

The Effects of Staff Development Teachers on Student Learning Outcomes

by

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Submitted in partial Fulfillment of the Requirements for the Degree of Masters of Education

July 2014

Goucher College

Graduate Programs in Education

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Abstract

The purpose of this study was to examine the impacts of job-embedded professional development on teacher perception of student achievement. The measurement tools were two surveys. One done prior to the implementation of the Staff Development Teacher Program, and the other during its first year in the Baltimore County Public Schools. This study involved two schools in the county that had high participation rates in the two surveys. Teacher perception of student achievement was slightly higher during the first year of the Staff Development Teacher program. Research in this area should continue to look at a larger sample size and go beyond the first year of the programs implementation.

Chapter I

Overview

Today's schools are changing quickly and it is because of those changes that there needs to be additional Professional Development (PD) for teachers. PD in a large urban school district is in the process of going through a change from large, system wide PD to a system, of job embedded PD. For this study the research will compare schools in Baltimore County Public Schools (BCPS) that have a Staff Development Teacher (SDT) and those who do not. During the current school year 80 BCPS Schools have SDTs (Baltimore County Public Schools, 2014). This position is designed in the school district to be a teacher leader in the area of job embedded PD. With this position being new in the county, there is an opportunity for SDTs to use a variety of PD models in an attempt to see which methods teachers' best receive. The purpose of this study is to determine what types of PD for teachers have the greatest impact on student achievement.

Statement of Problem

This study will examine impacts of types of PD on student achievement. This study will look at how the PD teachers have affected the perception of the effect of PD on student achievement.

Hypothesis

Staff Development teachers will have no impact on teacher perception of PD effect on student achievement.

Operational Definitions

The independent variable is if schools have a SDT or if they do not. This is defined as either the school has a staff development teacher or they do not. The dependent variable is the

perception of PDs impact on student achievement. This is defined as teacher having a positive perception of PD, and if they feel that, it has been useful and has impacted the achievement of their students.

Chapter II

Review of the Literature

PD is an important part of today's education system. It is a requirement for continued certification in the State of Maryland, and Baltimore County Public Schools has placed a renewed emphasis on PD with the inception of Staff Development Teachers to provide job embedded PD to teachers with in selected buildings. Today's PD is shifting to become more personalized, job-embedded, and it is no longer simply college courses, workshops provided by gurus, or educational conferences (Kose & Lim, 2011). According to Telese (2012) the goal of quality PD is increase student achievement. For student achievement to show growth teachers need to have access to researched best practices, with continued coaching and collaboration in working and fine tuning their new pedagogy.

Types of PD (Learning) and School Leadership

PD or professional learning can be made available to teachers and school staffs in many different forms. School leaders from superintendents to principals, have the ability to provide the different types of professional learning that they feel will have the largest effect on their students learning. Lutrick and Szabo (2012) suggest that school leadership's role in professional learning is more than just determining the topics, but that they are also involved in the delivery and reinforcement of those PD. When school leadership are making the choices for topics and the implementation of professional learning they need to make those choices based on what is going to have the largest impact on the students within the school house. In making those choices, Hunzicker's (2012) study states that in order for PD to improve teacher craft it must be designed to do so, but also be designed and chosen based on its ability to improve teacher

leadership. The author also states that teachers need to have ample time to collaborate and give teachers time to receive support in the development of their new pedagogy.

Recently schools have been making the transition to professional learning communities. The point of this type of PD is to allow for teachers to work collaboratively, improving student performance. According to Williams (2013) in order for student achievement to improve teachers need to teach the way that students learn best. The author also identifies that teachers provided information during the study that indicated that collaboration with each other was one of the major benefits of receiving professional learning in professional learning communities. Sinnema, Sewell, and Milligan (2011) reiterate this point by stating long term collaborative inquiry by teachers as PD with a focus on student outcomes produces teachers who feel that they are more prepared to reach students. The research indicates that through consistent, long term, collaborative approach to professional learning creates an atmosphere that allows teachers to develop their own skills and then they feel that they are more able to impact the learning of their students.

While working with data to help drive PD is important, the importance of collaboration is also very vital. PD that enables teachers to work collaborative with that data is just as important. As stated earlier, when school leaders are making their decisions of what type of PD to engage their staff in, they also need to look at the topic and form of delivery. Alton-Lee's (2011) study on using evidence for educational improvement from New Zealand discusses the importance of PD as a collaborative professional inquiry process that also allows teachers to develop their knowledge base. This study looked at the professional inquiry and knowledge cycle that is produced as teachers plan and develops learning experiences for their students. The author calls on school leadership to embed professional learning through inquiry in order to enhance

teaching. They also surmise that it is through sustained professional inquiry that school and teachers improve. This is connected to the implementation of professional learning communities by school leaders. While Alton-Lee focus is on providing PD to teachers, they also stress that it is vital for teachers to understand how to create caring classroom environments that engage students in quality learning. They also state that understanding how to do so can be very difficult, and that through quality PD this can be accomplished.

Many teacher reach outside of their school house for professional learning. In many cases they do this through graduate school work. In their study on teacher learning in advanced master's degrees programs, White, Fox, and Isenberg (2011), looked at how these programs impact teachers' craft and that this can happen in multiple ways. The study looked at two major areas of teaching accountability and professionalism. The study also focused on experienced teachers that were looking for professional learning rather than on continuing education credits or being used to renew their license. The study looked at 89 teachers who were in masters program, and then twenty were selected from the original group to participate in follow up interviews. One of the major implications of the study was that reflective writing is important when teachers are working in advanced masters programs. The authors feel that this type of reflection can be used to refine PD, with their focus being on master course work. White, et al. finally state that it is very important for instructional leaders to focus PD on the needs of the teachers they are working with. They suggest that instructional leaders understand program structure and content as important elements in the success of professional learning. Moore, Kochan, Kraska, & Reames's (2011) study found that the most effective PD happens when there are strong leaders that make informed decisions about the topics or forms of PD.

