is partially complete, and Section B is not yet started. The number shown on the Section B button indicates the number of reflections included for this Action Plan. In the example below, there are no reflections.

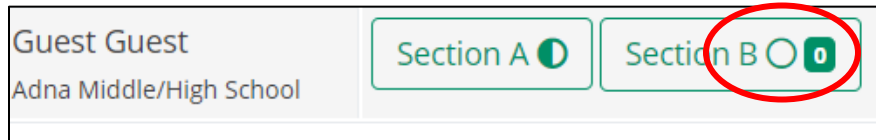


Figure 106. Icons on buttons for Action Plan sections that show the level of completeness

To view one of the plan sections, click on the button for the appropriate section in the **Plan Sections** column.

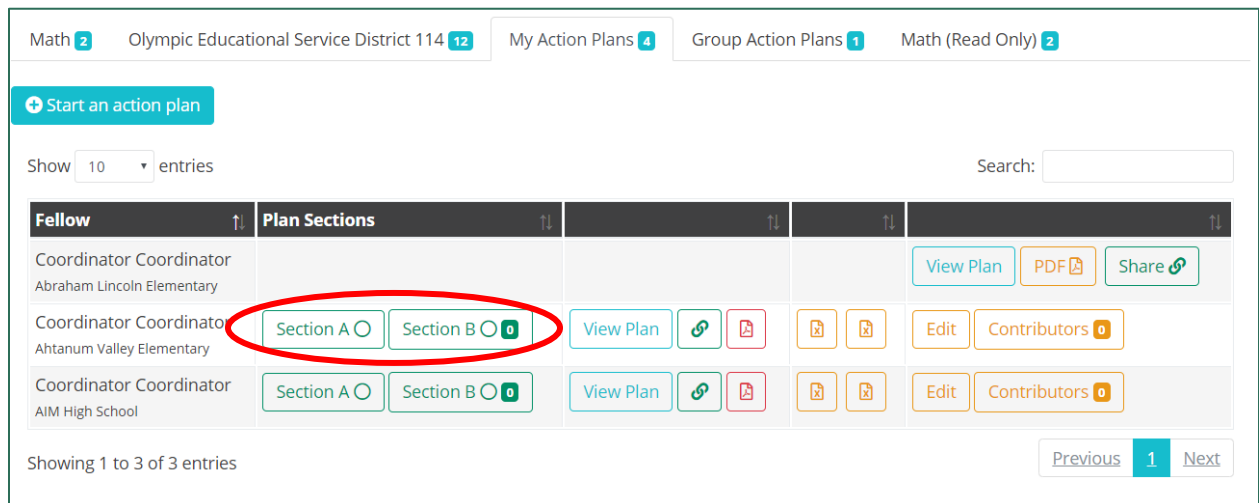


Figure 107. The buttons to navigate to a plan section

The selected section appears.

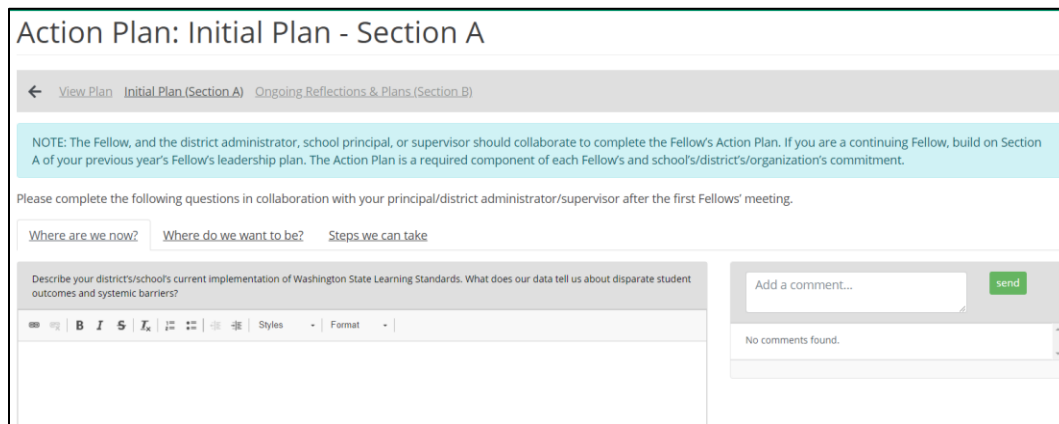


Figure 108. The Action Plan: Initial Plan--Section A page

4. To view the entire plan, click the **View Plan** button.

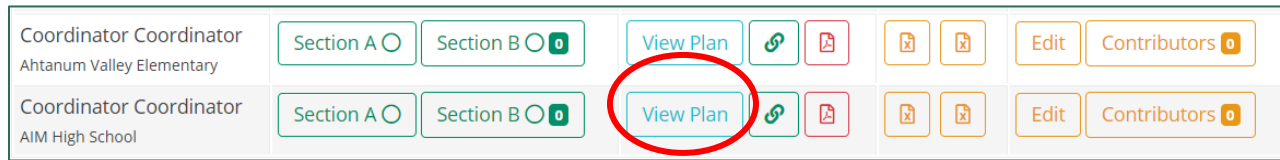


Figure 109. The button to view an Action Plan

The **Action Plan** page appears.

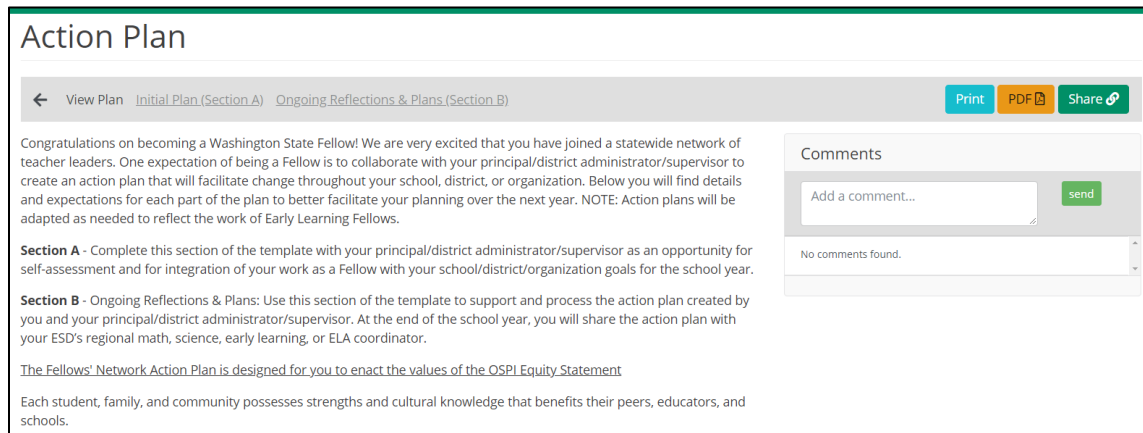


Figure 110. The Action Plan page

5. On this page, you can add comments regarding the overall Action Plan by typing your comment into the text field on the right.

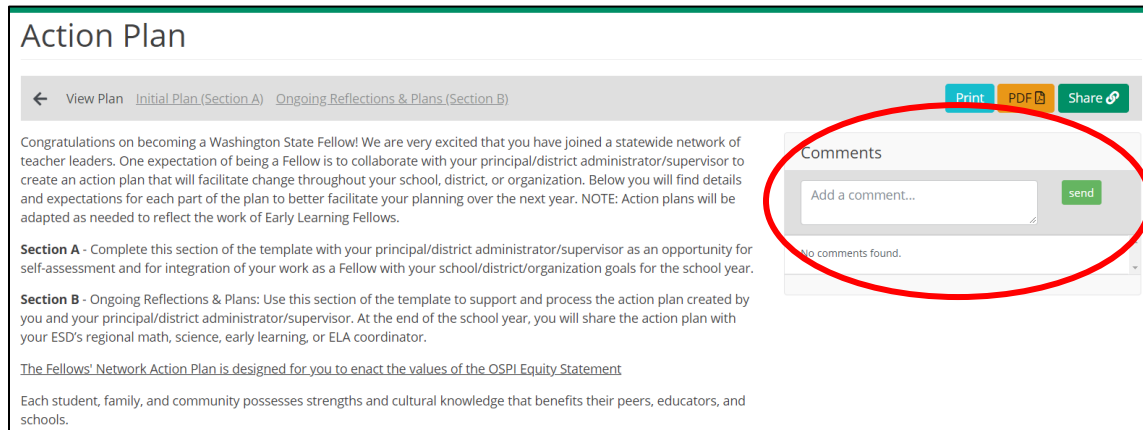


Figure 111. The comments text field on the View Action Plan page

6. Type your comment into the text box and click **Send**.

Figure 112. The button to submit a comment for an Action Plan

A confirmation message briefly appears beneath the comment section.

Figure 113. The confirmation message for adding a comment to an Action Plan

7. To share an Action Plan, click the link button in the appropriate row of the Action Plan list









Coordinator Coordinator Ahtanum Valley Elementary	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0
Coordinator Coordinator AIM High School	Section A ○	Section B ○ 0	View Plan					Edit	Contributors 0

Figure 114. The button to create a shareable link for an Action Plan

A new window opens containing the Action Plan text. You can copy the URL and share it.

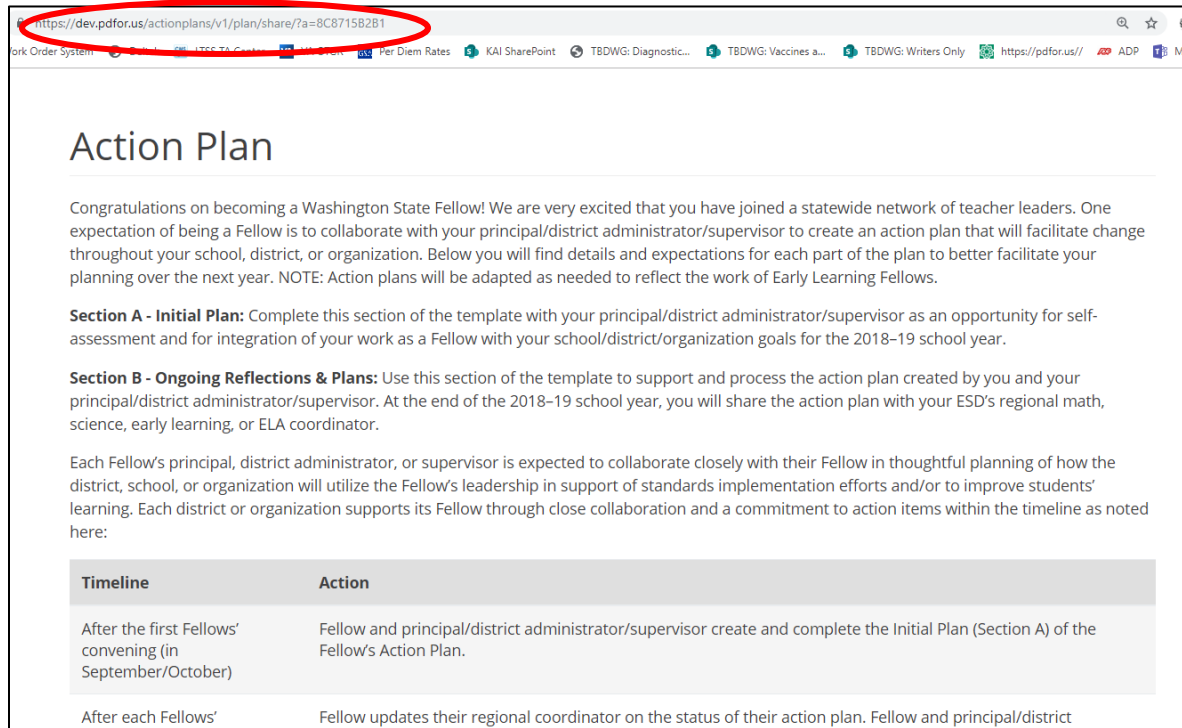


Figure 115. A new window with a shareable URL for an Action Plan

8. To download an Action Plan as a PDF, click the PDF button in the appropriate row of the Action Plan list.

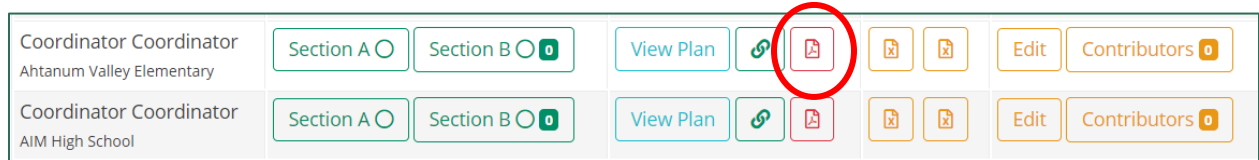


Figure 116. The button to download an Action Plan as a PDF

A prompt to open the PDF appears in the bottom left corner of your browser window.

