

Report for NWESD Professional Learning Survey 2018

NWESD Professional Learning Survey 2018

Response Statistics

	Count	Percent
Complete	53	54.1
Partial	45	45.9
Disqualified	0	0
Totals	98	

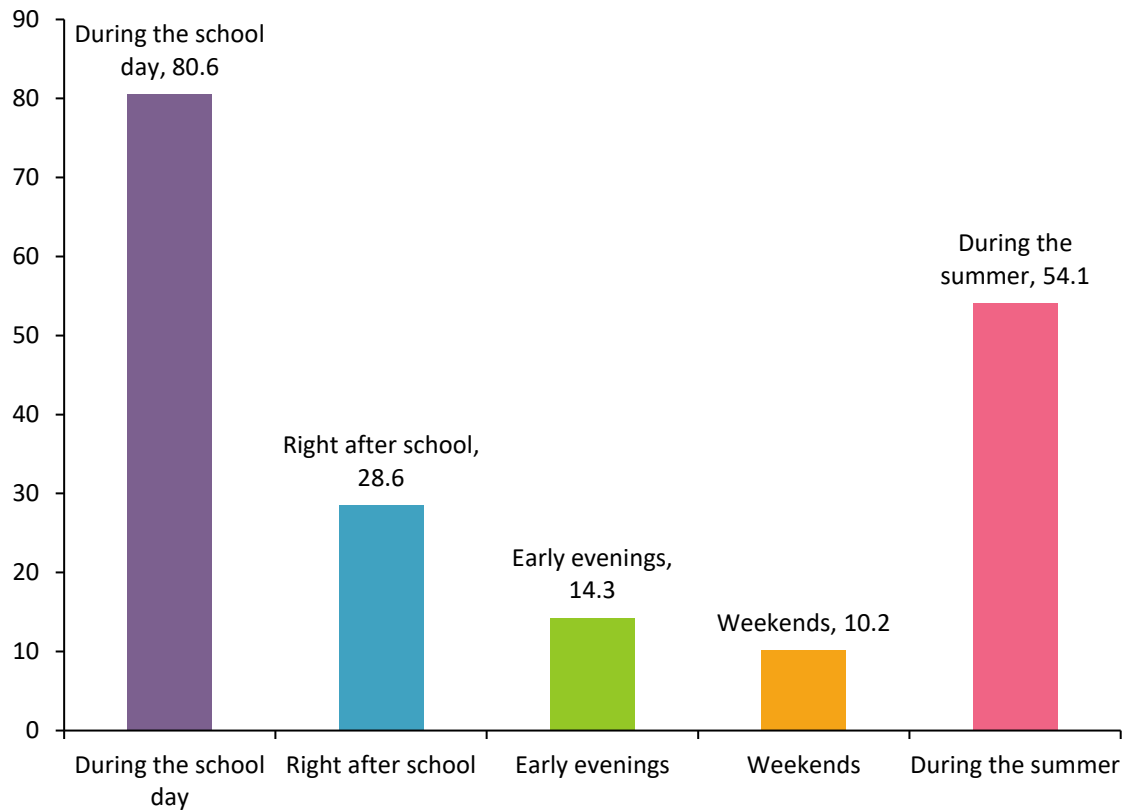
1. In which school district do you work?

Value	Percent	Count
Anacortes S.D.	3.1%	3
Arlington S.D.	5.2%	5
Bellingham S.D.	4.1%	4
Blaine S.D.	2.1%	2
Burlington-Edison S.D.	5.2%	5
Concrete S.D.	1.0%	1
Coupeville S.D.	2.1%	2
Darrington S.D.	3.1%	3
Edmonds S.D.	4.1%	4
Everett S.D.	3.1%	3
Ferndale S.D.	3.1%	3
Granite Falls S.D.	3.1%	3
La Conner S.D.	2.1%	2
Lake Stevens S.D.	3.1%	3
Lakewood S.D.	3.1%	3
Lummi	1.0%	1
Lynden S.D.	3.1%	3
Marysville S.D.	3.1%	3
Meridian S.D.	2.1%	2
Monroe S.D.	4.1%	4
Mount Baker S.D.	4.1%	4
Mount Vernon S.D.	5.2%	5
Mukilteo S.D.	2.1%	2
Nooksack Valley S.D.	1.0%	1
Oak Harbor S.D.	6.2%	6
Orcas Island S.D.	2.1%	2
Sedro-Woolley S.D.	9.3%	9
Snohomish S.D.	3.1%	3
Stanwood-Camano S.D.	3.1%	3
Sultan S.D.	3.1%	3
	Totals	97

