



# **A Study of Professional Development in Educational Service Agencies**

**PBS TeacherLine**

**September 12, 2006**

**Hezel Associates, LLC  
1201 E. Fayette St.  
Syracuse, NY 13210  
315-422-3512  
[hezel@hezel.com](mailto:hezel@hezel.com)**

**Report**

## EXECUTIVE SUMMARY

PBS TeacherLine plans to integrate its digital resources into schools' and school districts' professional development programs. To that end, Hezel Associates undertook multidimensional research to inform the developmental effort and to explore the context in which the materials and resources will ultimately be integrated. Included in this research was a national survey of schools and school districts. Educational Service Agencies (ESAs), a significant part area of the K-12 educational enterprise, were not surveyed or studied in the initial research because they operate, in many ways, differently from school districts. As such, they merited a separate study.

In our review of literature, we found some mention of ESAs but little or no research on their role in the provision of teacher professional development. Therefore, Hezel Associates undertook a descriptive study, modeled on the national survey, to examine the provision of professional development by ESAs, and assess its implications for PBS TeacherLine. In the survey we asked qualified staff in ESAs:

- What types of services are offered?
- In addition to services to teachers, are services offered to providers of building level professional development (e.g., coaches)?
- How are the services funded?
- How are needs assessments and other decisions made for the professional development services provided by ESAs?
- How are the services evaluated and how are the evaluation data used?

The survey generated 80 responses from 27 states. We found that most ESAs deliver professional development through traditional conferences and workshops. However, somewhat unexpectedly, about two thirds also reported using coaching in the classrooms, and about one third used asynchronous, online delivery. Of particular interest was the finding that seventy percent provided training for building level providers of professional development.

Funding for professional development was complex. A myriad of federal, state and local funding sources were tapped each with a specific agenda and direction. The budgets for professional development reported by our responding agencies suggested that ESAs were a significant resource for professional development. The median budgets were between \$100,000 and \$500,000 and some were over \$1 million.

Decision making involved a broad spectrum of stakeholders. However, we found the key decision makers on professional development programs appeared to be district level administrators (e.g., assistant superintendents for instruction, federal aid coordinators, and curriculum coordinators). They were more likely than other staff to sit on decision making committees and make requests for programs and services.

The evaluation of professional development was most often the traditional evaluation questionnaire following a workshop or class. Almost one half of the agencies actually observed teachers in the classroom as a method for evaluating the efficacy of their professional development.

The conclusion from the findings of this brief study is that the ESAs are a significant, often over looked, resource in the provision of professional development and coaching in the schools. As such, they should be included in future planning, product testing and marketing by PBS TeacherLine.

**Table of Contents**

Executive Summary ..... ii  
Introduction and Method..... 1  
Findings..... 3  
    A. Demographics ..... 3  
    B. Findings from the survey ..... 5  
        1. Professional Development Services Offered by ESAs ..... 5  
        2. Delivery Modalities ..... 6  
        3. Professional development provided at the building level..... 7  
        4. Funding ..... 9  
        5. ESA Professional Development Budgets ..... 10  
        6. Needs Assessment and Decision Making ..... 11  
        7. Evaluation ..... 12  
Findings..... 14  
Appendices ..... 1  
Appendix 1: Survey Response Frequencies ..... 2  
Appendix 2: Population Rank of Sampled States ..... 15  
Appendix 3: Survey ..... 17

## INTRODUCTION AND METHOD

PBS TeacherLine is integrating its digital resources into schools' and school districts' professional development programs. To that end, Hezel Associates undertook multidimensional research to inform the developmental effort and to explore the context in which the materials and resources will ultimately be integrated. In the course of conducting a national survey of school districts and schools, it became apparent during the sampling phase that Educational Service Agencies (ESA's) could not be treated as equivalent to local school districts even though they appeared as a district type in the Common Core of Data (CCD). Their role in teacher professional development differs from that of local school districts, and thus they merited a separate study.

Given that there are over 1400 ESAs in the 50 states, we undertook to look at them in a separate study designed specifically around the characteristics of ESAs. We developed a survey to learn more about the role of educational service agencies (ESAs) in the provision of professional development for teachers in order to add to the information useful in the design of new resources and learn about the implications for distribution of the new TeacherLine products.

What makes an ESA an ESA? They are known by many names such as: Boards of Cooperative Educational Services (New York, Colorado), Educational Cooperatives (Connecticut), and Educational Service Agencies (Vermont) to name just three. The nomenclature throughout the country may be varied, but ESAs seem to have a many things in common. Key common features were described in the following definition from the Association of Educational Service Agencies.

Educational service agencies are public entities **created by state statute**, to provide educational support programs and services to local schools and school districts within a given geographic area. ... No matter their name, most educational service agencies ... have some type of representative governance structure, although it varies from state to state. Examples of boards include publicly elected lay citizens, school board members from member districts, superintendents from member districts, and elected representatives from member districts.<sup>1</sup>

Our initial research suggested ESAs play a variety of roles in teacher professional development including but not limited to:

- Centralized professional development (direct training services)
- Group licensing of online software
- Cooperative purchasing of training
- Technical support (hardware, software and connectivity)

---

<sup>1</sup> [http://www.aesa.us/about\\_aesa.html](http://www.aesa.us/about_aesa.html)

## **Research Questions**

Our first and most fundamental question was: Does the ESA provide services in professional development? Following the determination that an ESA provides professional development services, we wanted to know the following:

- What types of services are offered?
- In addition to services to teachers, are services offered to providers of building level professional development (e.g., coaches)?
- How are the services funded?
- How are needs assessments and other decisions made for the professional development services provided by ESAs?
- How are the services evaluated and how are the evaluation data used?

## *Survey*

Based on the conceptual areas studied in the national survey, and modified as appropriate, an online survey was developed for distribution to the executive director or the equivalent in each agency sampled. The survey began with a demographic section asking the respondent for information about their position and the characteristics of their ESA. Following the demographics section the survey asked the respondent if the ESA offered professional development services to the schools in their service area. If not they were prompted to stop and submit the survey. If the answer was yes, they were prompted to continue the survey. The remainder of the survey was designed to answer the research questions listed above.

## *Sample*

For its national survey of ESAs, Hezel Associates employed Market Data Retrieval's (MDR) list of regional centers to create the universe of respondents. We matched this list against members the Association of Educational Service Agencies, eliminated any listings that were not ESAs according to the AESA definition and added any ESA's that were not on MDRs list. This provided us with a comprehensive, albeit not exhaustive, list of 994 contacts. We supplemented the address contact information with e-mail addresses from a representative subset of the sample. We engaged in two rounds of contacts which included a concurrent letter and email, directing recipients to a web survey. In order to increase the response, we offered a random drawing for 10, \$75 Barnes and Noble gift cards for survey completers.

## FINDINGS

The findings of the survey provided an interesting snapshot of the ESA as providers of professional development services to their member schools and districts. Selected findings are presented below, and all data are tabulated in Appendix 1.

### A. DEMOGRAPHICS

Eighty ESA administrators responded, giving a response rate of eight percent. Respondents, however, were spread over 27 diverse states. For example, the population of the states in the sample included the eight most populous states as well as four states in the lower 20 percentin population.

Our respondents included 34 Executive Directors, 10 Superintendents, seven who called themselves “administrators”, six Directors of Curriculum, three Instructional Technology Specialists, three Directors of Special Education, two Assistant Superintendents for Instruction, two Regional ESA Directors, and 13 “other.” We were confident in reviewing the respondents’ positions that they were qualified to answer the questions on the survey.

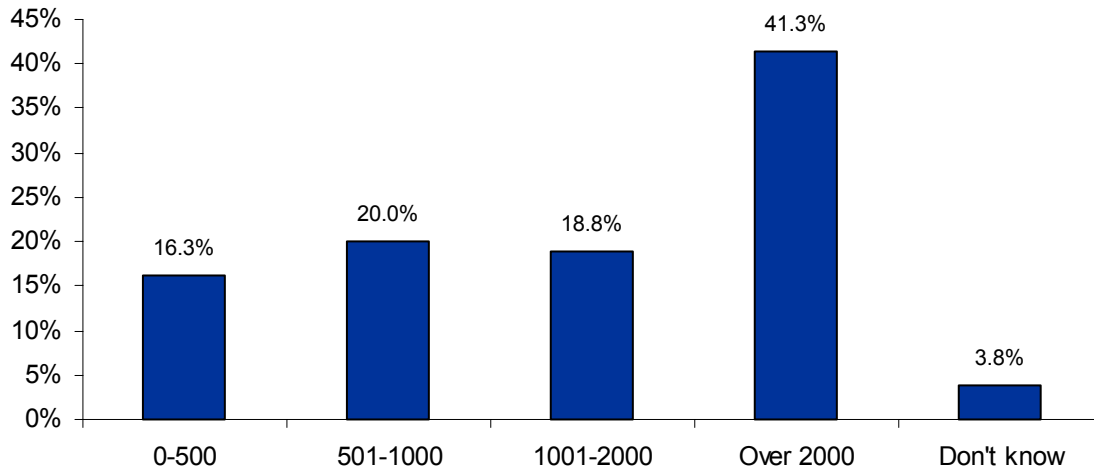
We asked the respondents what role they had in teacher professional development. Eighty-two percent responded that they had general administrative or leadership roles, 11 percent were trainers, three percent said “other,” and less than four percent said they had no role. The data suggested that the respondents were knowledgeable about the over-all role of the ESA in the provision of professional development services.

Respondents came from a broad range of agencies in terms of numbers of member districts (Table 1), numbers of teachers served (Figure 1), numbers of students in the districts (Figure 2), and budget size (Figure 3).

