

2019 AESD LEGISLATIVE BRIEFING

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



AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS
Nine ESDs, One Network.
Supporting Washington's Schools and Communities.



The Office of Superintendent of Public Instruction (OSPI) and the Association of Educational Service Districts (AESD) for the greatest statewide impact on student achievement for all of Washington's students. Quality instruction and support for ALL students can best occur by continuing to learn from each other, as well as by developing and providing leadership and system-level solutions for capacity-building and sustainability together.

The Puget Sound Educational Services District Strategy, Evaluation, and Learning Team partnered with Kauffman & Associates, Inc., to implement the AESD/OSPI comprehensive evaluation plan. The evaluation provided strong evidence that ESD professional development improves teacher practice and increases students' academic success.



Regional Coordinators facilitated **614** PLEs in math, science (including climate science), English Language Arts, and early learning.



Regional Coordinators reported a total of **12,412** attendees at the PLEs.



Over **90%** of the PLE participants either strongly agreed or agreed that their knowledge of content, assessments, and inclusive instructional practices increased.



"I feel stronger as a teacher and feel like my students are benefiting from what I have learned in this class." - *Teacher*

The Fellows' Network is making a difference!



Districts use multi-Fellow Teams to coordinate and effectively implement system-wide changes.



Special education teachers use leadership strategies they learned in the Fellows' Network to successfully work with general education teachers to meet students' needs.



The Fellows' Network is Strong!

1,100 educators, directors, and administrators

Early Learning Fellows have made significant contributions to state initiatives, including:

1. Aligning pre-K through third grade literacy and math curriculum
2. Teaching strategies to meet childrens' social and emotional needs
3. Enabling parents to successfully prepare their children for kindergarten

Quotes from Fellows and Students

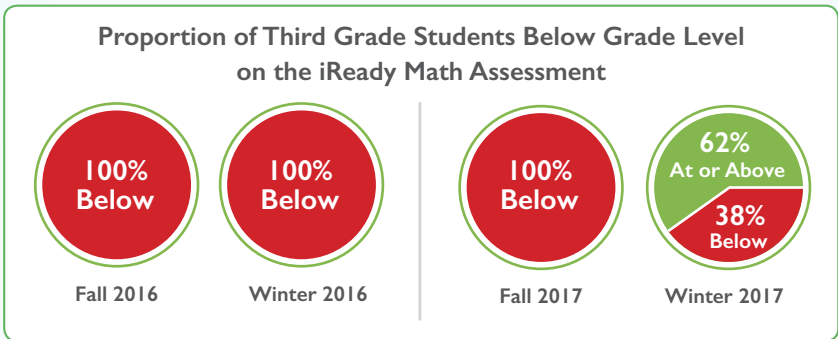
“Learning about early numeracy and culturally responsive teaching upped my game ... and both were incorporated into our five-year goals.”
- *Director of Teaching and Learning*

“The training gave me a better understanding of how important it is for [us] to ... create a connection with parents and all professionals involved in the ... student’s academic experience.” - *Teacher*

“I feel stronger as a teacher and feel like my students are benefiting from what I have learned in this class.” - *Teacher*

For one third grade teacher, the percentage of students below grade level did not change much after five months (Fall/Winter 2016). After using strategies focused on equity learned in the Fellows’ Network, the percentage of students below grade level was significantly less after five months (Fall/Winter 2017).

“I always believed that kids were capable of more, but I didn’t realize how much I was blocking that when I would model and have them go and practice. Now I say, ‘Let’s see what they can do’ and I think about how I can support them.” - *Third Grade Teacher*



The Washington State legislature approved a budget provision in 2018-19 for climate science education. OSPI, nine ESDs, and seven community-based organizations launched a program called “ClimeTime” to provide science professional development while linking the Next Generation Science Standards to climate science.



1,232 educators across the state attended ClimeTime Professional Development

9 out of 10 educators stated they were introduced to helpful resources

92% reported increased knowledge of the science standards

More than 2/3 reported expanded knowledge to make climate science learning more inclusive for students of color, English language learners, and students with disabilities

86% agreed that the workshops have helped them know how to share the information with other teachers, administrators, and parents

Each ESD has a Computer Science Lead working to provide equitable access to computer science for all students in Washington State. Leads worked to provide computer science training to school educators who, in turn, could then engage their students in coding and computational thinking.

The ESDs provided computer science training to **369** educators potentially impacting over **80,000** students.

95% strongly agreed that the computer science training increased their skills and knowledge to enhance their teaching.

81,621 students were presented with computer science learning opportunities.