2. Which of the following roles best defines the majority of your work?

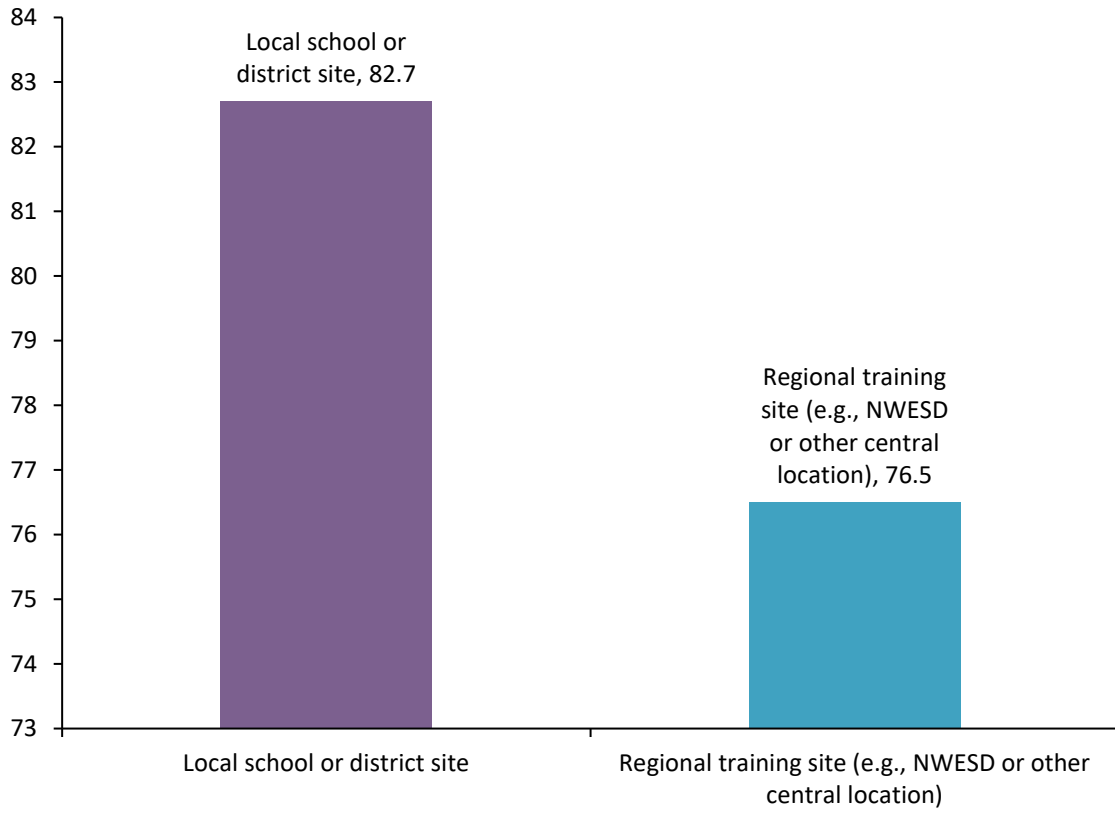
Value	Count
Superintendent	2
Assistant Superintendent	6
Assessment Director	4
Curriculum Director	13
Human Resources Director	1
Special Ed Director	2
Principal	42
Teacher	22
TOSA	4
Special Ed Director	2