Teacher Perception in PD (Learning)

Teacher perception of PD plays a role in their use of the learning that is being provided. Research shows that professional learning is an important part of teachers continuing their education, their view of the learning becomes an important part of the implementation of their learning (Kose & Lim, 2011). If new learning is not implemented it does not have a chance to impact student learning. In order for school leaders to make choices about continuing professional learning and the topics that are being presented they need to understand how teachers perceive these sessions. Understanding the limits of PD, and understanding what enables teachers to impact student achievement. The other side of perception is how teachers perceive their students. Kose and Lim focus on using PD to help teachers understanding their student cultures in order to better focus their pedagogy to meet the needs of their students.

PD can focus on my different educational topics. Kose and Lim's (2011) study focused on the topics of teacher perception of students. The study took place in urban areas of the Midwestern part of the United States. For the purpose of this study the teachers were placed in professional learning process models. This model is similar to professional learning communities in that they are job embedded, take place over time, and are focused on collaboration. The study looked at getting teachers to reduce blaming student background for academic short comings, having teacher's value classroom diversity and using it within their teaching. The study found that through collaboration teachers began to develop positive views of PD and their students. They also found that through targeted PD they were able to increase the teachers' ability to provide culturally sensitive lessons they enabled students to achieve more often.

The second role that perception plays in PD is how teachers view their learning. Adult learners are different from students, and because of this understanding their views on professional learning and what they want from their learning is key. Kincal, Beypinmar and Topcu (2013) acknowledge that professional learning needs to provide teachers will opportunities to increase their pedagogy knowledge, content knowledge, but that it also need to include development of their perception of the value of professional learning. The qualitative study was done to measure teacher perception of PD within a cohort of teachers, but also looked at social behaviors and interactions within the groups. Moore et al. (2011) found that schools that follow the National Staff Development Council's standards for PD, have teachers with better perceptions of PD.

Professional Development (Learning) and its Impact on Student Achievement

While the focus of PD in education is to improve teachers' craft, the major impact comes with student achievement. School leaders and teachers provide and receive professional learning in order to help themselves become better educators so that they can then have the most impact on student achievement. Through the development of PD standards, deciding what types of PD most impact student achievement and finally content development as PD each of these are put in place within and outside of school houses to give teachers the tools to impact student achievement.

The establishment of PD standards for teachers created the ground rules for providing quality staff development to teachers. Moore et al. (2011) was designed to analyze the impact of using the National Staff Development Council (NSDC) standards within a high poverty school system in Alabama. This study used survey data that was categorized in to three

areas: context, Process, and content standards. The survey was used to analyze if the standards were being utilized within the schools. The study found that student success can be impacted by the use of the NSDC standards for PD. Schools that are using the NSDC standards in the Alabama study tended to have higher standardized test scores than those who did not use the standards as a part of their professional learning programs. The study also suggests that schools with leadership who are dedicated to high quality professional learning may be an indicator to higher level student achievement in schools with higher levels of students living in poverty.

Schmitt's 2004 study looked at the relationship between PD and its impact on student achievement in middle schools. However, the study found that there was not a significant correlation between the amount of PD done in the middle grades and student achievement when compare to those of elementary and high schools. Schmitt's study suggests school leaders should continue to provide PD that is aimed at increasing academic achievement of middle schools students, until there can be more definitive research focused in this area . This study did not measure the quality of PD of that was being provided. The research also only used the measure of standardized test as the data point for student achievement.

While some studies find that there is little connection between professional learning and student achievement, the Sinnema et al. 2011 study looks at specific topic of PD and its impact on student learning. The research found that outcomes-linked evidence and collaborative inquiry positively impacted a wide range of outcomes for learners. Sinnema, et al. suggests that using evidence informed collaboration is one of the contributing factors to student success; they do not suggest that it is the only factor. They suggest that teachers were able to better define their teaching and focus their instruction accordingly. The research also indicated that it was through collaboration into research supported instructional shifts that teachers felt they were able to have

the most impact on student achievement. In the conclusion to the study the authors suggest that they felt it was because of collaboration and that the PD that was offered was teacher driven to improve student achievement, that the data may be slightly skewed.

Another study that looked at a specific area of PD was the 2012 study by Telese. This study looked at mathematics teachers' content knowledge and if PD in content knowledge and pedagogical knowledge would impact student achievement. Telese stated that teachers who seek out PD are often doing so because they need to improve their teaching skill, and as a result teachers who participate in fewer PDs had higher test scores than their counterparts who were focused on using PD to improve their teaching skills. The study delineated between the two types of knowledge as content knowledge, or knowledge of mathematics, and pedagogical knowledge, or knowledge of how to teach mathematics. The study measured its success looking at the National Assessment of Educational Progress (NAEP) and teacher questionnaires in random selection of 100 schools that take the NAEP. The authors of the study acknowledge that because of the large variations within teachers and students it is difficult to get an accurate reading as to the impact of pedagogical and content knowledge development on student achievement. The study found that it was more important for mathematics teachers to be fluent in mathematics rather than pedagogy. Telese suggests that PD should stress content standards, available content resources, and methods for teaching mathematics. This indicates that in order for teachers to be effective it is most important that they understand the content that they are teaching.

Summary

PD is an important part of improving the craft of teachers, in order to then be able to improve student achievement. However, the ability to measure the direct impact of professional

learning on student achievement can be very difficult because of the various variables that can impact student achievement. It is because student achievement has so many variables that it can be hard to determine the effectiveness of PD. Two major factors appear to play roles in the effectiveness of PD: leadership and collaboration. Leadership plays an important role because school leaders make the choices of content and delivery for PD within the school house. Throughout the research the concept of collaboration is emphasized as being an important part of all PD. Giving teachers the ability to collaborate, over a long period of time, gave teachers the ability to actively involve themselves in PD that they felt was important to them, and that they felt that they could then implement within their own classrooms.

