



OSPI/AESD

Professional Development Survey

2019-20 Year-End Report

**AESD** ASSOCIATION OF  
EDUCATIONAL  
SERVICE DISTRICTS

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

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This report was prepared by Kauffman & Associates, Inc., for OSPI/AESD.

## Introduction

This document complements the Washington State Office of Superintendent of Public Instruction and the Association of Educational Service Districts' (OSPI/AESD) comprehensive Professional Development Learning Network Evaluation Report. This report shares data for the nine educational service districts (ESDs) from the 2019–2020 school year for the following professional development surveys:

- **Regional Coordinators Intake Survey** – Collects information about the professional learning experiences (PLEs) for the purposes of summarizing by content area and the mode of delivery
- **Professional Learning Survey** – Collects PLE participant satisfaction ratings and self-reported gains in knowledge for specific topic areas (i.e., math, science/STEM, climate science, English language arts (ELA), early learning)
- **Fellows Session Survey** – Collects Fellows' satisfaction and self-reported gains in knowledge from the Convenings for specific topic areas (i.e., math, science/STEM, ELA, and early learning)

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

## Regional Coordinators Survey

Regional Coordinators facilitated 630 PLEs. ELA accounted for the most PLEs at 230, followed by math at 141, science/STEM at 114, climate science at 106, and early learning at 39. Survey respondents reported a total of 14,065 attendees for the events.

## Fellows Survey

The Fellows Survey was administered at each of the four Fellows Network Convenings across four content areas—ELA, math, science/STEM, and early learning—and received 2,274 total responses. KAI then combined the survey responses and analyzed them in aggregate, finding that a large majority of the Fellows believed the Convenings' objectives were achieved. Over 90% of the respondents either strongly agreed or agreed that the Convenings helped them expand and broaden their knowledge in a variety of areas.

## Regional Coordinator Intake Survey Summary

The Regional Coordinator Intake Survey is completed by the Regional Coordinator before each PLE. Among the data entered is the content area, topic, and method of delivery. These data are summarized in Table 1 and Table 2.

Table 1. Total number of PLEs reported by Coordinators by content area

ELA	Math	Science/STEM	Early Learning	Climate Science	Total
230	141	114	39	106	<b>630</b>

Table 2. Number of PLEs by delivery method

Delivery method	Number of PLEs	Percent
Blended	11	2%
In-Person	457	73%
Online	158	25%
Other	4	>1%
<b>Total</b>	<b>630</b>	<b>100%</b>

## Professional Learning Survey Summary

The Professional Learning Survey is administered at the conclusion of each PLE. Table 3 through Table 19 include summaries of the responses by content area and participants' satisfaction with how the PLEs met the intended outcomes. The responses for open-ended questions were analyzed for overarching themes in each content area. Lastly, participants' quotes about ways to improve each content area are listed.

### ELA Survey Data

Table 3. Participant responses to the Professional Learning ELA Survey question, "As a result of participating in this professional learning experience, I have broadened/deepened my existing knowledge of:" (responses = 797)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
The content area	57% (453)	39% (312)	1% (9)	1% (6)	2% (17)
Research-based instructional practices	58% (460)	38% (306)	1% (10)	1% (8)	2% (13)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Instructional practices to make learning experiences more inclusive for students of color	50% (401)	32% (259)	2% (16)	1% (6)	14% (115)
Instructional practices to make learning experiences more inclusive for English language learners	52% (415)	38% (299)	2% (13)	1% (7)	8% (63)
Instructional practices to make learning experiences more inclusive for students with disabilities	44% (350)	37% (291)	3% (23)	1% (5)	16% (128)
A range of assessments and/or resources across the educational system, such as state, local, and/or classroom assessments	41% (327)	38% (303)	3% (23)	1% (7)	17% (137)
How to share this session's information with others (teachers, administrators, parents)	45% (361)	38% (301)	2% (19)	2% (13)	13% (103)

Table 4. Participant responses to Professional Learning ELA Survey question, “Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice” (responses = 797)

Survey question	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice	68% (539)	31% (246)	1 (9)	>1% (3)	0% (0)

Table 5. Participant responses to “Thinking about your professional learning session, how would you rate it for the following?” (responses = 797)

