

# CESD Performance Task

---

Rina James

# OVERVIEW: DATA COLLECTION & ANALYSIS

The results presented here summarize findings from a survey administered to district staff following completion of professional learning or training sessions.

The analysis aimed to address several key questions:

- What offerings were successful in the prior year, and what made them successful?
- What offerings were less successful in the prior year, and what made them less successful?
- Who attended most frequently? Who did not attend?
- What other insights can be used to inform future offerings?

Survey questions focused on the perceived relevance and quality of the training, as well as respondents' confidence in applying the learning, and their likelihood of recommending the training.

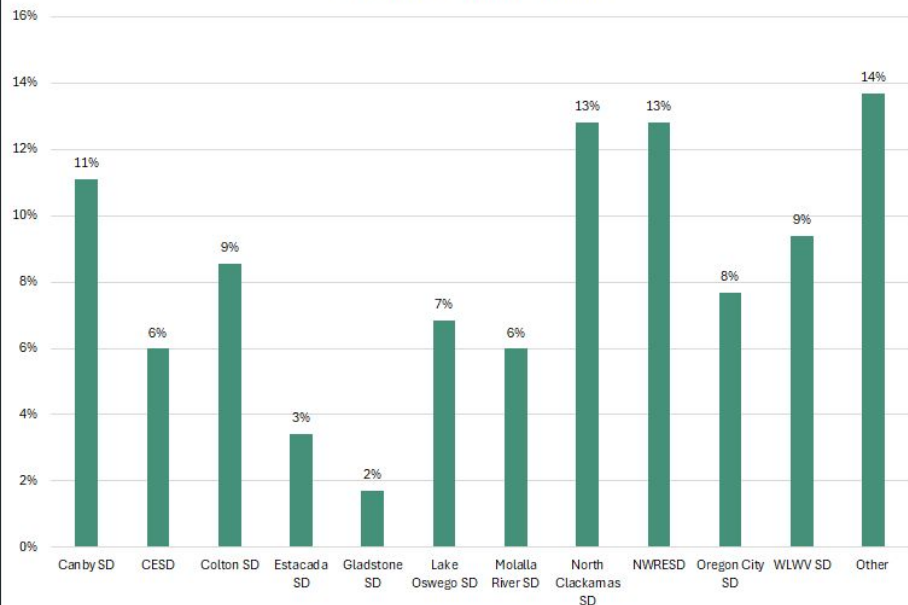
The survey was administered to 123 respondents across 12 or more school districts:

- Five respondents included district and role information, but did not complete the remaining questions; these responses were not included in the analysis
- One test response was also identified, and was similarly excluded
- Analytic sample: 117 respondents

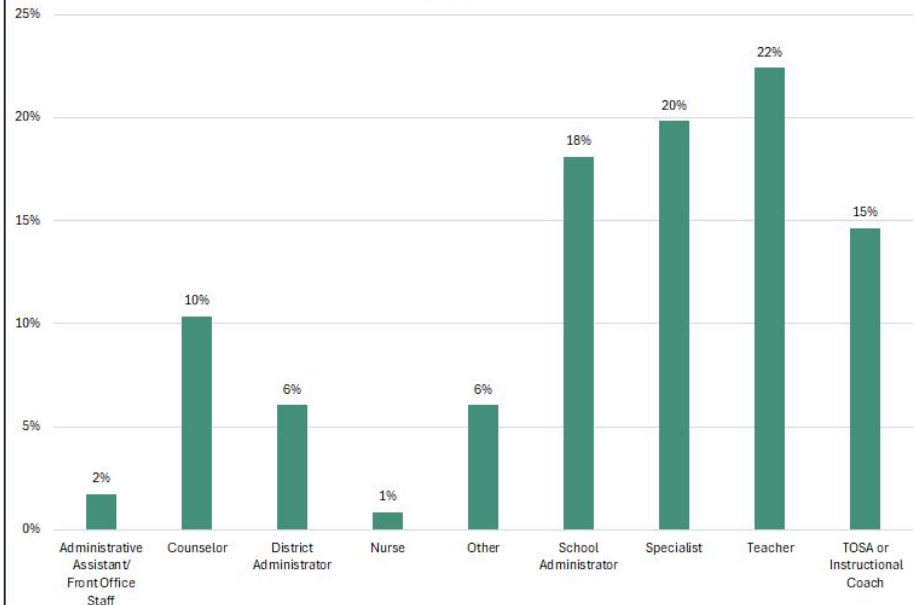
# PARTICIPATION BY DISTRICT AND ROLE

Trainings were most frequently attended by teachers, specialists, and school administrators. They were least often attended by nurses, administrative assistants and front office staff, and district administrators.

