Professional Learning Conference Survey Results

2016 Survey Results
Areas for Growth from 2015

- Content tailored to job, grade level and subject
- Smaller Sessions/Better seating
- More time to process the content
- Time to plan with my PLC
- More Parking/Split into more sites
Professional learning content and strategies will be useful in my work.

Comparison - 2015 - 2016

Agree and Strongly Agree

- 2015: 83
- 2016: 91
The content of the professional learning was effective and applicable to my work.

Comparison - 2015 - 2016

<table>
<thead>
<tr>
<th>Agree and Strongly Agree</th>
<th>2015</th>
<th>2016</th>
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<tbody>
<tr>
<td></td>
<td>83</td>
<td>91</td>
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The content of the professional learning will positively impact students.

Comparison 2015-2016

Agree and Strongly Agree

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<tr>
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<th>2015</th>
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<tr>
<td>Agree</td>
<td>85</td>
<td>92</td>
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Agree and Strongly Agree
The materials provided were appropriate and made the session more meaningful.
The organization of the professional learning was interactive and easy to follow.
Length of the session was sufficient to allow learning and practicing new concepts.

Strongly Agree and Agree - 88%
The atmosphere was enthusiastic, interesting, and conducive to a collegial professional exchange.

Strongly Agree and Agree - 92%
The professional learning was beneficial to my practice in the following ways:

- Provided concrete examples (generated by the attendees) to integrate P’ville 5 into specials.
- As a new employee to the district, learning about the Pflugerville 5 was important. It was good to know that I can continue integrating writing into all subject areas.
- Broadened my understanding and ability to use the strategies.
- I got to work on content with teachers that teach my subject.
- They modeled how we were going to teach the lessons.
- Classes were geared to teachers
The professional development would be more effective if:

- If we would have been told to bring supplies/materials to work.
- Taught in longer period of time with time for more practice.
- Smaller workshops so that there can be one on one help.
- An assumption was not made that all participants are on the same level when it comes to understanding apps. The pace was too fast and left some behind.
- We could have more interaction between class members; more exchanging of knowledge between individuals in different positions.
Differentiation for teacher-learners may be effective when gleaning guidance from this survey for developing upcoming PD.

I appreciate being treated as a professional. Presenter adjusted presentation based on our responses.

I think the QSSSA is a good way to include all students in the class, and I want to try it in my classroom.

It would be better to receive these surveys the evening or morning after the training. Because we have to sit through so many training sessions it is difficult to remember it all. It is too much information at a time when teachers are trying to prepare for their new students.

More time to actually look at, and work with co-workers on these skills to help ELL Learners.
October 10, 2016
District Professional Learning Priorities

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<tr>
<th>Elementary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>1. Professional Learning Communities</td>
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<tr>
<td>2. Balanced Literacy</td>
<td>2. Literacy Across the Contents</td>
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<tr>
<td>3. Math Instruction</td>
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<td>4. Responsive Teaching</td>
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