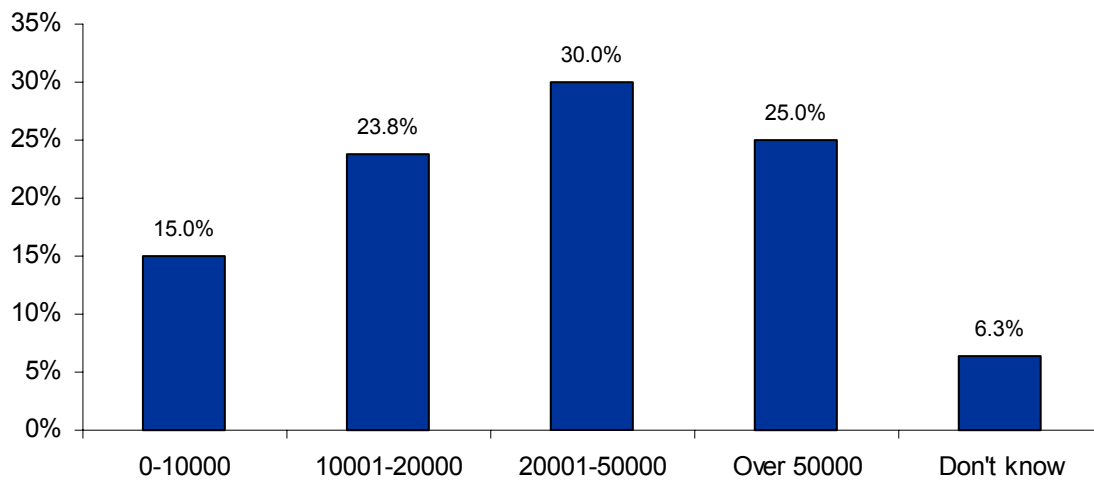
**Table 1. Number of districts served: (n=75)**

Number of Districts Served	Frequency	Percent
1-10	26	34.7%
11-20	20	26.7%
21-30	13	17.3%
31-40	3	4%
41-50	5	6.7%
51 or more	5	6.7%
Other	3	4%

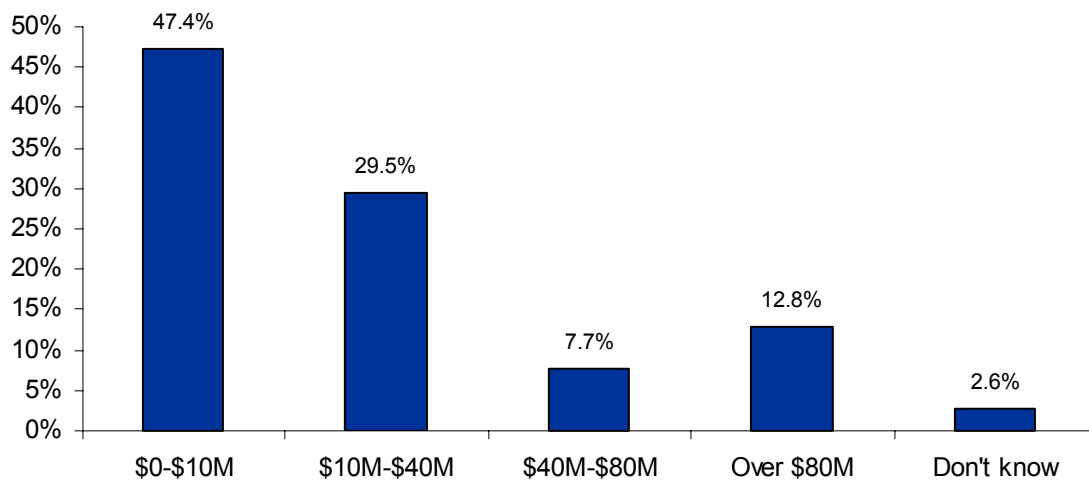
**Figure 1. Approximate total number of teachers in the districts served: (N=80)**



**Figure 2. Approximate total number of students in the districts served: (N=80)**



**Figure 3. Approximate 2005-2006 total budget of your ESA: (n=78)**



The numbers of teachers and students seemed to be directly related as expected. The numbers of districts served and budget sizes seemed less directly related because of the variations on district size and the variation in the scope of services provided. A couple of examples will help clarify this; an ESA with a small number of large districts would have many students and could have a very large budget. On the other hand, an ESA with a large number of students in their districts might offer very few services and have a relatively small budget. In any case, the distribution of these variables among the ESAs indicated the respondents were from a broad range of organizations.

After the demographics were collected, the question was asked: “Does your ESA provide professional development services to the teachers in your member districts?” 97.5 percent responded affirmatively. Those who answered yes were asked to complete the remainder of the survey and those who answered no were asked to stop and submit the survey.

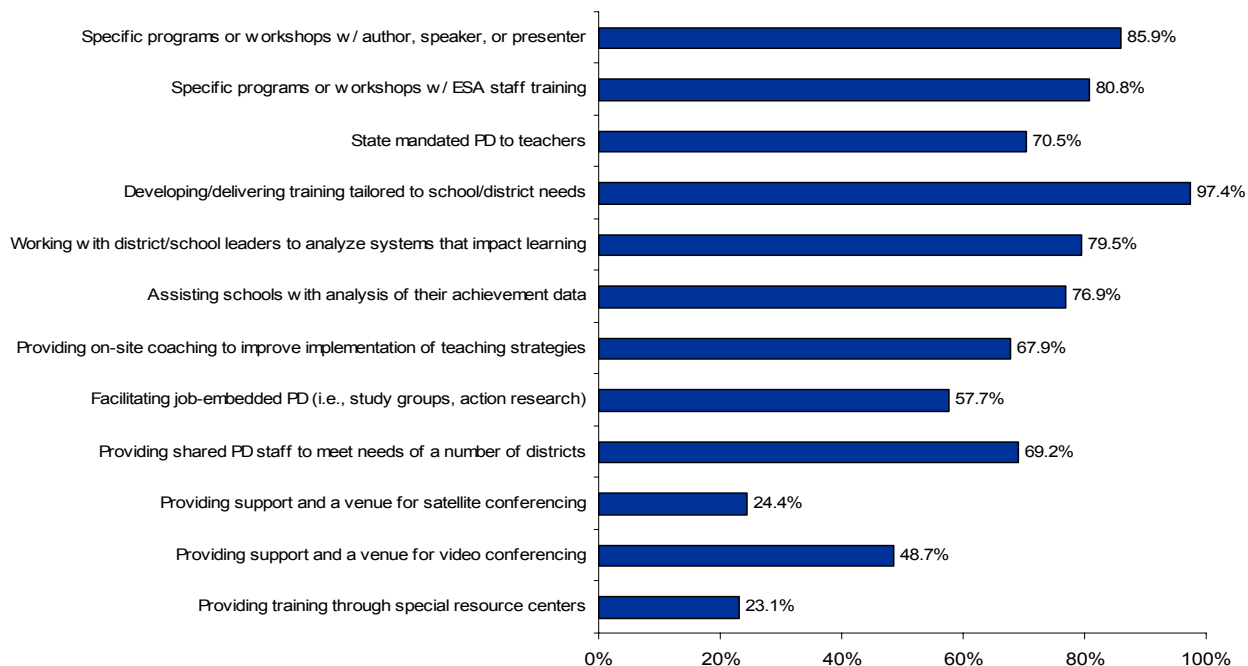
## **B. FINDINGS FROM THE SURVEY**

---

### **1. Professional Development Services Offered by ESAs**

The universal professional development offering was the provision of training tailored to the needs of individual schools or districts, provided by 97 percent of responding ESAs. In addition, the ESAs offered a wide variety of services as listed in Figure 4 below. Of particular interest to this study, two thirds reported that they were providing on-site coaching for teachers. The ESAs are apparently a source of coaches shared by districts.

**Figure 4. Professional development services currently include (n=78).**



On a related question, 37 percent reported that they provided support for online professional development services in the form of shared licenses, distance learning, etc. Some listed specific programs which included the following:

- **Commercial Programs**  
Virtual School/E2020, Blackboard, Oregon Public Broadcasting (OPB), PLATO, Polycom videoconference, **TeacherLine**, Moodle, Atomic Learning, LRP, and Lorman’s Professional Development.
- **State Developed Programs**  
IDL, Infinitec, Smart Start/Smart Step/Next Step, Arkansas History, Math Links, Reading First, Effective Literacy, Reading Recovery, Classroom Walk Through, Michigan Virtual, Turnkey Training and Iowa Communications Network.
- **Locally Developed Programs**  
Marco Polo, @Homerroom, Mandatory, OSHA, 504, Alternative Assessment, Iowa Code of Ethics, Early College High School, Distance Learning, RISE, WISE, Superintendent Think Tank, Content Networks, Round Table Discussions, Electronic PD Connections, Alternative Certification, and Project SMART.

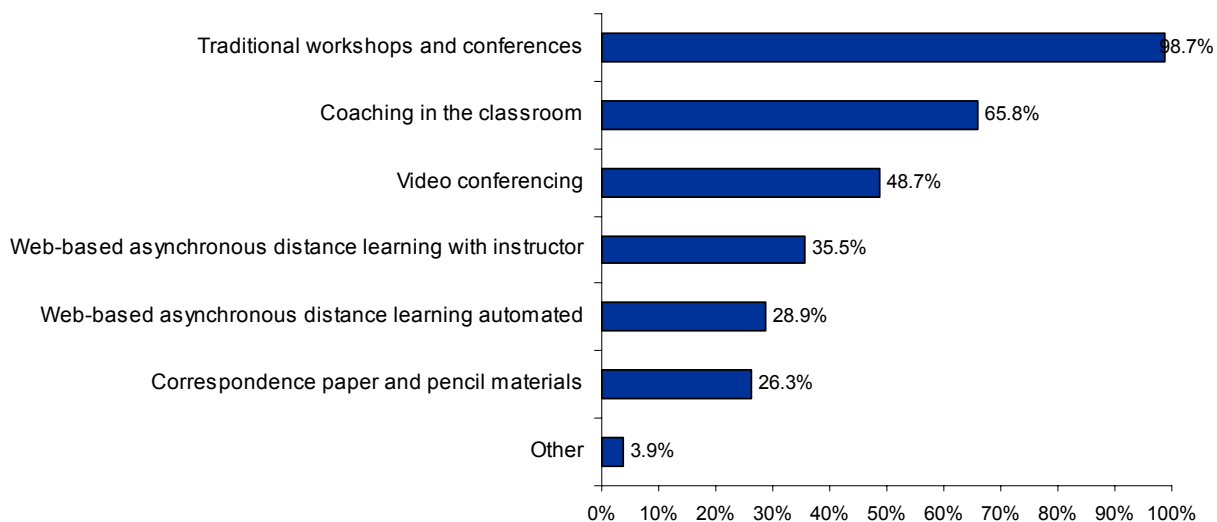
Given the role of ESAs as centralized service providers for school districts, it was interesting to note only 23 percent of our respondents checked resource centers such as Special Education Training and Resource Centers (SETRC) as a part of their professional development programs.

## 2. Delivery Modalities

Survey results indicated that the use of traditional modalities for delivering professional development, such as workshops and conferences, continue to predominate. However,

in addition to these methods there is growing “tool kit” available to professional developers (see Figure 5 below). Two-thirds of the respondents reported using coaching in the classroom as a method for delivering professional development content (consistent with the response shown in Figure 4 above). Other modalities shown in Figure 5 indicate the growing presence of teleconferencing and web-based asynchronous courses and programs.

