

Prioritization of Work

Professional Development Survey Results

Paideia PD Needs (N=18)

Teachers in my school need professional development in...

- Planning and Delivery - #1 (33.3%)
 - Backwards Design - #2 (16.7%)
- Student Growth and Achievement - #2 (27.8%)
 - Tracking Progress - #1 (22.2%)
 - Set Goals - #3 (16.7%)
 - Assessment - #4 (16.7%)

TFA PD Needs (N=9)

Teachers in my school need professional development in...

- Student Growth and Achievement - #1 (66.7%)
 - Set Goals - #2 (55.6%)
 - Tracking Progress - #6 (44.4%)
- Motivation - #2 (66.7%)
 - Investment in Learning - #1 (55.6%)
 - Culture of Achievement - #3 (44.4%)
 - Engages Influencers - #5 (44.4%)
- Planning and Delivery - #3 (44.4%)
 - Differentiations - #4 (44.4%)

Non-TFA/Paideia PD Needs (N=57)

Teachers in my school need professional development in...

- Planning and Delivery - #1 (45.6%)
 - Differentiation - #1 (29.8%)
 - Components of Inquiry - #3 (17.5%)
- Motivation - #2 (31.6%)
 - Engages Influences and Role Models - #2 (17.5%)
 - Engagement - #3 (17.5%)
- Student Growth and Achievement - #3 (28.1%)
 - Tracking Progress - #4 (15.8%)

From this we see that **Planning & Delivery, Motivation and Student Growth & Achievement** are most important. Particularly, **Tracking Progress, Setting Goals, Differentiation**, and the parts of **Engagement** (i.e. engagement, engages influencers).

2012-2013 Performance Assessment TAP Scores

TAP Observation Mean Scores

• Activities and Material	3.23
• Instructional Plans	3.21
• Teacher Content Knowledge	3.19
• Teacher Knowledge of Students	3.16
• Managing Student Behavior	3.15
• Presenting Instructional Content	3.13
• Standards and Objectives	3.12
• Academic Feedback	3.12

Professionalism Mean Scores

• Fulfilling Professional Responsibilities	3.32
• Relationships with Others in Schools and the Profession	3.30
• Continued Professional Growth	3.26
• Content Knowledge and Pedagogical Skill	3.25
• General Record Keeping	3.22
• Student Progress in Learning	3.20
• Advocacy/ Resources for Student	3.01
• Communicates instructional program information to parent	2.93
• Communicates individual student performance to parents	2.90

Areas of Reinforcement

• Activities and Materials	28.1%
• Presenting Instructional Content	20.6%
• Academic Feedback	10.6%
• Instructional Plans	10.0%
• Managing Student Behavior	10.0%
• Teacher Knowledge of Students	7.4%
• Teacher Content Knowledge	7.3%
• Standards and Objectives	5.9%

Areas of Refinement

• Presenting Instructional Content	23.9%
• Managing Student Behavior	20.9%
• Academic Feedback	14.4%
• Standards and Objectives	11.2%
• Activities and Materials	9.9%
• Instructional Plans	7.9%
• Teacher Knowledge of Students	6.3%
• Teacher Content Knowledge	5.6%

From this we see that TC's score lowest on observations in Academic Feedback (**P&D**), Standards and Objectives (**P&D, ENV, M, SGA**), Presenting Instructional Content (**P&D**), and Managing Student Behavior (**ENV**).

We also see professionally, they score lowest in communicates individual student performance to parents, Communicates instructional program information to parent, and Advocacy/Resources for Student.

The lowest percentage of students received Standards and Objectives (**P&D, ENV, M, SGA**), Teacher Content Knowledge (**P&D, M**), and Teacher Knowledge of Students (**P&D, M, SGA**) as areas of reinforcement, suggesting resources in these areas many benefit many.

The highest percentage of students received Presenting Instructional Content, Managing Student Behavior (**ENV**), and Academic Feedback (**P&D**) as areas of refinement, suggesting resources in these areas may benefit many.

