All Elementary Schools

District-wide

For the 2008-09 School Year, the Albuquerque Public Schools (APS) and the Albuquerque Teachers Federation (ATF) agreed to evaluate the continued pilot model of professional development/in-service days begun the previous year – three days of district-wide professional development and one day of teacher preparation for all A-schedule employees (those providing services to students). As part of this evaluation, these individualized reports are provided to trainers so they have information that may help modify and improve their sessions.

For the January 2009 training, school training focused on AIMS in the morning and Data Coach in the afternoon. A total of 949 elementary school personnel completed the survey, for a response rate of approximately 38%.

Among all elementary school staff district-wide, most reported AIMS training to be useful (about 82%) and well presented (about 80%). However, there seems to be room for improvement; by nearly a 3 to 1 margin, most respondents "agreed" rather than "strongly agreed" with positive statements related to AIMS. Not surprisingly, only about 17% of elementary school personnel report any familiarity with AIMS before the training, compared to about 82% after the training - though most report only a "medium" level of understanding after the training. Comments as well as a lower response rate suggest many elementary school staff did not receive Data Coach training. Of those that did, most reported Data Coach training to be useful (about 80%) and well presented (about 78%). Again, most respondents "agreed" rather than "strongly agreed" with positive statements related to Data Coach, this time by over a 3 to 1 margin. About 30% of elementary school personnel report any familiarity with Data Coach before the training, compared to about 76% after the training. And again, most report only a "medium" level of understanding after the training.

Comments among all participants district-wide were largely negative due especially to the lack of data within the AIMS and Data Coach systems and the lack of sufficient opportunity to practice during the training.

Future desired professional development topics for elementary school personnel include: further AIMS training, specialized training for EA's, PE and special education teachers, collaboration, reading & writing instruction, technology in the classroom, RTI & SAT, PDSA & CCI, time management, Marzano, developmentally appropriate practice, in-school PD, and time to work in one's own classroom.
Thinking about the **AIMS** training, how would you rate the usefulness of the course material?

Thinking about the **Data Coach** training, how would you rate the usefulness of the course material?
Please think about the teaching strategies used during the AIMS training to answer the following questions.

![Bar chart of responses to questions about AIMS training](chart_aims.png)

Please think about the teaching strategies used during the Date Coach training to answer the following questions.

![Bar chart of responses to questions about Date Coach training](chart_datecoach.png)
Regarding the AIMS training, how would you rate your:

- Level of knowledge of the information presented?
- Ability to discuss the information with a colleague?
- Ability to apply the information in the short term?
- Ability to apply the information in the long term?

Regarding the Data Coach training, how would you rate your:

- Level of knowledge of the information presented?
- Ability to discuss the information with a colleague?
- Ability to apply the information in the short term?
- Ability to apply the information in the long term?