



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.

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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.

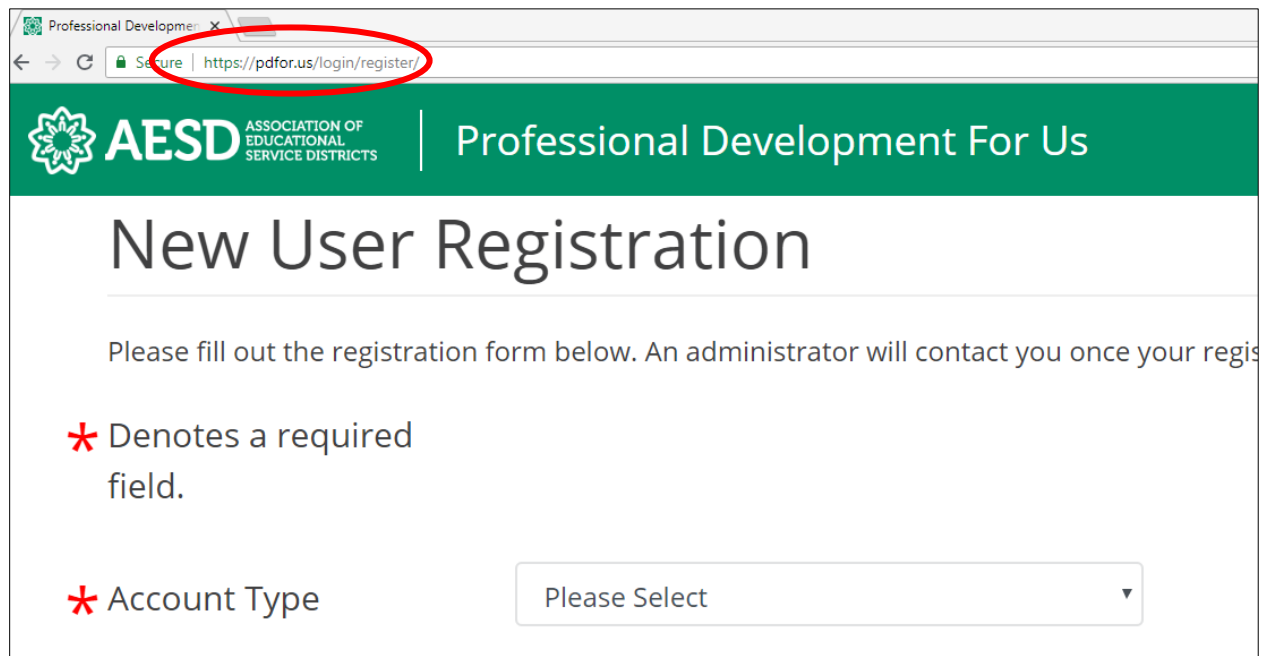
Once the Participant Survey is complete, the system provides results for each professional development activity. The **Results** page shows summarized results from the Participant Survey along with information gathered through the Coordinator Survey.

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

New User Registration

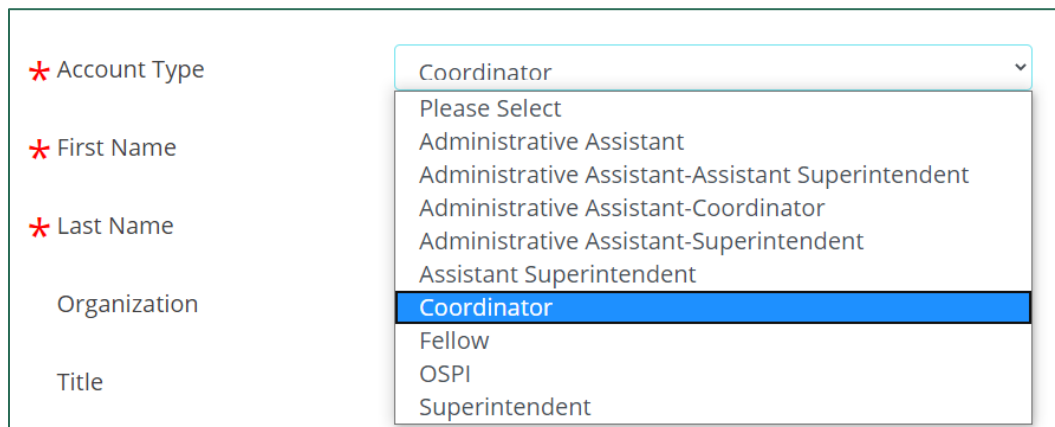
Please fill out the registration form below. An administrator will contact you once your registration is complete.

* Denotes a required field.

* Account Type Please Select ▼

Figure 1. Registration page

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



* Account Type

* First Name

* Last Name

Organization

Title

Coordinator ▼

Please Select

Administrative Assistant

Administrative Assistant-Assistant Superintendent

Administrative Assistant-Coordinator

Administrative Assistant-Superintendent

Assistant Superintendent

Coordinator

Fellow

OSPI

Superintendent

Figure 2. Account type options on the Registration page

3. Enter your first and last name, organization, title, and email address. Organization and title are not required.

* Account Type	<input type="text" value="Coordinator"/>
* First Name	<input type="text" value="Jane"/>
* Last Name	<input type="text" value="Coordinator"/>
Organization	<input type="text" value="An Amazing School"/>
Title	<input type="text" value="An Amazing Educator"/>
* Email	<input type="text" value="janecoordinator@example.com"/>

Figure 3. Name, organization, title, 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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Professional Development For Us

* Account Type	Coordinator ▼
* First Name	Katie
* Last Name	Coordinator
* Email	kcoordinator@example.com
* 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
* 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.

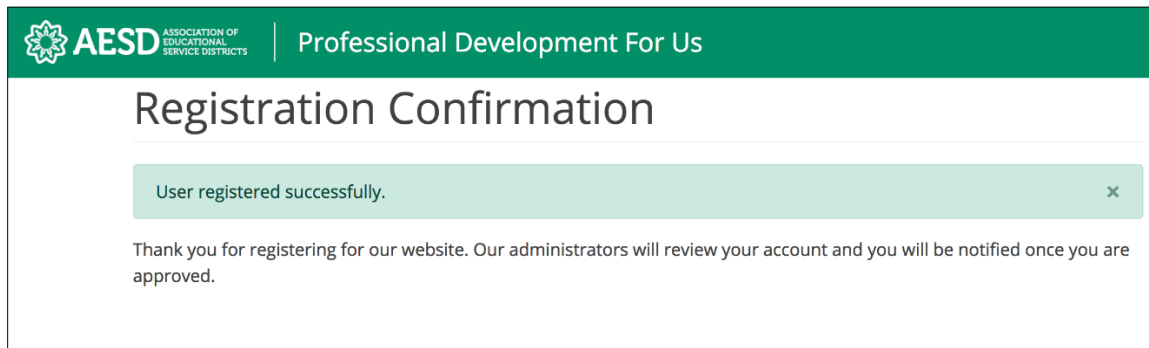


Figure 7. Confirmation page for new user registration

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

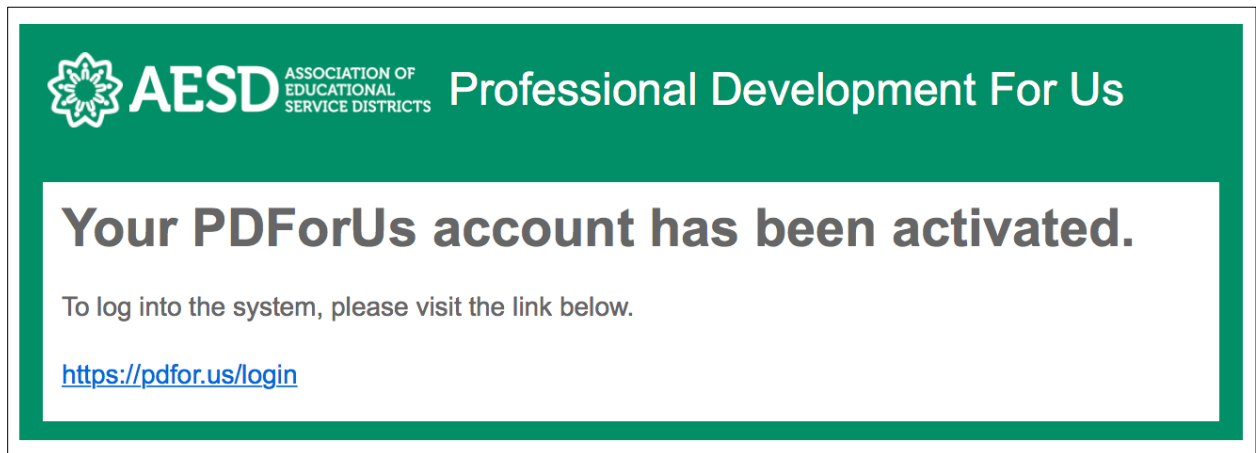


Figure 8. Account activation notification email

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>

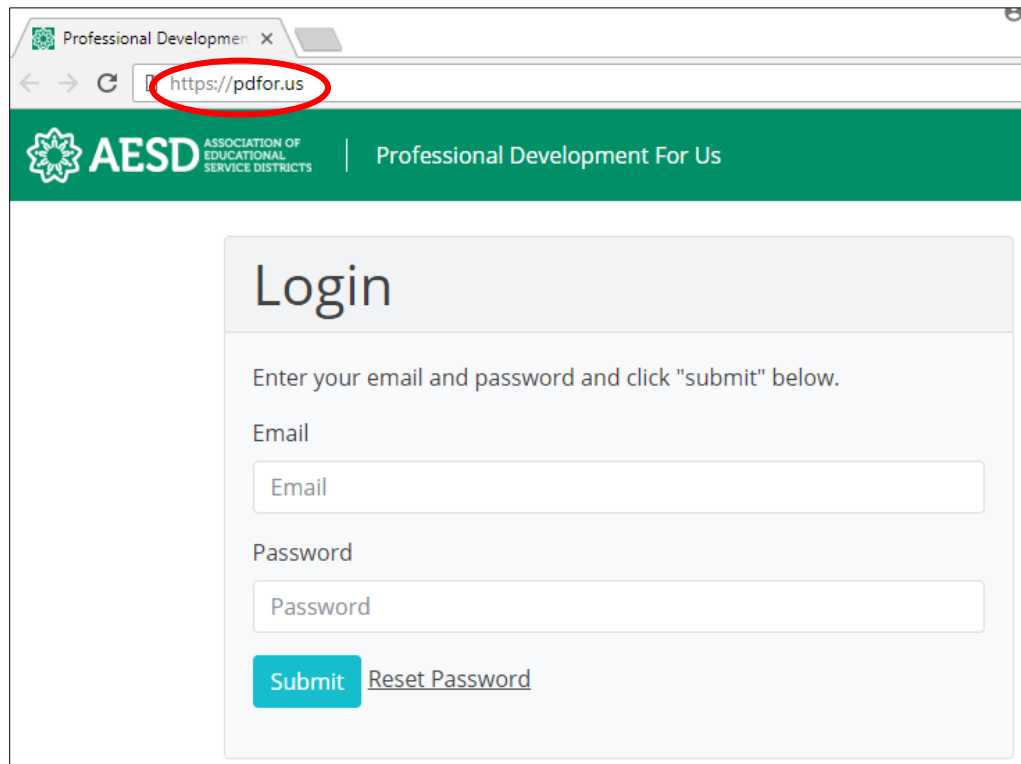
A screenshot of a web browser showing the PDforUs login page. The browser's address bar shows the URL 'https://pdfor.us' circled in red. The page header is green with the AESD logo and the text 'Professional Development For Us'. The main content area is white and contains a 'Login' section. It includes instructions to enter email and password, followed by input fields for 'Email' and 'Password'. At the bottom of the login section 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.

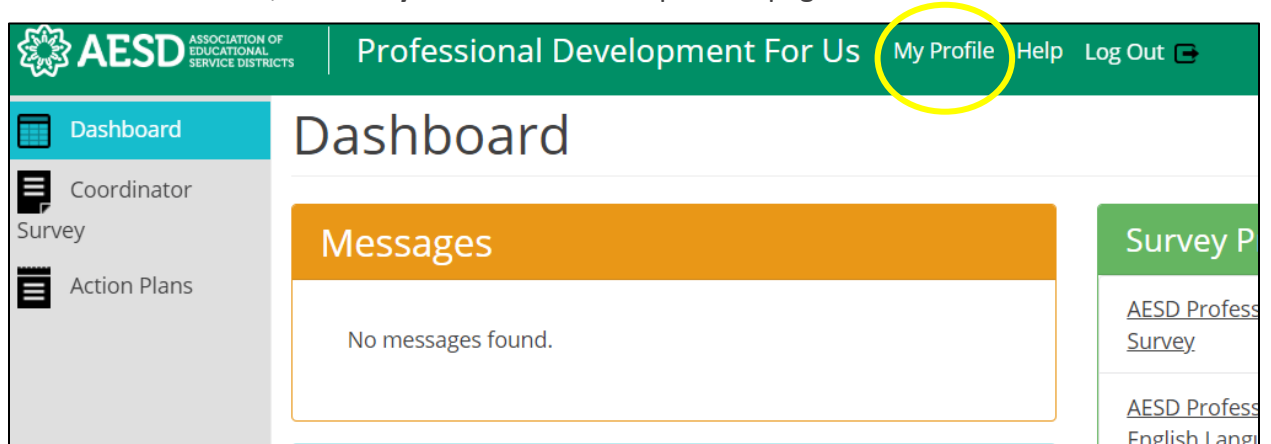


Figure 12. The link to the user profile from the dashboard

You can now view your profile.

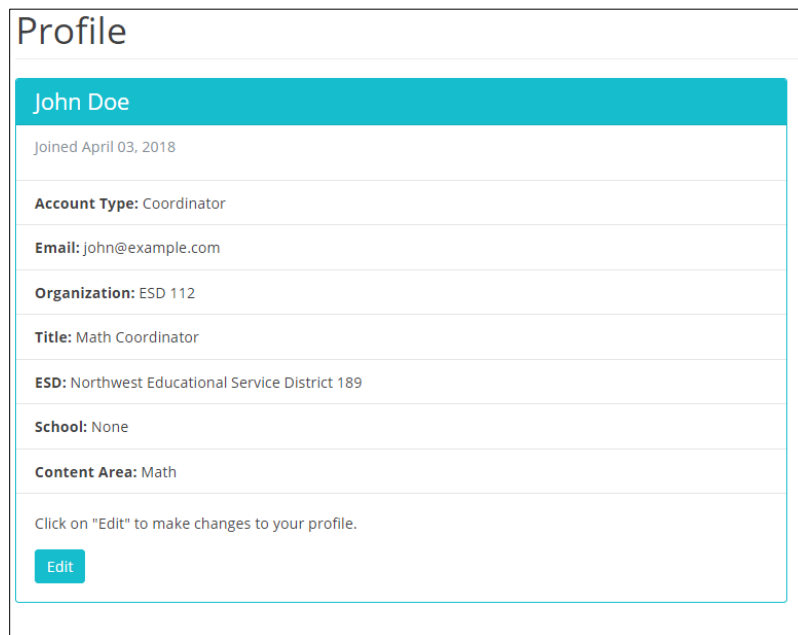


Figure 13. An example user profile

- 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"/> <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="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.

Coordinators should enter all professional development activities they deliver into the PDForUS database, even if they do not administer a participant survey. The coordinators determine the appropriate time to distribute participant surveys. Whenever completing formal training or ongoing educator support that exceeds 3 hours, coordinators are encouraged to use participant surveys.

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**.

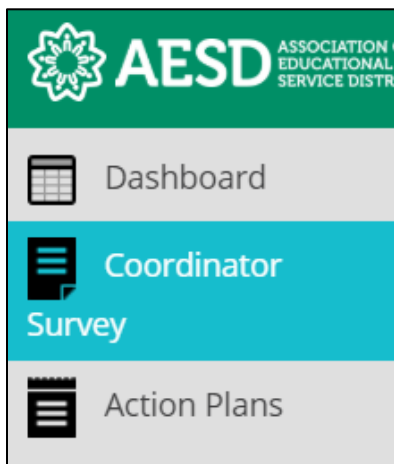


Figure 19. Left navigation

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.

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 OSPI-AESD Center professional development activities. By completing Part One, you will be able to generate a unique link for the survey.

Coordinators should enter in all activities to PDfor.us on the Coordinator Survey related to the professional development professional judgement to determine when it is appropriate to prompt their participants to complete a survey follow whenever completing formal training or ongoing educator support exceeding three hours.

What is the title of the professional learning experience?

What type of professional development will you provide?

Please select

Other (Please Specify)

Generate a participant survey?

Yes

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?

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 with which you are collaborating 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. If your primary content area is **Climate Science-Related Instruction**, indicate:

- Whether the professional development experience is receiving funding from the Next Generation Science and Climate Science Proviso

Is this professional development experience receiving either full or partial funding from the Legislative Proviso _ESSB 6032 Section 501 (68) also known as the Next Generation Science and Climate Science Proviso?

☒ Yes

☐ No

Figure 29. Coordinator Survey question about funding for Climate-Science Related Instruction professional development

- All applicable intended levels for the training

What is the intended level for this training? (Please check all that apply)

☐ Early Learning (Pre-K)

☐ Elementary School (K-3)

☐ Elementary school (4-5)

☐ Middle school (6-8)

☐ High school (9-12)

☐ College

Figure 30. Coordinator Survey question on intended training levels for Climate-Science Related Instruction professional development

- Whether you plan to partner with a community-based organization and, if so, which organization you will partner with

Will you partner with a community-based organization to provide this training?

☒ Yes

☐ No

If yes, please type in below:

Organization A

Figure 31. Coordinator Survey question on partnership with a community-based organization for Climate-Science Related Instruction professional development

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

Host ESD

Please select ▼

Figure 32. The host ESD field in the Coordinator Survey

10. 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

Figure 33. Partner ESD options in the Coordinator Survey

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 34. 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 35. Coordinator Survey question about grade levels

13. Indicate whether the training supports schools identified for improvement.

Does this training support a school or schools that have been identified for improvement?

I Don't Know

Please select

No

Yes

I Don't Know

Is that apply.

Student Groups

Student Groups and EL Student Progress

Figure 36. Coordinator Survey question about supporting schools identified for improvement

If you select **Yes**, choose all schools that your training supports

If yes, please check all schools that apply.

☒ Tier I Targeted 1-2 Student Groups

☐ Tier II Targeted 3+ Student Groups and EL Student Progress

☐ Tier III Comprehensive and RAD Identified Schools

Figure 37. Coordinator Survey question about which schools identified for improvement the training supports

14. 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):*

07/10/2020

Figure 38. Date field in the Coordinator Survey

15. 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 39. 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

**District Implementation
s of your Fellows Session?**
(apply)

ty and Access

Figure 40. Conditional question about the meeting number in the Coordinator Survey

16. 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 41. Delivery method options in Coordinator Survey

17. 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 42. Field for the number of professional development hours in Coordinator Survey

18. 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 43. Button to submit the completed Coordinator Survey

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

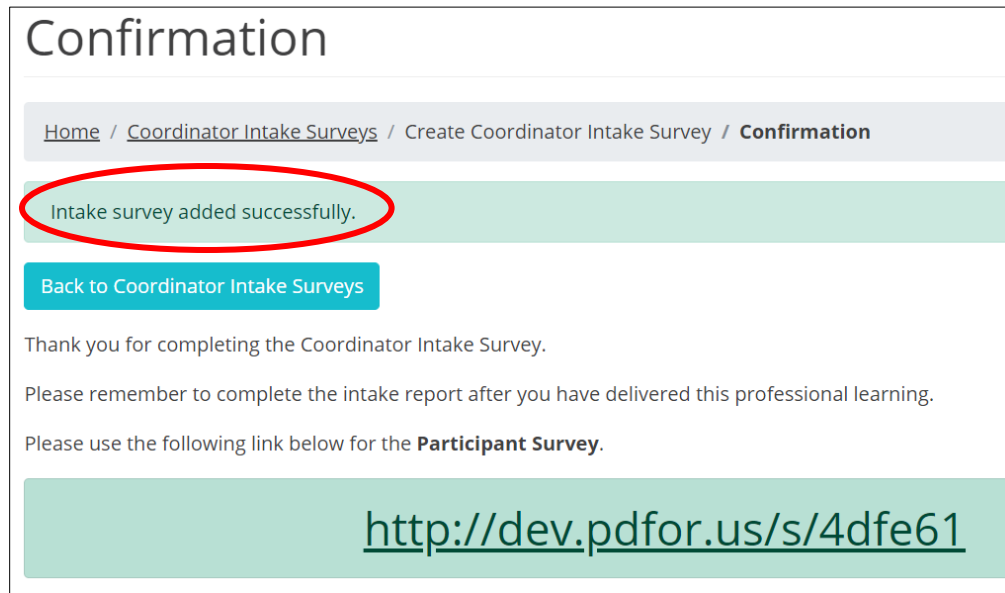


Figure 44. Confirmation message for Coordinator Survey completion

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

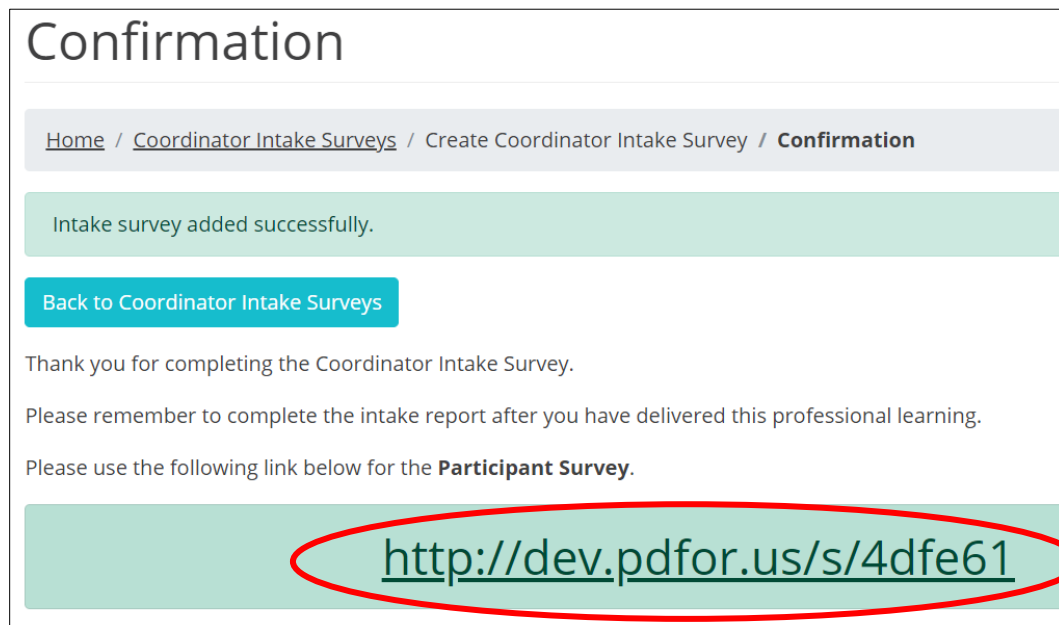


Figure 45. Shareable link to Participant Survey

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.pdfor.us/s/4dfe61>

Figure 46. 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

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

Figure 47. The Coordinator Intake Survey page

You will also receive an email confirming the addition of your new Coordinator Intake survey. Be sure to save the link for future reference.

