This school year (2009-10) is the final year of the pilot model of professional development/in-service days begun in 2007-08: three days of district-wide professional development and one day of teacher preparation for all A-schedule employees (those providing services to students).

As in previous years, all participants of the fall professional development were invited to complete an on-line survey; it was completed by 453 teachers and staff, fewer than in previous years. 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 15 people responded are provided individual results. Trainers for sessions with less than 15 respondents are provided aggregated results. There are two groups of aggregated results: training for teachers (including BIP, ESL, IEP, & ISP), and training for non-teaching support staff (e.g. counselors, social workers, therapists, nurses, librarians, etc.) Teachers comprise 91% of the sample \(n = 412\) and non-teaching support staff comprise the other 9% \(n = 41\). 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 training session is categorized as a support service session. As an overview for all support service sessions, the great majority of participants (90-95%) agree or strongly agree that the usefulness of the course material is high (for example, the training supports their work; material is useful; and information was understandable). Most employees report being professionally engaged and feel the PD was differentiated for them (85-90%). About 70% are satisfied with the group size and the venue. Far more respondents report a high level of knowledge after the workshop (77%) compared to before the workshop (18%). Similarly, 74% rate their ability to apply the information in the long-term as high after the training compared to just 22% before the training. About two in three (65%) rate as high their ability both to discuss the information with a colleague and apply it in the short-term after the training, compared to one in four before the training (25%).

Comments from personnel attending non-teaching support sessions suggest professionals wish to reserve the two days before students return to school concerns, rather than professional development. Otherwise, non-teaching professionals seemed relatively satisfied with the professional development, though results vary from session to session.
District Professional Development Satisfaction Survey
August, 2009
All Non-teacher Support Staff

How would you rate the usefulness of the course material?

Legend for all graphs

- □ Strongly agree
- ■ Agree
- □ Disagree
- □ Strongly disagree

The objectives were applicable to my work.

The information was relevant.

The session supported my work.

The information was understandable.

The material/information was useful.

The content followed an understandable sequence.

I will use the information.
Please think about the teaching strategies used to answer the following questions.

Legend for all graphs

Strongly disagree  Disagree  Agree  Strongly agree

Before-and-after analyses

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?