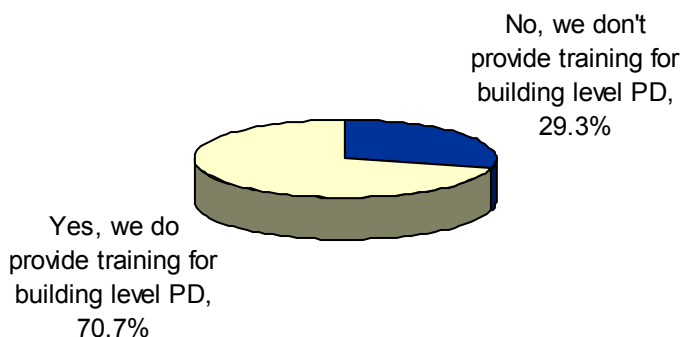
**Figure 5. What types of delivery of content are used by your professional developers? (n=76)**



### **3. Professional development provided at the building level**

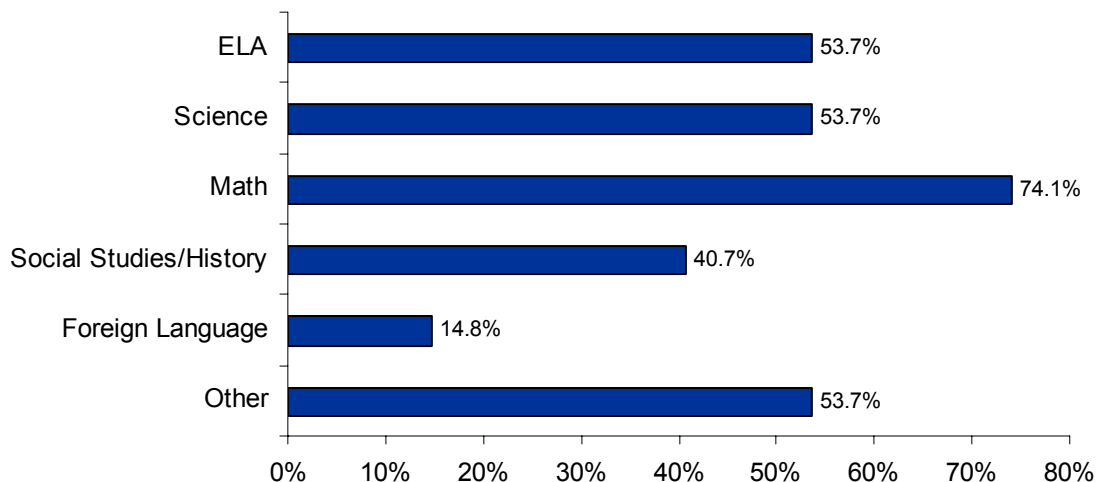
PBS TeacherLine’s new resources will be focused on the building level providers of professional development, including titles such as instructional coach, reading or math specialist, and teacher leader, among others. Given the general role of ESAs in providing professional development, we wanted to know if ESAs provide professional development services and training specifically for these building level providers. As Figure 6 shows, 70 percent of responding agencies did provide services to building level providers.

**Figure 6. Does your agency provide training or professional development specifically for those who themselves provide professional development at the building level, such as coaches, teacher leaders, staff development specialists, etc? (n=75)**



The content areas in which these services were offered are shown below in figure 6. Math led the way at about three quarters of the agencies offering services, followed by English and Language Arts and Science. The Other category includes special populations, technology, general education, school improvement, Early Childhood, Reading/Literacy, and coaching.

**Figure 7. Subject areas: (n=54)**



We also asked about the relative focus of the coaching professional development among the three areas of curriculum/content, general pedagogy, and how to coach/teach adults. The results presented in Table 2 show that most respondents focused on curriculum and content, with general pedagogy received significantly lower ratings. The focus on how to coach/teach adults was comparable with that of general pedagogy.

**Table 2. To what extent does the professional development or training you currently provide to building level PD providers focus in the following areas?**

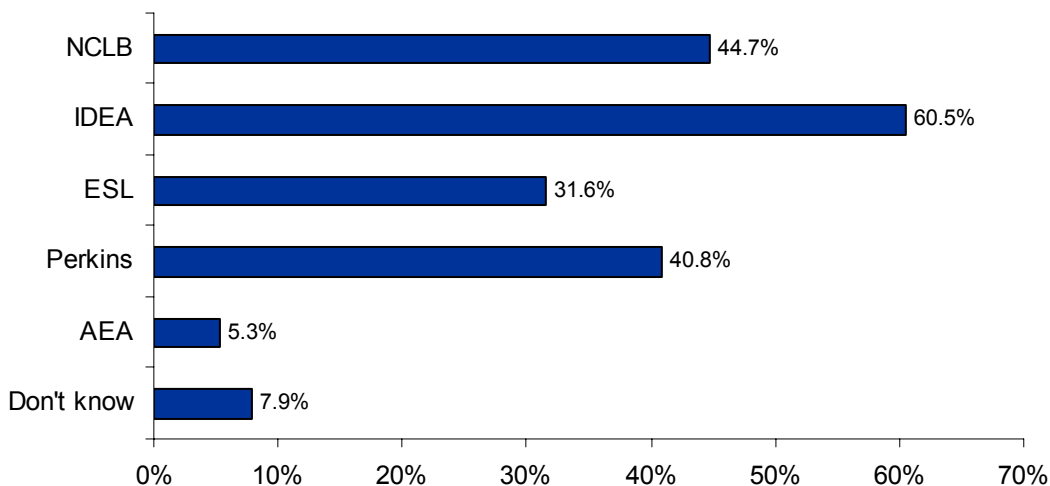
	n	Low focus	2	3	4	Strong focus
Curriculum/Content	50	2%	6%	6%	20%	66%
General pedagogy	51	3.9%	11.8%	17.6%	31.4%	35.3%
How to coach/teach adults	50	12%	6%	24%	26%	32%

#### 4. Funding

We asked how these services were funded because the source of funding might have implications for marketing the TeacherLine products. The priorities of the funding sources, for instance, may suggest specific alignments or targets for the next generation digital resources. In the survey, we asked about funding at the federal, state, and local levels.

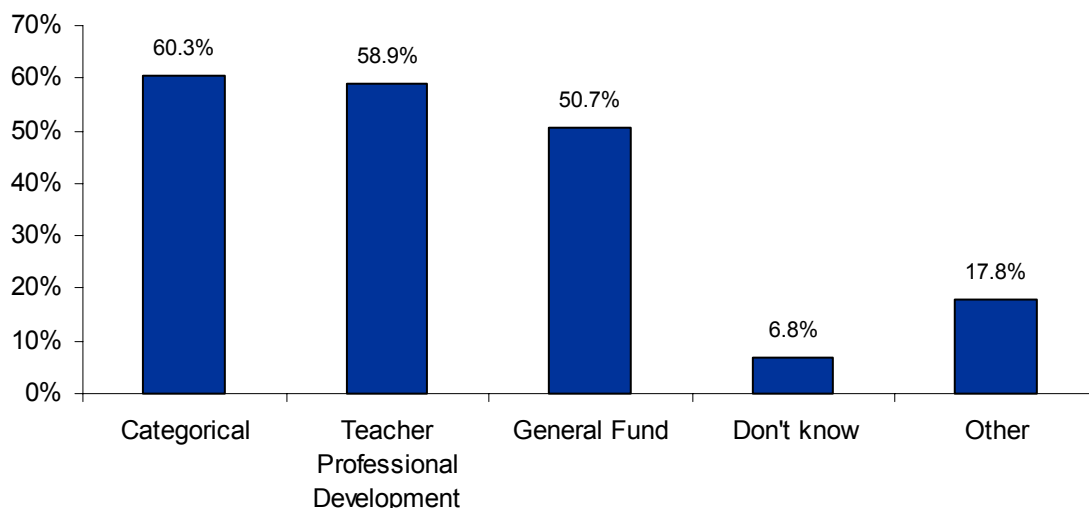
Figure 8 illustrates the federal funding sources used by ESAs for professional development services. NCLB, IDEA, Perkins, and ESL were significant sources of funding.

**Figure 8. What are the federal funding sources for professional development that your ESA provides? (n=76)**



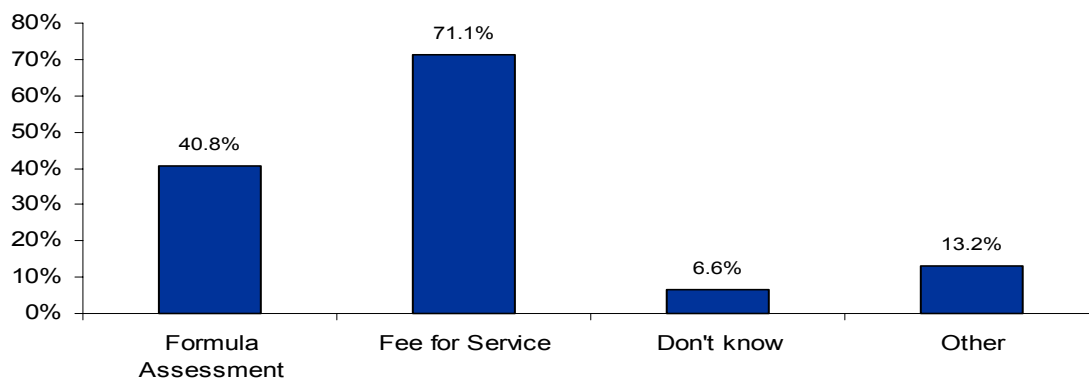
The states also provided funding specifically for professional development as shown in Figure 9. For 60 percent of the respondents state funding for professional development came in the form of categorical aid (students with disabilities, economically disadvantaged, English for Speakers of Other Languages, AIDS Education, etc.). About the same percentage listed state aid for teacher professional development as a form of earmarked aid. This aid might be tied to a specific purpose or program or as part of an approved plan. About half reported using “general funds” under the control of the districts, but not earmarked specifically for professional development.

**Figure 9. State funding sources (n=73)**



Local funding is from the districts as opposed to outside funding provided directly to the ESA. The ways ESAs charged the districts to support their professional development is presented below (Figure 10). Most charge the professional development costs back to the districts as a fee for service. This means districts pay for what they use. In some cases, an ongoing service is funded through formulas or subscription fees based on variables such as the size of the district.

**Figure 10. Funding sources from districts (n=76)**



### 5. ESA Professional Development Budgets

Regardless of the source of funding, we wanted to know the size of ESAs' professional development budgets. The table below lists the distribution of budgets by category. The median professional development budget fell between \$100,000 and \$500,000. Because of the way we structured this question and the size of our sample we will not try to estimate the total amount spent by ESAs on professional development on behalf of their member districts, but given the number of ESAs we believe the amount is considerable.