3. When would you prefer to participate in professional learning? (Check all that apply.)



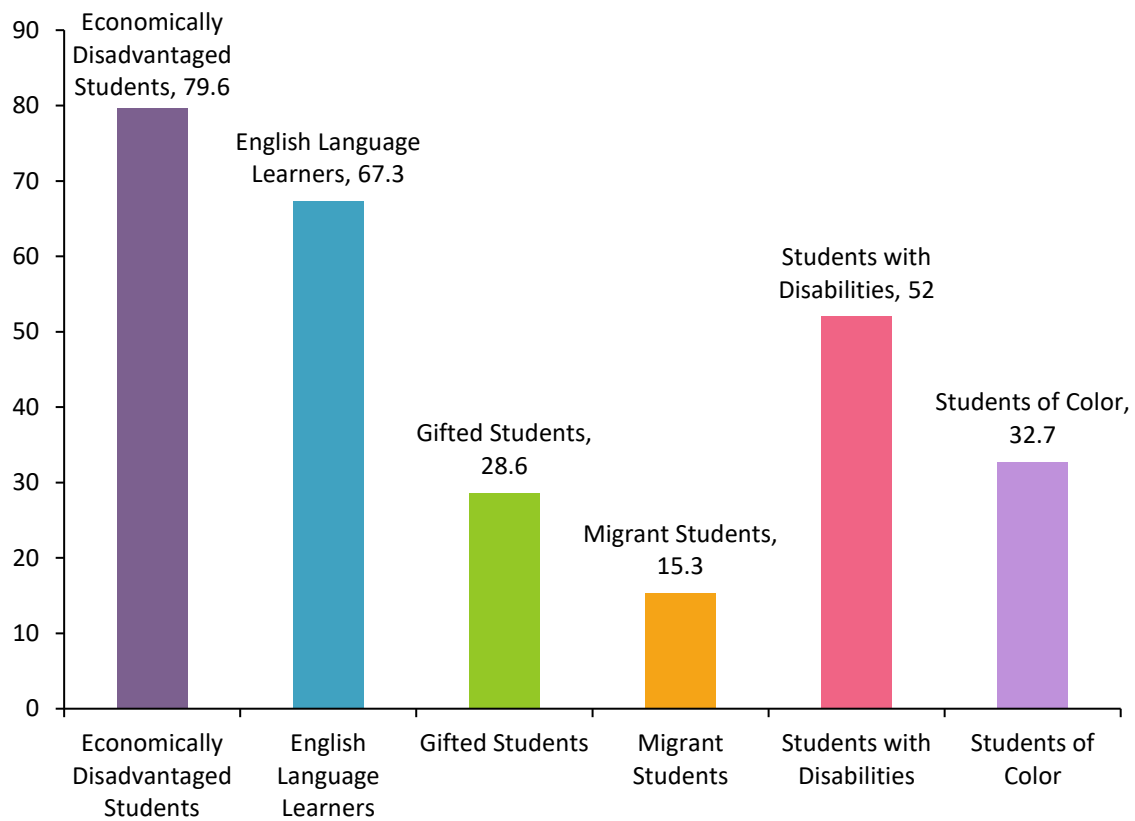
Value	Percent	Count
During the school day	80.6%	79
Right after school	28.6%	28
Early evenings	14.3%	14
Weekends	10.2%	10
During the summer	54.1%	53

4. Where do you prefer to participate in professional learning? (Check all that apply.)



Value	Percent	Count
Local school or district site	82.7%	81
Regional training site (e.g., NWESD or other central location)	76.5%	75

5. For which of the following student groups do you most need professional development in targeted leadership/instructional strategies. (Check all that apply.)



Value	Percent	Count
Economically Disadvantaged Students	79.6%	78
English Language Learners	67.3%	66
Gifted Students	28.6%	28
Migrant Students	15.3%	15
Students with Disabilities	52.0%	51
Students of Color	32.7%	32

TPEP

6. Does your district/school plan to hire new principals in 2018-19?

Value	Percent	Count
Yes	41.3%	31
No	33.3%	25
Unsure	25.3%	19
	Totals	75

7. Does your district plan to hire new evaluators of principals or assistant principals in 2018-19? (Evaluators could be district office staff, superintendents or new principals.)

Value	Percent	Count
Yes	30.7%	23
No	32.0%	24
Unsure	37.3%	28
	Totals	75

8. Identify your district/school professional learning needs on the following TPEP topics (1 being "not needed" and 4 being "must have"):

	1	2	3	4	Responses
AWSP Leadership Framework Overview Training For Principals (1-day)					
Count	19	21	14	11	65
Row %	29.2%	32.3%	21.5%	16.9%	
eVAL Training					
Count	20	22	15	7	64
Row %	31.3%	34.4%	23.4%	10.9%	
Human Resource Practices					
Count	22	21	16	1	60
Row %	36.7%	35.0%	26.7%	1.7%	
Student Growth Goals					
Count	8	20	30	6	64
Row %	12.5%	31.3%	46.9%	9.4%	
TPEP Evaluation Toolkit					
Count	16	21	25	2	64
Row %	25.0%	32.8%	39.1%	3.1%	
Train the Trainer Instructional Framework Overview					
Count	20	22	16	4	62
Row %	32.3%	35.5%	25.8%	6.5%	
Totals					
Total Responses					65