CHAPTER III

METHODS

The purpose of this research was to examine impacts of types of PD on student achievement. This study will look at how the PD of teachers has affected the perception of the effect of PD on student achievement. The researcher hypothesized that faculty receiving job-embedded PD would have a positive relationship how teacher felt that their teaching affected their students. This was done by analyze surveys of school staff before and after the implementation of a program within the school system. The school system, through SDTs, created opportunities for job-embedded professional for all Tier II and III schools. Tier II and III schools, are schools that have either not met or exceeded county expectations on standardized tests.

Design

This study was conducted using a causal comparative model based on existing data using the Tell Maryland Survey data from 2013 and analyzing in comparison to a Baltimore County Public Schools survey of two schools that received a Staff Development Teaching for the 2013-14 school year.

Participants

This study occurred within a suburban school system in Maryland the Schools where the study took place were from the Southeast and Southwest areas of Baltimore County, one high school (XHS) and one middle school (XMS). The study includes all teachers who responded to the two surveys. XMS is made up of 74 educators, 29% with bachelors, 69% with masters, and

2% with doctorate degrees. Teaching experience ranges from between under two years to more than thirty years. XHS is made up of 79 educators, 18% with bachelors, 80% with masters, and 2% with doctorates. Teaching experience ranges from between under two years to more than thirty years.

Instrument

To complete this study the research used two separate surveys completed by teachers at both schools. The researcher used the TELL Maryland Survey, and the county's survey on the SDT program (See Appendix A). The TELL Survey is used across the State of Maryland, but for the purpose of this study the research focused on results of XMS and XHS. This survey was used to provide data to drive school improvement throughout the State (About the TELL Maryland Survey, n.d.). The Staff Development Teacher Program Survey was used by the county school system to measure the effectiveness of the SDT program (See Appendix B). The survey was not used for measuring the effectiveness of individual SDTs. For the purpose of this study, both surveys are being used to quantify the impact of the SDT program on the perception of student achievement because of the work of the SDT.

Procedure

This study took place during the 2013-14 school year. During the first year of the implementation within Baltimore County Public Schools shift to using Staff Development Teachers as the leaders of professional growth within Tier II and III schools. Tier II schools are defined by the county school systems as schools that have targeted student subgroups needed to show growth as defined by the school system. Tier II schools are defined as schools additional support because of their demographic variables like high modality rates, high level of students

receiving free and reduced priced meals. Both of these types of schools are receiving additional support with the goal to accelerate student achievement in traditionally underserved schools (Baltimore County Public Schools, 2014). SDTs received four days of intensive training about job-embedded PD during the summer of 2013. The study compares data collected prior to the implementation of this program and to a survey performed half way through the first year of implementation.

Chapter IV

Results

A total of 89 teachers completed the TELL Survey of the 107 that were asked to respond for a response rate of 83.2%. For the Staff Development Teacher Program Survey 62 of the 107 teachers responded to the survey, for a response rate of 57.9%. Of the respondents, 34 were high school teachers and 28 were middle school teachers. The respondents of the Staff Development Teacher Program Survey 49 were tenured and 13 were not tenured.

The TELL Survey data, which was from 2013, indicated that the majority of teachers believed that their PD was driven by student data, or 83% of teachers from both schools. The Staff Development Teacher Program Survey indicated an increase to 95% of teachers responding that they felt that PD provided support for the use of data to inform instruction that meets the needs of all students.

The next set of questions that were compared dealt with differentiation of PD within the school house. In the 2013 TELL survey teachers indicated that 75% felt that their PD was differentiated, in comparison to 95% of respondents to the 2014 Staff Development Survey. This indicates a rise of twenty percentage points with the implementation of the Staff Development Teacher position at both schools.

Teachers were also surveyed about if they felt that the PD offerings at their school help meet their goals of teaching their students. The 2013 TELL survey indicated that 83% of teachers felt that the PD at their schools enhanced their ability to implement instructional strategies that meet diverse student learning needs. The Staff Development survey indicated that

97% of teachers felt they were provided opportunities for professional growth to help students learning.

The next set of data indicated if teachers felt that PD in the school house helped them improve student learning or meet the school improvement plan goals. The TELL survey indicated that 81% of teachers felt that PD enhanced their ability to improve student learning. The 2014 Staff Development Survey indicates that 97% of teacher felt that the work of the Staff Development teacher helped them work towards meeting their schools improvement goals of increase student achievement. This is an increase of 16%.

Table 1: TELL Maryland Survey 2013

Question	XHS			XMS			Totals	
	% Agree	% Disagree	# of Teachers	% Agree	% Disagree	# of Teachers		
TELL Survey 2013: Professional development offerings are data driven	89.6	10.4	42	74.4	10.4	20	83%	62
TELL Survey 2013: Professional Development enhances teachers' ability to improve student learning.	80.7	19.3	38	84.1	15.9	23	81%	61
TELL Survey 2013: Professional development is differentiated to meet the needs of individual teachers.	77.4	22.6	36	73.3	26.7	20	75%	56
TELL Survey 2013: Professional Development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	83.9	16.1	39	84.1	15.9	23	83%	62

Table 2: Staff Development Teacher Program Survey 2014

Question	XHS			XMS			Totals	
	% Agree	% Disagree	# of Teachers	% Agree	% Disagree	# of Teachers		
SDT Survey 2014: The SDT in my school provides support for me work towards meeting our school improvement goals.	94	6	32	100	0	28	97%	60
SDT Survey 2014: The SDT in my school engages in constructive dialogue in which she/he provides feedback and opportunities for growth.	94	6	32	100	0	28	97%	60
SDT Survey 2014: The SDT in my school provides support for a variety of professional development options (e.g. study groups, workshops, seminars, modeled lessons, reflection conversations.)	91	9	31	100	0	28	95%	59
SDT Survey 2014: The SDT in my school supports the use of data to inform instruction to meet students' needs	94	6	32	94	6	27	95%	59

According to the surveys the mean for the TELL survey is 80% of teachers feeling that PD impacts student achievement, while the Staff Development Survey mean is 96%.