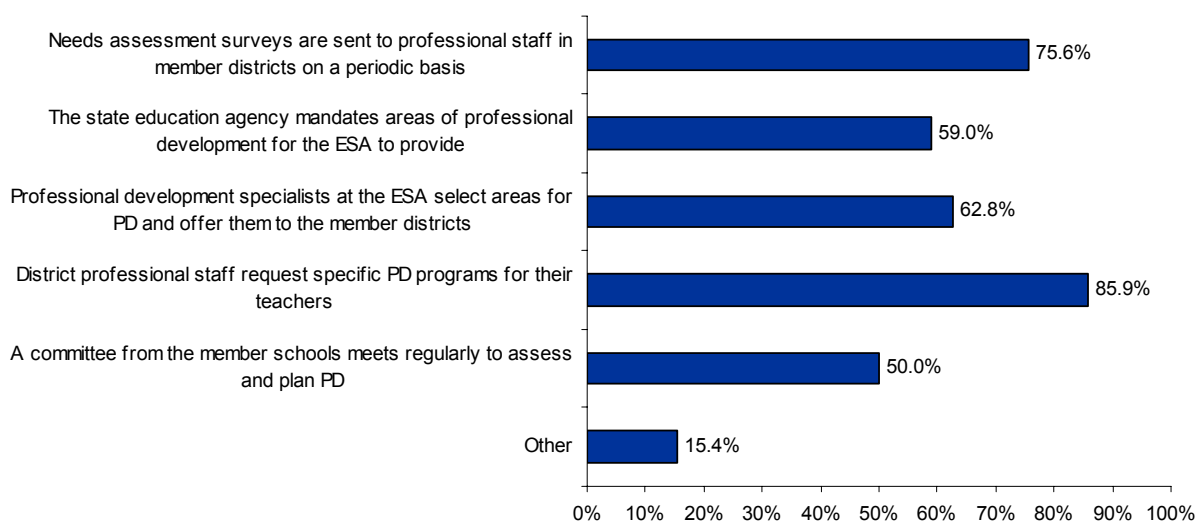
**Table 3. Approximate 2005-2006 annual budget for providing professional development to teachers in your member district. (n=65)**

Response	Frequency	Percent
\$0-\$50,000	14	21.5%
\$51,000-\$100,000	6	9.2%
\$100,001-\$500,000	23	35.4%
\$500,001-\$1M	2	3.1%
\$1M-\$5M	8	12.3%
\$5M or more	3	4.6%
None/Don't know	9	13.8%

### 6. Needs Assessment and Decision Making

As with our survey of districts, we were interested in the question of how the professional development services that were offered were selected. How were decisions made about what to offer and when? Figure 11 shows that a variety of methods were used. Many involved either needs assessments completed by district staff or direct, specific requests from them. Mandates from the state and the development of “menus” by the ESA staff were also important. The collaborative practice of bringing committees of member schools together to plan for professional development was least used, but nonetheless reported by half the agencies surveyed.

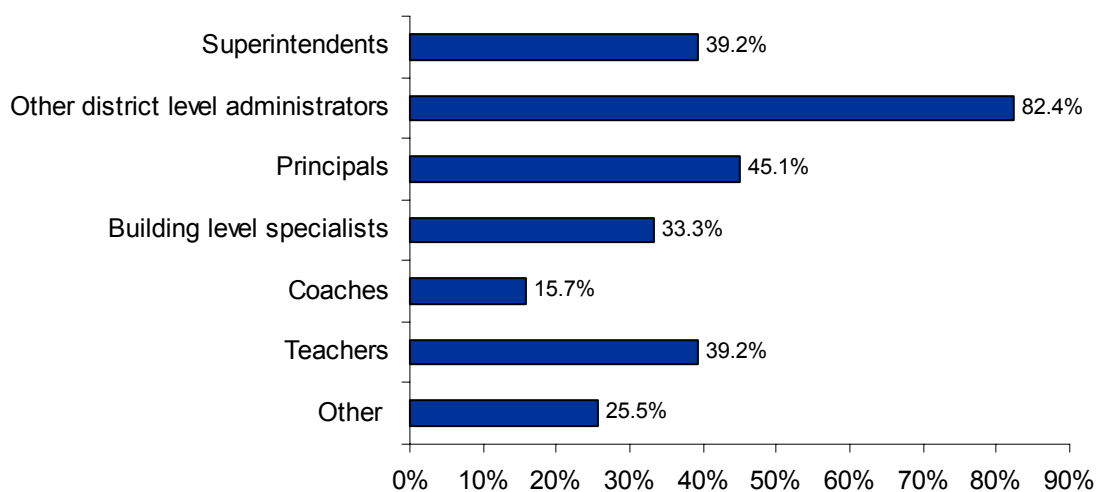
**Figure 11. Which of the following describe how needs assessments are done and decisions are made regarding the professional development offered by your ESA? (n=78)**



These committees consisted of a variety of staff as shown below in Figure 12. The most common committee members reported were district level administrators – for example,

assistant superintendents for instruction, federal aid coordinators, curriculum coordinators, etc. Coaches were among the least frequently mentioned contributors, but this may mean simply that in the (often) small districts served, school-based coaches typically did not exist.

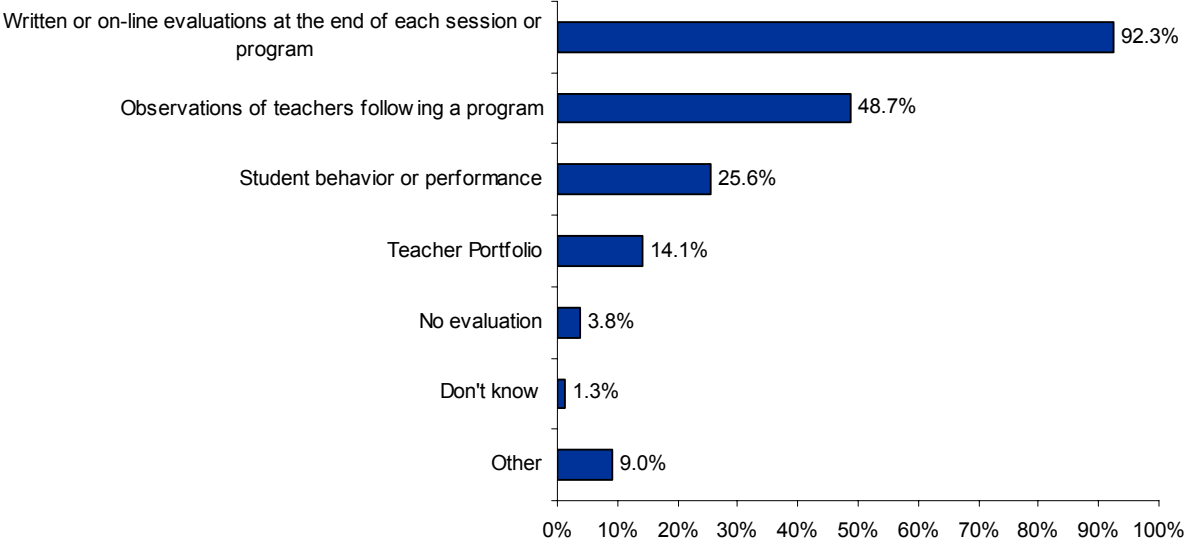
**Figure 12. If there is a committee, who serves on it? (n=51)**



## 7. Evaluation

As with the national survey, we thought it important to know how professional development delivered by the ESAs was evaluated, as this has implications for the level of organization of professional development planning. Over 90 percent of respondents indicated the use of a written or online questionnaire completed by participants at the end of an activity. About half as many reported using observations of teachers and only one quarter said student behavior or performance was used as a measure.

**Figure 13. Professional development programs are evaluated in the following ways (n=78)**



## FINDINGS

Key findings from the study of ESAs are presented below.

**Finding 1: ESAs are an important source of professional development for teachers.** Ninety-eight percent of responding agencies provided professional development to member districts. Budgets were substantial, and services included development and delivery of training tailored to school or district needs, giving programs or workshops with internal or outside presenters, assisting schools with data analysis, delivering state-mandated PD, etc.

**Finding 2: ESAs provide coaching and professional development for coaching to the districts they serve.** About two thirds (67.9%) of responding agencies reported providing on-site coaching as a professional development service. About 70 percent reported providing training or professional development for building level PD providers – coaches, teacher leaders, etc.

**Finding 3: ESAs primarily provide professional development through traditional conferences and workshops.** The use of online modalities for professional development is less than might be expected. Approximately one third reported asynchronous distance learning with or without an instructor, as opposed to, for instance, the nearly 50 percent who reported the use of video conferencing as a delivery method. This may represent an opportunity for online providers to break into new markets.

**Finding 4: A variety of methods, involving many stakeholders, are used to select professional development offerings.** Needs assessments, direct requests from member districts, mandates from the state, and school/district committees are all sources of ideas for PD offerings. One key group was middle level district office administrators (e.g., assistant superintendents for instruction, federal aid coordinators, curriculum coordinators), as they tended to sit on the committees that make decisions related to professional development.

**Finding 5: Professional development services are funded through a broad array of federal, state, and local sources.** ESAs had significant budgets devoted to teacher professional development supported by a wide variety of funding sources including federal, state, local (fee for service).

**Finding 6: ESAs are more likely than local districts to evaluate PD via immediate survey, and much less likely to look at student performance.** Compared with results from the national survey of school districts, ESAs appeared somewhat more superficial in their evaluation methods. However, comparable to local districts, nearly half reported using classroom observations of teachers.

### *Conclusion*

The conclusion from the findings of this brief study is that the ESAs are a significant, often over looked resource in the provision of professional development and coaching in the schools. As such, they should be included in future planning, product testing and marketing by PBS TeacherLine.

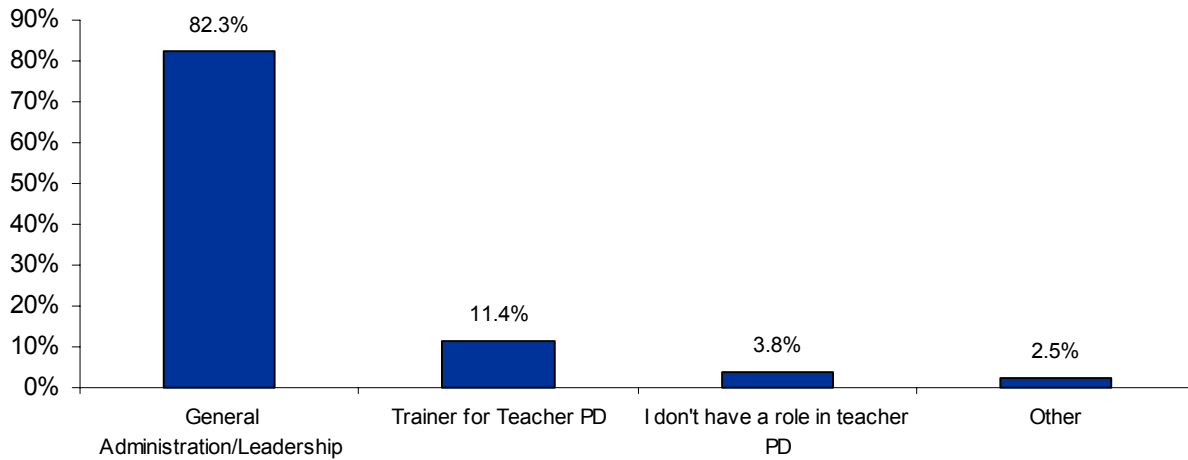
## **Appendices**

## **Appendix 1: Survey Response Frequencies**

**Table 1. Question 1.1: Your position title: (N=80)**

Response	Frequency	Percent
Executive Director/Director	34	42.5%
Administrator	7	8.8%
Superintendent (Regional, District, Assistant)	10	12.5%
Assistant Superintendent for Instruction	2	2.5%
Instructional Technology/Technology Specialist	3	3.8%
Director of Special Education	3	3.8%
RESA Director/Specialists	2	2.5%
Director of Curriculum/Instructional Services	6	7.5%
Other	13	16.3%