**P&D = 7, M = 4, ENV = 4,
SGA = 3,**

PLL Search Results

• Sanford/Resource Catalog	95
• Professional Competencies/Modules	44
• TAP Lesson Bank	24
• PLC	21
• Clinically Embedded Protocol Bank	11
• TAP Indicator Rubric	10
• Proficient Lesson Plan	9
• PreWork and Preparation	7
• Parent Teacher Conference/Parent Communication	6
• Inquiry Lesson Plan/Template	4
• Lesson Plan Template	4
• Post Conference	4
• Planning Direct Instruction Lessons	4
• Observation	3
• Daily Feedback Form	2
• Exemplar Unit Plan Bank	2
• Outcome Map Protocol	2
• Presenting Instructional Content	2
• Technology Evaluation Template	2

From this we see that in the first month of the spring 2014 semester, those using the PLL are searching for our resource catalogue, professionalism competency modules, and TAP lesson plans. There are also interests in PLC's, the CE Protocols and communication with parents.

The major interest here over and over again are examples of lesson plans, whether it be TAP scored, proficient, inquiry, or direct.

This may indicate a need for more resources surrounding **Planning & Delivery.**

Instructor and Alumni Survey Resource Needs

Instructor Survey Fall 2013 (N=20)

What are some topics that you think teacher candidates are most in need of additional instruction?

- Classroom Management
- Content Area Literacy
- Content Area Writing
- Data Notebooks
- Specific disabilities outside the usual (SLD, ED, MR)
- Time Management
- Understanding the unique needs of children with disabilities
- Classroom Management
- Adaptations for children with special needs
- Having the professional language to discuss children's unique needs
- Instructional grouping methods
- Lesson Differentiation
- Modeling
- Navigating the complex education system
- Standards
- Teacher Academic Writing

Alumni Survey Fall 2013 (N=112)

About what topic are educational/ teacher resources most needed

- Math Resources/Projects 18
- Reading Resources/Projects 11
- Common Core Language Arts 6
- Grammar/Writing Activities 6
- Common Core Standards 5
- Engaging/Fun Activities/Ideas 5
- Dealing with behavior issues. 4
- Differentiating Instructions 3
- Science 3
- SpED students in genED 3
- Common Core Mathematics 2
- Crafts 2
- Daily Assessments 2
- Handwriting 2
- History 2
- Parent Involvement 2
- Phonics 2
- Cooperative learning 1
- Creative lessons/Technology 1
- ELA 1
- Gifted Education for middle school 1
- Holidays 1
- How to educate others about special education students 1
- Independent Practice 1
- Informational Text 1
- Learning Strategies 1
- Leveled Readers 1
- Mental Health 1
- Modifications 1
- Organization Ideas 1
- Pacing Guides 1
- Primary Sources 1
- Social studies 1
- Spanish Cultural Aspects 1

From this we see that instructors feel teacher candidates need additional instruction in classroom management (ENV), time management (ENV), differentiation (P&D), modeling (P&D), and grouping (P&D).

Additionally, we see that alumni report needing resources in content-specific areas. Similar to the PLL search terms, Alumni report needing resources surrounding the activities and projects they use in the classroom,

This may indicate a need for resources related to **Planning & Delivery**.

They also note, similarly to the instructors, needing resources in dealing with student behavior issues.

This may indicate a need for resources around **Managing Student Behavior (ENV)**.

Focus Groups

Spring 2014

Rich Hogan Teacher Candidates, 2/29/14 – Ben Clark, Liya Lawson

- Classroom management (!) – general edu vs. SpEd (catering to individuals and larger groups), issues of age (looking young) – establishing authority given other factors
- Free resources for lesson planning in general
- Prof. workshops for SmartBoards
- Videos of excellent examples – readily available – “what does it look like?” short clips – shorter the better!
- PA’s to be viewed – some kind of community with videos of people who would be able to view each other’s resources, etc. – ensuring folks are respectful and have a good culture of cooperation
- Assistive technology – specifically in SpEd – what can the communication devices do – what can you translate from hardcopy type things to assistive technology
- List of apps that address certain disabilities
- Differentiation resources
- Academic feedback
- Sub objectives – how to write them, what they are, alignment

Recommendations

- Planning & Delivery focus
 - Differentiation
 - Checks for Understanding
 - Materials & Resources
 - This is seen by not only the TC’s and 1-3 year out Alumni, but also the PLL search terms, TAP Scores from 2012-2013, and the PD Survey responses of in-service teachers as well.
- Environment
 - Managing Student Behavior
 - Particularly from the TC’s and 1-3 year out Alumni
- Student Growth & Achievement
 - Tracking Progress
 - Set Goals
 - Assessment
 - Particularly from the PD Survey responses of in-service teachers

From this we see a clear need for **Managing Student Behavior (ENV), Materials & Resources (P&D), Differentiation (P&D), and Checks for Understanding/Academic Feedback (P&D)** as topics of professional development as reported by Teacher Candidates here.