Chapter V

Discussion

The null hypothesis for this study was that Staff Development teachers will have no impact on teacher perception of PD effect on student achievement. While there was some change in the perception of teachers, no statistical tests were possible since individual data were not available.

Implications of Results

Based on the findings of this study there is no impact on student achievement with the implementation of the Staff Development Teacher Program. The results showed that there was not significant difference between the 2013 TELL Survey and the 2014 Staff Development Teacher Program Survey. The survey results indicate that while there is a minor change in teacher perception it is not significant enough to reject the null hypothesis.

Theoretical Consequences

Based on these findings, schools that were given a SDT should show growth in the number of teachers who perceive their PD as impacting student achievement. The SDT program could also be viewed as an avenue for the continued growth of teachers, that in the future could have a larger impact on student achievement. The SDT program during the study was in its first year in the county, and through continued training of SDT the results of the survey based on the program should continue to increase.

Threats to Validity

There were threats to validity presented in this study. When looking at the qualitative data from the Staff Development Teacher Program Survey, it was evident that some of the respondents did not personally like the SDT in their building, and this could have resulted in faulty responses from that teacher. This is an internal threat to validity because it is caused by the issue of the results not being reliable and valid. Based on the data received from both XMS and XHS, 81% of those teachers surveyed were tenured. An external threat to validity is that teachers could be receiving outside professional development as a part of a graduate course, Twitter, or other means. Another is that tenured teachers could potentially feel that they do not need additional PD in the form of job-embedded PD. For the teachers in the first three years of their career, they may not feel like they are prepared to properly answer the questions being posed in the survey. This may be caused by the fact that they do not know what the school improvement goals are or the different types of professional development being offered at the school.

Connections to Previous Studies

This study, while not being definitive, does mirror previous studies that were discussed in Chapter 2. Moore et al. (2011) was designed to analyze the impact of using the National Staff Development Council (NSDC) standards within a high poverty school system in Alabama. Both studies discussed the impact of PD on student achievement. The researcher's study was not specific to standards of PD, but was rather focused on a specific type of PD, job-embedded.

The researcher's study did not prove the impact of PD on student achievement, but the researcher believes that through professional development schools could improve student achievement. The Schmitt (2004) study suggests school leaders should continue to provide PD

that is aimed at increasing academic achievement of specifically middle schools students, until there can be more definitive research focused in this area . Schmitt’s study suggests school leaders should continue to provide PD that is aimed at increasing academic achievement of middle schools students, until there can be more definitive research focused in this area. The research agrees with this statement.

According to Williams (2013) in order for student achievement to improve teachers, need to teach the way that students learn best. While the research did not focus on the topics of PD that were being offered, the study does make a connection to the Williams study. The current study looked at how PD was delivered to teachers, but does not make a connection to how teachers then teach their students. Williams also suggests that teacher thrive best when teachers collaborate. While the researchers study did not look at this aspect of the SDT program, but through the training of the SDTs they have been taught how to create a collaborative environment within their schoolhouses. Baltimore County Public Schools (2014) trains its SDT by giving them training on building collaboration and using professional learning community to provide PD.

Implications for Future Research

After analyzing the two surveys, it would be interesting to follow the Staff Development Teacher Program Survey as the program continues to grow in the county. Another implication for future research would be to analyze the entire system, looking beyond the two schools within this study. It would also be interesting to look at other public school systems to study how they use PD to influence student achievement.

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Appendix A

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 55 Response 28
 Session Date 01/09/2014 08:00 AM
 Report Date 06/20/2014
 Release Date 02/06/2014

Question	Count	Percent	Answers
1 School level?	0	0 %	Elementary
	28	100 %	Middle
	0	0 %	High
	0	0 %	Special
Question	Count	Percent	Answers
2 My current tenure status is:	22	79 %	Tenured
	6	21 %	Non-Tenured
Question	Count	Percent	Answers
3 The SDT in my school provides support for a variety of professional development options (e.g., study groups, workshops, seminars, modeled lessons, reflective conversation).	23	82 %	Strongly Agree
	5	18 %	Agree
	0	0 %	Disagree
	0	0 %	No Basis to Assess
Question	Count	Percent	Answers
4 The SDT in my school is accessible to me.	26	93 %	Strongly Agree
	2	7 %	Agree
	0	0 %	Disagree
	0	0 %	No Basis to Assess
Question	Count	Percent	Answers
5 The SDT in my school reliably follows through on requests.	25	89 %	Strongly Agree
	3	11 %	Agree
	0	0 %	Disagree
	0	0 %	No Basis to Assess
Question	Count	Percent	Answers
6 If you responded "disagree" to any of items 3-5, please explain your response here:			<ul style="list-style-type: none"> • Did not respond 'disagree'. • no disagreement • I did not respond disagree • N/A • NOT AVAILABLE

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 55 Response 28
 Session Date 01/09/2014 08:00 AM
 Report Date 06/20/2014
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- N/A
- N/A
- N/A
- N/A
- NA
- n/a
- n/a
- No
- n/a
- NA
- no comment
- n/a
- NA
- N/A
- na
- See my response in #21.
- did not disagree
- NA
- n/a
- na
- NA
- n/a
- NA

Question	Count	Percent	Answers
7	24	86 %	Strongly Agree
The SDT in my school models effective instructional strategies (e.g., during team or staff meetings, trainings, working with teachers in the classroom, workshops).	4	14 %	Agree
	0	0 %	Disagree
	0	0 %	No Basis to Assess