## Participation by District



## Participation by Role

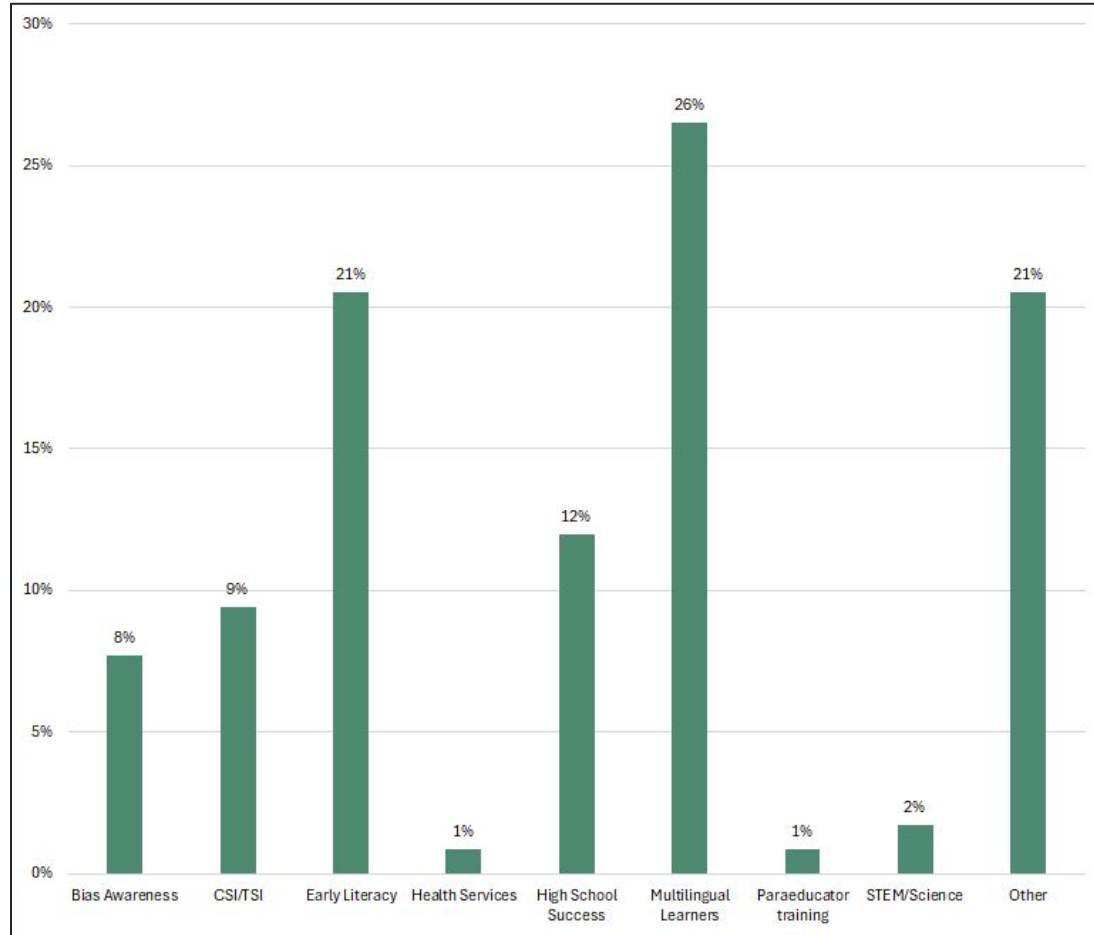


# TYPE OF PROFESSIONAL LEARNING ATTENDED

Respondents participated in a number of different types of professional learning. Specific trainings were offered in each professional learning area.