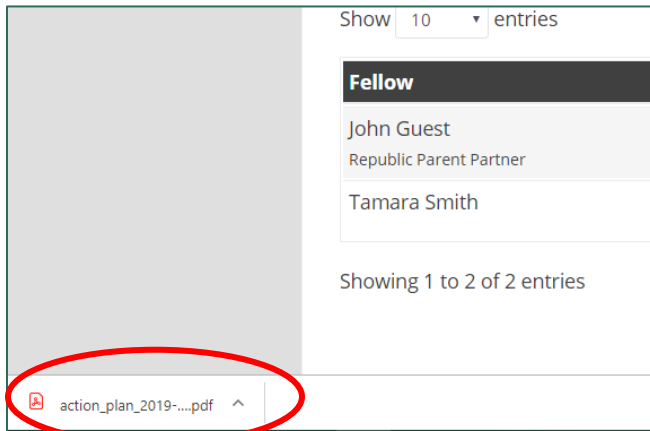


Figure 117. A prompt to open a PDF

9. Click the arrow next to the file name and choose **Open**.

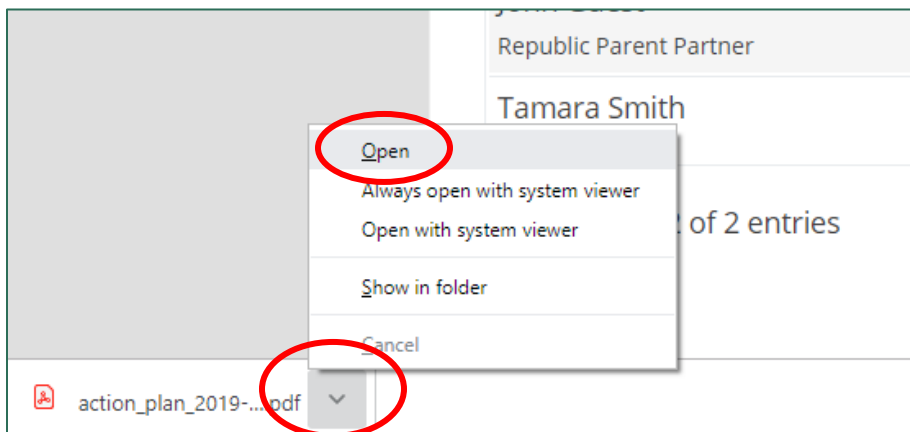


Figure 118. The option to open a PDF

The PDF opens in a new window. You can now view, save, or print the file.

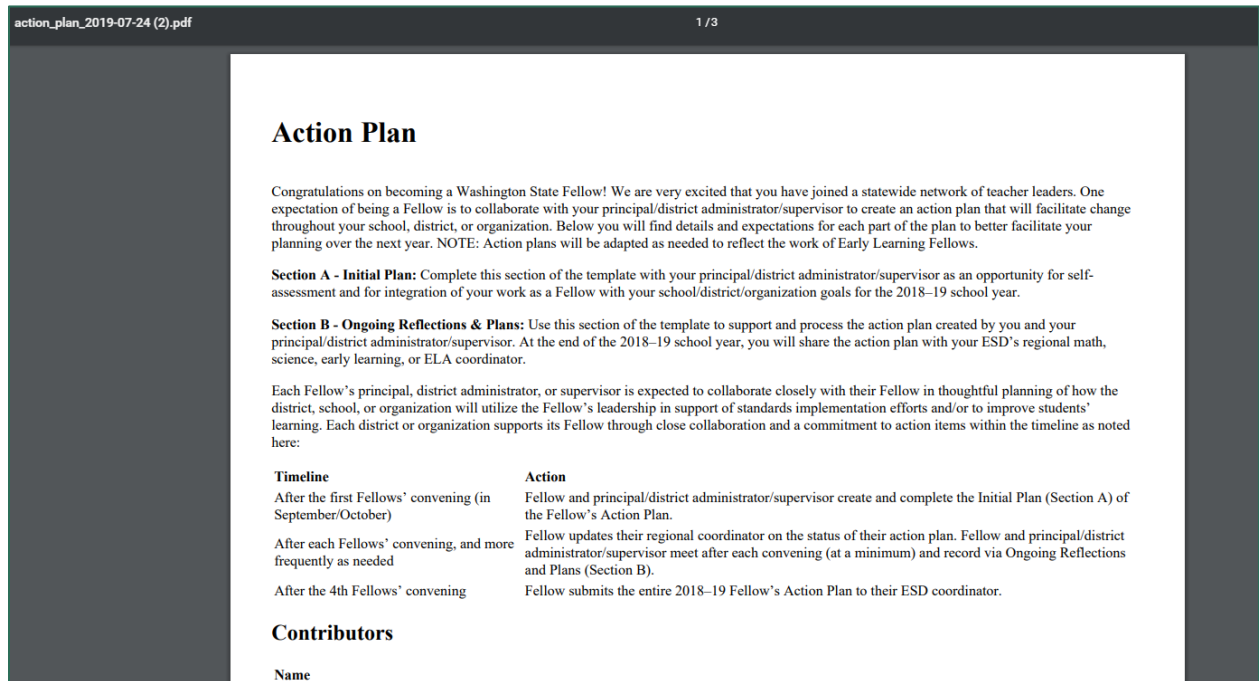


Figure 119. An Action Plan as a PDF

10. To download an Action Plan section as an Excel file, click the first Excel button for Section A and the second for Section B.

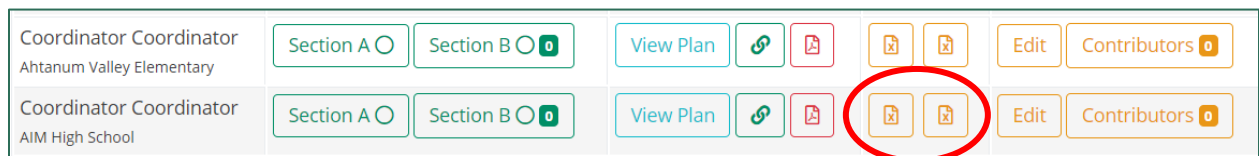


Figure 120. The buttons to download Action Plans sections as Excel files

A prompt to open the file appears in the bottom left corner of your browser window.

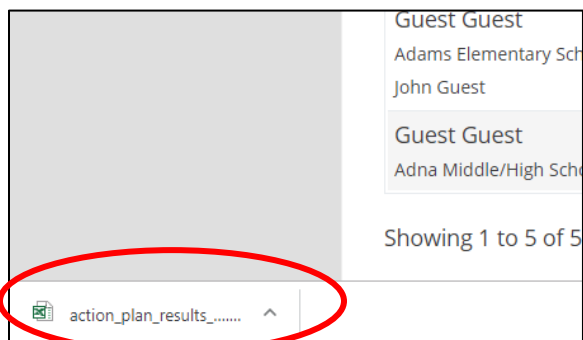


Figure 121. A prompt to open an Excel file

11. Click the arrow next to the file name and choose **Open**.

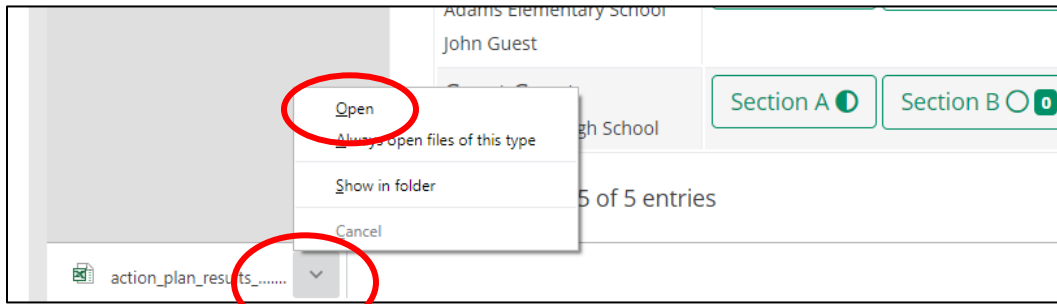


Figure 122. The option to open an Excel file

The file opens with Microsoft Excel.

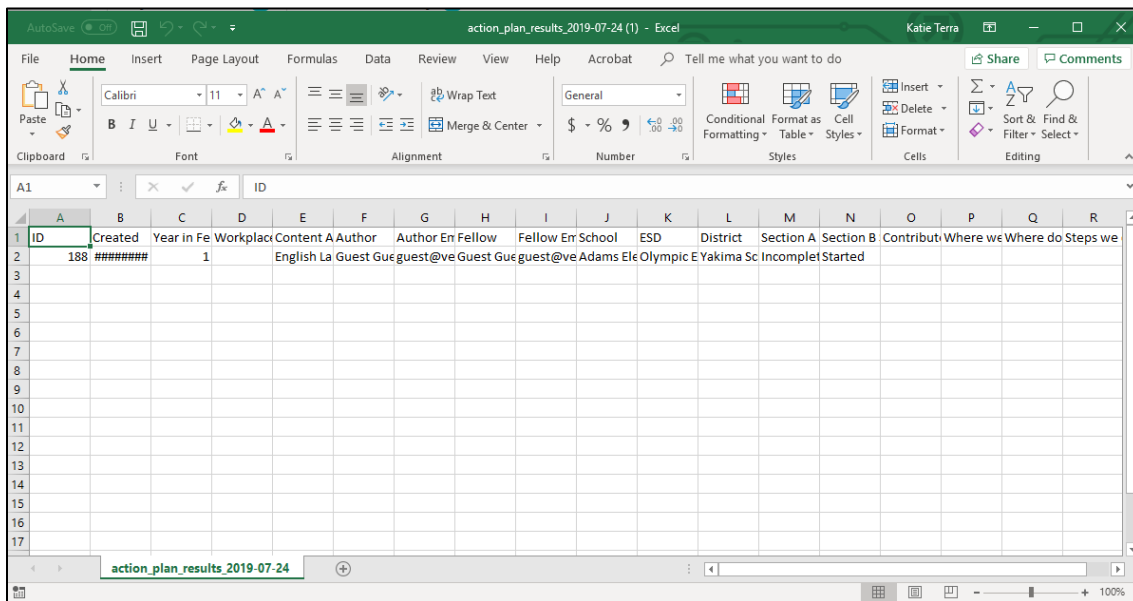


Figure 123. An Action Plan section as an Excel file

DOWNLOADING ACTION PLAN DATA

You can download data as an Excel file for all Action Plan data across your content area or ESD.