Intended outcome	Very good	Good	Fair	Poor	Very poor	Does not apply
Meeting the stated learning objectives of the session	75% (598)	22% (174)	2% (18)	>1% (3)	>1% (2)	>1% (2)
Using engaging and useful activities to facilitate your learning	70% (557)	25% (196)	4% (32)	1% (6)	1% (4)	>1% (2)
Introducing you to useful resources, such as curriculum materials, research articles, and practice information	74% (593)	22% (172)	3% (24)	1% (5)	>1% (1)	>1% (2)
Providing timely, relevant information that you will be able to apply in your work setting	76% (602)	20% (160)	3% (20)	1% (5)	1% (4)	1% (6)
Engaging you in discussion with other participants in ways to facilitate your learning	71% (569)	22% (176)	5% (36)	1% (8)	>1% (3)	1% (5)
Providing sufficient time for you to process the information collaboratively with colleagues	68% (542)	25% (199)	5% (36)	1% (4)	1% (6)	1% (10)
Motivating you to recommend these types of sessions to your work colleagues	70% (556)	23% (183)	4% (33)	>1% (3)	1% (4)	2% (18)

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

A qualitative narrative analysis revealed the following overarching themes. Quotes from participants are also included.

**Overarching themes to question: “What new thing(s) will you try in your professional practice in the coming months because of this professional learning experience?”**

- Classroom-ready strategies and practices to support reading, phonemics, and vocabulary, such as Close Reading, word decoding, phonemic awareness, graphic organizers, reading comprehension, active learning strategies
- Classroom-ready strategies and practices to support critical thinking, writing, and argumentation
- Assessment resources and materials, such as the updated Smarter Balanced Assessment Consortium, Interim Assessment Blocks, and the Digital Library curriculum
- Culturally responsive teaching approaches and more inclusive teaching content and materials for classrooms

**Participants’ quotes about what they will try in the coming months:**

“I will intentionally continue to be more culturally responsive, provide teachers with high-quality instructional practices I have learned about, and purchase more diverse books and texts.”

“I am definitely going to try the inquiry chart and the Cognitive Content Dictionary to help my students internalize their vocabulary and learning.”

“The cooperative strip paragraph is something I can take back and use with my class. That way everyone gets something to share from their table group, and then we can work on editing, which is something that the fifth graders do not do so well. This activity would allow for that practice.”

“I will be going back to my team with some guiding questions that will (hopefully) help them focus their thinking on student engagement and equity of access.”

**Over-arching themes to question: “What suggestions do you have to make this professional learning experience better?”**

- Provide equitable content and presentations across different grade-band levels, such as teaching strategies, assessments, content, and activities
- Include opportunities for grade-level break-out group sessions and to practice new strategies and approaches

- Use different tracks for beginner, intermediate, and advanced levels of knowledge and practices for attendees, and include descriptions with prerequisites for knowledge, skills, and experience in the program handout
- Allow more time for simulations and practice in sessions and take more videos to observe the full process across different grade levels
- Allow more time for peer-to-peer sharing and networking
- Provide more classroom-ready materials and resources

**Participants’ quotes about how to make the experience better:**

“Just give us more! Especially how to use all material/distant/multiple levels of learners in one class.”

“There are so many resources, which is fantastic—I could use more time to ‘download’/process them. I would love more examples of PD [professional development] moves/questions/strategies to infuse equity conversations into PD planning.”

“It was hard to fully understand some of these strategies because we did not have Tier 1 training, and it felt like we were missing out on all the information.”

“I would like to spend time practicing using the items we create as if I'm actually teaching it in the classroom.”

**Mathematics Survey Data**

Table 6. Participant responses to the Professional Learning Math Survey question, “As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:” (responses = 924)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
The content standards	41% (383)	40% (369)	3% (31)	>1% (3)	15% (138)
Research-based instructional practices	53% (489)	37% (346)	2% (22)	>1% (2)	7% (65)
Instructional practices to make learning experiences more inclusive for students of color	46% (428)	34% (313)	4% (33)	>1% (7)	15% (143)



As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Instructional practices to make learning experiences more inclusive for English language learners	44% (405)	35% (327)	4% (37)	1% (5)	16% (150)
Instructional practices to make learning experiences more inclusive for students with disabilities	43% (401)	35% (320)	4% (40)	1% (5)	17% (158)
A range of assessment and/or resources across the educational system, such as state, local, and/or classroom assessments	38% (348)	32% (292)	6% (54)	1% (5)	24% (225)