For many learning areas, this included a single training:

- Bias awareness: Equity Training
- Multilingual Learners: Teaching English to English Learners
- Health Services: Trauma Informed Practices

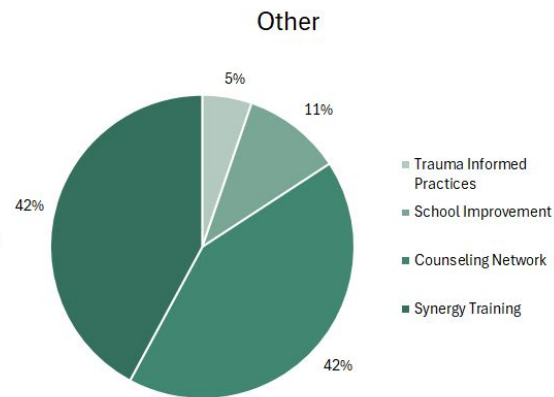
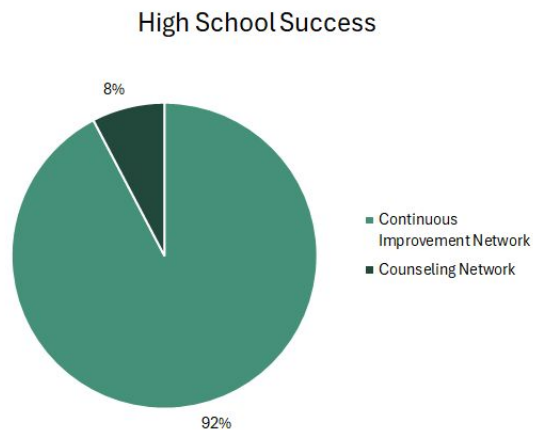
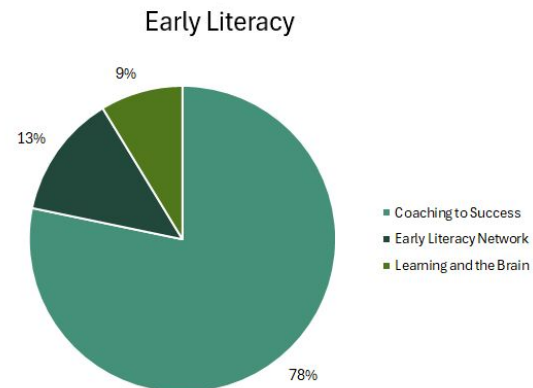
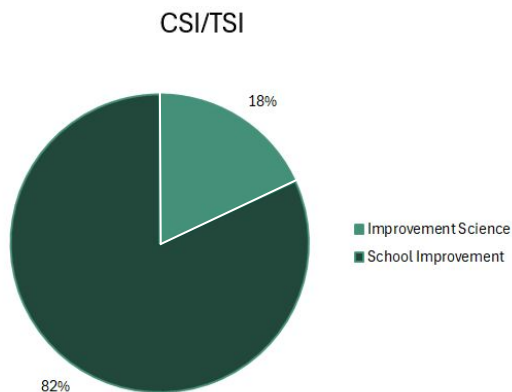


# TRAININGS BY LEARNING AREA

Some professional learning areas included multiple trainings.

A breakdown of attendance by specific training shows:

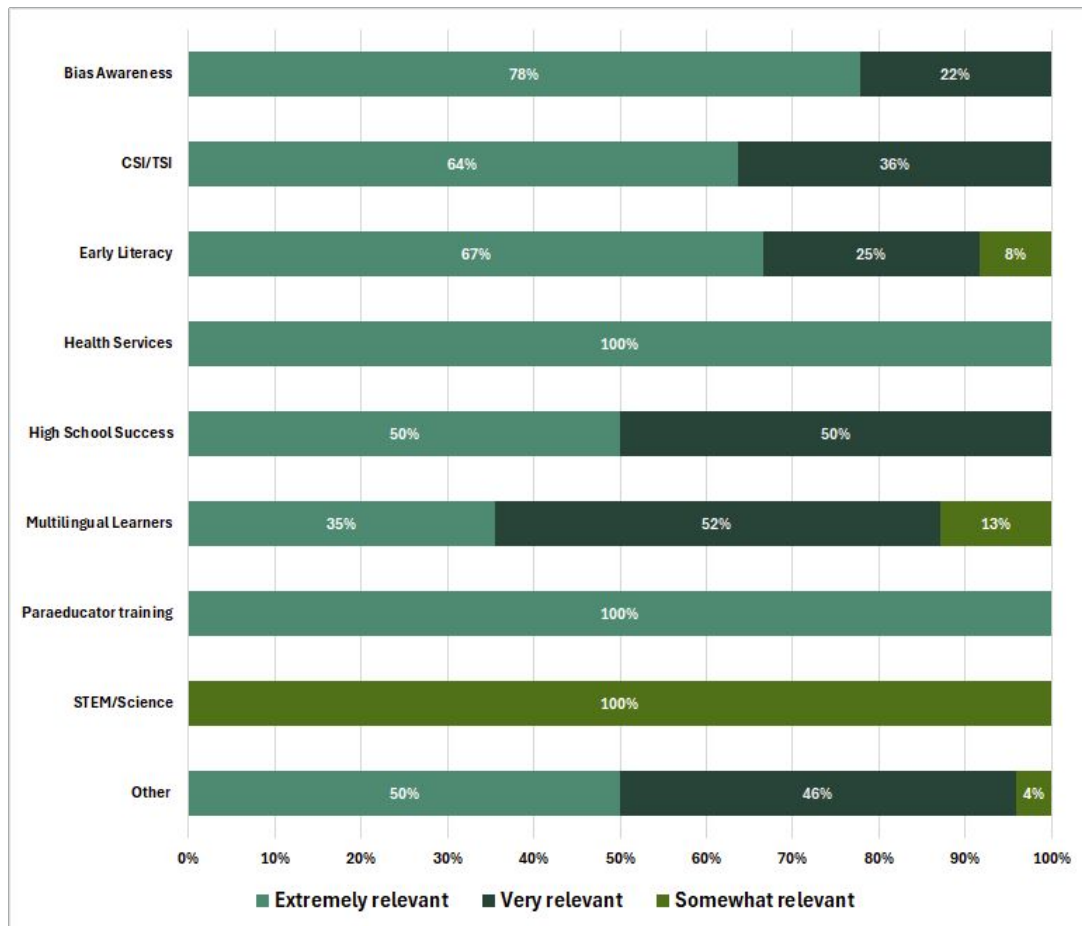
- School Improvement was the most attended area for CSI/TSI trainings
- Coaching to Success was the most attended area for Early Literacy
- Continuous Improvement Network was the most attended training for High School Success
- Among other trainings, Synergy and Counseling Network trainings were the most popular



# RELEVANCY BY LEARNING AREA

“How relevant was the professional learning experience to your work?”