9. Please list any other TPEP related support that your district may need.

Response
Calibration Training and/or Resources
Transitioning to eVal system
I rated all of the items in question 8 as "1" because I am unable to assess my district's need in these areas.
Unknown
On-going training to improve our practices and keep us up-to-date
How much to include in the narrative portion of the evaluation.
For the 2018-19 school year, it will depend on changes that could still happen this year.
We are doing well on this topic... Homeroom is far better than eVAL... its not even close.
As of right now, we are doing very well with "in-house" TPEP training and do not need additional support, as far as I know.
Calibration for CEL5D
Principal tune ups with the CEL rubric
Having learning focused conversations with teachers related to the rubric
Figuring out how to have student growth goals (end of year) with evaluation, when the evaluation needs to be completed before data is available.
I am responding to the TPEP questions without checking in with Trina Hall who is our TPEP lead. She will know for sure what our needs are.
Legal advice - strategies, record keeping, to be proactive.

ELA

10. Identify your district/school's professional learning needs on the following ELA topics (1 being "not needed" and 4 being "must have"):

	1	2	3	4	Responses
Utilizing the Smarter Balanced Assessment Interim Assessment Blocks as formative assessments to drive instruction; using the updated Digital Library resources to target specific ELA standards to teach based on formative assessment results Count Row %	7 12.7%	6 10.9%	23 41.8%	19 34.5%	55
Implementing effective writing instructional strategies and the writer's workshop approach to support students in meeting the writing and language standards Count Row %	7 12.7%	12 21.8%	14 25.5%	22 40.0%	55
Supporting schools/districts in creating systems to implement a school-wide literacy intervention plan (ESSB 5946 requirement) utilizing the English Language Arts Menu of Best Practices and Strategies Count Row %	7 12.7%	10 18.2%	17 30.9%	21 38.2%	55
Providing resources and evidence-based strategies to support foundational literacy skills for students in grades K-3 and struggling older readers Count Row %	6 10.9%	11 20.0%	15 27.3%	23 41.8%	55
Totals Total Responses					55

11. Please list any other ELA-related professional learning topics that are needed in your district or school.

Response
Integrating ELA into other subject areas
Balanced literacy at MS/HS Level
new ELA curriculum that is CCSS aligned
May come up in ELL, but Spanish literacy instruction
Differentiated Instruction "HOW TO" Please!
We need curriculum before we can really decide on what all we need but teaching effective literacy strategies would be great!
K-12 writing programs, curriculum; the connection between reading and writing programs (we always seems to concentrate on reading and writing gets lost)
Excited for Kim to be back. Interested in how soon we can access her skills.
Developing formative assessments and summative assessments in ELA, (not comprehension checks on the reading passage).

MATH

12. Identify your district/school's professional learning needs on the following Math topics (1 being "not needed" and 4 being "must have"):

	1	2	3	4	Responses
Mathematically Productive Instructional Routines for students in K-3 Count Row %	8 15.4%	11 21.2%	15 28.8%	18 34.6%	52
Mathematically Productive Instructional Routines for students in 4-6 Count Row %	9 17.6%	8 15.7%	19 37.3%	15 29.4%	51
Mathematically Productive Instructional Routines for students in 7-8 Count Row %	10 22.2%	6 13.3%	14 31.1%	15 33.3%	45
Mathematically Productive Instructional Routines for students in 9-12 Count Row %	9 19.6%	7 15.2%	17 37.0%	13 28.3%	46
How to increase student talk Count Row %	2 3.8%	9 17.0%	18 34.0%	24 45.3%	53
Intervention strategies Count Row %	0 0.0%	6 11.5%	13 25.0%	33 63.5%	52
Totals Total Responses					53

13. Do you have staff needing Bridge to College Math professional learning in order to teach the course during the 2018-19 school year?