Table 7. Participant responses to Professional Learning Math Survey question, “Participating in this professional learning experience prepared me with the necessary skills to try something new or different in my professional practice” (responses = 924)

Survey question	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Participating in this professional learning experience prepared me with the necessary skills to try something new or different in my professional practice	61% (560)	37% (343)	2% (19)	>1% (2)	0% (0)

Table 8. Participant ratings for how well the math PLEs met the intended outcomes (responses = 924)

The math PLEs were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply
Meeting the stated learning objectives of the session	71% (658)	25% (234)	3% (25)	>1% (2)	>1% (3)	>1% (2)

The math PLEs were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply
Using engaging and useful activities to facilitate your learning	72% (666)	23% (210)	5% (42)	>1% (2)	>1% (3)	>1% (1)
Introducing you to useful resources, such as curriculum materials, research articles, and practice information	65% (604)	28% (255)	5% (48)	>1% (2)	>1% (4)	1% (11)
Providing timely, relevant information that you will be able to apply in your work setting	68% (629)	26% (240)	4% (39)	>1% (6)	>1% (3)	1% (7)
Engaging you in discussion with other participants in ways to facilitate your learning	71% (654)	23% (213)	5% (50)	>1% (3)	>1% (2)	>1% (2)
Providing sufficient time for you to process the information collaboratively with colleagues	64% (589)	29% (268)	5% (47)	1% (8)	>1% (2)	1% (10)
Motivating you to recommend these types of sessions to your work colleagues	65% (604)	27% (250)	5% (47)	1% (12)	>1% (3)	>1% (8)

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

A qualitative narrative analysis revealed the following overarching themes. Quotes from participants are also included.

**Overarching themes to the question: “What new thing(s) will you try in your professional practice in the coming months because of this professional learning experience?”**

- Math practices: Math Talk, Number Talks, Three Read Strategies, and Math Stations
- Teaching how to integrate games in math practices and strategies with math instruction
- Teaching tools: DESMOS<sup>1</sup>, a digital-oriented tool designed to teach mathematics
- Equitable teaching practices and equitable content and materials

**Participants’ quotes about what they will try in the upcoming months:**

“I will give students problems that are real problems and balance those with exercises. I will also give students things to puzzle over throughout the year.”

“I am excited to try one or more of these routines to engage my students in discussions revolving around math. Discussion can be difficult for my students, but an activity that revolves around math [is] a subject they can relate to.”

“I will incorporate the addition of meaningful math games to my Google classroom instruction to make their online classroom experience more enjoyable, yet educational.”

**Overarching themes to the question: “What suggestions do you have to make this professional learning experience better?”**

- Offer a lot more virtual team break-out and team planning sessions
- Allow more whole group time
- Provide more models, materials, and activities that infuse equitable instruction and materials for all students
- Provide opportunities for participants to share teaching practices

**Participants shared their thoughts about how to make the experience better:**

“I would like more information on how to make some of these more accessible for my ELL’s—my district is the 5th most diverse in the nation with over 100 languages spoken in it... ELL is a huge challenge, and I do NOT want to leave those students behind.”

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<sup>1</sup> Desmos is a suite of software tools to learn mathematics. Learn more at [www.desmos.com](http://www.desmos.com)

“More prep time for instructors. More experience with Zoom for instructors.”

“I think models of this might help. What can it look like in a school setting? Also, more discussion on untangling the racial equity gap with other variables that might impact a student's success.”

“Shorter chunks for the independent reading silent time. I'd love to see practical planning with co-teachers and how to better integrate [Specially Designed Instruction] SDI in inclusion classrooms.”

## Science/STEM Survey Data

Table 9. Participant responses to the Professional Learning Science/STEM Survey question, “As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:” (responses = 848)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
The content standards	53% (450)	40% (338)	2% (13)	>1% (3)	5% (44)
Research-based instructional practices	59% (498)	38% (318)	1% (9)	>1% (1)	3% (22)
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., special education, highly capable, migrant, students of color)	51% (434)	37% (315)	2% (20)	>1% (3)	9% (76)
Instructional practices to make learning experiences more inclusive for English language learners	46% (389)	36% (307)	4% (36)	1% (5)	13% (111)
A range of assessment and/or resources across the educational system, such as state, local, and/or classroom assessments	45% (384)	40% (342)	3% (22)	>1% (2)	12% (98)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
How to share the sessions' information with others (teachers, administrators, parents)	47% (399)	42% (355)	3% (22)	>1% (3)	8% (69)