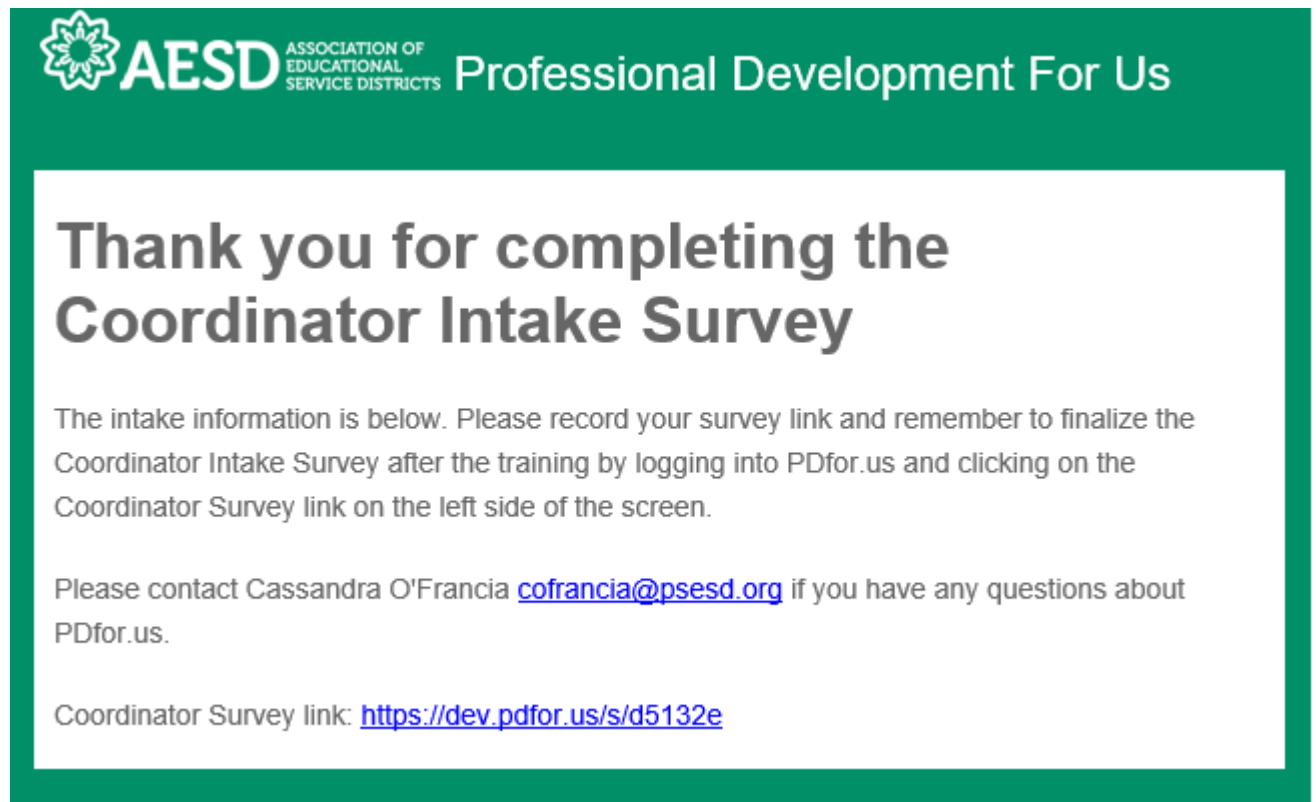


Figure 48. Confirmation email for the creation of a new Coordinator Survey

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. (NOTE: Assistant Superintendents can view records for their ESD but not for content areas.)

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

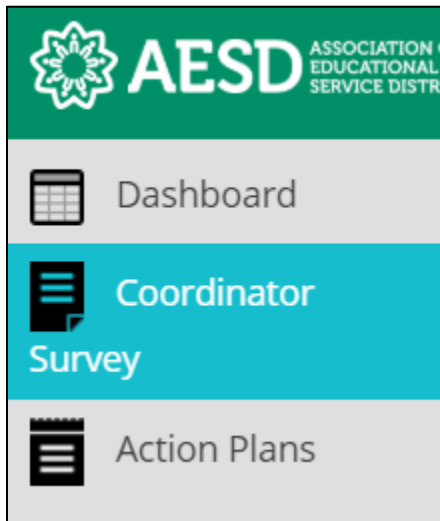


Figure 44. Left navigation

The **Coordinator Intake Surveys** page appears.

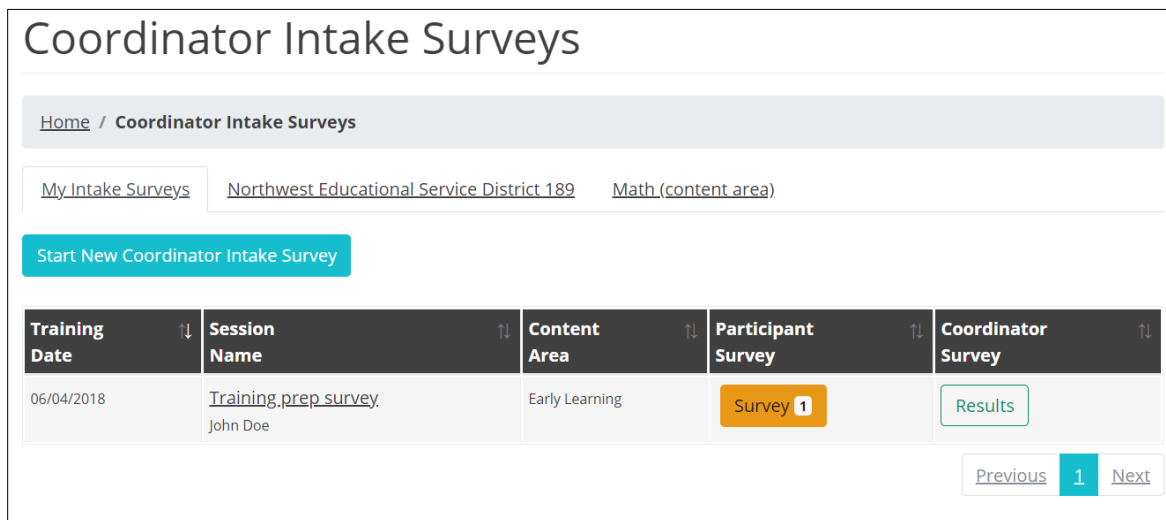


Figure 49. Coordinator Intake Surveys page

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

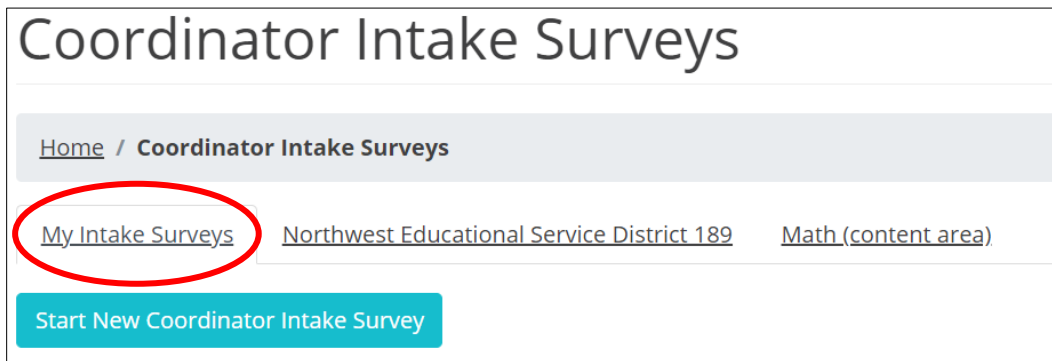


Figure 50. The My Intake Surveys tab

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

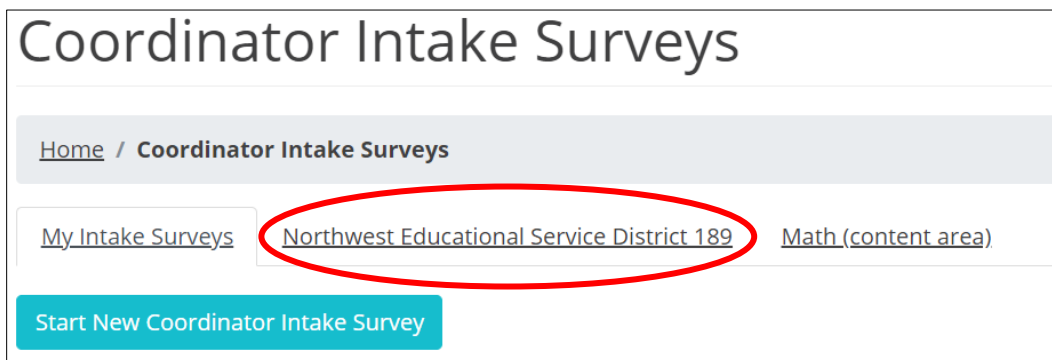


Figure 51. The tab for filtering results by ESD

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

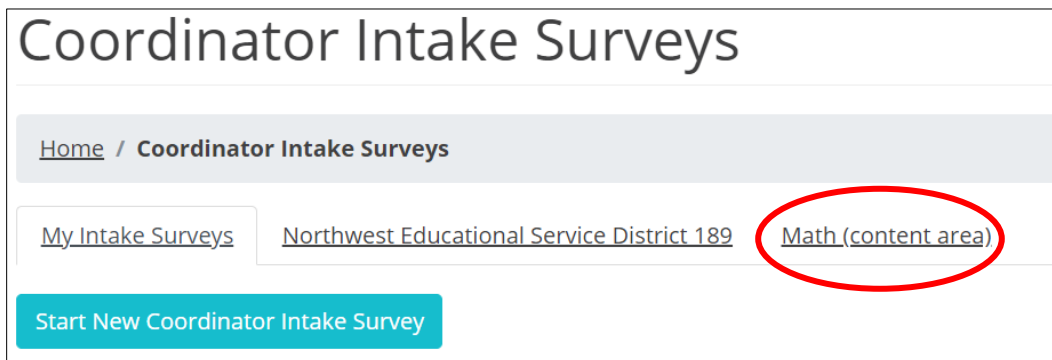


Figure 52. The tab for filtering results by content area

- 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	<u>February Professional Development</u>	English Language Arts
06/04/2018 John Doe	<u>Training.prep survey.</u>	Early Learning

Figure 53. 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 54. The button for sorting records by session name

3. You can also search for a Coordinator Survey by entering a keyword into the Search field.

Coordinator Intake Surveys

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

[My Intake Surveys](#) [Educational Service District 112](#) [Math \(content area\)](#)

[Start New Coordinator Intake Survey](#)

Search:

Training Date ↑↓	Session Name ↑	Content Area ↑↓	Participant Survey ↑↓	Coordinator Survey ↑↓
------------------	----------------	-----------------	-----------------------	-----------------------

Figure 55. The search field for searching Coordinator Surveys

A filtered list of Coordinator Surveys appears.

Search: STEM				
Training Date	Session Name	Content Area	Participant Survey	Coordinator Survey
2020/07/12	PD 3 Demo Coordinator - Educational Service District 112 AESD Professional Learning STEM Survey	STEM		Results
				Previous 1 Next

Figure 56. A filtered list of Coordinator Surveys based on a search term

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**.

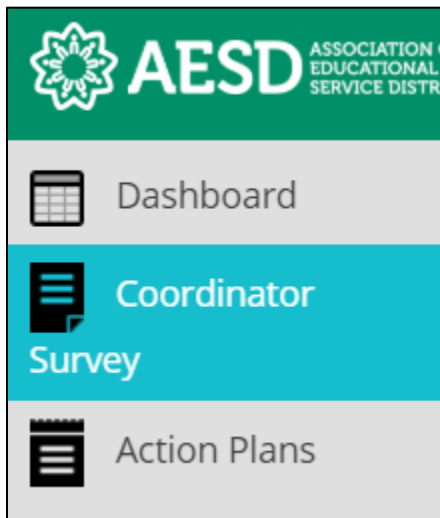


Figure 57. Left navigation

The **Coordinator Intake Surveys** page appears.

The screenshot shows the 'Coordinator Intake Surveys' page. At the top, there is a breadcrumb trail: [Home](#) / [Coordinator Intake Surveys](#). Below this, there are links for [My Intake Surveys](#), [Northwest Educational Service District 189](#), and [Math \(content area\)](#). A button labeled 'Start New Coordinator Intake Survey' is visible. The main table has five columns: Training Date, Session Name, Content Area, Participant Survey, and Coordinator Survey. The first row shows a training date of 06/04/2018, session name 'Training prep survey. John Doe', content area 'Early Learning', a 'Survey 1' button in the Participant Survey column, and a 'Results' button in the Coordinator Survey column. At the bottom right, there are 'Previous', '1', and 'Next' navigation links.

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

Figure 58. Coordinator Intake Surveys page

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

This screenshot shows the 'Coordinator Intake Surveys' page for 'Olympic Educational Service District 114' and 'Math (content area)'. It includes the same breadcrumb trail and 'Start New Coordinator Intake Survey' button. The table has five columns: Training Date, Session Name, Content Area, Participant Survey, and Coordinator Survey. The first row shows a training date of 2018/04/02, session name 'February Professional Development', content area 'STEM', a 'Survey 0' button in the Participant Survey column (which is circled in red), and four buttons in the Coordinator Survey column: 'Edit', 'Duplicate', 'Finalize', and 'Delete'.

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 button to view the Participant Survey

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

Sample Survey

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
<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	

☐ Other (please specify)

★ 2. Are you a Fellow?

☐ Yes
☐ No
☐ Fellow Emeritus

Figure 60. 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**.

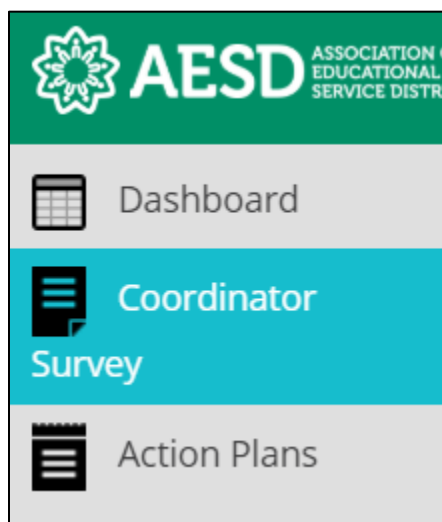


Figure 61. Left navigation

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 62. Coordinator Intake Surveys page

- 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 63. Link 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 OSPI-A professional development activities. By completing Part One, you will be able to generate a unique link for

Coordinators should enter in all activities to PDfor.us on the Coordinator Survey related to the professional judgement to determine when it is appropriate to prompt their participants to complete a survey whenever completing formal training or ongoing educator support exceeding three hours.

What is the title of the professional learning experience?

A Wonderful Professional Development Experience

What type of professional development will you provide?

Classroom demonstration

Other (Please Specify)

Other

Generate a participant survey?

Yes

Figure 64. 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?

Online

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

8

Submit **Cancel**

Figure 65. The button to submit edits to the Coordinator Survey

A confirmation message appears.

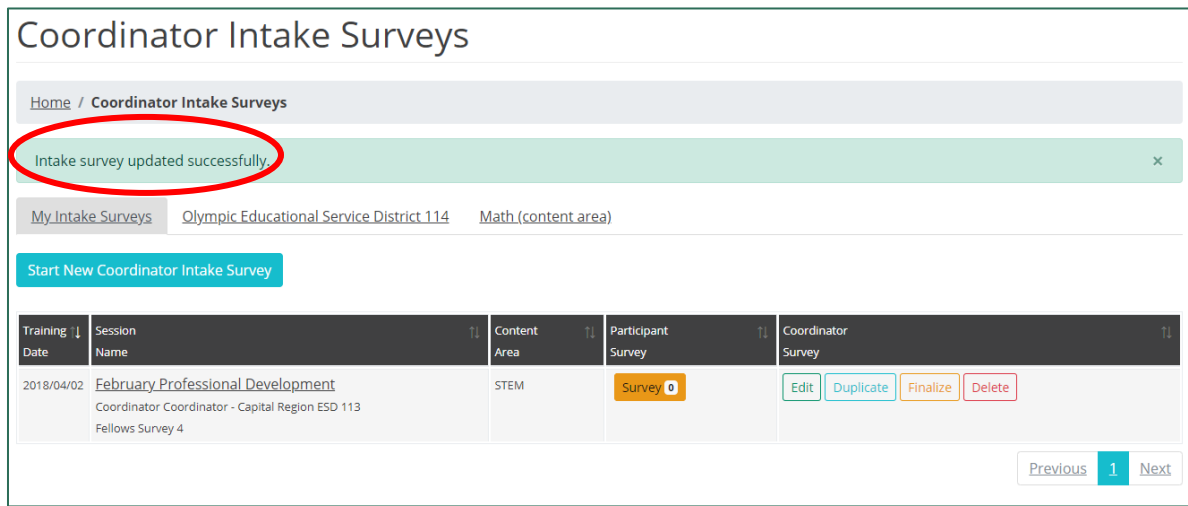


Figure 66. The confirmation message for an edited Coordinator Survey

Deleting a Coordinator Survey

Prior to finalizing a Coordinator Survey and before completion of the first Participant Survey, you have the option to delete the Coordinator Survey.

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

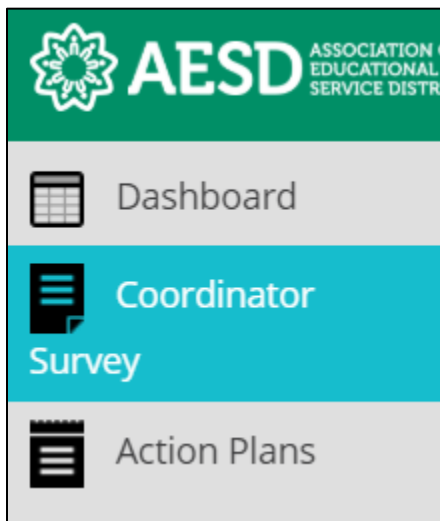


Figure 67. Left navigation

The **Coordinator Intake Surveys** page appears.

The screenshot shows the 'Coordinator Intake Surveys' page. At the top, there is a breadcrumb trail: [Home](#) / [Coordinator Intake Surveys](#). Below this, there are links for [My Intake Surveys](#), [Northwest Educational Service District 189](#), and [Math \(content area\)](#). A blue button labeled 'Start New Coordinator Intake Survey' is visible. The main content is a table with the following columns: Training Date, Session Name, Content Area, Participant Survey, and Coordinator Survey. The table contains one row with the following data: Training Date: 06/04/2018, Session Name: Training prep survey, John Doe, Content Area: Early Learning, Participant Survey: Survey 1, and Coordinator Survey: Results. At the bottom right of the table, there are links for 'Previous', '1' (highlighted), and 'Next'.

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

Figure 68. Coordinator Intake Surveys page

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

The screenshot shows the 'Coordinator Intake Surveys' page. At the top, there is a breadcrumb trail: [Home](#) / [Coordinator Intake Surveys](#). Below this, there are links for [My Intake Surveys](#), [Olympic Educational Service District 114](#), and [Math \(content area\)](#). A blue button labeled 'Start New Coordinator Intake Survey' is visible. The main content is a table with the following 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, Coordinator Coordinator - Capital Region ESD 113, Fellows Survey 4, Content Area: STEM, Participant Survey: Survey 0, and Coordinator Survey: Edit, Duplicate, Finalize, Delete. The 'Delete' button is circled in red.

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 69. The button to delete a Coordinator Survey

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

The screenshot shows a confirmation dialog box. The text inside the box reads: 'dev.pdf for.us says' followed by 'Are you sure you want to delete this intake survey?'. At the bottom right of the box, there are two buttons: 'OK' and 'Cancel'.

Figure 70. The dialogue box to confirm deletion of a Coordinator Survey

3. Click **OK**.

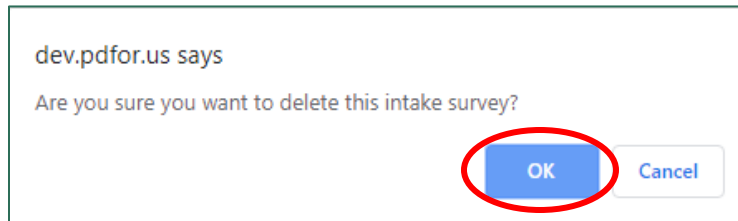


Figure 71. The button to confirm deletion of a Coordinator Survey

A confirmation message appears.

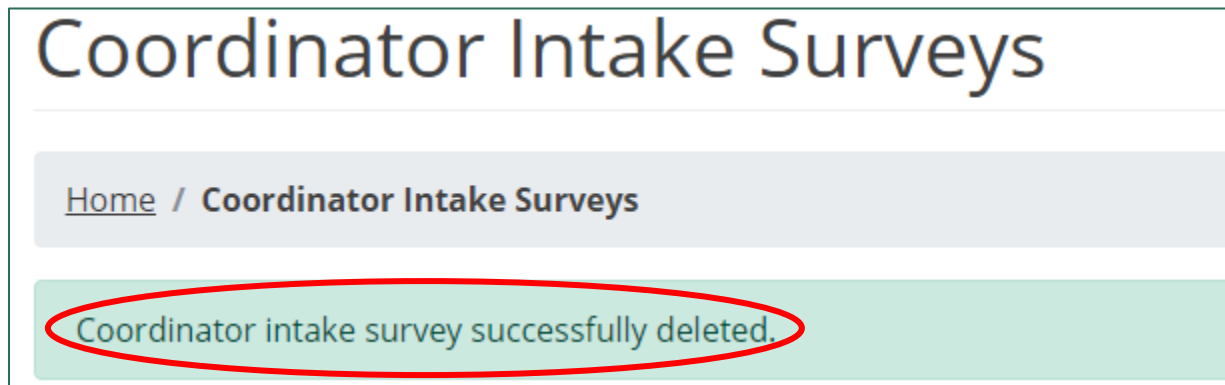


Figure 72. The confirmation message for a deleted Coordinator Survey

Finalizing the Coordinator Survey

After all participants have completed the Participant Survey, you will need to 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://pdfcr.us>, choose **Coordinator Survey**.