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

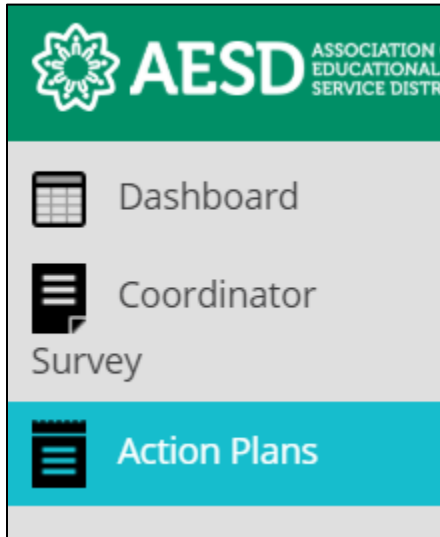


Figure 124. Left navigation

The **Fellows Action Plans** page appears.

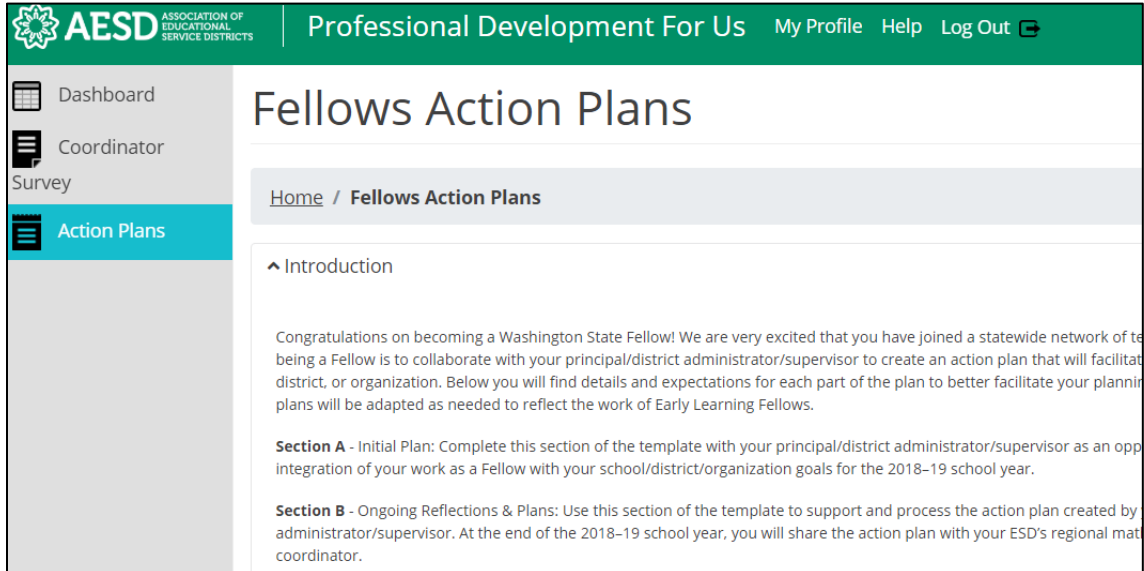


Figure 125. The Fellows Action Plans page

2. Select a tab to view plans for your ESD or those for your content area.

Math **2** Olympic Educational Service District 114 **11** My Action Plans **3** Group Action Plans **1** Math (Read Only) **2**

[Start an action plan](#) [Download XLS](#)

Show **10** entries Search:

Fellow	Plan Sections			
John Guest Republic Parent Partner				View Plan PDF Share
Tamara Smith				View Plan PDF Share

Showing 1 to 2 of 2 entries [Previous](#) **1** [Next](#)

Figure 126. Tabs to select which Action Plans to view

3. Click the **Download XLS** button.

Math **2** Olympic Educational Service District 114 **11** My Action Plans **3** Group Action Plans **1** Math (Read Only) **2**

[Start an action plan](#) [Download XLS](#)

Show **10** entries Search:

Fellow	Plan Sections			
John Guest Republic Parent Partner				View Plan PDF Share
Tamara Smith				View Plan PDF Share

Showing 1 to 2 of 2 entries [Previous](#) **1** [Next](#)

Figure 127. The Download XLS button

A prompt to open the file appears in the bottom left corner of your browser window.

Guest Guest
Adams Elementary Sch
John Guest

Guest Guest
Adna Middle/High Sch

Showing 1 to 5 of 5

[action_plan_results_.....](#)

Figure 128. A prompt to open an Excel file

- Click the arrow next to the file name and choose **Open**.

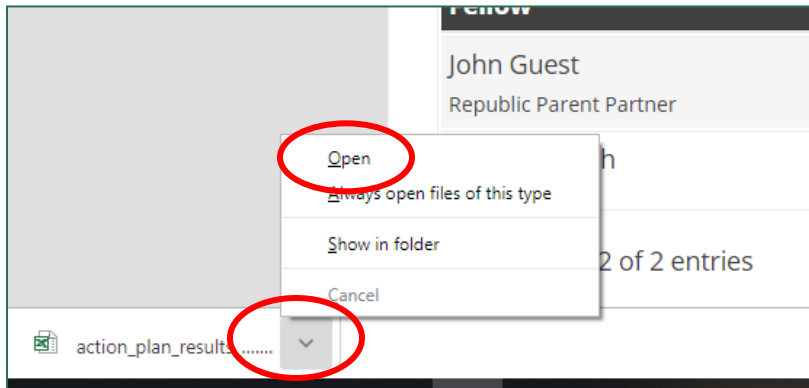


Figure 129. The option to open an Excel file

The file opens with Microsoft Excel.

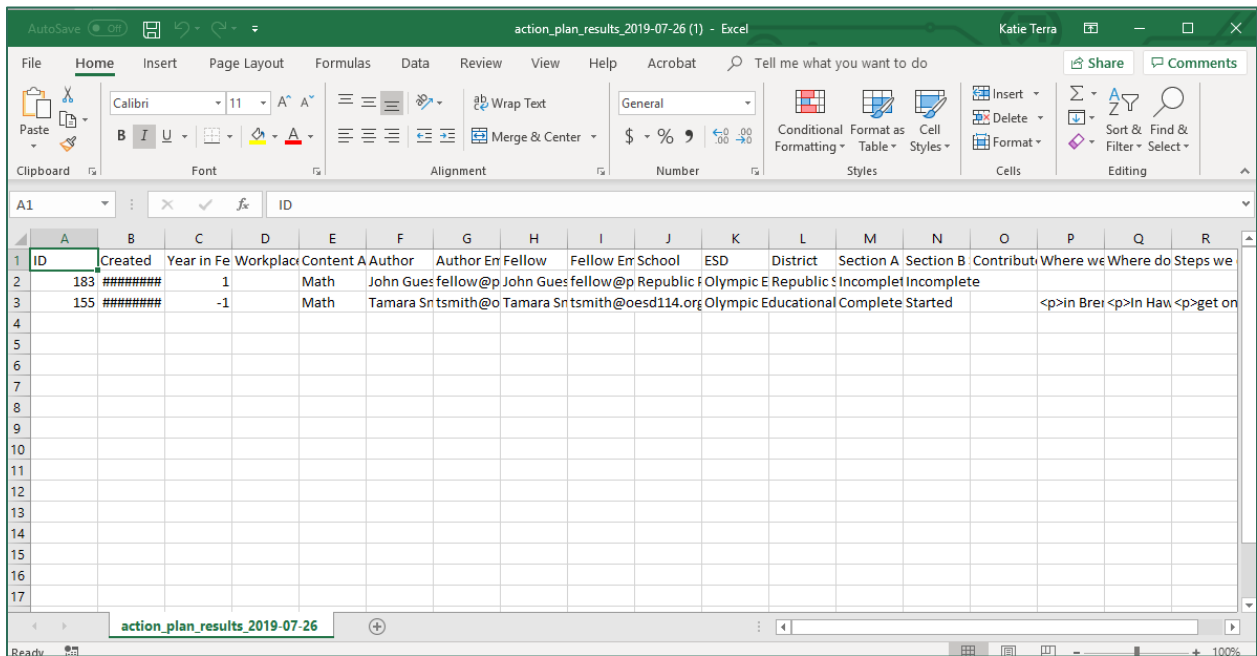


Figure 130. Action Plan data as an Excel file

Editing Action Plans

As part of your role in overseeing Fellows' Action Plans, you can edit Action Plans.

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

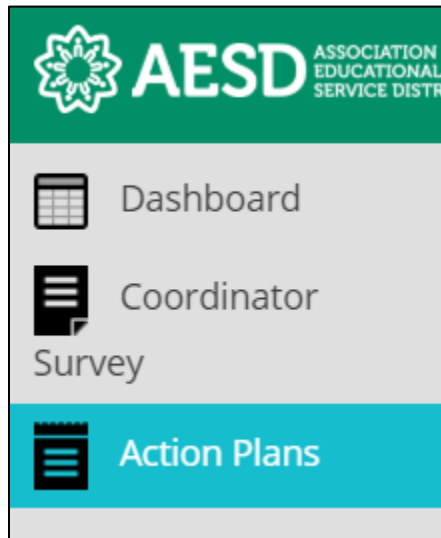


Figure 131. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / [Fellows Action Plans](#)

Introduction

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

Section A - Complete this section of the template with your principal/district administrator/supervisor as an opportunity for self-assessment and for integration of your work as a Fellow with your school/district/organization goals for the school year.

Section B - Ongoing Reflections & Plans: Use this section of the template to support and process the action plan created by you and your principal/district administrator/supervisor. At the end of the school year, you will share the action plan with your ESD's regional math, science, early learning, or ELA coordinator.

The Fellows' Network Action Plan is designed for you to enact the values of the OSPI Equity Statements

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts: engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Each Fellow's principal, district administrator, or supervisor is expected to collaborate closely with their Fellow in thoughtful planning of how the district, school, or organization will utilize the Fellow's leadership in support of standards implementation efforts and/or to improve students' learning. Each district or organization supports its Fellow through close collaboration and a commitment to action items within the timeline as noted here:

Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.
After each Fellows' convening, and more frequently as needed	Fellow updates their regional coordinator on the status of their action plan. Fellow and principal/district administrator/supervisor meet after each convening (at a minimum) and record via Ongoing Reflections and Plans (Section B) .
After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans **2** Math (Read Only) **2**

Figure 132. The Fellows Action Plans page

- To edit the basic information for the Action Plan, such as school or content area, click **Edit** in the row of the appropriate Action Plan.

Coordinator Coordinator Ahtanum Valley Elementary	Section A ○	Section B ○ 0	View Plan						Edit	Contributors 0
Coordinator Coordinator AIM High School	Section A ○	Section B ○ 0	View Plan						Edit	Contributors 0

Figure 133. The button to edit an Action Plan

The **Action Plan** page appears.

Action Plan

Fellow

Guest Guest

Year in Fellows Program

Three ▼

Content Area

Climate Science-Related Instruction ▼

ESD

Olympic Educational Service District 114

School

Adams Elementary School - Yakima ▼

If you do not work in a school, what is your workplace?

Submit

Cancel

Figure 134. The Action Plan page

- Update the information as needed and click **Submit**.

Action Plan

Fellow

Guest Guest

Year in Fellows Program

Three

Content Area

Climate Science-Related Instruction

ESD

Olympic Educational Service District 114

School

Adams Elementary School - Yakima

If you do not work in a school, what is your workplace?

Submit

Cancel

Figure 135. The button to submit edits to an Action Plan

The **Fellows Action Plans** page appears with a confirmation message at the top.

Fellows Action Plans

[Home](#) / **Fellows Action Plans**

Action plan added successfully.