Table 10. Participant responses to Professional Learning Science/STEM Survey question, "Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice" (responses = 848)

Survey question	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed
Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice	64% (542)	35% (297)	1% (7)	>1% (2)	0% (0)

Table 11. Participant rating for how well the Science/STEM PLEs met the intended outcomes (responses = 848)

The Science/STEM PLEs were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply
Meeting the stated learning objectives of the session	75% (636)	24% (200)	1% (10)	0% (0)	>1% (1)	>1% (1)
Using engaging and useful activities to facilitate your learning	76% (642)	21% (181)	2% (21)	>1% (1)	>1% (1)	>1% (2)
Introducing you to useful resources, such as curriculum materials, research articles, and practice information	75% (637)	22% (184)	3% (22)	0% (0)	>1% (1)	>1% (4)

The Science/STEM PLEs were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply
Providing timely, relevant information that you will be able to apply in your work setting	72% (611)	24% (205)	3% (24)	>1% (3)	>1% (1)	>1% (4)
Engaging you in discussion with other participants in ways to facilitate your learning	73% (623)	23% (192)	3% (26)	>1% (1)	>1% (1)	1% (5)
Providing sufficient time for you to process the information collaboratively with colleagues	73% (620)	23% (195)	3% (26)	>1% (3)	>1% (1)	>1% (3)
Motivating you to recommend these types of sessions to your work colleagues	70% (592)	25% (215)	3% (24)	>1% (3)	>1% (3)	1% (11)

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

A qualitative narrative analysis revealed the following overarching themes. Quotes from participants are also included.

**Overarching themes to the question: “My greatest learning related to the content of this professional learning experience was:”**

- Three-Dimensional Learning Model of Next Generation Science Standards (NGSS)
- Implementation of NGSS
- Online learning teaching strategies, resources, and technologies (Desmos)
- Cross-disciplinary application of science and STEM

**Participants’ quotes about their experience:**

“My greatest learning is related to understanding the 3 dimensions and how they are integrated to compile the NGSS.”

“Gaining a better appreciation for how to link in science to my teaching. I teach math, but really feel it is super important to have cross-disciplinary education. If I can add math learning into more real-world settings, students will likely be more inclined to see the importance.”

“I wasn't even aware that Desmos existed before this training. I'm excited to explore the resource and to figure out how to best use it with my students.”

“The online applications that I can use to virtually interact with my students on site. They were well explained and fun to use, covering the standards that I need to use for my first graders.”

**Overarching themes to the question: “What suggestions do you have to make this professional learning experience better?”**

- Provide more content, curriculum, hands-on activities, and technical resources tailored for elementary levels
- Provide more information on NGSS Integration and implementation
- Provide follow-up virtual training sessions for NGSS during the school year
- Provide available Canvas tutorials for participants

**Participants' quotes about ways to make the experience better:**

“More resources for unit and curriculum design (whether it is through contact information of teachers correctly implementing the NGSS or further examples of unit design).”

“I would have liked to see it broke more down by grade level and examples of what it looked like at a kindergarten level.”

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

“Present this session at the beginning of a new school year so that the information and material is fresh in my mind to be applied more immediately. We only have 10 days left of school and are winding down right now.”

## Early Learning Survey Data

Table 12. Participant responses to the Professional Learning Early Learning Survey question, “As a result of participating in this professional learning experience, I have broadened/deepened my existing knowledge of:” (responses = 25)

As a result of participating in this PLE, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Rigorous, developmentally appropriate practices	44% (11)	52% (13)	0% (0)	0% (0)	4% (1)	0% (0)
Rich, research-informed instructional tasks	40% (10)	56% (14)	0% (0)	0% (0)	4% (1)	0% (0)
Improving family engagement	32% (8)	52% (13)	0% (0)	0% (0)	16% (4)	0% (0)
Implementing individualized instructional practices to ensure equitable opportunities and close learning gaps	36% (9)	56% (14)	4% (1)	0% (0)	4% (1)	0% (0)

Table 13. Full-day kindergarten participant responses to the Professional Learning Early Learning Survey question, “As a result of participating in this Full Day K training, I have broadened/deepened my existing knowledge of the following:” (responses = 25)

