

Results of the Spring 2015 Survey of Professional Learning for Bellingham SD Certificated Staff

Executive Summary

This past spring, members of the Department of Teaching and Learning, in collaboration with the joint BEA-District Professional Development Committee, surveyed all certificated staff to both assess their experiences in professional learning during the 2014-15 school year, and to learn about their preferences for professional learning as we gear up for the 2015-16 school year. The survey was met with a high level of interest, with over 400 certificated staff responding.

Certificated staff were split almost exactly in half (high vs. low) with respect to rating the quality of the professional learning initiated by the district on staff learning Fridays. However, fewer than 40 percent of teachers reported that this time had an impact on improving teaching practice. Respondents were more positive about their building-directed professional learning, with almost 70 percent rating it favorably and nearly two-thirds saying these experiences improved their teaching practice.

Four out of five elementary staff and about half of middle school staff who responded to the survey suggested that they learn best with their building PLC/grade level team. Over half of the respondents learn best with a small group of colleagues working on similar practices; others valued the job-alike groups, and want to have more opportunities for one-to-one learning with a coach or mentor. Two-thirds of high school teachers prefer to learn with their content-alike colleagues in their building, while almost half like to learn with course-alike colleagues across the district or with a small group of colleagues who are working on similar goals and instructional practices across the district. Particular roles, like counselors and librarians, are seeking a balance between time with job-alike colleagues across the district and time with building staff to better support integrated work within the building. Staff also expressed high value in collaborative opportunities for planning as an important way to continue to learn with colleagues. High school respondents highlighted a preference for discussing problems of practice in small groups.

Assessment for learning came through as a strong PD priority across all levels. Helping students to self-assess their learning in relation to learning targets and success criteria and then enabling them to use the assessment data to determine goals and monitor their progress were the two areas of assessment literacy that more than half of the respondents across all levels selected as areas of most importance. Additionally, using formative assessment data to inform instruction and developing and monitoring student growth goals were also selected with relative frequency across all levels. Across all levels, the areas that received the greatest level of interest for 2015-16 were social-emotional learning, technology integration, and restorative justice/practices (See Table below).

<u>All</u>			
Social-emotional Learning	Technology integration		Restorative justice/practices
<u>Elementary School</u>	<u>Middle School</u>	<u>High School</u>	<u>Multiple Levels</u>
<ul style="list-style-type: none"> • Social-emotional Learning • GLAD strategies • Math 	<ul style="list-style-type: none"> • SIOP • Social-emotional Learning • Technology Integration 	<ul style="list-style-type: none"> • Technology Integration • AVID Strategies • Restorative Justice/Practices 	<ul style="list-style-type: none"> • Social-emotional Learning • Technology Integration • Restorative Justice/Practices

Over 50 certificated staff members have expressed interest through their survey responses in leading or helping to lead PD opportunities for colleagues this coming year. Plans for this year include a menu of staff-driven “choice” options beginning with the December staff learning Friday. The BEA-District PD committee will continue to meet, plan and monitor results moving forward.