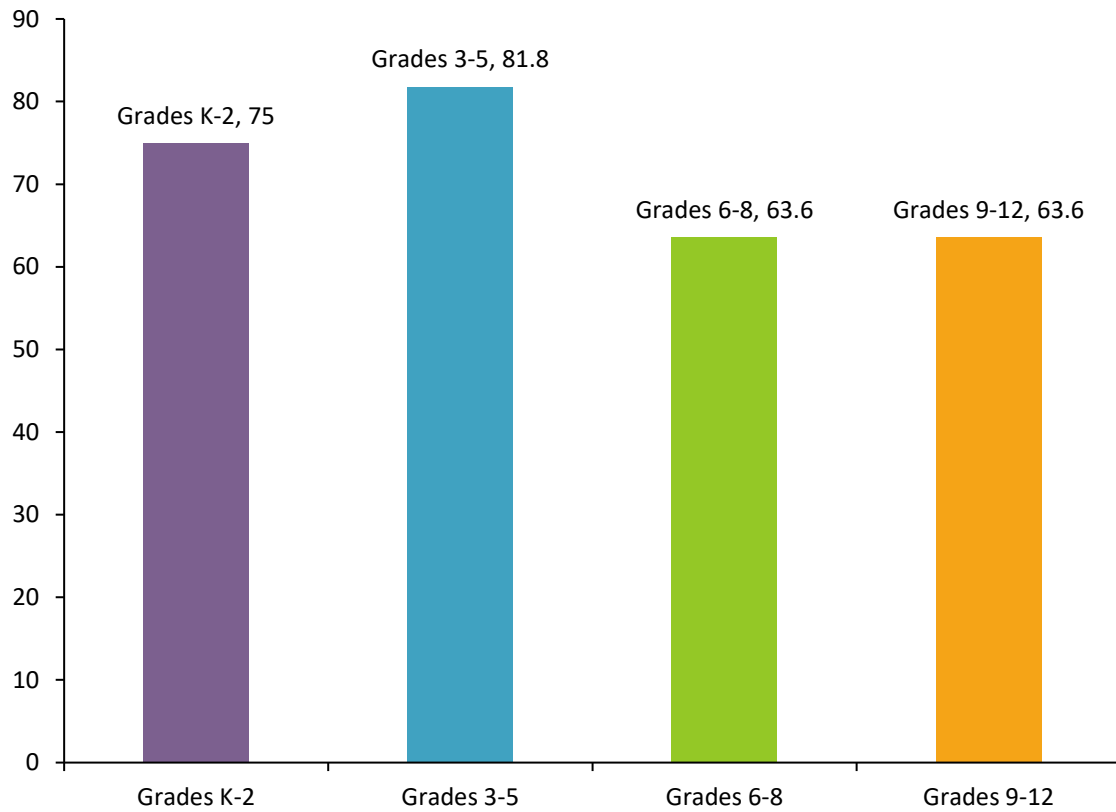
Value	Percent	Count
Yes	33.3%	17
No	66.7%	34
	Totals	51

14. Please list any other math-related professional learning topics that are needed in your district or school.

Response
need CCSS math aligned curriculum
Number Talks
Differentiated Instruction "How to" please!
Curriculum or strategies that are cohesive district wide.
I am unsure due to my position in the district.
Huge thank you to Mary Ellen for supporting our adoption work this year. Could not have done it without her.