As a result of participating in this Full Day K training, I have broadened/deepened my existing knowledge of the following:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Child development and how to address how young children learn	28% (7)	16% (4)	8% (2)	0% (0)	36% (9)	12% (3)



As a result of participating in this Full Day K training, I have broadened/deepened my existing knowledge of the following:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
The key components of an effective kindergarten environment and how that environment can play a critical role in a child's learning	16% (4)	20% (5)	8% (2)	0% (0)	44% (11)	12% (3)
How to effectively implement rigorous, developmentally appropriate learning activities in a full-day kindergarten	16% (4)	20% (5)	8% (2)	0% (0)	44% (11)	12% (3)
The state requirements for implementing full-day kindergarten	4% (1)	24% (6)	8% (2)	0% (0)	48% (12)	16% (4)

Table 14. Early numeracy training participant responses to the Professional Learning Early Learning Survey question, "As a result of participating in this Early Numeracy training, I have broadened/deepened my existing knowledge and understanding of:" (responses = 25)

Intended outcome	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
How children develop in their understanding of early mathematics concepts and skills	20% (5)	52% (13)	0% (0)	0% (0)	20% (5)	8% (2)
The use of the Learning Pathways in Numeracy to identify and assess the developmental progression of children in their understanding of early mathematics concepts and in their skills	24% (6)	48% (12)	0% (0)	0% (0)	20% (5)	8% (2)

Intended outcome	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Early mathematics content	24% (6)	48% (12)	0% (0)	0% (0)	20% (5)	8% (2)
Incorporating developmentally appropriate activities that support the foundational early mathematics concepts of Counting and Cardinality, Operations and Algebraic Thinking, or Geometry (whichever topic was covered)	24% (6)	48% (12)	0% (0)	0% (0)	20% (5)	8% (2)

Table 15. Participant responses to additional support needs (responses = 25)\*

What additional support could your ESD provide to help you with your professional learning?	Total	Percent
Additional in-person workshops	9	36%
Follow-up online webinars (virtual learning)	5	20%
In-person or virtual professional learning	6	24%
Onsite coaching	4	16%
No response	14	56%

\*Note: Respondents could select more than one answer

Table 16. Participant ratings for how well the early learning new practices PLEs met the intended outcome (responses = 25)

Intended outcome	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Participating in this professional learning experience prepared me with the necessary skills to try something new in my professional practice	44% (11)	52% (13)	0% (0)	4% (1)	0% (0)	0% (0)

Table 17. Percentage of respondents who plan to implement each new practice, by implementation method (responses = 25)\*

Implementation method	Total	Percent
Implement this information when teaching students or children	18	72%
In professional learning communities, either in person or virtual, to discuss with others	7	28%
Observe and assess student development and learning in my classroom	12	48%
Share this information with co-workers	16	64%
Share this information with family, providers, and teachers	13	52%
Other	2	8%

*\*Note: Respondents could select more than one answer*

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

A qualitative narrative analysis revealed the following overarching themes. Quotes from participants are also included.

**Overarching themes to the question: “What else would you need to learn to try something new?”**

- Public speaking skills
- Provide additional classroom-ready activities to engage kids in learning

**One participant offered a response to the question: “What suggestions do you have to make this professional learning experience better?”**

“The materials were great and everything that was presented would be great in the classroom. The only thing I would suggest is to make the training and prizes only for teachers. Many of the employees in Admin won the materials. If the training is to help the teachers in the classroom, teachers should have been the ones to win the extra materials.”

## Fellows Session Survey Summary

The Fellows Session Survey is administered at each quarterly Convening Session to Fellows in all content areas. Responses to the four surveys were combined and are presented below.

Table 18. Fellows' responses to the Fellows Sessions Survey question, "As a result of participating in this Convening, I have broadened/deepened my existing knowledge of:" (respondents = 2,274)

As a result of participating in this Convening, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Research-based instructional practices	56% (1,279)	40% (902)	2% (40)	>1% (4)	2% (49)	0% (0)
Instructional practices to make learning experiences more inclusive for students of color	50% (1,143)	40% (903)	3% (64)	>1% (6)	7% (158)	0% (0)
Instructional practices to make learning experiences more inclusive for English language learners	48% (1,087)	41% (926)	3% (76)	>1% (4)	8% (181)	0% (0)
Instructional practices to make learning experiences more inclusive for students with disabilities	44% (1,011)	40% (916)	3% (79)	>1% (11)	11% (257)	0% (0)
A range of assessments and/or resources across the educational system, such as state, local, and/or classroom assessments	35% (791)	37% (840)	6% (139)	1% (19)	21% (485)	0% (0)
How to share this session's information with others (teachers, administrators, parents)	43% (988)	47% (1,062)	4% (90)	1% (13)	5% (121)	0% (0)