Question	Count	Percent	Answers
8			
The SDT in my school plans and/or facilitates meetings			

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Session Date 01/09/2014 08:00 AM
 Initiative S.T.A.T. Teacher Program Report Date 06/20/2014
 Survey Staff Development Teacher Program Survey Invitation 56 Response 28
 effectively (e.g., staff, team, department, committee). 24 86 % Strongly Agree
 4 14 % Agree
 0 0 % Disagree
 0 0 % No Basis to Assess

Question	Count	Percent	Answers
9 The SDT in my school provides/directs me to the resources to support my professional growth (e.g., student data, CPD courses, certification, literature, current research).	20	71 %	Strongly Agree
	8	28 %	Agree
	0	0 %	Disagree
	0	0 %	No Basis to Assess

Question	Answers
10 If you responded "disagree" to any of items 7-9, please explain your response here:	<ul style="list-style-type: none"> • NA • n/a • NA • na • n/a • NA • did not disagree • See my response in #21. • na • N/A • NA • n/a • no comment • NA • n/a • No • n/a • n/a • NA • N/A

*** Questions with multiple answers will exceed 100% Page 3 of 9

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 55 Response 28
 Session Date 01/09/2014 08:00 AM
 Report Date 06/20/2014
 Release Date 02/06/2014

- N/A
- N/A
- N/A
- NOT AVAILABLE
- N/A
- I did not respond disagree
- no disagreements
- Did not respond 'disagree'.

Question	Count	Percent	Answers
11 The SDT in my school provides support for me to work toward meeting our school improvement goals.	18	64 %	Strongly Agree
	10	36 %	Agree
	0	0 %	Disagree
	0	0 %	No Basis to Assess- I do not know my school's goals.
12 The SDT in my school provides information on BCPS expectations and initiatives (e.g., teacher evaluation, curriculum changes).	22	79 %	Strongly Agree
	6	21 %	Agree
	0	0 %	Disagree
	0	0 %	No Basis to Assess
13 The SDT in my school supports the use of data to inform instruction to meet students' needs.	19	68 %	Strongly Agree
	8	29 %	Agree
	0	0 %	Disagree
	1	4 %	No Basis to Assess
14 If you responded "disagree" to any of items 11-13, please explain your response here:			Answers
			● Did not respond 'disagree'.
			● no disagreement
			● I did not respond disagree
			● N/A
			● NOT AVAILABLE
			● N/A

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 55 Response 28
 Session Date 01/09/2014 08:00 AM
 Report Date 06/20/2014
 Release Date 02/06/2014

- N/A
- N/A
- N/A
- NA
- n/a
- n/a
- No
- n/a
- NA
- no comment
- n/a
- NA
- N/A
- na
- See my response in #21.
- did not disagree
- NA
- n/a
- na
- NA
- n/a
- NA

Question	Count	Percent	Answers
15 The SDT in my school creates/supports a non-threatening environment in which professional staff feel comfortable in taking intellectual risks.	25	89 %	Strongly Agree
	3	11 %	Agree
	0	0 %	Disagree
	0	0 %	No Basis to Assess
Question			
16 The SDT in my school engages in constructive dialogue in which s/he provides feedback and opportunities for growth.	23	82 %	Strongly Agree
	5	18 %	Agree

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 55 Response 28
 Session Date 01/09/2014 08:00 AM
 Report Date 08/20/2014
 Release Date 02/08/2014

Question	Count	Percent	Answers
17 The SDT in my school is respectful in his/her interactions.	27	98 %	Strongly Agree
	1	4 %	Agree
	0	0 %	Disagree
	0	0 %	No Basis to Assess
18 The SDT in my school maintains confidentiality.	21	75 %	Strongly Agree
	4	14 %	Agree
	0	0 %	Disagree
	3	11 %	No Basis to Assess
19 If you responded "disagree" to any of items 15-18, please explain your response here:			<ul style="list-style-type: none"> • NA • n/a • NA • na • n/a • NA • did not disagree • See my response in #21. • na • N/A • NA • n/a • no comment • NA • n/a • No • n/a

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 55 Response 28
 Session Date 01/09/2014 08:00 AM
 Report Date 08/20/2014
 Release Date 02/06/2014

- n/a
- NA
- N/A
- N/A
- N/A
- N/A
- NOT AVAILABLE
- N/A
- I did not respond disagree
- no disagreement
- Did not respond 'disagree'.

Question	Count	Percent	Answers
20 As part of my professional development this year, I have participated in the following learning opportunities supported by the staff development teacher (check all that apply): ***	20	71 %	One-on-one professional discussions/consultations with the SDT
	23	82 %	Individual, team, or departmental planning sessions with the SDT
	25	89 %	Training or workshop(s) facilitated by the SDT
	4	14 %	Developed my teacher development plan with assistance from the SDT
	12	43 %	Learning walk or instructional walk-through facilitated by the SDT
	5	18 %	Analysis of data with the SDT
	6	21 %	Observed another teacher's classroom facilitated by the SDT
	3	11 %	Study group or lesson study with the SDT
	9	32 %	Observed the SDT model teaching or conducting a demonstration lesson
	8	29 %	Developed an SLO with assistance from the SDT

Question	Answers
21 I have the following appreciations, concerns, suggestions...	<ul style="list-style-type: none"> • Strongly Agree • We should clone Shannon and put her in every school! She is wonderful and goes above and beyond daily! • she does a great job to help us become better teachers • Great addition to the staff.