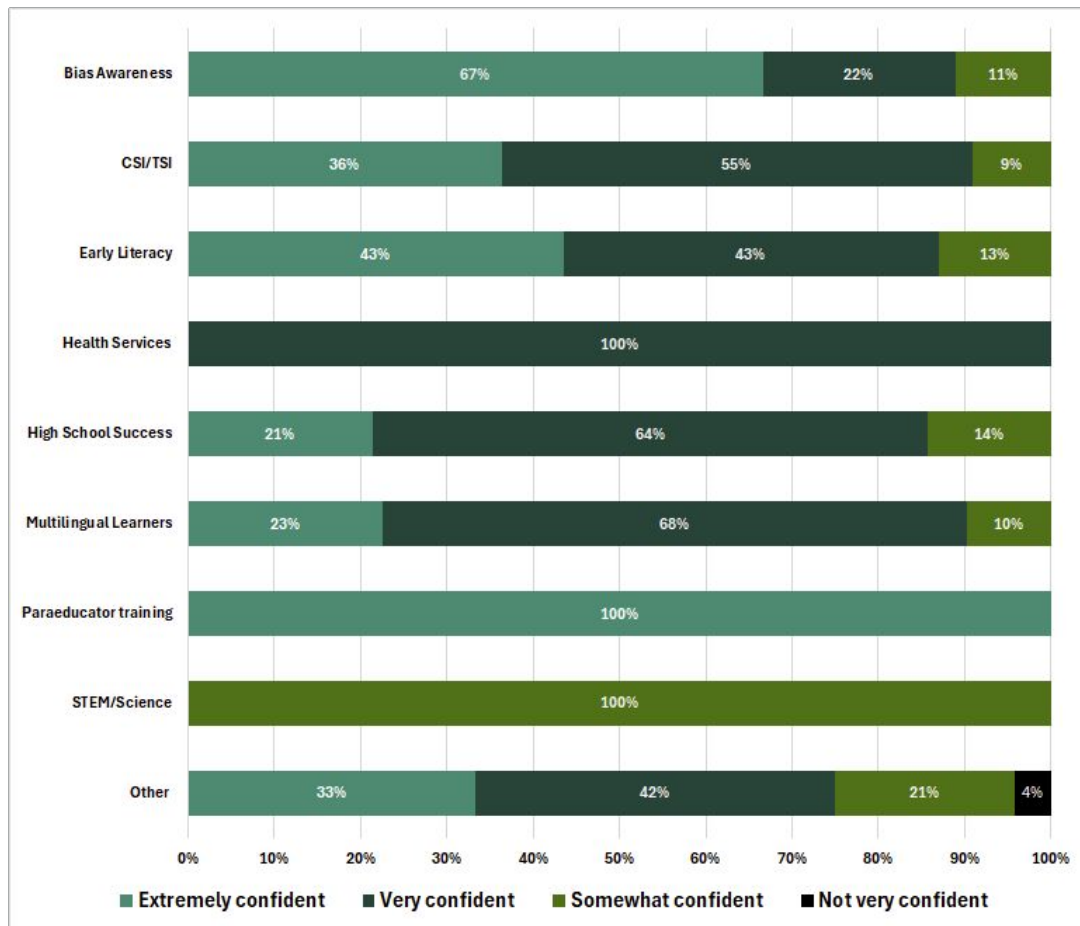
- The learning experience was rated as extremely relevant for a majority of learning areas, and almost all trainings were rated as extremely or very relevant relevant by 85% or more of respondents
- The STEM/Science training is a notable exception, with 100% of respondents rating it as only somewhat relevant



# CONFIDENCE BY LEARNING AREA

“How confident are you that you can apply what you have learned?”

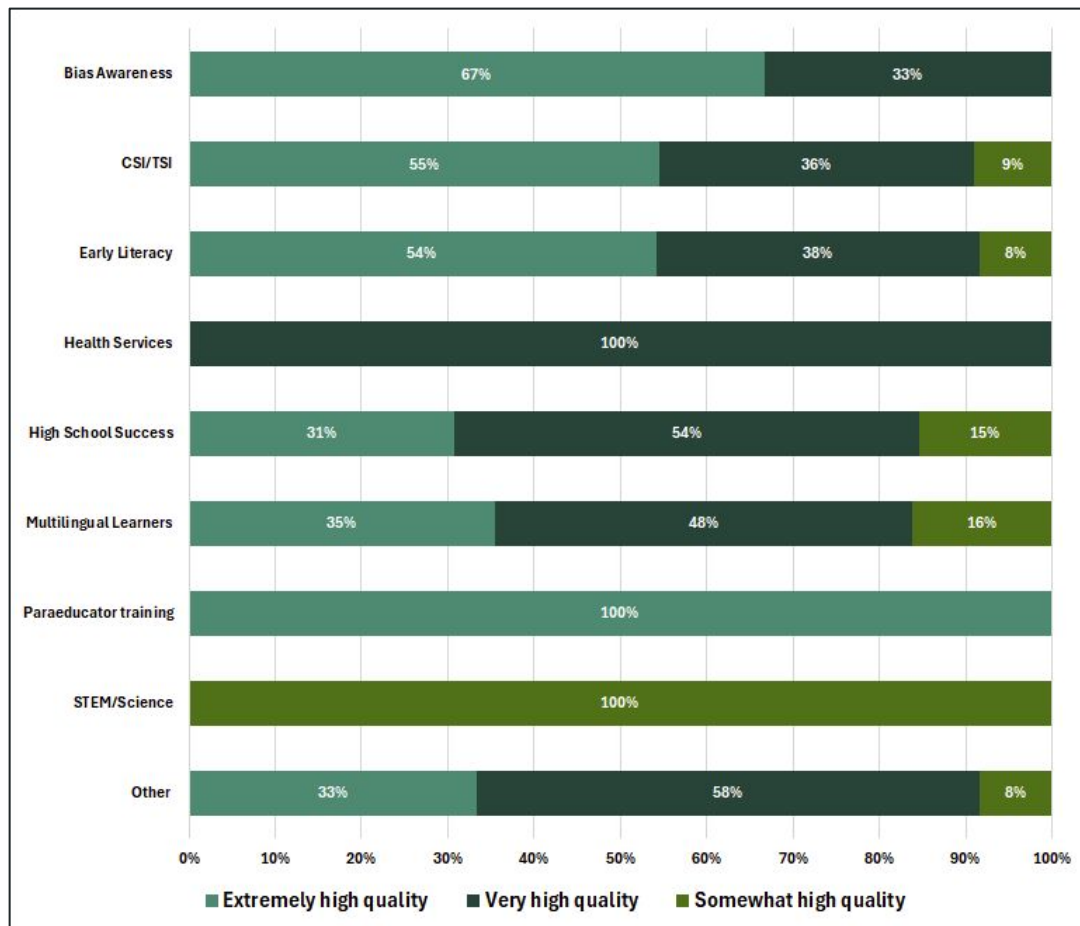
- Overall scores for confidence were somewhat lower than for relevance, but 85% of respondents for most learning areas indicated they felt extremely to very confident applying the learning
- The STEM/Science training was once again an exception, with 100% of respondents only somewhat confident they could apply learning
- 4% of other respondents, or a single attendee, also indicated they were not very confident in applying learning from the Synergy training they attended