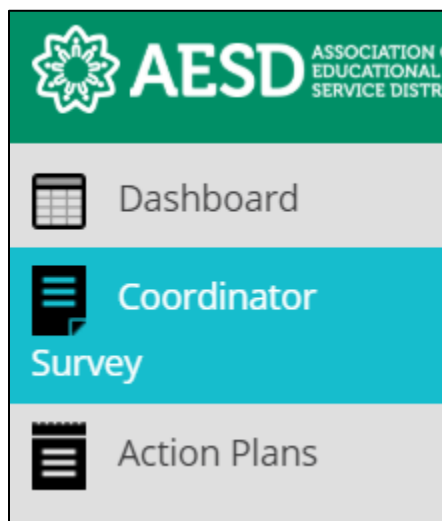


Figure 73. Left navigation

The **Coordinator Intake Surveys** page appears.

The screenshot shows the 'Coordinator Intake Surveys' page. At the top, there's a breadcrumb trail: [Home](#) / [Coordinator Intake Surveys](#). Below this, there are three tabs: [My Intake Surveys](#), [Northwest Educational Service District 189](#), and [Math \(content area\)](#). A blue button labeled 'Start New Coordinator Intake Survey' is visible. The main content is a table with the following columns: Training Date, Session Name, Content Area, Participant Survey, and Coordinator Survey. The first row of data shows a training date of 06/04/2018, session name 'Training prep survey' by John Doe, content area 'Early Learning', a participant survey labeled 'Survey 1', and a 'Results' button in the coordinator survey column. At the bottom right, there are navigation buttons: 'Previous', '1' (highlighted), and 'Next'.

Figure 74. Coordinator Intake Surveys page

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

This screenshot is similar to the previous one but shows a different set of data. The breadcrumb trail is [Home](#) / [Coordinator Intake Surveys](#). The tabs are [My Intake Surveys](#), [Olympic Educational Service District 114](#), and [Math \(content area\)](#). The 'Start New Coordinator Intake Survey' button is present. The table has columns: Training Date, Session Name, Content Area, Participant Survey, and Coordinator Survey. The first row shows a training date of 2018/04/02, session name 'February Professional Development' by Coordinator Coordinator - Capital Region ESD 113, content area 'STEM', a participant survey labeled 'Survey 0', and four buttons in the coordinator survey column: 'Edit', 'Duplicate', 'Finalize' (circled in red), and 'Delete'.

Figure 75. 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 76. 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 77. The first question of the questionnaire to finalize the Coordinator Survey

If you answer **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 78. 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 79. 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 80. 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 81. The button to submit responses to finalize the Coordinator Survey

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

Coordinator Intake Survey Results

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

Intake survey finalized successfully.

[Back to Coordinator Intake Surveys](#) [View Summary Results](#) [View Survey](#) [Print PDF](#)

Coordinator Intake Survey

A Wonderful Professional Development Experience
Demo Coordinator
July 9, 2020

What type of professional development will you provide?
Classroom demonstration

Figure 82. Confirmation message for finalization of the Coordinator Survey

Duplicating a Coordinator Survey

If your professional development training spans several days and you would like to administer a separate but identical Participant Survey for each day, you can duplicate the Coordinator Survey. Duplicating a Coordinator Survey creates an identical Participant Survey with a unique link. Aspects of the duplicate survey that you can change include the title, date, and whether to generate a Participant Survey.

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

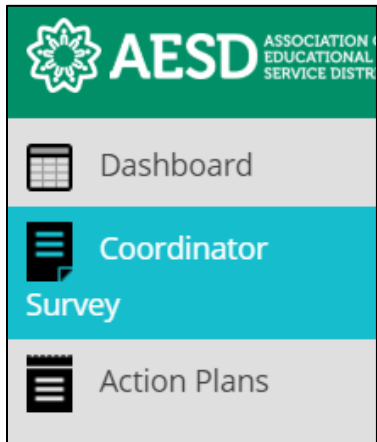


Figure 83. Left navigation

The **Coordinator Intake Surveys** page appears.

Coordinator Intake Surveys

Home / Coordinator Intake Surveys

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

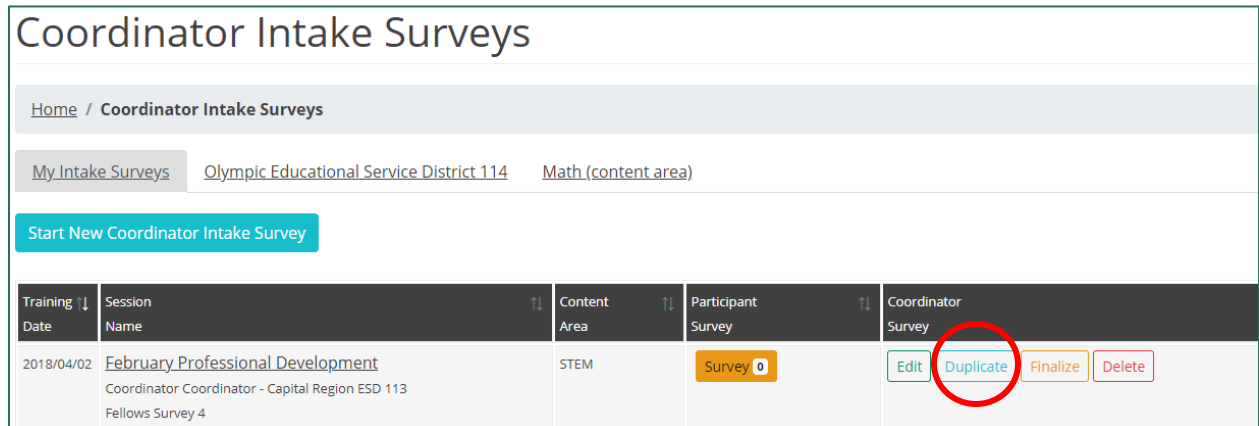
Start New Coordinator Intake Survey

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 84. Coordinator Intake Surveys page

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



Coordinator Intake Surveys

Home / Coordinator Intake Surveys

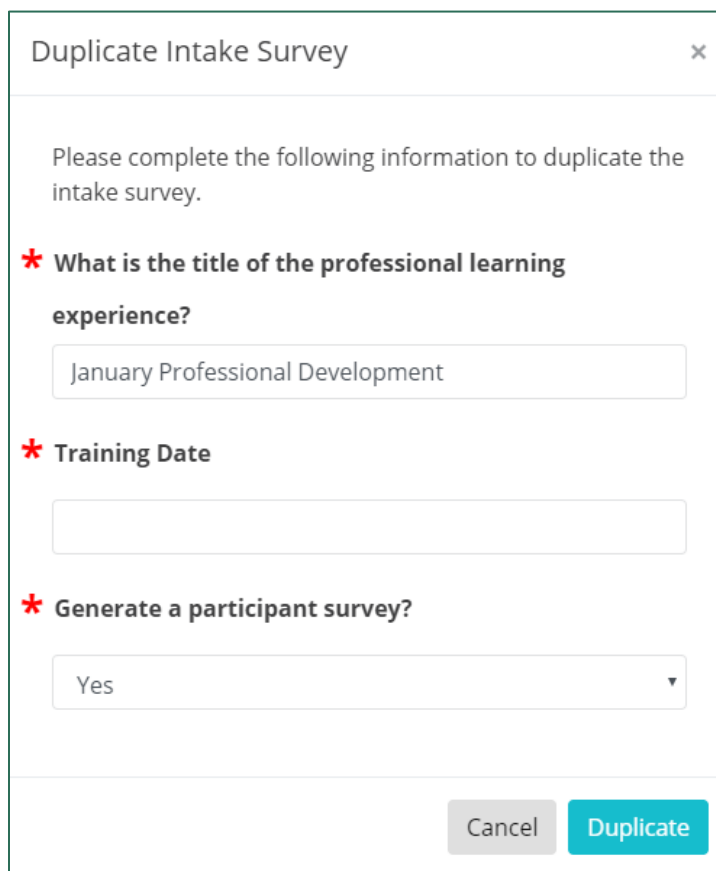
My Intake Surveys Olympic Educational Service District 114 Math (content area)

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 85. 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

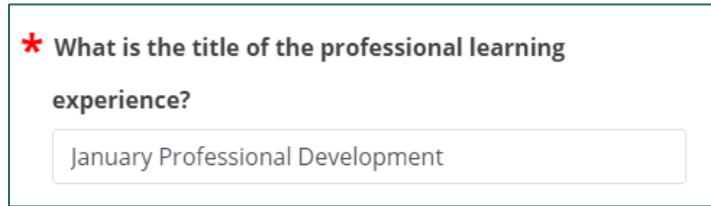
* Generate a participant survey?

Yes

Cancel Duplicate

Figure 86. The Duplicate Intake Survey form

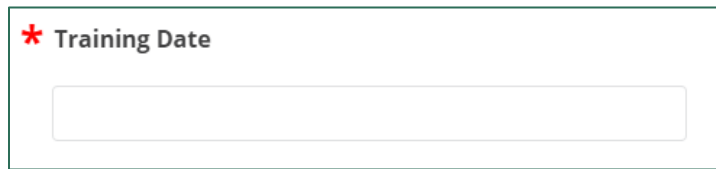
3. If you need to create a new title for the duplicate survey, type it into the title field.



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 87. The title field for a duplicate Coordinator Survey

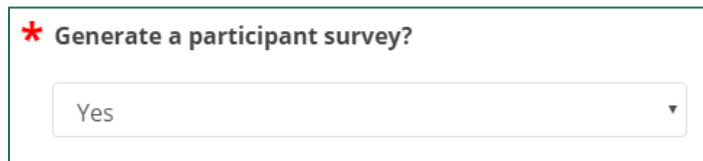
4. Indicate the training date.



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

Figure 88. 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 89. 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 90. 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 91. 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**.

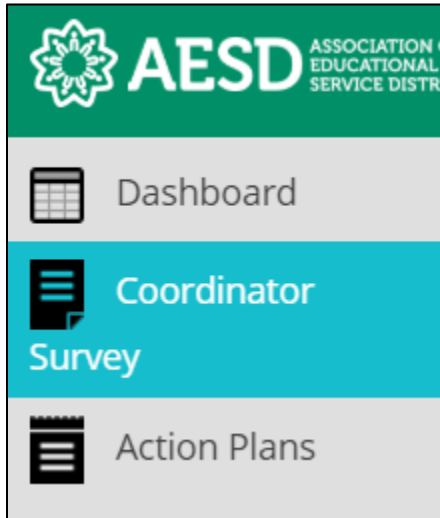


Figure 92. Left navigation

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 93. Coordinator Intake Surveys page

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 94. Link to Participant Survey results

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

Coordinator Intake Survey Results

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

[Back to Coordinator Intake Surveys](#)
[View Summary Results](#)
[View Survey](#)
[Print PDF](#)
[Download XLS](#)

Coordinator Intake Survey

Test 2
Demo Coordinator
June 17, 2020

What type of professional development will you provide?
Fellows session

Figure 95. Coordinator Intake Survey Results page

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

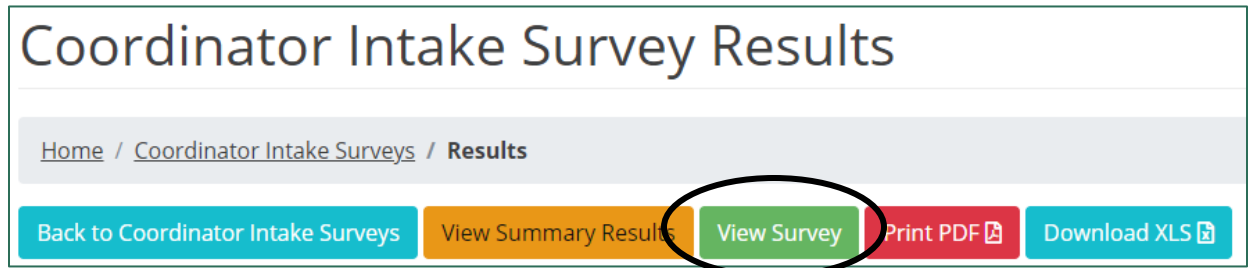


Figure 96. Link to view Participant Survey

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 97. The Participant Survey

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

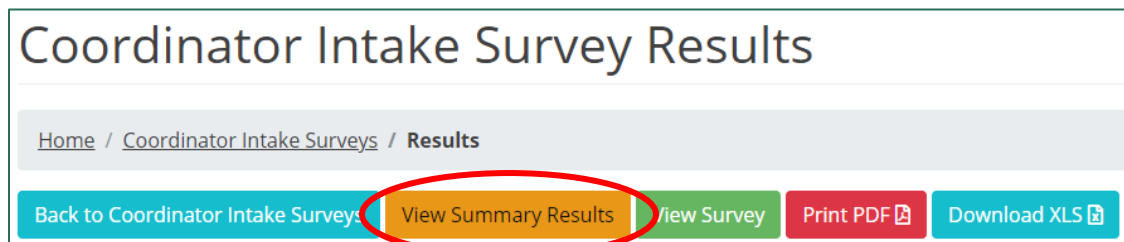


Figure 98. Button to summarized Participant Survey results

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
a) Rigorous, developmentally appropriate practices.	0 0%	1 100%	0 0%
b) Rich, research-informed instructional tasks.	0 0%	1 100%	0 0%
c) Improving family engagement.	1 100%	0 0%	0 0%
d) Implementing individualized instructional practices to ensure equitable opportunities and close learning gaps.	0 0%	0 0%	1 100%

Figure 99. An example of summarized Participant Survey results

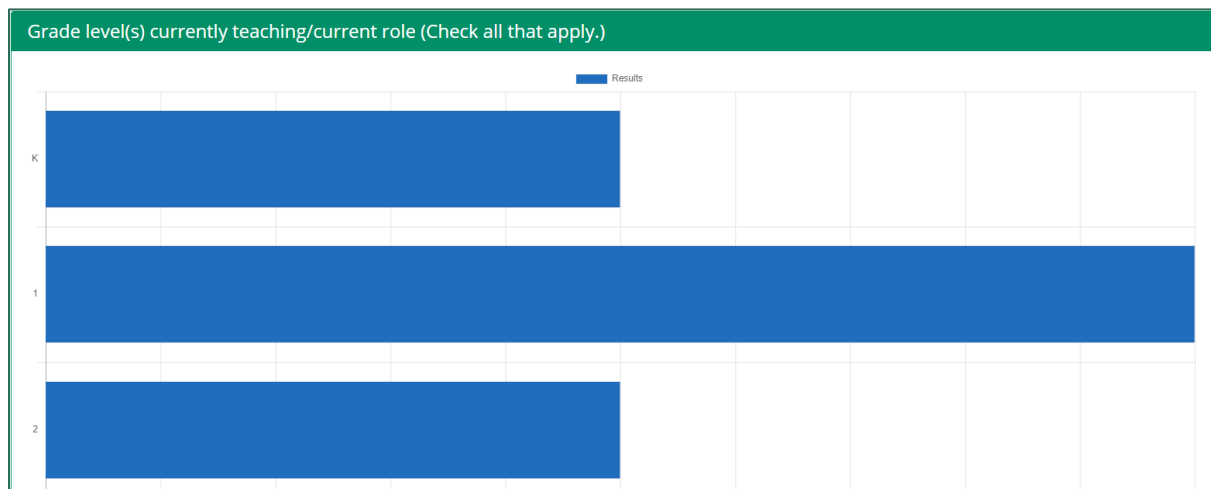


Figure 100. An example of summarized Participant Survey results

- To view a complete list of Participant Survey responses for each question, you can download the results in Microsoft Excel or PDF format. Click **Print PDF** or **Download XLS** to download the file.

Coordinator Intake Survey Results

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

[Back to Coordinator Intake Surveys](#)
[View Summary Results](#)
[View Survey](#)
[Print PDF](#)
[Download XLS](#)

Figure 101. Buttons to download a PDF or Excel spreadsheet with all of the Participant Survey results

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

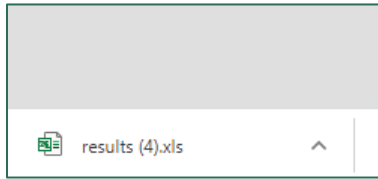


Figure 102. The prompt to open the downloaded Participant Survey results file

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

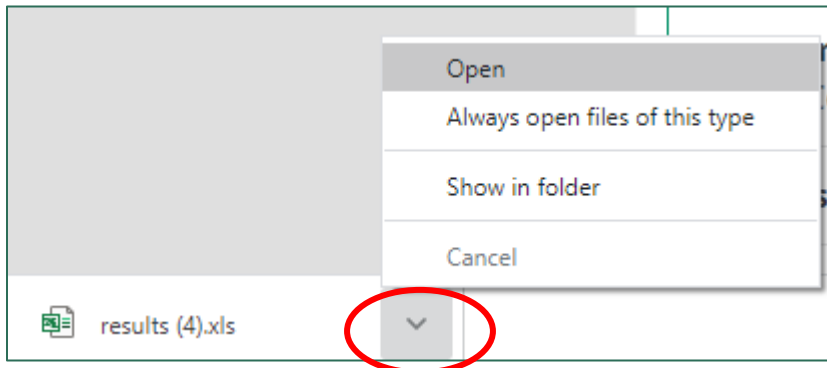


Figure 103. The arrow button and menu to open a downloaded file

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

AutoSave Off results (4) - Excel

File Home Insert Page Layout Formulas Data Review View Help Acrobat Search

Paste Calibri 11 A A B I U Wrap Text General \$ % Conditional Formatting Format as Table Cell Styles Insert Delete

Clipboard Font Alignment Number Styles

A1 survey_name

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	survey_name	content area	instance	survey_url	session_id	session_start	session_end	Grade level	Are you a	What is your Subject(s)	Please check	As a result	Rigorous	Rich, rese	
2	AESD Prof Early Learn Test 2	https://pc	14385	#####	#####	1/2/3	Yes	Counselor	Art or Music	Wakids Training	Agree	Agree			
3	AESD Prof Early Learn Test 2	https://pc	14386	#####	#####	K/1	No	Librarian	Cognitive	Early Numeracy Mod	Agree	Agree			

Figure 104. Participant Survey results as an Excel spreadsheet

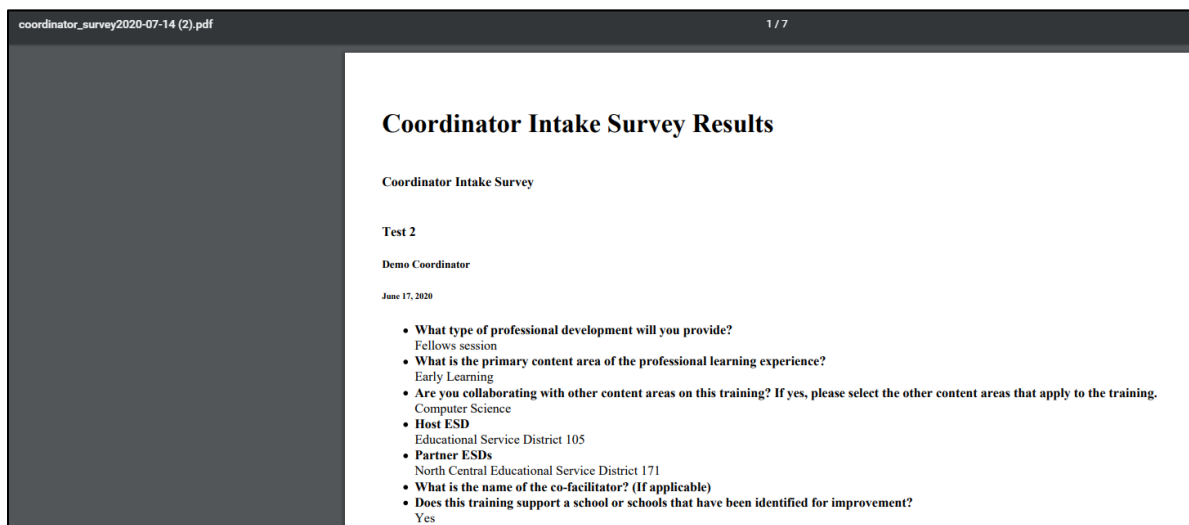


Figure 105. Participant Survey results as a PDF

Viewing, Editing, and Sharing 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's goals for 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, Action Plans for your ESD, Action Plans for your content area, and group Action Plans for which you are a contributor. (NOTE: Assistant Superintendents can see all content areas.) Any Action Plans created by the Fellows you oversee will appear under the **My Action Plans** tab, even if you add other contributors. If another Coordinator adds you as a contributor to their group Action Plan, you can view it under the **Group Action Plans** tab.

Viewing Action Plans

You can view and edit Action Plans under the **My Action Plans** tab, **Group Action Plans** tab, the Action Plans tab for your content area, and the Action Plans tab for your ESD.

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

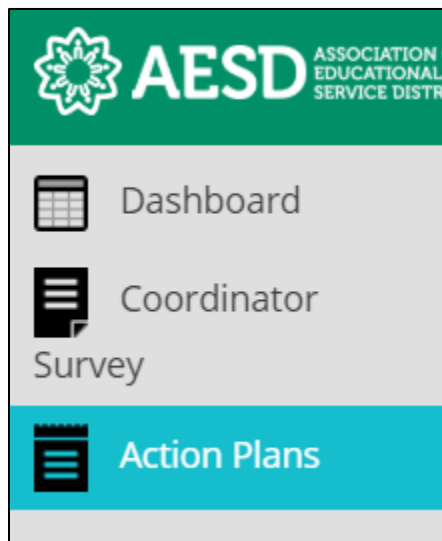


Figure 106. Left navigation

The **Fellows Action Plans** page appears.



Figure 107. The Fellows Action Plans page

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

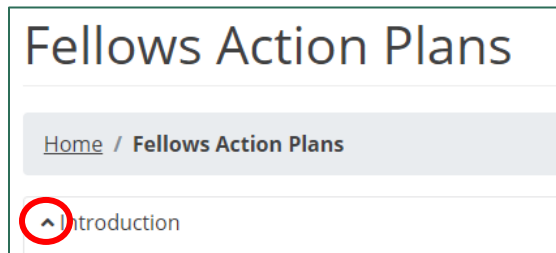


Figure 108. The button to collapse the introductory text on the Fellows Action Plans page

The introductory text collapses.