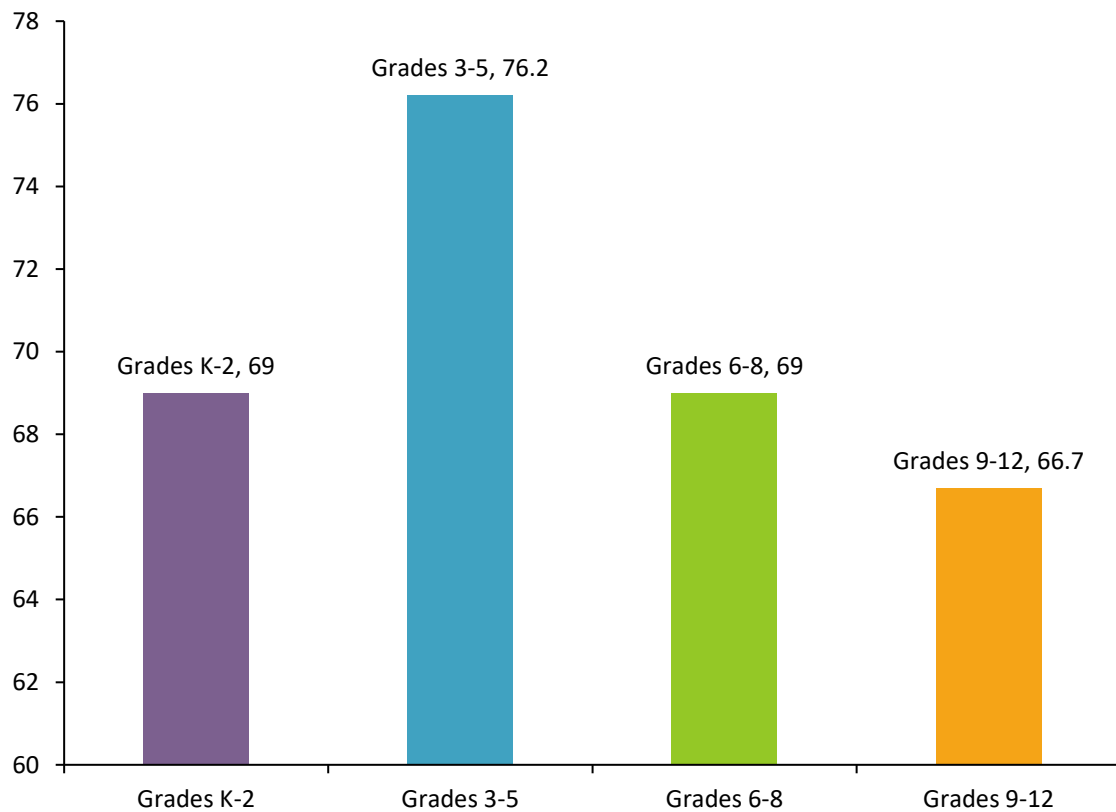
SCIENCE

15. Please select the grade band(s) your district/school needs support with adapting existing science materials to engage students in the Next Generation Science Standards (NGSS). (Check all that apply.)



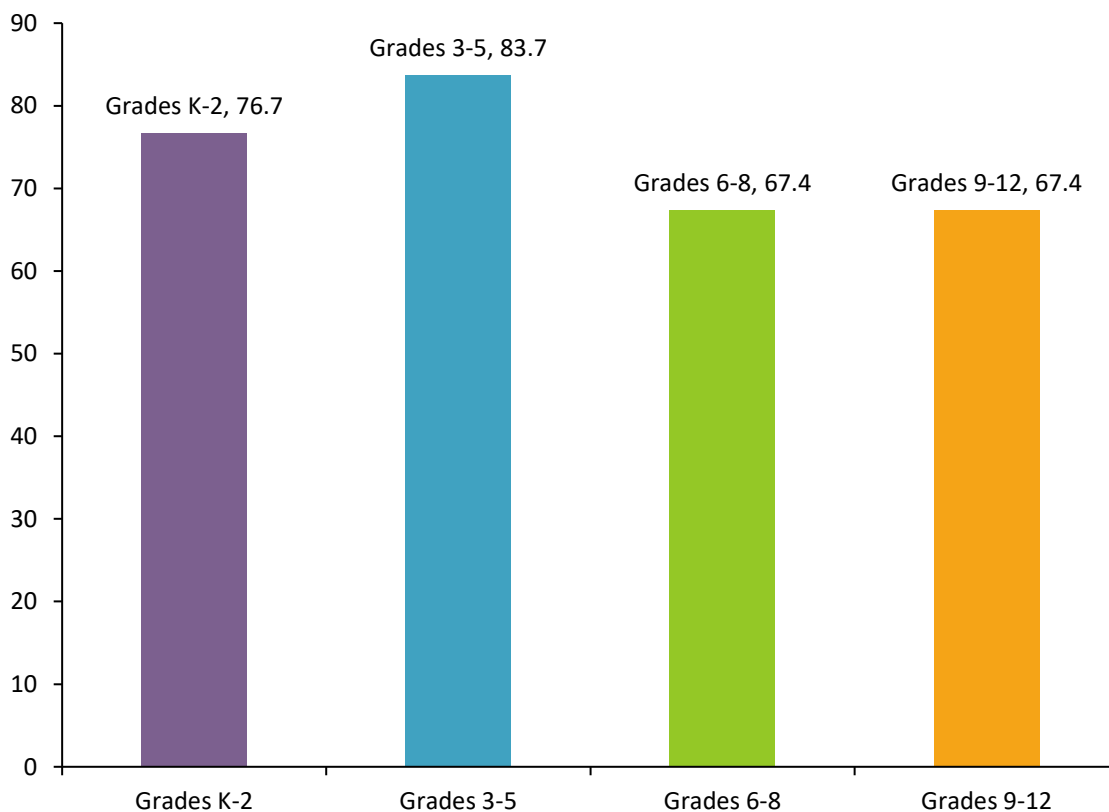
Value	Percent	Count
Grades K-2	75.0%	33
Grades 3-5	81.8%	36
Grades 6-8	63.6%	28
Grades 9-12	63.6%	28