# QUALITY BY LEARNING AREA

“How high would you rate the quality of the facilitation?”

- A majority of trainings were reported to be extremely or very high quality
- The Bias Awareness, CSI/TSI, Early Literacy, and Paraeducator trainings were rated extremely high quality by a majority of respondents
- The STEM/Science professional learning is again an exception, rated only somewhat high quality by both attendees





## LIKELIHOOD TO RECOMMEND BY LEARNING AREA

“On a scale of 1 to 10, how likely are you to recommend this professional learning opportunity to a friend or colleague?”

Scores indicate whether respondents were ‘promoters’, ‘passive’, or ‘detractors’:

- 9-10: Promoters
- 7-8: Passive
- 6 or lower: Detractors

The Bias Awareness, Early Literacy, and Paraeducator learnings appear particularly successful across this metric; attendees were ‘promoters’ on average.

The STEM/Science training is less successful, with a mean score of 5 indicating respondents were ‘detractors’ on average.

Training	Mean Likelihood to Recommend
Bias Awareness	9.56
CSI/TSI	8.36
Early Literacy	9.00
Health Services	8.00
High School Success	8.64
Multilingual Learners	8.06
Paraeducator training	10.00
STEM/Science	5.00
<b>Overall</b>	<b>8.57</b>

# CONCLUSION

## Key Takeaways

- Professional learnings were unevenly attended. Teachers, specialists, and school administrators attended most frequently, while nurses, administrative assistants and front office staff, and district administrators were less well-represented among respondents.
- Trainings for Bias Awareness, Multilingual Learners, and High School Success were the most successful in terms of participation; other popular trainings included Synergy and Counseling Network trainings.
- Most learnings were successful in terms of providing relevant, quality information to their audiences, and in providing information participants felt confident applying. Many respondents were also willing to recommend the learning. .
- Health Services, Paraeducator, and STEM/Science learnings were less successful based on attendance metrics; the STEM/Science learning was similarly rated more poorly across all metrics.

## Recommendations

- Professional learnings focused on STEM/Science were rated more poorly by respondents across all metrics. Further assessment of these trainings in particular would be helpful in identifying why participants in this area may be underserved.
- Individuals in certain roles were also more likely to participate. Assessment of why nurses and some other professionals less frequently attended may help to ensure equitable access.
- Assessing reasons behind low attendance of Health Services, Paraeducator, and STEM/Science learnings to determine whether this is an issue of interest or accessibility could be similarly beneficial.