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY Session Date 01/09/2014 08:00 AM
 Initiative S.T.A.T. Teacher Program Report Date 06/20/2014
 Survey Staff Development Teacher Program Survey Invitation 55 Response 28 Release Date 02/06/2014

- Great Job Shannon! We love you.
- I am so glad to have our SDT in the building, both personally and professionally. She has made a positive impact on my success as a teacher.
- NA
- I appreciate all my STD does to support teacher growth and student achievement at AMS. She is outstanding and has been instrumental at taking our teaching to a new level..
- Great Job!!!!
- Shannon Johnson has been a great resource to have at AMS this year. Beneficial to tenured as well as non-tenured teachers.
- Our SDT is an incredibly positive asset to our school.
- Would love to observe SDT teaching or conducting model lesson....
- My SDT is always available for advice and helpful suggestions. As a first year teacher, I really appreciate that.
- I appreciate the feedback that I receive
- I appreciate all the SDT does for our staff. Since this particular SDT has been in our school, our faculty interaction and growth has expanded.
- None.
- NOT AVAILABLE
- N/A
- I really appreciate the job of my SDT. I hope I had more chances to go to the different workshops and leaning walks, but my schedule does not allow me to. I teach 6 of the 7 classes a day so the chances I've had had been very limited.
- Shannon is a great asset to our school. When she presents at faculty meetings, she does a great job and is very engaging. Some of the topics are not easy ones to present to a large group, and yet she does it with ease.
- Our SDT is very well trained. She definitely has a large "tool box" of suggestions to improve our daily instruction.
- Shannon Johnson has been an amazing SDT!
- na

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program

Session Date 01/09/2014 08:00 AM
 Report Date 06/20/2014

Survey Staff Development Teacher Program Survey Invitation 55 Response 28 Release Date 02/06/2014

- Our SDT has proven to be a beneficial addition to our faculty this year. She is approachable and willing to assist in any way that she can.
- NA
- did not disagree
- Our STD is awesome! She is very knowledgeable about the initiatives being implemented this year and provides useful strategies and information to use in the classroom setting. She is also very accessible to each grade level team and provides support for the team and for individual teachers when asked. Her full-staff professional development at faculty meetings have been interesting, easy to understand and implement, and meaningful.
- Shannon Johnson is an amazing addition and asset to our school building and community.
- Shannon is doing an excellent job. She is knowledgeable and shares her knowledge openly and professionally.
- Agree
- Not Applicable
- Disagree
- Strongly Disagree

*** Questions with multiple answers will exceed 100%.

Appendix B

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 64 Response 34
 Session Date 01/09/2014 08:00 AM
 Report Date 06/24/2014
 Release Date 01/12/2014,
 01/22/2014,
 01/24/2014

Question	Count	Percent	Answers
1 School level?	0	0 %	Elementary
	0	0 %	Middle
	34	100 %	High
	0	0 %	Special
2 My current tenure status is:	27	79 %	Tenured
	7	21 %	Non-Tenured
3 The SDT in my school provides support for a variety of professional development options (e.g., study groups, workshops, seminars, modeled lessons, reflective conversation).	22	65 %	Strongly Agree
	9	26 %	Agree
	0	0 %	Disagree
	3	9 %	No Basis to Assess
4 The SDT in my school is accessible to me.	28	82 %	Strongly Agree
	4	12 %	Agree
	0	0 %	Disagree
	2	6 %	No Basis to Assess
5 The SDT in my school reliably follows through on requests.	27	79 %	Strongly Agree
	6	18 %	Agree
	0	0 %	Disagree
	1	3 %	No Basis to Assess
6 If you responded "disagree" to any of items 3-5, please explain your response here:	Answers • NA • N/A • NA • I didn't "disagree"		

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey
 Invitation 64 Response 34
 Session Date 01/09/2014 08:00 AM
 Report Date 08/24/2014
 Release Date 01/12/2014,
 01/22/2014,
 01/24/2014

- NA
- n/a
- n/a
- x
- N/A
- None
- N/a
- none
- n/a
- .
- didnt
- n
- N/A
- I am part-time so I do not have the opportunity to participate in all after school activities
- excellent
- n/a
- na
- None
- N/A
- na
- NA
- n/a
- N/a
- n/a
- n/a
- n/a
- NA
- No basis.

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Session Date 01/09/2014 08:00 AM
 Initiative S.T.A.T. Teacher Program Report Date 06/24/2014
 Survey Staff Development Teacher Program Survey Invitation 64 Response 34
 Release Date 01/12/2014,
 01/22/2014,
 01/24/2014

Question	Count	Percent	Answers
7 The SDT in my school models effective instructional strategies (e.g., during team or staff meetings, trainings, working with teachers in the classroom, workshops).	18	53 %	Strongly Agree
	14	41 %	Agree
	1	3 %	Disagree
	1	3 %	No Basis to Assess
8 The SDT in my school plans and/or facilitates meetings effectively (e.g., staff, team, department, committee).	20	59 %	Strongly Agree
	10	29 %	Agree
	0	0 %	Disagree
	4	12 %	No Basis to Assess
9 The SDT in my school provides/directs me to the resources to support my professional growth (e.g., student data, CPD courses, certification, literature, current research).	28	76 %	Strongly Agree
	5	15 %	Agree
	0	0 %	Disagree
	3	9 %	No Basis to Assess
10 If you responded "disagree" to any of items 7-9, please explain your response here:			<ul style="list-style-type: none"> • a • na • No basis. • NA • n/a • n/a • n/a • n/a • n/a • n/a • NA

*** Questions with multiple answers will exceed 100% Page 3 of 11

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 84 Response 34 Session Date 01/09/2014 08:00 AM
 Report Date 06/24/2014
 Release Date 01/12/2014, 01/22/2014, 01/24/2014

- na
- N/A
- None
- na
- n/a
- Leah does a great job!
- I didn't respond disagree
- N/A
- n
- didn't
- .
- n/a
- none
- N/A
- Many of the items presented are gimmicks. They have some value as attention getters, but little value as real instruction models.
- N/A
- x
- n/a
- n/a
- NA
- I didn't "disagree"
- NA
- N/A
- NA

