For the 2008-09 School Year, the Albuquerque Public Schools (APS) and the Albuquerque Teachers Federation (ATF) agreed to evaluate the 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).

All participants of the fall professional development were invited to complete an on-line survey; it was completed by 2,302 teachers and staff. The survey addressed questions of satisfaction and usefulness of the training, effectiveness of teaching strategies, and pre-post questions regarding participants' change in knowledge and use of presented information. Additionally, respondents had ample opportunity to write their own comments.

Trainers for sessions in which at least 20 people responded are provided individual results herein. Trainers for sessions with less than 20 respondents are provided aggregate results -- either the responses from all participants attending a teaching session (including academics, arts, physical education, and teaching to specialized populations), or the responses from all all participants attending a support service session (e.g. counselors, social workers, therapists, nurses, technical coordinators, librarians, and JROTC providers). Comments for individual sessions are provided for all trainers regardless of the number of completed surveys. RDA hopes this quantitative and qualitative information may help trainers as they modify and improve their practice.

This session is categorized as a teaching session. Among all respondents in teaching sessions, the great majority of participants agree or strongly agree that the information was understandable (92%); somewhat fewer believe the course material was useful (about 78%). Most teachers (about 72%) report being professionally engaged and feel the PD was differentiated for them. Most were satisfied with the group size and the venue (about 85%). Far more respondents report a "high" level of knowledge and ability to discuss the information with a colleague after the workshop (about 59%) compared to before the workshop (about 36%). Just over half feel they are able to apply the information in the short-term (53%); slightly more feel they are able to apply the information in the long-term (57%). Overall, more secondary teachers are satisfied with the PD than primary teachers. Results vary widely by session.

Comments made by participants attending teaching sessions suggest appreciation for experienced presenters, collaboration, a deep exploration of the topic and immediate applicability within the classroom. Teachers also appreciate the opportunity to examine their own school's test scores and other information. Some teachers express the desire to stay in their own school settings. For some sessions, many participants feel the information covered what they already knew. Satisfaction with presenters and content varies significantly within and between training sessions. Many teachers offer additional ideas for future professional development.
The objectives were applicable to my work.

The session supported my work.
The material/information was useful.

The information was relevant.

The information was understandable.
The content was presented in an understandable sequence.

I will use the information.

Please think about the teaching strategies used to answer the following questions.

APS/RDA/NBC/01-09
How would you rate your level of knowledge of the information presented during the workshop?

How would you rate your ability to discuss the information with a colleague?
How would you rate your ability to apply/implement the information in the short-term?

How would you rate your ability to apply/implement the information in the long run?