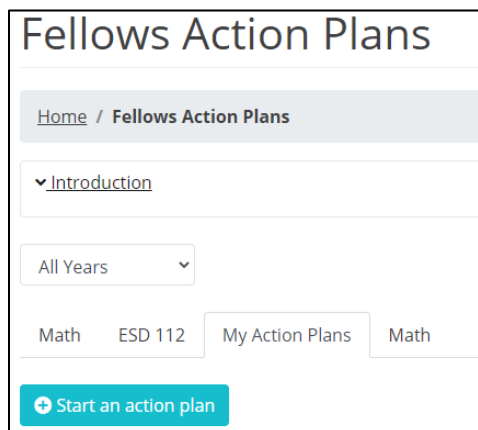


Figure 109. The Fellows Action Plans page with the introductory text collapsed

2. Select the appropriate tab to view a list of Action Plans. If applicable to you, the following four tabs will be available on the **Fellows Action Plans** page:

- Action plans for your content area

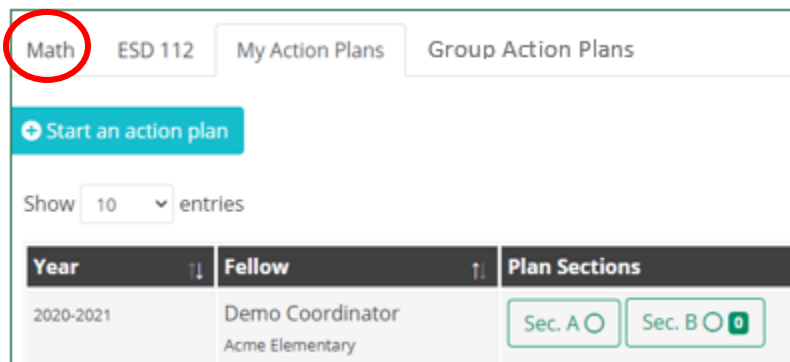


Figure 110. The content area Action Plans tab

- Action plans for your ESD

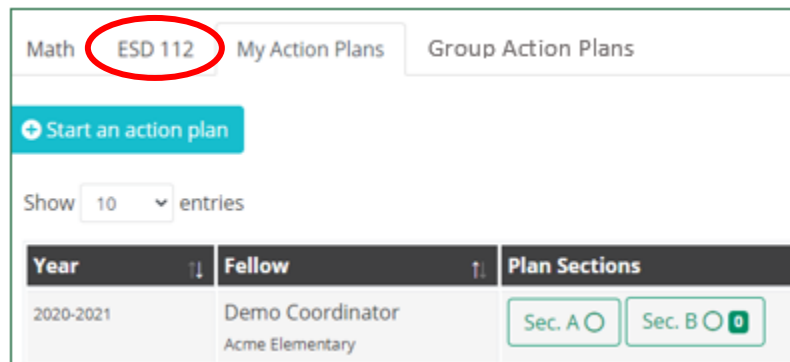


Figure 111. The ESD Action Plans tab

- **My Action Plans**, which includes plans created by the Fellows you oversee, even if you added other contributors to make it a group plan

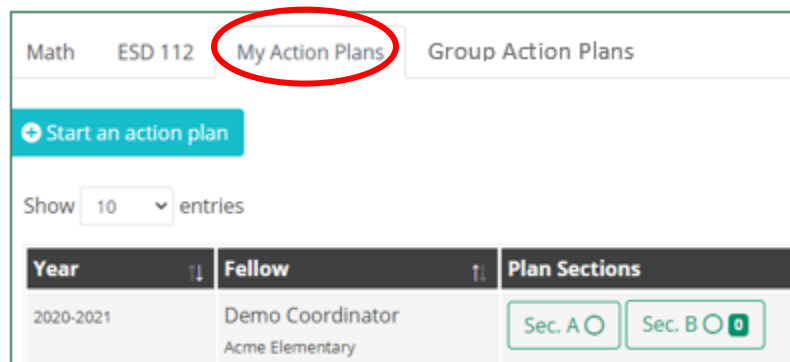


Figure 112. The My Action Plans tab

- **Group Action Plans**, which includes plans that a group of people are collaborating on and which include you as a contributor

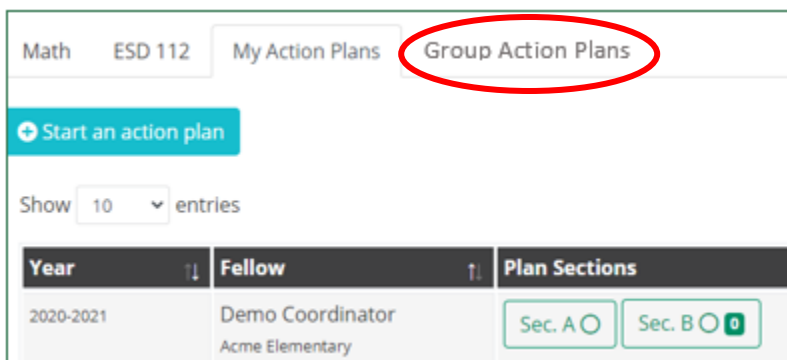


Figure 113. The Group Action Plans tab

NOTE: If someone adds you as a collaborator to one of their Action Plans, that plan will appear under your **Group Action Plans** tab. If a Fellow you oversee starts the group Action Plan, it will remain under the **My Action Plans** tab even after you add other contributors.

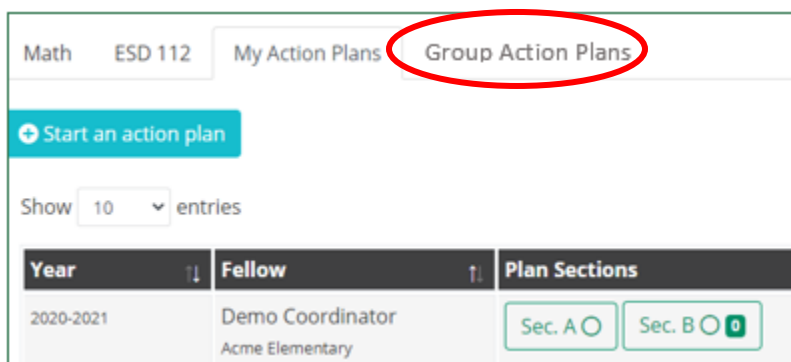


Figure 114. Tabs for selecting which Action Plans to view

NOTE: You can use the drop-down menu to choose which school year to display Action Plans for, or you can select all years.

My Action Plans Math

+ Start an action plan Download XLS

Figure 115. Drop-down menu for choosing which school year's Action Plans to view

The list of Action Plans will automatically update to reflect the year(s) you select.

Math ESD 112 My Action Plans Math

+ Start an action plan Download XLS

Show 10 entries

Year	Fellow
2019-2020	Amboy Middle School
2019-2020	Monticello Middle School

Figure 116. A list of action items filtered by a selected school year

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

The screenshot shows the top navigation bar with 'Math', 'ESD 112', 'My Action Plans', and 'Math'. Below this is a 'Start an action plan' button. A 'Show 10 entries' dropdown menu is visible. On the right, a search field is circled in red. Below the search field is a table with columns: Year, Fellow, Plan Sections, and several action buttons. The first row shows '2020-2021' for the 'Demo Coordinator' at 'A J West Elementary'. The 'Plan Sections' are 'Sec. A' and 'Sec. B'. The table also includes buttons for 'View Plan', 'Edit', 'Contributors', and 'X'. At the bottom, it says 'Showing 1 to 1 of 1 entries' and has 'Previous', '1', and 'Next' pagination links.

Figure 117. The search field for Action Plans

A filtered list of Action Plans appears.

The screenshot shows the search results for 'Demo'. The search field at the top right contains 'Demo'. The table below has columns: Fellow, Plan Sections, and several action buttons. The first row shows 'Demo Coordinator' at 'A J West Elementary' with 'Sec. A' and 'Sec. B' sections. The second row shows 'Demo Fellow' at 'Adams Elementary' with 'Sec. A' and 'Sec. B' sections. The table includes buttons for 'View Plan', 'Edit', 'Contributors', and 'X'. At the bottom, it says 'Showing 1 to 2 of 2 entries' and has 'Previous', '1', and 'Next' pagination links.

Figure 118. Filtered results after searching the list of Action Plans

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

The screenshot shows the 'Show entries' drop-down menu. The menu is open, showing options: 10, 25, 50, and 100. The '25' option is selected. The background shows the 'Start an action plan' button, 'Download XLS' button, and the top of the table from the previous figure.

Figure 119. Drop-down menu for choosing how many plans to view on one page of the list

- Once you have filtered the list (if needed), you can view Section A, Section B, or the entire plan. To view Action Plan sections, click on the desired section in the **Plan Sections** column.



Year	Fellow	Plan Sections
2020-2021	Demo Coordinator A J West Elementary	<div>Sec. A </div> <div>Sec. B  0</div>

Figure 120. Buttons to Action Plan sections

NOTE: In the **Plan Sections** column, the circles on the Section A and Section B buttons indicate the level of completeness of each section. A fully shaded circle with a check mark means a complete section, a partially shaded circle means a partially complete section, and an unfilled circle means the section is not yet started. The number shown on the Section B button indicates the number of reflections included for this Action Plan.

In the first row in the example below, Section A is complete and Section B is not yet started. In the second row, Section A is complete and Section B is partially complete. There are zero reflections for both Action Plans in this example.





Sec. A 	Sec. B  0
Sec. A 	Sec. B  0

Figure 121. Icons on buttons for Action Plan sections that show the level of completeness

When you click the Section A or Section B button, a page for the selected section appears.

Action Plan: Initial Plan - Section A 2019-2020

2019-2020

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

NOTE: The Fellow, and the district administrator, school principal, or supervisor should collaborate to complete the Fellow's Action Plan. If you are a continuing Fellow, build on Section A of your previous year's Fellow's leadership plan. The Action Plan is a required component of each Fellow's and school's/district's/organization's commitment.

Please complete the following questions in collaboration with your principal/district administrator/supervisor after the first Fellows' meeting.

[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. What does our data tell us about disparate student outcomes and systemic barriers?

Figure 122. The Action Plan: Initial Plan—Section A page

Action Plan: Ongoing Reflections & Plans - Section B

2019-2020

← [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 record of the following:

Actions / Strategies	Equity	Timeline	Responsibilities
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

Figure 123. The Action Plan—Ongoing Reflections & Plans—Section B page

4. To view the overall Action Plan, click **View Plan** in the appropriate row.

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

Show entries

Year	Fellow	Plan Sections			
2020-2021	Demo Coordinator AJ West Elementary	Sec. A Sec. B	View Plan	Link	Print
2019-2020	Demo Fellow Adams Elementary	Sec. A Sec. B	View Plan	Link	Print

Figure 124. The button to view an Action Plan

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

Action Plan

2020-2021

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

Author/Contributors

Name
Demo Coordinator (Author)

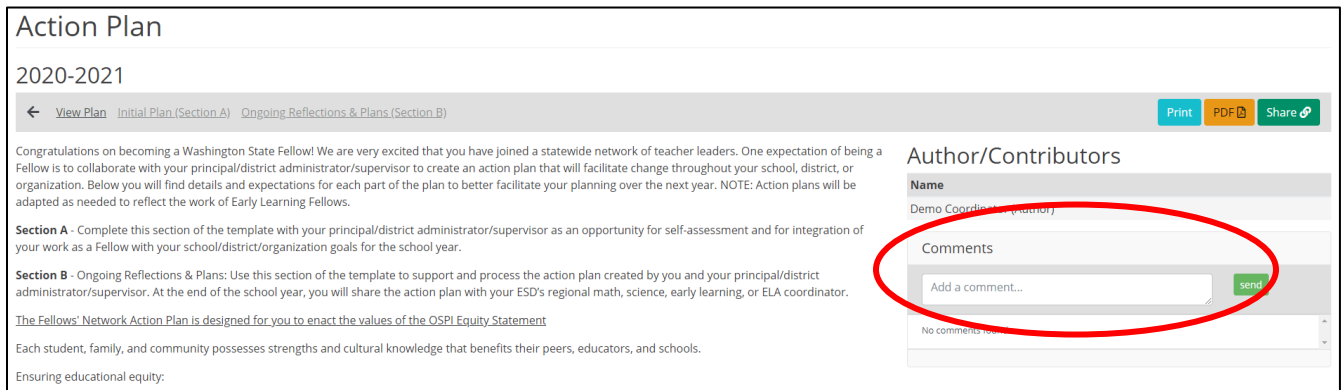
Comments

Add a comment... [send](#)

No comments found.

Figure 125. The Action Plan page for a selected plan

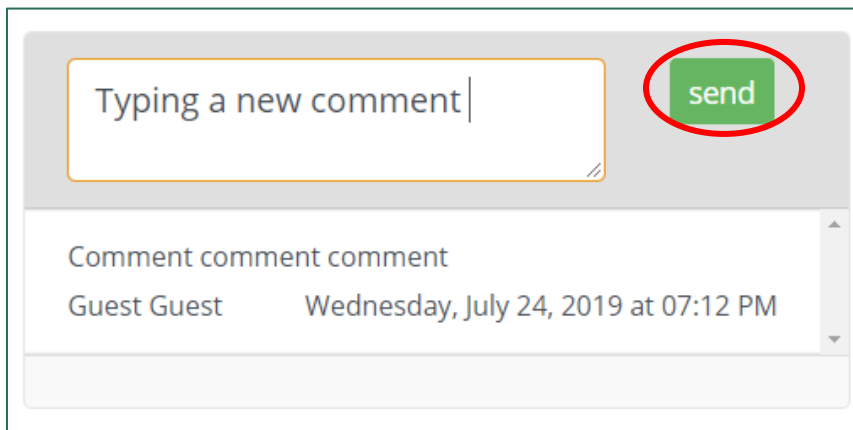
- On this page, you can add comments regarding the overall Action Plan by typing your comment into the **Comments** text field on the right.



The screenshot shows the 'View Action Plan' page for the 2020-2021 school year. The page has a navigation bar with links: 'View Plan', 'Initial Plan (Section A)', and 'Ongoing Reflections & Plans (Section B)'. There are also 'Print', 'PDF', and 'Share' buttons. The main content area contains a congratulatory message and instructions for Section A and Section B. On the right side, there is a 'Comments' section. The 'Comments' section has a 'Name' field with the text 'Demo Coordinator (administrator)' and a 'Comments' text area with the placeholder 'Add a comment...'. A green 'send' button is located to the right of the text area. The 'Comments' section is circled in red.

Figure 126. The comments text field on the View Action Plan page

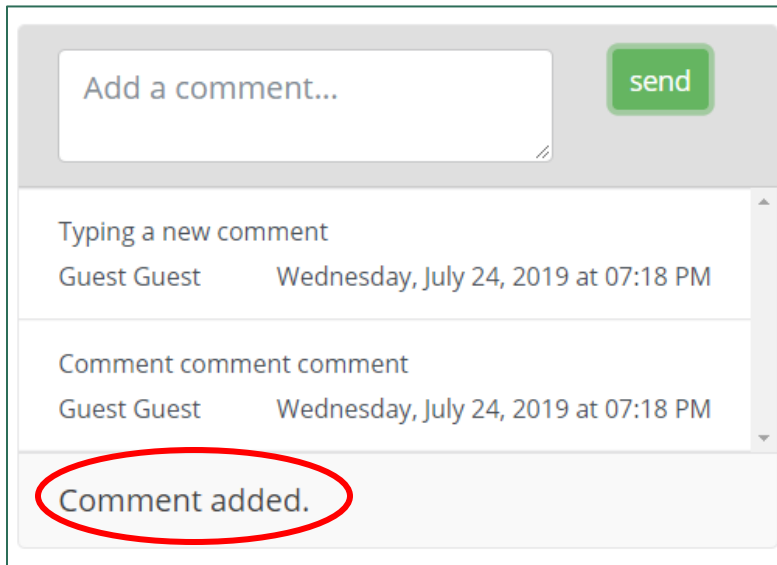
- Type your comment into the text box and click **Send**.



The screenshot shows a close-up of the 'Send' button on the comments section. The button is green and labeled 'send'. It is circled in red. To the left of the button is a text input field with the placeholder text 'Typing a new comment |'. Below the input field is a scrollable list of comments. The first comment is 'Comment comment comment' by 'Guest Guest' on 'Wednesday, July 24, 2019 at 07:12 PM'.

Figure 127. The button to submit a comment for an Action Plan

A confirmation message briefly appears beneath the comment section.



The screenshot shows a comment interface. At the top is a text input field with the placeholder "Add a comment..." and a green "send" button. Below the input field is a scrollable list of comments. The first comment says "Typing a new comment" by "Guest Guest" on "Wednesday, July 24, 2019 at 07:18 PM". The second comment says "Comment comment comment" by "Guest Guest" on "Wednesday, July 24, 2019 at 07:18 PM". At the bottom of the list, a red oval highlights the message "Comment added."

Figure 128. The confirmation message for adding a comment to an Action Plan

Downloading and Sharing Action Plans

You can download an overall Action Plan as a PDF, download a list of Action Plans as a spreadsheet, download an Action Plan section as a spreadsheet, or share a link to the Action Plan.

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

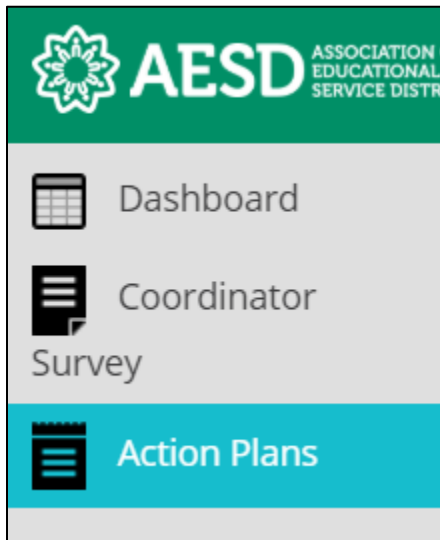


Figure 129. Left navigation

The **Fellows Action Plans** page appears.



Figure 130. The Fellows Action Plans page

2. Select a tab to view plans for your content area, your ESD, plans created by the Fellows you oversee (My Action Plans), or your group plans (Group Action Plans).

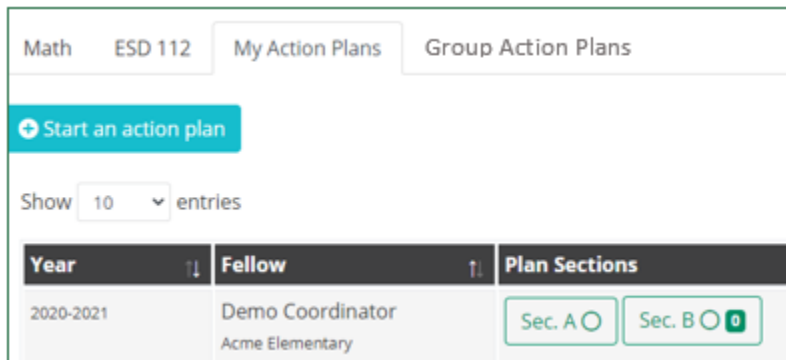


Figure 131. Tabs to select which Action Plans to view

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

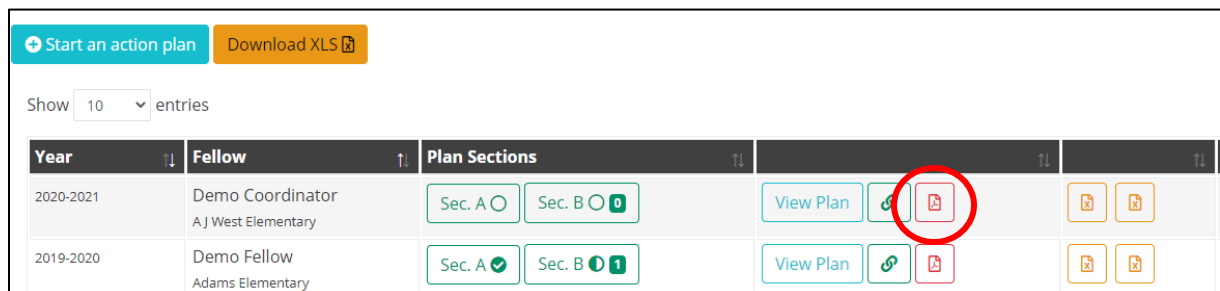


Figure 132. The button to download an Action Plan as a PDF

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

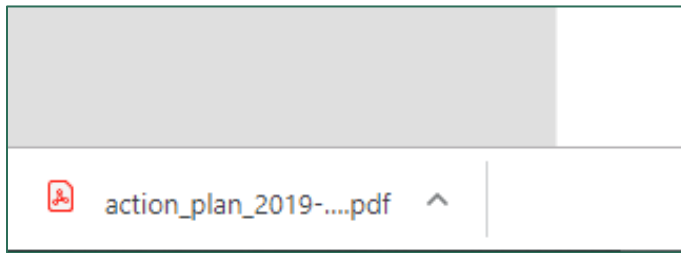


Figure 133. The prompt to open a PDF

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

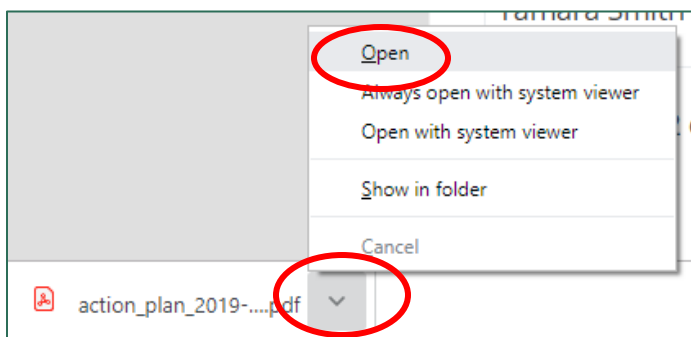


Figure 134. The arrow button and menu option to open a PDF

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

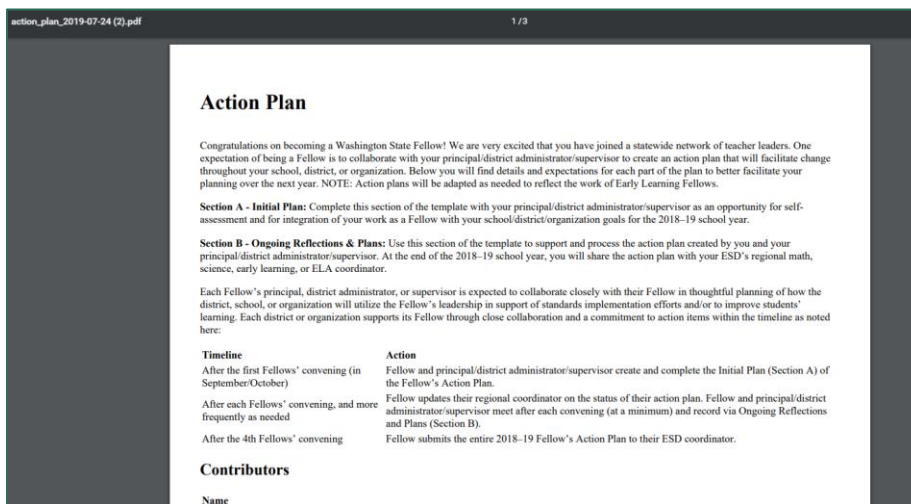


Figure 135. An Action Plan as a PDF

- To download an Action Plan section as a Microsoft Excel file, click the first Excel button for Section A and the second for Section B (action items).