16. Please select the grade band(s) your district/school needs support with evaluating lessons/units for the Next Generation Science Standards (NGSS) using the EQulP Rubric. (Check all that apply.)



Value	Percent	Count
Grades K-2	69.0%	29
Grades 3-5	76.2%	32
Grades 6-8	69.0%	29
Grades 9-12	66.7%	28

17. Please select the grade band(s) your district/school needs support with planning for the Next Generation Science Standards (NGSS) three-dimensional lessons and/or units. (Check all that apply.)



Value	Percent	Count
Grades K-2	76.7%	33
Grades 3-5	83.7%	36
Grades 6-8	67.4%	29
Grades 9-12	67.4%	29

18. Please list any other science-related professional learning topics that are needed in your district or school.

Response
CER, AST, anything and everything science is needed.
Highly Capable adaptations for Science at the MS Level - LaVenture
We just adopted new aligned materials
WA-CAS training... will we be able to use data / itemized results to drive instruction?
Creation of new science kits with training on how to utilize them
Many unknowns. Partnering with the ESD for a pilot is helpful. Would like to work on local deep dives.
While we need NGSS support particularly in K-5 and 9-12, our staff may not have the bandwidth (especially at K-5 since we will be implementing new SEL curricula).

EARLY LEARNING

19. Identify your district/school's professional learning needs on the following Early Learning topics (1 being "not needed" and 4 being "must have"):

	1	2	3	4	Responses
Generating and utilizing data from TS GOLD (WaKIDS) to inform instruction, target intervention, monitor student growth and share with families Count Row %	7 15.6%	9 20.0%	21 46.7%	8 17.8%	45
Organizing and documenting observational assessment through whole-child, play-based learning linked to CCSS Count Row %	7 15.6%	14 31.1%	14 31.1%	10 22.2%	45
Evaluating and supporting high-quality full-day kindergarten classrooms Count Row %	9 20.0%	13 28.9%	14 31.1%	9 20.0%	45
Implementing positive behavior and classroom management practices Count Row %	3 6.7%	7 15.6%	20 44.4%	15 33.3%	45
Early Literacy Count Row %	6 13.3%	10 22.2%	17 37.8%	12 26.7%	45
Early Numeracy Count Row %	6 13.3%	10 22.2%	17 37.8%	12 26.7%	45
Totals Total Responses					45

20. Please list any other early learning-related professional learning topics that are needed in your district or school.

Response
Early Kindergarten support
Transition of preschools into the elementary schools .
Will be implementing new SEL curriculum this year that will likely address some of these needs.

SPECIAL EDUCATION

20. Identify your district/school's professional learning needs on the following Special Education topics (1 being "not needed" and 4 being "must have"):

	1	2	3	4	Responses
How to support students with disabilities in gaining access to the general education curriculum					
Count	3	6	12	27	48
Row %	6.3%	12.5%	25.0%	56.3%	
How to implement Universal Design for Learning (UDL) to plan for instruction for all learners					
Count	3	12	14	18	47
Row %	6.4%	25.5%	29.8%	38.3%	
How to implement evidence-based practices in Social-Emotional Learning (SEL) to address social-emotional outcomes					
Count	1	4	15	29	49
Row %	2.0%	8.2%	30.6%	59.2%	
How to use data to inform and design instruction					
Count	4	4	20	19	47
Row %	8.5%	8.5%	42.6%	40.4%	
Totals					
Total Responses					49

22. Please list any other Special Education related professional learning topics that are needed in your district or school.

Response
Consistent and quality curriculum for SPED programs in our district
Implementation of full inclusion models for those not in Life Skills...