Figure 136. A confirmation message of an updated Action Plan

EDITING SECTION A

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

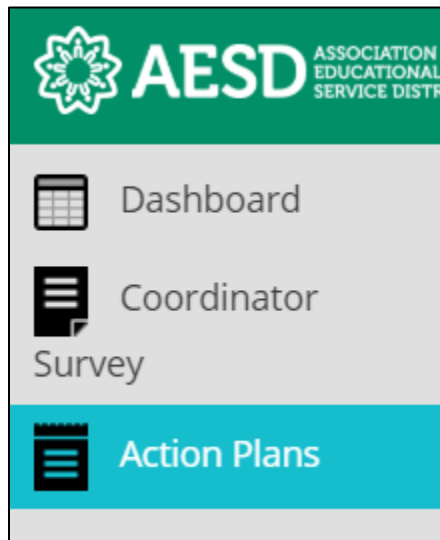


Figure 137. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / [Fellows Action Plans](#)

Introduction

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

Section A - Complete this section of the template with your principal/district administrator/supervisor as an opportunity for self-assessment and for integration of your work as a Fellow with your school/district/organization goals for the school year.

Section B - Ongoing Reflections & Plans: Use this section of the template to support and process the action plan created by you and your principal/district administrator/supervisor. At the end of the school year, you will share the action plan with your ESD's regional math, science, early learning, or ELA coordinator.

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Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.
After each Fellows' convening, and more frequently as needed	Fellow updates their regional coordinator on the status of their action plan. Fellow and principal/district administrator/supervisor meet after each convening (at a minimum) and record via Ongoing Reflections and Plans (Section B) .
After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans **2** Math (Read Only) **2**

Figure 138. The Fellows Action Plans page

2. In the **Plan Sections** column on the **Fellows Action Plans** page, click on **Section A** in the appropriate row.

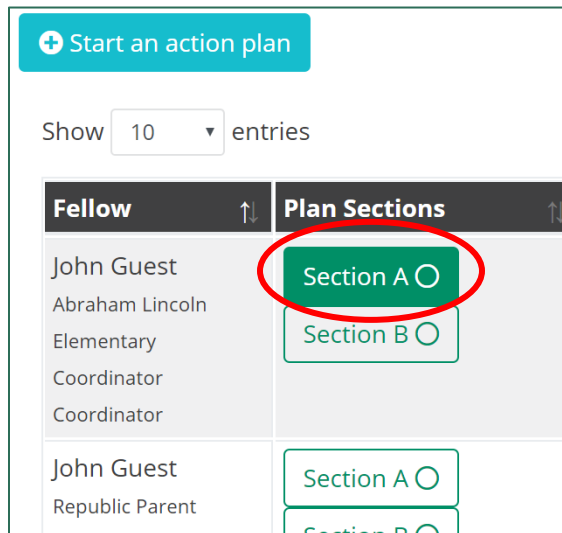


Figure 139. The plan sections column with Section A selected

The **Action Plan: Initial Plan—Section A** page appears.

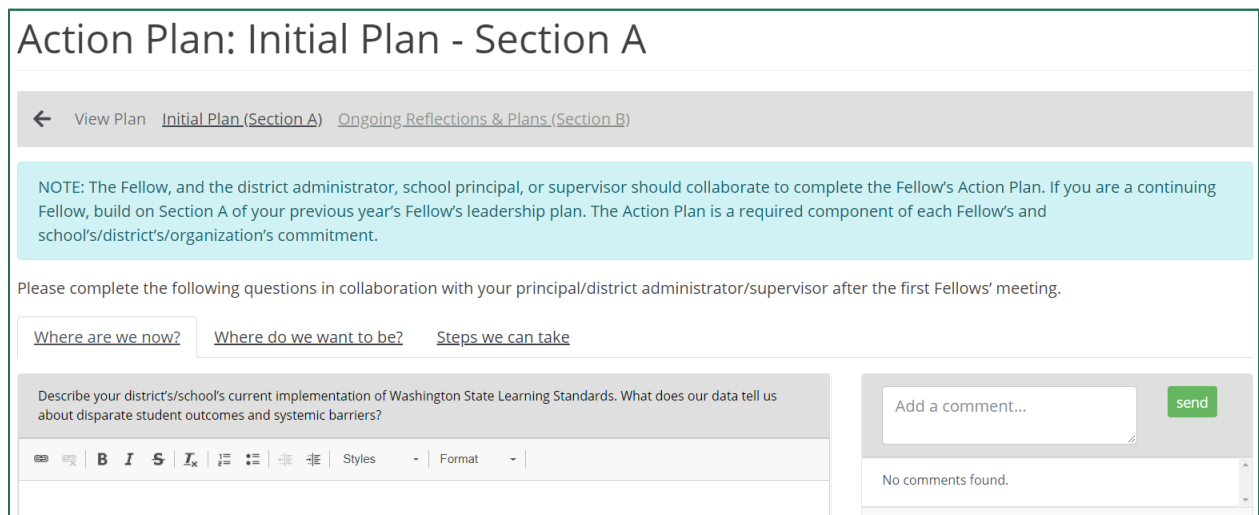


Figure 140. The Action Plan: Initial Plan—Section A page

A confirmation message briefly appears below the text field.

Where are we now? Where do we want to be? Steps we can take?

Describe your district's/school's current implementation of Washington State Learning Standards.

These are my complete comments regarding where we are now.

body p

Saved on Wednesday July 3, 2019 a 12:08 AM UTC

Figure 143. The confirmation message after saving all tabs

5. You can add or view comments to Section A of the Action Plan in the comment section on the right.

Where are we now? Where do we want to be? Steps we can take?

What are your district, school or learning environment's focus and priorities for the ongoing implementation of Washington State Learning Standards? What data would we like to see? How can we access the strengths and cultural knowledge that our students, families and communities bring?

Save All Tabs

Add a comment... send

Comment comment comment
Guest Guest Wednesday, July 24, 2019 at 07:12 PM

Figure 144. The comment area for Section A of the Action Plan

6. To add a new comment, type it into the comment box and click **Send**.

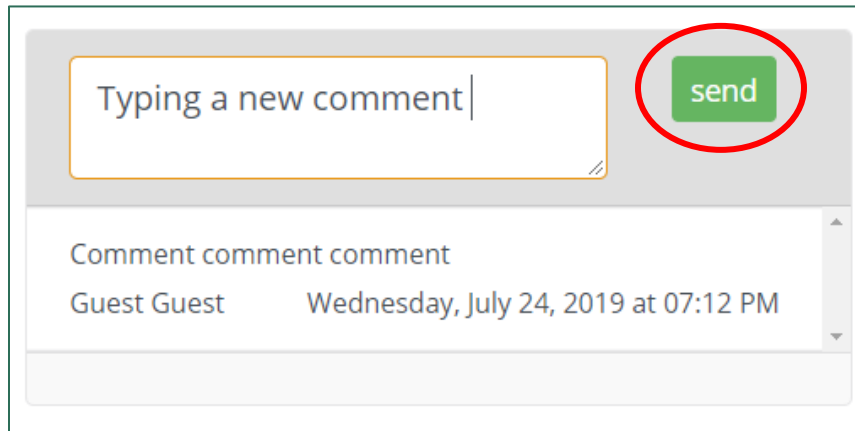


Figure 145. The Send button to submit a comment

A confirmation message briefly appears beneath the comment section.

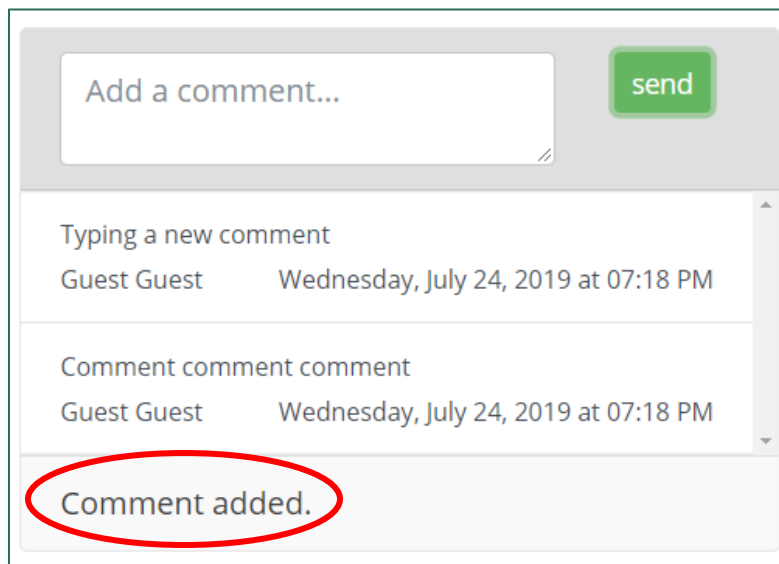


Figure 146. The confirmation message when a new comment is added

EDITING SECTION B

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

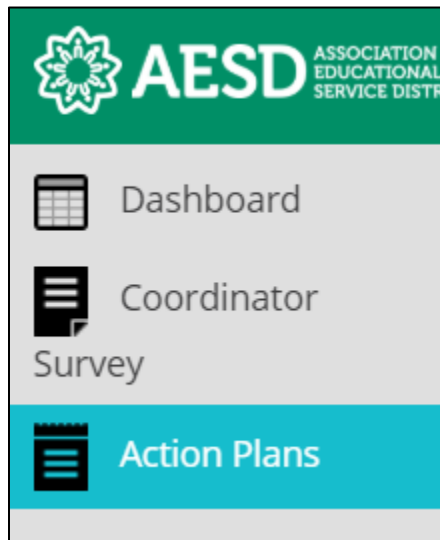


Figure 147. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / [Fellows Action Plans](#)

Introduction

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

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- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

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After each Fellows' convening, and more frequently as needed	Fellow updates their regional coordinator on the status of their action plan. Fellow and principal/district administrator/supervisor meet after each convening (at a minimum) and record via Ongoing Reflections and Plans (Section B) .
After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans **2** Math (Read Only) **2**

Figure 148. The Fellows Action Plans page

2. In the **Plan Sections** column on the **Fellows Action Plans** page, click on **Section B** in the appropriate row.

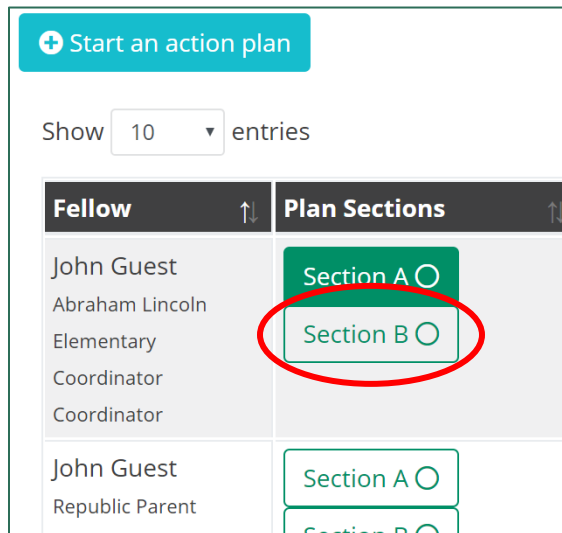


Figure 149. The button to navigate to Section B of an Action Plan

The **Action Plan: Ongoing Reflections & Plans—Section B** page appears.

Action Plan: Ongoing Reflections & Plans - Section B

← [View Plan](#) [Initial Plan \(Section A\)](#) [Ongoing Reflections & Plans \(Section B\)](#)

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	In what ways might this action promote access and/or dismantle barriers for students and families?	When will you complete each action/strategy?	Who will be responsible for completing this action? The Fellow? Others	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	
<p>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Integer rhoncus sem ac turpis sollicitudin porta. Duis venenatis ultrices ligula, molestie ornare neque</p>						Edit Reflection X

Figure 150. The Action Plan: Ongoing Reflections & Plans—Section B page

- Once you are done editing, click **Save**.

