

# Professional Development Research Committee Meeting Arlington Central School District

Meeting Minutes

March 9, 2005

3:45 – 5:15, CAO Annex Professional Development Room

## Participants

Richard Carroll	Nancy Diehl	Paul Weir
Steve Kerins	Barbara Donegan	Laurie Sorgen
Micah Brown	Val Suter	
Kathy Croft	Carolyn Manca	
Beth Plotsky	Christine Lowden	

## Discussion Items:

1. Data Presentation from Needs Assessments
  - a. Administrator questionnaire
  - b. Online teacher survey
    1. presentation of raw data
    2. synthesizing the information

## Comments on responses to Administrators' survey results:

Principals Steve Kerins and Micah Brown coordinated, wrote, collected and organized an administrator's survey related to professional development in Arlington Central School District. Thirteen questionnaires were sent out to building principals. 10 of 13 principals responded.

Mr. Kerins reported the raw data results from the questionnaire in the way of a collection of comments and responses. Committee discussion about the results included the following:

- saw lots of honesty - healthy candor
- Teacher professional growth is there; principals want to support their teachers for the program outcomes AND for increased harmony in the building
- Principals not sure of what our direction is – the new professional development plan will hopefully clarify this
- Dr. Lowden's role is to bring the program together and focus it
- Focus on student achievement, board goals, building goals
- Some positive feelings about the movement to clear goals and direction
- Principals want to be part of the discussion of what the goals should be
- Support for sustained development vs one-shot ventures
- Challenge is to get everyone to believe that what we're bringing in is what we really need. If people see it as imposed they will resist. How do you find that universal target? How do you build the consensus?
- Different people seem to perceive the same info in different ways – possibly need to bring principals into the process of planning the staff development.

- Carolyn Manca works with principals individually when planning staff development. She feels that the one on one attention works well. She can see how the principals would benefit from hearing the ideas of the other principals; possibly in administrative council.
- Carolyn likes the results of one building where principal has mandated that each teacher take one technology/curriculum staff development course this year. Teachers seem to have welcomed this.
- Building goals should be aligned with PD goals and this should come from teachers in a collaborative way. This way, the professional development can be tailored towards the goals and needs of that school. This should also tie in with district goals.
- Technology is the one program that seems to suffuse K-12
- Direction can be different for different grade levels
- Role of guidance in professional development is important, especially when it comes to students moving from middle to high school. Guidance counselors never seem to be a part of development – the committee will look at the teacher survey data to determine this. They go out of district to more guidance-related professional development.

## **Teacher survey results**

### **Teacher survey results:**

There were 564 responses to the online PD survey, which is a 70% response rate. The committee worked in pairs to look at and review the raw data obtained from the teacher survey. Each pair was given a section to analyze and report on. This was a first look at the data and future meeting is planned to delve deeper into the analysis.

### **Part One of the survey: Who are you?**

43% of respondents have less than 10 yrs experience (This is pretty much the makeup of our faculty.)

53% have been in Arlington for 1-10 yrs

Teachers responding from the various grade levels was evenly distributed among middle and elementary schools. Less at the High School

There seemed to be a good cross section of the district

### **Format:**

91% of the respondents indicated that they set personal professional goals at the beginning of each year.

### **Responses include:**

	# of Respondents	% of Respondents
Professional Growth Plan	329	58.3%
Classroom observation by administrator	324	57.4%
Classroom observation by fellow teacher	99	17.5%
Mentoring	234	41.4%
Curriculum development and design	294	52.1%
School improvement committees	243	43 %
One day workshop or seminar	398	70.5%
Conferences	377	66.8%
ACSD New Teacher Induction Program	144	25.5%
Peer study groups	122	21.6%
Data Analysis	122	21.6%
Graduate Courses	178	31.5%
Short term courses within the district (3-6 hours)	274	48.5%
Long term courses within the district (15 hours)	216	38.2%
Teacher Center courses	76	13.4%
Boces Courses	165	29.2%

### **Text Responses to Other PD Experiences:**

- Nat'l board certification
- Teaching college courses
- Membership in professional groups and attendance at State and National conferences
- Reading journals

- Working in outside organizations
- ‘Learning from my students’
- having a student teacher; group of teachers who meet monthly and discuss the subject
- Contact with teachers from other districts is important – find best practices and imitate

**Section I Content:**

Yes: Participation in PD at all within 3 years	449	79.6%
No: Participation in PD at all within 3 years	73	12.9%
Yes: Out of District	281	49.8%
No: Out of District	167	29.6%
Yes: In-District	352	62.4%
No: In-District	90	15.9%

**Topics of Last 3 PD opportunities**

Technology integration	229	40.6%
Learning style	70	12.4%
Brain research/Multiple Intelligences	60	10.6%
Differentiated instruction	107	18.9%
Character education/PBIS	71	12.5%
Test scoring of NYS assessments	112	19.8%
Mentor teacher	96	17.0%
Content area development: reading, math, science, etc.	109	19.3%
Special Education: autism, etc.	60	10.6%
Reading/Literacy Appr. (ie: Orton Gillingham, Fountas and Pinnell)	99	17.5%
Fine Arts (art, music)	23	4.0%
ACSD New Teaching Induction Program	59	10.4%
Other	43	7.6%

**Outside district courses:**

Tremendous variety – BOCES graduate schools, etc.  
 We need to know what teachers find valuable.