As a result of participating in this Convening, I have broadened/deepened my existing knowledge of:	Strongly agree	Agree	Disagree	Strongly disagree	Not addressed	No answer
Leadership practices to provide equitable access to high-quality instruction	50% (1,148)	42% (957)	3% (66)	>1% (9)	4% (94)	0% (0)
How to look at data to identify ways to adjust instruction	33% (749)	33% (753)	7% (161)	1% (19)	26% (592)	0% (0)
How to try something new or different in my professional practice	61% (1,383)	36% (823)	1% (32)	>1% (7)	1% (29)	0% (0)

Table 19. Fellow ratings for how well the Convening Sessions met the intended outcomes.  
(respondents = 2,274)

The Convening Sessions were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply	No answer
Using engaging and useful activities to facilitate your learning	71% (1,606)	24% (556)	4% (95)	>1% (11)	>1% (3)	>1% (3)	0%
Introducing you to useful resources, such as curriculum materials, research articles, and practice information	66% (1,511)	27% (605)	6% (131)	1% (12)	>1% (2)	1% (13)	0%
Providing timely, relevant information that you will be able to apply in your work setting	69% (1,559)	27% (604)	4% (97)	>1% (10)	>1% (2)	>1% (2)	0%
Engaging you in discussion with other participants in ways to facilitate your learning	77% (1,749)	20% (444)	3% (65)	>1% (9)	>1% (2)	>1% (5)	0%

The Convening Sessions were successful in:	Very good	Good	Fair	Poor	Very poor	Does not apply	No answer
Providing sufficient time for you to process the information collaboratively with colleagues	68% (1,554)	26% (582)	5% (103)	1% (20)	>1% (6)	>1% (9)	0%

Themes and quotes from the Fellows’ Survey open-ended questions

A qualitative narrative analysis revealed the following overarching themes. Quotes from the Fellows’ are also included.

**Overarching themes to the question: “What worked well?”**

- Designated time to collaborate on Action Plans with colleagues and team members
- Peer-to-peer learning and collaboration opportunities
- Anchoring science phenomena to real-life

**Participants suggested more time on Action Plans:**

“The Action Plan process always pushes me to step out of my comfort zone and try a project I’ve been thinking about but haven’t pursued. I really appreciate that. Having the chance to come together with like-minded folk 4 times a year is refreshing, empowering, affirming, and a true joy.”

“Action Plan time—I was able to access the material, bounce ideas off of other teachers who work within my grade level, and get feedback on what has worked well or not when communicating findings and next steps to colleagues and administration.”

**Participants suggested peer-to-peer discourse, learning, and collaboration:**

“The opportunity to have conversations with other teachers from other districts is so powerful. Having the virtual meeting was also very beneficial. It helped me in my comfort level of distance instruction.”

“Talking with the colleagues in the room. We are a group of educators with very diverse backgrounds and different experiences based on our districts, and so it’s so interesting to hear what others are saying/doing/etc.”

**Participants suggested anchoring science phenomena to real-life:**

“The Mystery of the Columbia River was a great activity to show the process of anchoring phenomena. The topic was engaging and relevant, such as a phenomenon should be. I appreciated the collaboration time with colleagues—I learned so much from their experiences, successes, and learning experiences.”

**Overarching themes to the question: “What would you change?”**

- Provide guidance and examples of Action Plans
- Allot more time for group work on Action Plans
- More grade level-focused content, practices, materials, and resources

**Participants suggested to provide guidance and examples of Action Plans:**

“While I value the Action Plan as a way to take abstract learning and make it concrete, I had a really hard time understanding the Action Plan (in fact, I am still a little confused). I would appreciate a little more clarity of how exactly to complete the Action Plan, what should be included in the Action Plan, who should be included in creating the Action Plan... I like the idea, but I felt it was a little too abstract for me to wrap my head around this year and would appreciate a little more guidance on how to make the Action Plan more concrete.”

