

NEW SURVEY HIGHLIGHTS

THE NEED FOR CUSTOMIZED PD

District Administration partnered with Istation to develop and deploy a survey of school administrators, exploring the characteristics of professional development being used in districts around the country.

The survey was deployed in February 2020, and 124 administrators participated. Respondents were from a variety of types of district; 20% were from urban, 42% were from suburban and 38% were from rural school systems. 28% said their enrollment was "Less than 1,000 students," 50% said it was "1,000-9,999 students," 12% said "10,000-19,999 students" and another 10% had enrollments "Over 20,000 students."

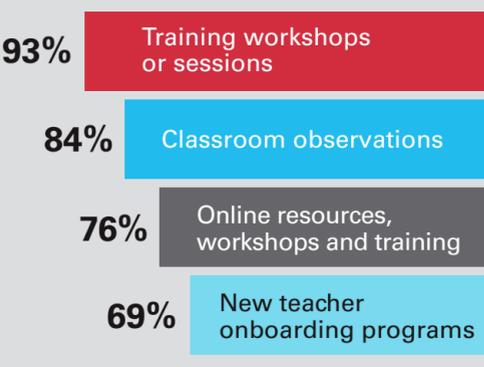
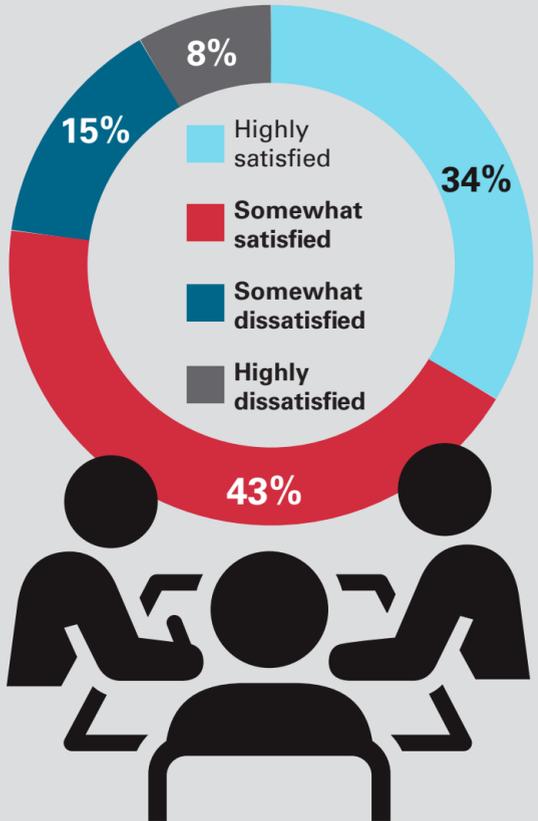
QUALITY AND FREQUENCY OF OPPORTUNITIES

The first question asked respondents to describe how satisfied they were with the quality and effectiveness of the professional development (PD) their district provides to teachers. Just 34% said they were "Highly satisfied," while 43% said "Somewhat satisfied," 15% were "Somewhat dissatisfied" and another 8% were "Highly dissatisfied."

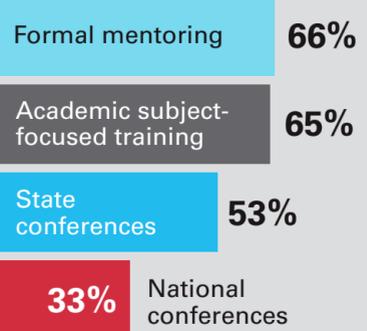
When asked if their district provided teachers with enough opportunities for PD, a majority said Yes (64%), but some 36% said No.

When asked how confident they were that their district's teachers have access to the student achievement data they need to inform and differentiate their instruction, 55% selected "Highly confident," but 38% said they were only "Somewhat confident" and 7% said "Not confident" that they have access to this information.