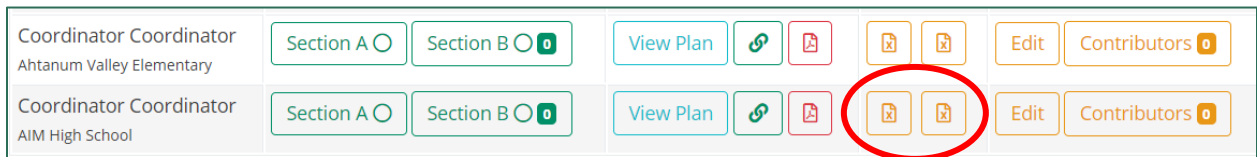


Figure 136. The buttons to download Action Plan sections as Excel files

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

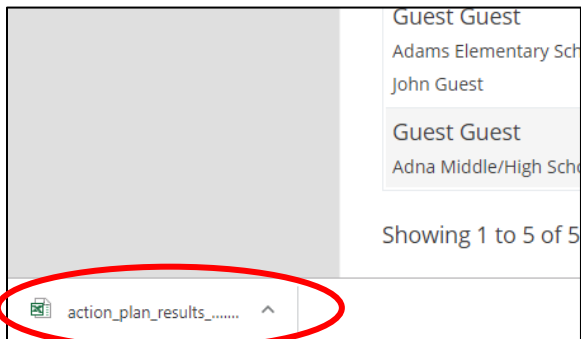


Figure 137. A prompt to open an Excel file

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

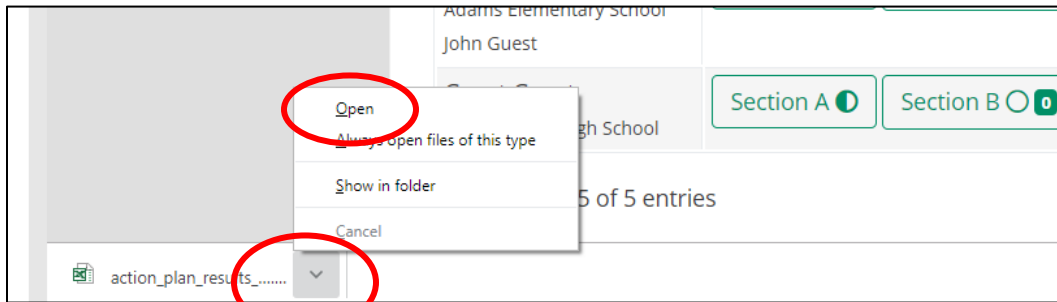


Figure 138. The arrow button and menu option to open an Excel file

The file opens with Microsoft Excel.

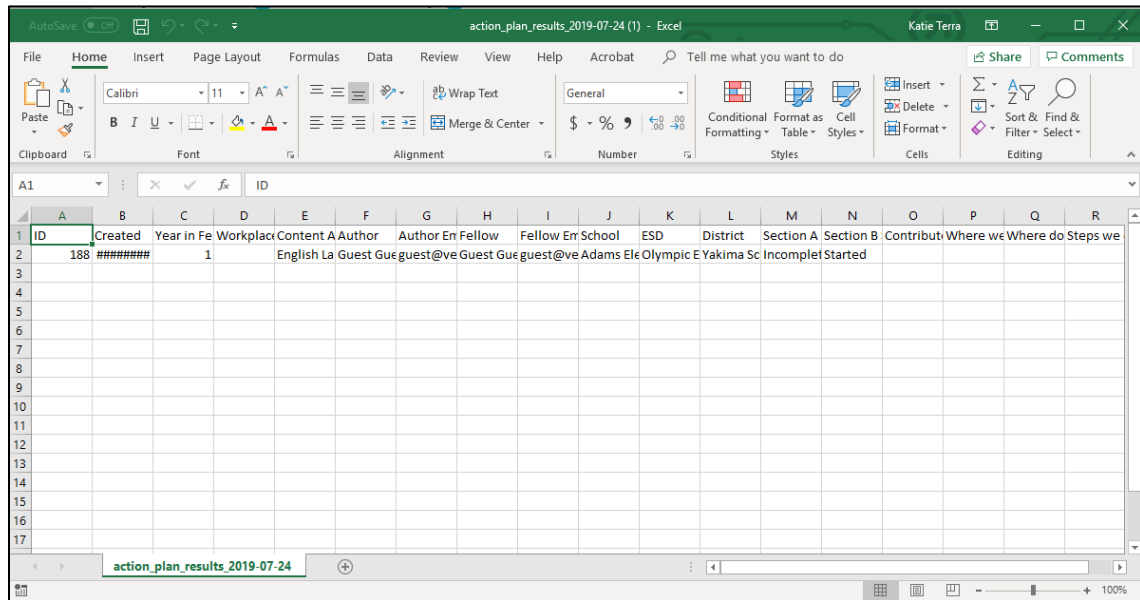


Figure 139. An Action Plan section as an Excel file

- To download a list of Action Plans as a spreadsheet, click the **Download XLS** button. The spreadsheet you download will include all Action Plans under the selected tab. In the example below, the spreadsheet would include all Action Plans for the math content area.

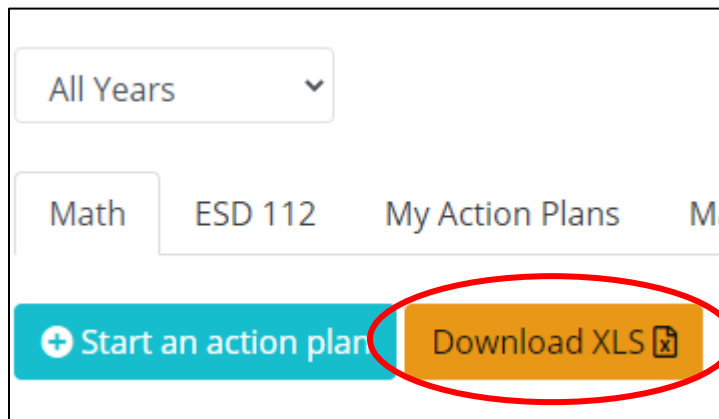


Figure 140. The Download XLS button

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

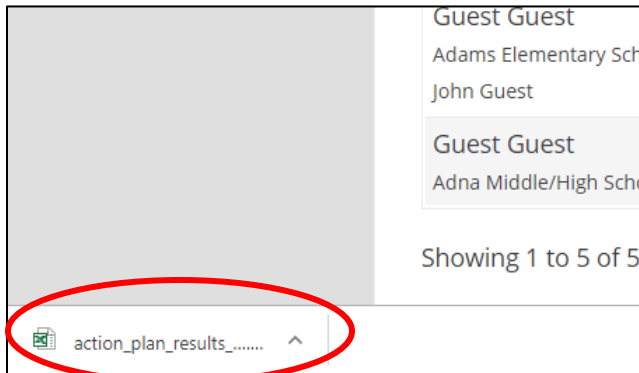


Figure 141. A prompt to open an Excel file

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

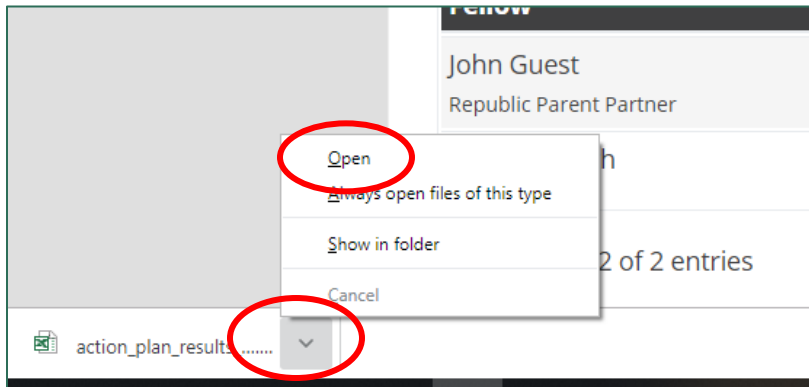


Figure 142. The arrow button and menu option to open an Excel file

The file opens with Microsoft Excel.

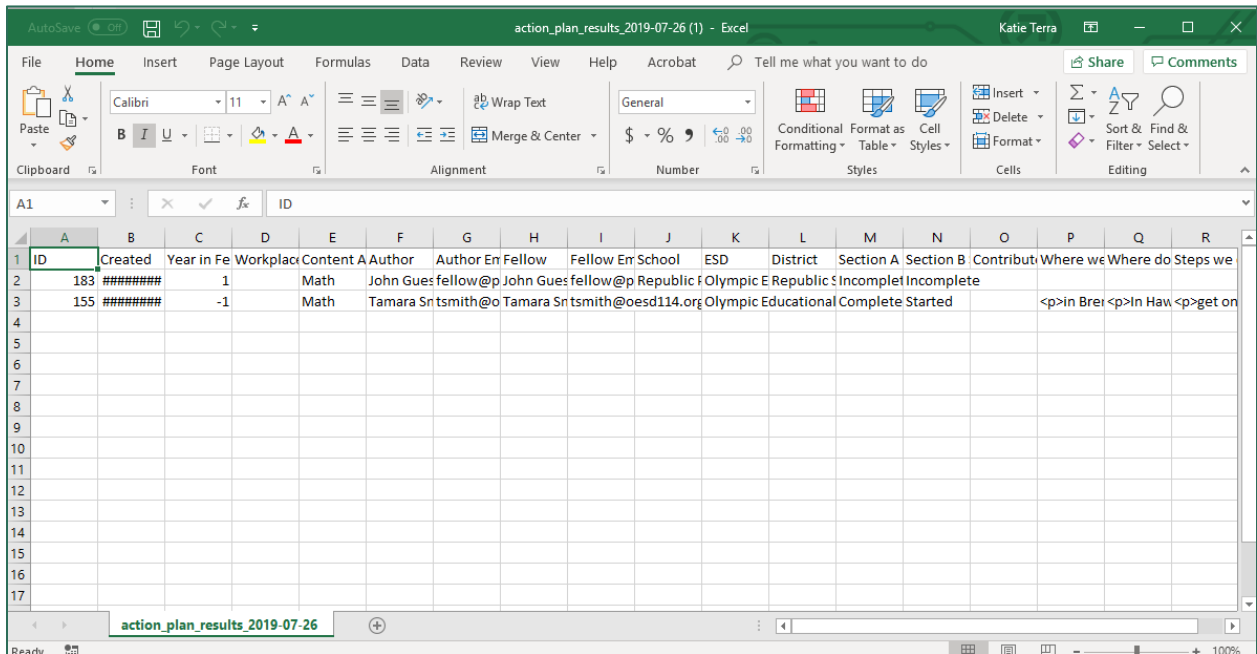


Figure 143. Action plan data as an Excel file

9. To share an Action Plan, click the link button in the appropriate row.

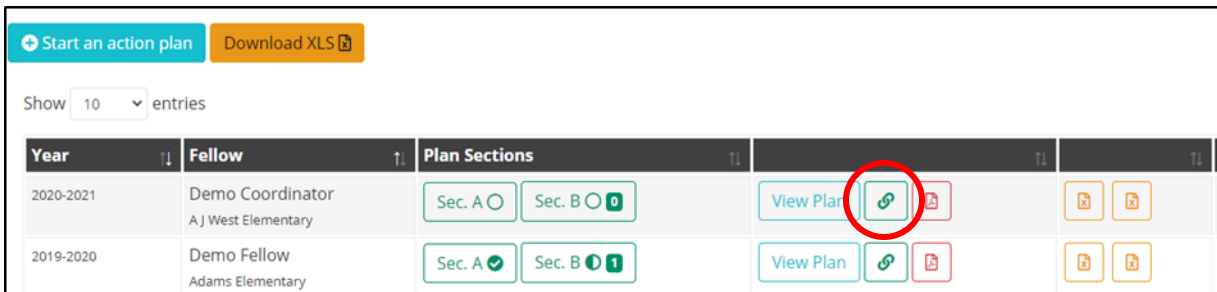


Figure 144. The button to share an Action Plan

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

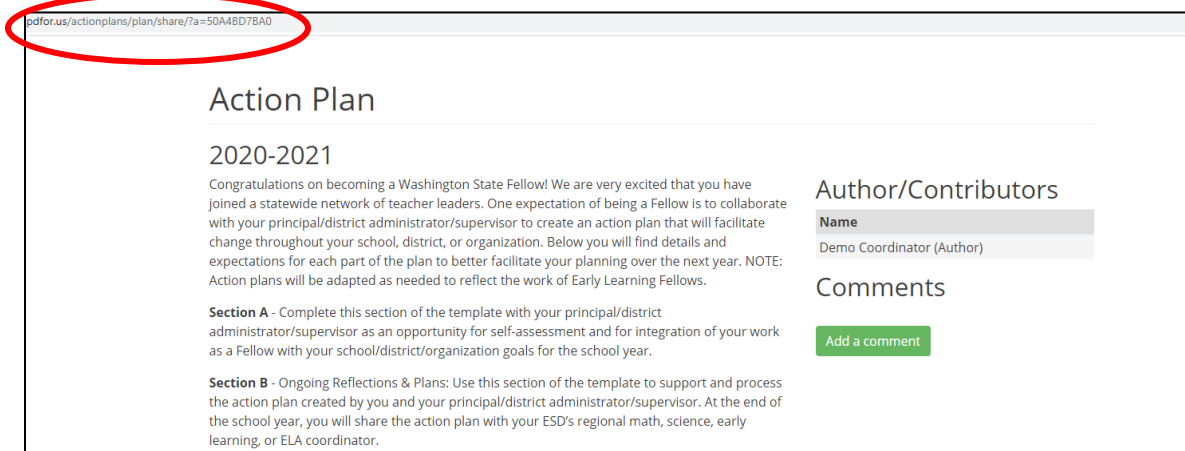


Figure 145. A new window with a shareable URL for an Action Plan

Editing Action Plans

As part of your role in overseeing Fellows' Action Plans, you can edit the basic information they entered to create the plan, such as content area and school, and both Section A and Section B. You can also add or delete action items, add or edit reflections to action items, and delete the overall Action Plan.

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

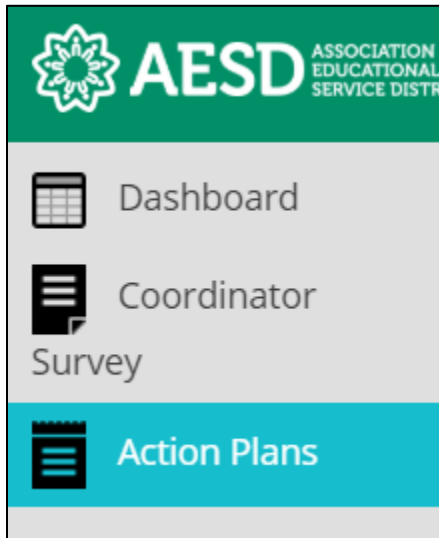


Figure 146. Left navigation

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.

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- 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.

Figure 147. 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.

Year	Fellow	Plan Sections							
2020-2021	Demo Coordinator AJ West Elementary	Sec. A <input type="radio"/> Sec. B <input checked="" type="radio"/>	View Plan					Contributors 0	X

Figure 148. 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?	
<div>Submit Cancel</div>	

Figure 149. 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 150. 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 151. A confirmation message of an updated Action Plan

EDITING SECTION A

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

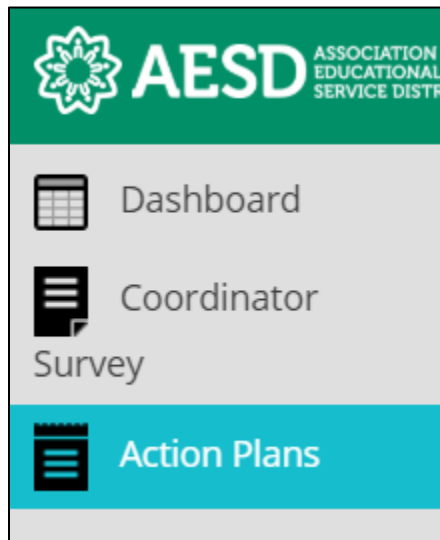


Figure 152. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

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

Introduction

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

Figure 153. The Fellows Action Plans page

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

[+ Start an action plan](#)

Show 10 entries

Year ↑↓	Fellow ↑↓	Plan Sections ↑↓
2020-2021	Demo Coordinator A J West Elementary	<div style="display: flex; gap: 10px;"> <div style="border: 1px solid #00a0c0; padding: 2px 10px; border-radius: 5px;"> Sec. A ○ </div> <div style="border: 1px solid #00a0c0; padding: 2px 10px; border-radius: 5px;"> Sec. B ○ 0 </div> </div>

Figure 154. The Plan Sections column with Section A selected

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

Action Plan: Initial Plan - Section A 2020-2021

2020-2021

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

NOTE: The Fellow, and the district administrator, school principal, or supervisor should collaborate to complete the Fellow's Action Plan. If you are a continuing Fellow, build on Section A of your previous year's Fellow's leadership plan. The Action Plan is a required component of each Fellow's and school's/district's/organization's commitment.

Please complete the following questions in collaboration with your principal/district administrator/supervisor after the first Fellows' meeting.

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

Describe your district/school's current implementation of Washington State Learning Standards. What does our data tell us about disparate student outcomes and systemic barriers?

Author/Contributors

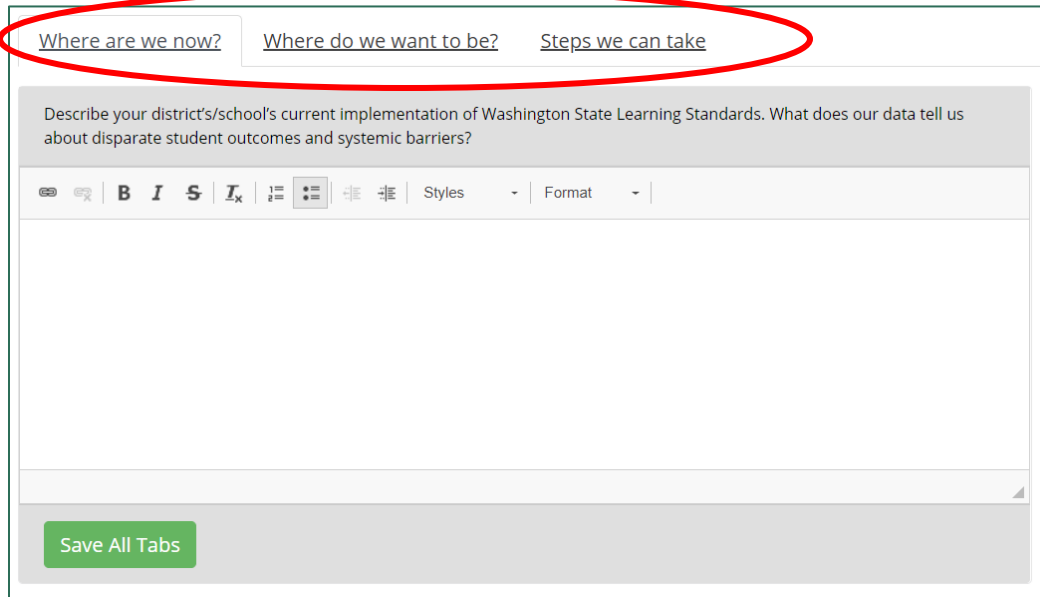
Name
Demo Coordinator (Author)

send

No comments found.

Figure 155. The Action Plan: Initial Plan—Section A page

3. Select a tab to edit the response to that tab.



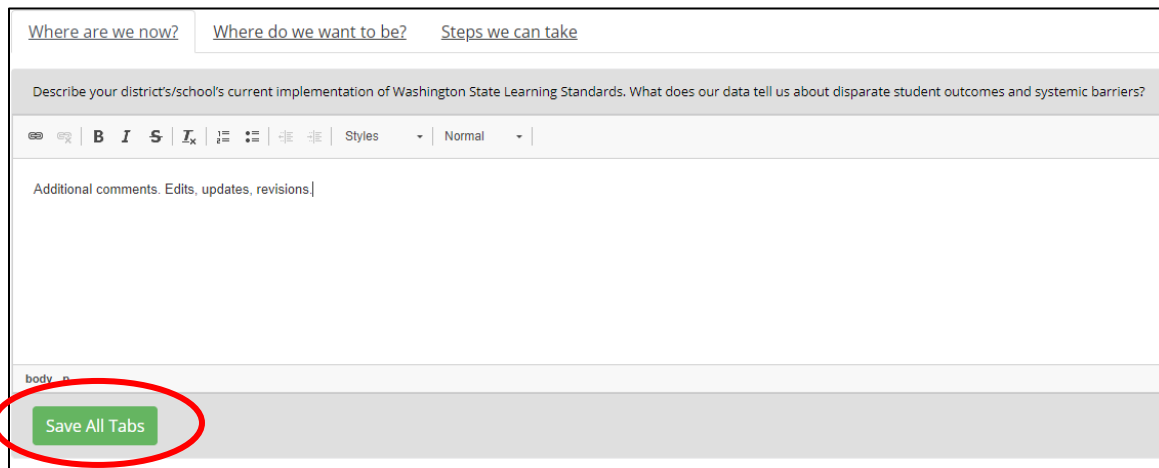
Where are we now? Where do we want to be? Steps we can take

Describe your district's/school's current implementation of Washington State Learning Standards. What does our data tell us about disparate student outcomes and systemic barriers?