“I feel like there should be more clarification and guidance and led group discussion around what the Action Plan looks like, what examples are a better map of the process.”

**Participants suggested to allot more time for collaboration on Action Plans:**

“I would love to have a little more time to discuss the Action Plan and then work on them during our time together. I feel that this time would be beneficial, as the plan I put into place could be better used in my school and classroom if in a more complete state.”

“The end felt rushed, and I felt I had very little time to process and begin my Action Plan. I would have liked more time to collaborate with other similar teachers to get a support network around my plan. I would have also liked more time and context to analyze the data that was pulled on my school.”

**Participants suggested more grade level-focused content, practices, materials, and resources:**

“I would really like some more time with teachers in my own grade band. I know that we were grouped by age area as much as possible in our meetings, and those were times when I took away the most useful information.”

“I'd like to look at more student work and collaborate with other teachers in my grade band. It would be great to see and hear about what they are doing in their classrooms.”

**Overarching themes to the question: “How has Action Planning supported your work as a Fellow?”**

- Action Planning is stalled
- Need additional guidance on topic selection and filling out sections in the Action Plan
- Accountability and staying on track
- Tool for setting goals, reflection, and formative evaluation
- Facilitate communication with building and district leadership
- Need better ways to strengthen Fellows’ relationships with their Administrators to do Action Planning

**Participants shared that they need additional guidance on topic selection and filling out sections in the Action Plan:**

“I will be honest, I struggled with the actual written portion of the Action Planning. I have applied many strategies and ideas, tried out and reworked some of the thoughts I have heard, but I struggled putting it down in a document. I learn by doing. This year, I had many changes, professionally and personally, that affected my time to complete extra work out of school.”

“Difficulty coming up with a relevant topic I want to tackle.”

**Participants suggested Action Planning helps accountability and staying on track:**

“Action planning gives me focus and accountability for improving my own practice. It makes me think about actual actions I can take to support other teachers and influence change. I find that I don't always include everything I do because I am self-conscious on how my fellow peers will view me. It is bizarre that I even think about it!”

“It has helped keep me accountable, and it helps me to look back at where I was, where I currently am, and planning future lessons/units.”

“Action planning is far more successful this year than last. It gets me excited for the opportunities to drive change in my district. I feel that sometimes it can be difficult to keep a full head of steam though. Email check-in or peer accountability partners for Action Plan implementation could help.”

**Participants use Action Planning as a tool for setting goals, reflection, and formative evaluation:**

“The Action Plan has provided me with a space to reflect. It forces me to stop and reflect on my practices. It also forces me to stop and look at the broader picture.”

“Got me thinking and reflecting about what needs to be done and how I can leverage influence to collaborate with colleagues around educational practices.”



“Action Planning is an important part of my work as a Fellow. This plan helps to set the goals I have with my district. It also gets reflected on after each Fellow convening, so I can reflect on my progress or completion of actions or adjustments needed. It is a vehicle to support my need to work with my Administrator that helps to keep us focused and on track because there are so many other responsibilities that can distract us from my plan.”

**Some participants shared that the Action Plan facilitates communication with district and building leadership:**

“The Action Plan allowed me to communicate with my principal and district administration to advocate for more resources for science, particularly vertical teaming time.”

“This provides me a connection with the administration within my building regarding the PD that I am receiving through the program so that I can share with other colleagues within my buildings.”

“Action Planning is going well. I have found a way to combine what I'm learning at ELA Fellows and my district's Reading Teacher Leaders community and make sure that those sessions are meeting my building's SIP plan (School Improvement Plan). This is great work that we are doing as ELA Fellows, and I am enjoying aligning all the goals between region, district, and school to make sure that we are supporting students as best as we can!”

**Other participants shared that they need better ways to strengthen their relationship with their Administrator:**

“It's a little difficult since my administrators are not very involved and even more difficult when many teachers at my building do not see the importance of teaching science on a regular basis. We also do not have science-based PDs at our building.”

“Action Planning is not going well for me because my district says they will support me as a Science Fellow, and then they don't support me (subs, travel, lodging, etc.). Also, I've had four different principals and three different vice principals in 2 years, so it has been difficult to meet with revolving admin about my Action Plan.”

“I need to work on this next year. I never once met with admin. (I'll be sharing my plan retroactively, but I don't feel like it's complete.) I need support to try to enlarge my plan next year to more broadly address math instruction in my district.”