**Figure 1. Question 1.2: What role do you have in teacher professional development? (n=79)**



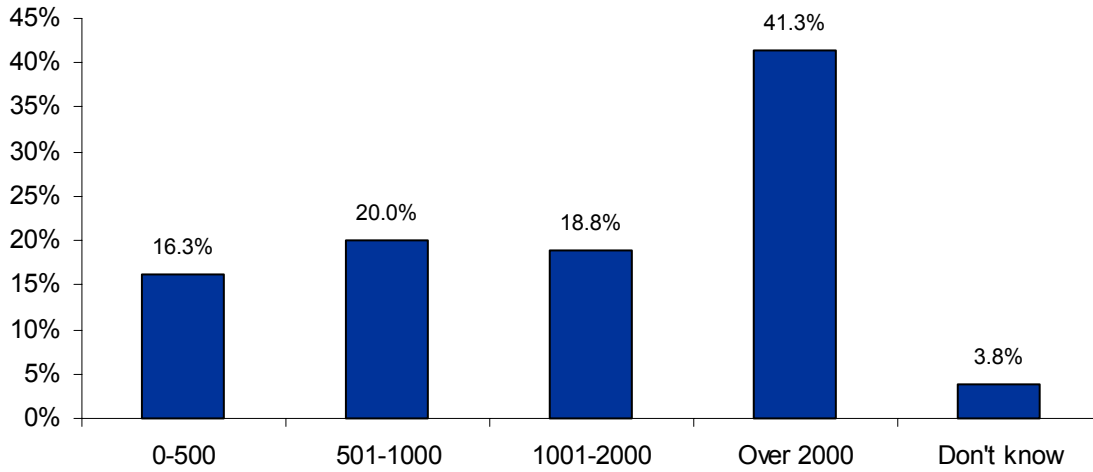
**Table 2. If Other, please specify: (n=2)**

Response	Frequency	Percent
Determine and organize needs	1	50%
Administration/Leadership and Trainer for Teacher PD	1	50%

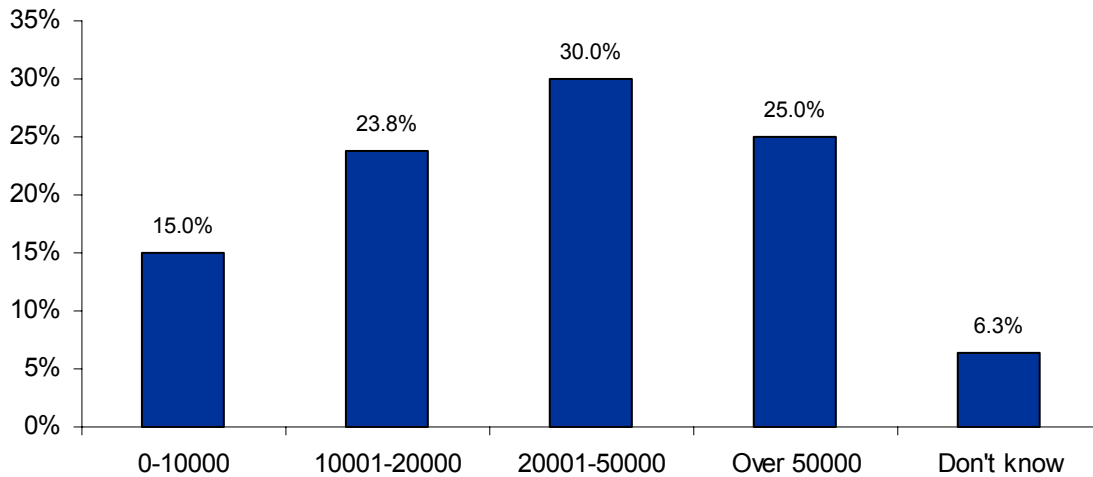
**Table 3. Question 2.2: Number of districts served: (n=75)**

Number of Districts Served	Frequency	Percent
1-10	26	34.7%
11-20	20	26.7%
21-30	13	17.3%
31-40	3	4%
41-50	5	6.7%
51 or more	5	6.7%
Other	3	4%

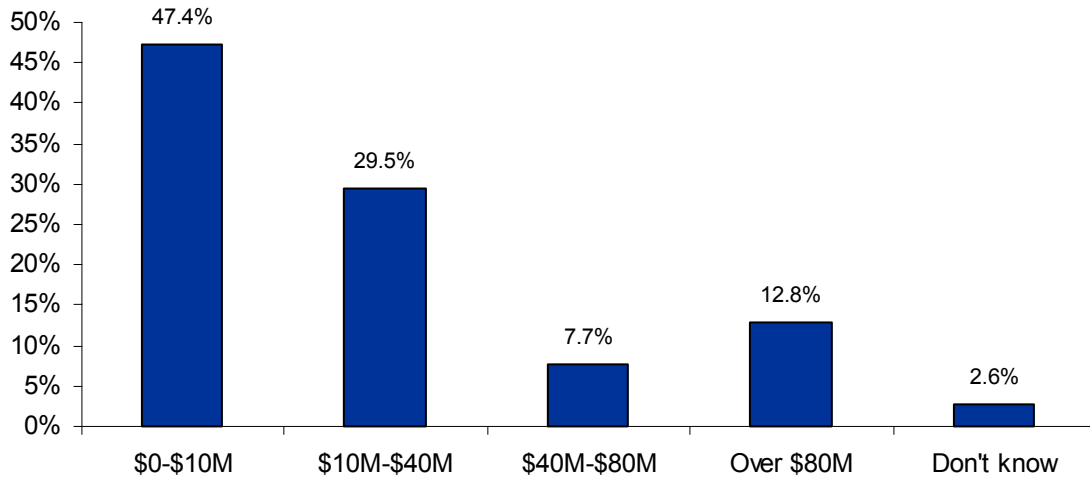
**Figure 2. Question 2.3: Approximate total number of teachers in the districts served: (N=80)**



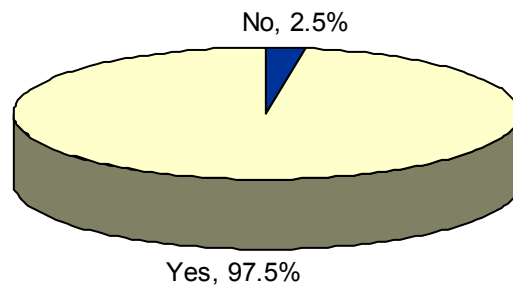
**Figure 3. Question 2.4: Approximate total number of students in the districts served: (N=80)**



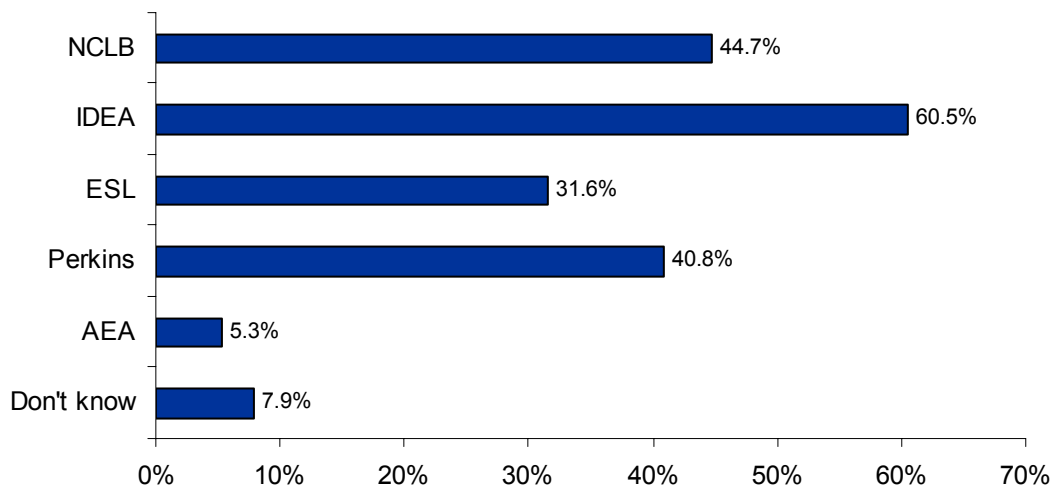
**Figure 4. Question 2.5: Approximate 2005-2006 total budget of your ESA: (n=78)**



**Figure 5. Question 2.6: Does your ESA provide professional development services and programs to the teachers in your member districts? (N=80)**



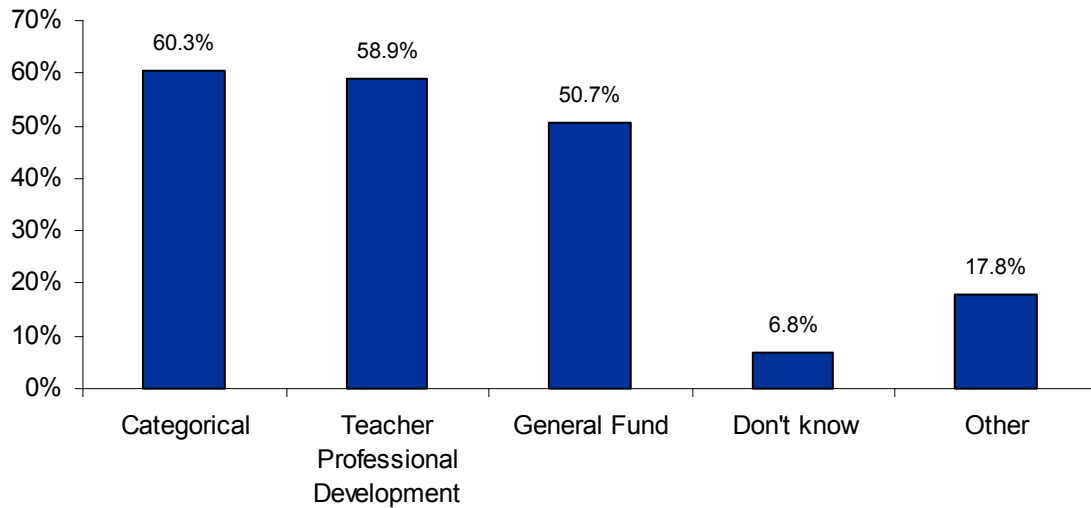
**Figure 6. Question 2.7a: What are the federal funding sources for professional development that your ESA provides? (check all that apply) (n=76)**



