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 session is categorized as a training session for teachers. Among all respondents in teaching sessions, the great majority of participants agree or strongly that the information is understandable (90%); fewer believe the course material was useful or supports their work (about 73%). Two in three teachers report being professionally engaged and feel the PD was differentiated for them. Most were satisfied with the group size and the venue (about 74%). More respondents report a "high" level of knowledge, ability to discuss the information with a colleague, and ability to implement the information in the long-term after the workshop (about 55%) compared to before the workshop (about 34%). Under half (48%), however, feel they are able to apply the information in the short-term even after the training (compared to 31% before the training). Results vary widely by session.

The most common comment from personnel attending teaching sessions was the request to avoid professional development the two days before students return to school, both because teachers would appreciate that time to get their rooms ready and because they do not have time to put into place whatever is learned in the professional development. Another common comment refers to the repetitive nature of professional development for seasoned teachers, though a smaller number of teachers felt too much information was provided. Many teachers request professional development that is more narrowly tailored to their job category. Teachers greatly value the opportunity to collaborate with colleagues.
District Professional Development Satisfaction Survey
August, 2009
All Teachers

How would you rate the usefulness of the course material?

Legend for all graphs

- Strongly agree
- Agree
- Disagree
- Strongly disagree

The information was relevant.

The objectives were applicable to my work.

The session supported my work.

The content followed an understandable sequence.

The material/information was useful.

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

Before-and-after analyses

Legend for all graphs

Low  Medium  High

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?

APS/RDA/NBC/10-09