**Section 2: PD in ACSD Likert Scale Items**

**Level 1: Satisfaction**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Uncertain</b>
Meets my needs	9.3%	42.5%	4.7%	2.3%	3.0%
Is time well spent	13.4%	42.5%	2.1%	1.2%	2.6%
Offered by knowledgeable /effective instructors	16.6%	40.9%	1.2%	0.5%	2.6%
Is generally a positive experience	15.0%	43.2%	1.5%	0.5%	1.5%

**Section 2: PD in ACSD Likert Scale Items**

**Level 2: Learning**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Uncertain</b>
Useful instructional strategies	14.8%	39.8%	3.7%	0.7%	2.8%
New knowledge and skills	14.8%	43.0%	2.4%	0.3%	1.2%
New concepts connected to prior knowledge	14.7%	42.0%	3.3%	0.3%	1.7%

**Section 2: PD in ACSD Likert Scale Items**

**Level 3: Organizational Support**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Uncertain</b>
Designed with goals and objectives for improving student learning	13.8%	39.8%	1.7%	0.5%	6.0%
Use of data to inform practice and make decisions about teaching/learning	9.5%	37.7%	2.6%	0.5%	11.7%
Aligned with school/district change efforts and goals	12.9%	39.3%	2.1%	0.3%	7.2%
Offers choices/levels of learning for participants	9.0%	36.7%	9.0%	1.5%	6.0%
Is embedded in the real work of the teacher	10.1%	38.6%	6.5%	0.8%	6.0%
Supports learning w/modeling, coaching, problem solving around practice	9.3%	38.4%	6.2%	0.8%	7.2%
Builds upon shared knowledge of teachers and provides collaborative interaction	16.1%	34.9%	5.8%	0.7%	4.6%
Positive impact on culture and climate in my school	11.5%	35.6%	4.7%	0.7%	9.7%

**Section 2: PD in ACSD Likert Scale Items**  
**Level 4: Use of New Knowledge and Skills**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Uncertain</b>
Experiment or practice with new instructional strategies	18.6%	38.8%	2.1%	0.5%	2.1%
Committed to new teaching strategies	7.6%	36.1%	5.1%	0.8%	12.4%
Long lasting pos. changes in my teaching	9.7%	37.7%	4.2%	0.8%	9.3%
Reflect and adapt ideas to my teaching	17.7%	40.2%	1.2%	0.5%	2.3%
Share new knowledge & info. with colleagues	15.4%	39.0%	3.5%	0.8%	3.3%

**Section 2: PD in ACSD Likert Scale Items**  
**Level 5: Impact on Student Achievement**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Uncertain</b>
Helps meet needs of all students	9.5%	40.7%	4.2%	0.7%	6.3%
Students more engaged in learning	9.9%	35.6%	4.2%	0.7%	11.1%
Students are involved in their learning	8.8%	35.2%	5.1%	0.5%	11.7%
Classroom management has improved	8.3%	33.1%	6.0%	0.8%	13.1%
Student achievement has risen	6.9%	31.2%	4.7%	0.5%	18.2%
Students' confidence as learners has improved	6.9%	33.5%	3.5%	0.5%	17.1%

**Section 2**

- “Agree” most popular response (40%) strongly agree was second most popular response
- Narratives – technology is area where they have had the most experience
- Some want more advanced courses; several suggested specific needs (subject areas were big here)
- ‘Agree’ on happy and agree on learn something
- **Items 8-15** ‘agree’ is most frequent, ‘strongly agree’ is second most frequent
- Cheryl Dozier mentioned frequently

**Items 16-20 using the new knowledge**

- long-lasting changes – high #of ‘uncertains’
- people wanted ‘sometimes’ as an option
- need more time to share and collaborate – want to do it, but there is no formal forum, there is no time. Seems to happen more at elementary (small faculty) than at secondary
- 21-26 mostly agree; second strongly agree, third uncertain
- 19% uncertain of whether there is an impact on student achievement
- Cheryl Dozier is good at targeting this and helping teachers assess impact on student achievement.