Save All Tabs

Figure 156. The tabs under Section A of an Action Plan

4. Make your edits to the text and click **Save All Tabs**.



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. What does our data tell us about disparate student outcomes and systemic barriers?

Additional comments. Edits, updates, revisions.

body

Save All Tabs

Figure 157. The Save All Tabs button

NOTE: To change the style of text to bold, italic, strikethrough, and so on, select the desired style from the style ribbon before you begin typing. Click the style again to turn it off.

Figure 158. The style ribbon for the Action Plan Section A text field

A confirmation message briefly appears below the text field.

Figure 159. 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.

Action Plan: Initial Plan - Section A 2020-2021

2020-2021

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

NOTE: The Fellow, and the district administrator, school principal, or supervisor should collaborate to complete the Fellow's Action Plan. If you are a continuing Fellow, build on Section A of your previous year's Fellow's leadership plan. The Action Plan is a required component of each Fellow's and school's/district's/organization's commitment.

Please complete the following questions in collaboration with your principal/district administrator/supervisor after the first Fellows' meeting.

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

Describe your district/school's current implementation of Washington State Learning Standards. What does our data tell us about disparate student outcomes and systemic barriers?

Additional comments. Edits, updates, revisions.

Author/Contributors

Name
Demo Coordinator (Author)

Add a comment... send

No comments found.

Figure 160. 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**.

Typing a new comment |

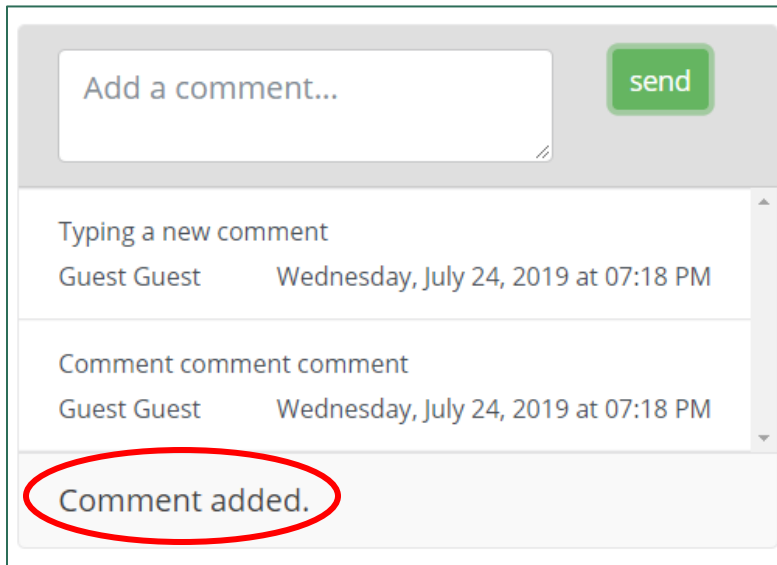
send

Comment comment comment

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

Figure 161. The Send button to submit a comment

A confirmation message briefly appears beneath the comment section.



The screenshot shows a comment interface. At the top is a text input field with the placeholder "Add a comment..." and a green "send" button. Below the input field is a scrollable list of comments. The first comment says "Typing a new comment" by "Guest Guest" on "Wednesday, July 24, 2019 at 07:18 PM". The second comment says "Comment comment comment" by "Guest Guest" on "Wednesday, July 24, 2019 at 07:18 PM". At the bottom of the list, a red oval highlights the text "Comment added.", which is the confirmation message.

Figure 162. The confirmation message when a new comment is added

EDITING SECTION B

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

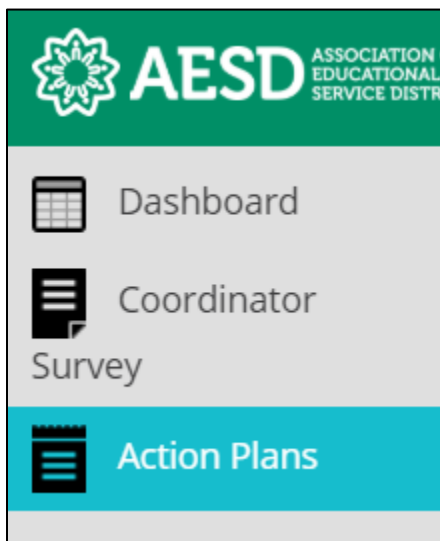


Figure 163. Left navigation

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.

Figure 164. The Fellows Action Plans page

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

[+ Start an action plan](#)

Show entries

Year	Fellow	Plan Sections
2020-2021	Demo Coordinator A J West Elementary	<div>Sec. A 0</div> <div>Sec. B 0</div>

Figure 165. 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

2020-2021

[← 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:

Author/Contributors

Name

Demo Coordinator (Author)

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation
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?
<div>Add action item</div>					

Figure 166. The **Action Plan: Ongoing Reflections & Plans—Section B** page

- To make changes to a specific action item, click **Edit** in the appropriate row.

Action Plan: Ongoing Reflections & Plans - Section B

2020-2021

[← 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:

Author/Contributors

Name

Demo Coordinator (Author)

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation
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?
Schedule meeting	Ideas for supporting equity	By Dec 1	The Fellow	Teacher release time	Via surveys
Conduct surveys	Approaches to promoting equity	By Jan 1	The Fellow	Facilitation materials	Measurable impacts
<div>Add action item</div>					

Figure 167. The button to edit an action item

A blue background will appear around the text fields, indicating you can edit the text.

Action Items

After each Fellows' convening, complete this section in collaboration with your principal and/or district administrator following:

Actions / Strategies	Equity	Timeline	Responsibilities
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
Schedule meeting	Ideas for supporting equity	By Dec 1	The Fellow

Figure 168. Editable text fields for action items

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

Evaluation

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?

Via surveys

save **cancel**

Figure 169. The button to save changes to an action item

- Fill out the fields and click **save**.

Through monthly calls

save cancel

Figure 173. Button to save added action items

Saved responses appear without the blue background.

Action Plan: Ongoing Reflections & Plans - Section B

2020-2021

← 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:

Author/Contributors
Name
Demo Coordinator (Author)

Actions / Strategies	Equity	Timeline	Responsibilities	Resources	Evaluation
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?
Schedule meeting	Ideas for supporting equity	By Dec 1	The Fellow	Teacher release time	Via surveys
Conduct surveys	Approaches to promoting equity	By Jan 1	The Fellow	Facilitation materials	Measurable impacts

Add action item

Figure 174. Saved edits to action items

- You can add or edit reflections for action items. To do so, click **Reflection** in the appropriate row.

Author/Contributors
Name
Demo Coordinator (Author)

Evaluation
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?

Via surveys

Measurable impacts

Figure 175. The button to add or edit a reflection

NOTE: A check mark on the **Reflection** button indicates an existing reflection for that action item.

Reflection ✓

Reflection ○

Figure 176. Reflection buttons—the first button indicates an existing reflection and the second button indicates no reflections

A **Reflection** text box appears. Type your reflection into the text box.

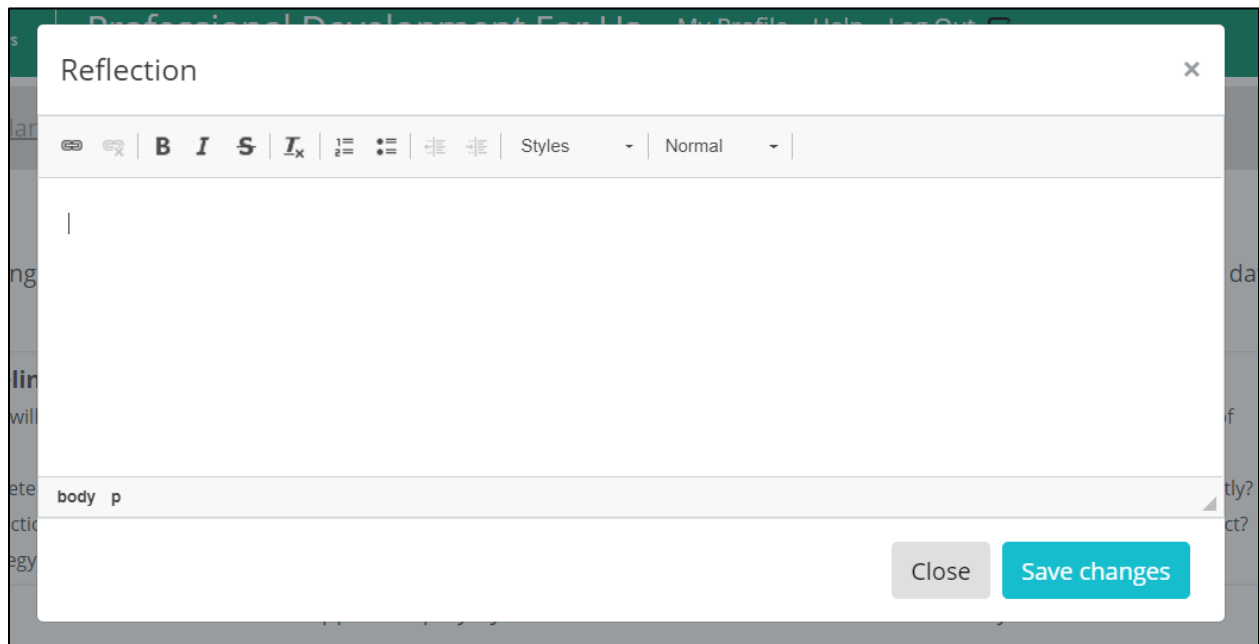


Figure 177. The reflection text box to add reflections to action items

NOTE: To change the style of text to bold, italic, strikethrough, and so on, select the desired style from the style ribbon before you begin typing. Click the style again to turn it off.

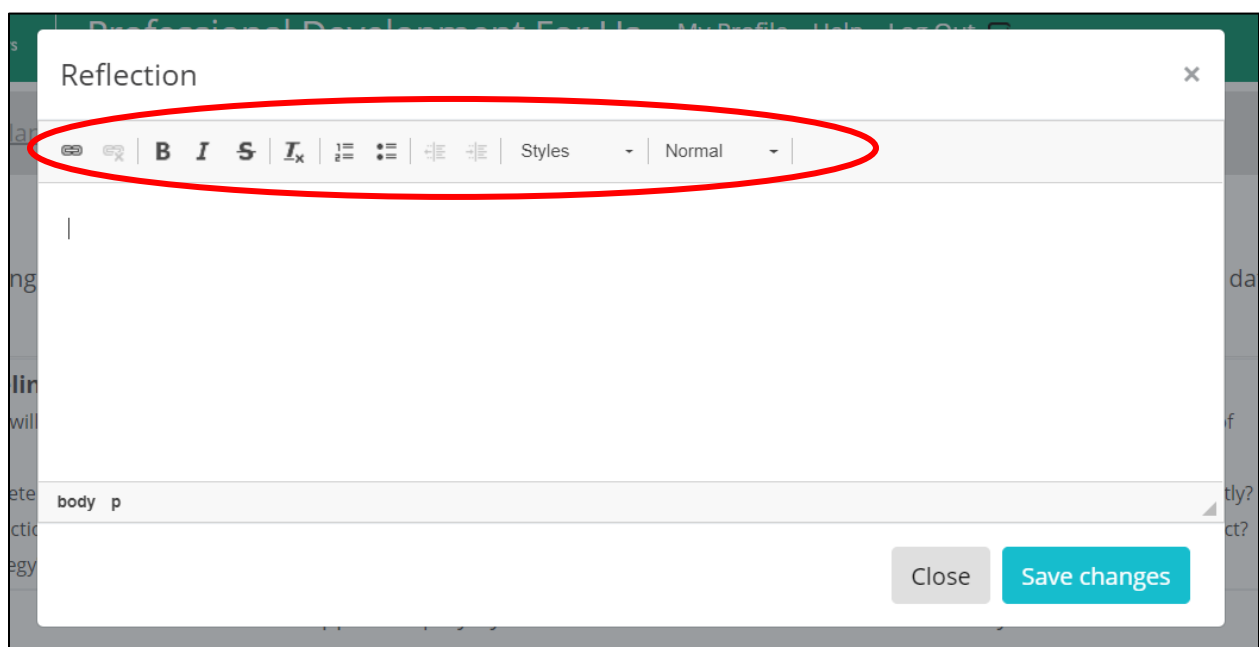


Figure 178. The style ribbon for the Reflection text box

8. Once you have added your comments, click **Save changes**.

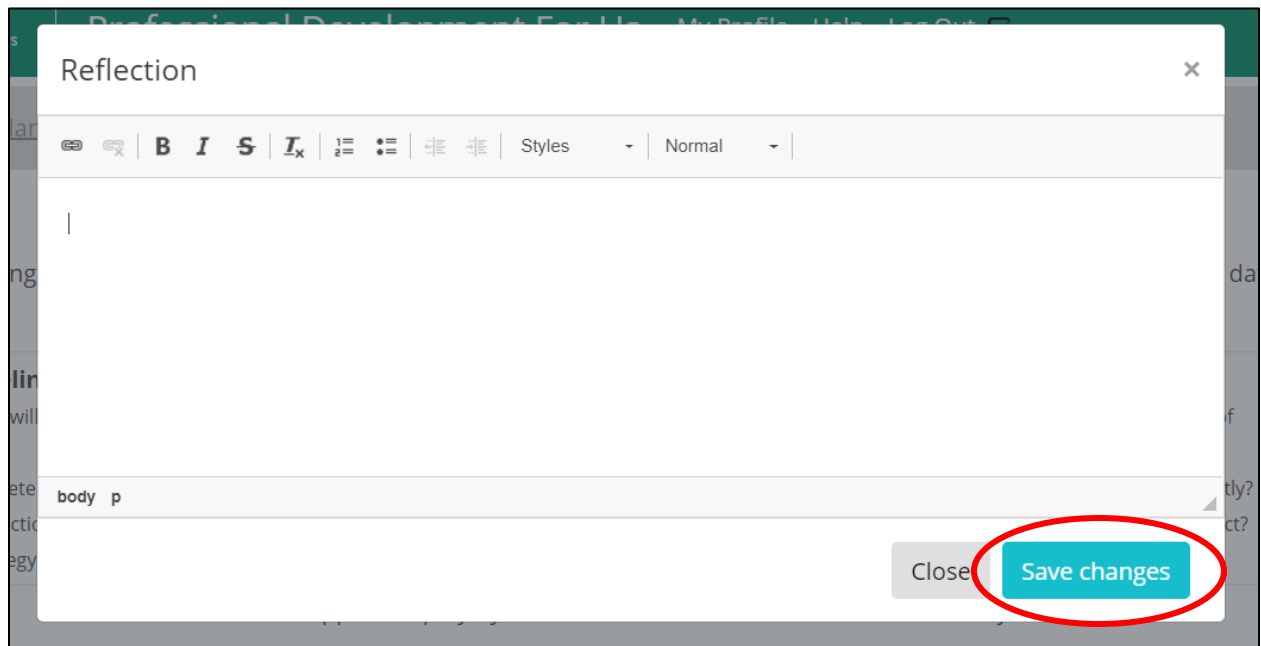


Figure 179. The save changes button to add action item reflections

Once a reflection has been added to an action item, a check mark will appear on the **Reflection** button.

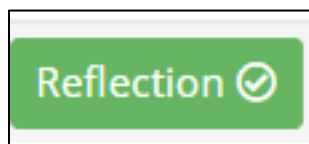


Figure 180. An updated reflection button that indicates at least one reflection has been added to an action item

9. To delete an action item, click the red X.

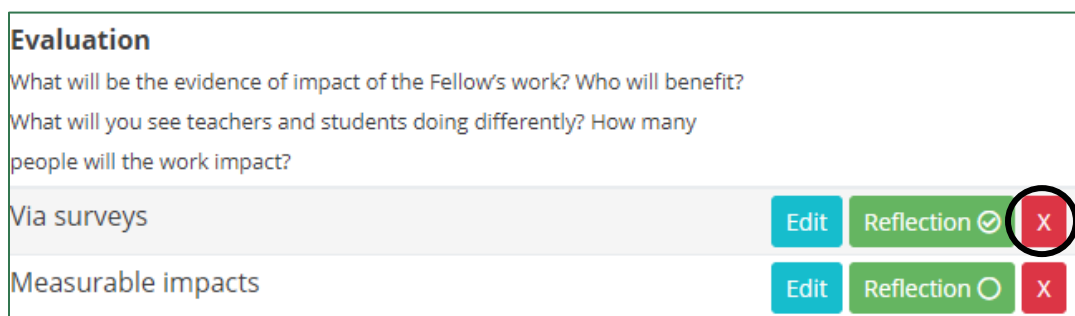


Figure 181. The button to delete an action item

A dialogue box appears.

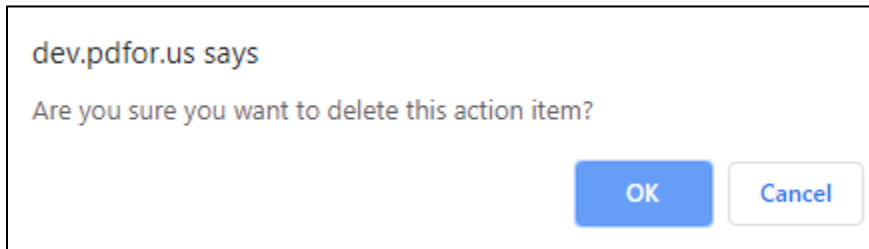


Figure 182. The dialogue box to confirm deletion of an action item

10. Click **OK**.

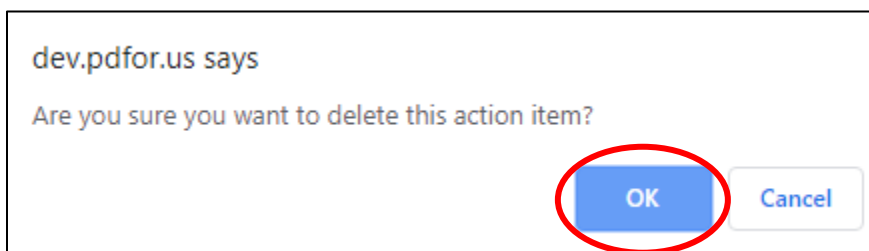


Figure 183. The button to confirm deletion of an action item

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

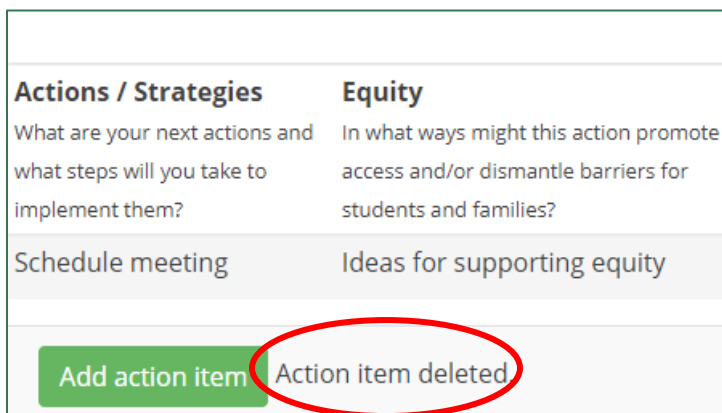


Figure 184. A confirmation message for a deleted action item

DELETING ACTION PLANS

1. To delete an Action Plan, choose **Action Plans** in the left navigation.

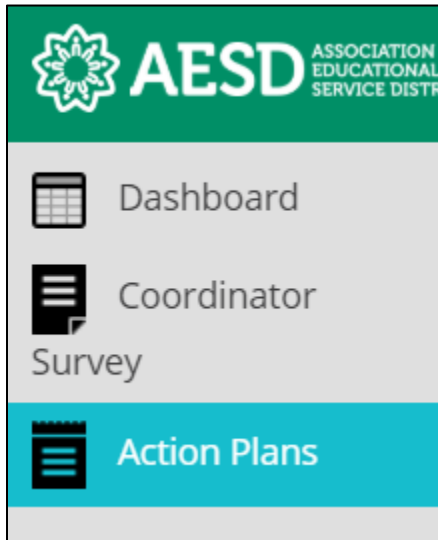


Figure 185. Left navigation

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.

Figure 186. The Fellows Action Plans page

2. Click the X button in the far-right column of the Action Plan you want to delete.

Year	Fellow	Plan Sections							
2020-2021	Demo Coordinator A J West Elementary	Sec. A <input type="radio"/> Sec. B <input checked="" type="radio"/>	View Plan					Edit	Contributors

Figure 187. The button to delete an Action Plan

A dialogue box appears asking you to confirm that you want to delete the Action Plan

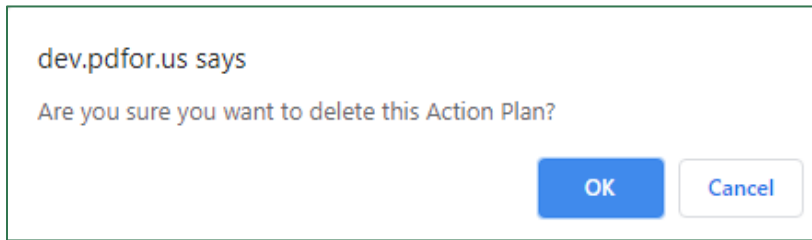


Figure 188. The dialogue box to confirm deletion of an Action Plan

3. Click **OK**.

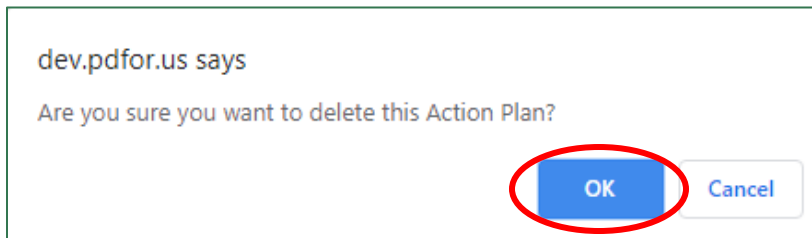


Figure 189. The button to confirm deletion of an Action Plan

A confirmation appears on the Fellows Action Plans page.

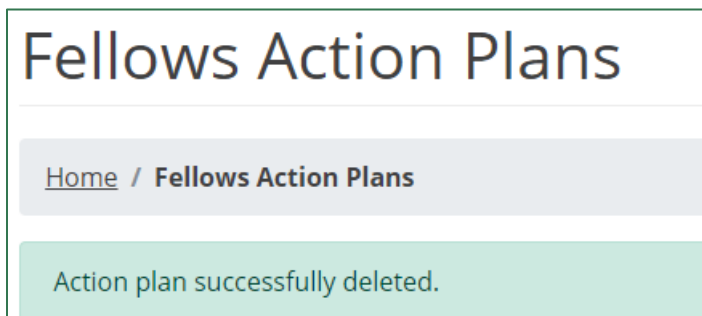


Figure 190. The confirmation message for a deleted Action Plan

Collaborating with Others on Action Plans

If you would like to collaborate with others on an Action Plan, one of the collaborators can create an Action Plan and add the other collaborators as contributors. If you would like to give others permission to edit an Action Plan created by one of the Fellows you oversee, you can add the collaborator as a contributor. You can also remove contributors as needed.