Plans - Section B

or district administrator to keep an ongoing, dated log that addresses the following:

Responsibilities	Resources	Evaluation	Edit
What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?		

Figure 153. The button to save changes to an action item

Saved responses appear without the blue background.

Action Plan: Ongoing Reflections & Plans - Section B

← View Plan Initial Plan (Section A) Ongoing Reflections & Plans (Section B)

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator to keep an ongoing, dated log that addresses the following:

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation	Edit
What are your next actions and what steps will you take to implement them?	In what ways might this action promote access and/or dismantle barriers for students and families?	When will you complete each action/strategy?	Who will be responsible for completing this action? The Fellow? Others?	What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? Who will benefit? What will you see teachers and students doing differently? How many people will the work impact?	
a	a	a	a	Teacher release time	Via surveys	<input type="button" value="Edit"/> <input type="button" value="Reflection"/> <input type="button" value="X"/>

Figure 154. A saved action item

DELETING ACTION ITEMS

1. To delete a saved action item, click the red X in the **Edit** column.

our principal and/or district administrator to keep an ongoing, dated log that addresses the

Resources	Evaluation	Edit
What resources will you need to be effective? (e.g., teacher release time, meeting space, differentiated materials, facilitation materials, etc.)	What will be the evidence of impact of the Fellow's work? What will you see teachers and students doing differently? How many people will the work impact?	
Teacher release time	Via surveys	<div>Edit</div> <div>Reflection</div> <div>X</div>

Figure 155. The button to delete an action item

A dialogue box appears.

dev.pdf4or.us says

Are you sure you want to delete this action item?

OK

Cancel

Figure 156. The dialogue box to confirm deletion of an action item

2. Click **OK**.

dev.pdf4or.us says

Are you sure you want to delete this action item?

OK

Cancel

Figure 157. The button to confirm deletion of an action item

A confirmation message appears next to the **Add action item** button.

Action Items

After each Fellows' convening, complete this survey following:

Actions/Strategies	Timeline	Responsibility
What are your next actions and what steps will you take to implement them?	When will you complete each action / strategy?	Who will be responsible for completing this action? The Fellow? Others?

Add action item
Action item deleted.

Figure 158. A confirmation message for a deleted action item

Managing contributors to an Action Plan

If you are collaborating with others on your Action Plan and would like to give others permission to edit an Action Plan, you can add them as contributors. You can also remove contributors as needed.

ADDING CONTRIBUTORS

1. In the left navigation of <https://pdfor.us>, choose **Action Plans**.

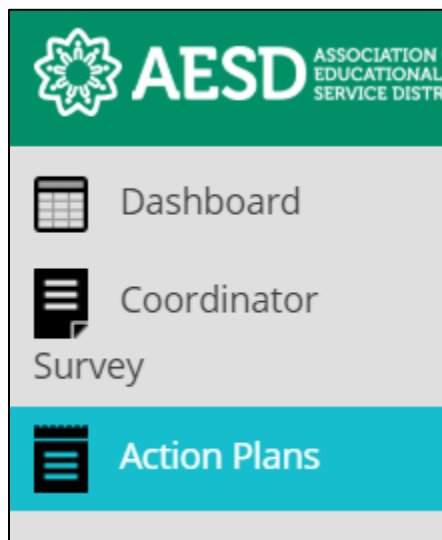


Figure 159. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / [Fellows Action Plans](#)

Introduction

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

Section A - Complete this section of the template with your principal/district administrator/supervisor as an opportunity for self-assessment and for integration of your work as a Fellow with your school/district/organization goals for the school year.

Section B - Ongoing Reflections & Plans: Use this section of the template to support and process the action plan created by you and your principal/district administrator/supervisor. At the end of the school year, you will share the action plan with your ESD's regional math, science, early learning, or ELA coordinator.

The Fellows' Network Action Plan is designed for you to enact the values of the OSPI Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Each Fellow's principal, district administrator, or supervisor is expected to collaborate closely with their Fellow in thoughtful planning of how the district, school, or organization will utilize the Fellow's leadership in support of standards implementation efforts and/or to improve students' learning. Each district or organization supports its Fellow through close collaboration and a commitment to action items within the timeline as noted here:

Timeline	Action
After the first Fellows' convening (in September/October)	Fellow and principal/district administrator/supervisor create and complete the Initial Plan (Section A) of the Fellow's Action Plan.
After each Fellows' convening, and more frequently as needed	Fellow updates their regional coordinator on the status of their action plan. Fellow and principal/district administrator/supervisor meet after each convening (at a minimum) and record via Ongoing Reflections and Plans (Section B) .
After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans **2** Math (Read Only) **2**

Figure 160. The Fellows Action Plans page

2. In the row of the appropriate Action Plan, click the **Contributors** button.

Coordinator Coordinator Ahtanum Valley Elementary	Section A 0	Section B 0	View Plan					Edit	Contributors 0
Coordinator Coordinator AIM High School	Section A 0	Section B 0	View Plan					Edit	Contributors 0

Figure 161. The Contributors button

The **Action Plan Contributors** page appears.

Action Plan Contributors

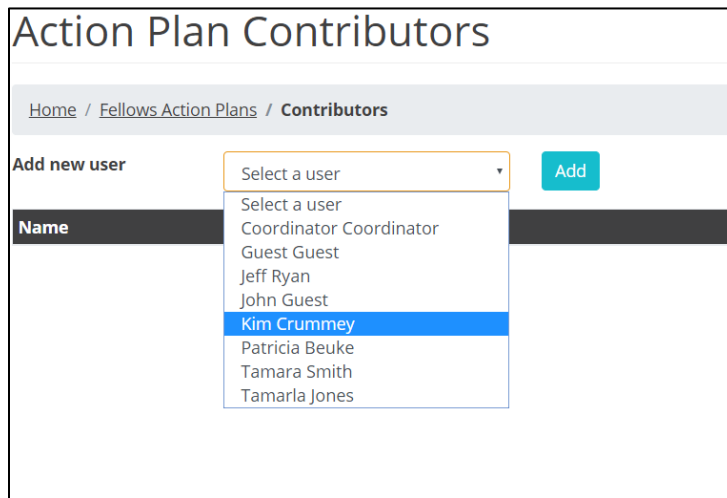
[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

Name

Figure 162. The Action Plan Contributors page

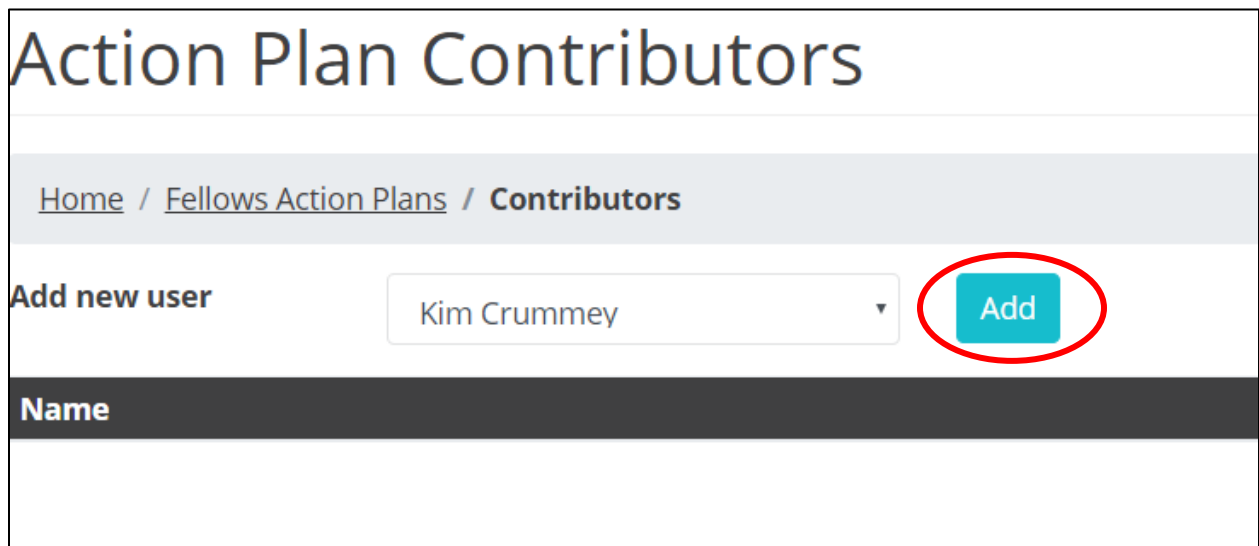
3. Select a name from the drop-down menu.



The screenshot shows the 'Action Plan Contributors' page. At the top, there is a breadcrumb trail: [Home](#) / [Fellows Action Plans](#) / **Contributors**. Below this, there is a section titled 'Add new user'. It contains a drop-down menu with the placeholder text 'Select a user'. The menu is open, showing a list of names: 'Coordinator Coordinator', 'Guest Guest', 'Jeff Ryan', 'John Guest', 'Kim Crummey' (highlighted in blue), 'Patricia Beuke', 'Tamara Smith', and 'Tamarla Jones'. To the right of the drop-down menu is a teal 'Add' button. Below the 'Add new user' section is a table with a header row labeled 'Name'.

Figure 163. The drop-down menu to add a new contributor to an Action Plan

4. Click **Add**.



This screenshot shows the same 'Action Plan Contributors' page, but the drop-down menu now displays 'Kim Crummey'. The teal 'Add' button is circled in red, indicating it should be clicked. The breadcrumb trail and table structure remain the same as in the previous figure.

Figure 164. The button to add a selected user as a contributor

The added contributor's name appears under the **Name** column.

Action Plan Contributors

[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

Name	
Kim Crummey	<input type="button" value="Remove"/>

Figure 165. Confirmation of an added contributor

REMOVING CONTRIBUTORS

1. In the left navigation, choose **Action Plans**.

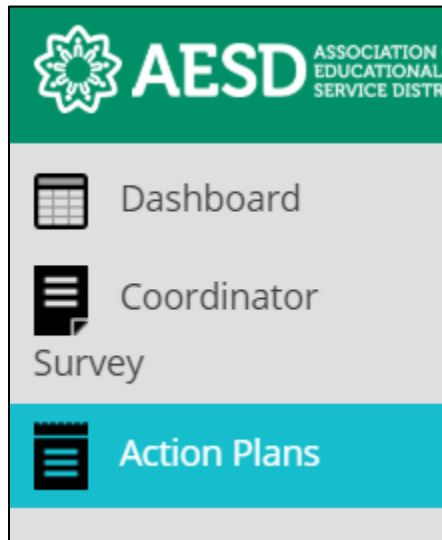


Figure 166. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

[Home](#) / [Fellows Action Plans](#)

Introduction

Congratulations on becoming a Washington State Fellow! We are very excited that you have joined a statewide network of teacher leaders. One expectation of being a Fellow is to collaborate with your principal/district administrator/supervisor to create an action plan that will facilitate change throughout your school, district, or organization. Below you will find details and expectations for each part of the plan to better facilitate your planning over the next year. NOTE: Action plans will be adapted as needed to reflect the work of Early Learning Fellows.

Section A - Complete this section of the template with your principal/district administrator/supervisor as an opportunity for self-assessment and for integration of your work as a Fellow with your school/district/organization goals for the school year.

Section B - Ongoing Reflections & Plans: Use this section of the template to support and process the action plan created by you and your principal/district administrator/supervisor. At the end of the school year, you will share the action plan with your ESD's regional math, science, early learning, or ELA coordinator.

The Fellows' Network Action Plan is designed for you to enact the values of the OSPI Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Each Fellow's principal, district administrator, or supervisor is expected to collaborate closely with their Fellow in thoughtful planning of how the district, school, or organization will utilize the Fellow's leadership in support of standards implementation efforts and/or to improve students' learning. Each district or organization supports its Fellow through close collaboration and a commitment to action items within the timeline as noted here:

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After the 4th Fellows' convening	Fellow submits the entire Fellow's Action Plan to their ESD coordinator.