- One quote - “More of my pd has to do with my role as a technology user, not my role as a teacher”

**Planning the Future:**

Differentiated Instruction

Differentiated Instruction	285	50.5%
Learning Styles	254	45.0%
Brain Research	184	32.6%
Other	32	5.6%

Instructional Strategies:

Reading	237	42.0%
Writing	248	43.9%
Math	173	30.6%
Science	114	20.2%
Social Studies	79	14.0%
Other	61	10.8%

Content Area and Curriculum Development

Science and Engineering	94	16.6%
Reading and Literacy	191	33.8%
Math	137	24.2%
Social Studies	81	14.3%
Fine Arts	64	11.3%
Counseling, Social Work, etc.	54	9.5%
Foreign Language	23	4.0%
Other	30	5.3%

Technology and Curriculum Integration

Basic Computer use	101	17.9%
File Management	81	14.3%
Email	45	7.9%
Word Processing: Microsoft Word	79	14.0%
Photo editing	140	24.8%
Graphics: using clip art and drawing tools	131	23.2%
Desktop publishing: flyers, brochures, etc.	152	26.9%
Spreadsheet: Microsoft Excel	120	21.2%
Library electronic card catalog system	31	5.4%
Library databases: ProQuest, Ebsco, etc.	73	12.9%
Internet: finding and evaluating web sites to support curriculum and research	168	29.7%
Presentations: Powerpoint	146	25.8%
Curriculum specific software: ex-Timeliner, etc.	111	19.6%

Graphic Organizers: Inspiration, Kidspiration	115	20.3%
Teacher Web pages	153	27.1%
Information Literacy	43	7.6%
Primary Source	56	9.9%
Copyright	26	4.6%
Microsoft Access Database	42	7.4%
Other	15	2.6%

Other

Character Education/ PBIS	202	35.8%
Arlington New Teacher Mentor Program	75	13.2%
National Board Certification for Teachers	151	26.7%
Special Education: autism, etc.	139	24.6%
Other:	13	2.3%

**Planning for the future: Beth Plotsky reported**

- 50% want DI
- learning styles is right behind that
- learning styles and multiple intelligences next
- 32 people want 'other'
  
- reading 42% and writing 44%
- math
- social studies
- other

Technology and curriculum Integration

- 101 people want basic computer use (18%) look at the breakout, this is not as scary as it sounds
- teacher web pages 27%
  
- PBIS - 202 people, 36%
- National board – 151 people, 27%
- Special ed was next
- Only 75 people interested in new teacher mentor program -m perhaps teachers do not appreciate this until it is done; most do not see it as important for long term

### Preferred Times for PD

During school day	327	57.9%
After school	296	52.4%
Before school	61	10.8%
Saturday	57	10.1%
Summer	183	32.4%
Evenings	65	11.5%
On-line	177	31.3%
Other	12	2.1%

### Effective Approaches to PD

Prof Growth Plan	271	48.0%
Classroom observation – eval. by admin.	108	19.1%
Classroom observation – fellow teacher-peer coaching	122	21.6%
Mentoring	154	27.3%
Curriculum Dev. – design and/or improvement	259	45.9%
School Improvement Committees	117	20.7%
Workshop or Seminar	326	57.8%
Conferences	306	54.2%
Peer study groups	160	28.3%
Data Analysis	64	11.3%
Graduate courses	133	23.5%
Short term courses w/in District (3-6 hr.)	223	39.5%
Long term courses w/in District (15hr/1 in-service cr.)	189	33.5%
Teachers Center Courses	86	15.2%
Boces Course	101	17.9%
Other	9	1.5%

High % want professional development during school day  
52% want it after school

183 people want summers  
many want online  
few want before school or Sat.  
evenings beat out Sat.

### effective approaches

highest workshops or seminars 50+ %  
conferences 50+ %  
professional growth plans  
improvement of curriculum  
classroom observations 19%  
teacher center classes  
data analysis

**PD is Valued and Recognized as important by the following stakeholders:**

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Uncertain</b>
Students	13.4%	27.6%	12.0%	3.7%	32.0%
Parents	16.6%	39.1%	7.9%	2.6%	22.5%
Community Members	13.2%	36.7%	8.5%	2.4%	27.8%
Board of Education Members	28.3%	45.3%	2.1%	1.2%	11.7%
Myself	46.9%	39.1%	1.2%	0.1%	1.2%
My Colleagues	32.0%	48.4%	3.0%	0.1%	5.1%
District Administrators	36.7%	42.9%	1.9%	1.2%	6.9%
Building Administrators	38.6%	43.6%	1.5%	0.7%	4.6%

**Item on page 13 re I feel that PD in the ACSO is valued and recognized as being important by the following stakeholders:**

- Few respondents chose “disagree” or “strongly disagree” (one commented that ‘does not apply’ might have been more useful)
- Highest ratings for self, colleagues, BOE and Admin.
  
- Many different disciplines want discipline-specific feedback
- Two respondents want a more aggressive plan – more use of outside experts, more willingness of principals to ‘rock the boat’ to change the way things are done.
- Many were positive about value of PD
- Some want school-day opportunities (parents of young children)
- Teachers felt uncertain about perceptions of students (too young in some cases), parents, community members.
- Plea for team development assistance at AMS