ADDING CONTRIBUTORS

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

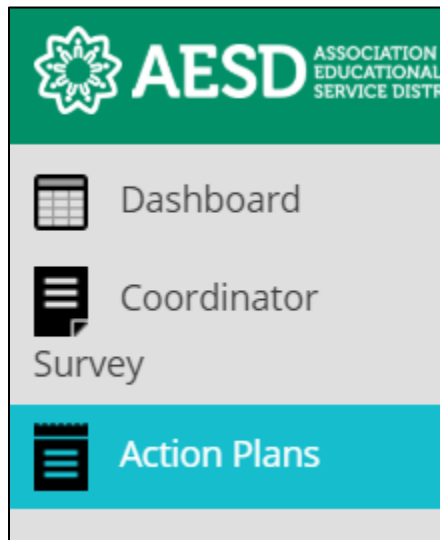


Figure 191. Left navigation

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.

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

Figure 192. The Fellows Action Plans page

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

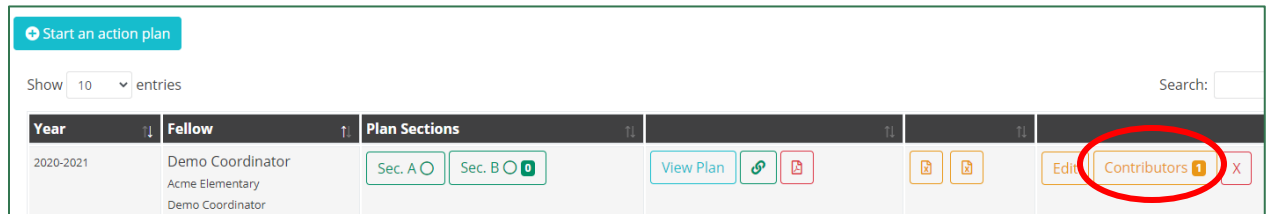


Figure 193. The Contributors button

The **Action Plan Contributors** page appears.

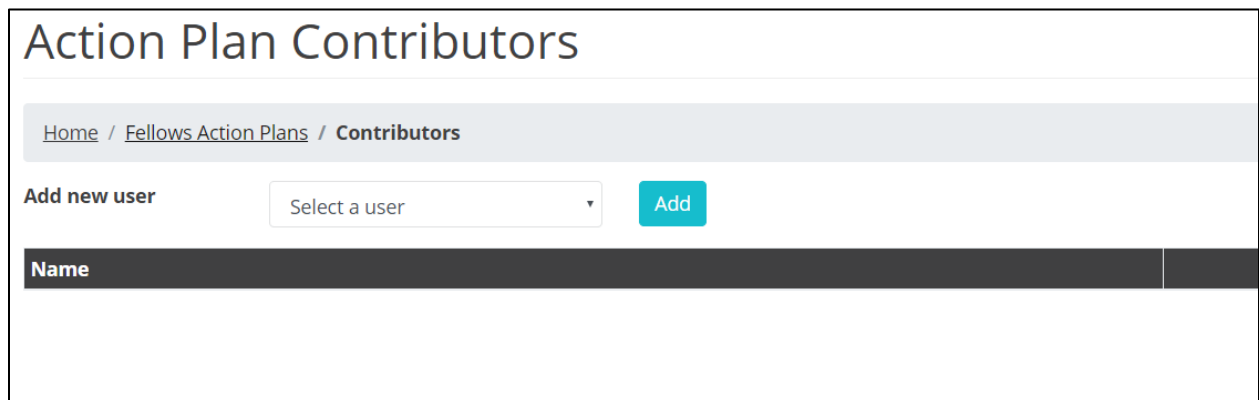


Figure 194. The Action Plan Contributors page

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

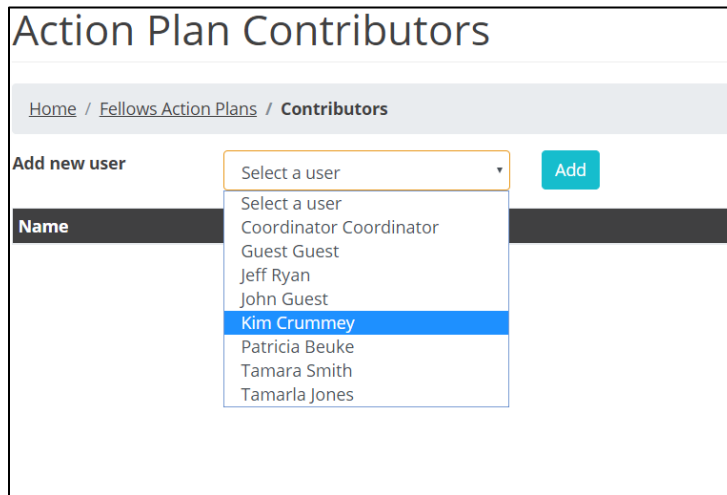
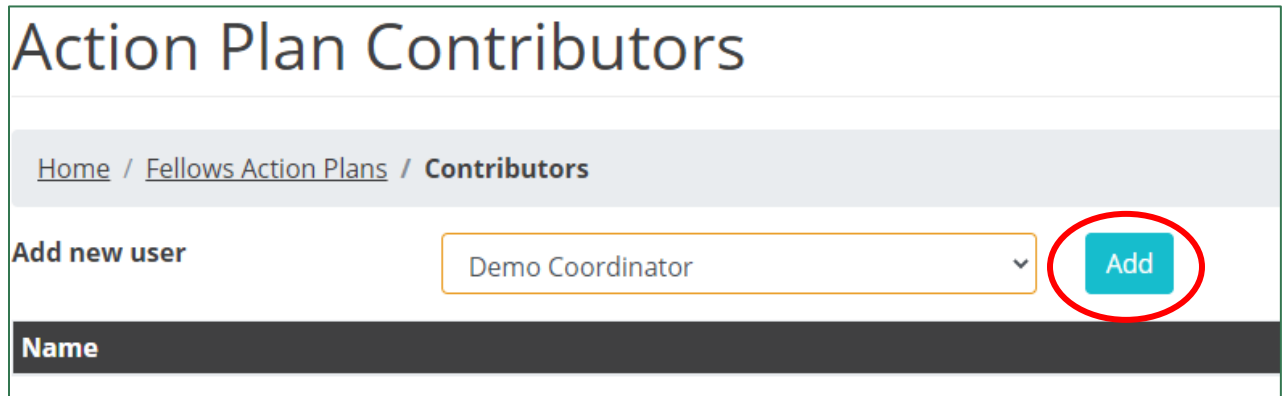


Figure 195. The drop-down menu to add a new contributor to an Action Plan

- Click **Add**.



Action Plan Contributors

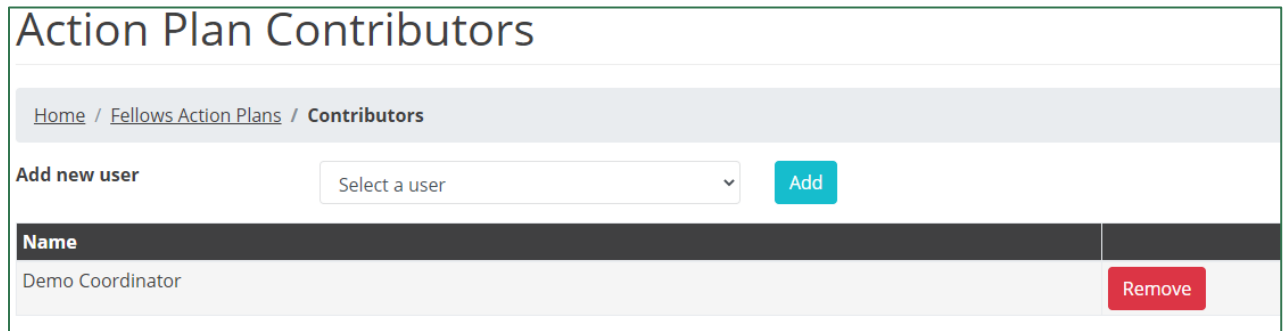
[Home](#) / [Fellows Action Plans](#) / **Contributors**

Add new user **Add**

Name

Figure 196. 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 **Add**

Name
Demo Coordinator Remove

Figure 197. Confirmation of an added contributor

REMOVING CONTRIBUTORS

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

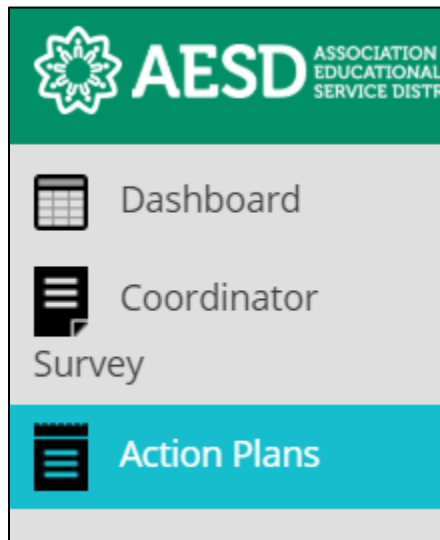


Figure 198. Left navigation

The **Fellows Action Plans** page appears.

Fellows Action Plans

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

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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.

Figure 199. The Fellows Action Plans page

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

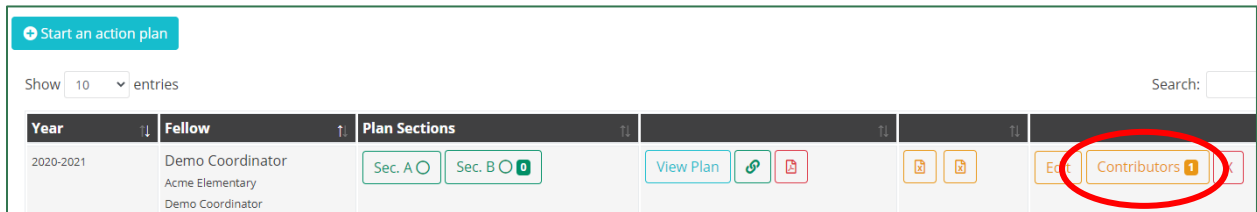


Figure 200. The Contributors button

The **Action Plan Contributors** page appears.

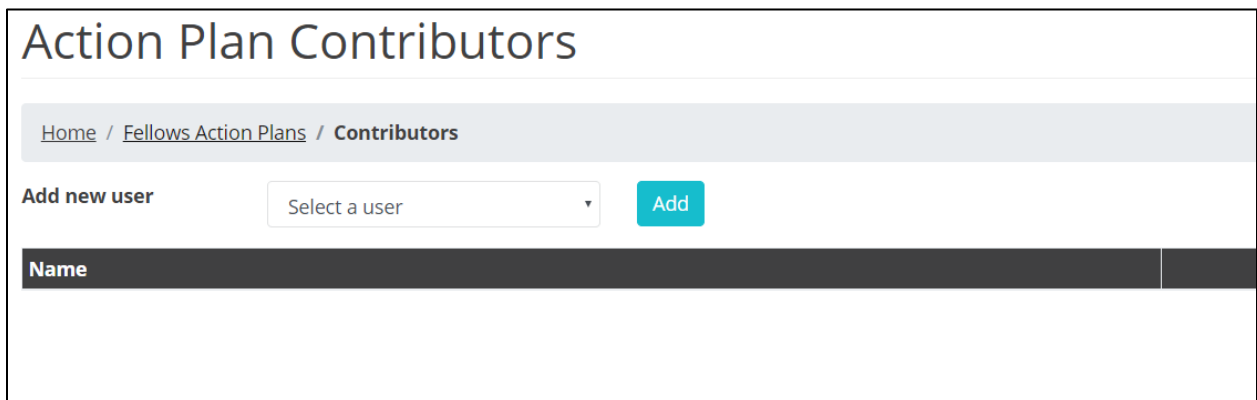


Figure 201. The Action Plan Contributors page

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

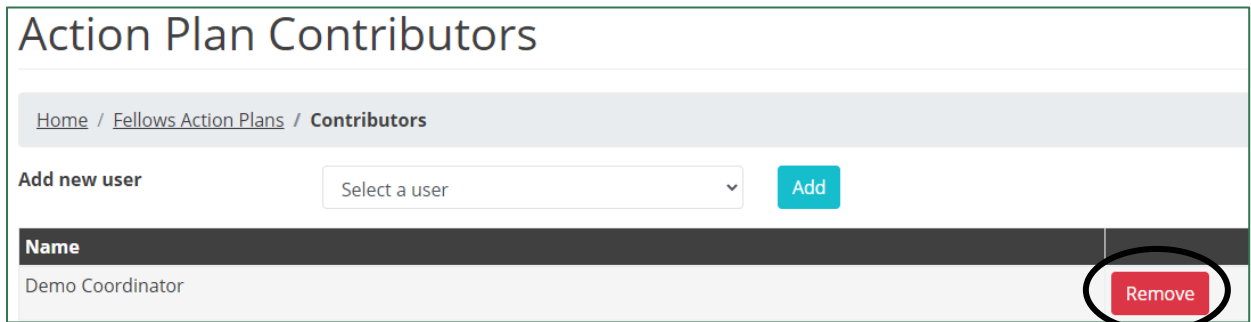
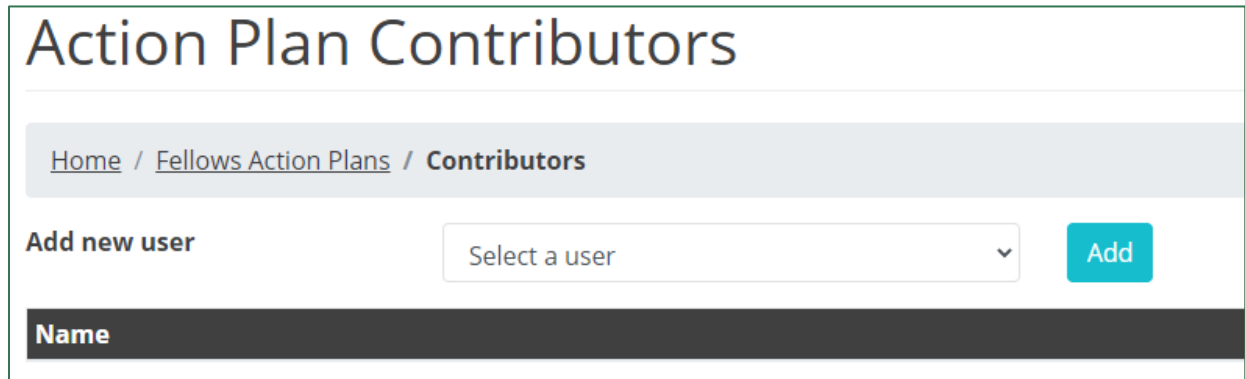


Figure 202. The button to remove a contributor

That contributor's name will disappear from the list.



Action Plan Contributors

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

Add new user

Name

Figure 203. An updated Action Plan contributors list

Viewing User Reports

Through the **User Reports** section, you can see a list of other Coordinators who are in your ESD and content area.

1. Choose **User Reports** in the left navigation.

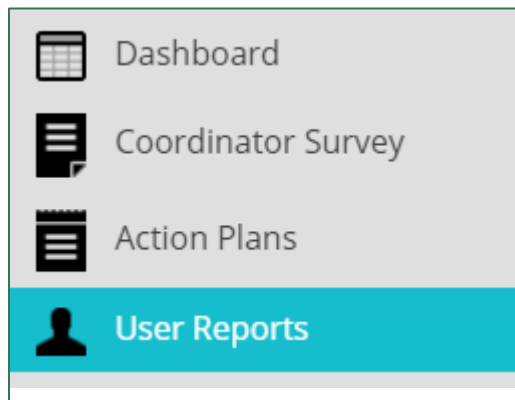
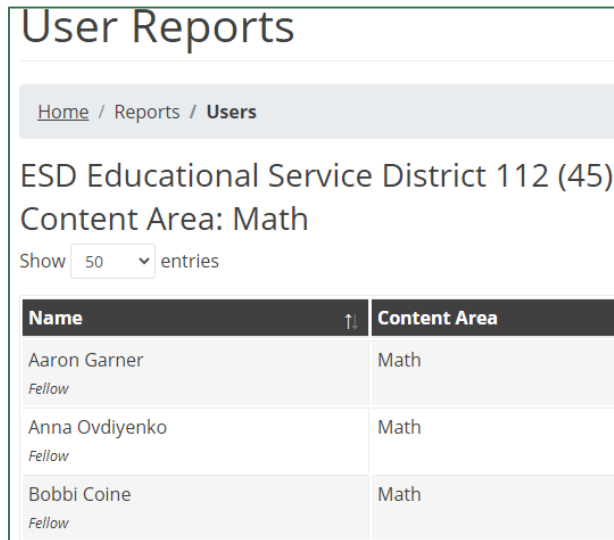


Figure 204. User Reports option in the left navigation

The **User Reports** page appears. It will automatically list other users based on the ESD and content area you provided when you created your profile.



User Reports	
Home / Reports / Users	
ESD Educational Service District 112 (45)	
Content Area: Math	
Show <input type="text" value="50"/> entries	
Name	Content Area
Aaron Garner <i>Fellow</i>	Math
Anna Ovdiyenko <i>Fellow</i>	Math
Bobbi Coine <i>Fellow</i>	Math

Figure 205. The User Reports page

NOTE: You can select an option from the Show entries drop-down menu to change the number of users visible by page.

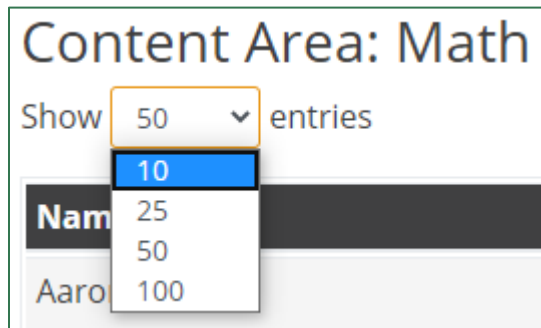


Figure 206. The drop-down menu to adjust the number of entries shown on User Reports pages

Use the buttons at the bottom right to navigate between pages.

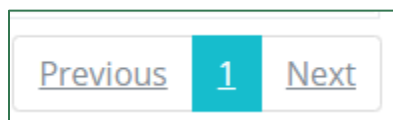


Figure 207. The buttons to navigate between User Reports pages

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**.