Question	Count	Percent	Answers
11 The SDT in my school provides support for me to work toward meeting our school improvement goals.	23	68 %	Strongly Agree
	9	28 %	Agree
	0	0 %	Disagree

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Session Date 01/09/2014 08:00 AM
 Initiative S.T.A.T. Teacher Program Report Date 06/24/2014
 Survey Staff Development Teacher Program Survey Invitation 64 Response 34
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 01/24/2014

Question	Count	Percent	Answers
2 0% No Basis to Assess- I do not know my school's goals.			
Question			
12 The SDT in my school provides information on BCPS expectations and initiatives (e.g., teacher evaluation, curriculum changes).	22	65 %	Strongly Agree
	11	32 %	Agree
	0	0 %	Disagree
	1	3 %	No Basis to Assess
Question			
13 The SDT in my school supports the use of data to inform instruction to meet students' needs.	20	59 %	Strongly Agree
	12	35 %	Agree
	0	0 %	Disagree
	2	6 %	No Basis to Assess
Question			
14 If you responded "disagree" to any of items 11-13, please explain your response here:	Answers		
	<ul style="list-style-type: none"> • NA • N/A • NA • I didn't 'disagree: • NA • n/a • n/a • x • N/A • None • N/a • none • n/a • . • didn't • n 		

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
Initiative S.T.A.T. Teacher Program
Survey Staff Development Teacher Program Survey

Session Date 01/09/2014 08:00 AM
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Invitation 64 **Response 34**

- N/A
- I am part-time and miss some of the staff development opportunities. I am not excluded, just not in attendance. The administration has made it clear I could attend; however, the reason I chose part-time was so that I could manage my family obligations as well as serve my school district.
- Leah is efficient and effective
- n/a
- n/a
- None
- N/A
- n/a
- NA
- n/a
- n/a
- n/a
- n/a
- n/a
- NA
- No basis.
- n/a
- a

Question	Count	Percent	Answers
15 The SDT in my school creates/supports a non-threatening environment in which professional staff feel comfortable in taking intellectual risks.	28	76 %	Strongly Agree
	7	21 %	Agree
	0	0 %	Disagree
	1	3 %	No Basis to Assess

Question	Count	Percent	Answers
16 The SDT in my school engages in constructive dialogue in which			

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 64 Response 34
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s/he provides feedback and opportunities for growth.

	17	50 %	Strongly Agree
	15	44 %	Agree
	0	0 %	Disagree
	2	6 %	No Basis to Assess

Question	Count	Percent	Answers
17 The SDT in my school is respectful in his/her interactions.	27	79 %	Strongly Agree
	6	18 %	Agree
	0	0 %	Disagree
	1	3 %	No Basis to Assess

Question	Count	Percent	Answers
18 The SDT in my school maintains confidentiality.	19	56 %	Strongly Agree
	11	32 %	Agree
	0	0 %	Disagree
	4	12 %	No Basis to Assess

Question	Answers
19 If you responded "disagree" to any of items 15-18, please explain your response here:	<ul style="list-style-type: none"> • a • na • No basis. • NA • n/a • n/a • n/a • n/a • n/a • n/a • NA • na • N/A • None

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
 Initiative S.T.A.T. Teacher Program
 Survey Staff Development Teacher Program Survey Invitation 64 Response 34
 Session Date 01/09/2014 08:00 AM
 Report Date 08/24/2014
 Release Date 01/12/2014,
 01/22/2014,
 01/24/2014

- na
- n/a
- Leah is quite professional
- Not all SDT's maintain confidentiality. I have been in public forums when other teachers are spoken of regarding their professional progress.
- N/A
- n
- didn't
- .
- n/a
- none
- N/a
- None
- N/A
- x
- n/a
- n/a
- NA
- I didn't "disagree"
- NA
- N/A
- NA

Question	Count	Percent	Answers
20 As part of my professional development this year, I have participated in the following learning opportunities supported by the staff development teacher (check all that apply): ***	32	84 %	One-on-one professional discussions/consultations with the SDT
	18	53 %	Individual, team, or departmental planning sessions with the SDT
	30	88 %	Training or workshop(s) facilitated by the SDT
	14	41 %	Developed my teacher development plan with assistance from the SDT

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
Initiative S.T.A.T. Teacher Program
Survey Staff Development Teacher Program Survey

Session Date 01/09/2014 08:00 AM
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1	3 %	Learning walk or instructional walk-through facilitated by the SDT
7	21 %	Analysis of data with the SDT
1	3 %	Observed another teacher's classroom facilitated by the SDT
2	6 %	Study group or lesson study with the SDT
8	24 %	Observed the SDT model teaching or conducting a demonstration lesson
17	50 %	Developed an SLO with assistance from the SDT

Question	Answers
21 I have the following appreciations, concerns, suggestions...	<ul style="list-style-type: none"> • Strongly Agree • NA • NA • Extremely knowledgeable, efficient, professional and approachable. Definite asset to the staff as we weed through complex adjustments. • thank you! • I feel like non tenured teachers should have priority over tenured teachers in the case of assistance.) • Thank you for this opportunity to respond. • The SDT at Sparrows Point High school has been a pleasure to work with and learn from. • Great job! • The sdt has many good suggestions • . • n/a • I truly appreciate what my SDT does for us weekly, she provides resources and ideas almost on a daily basis, but always has a Friday tip for all. • The SDT offers little assistance to veteran teachers, even when she has expertise in the area. • My SDT is doing a admirable job. • x

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
Initiative S.T.A.T. Teacher Program
Survey Staff Development Teacher Program Survey **Invitation 64** **Response 34**
Session Date 01/09/2014 08:00 AM
Report Date 06/24/2014
Release Date 01/12/2014, 01/22/2014, 01/24/2014