My Action Plans **2** Math (Read Only) **2**

Figure 167. The Fellows Action Plans page

2. In the row of the appropriate Action Plan, click the **Contributors** button.

Coordinator Coordinator Ahtanum Valley Elementary	Section A 0	Section B 0	View Plan					Edit	Contributors 0
Coordinator Coordinator AIM High School	Section A 0	Section B 0	View Plan					Edit	Contributors 0

Figure 168. The Contributors button

The **Action Plan Contributors** page appears.

Action Plan Contributors

[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

Name

Figure 169. The Action Plan Contributors page

- Click **Remove** next to the appropriate contributor name.

Action Plan Contributors

[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

Name	
Kim Crummey	<input type="button" value="Remove"/>
Tamara Smith	<input type="button" value="Remove"/>

Figure 170. The button to remove a contributor

That contributor's name will disappear from the list.

Action Plan Contributors

[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user

Name	
Tamara Smith	<input type="button" value="Remove"/>

Figure 171. An updated Action Plan contributors list

Frequently Asked Questions

What should I do if I forgot my password?

1. Go to the database **Login** page at <https://pdfor.us>. Click **Reset Password**.

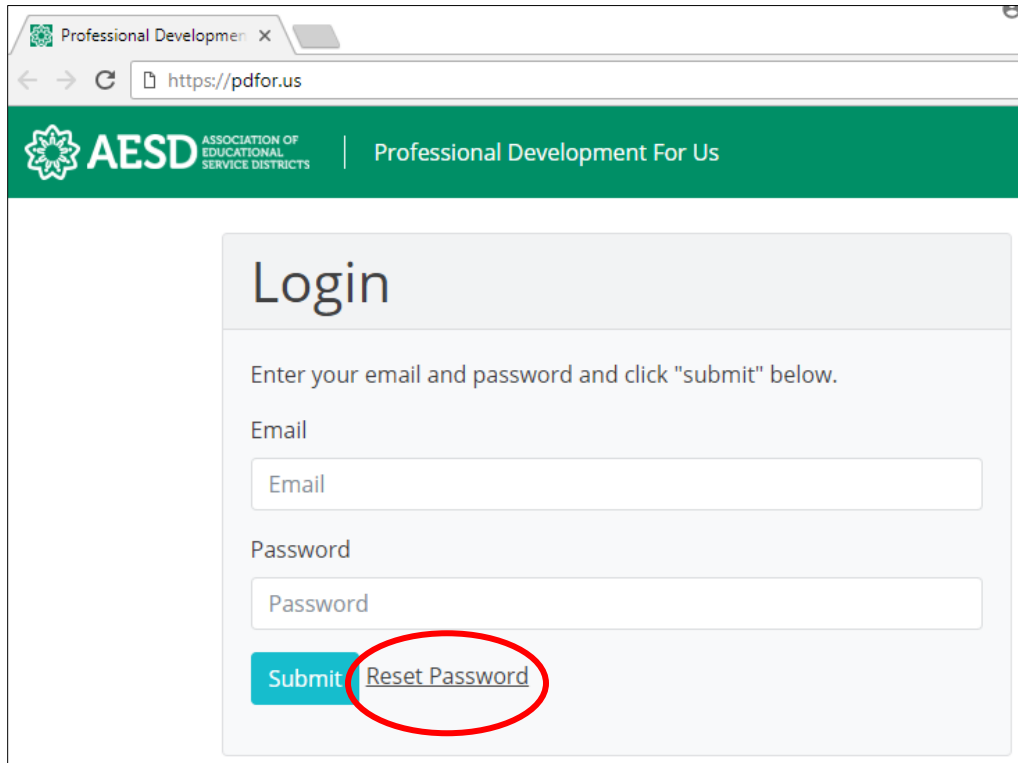


Figure 172. The reset password link on the Login page

2. Enter your email address in the **Recover Password** page.

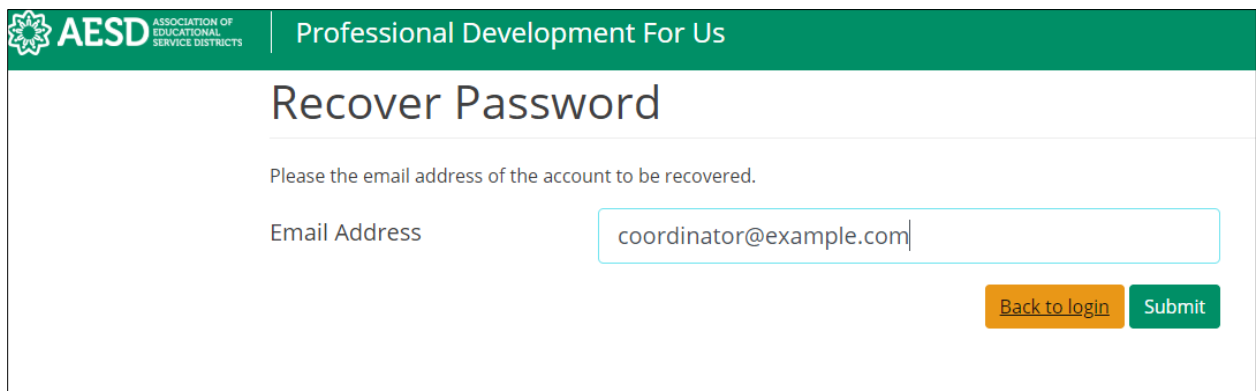


Figure 173. The Recover Password page

3. Click **Submit**.

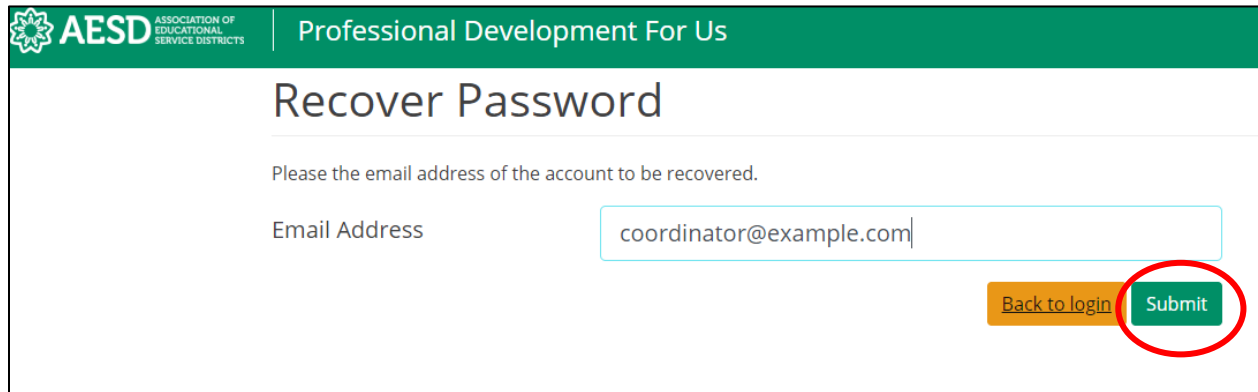


Figure 174. The button to submit a password recovery request

A confirmation message appears stating that password recovery instructions have been emailed to you.

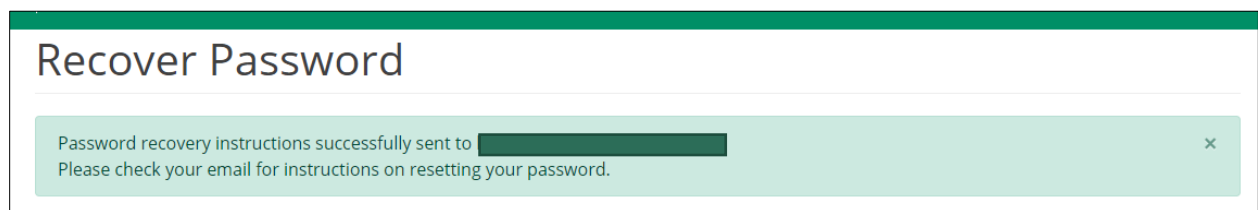


Figure 175. Confirmation message for a password recovery request

4. Look for the password recovery email in your inbox. If you don't see it, check your junk or spam folder.

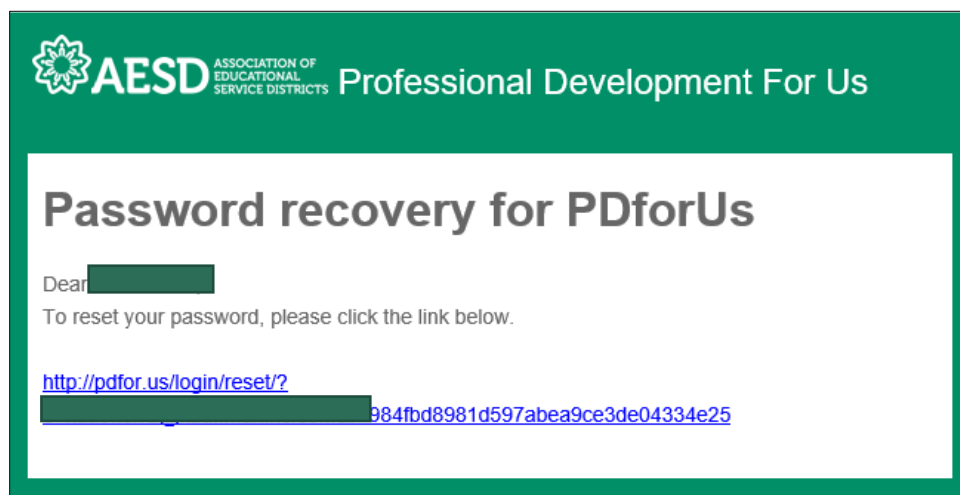


Figure 176. Password recovery email

- Follow the link in the email. You'll arrive at the **Reset Password** page.

Reset Password

Please your new password below.

Email Address

New Password

Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.

Confirm New Password

[Back to login](#)

Figure 177. Reset Password page

- Type in a new password. Be sure that it is at least 8 characters and includes at least one uppercase letter, one lowercase letter, one number, and one special character. Retype your password in the **Confirm New Password** field.

Reset Password

Please your new password below.

Email Address

New Password

Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.

Confirm New Password

[Back to login](#)

Figure 178. New password fields

7. Click **Submit**.

Reset Password

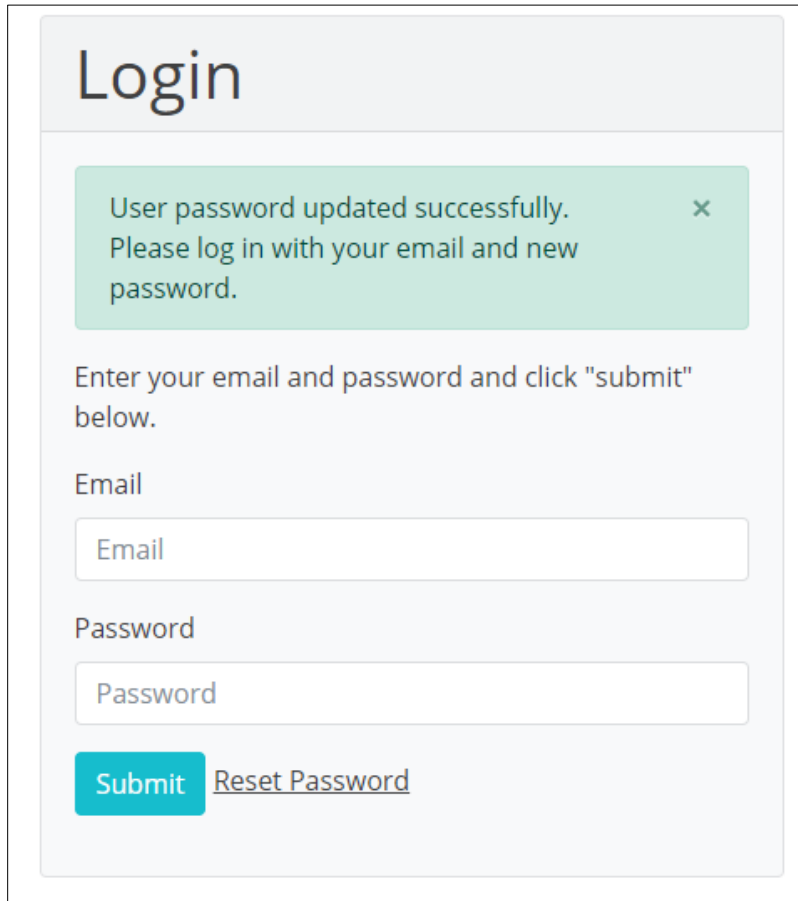
Please your new password below.