**Table 4. If Other, please specify: (n=24)**

Response	Frequency	Percent
Title Funds/Grants	6	25%
Local Funds	4	16.7%
State	3	12.5%
Don't receive funds	3	12.5%
Other	6	25%
Not Applicable	2	8.3%

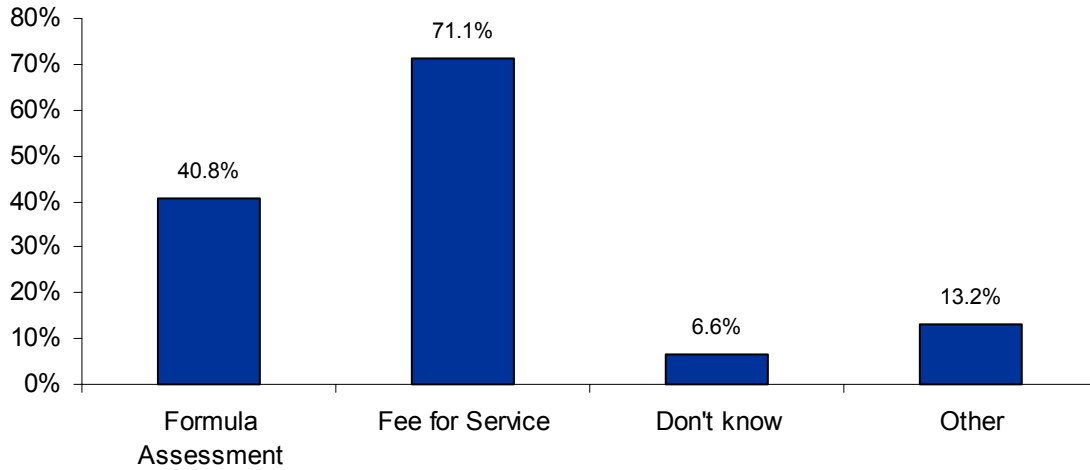
**Figure 7. Question 2.7b: State funding sources (check all that apply): (n=73)**



**Table 5. If Other, please specify: (n=12)**

Response	Frequency	Percent
Grants/LEAs	3	25%
Membership Fees	1	8.3%
Career and Technical Education	1	8.3%
Regional Professional Development Council	1	8.3%
Educational Improvement Act Money	1	8.3%
Core Service	1	8.3%
No funding	3	25%
Not Applicable	1	8.3%

**Figure 8. Question 2.7c: Local district funding sources (check all that apply): (n=76)**



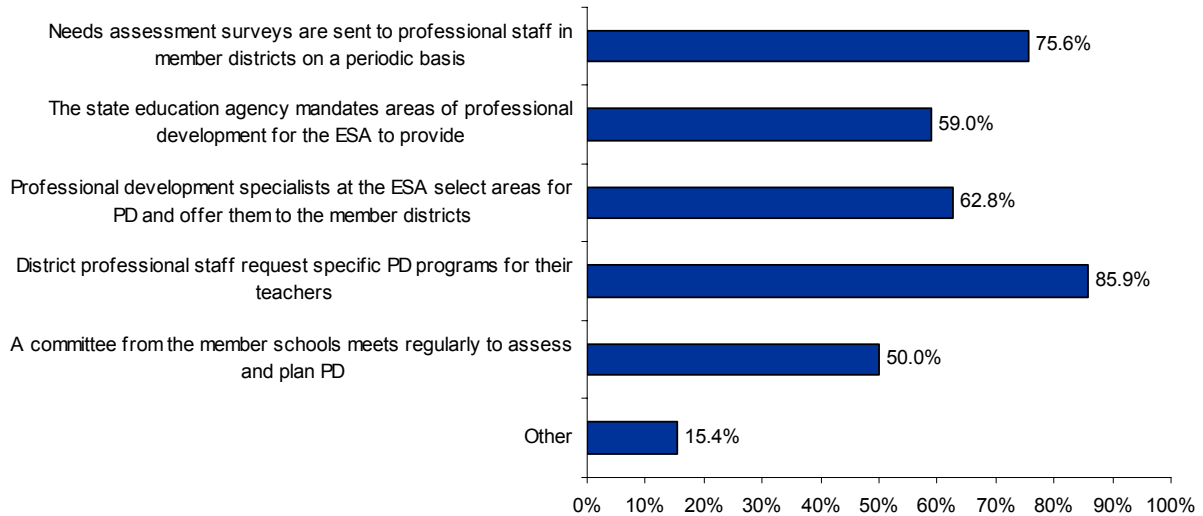
**Table 6. If Other, please specify: (n=8)**

Response	Frequency	Percent
User Fees	2	25%
Grants	2	25%
LEAs	1	12.5%
Service Agreements	1	12.5%
None	1	12.5%
Not Applicable	1	12.5%

**Table 7. Question 2.8: Approximate 2005-2006 annual budget for providing professional development to teachers in your member district. (n=65)**

Response	Frequency	Percent
\$0-\$50,000	14	21.5%
\$51,000-\$100,000	6	9.2%
\$100,001-\$500,000	23	35.4%
\$500,001-\$1M	2	3.1%
\$1M-\$5M	8	12.3%
\$5M or more	3	4.6%
None	2	3.1%
Don't Know	7	10.8%

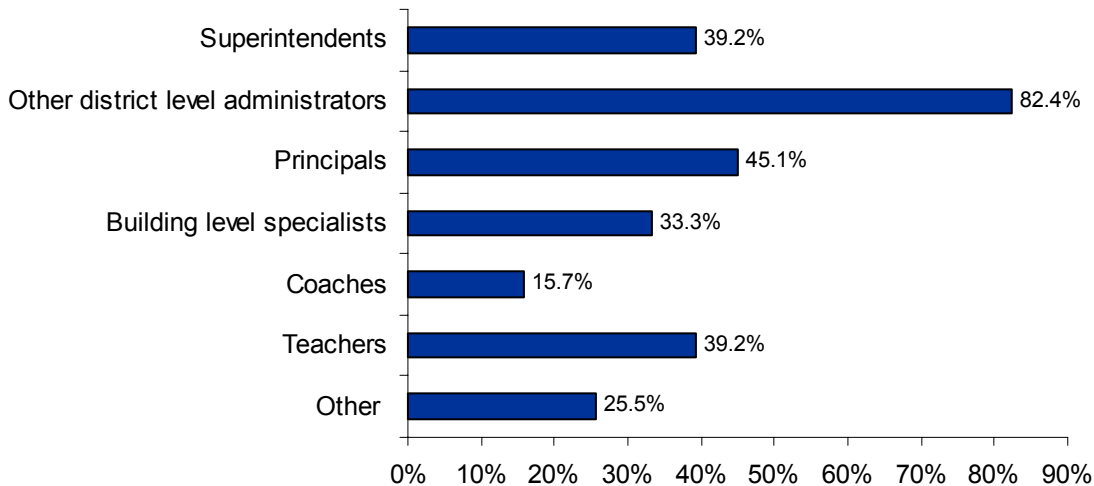
**Figure 9. Question 3.1a: Which of the following describe how needs assessment are done and decisions are made regarding the professional development offered by your ESA? (check all that apply) (n=78)**



**Table 8. If Other, please specify: (n=11)**

Response	Frequency	Percent
Data	2	18.2%
Committee	3	27.3%
Feedback/Assessments	4	36.4%
Other	2	18.2%

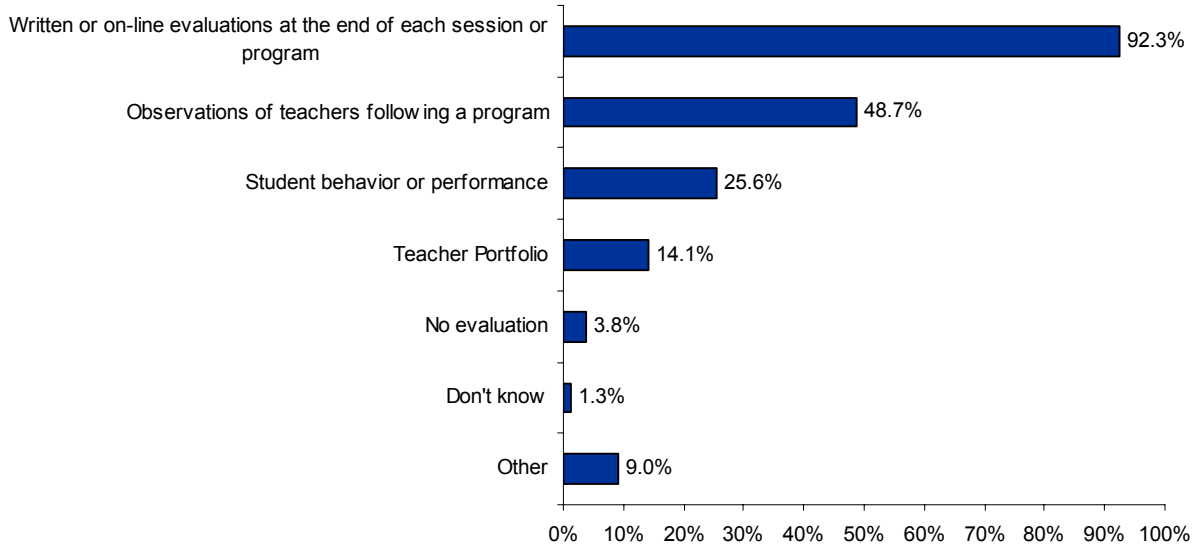
**Figure 10. Question 3.1b: If there is a committee, who serves on it? (check all that apply) (n=51)**



**Table 9. If Other, please specify: (n=11)**

Response	Frequency	Percent
Committees/Teams	2	18%
ESA Representatives	2	18%
College Representatives	2	18%
Other	5	45%

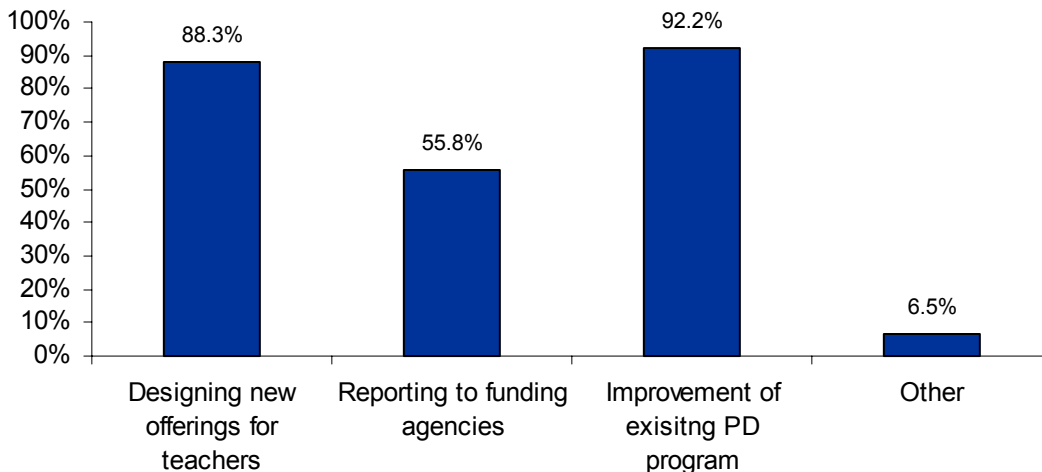
**Figure 11. Question 3.2: Professional development programs are evaluated in the following ways (check all that apply) (n=78)**