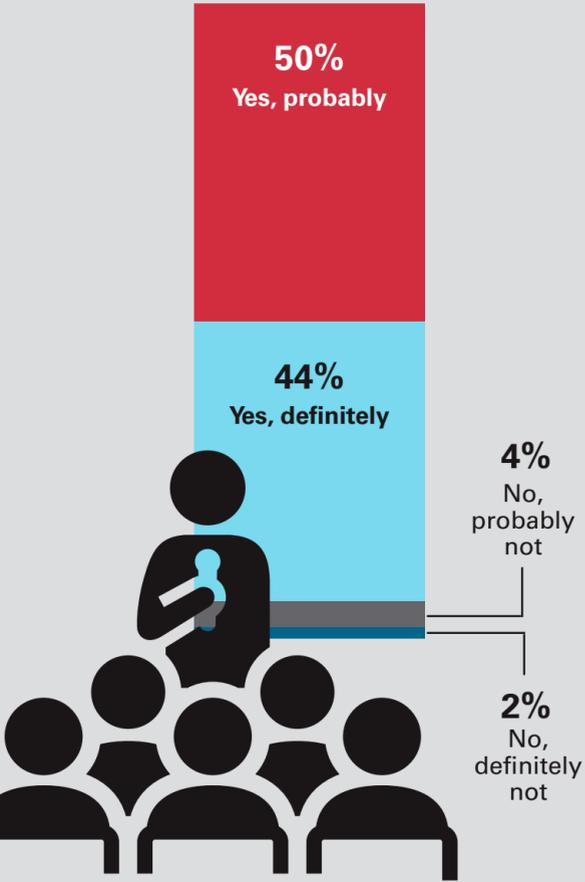
How satisfied are you with the quality and effectiveness of the PD your district provides to teachers?



Which of these opportunities for PD does your district provide to teachers?



Would customizing or personalizing the training based on the unique needs of your district, schools and individual teachers improve the effectiveness of your PD?



DATA AND PERSONALIZATION OF PD

Respondents were asked if their district draws on student achievement data to determine what PD to offer. The results were almost evenly split between those saying "Yes, extensively" (44%) and those saying "Yes, but only a small amount" (46%), while another 9% said "Not at all."

The next question asked respondents to characterize the level of customization of their PD to meet the needs of their district, schools and individual teachers. The results were similar across these three areas. At the district level, 35% said "Highly," 49% said "Somewhat," and 15% said "Not customized." At the school level, 36% said "Highly," 52% said "Somewhat" and 12% said "Not customized." For individual teachers, 33% said "Highly," 46% said "Somewhat" and 21% said this was "Not customized."

All respondents were then asked if they thought customizing or personalizing training based on the unique needs of their district, schools and individual teachers would improve the effectiveness of their PD. **Some 44% said "Yes, definitely," and another 50% said "Yes, probably."** Just 4% said "No, probably not" and only 2% said "No, definitely not."

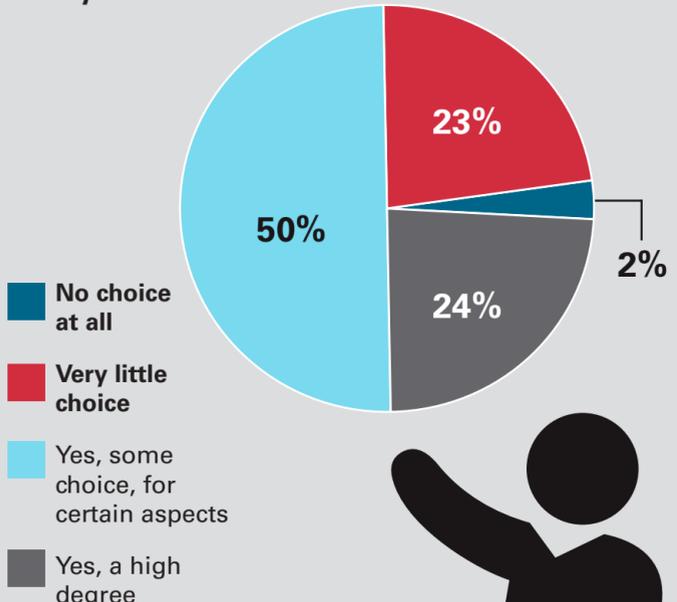
"When used correctly, formative student data can lead to a deeper understanding of not only students' needs, but also the needs of the educator," says Sarah Cude, a regional PD lead with Istation. **"Professional development can then be customized to provide educators with the tools and knowledge to effectively target those needs in the core and intervention classrooms."**

TEACHER CHOICES

Respondents were also asked if their teachers have a high degree of choice and options for what type of PD they access. While 24% said "Yes, a high degree," the leading answer was "Yes, some choice, for certain aspects," chosen by 50%, nearly a quarter (23%) said "Very little choice" and 3% said "No choice at all."

When asked if their PD offered competency- or proficiency-based elements, rather than being based entirely on "seat time," 25% said "Yes, a large amount," but 50% said "Yes, somewhat" and another 25% said "None at all."

Do your teachers have a high degree of choice and options for what type of PD they access?



Teachers, just like their students, need differentiated instruction and a degree of choice to master new technologies and practices, and to bring those into the classroom with confidence.

Customizing PD helps teachers make it their own and promotes the idea that change is something they are doing, and not something that is being added to their already heavy loads.

Istation's computer-adaptive intervention and instruction for reading, math and Spanish literacy helps thousands of schools predict student success, and provides the formative data so critical to customizing professional development, making PD more effective.

To learn more, go to istation.com.