Email Address	<input type="text" value="coordinator@example.com"/>
New Password	<input type="password" value="....."/>
<p><i>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</i></p>	
Confirm New Password	<input type="password" value="....."/>

[Back to login](#)

Figure 179. Button to submit a new password

Once your password is updated, the **Login** page appears with a confirmation message.



The screenshot shows a web page titled "Login". At the top, there is a green confirmation message box with a close button (X) that reads: "User password updated successfully. Please log in with your email and new password." Below this message, the text "Enter your email and password and click 'submit' below." is displayed. There are two input fields: "Email" and "Password". At the bottom, there is a blue "Submit" button and a link labeled "Reset Password".

Figure 180. Confirmation message for updated password

You'll also receive an email confirming that your password was changed.

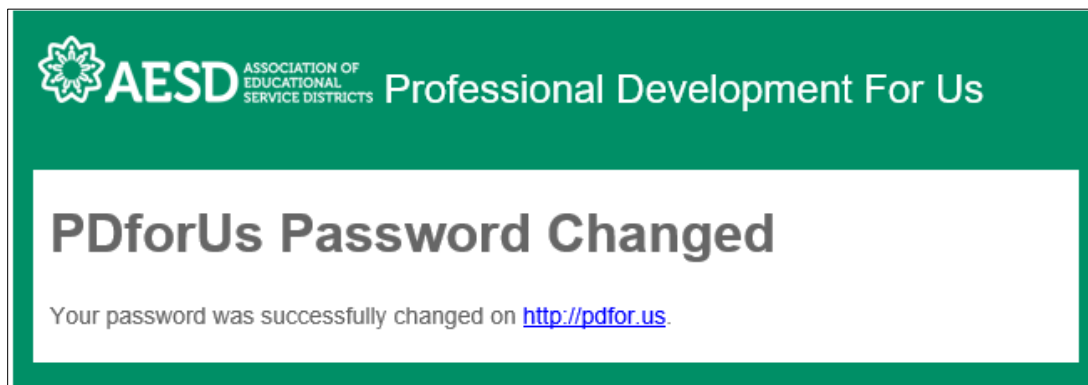


Figure 181. Confirmation email for updated password

How do I change my username or password?

1. From the dashboard, select **My Profile** near the top of the page.

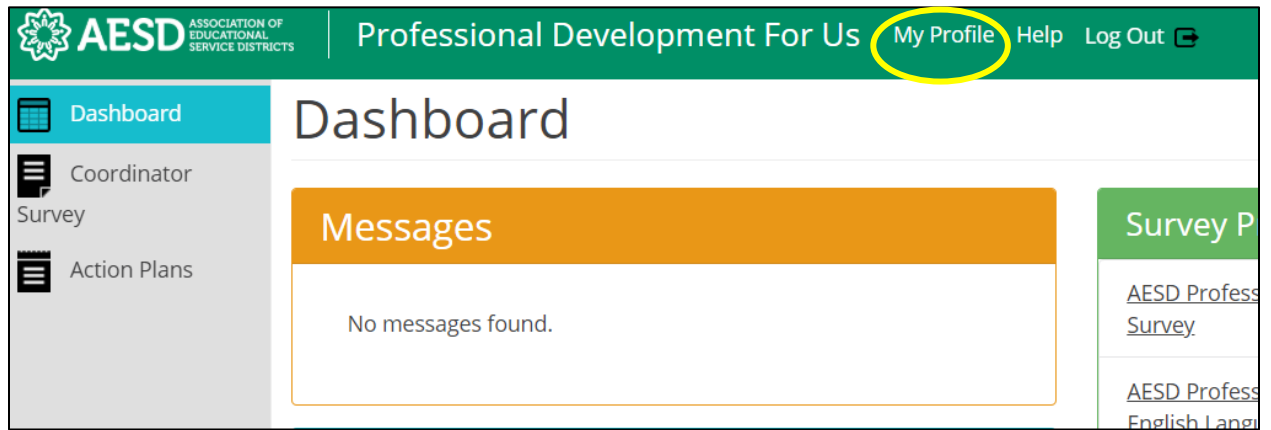


Figure 182. Link to the user profile from the dashboard

2. Your profile information appears. Click **Edit**.

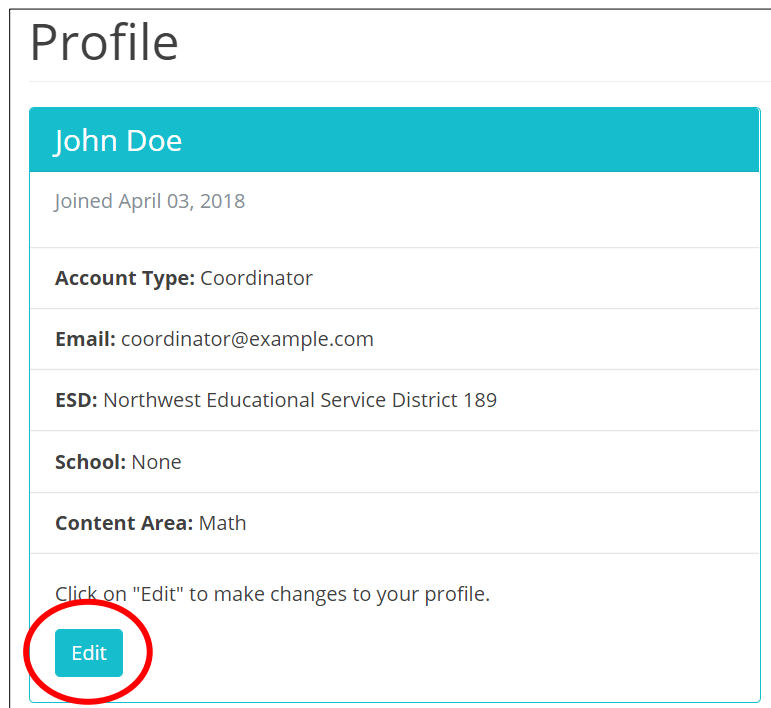
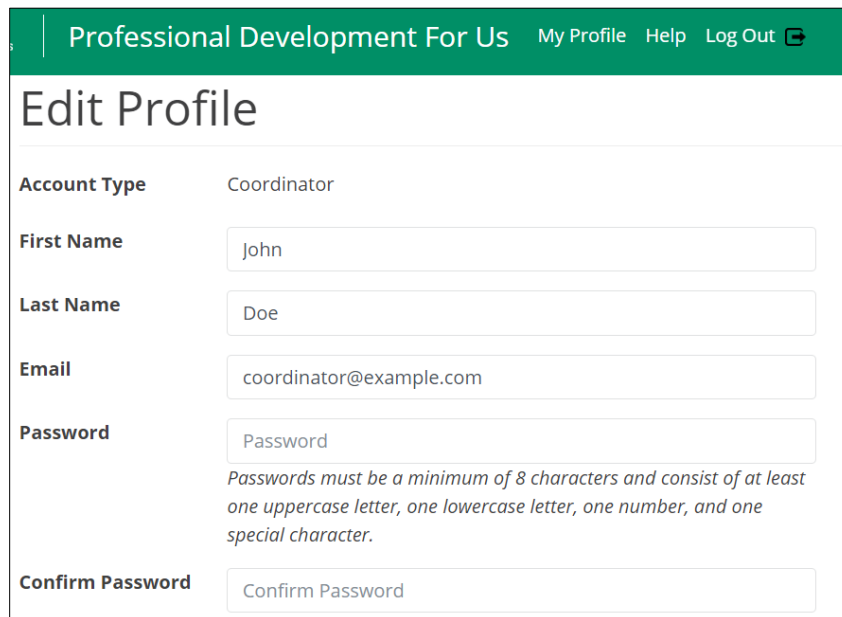


Figure 183. An example user profile

The **Edit Profile** page appears, where you can edit your email address or change your password.



Professional Development For Us My Profile Help Log Out

Edit Profile

Account Type Coordinator

First Name John

Last Name Doe

Email coordinator@example.com

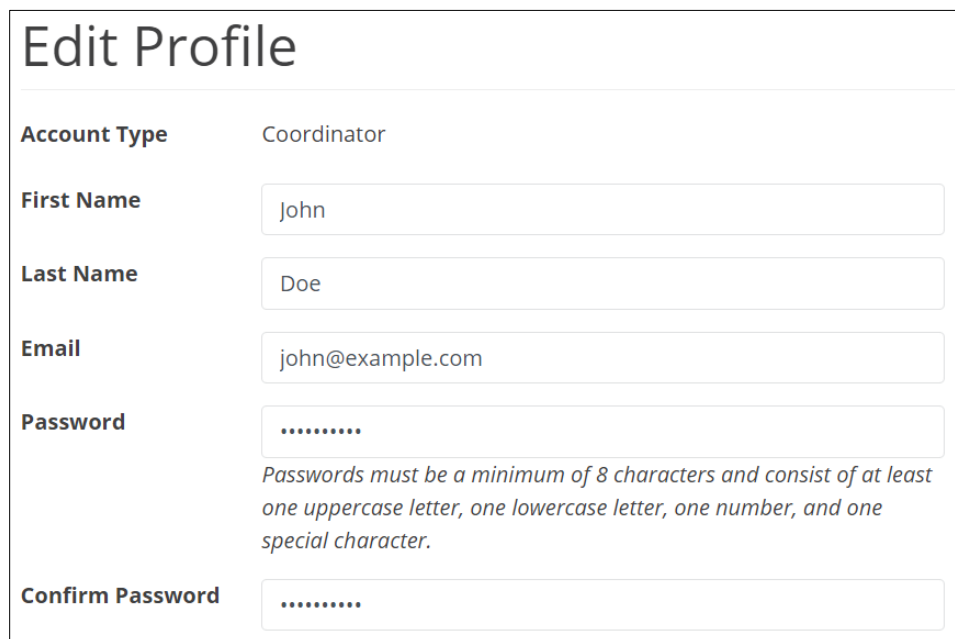
Password Password

Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.

Confirm Password Confirm Password

Figure 184. The Edit Profile page

3. Edit your email address or password as needed. If you edit your password, be sure that your new password is at least 8 characters and includes at least one uppercase letter, one lowercase letter, one number, and one special character. Retype your password in the **Confirm Password** field.



Edit Profile

Account Type Coordinator

First Name John

Last Name Doe

Email john@example.com

Password

Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.