**Table 10. If Other, please specify: (n=7)**

Response	Frequency	Percent
Assessment/Feedback	6	85.7%
Depends on activity	1	14.3%

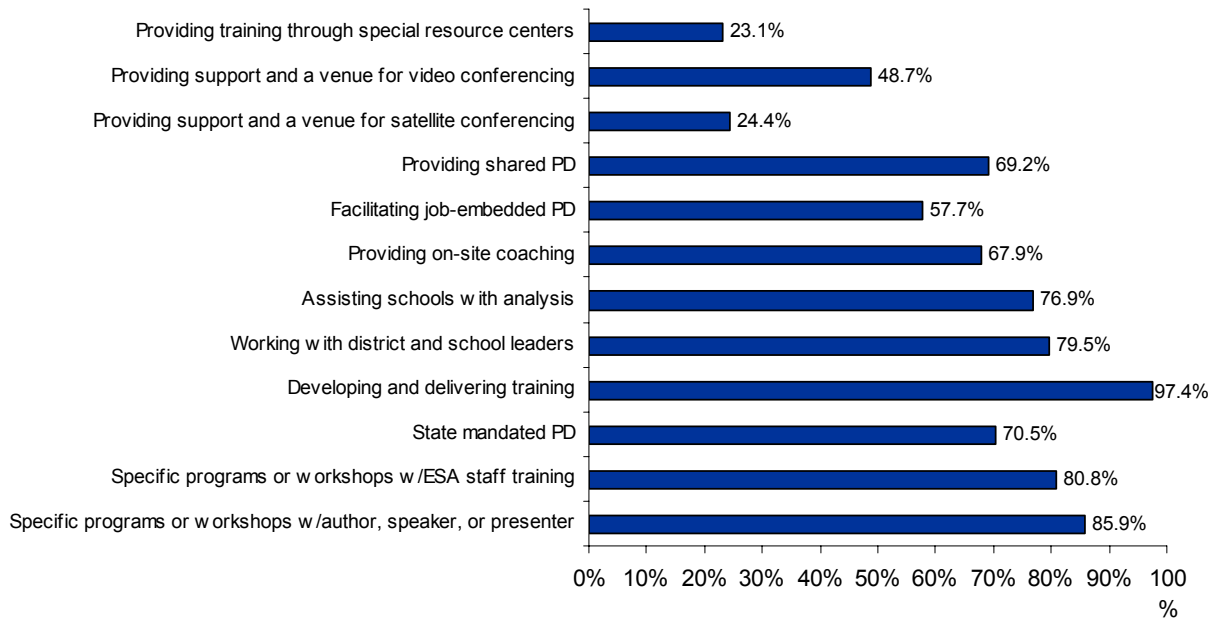
**Figure 12. Question 3.3: What are the evaluation data used for? (check all that apply) (n=77)**



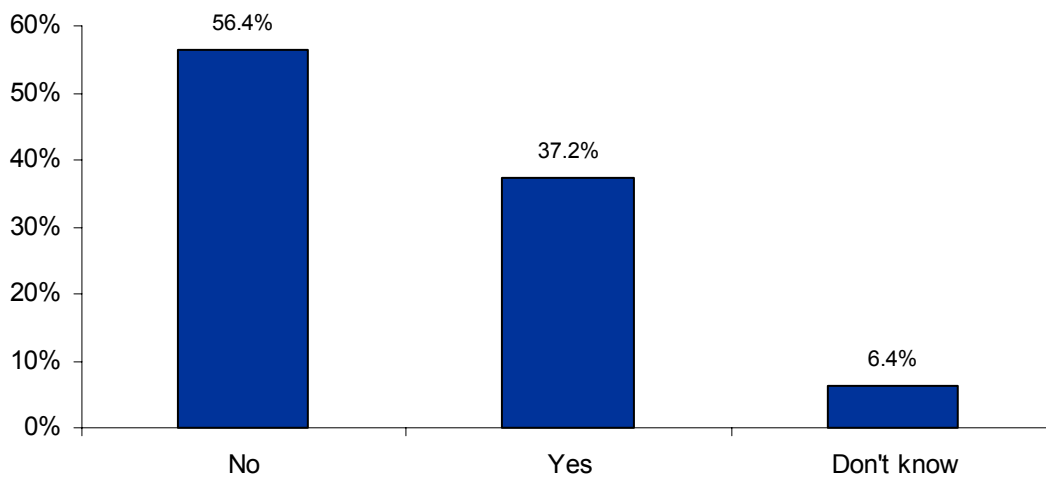
**Table 11. If Other, please specify: (n=4)**

Response	Frequency	Percent
Improvement of Instruction/Mentoring skills	2	50%
AEA accreditation	1	25%
N/A	1	25%

**Figure 13. Question 3.4: Our professional development services currently include the following: (check all that apply) (n=78)**



**Figure 14. Question 3.5: Does your ESA currently provide licensing, technical support and/or equipment for online or distance professional development programs? (n=78)**



**Table 12. If Yes, please indicate the name(s) of publisher developed program(s). (n=14)**

Response	Frequency	Percent
Virtual School/E2020	2	14.3%
Blackboard	2	14.3%
Oregon Public Broadcasting (OPB)	1	7.1%
PLATO	1	7.1%
Polycom videoconference	1	7.1%
TeacherLine	1	7.1%
Moodle	1	7.1%
Atomic Learning	1	7.1%
LRP	1	7.1%
Lorman's Professional Development	1	7.1%
Cantor Online Courses	1	7.1%
Don't know	1	7.1%

**Table 13. If Yes, please indicate the name(s) of state developed program(s). (n=12)**

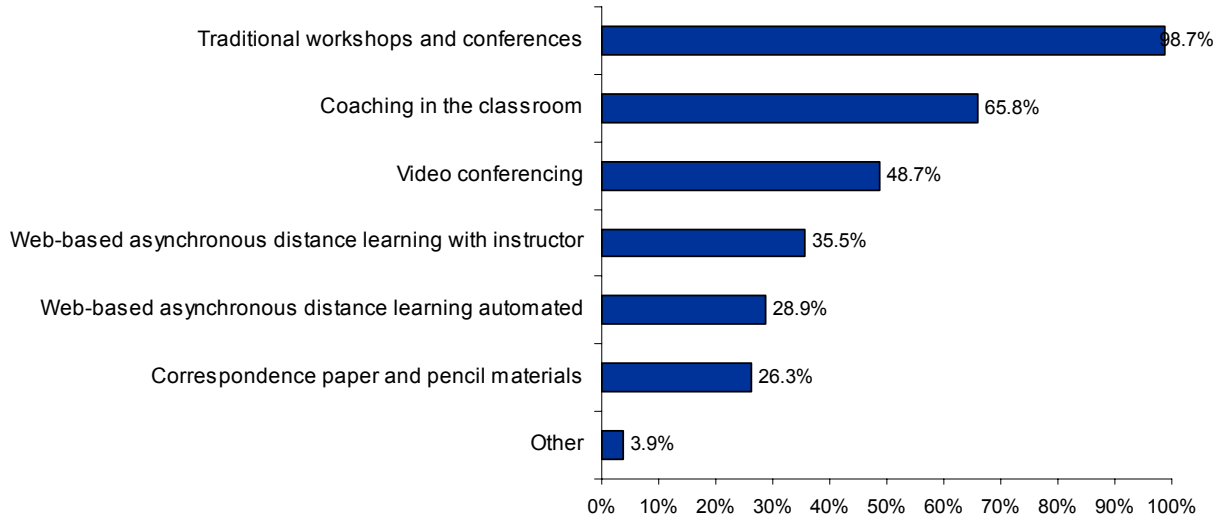
Response	Frequency	Percent
IDL	1	8.3%
Infinitec	1	8.3%
Smart Start/Smart Step/Next Step	1	8.3%
Arkansas History	1	8.3%
Math Links	1	8.3%
Reading First	1	8.3%
Effective Literacy	1	8.3%
Reading Recovery	1	8.3%
Classroom Walk Through	1	8.3%
Iowa Communications Network	1	8.3%
Michigan Virtual	1	8.3%
Turnkey Training	1	8.3%

**Table 14. If Yes, please indicate the name(s) of locally developed program(s). (n=16)**

Response	Frequency	Percent
Marco Polo	1	6.3%
@Homeroom	1	6.3%
Mandatory	1	6.3%
OSHA	1	6.3%
504	1	6.3%
Alternative Assessment	1	6.3%
Iowa Code of Ethics	1	6.3%
Early College High School-UAM	1	6.3%
Distance Learning	1	6.3%
RISE, WISE, and MISE-UAPB	1	6.3%

Content Networks	1	6.3%
Superintendent Think Tanks	1	6.3%
Round Table Discussions	1	6.3%
Electronic PD Connections	1	6.3%
Alternative Certification	1	6.3%
Project SMART	1	6.3%

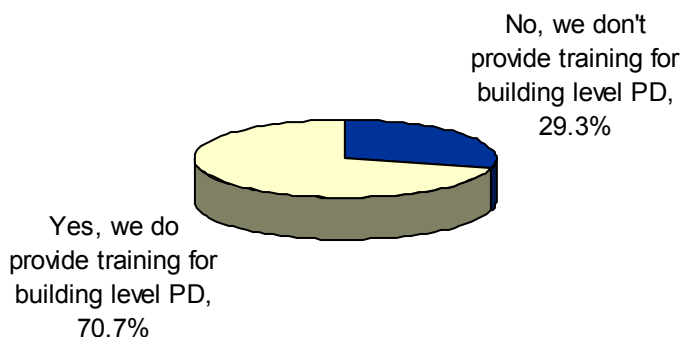
**Figure 15. Question 3.6: What types of delivery of content are used by your professional developers? (check all that apply) (n=76)**