- n/a
- n/a
- NA
- N/a
- Leah is doing a great job!
- Doing a great job as SDT/STAT Great initiative!
- na
- I am unsure of the nature of this position. I answered no basis, because I have not engaged in any of the activities above, nor do I know of the SDT offering such services. I am a tenured employee; not offer has been made to me to aid in instruction, and I admittedly I have not asked, for I do not feel the SDT has strategies to help me in my discipline. Do not take this as a negative view of the SDT, who I am sure is a great person and has taught well. I have not seen the SDT present anything meaningful in professional development, which I thought was the nature of the job. We get occasional emails, but nothing of substance. The SDT has an office. I see her in the halls. I am concerned because teacher positions were lost, and now we have a staff person here when a teaching position could be funded.
- Leah Wolf is an excellent SDT. She is accessible and always helpful. Leah has been especially helpful to one of my teachers who is a first year teacher. We are very fortunate to have Leah on our faculty
- This position is very similar to the old mentor program, except that their services are available to all teachers. I feel this person would be more effective if they were in a classroom, reducing class size. The information/assistance that the SDT provides should come from department chairs, assistant principals and principals. I feel as though this job was created because those above positions listed above weren't doing their job.
- n/a
- Leah has been wonderful to work with and has helped me tremendously.

*** Questions with multiple answers will exceed 100%.

Survey Results

S.T.A.T. Teacher Program - SDT Program Survey - Spring 2014 - SECONDARY
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- My SDT has helped me to feel welcome in the school community.
- As the role of the SDT has developed throughout the year, I have been very pleased with the evolution of her role in our building. She has been a tremendous wealth of knowledge for me as we navigate the many changes currently taking place within BCPS. She is eager to continue molding herself into the newly designed role of STAT teacher, and I look forward to the continued growth of her and her widespread positive impact on instruction and the digital conversion.
- She is eager to help us and offers her assistance regularly.
- She has helped me with my SLO. She has also help me plan and co-teach a lesson on essay writing in my upper level classes, that was a big help.
- She is very approachable and encourages us to come to her for assistance. She has set up resources on her website and reminds us to use them often.
- Aleah has been extremely supportive. Trying new things with her support is not so daunting while you are trying to teach curriculum. Sometimes too much information is provided but we are allowed to pick and choose what we need.
- None
- n/a
- Agree
- Not Applicable
- Disagree
- Strongly Disagree

*** Questions with multiple answers will exceed 100%.

Appendix C

Arbutus Middle (TELL MD 2013) 81.08% responded

Arbutus Middle (TELL MD 2011) 74.32% responded

% Agree

Arbutus Middle
TELL MD 2013

Arbutus Middle
TELL MD 2011

Professional Development

Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

	Arbutus Middle TELL MD 2013	Arbutus Middle TELL MD 2011
a. Sufficient resources are available for professional development in my school.	86.4%	92.7%
b. An appropriate amount of time is provided for professional development.	77.8%	90.7%
c. Professional development offerings are data driven.	74.4%	81.1%
d. Professional learning opportunities are aligned with the school's improvement plan.	87.5%	94.4%
e. Professional development is differentiated to meet the needs of individual teachers.	73.3%	76.2%
f. Professional development deepens teachers' content knowledge.	71.1%	66.7%
g. Teachers are encouraged to reflect on their own practice.	86.4%	88.1%
h. In this school, follow up is provided from professional development.	60.5%	75.0%
i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	81.8%	85.7%
j. Professional development is evaluated and results are communicated to teachers.	62.8%	76.2%
k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	84.1%	88.1%
l. Professional development enhances teachers' abilities to improve student learning.	84.1%	92.9%

Q8.7 Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Arbutus Middle TELL MD 2013	Arbutus Middle TELL MD 2011
a. Professional development opportunities are made available to me.	90.0%	83.3%
b. ESPs are provided opportunities to learn from the faculty.	90.0%	72.7%
c. ESPs are included in appropriate professional development opportunities made available to the faculty.	90.0%	66.7%

d. Sufficient resources are available to allow ESPs to take advantage of professional development activities.	90.0%	80.0%
e. I received an orientation to my job where expectations and responsibilities were clearly articulated.	80.0%	50.0%
f. I was provided a mentor or another ESP to help me be effective in this school.	60.0%	41.7%

Appendix D

Sparrows Point High (TELL MD 2013) 84.81% responded
 Sparrows Point High (TELL MD 2011) 45.57% responded

% Agree	
Sparrows Point High TELL MD 2013	Sparrows Point High TELL MD 2011

Professional Development

Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

a. Sufficient resources are available for professional development in my school.	87.7%	N/A
b. An appropriate amount of time is provided for professional development.	84.7%	N/A
c. Professional development offerings are data driven.	89.6%	N/A
d. Professional learning opportunities are aligned with the school's improvement plan.	92.5%	N/A
e. Professional development is differentiated to meet the needs of individual teachers.	77.4%	N/A
f. Professional development deepens teachers' content knowledge.	61.4%	N/A
g. Teachers are encouraged to reflect on their own practice.	88.1%	N/A
h. In this school, follow up is provided from professional development.	78.2%	N/A
i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	83.9%	N/A
j. Professional development is evaluated and results are communicated to teachers.	69.6%	N/A
k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	83.9%	N/A
l. Professional development enhances teachers' abilities to improve student learning.	80.7%	N/A

Q8.7 Please rate how strongly you agree or disagree with the following statements about professional development in your school.

a. Professional development opportunities are made available to me.	100.0%	N/A
b. ESPs are provided opportunities to learn from the faculty.	71.4%	N/A
c. ESPs are included in appropriate professional development opportunities made available to the faculty.	100.0%	N/A

d. Sufficient resources are available to allow ESPs to take advantage of professional development activities.	100.0%	N/A
e. I received an orientation to my job where expectations and responsibilities were clearly articulated.	85.7%	N/A
f. I was provided a mentor or another ESP to help me be effective in this school.	71.4%	N/A