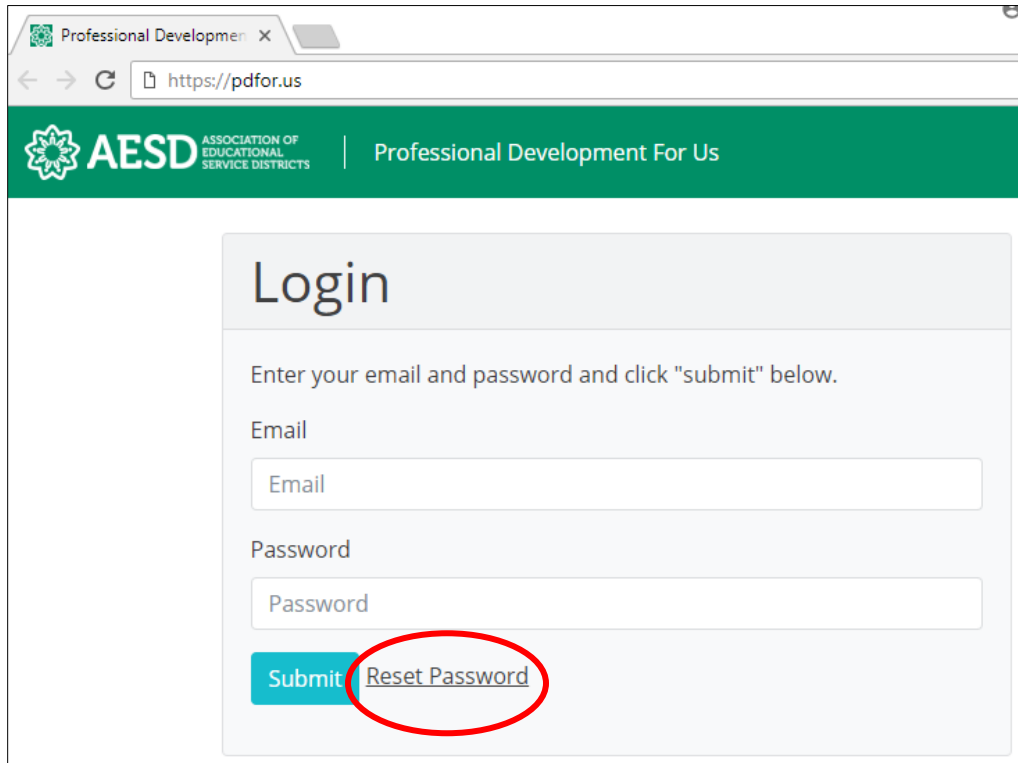


Figure 208. The reset password link on the Login page

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

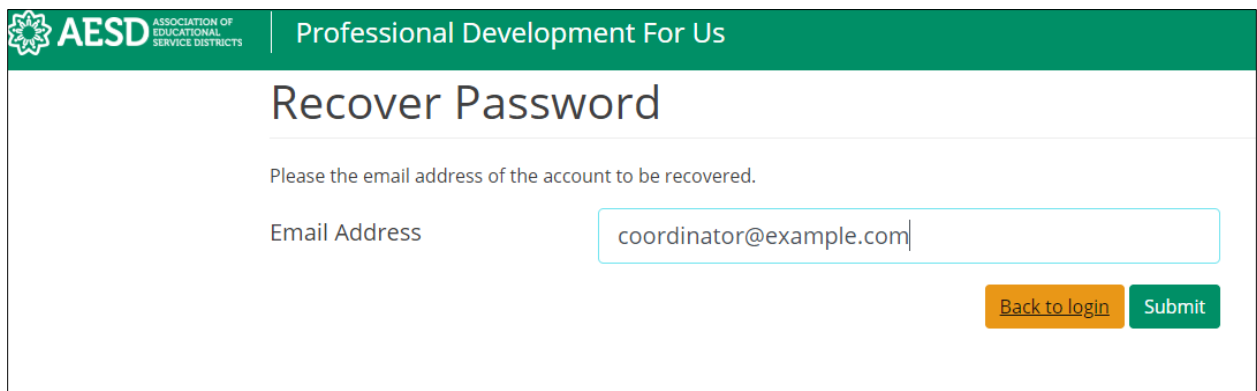


Figure 209. The Recover Password page

3. Click **Submit**.

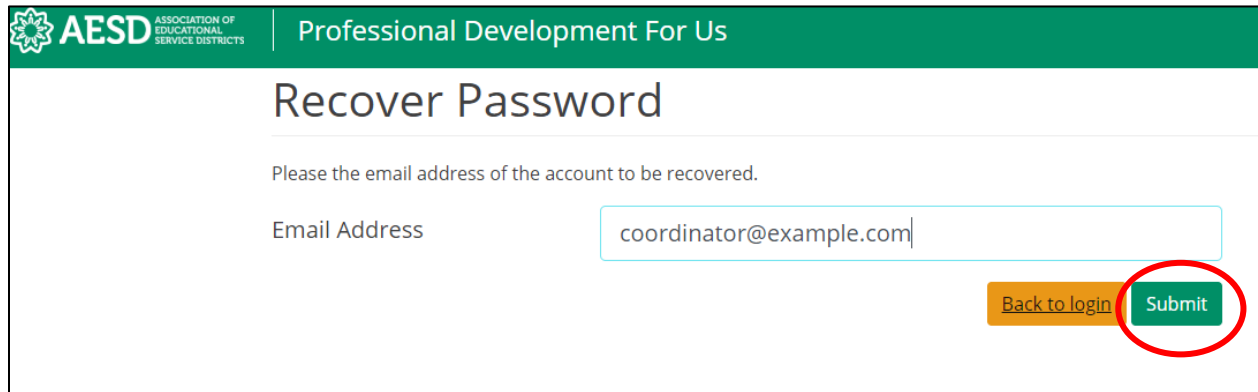


Figure 210. The button to submit a password recovery request

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

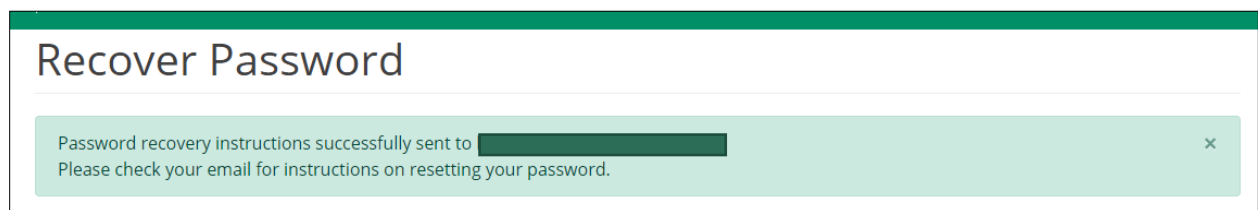


Figure 211. Confirmation message for a password recovery request

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

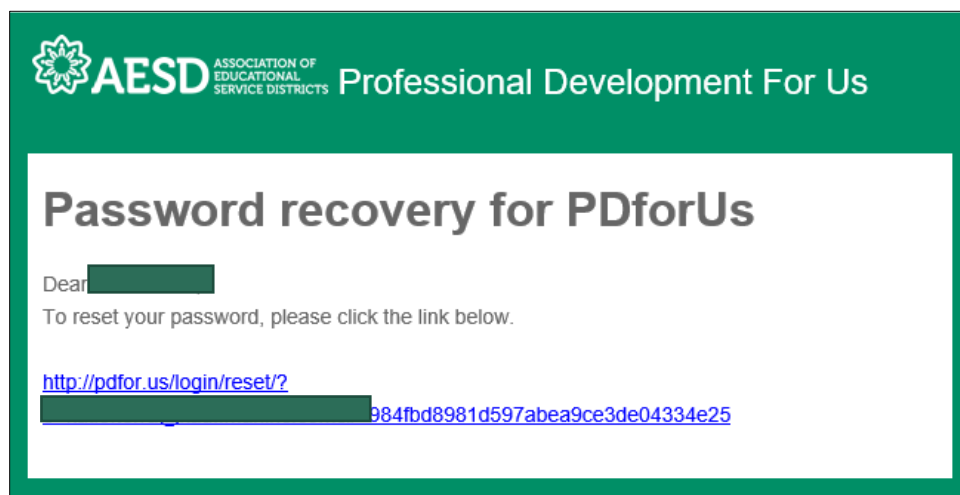


Figure 212. Password recovery email

- 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 213. 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 214. New password fields

7. Click **Submit**.

Reset Password

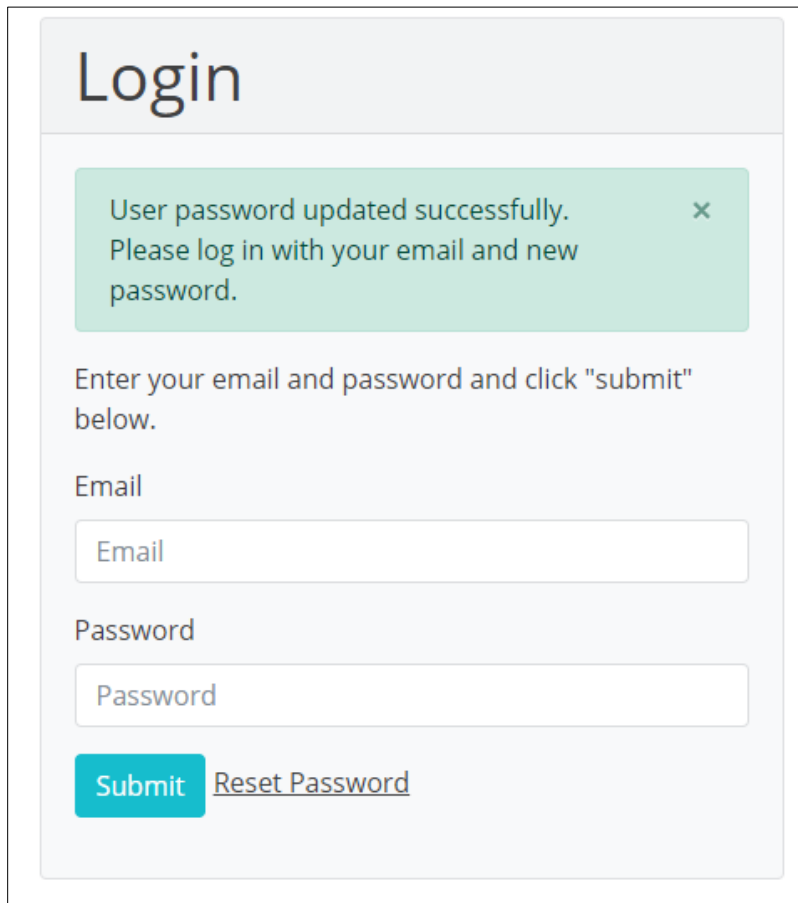
Please your new password below.

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](#)[Submit](#)

Figure 215. 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 that says "Reset Password".

Figure 216. Confirmation message for updated password

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

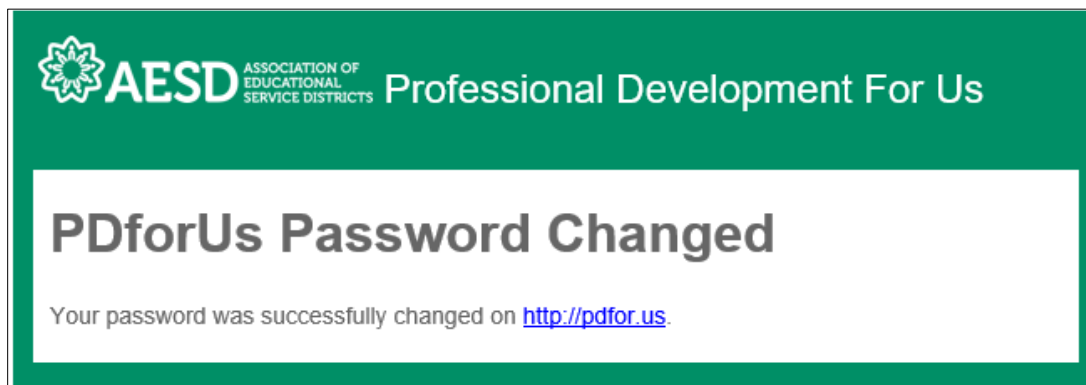


Figure 217. Confirmation email for updated password

How do I change my username or password?

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

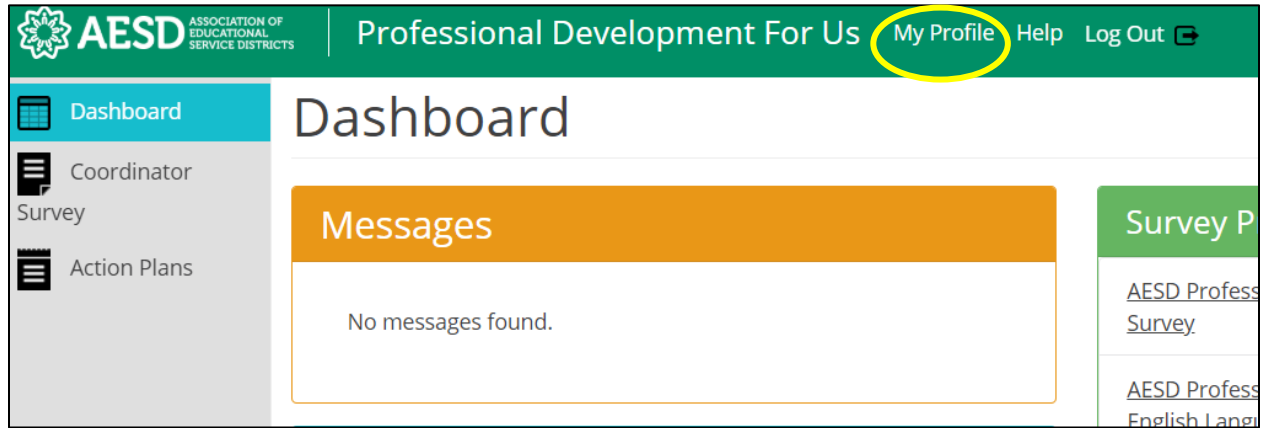


Figure 218. Link to the user profile from the dashboard

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

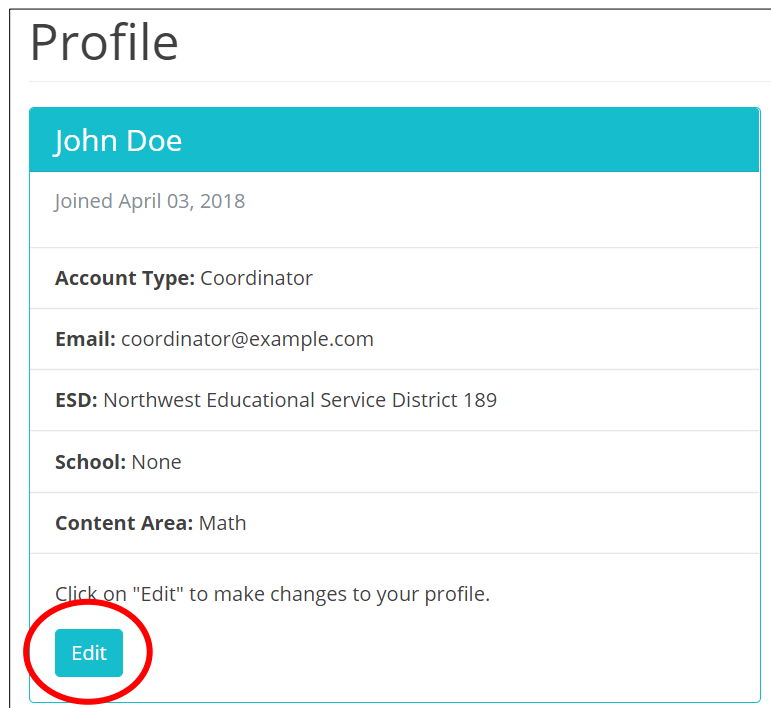
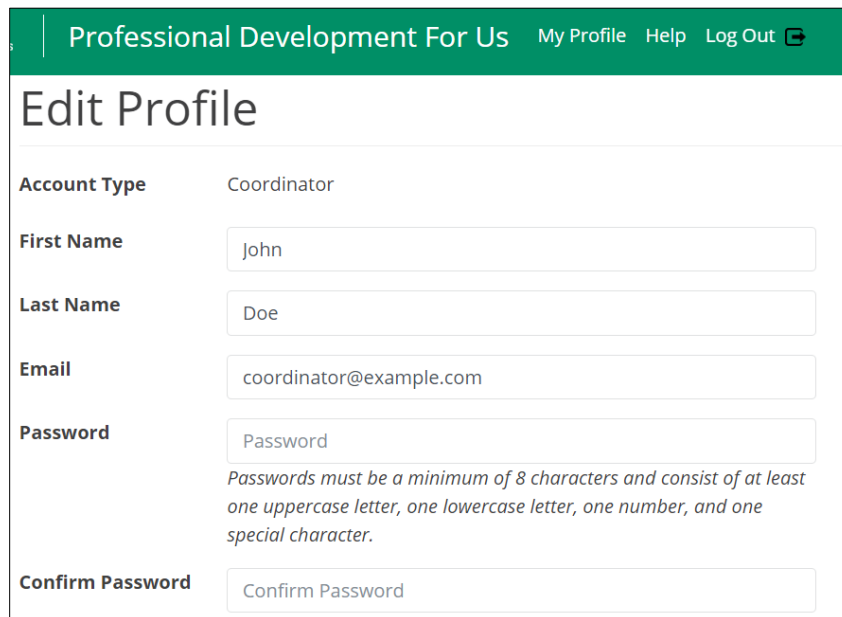


Figure 219. An example user profile

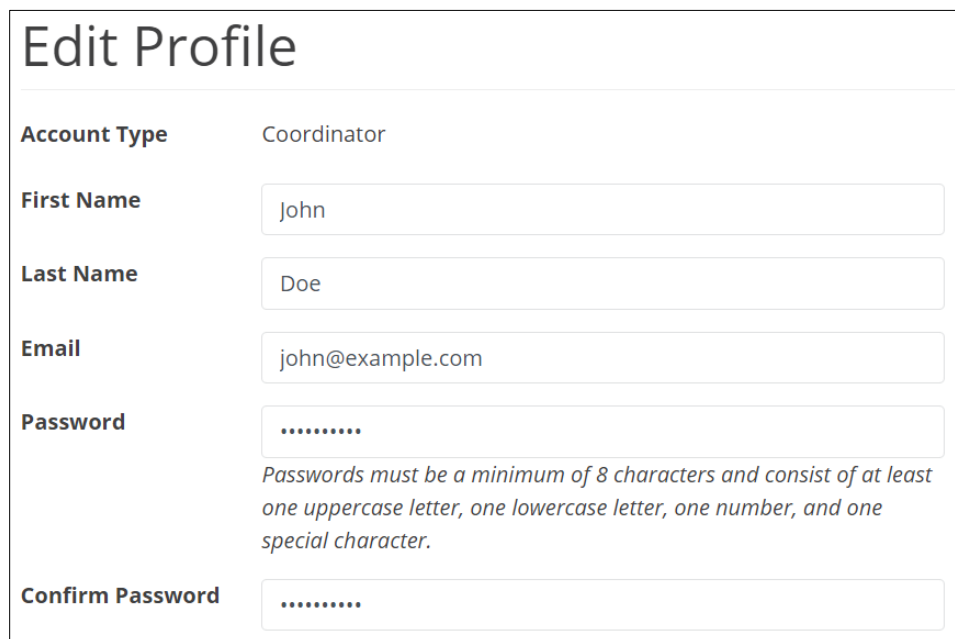
The **Edit Profile** page appears, where you can edit your email address or change your password.



The screenshot shows the 'Edit Profile' page with a green header bar containing 'Professional Development For Us', 'My Profile', 'Help', and 'Log Out' with a user icon. The main content area has the title 'Edit Profile'. Below the title, the 'Account Type' is set to 'Coordinator'. The 'First Name' field contains 'John', and the 'Last Name' field contains 'Doe'. The 'Email' field contains 'coordinator@example.com'. The 'Password' field contains the placeholder text 'Password'. Below the password field, a note states: '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.' The 'Confirm Password' field contains the placeholder text 'Confirm Password'.

Figure 220. 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.



This screenshot shows the 'Edit Profile' page with the same layout as Figure 220, but with updated values. The 'Email' field now contains 'john@example.com'. The 'Password' field and the 'Confirm Password' field both contain eight dots (••••••••), indicating that a new password has been entered and confirmed. The password requirement note remains the same.

Figure 221. 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 222. 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 223. 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**.

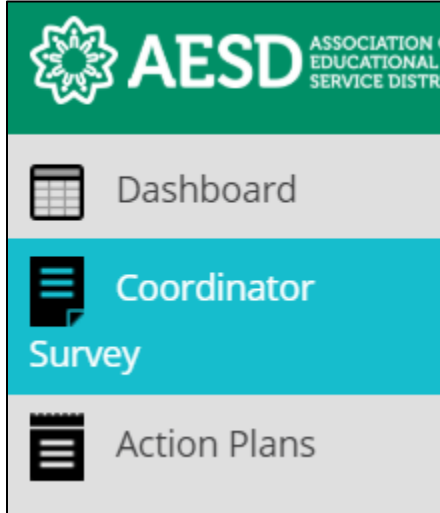


Figure 224. Left navigation

- 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 225. 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 226. New Participant Survey window

- 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 227. 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**.

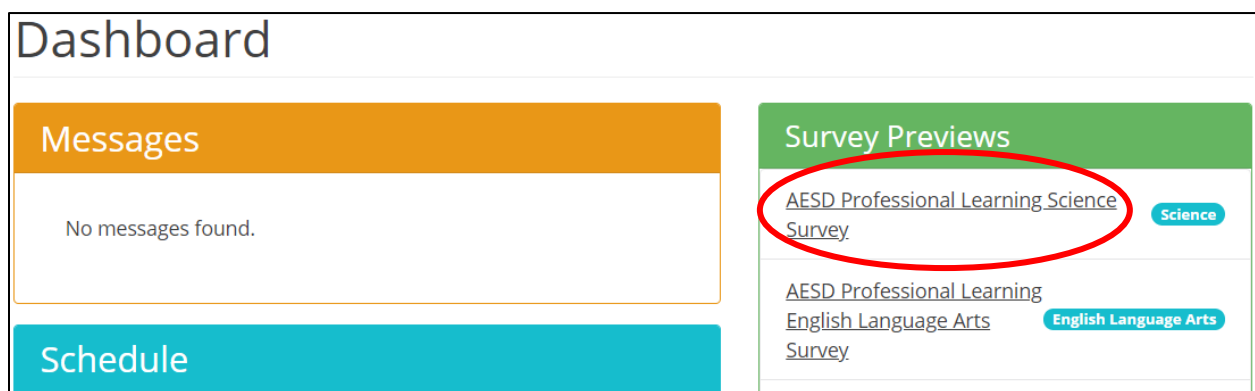



Figure 228. Option to preview content area surveys

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 229. 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?

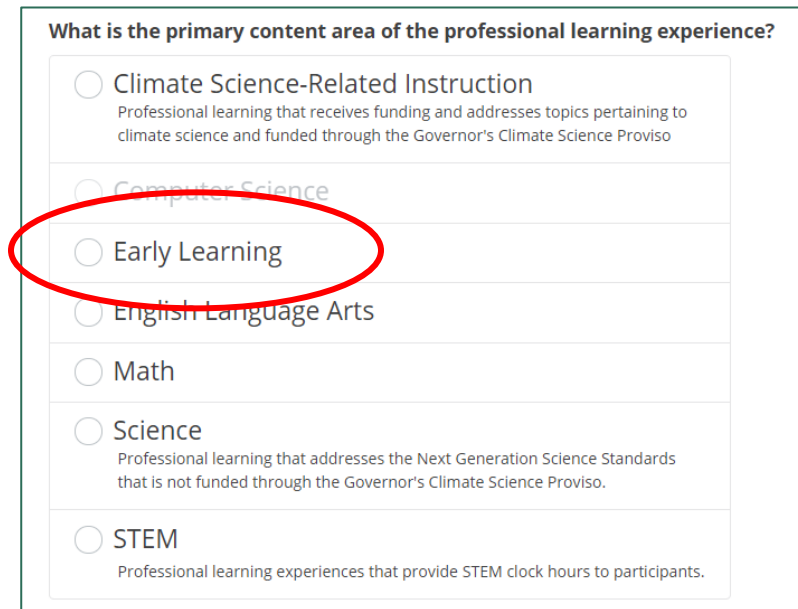
To see results from the surveys your participants completed, first finalize the professional development record. See the [Finalizing the Coordinator Survey](#) section of this document for more information on how to finalize the record.

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?

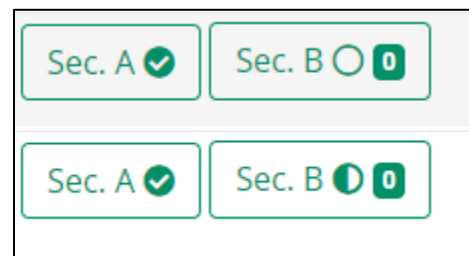
- ☐ Climate Science-Related Instruction
Professional learning that receives funding and addresses topics pertaining to climate science and funded through the Governor's Climate Science Proviso.
- ☐ Computer Science
- ☒ Early Learning
- ☐ English Language Arts
- ☐ Math
- ☐ Science
Professional learning 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 230. 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 with a check mark 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 first row in the example below, Section A is complete and Section B is not yet started. In the second row, Section A is complete and Section B is partially complete. There are zero reflections for both Action Plans in this example.



Sec. A <input checked="" type="checkbox"/>	Sec. B <input type="checkbox"/> 0
Sec. A <input checked="" type="checkbox"/>	Sec. B <input type="checkbox"/> 0

Figure 231. Icons on Section A and Section B buttons that show their level of completeness

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](#).

Where can I find my group Action Plan?

Any Action Plans you create will appear under the **My Action Plans** tab, even if you add other contributors. If another coordinator adds you as a contributor to their group Action Plan, the plan will appear under your [Group Action Plans tab](#).

Can I share an Action Plan so others can view it?

Yes, you can create a shareable link for an Action Plan. See [information on sharing Action Plans](#) under the Downloading and Sharing Action Plans section.

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/>