Confirm Password

Figure 185. Updated fields on the Edit Profile page

4. Click **Submit**.

Edit Profile

Account Type	Coordinator
First Name	<input type="text" value="John"/>
Last Name	<input type="text" value="Doe"/>
Email	<input type="text" value="john@example.com"/>
Password	<input type="password" value="....."/>
<small>Passwords must be a minimum of 8 characters and consist of at least one uppercase letter, one lowercase letter, one number, and one special character.</small>	
Confirm Password	<input type="password" value="....."/>
ESD	Northwest Educational Service District 189
School	None
Content Area	Math
<input type="button" value="Submit"/> <input type="button" value="Cancel"/>	

Figure 186. Link to submit updated username or password

A confirmation message appears.

Profile

User profile updated successfully.

John Doe

Joined April 03, 2018

Account Type: Coordinator

Email: john@example.com

ESD: Northwest Educational Service District 189

School: None

Content Area: Math

Figure 187. Confirmation of updated profile

Who can access the surveys and reports?

Multiple user types have access to PDforUs, including Coordinators, Assistant Superintendents, Superintendents, Administrative Assistants, and OSPI Users. Coordinators can see survey results for their own professional development activities and those within their ESDs and content areas, and school administrators can see results for their own surveys and those within their schools.

When should I finalize my Coordinator Survey?

Complete the Coordinator Survey in two parts.

1. Complete the first portion of the survey before your professional development activity to generate a unique link for the Participant Survey. For more information on how to do this, see [Starting a New Coordinator Intake Survey](#).
2. Finalize the Coordinator Survey once you have administered the Participant Survey following the training. For more information on how to do this, see [Finalizing the Coordinator Survey](#).

I completed a Coordinator Survey last week. How can I find the link to the Participant Survey so I can share it with participants?

1. In the left navigation of <https://pdfor.us>, choose **Coordinator Survey**.

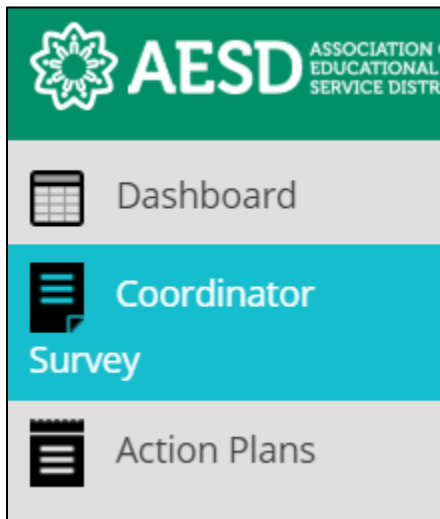


Figure 188. Left navigation

2. In the **Participant Survey** column, click the **Survey** button in the row of the appropriate professional development record.

2018/04/02	January Professional Development Coordinator Coordinator - Office of Superintendent of Public Instruction AESD Professional Learning Science Survey	Science	Survey 0	Edit Duplicate Finalize Delete
2018/04/02	February Professional Development Coordinator Coordinator - Capital Region ESD 113 Fellows Survey 4	STEM		Results

Figure 189. The button to view the Participant Survey

A new window appears with a preview of the survey.

Professional Development x Professional Development x

Secure | <https://pdfor.us/s/141754>

AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS | Professional Development For Us

Test4

AESD Professional Learning EL Survey

★ Required field

★ 1. Grade level(s) currently teaching/current role (Check all that apply.)

<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7
<input type="checkbox"/> K	<input type="checkbox"/> 8
<input type="checkbox"/> 1	<input type="checkbox"/> 9

Figure 190. New Participant Survey window

3. Copy the URL shown in the new window and share it with participants.

Professional Development x Professional Development x

Secure | <https://pdfor.us/s/141754>

AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS | Professional Development For Us

Test4

AESD Professional Learning EL Survey

★ Required field

★ 1. Grade level(s) currently teaching/current role (Check all that apply.)

<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7
<input type="checkbox"/> K	<input type="checkbox"/> 8
<input type="checkbox"/> 1	<input type="checkbox"/> 9

Figure 191. URL for Participant Survey

When should I provide the survey if my professional development activity takes place over multiple days?

Administer the Participant Survey on the final day of the training. If you would like to administer a separate survey for each day of the training, you can [duplicate your Coordinator Survey](#).

Where can I find copies of the Participant Surveys?

There is a different Participant Survey template for each content area. Preview a content area survey from the Dashboard by clicking the survey name under **Survey Previews**.

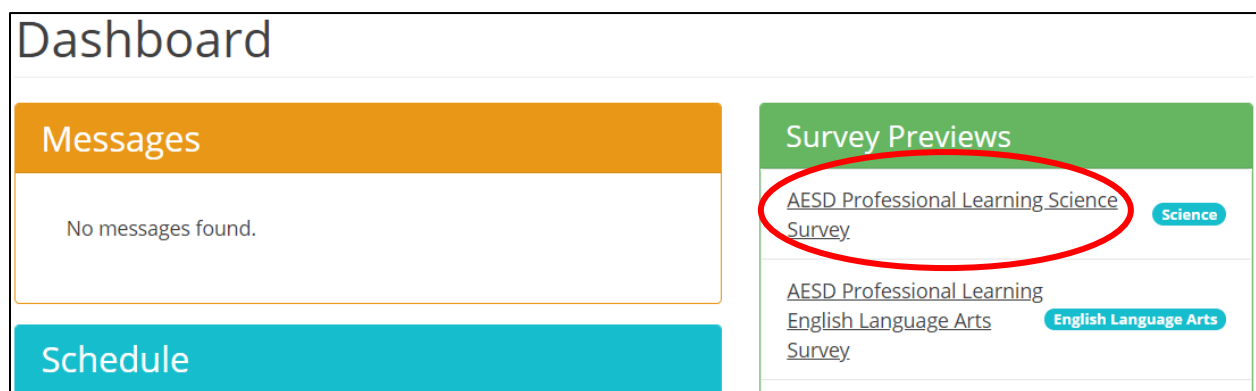



Figure 192. Option to preview content area surveys

A preview of the content area survey appears in a new window.


AESD ASSOCIATION OF
EDUCATIONAL
SERVICE DISTRICTS

Professional Development For Us

(PREVIEW) AESD Professional Learning Science Survey

★ 1. Grade level(s) currently teaching/current role (please check all that apply)

<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7
<input type="checkbox"/> K	<input type="checkbox"/> 8
<input type="checkbox"/> 1	<input type="checkbox"/> 9
<input type="checkbox"/> 2	<input type="checkbox"/> 10
<input type="checkbox"/> 3	<input type="checkbox"/> 11
<input type="checkbox"/> 4	<input type="checkbox"/> 12
<input type="checkbox"/> 5	<input type="checkbox"/> College or University
<input type="checkbox"/> 6	

Figure 193. The AESD Professional Learning Science Survey

To preview a Participant Survey you created for a specific professional development activity, follow the steps in [Viewing the Participant Survey Content](#).

How can I request revisions to the Participant Survey content, such as the addition of a certain question?

All of the survey content went through review and user testing. If you have recommendations for improvements, contact Hilary Loeb at (425) 917–7603 or hloeb@psed.org. She will review requests with the contractor who developed the database and the AESD Assistant Superintendent Champion to determine if they are feasible.

How can I get a QR code for a survey link?

There are several free online services for creating QR codes. Find a website or app for QR code creation by doing an online search for “Generate QR Codes.” Once you have created a QR code, check to make sure it works before sharing it with participants.

Why don’t I have the option to view the results of my Participant Surveys?

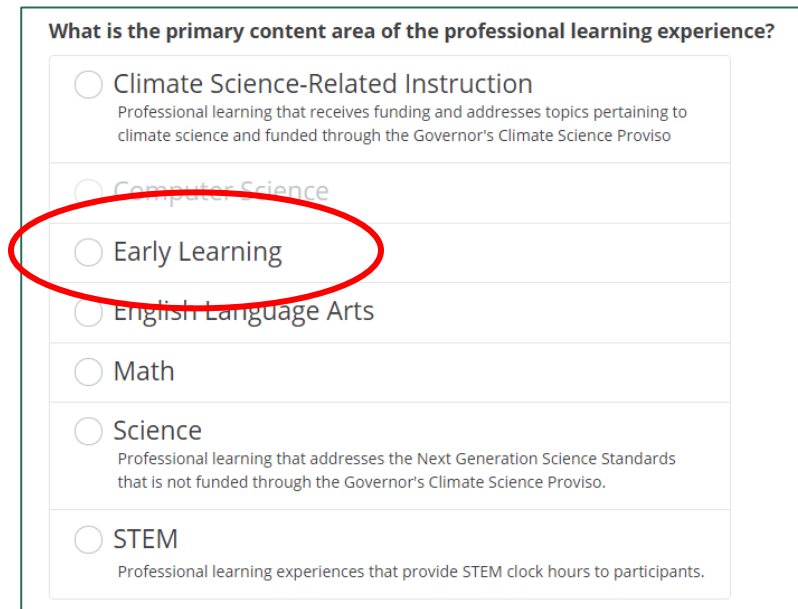
To see results from the surveys your participants completed, first finalize the professional development record. See the [Finalizing the Coordinator Survey](#) section of this document for more information on how to finalize the record.

How should I indicate the number of participants in the training if the number of participants varied across several days?

Provide your best estimate of how many unique participants attended. For example, if 14 people participated on the first day of a 2-day training and 12 of the same people participated on the second day, indicate that 14 people participated in the training.

Is there a special WaKIDS 101 survey?

There is not a specific WaKIDS 101 survey, but the Early Learning survey includes specific WaKIDS 101 questions. Select **Early Learning** as the primary content area in the **Start Coordinator Intake Survey** form when you provide the WaKIDS 101 training.



What is the primary content area of the professional learning experience?

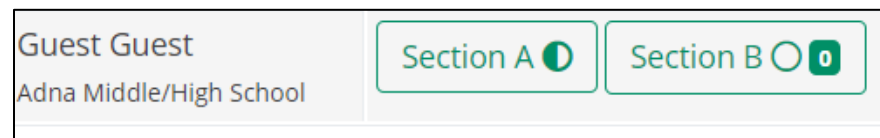
- ☐ Climate Science-Related Instruction
Professional learning that receives funding and addresses topics pertaining to climate science and funded through the Governor's Climate Science Proviso
- ☐ Computer Science
- ☒ Early Learning
- ☐ English Language Arts
- ☐ Math
- ☐ Science
Professional learning that addresses the Next Generation Science Standards that is not funded through the Governor's Climate Science Proviso.
- ☐ STEM
Professional learning experiences that provide STEM clock hours to participants.

Figure 194. Primary content area options for the Coordinator Intake Survey



How do I know the status of an Action Plan's sections?

In the Plan Sections column of the list, the circles on the Section A and Section B buttons indicate the level of completeness of each section. A fully shaded circle means a complete section, a partially shaded circle means a partially complete section, and an unfilled circle means the section is not yet started. In the example below, Section A is partially complete, and Section B is not yet started.

The number shown on the Section B button indicates the number of reflections included for this Action Plan. In the example below, there are no reflections.



Guest Guest
Adna Middle/High School

Section A  Section B  0

Visit the [Viewing Action Plans section](#) to learn more.

How do I give other people editing permissions for an Action Plan we're collaborating on?

If you are collaborating with others on your Action Plan and would like to give others permission to edit an Action Plan, you can add them as contributors. See the section on [Adding Contributors](#).

Support for PDforUs System

This database is managed by the Puget Sound Educational Service District (PSESD). If you have any questions about this website, you may contact the administrators:

- Cassandra O'Francia, Program Specialist, Strategy, Evaluation and Learning, PSESD
(425) 917-7846, cofrancia@psed.org
- Hilary Loeb, Director, Strategy, Evaluation and Learning, PSESD
(425) 917-7603, hloeb@psed.org

This database was built as part of the OSPI/AESD Professional Learning Network Evaluation. To learn more about the network evaluation, visit <https://www.waesd.org/aesd-professional-learning-network/evaluation/>