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.

“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

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.

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.”

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 children’s social and emotional needs
3. Enabling parents to successfully prepare their children for kindergarten

The Fellows’ Network is Strong!

1,100 educators, directors, and administrators
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.

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).

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

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.

92% more than 2/3 86%

educators across the state attended ClimeTime Professional Development

9 out of 10

educators stated they were introduced to helpful resources

reported increased knowledge of the science standards

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

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

1,232

Proportion of Third Grade Students Below Grade Level on the iReady Math Assessment

Fall 2016 Winter 2016 Fall 2017 Winter 2017

100% Below 100% Below 100% Below 100% At or Above

38% Below