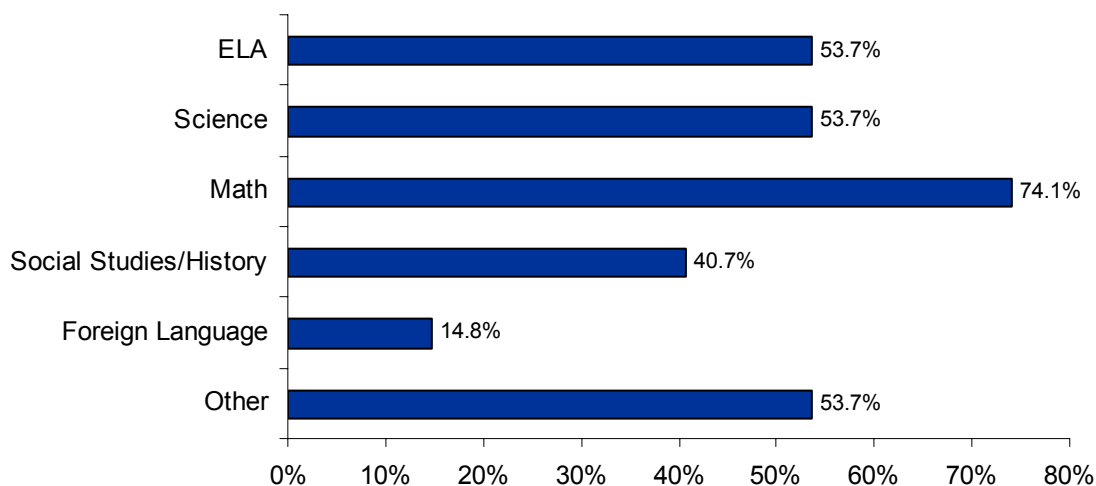
**Table 15. If Other, please specify: (n=3)**

Response	Frequency	Percent
IVDL	1	33.3%
Audiobridge Calls	1	33.3%
On-line Math Programs	1	33.3%

**Figure 16. Question 3.7a: Does your agency provide training or professional development specifically for those who themselves provide professional development at the building level, such as coaches, teacher leaders, staff development specialists, etc? (n=75)**



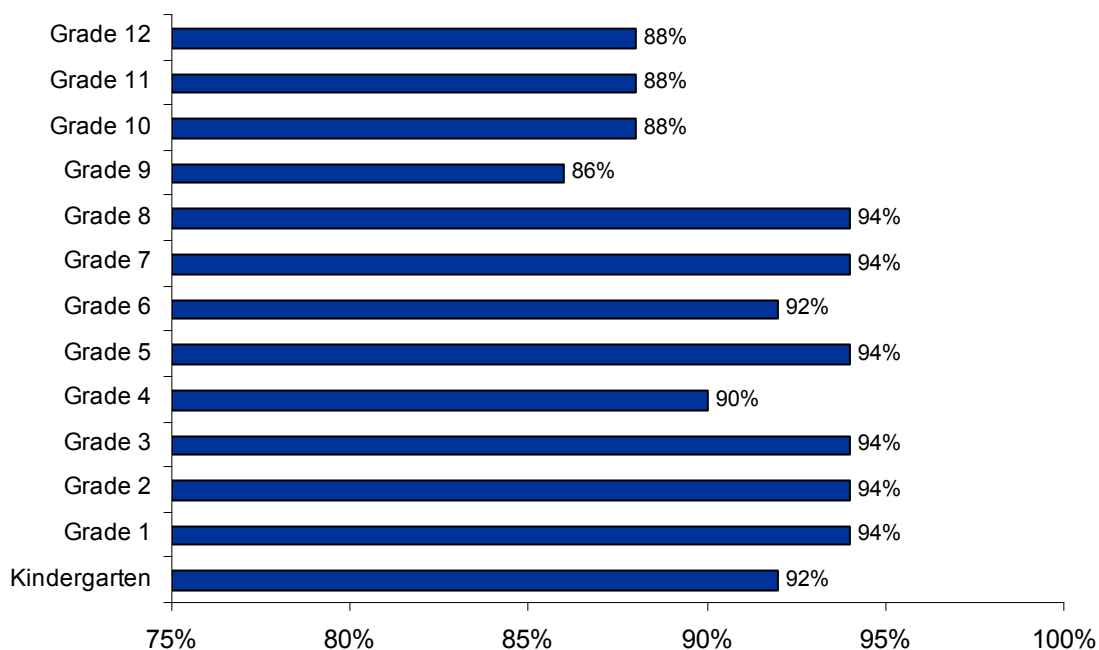
**Figure 17. Question 3.7a\_1: Subject areas: (n=54)**



**Table 16. If Other, please specify: (n=35)**

Response	Frequency	Percent
Special Populations	12	34.3%
Technology	6	17.1%
General Education	2	5.7%
School Improvement	3	8.6%
Early Childhood	1	2.9%
Reading/Literacy	6	17.1%
Coaching	2	5.7%
SREB	1	2.9%
ODD	1	2.9%
EC	1	2.9%

**Figure 18. Question 3.7a\_2: Grade levels: (n=50)**



**Table 17. Question 3.7b: If you answered Yes to question 3.7a, to what extent does the professional development or training you currently provide to building level PD providers focus in the following areas?**

	n	Low focus	2	3	4	Strong focus
Curriculum/Content	50	2%	6%	6%	20%	66%
General pedagogy	51	3.9%	11.8%	17.6%	31.4%	35.3%
How to coach/teach adults	50	12%	6%	24%	26%	32%

**Table 18. Is there anything we forgot to ask that you would like to comment on? Please let us know below. (n=5)**

Response	Frequency	Percent
Collaborate with Career and Technical Consortium to provide seminars and workshops	1	20%
School improvement planning with follow-ups and data analysis	1	20%
In-house training	1	20%
Arkansas River Education Service Cooperative serves as an educational support system to schools	1	20%
Small/rural districts do not always have adequate resources/staffing	1	20%

## **Appendix 2: Population Rank of Sampled States**

State	Population Rank
California	1
Texas (2)	2
New York (5)	3
Florida (2)	4
Illinois (9)	5
Pennsylvania (3)	6
Ohio	7
Michigan (2)	8
Georgia (4)	10
Massachusetts (6)	13
Indiana (4)	14
Tennessee	16
Wisconsin (2)	18
Minnesota (4)	21
Colorado	24
Kentucky	25
South Carolina (2)	26
Oregon	28
Connecticut	29
Iowa (3)	30
Kansas (2)	32
Arkansas	33
Nebraska (2)	38
Rhode Island	43
Montana	44
South Dakota (2)	46
North Dakota	47

## **Appendix 3: Survey**

## **Educational Service Agency Survey of Current Professional Development Services**

This survey is part of an ongoing study of professional development for PBS TeacherLine. We sincerely appreciate your assistance in providing information regarding your ESA's professional development services.

Your survey responses are anonymous; demographic information will be used only for grouping responses and avoiding duplication, and none of the information, names, or addresses will be shared with any third party.

### **1. First a little information about you**

1.1 Your position title:

1.2 What role do you have in teacher professional development?

- General administration/leadership
- Trainer for teacher professional development
- I don't have a role in teacher professional development
- Other

If Other, please specify:

## 2. Next, a little information about your ESA:

2.1 Name and address of ESA:

2.2 Number of districts served:

2.3 Approximate total number of *teachers* in the districts served:

- 0 - 500
- 501 -1000
- 1001 - 2000
- Over 2000
- Don't know

2.4 Approximate total number of *students* in the districts served:

- 0 - 10,000
- 10,001 -20,000
- 20,001 - 50,000
- Over 50,000
- Don't know

2.5 Approximate 2005-2006 total budget for your ESA:

- \$0 - \$10M
- \$10M - \$40M
- \$ 40M - \$80M
- \$ Over \$80 M
- Don't know

2.6 Does your ESA provide professional development services and programs to the teachers in your member districts?

- Yes
- No

Next

2.7 What are the federal funding sources for professional development that your ESA provides? (check all that apply):

- NCLB
- IDEA
- ESL
- Perkins
- AEA
- Don't know
- Other

If Other, please specify:

State Funding Sources (check all that apply):

- Categorical (e.g. English as a Second Language, Special Services Aid)
- Teacher Professional Development
- General Fund
- Don't know
- Other

If Other, please specify:

Local District Funding Sources (check all that apply):

- Formula Assessment
- Fee for Service
- Don't know
- Other

If Other, please specify:

2.8 Approximate 2005-2006 annual budget for **providing professional development to teachers in your member districts.**

### **3. Some information about your ESA's professional development services for teachers in your service area (check all that apply).**

3.1 Which of the following describe how needs assessment are done and decisions are made regarding the professional development offered by your ESA? (Check all that apply).

- Needs assessment surveys are sent to professional staff in member districts on a periodic basis
- The state education agency mandates areas of professional development for the ESA to provide
- Professional development specialists at the ESA select areas for professional development and offer them to the member districts
- District professional staff request specific professional development programs for their teachers
- A committee from the member schools meets regularly to assess and plan professional development
- Other

If Other, please describe:

If there is a committee, who serves on it? (Check all that apply).

- Superintendents
- Other district level administrators
- Principals
- Building level specialists
- Coaches
- Teachers
- Other

If Other, please specify:

3.2 Professional development programs are evaluated in the following ways (check all that apply).

- Written or on-line evaluations at the end of each session or program
- Observations of teachers following a program
- Student behavior or performance
- Teacher portfolio
- No evaluation
- Don't know
- Other

If Other, please specify:

3.3 What are the evaluation data used for? (Check all that apply).

- Designing new offerings for teachers
- Reporting to funding agencies
- Improvement of existing professional development program
- Other

If Other, please specify:

3.4 Your professional development services currently include the following: (check all that apply)

- Providing specific programs or workshops, subscribed to by the participating districts, featuring a well known author, speaker or presenter
- Providing specific programs or workshops, subscribed to by the participating districts, featuring ESA staff training and certified in that program
- Providing state mandated professional development to teachers in the ESA area for the State Education Agency
- Developing and delivering training tailored to the needs of individual schools or districts
- Working with district and school leaders to analyze and/or design systems that impact student learning
- Assisting schools with analysis of their achievement data and with development of plans for improving student achievement
- Providing on-site coaching to improve implementation of teaching strategies
- Facilitating job-embedded professional development (i.e., study groups, action research)

- Providing shared professional development staff to meet ongoing needs of a number of districts
- Providing support and a venue for satellite conferencing
- Providing support and a venue for video conferencing
- Providing Training through special resource centers, such as:
  - SETRC
  - ESL
  - Other

If Other, please specify:

3.5 Does your ESA currently provide licensing, technical support and/or equipment (e.g. servers) for online or distance professional development programs?

- Yes
- No
- Don't know

If Yes, please indicate the name(s) of publisher, state, and locally developed program(s).

Name(s) of publisher developed program(s):

Name(s) of state developed program(s):

Name(s) of locally developed program(s):

3.6 What types of delivery of content are used by your professional developers? (Check all that apply)

- Traditional workshops and conferences in a central location or in district
- Coaching in the classroom following training
- Video conferencing (land line and/or satellite)
- Web-based, asynchronous distance learning with instructor such as online courses
- Web-based asynchronous distance learning automated such as a discussion forum
- Correspondence (paper and pencil) materials
- Other

If Other, please specify:

3.7a Does your agency provide training or professional development specifically for those who themselves provide professional development at the building level, such as coaches,

teacher leaders, staff development specialists, etc.? (Example: coaching training for Math or ELA coaches)

- No, we don't provide training for building level PD providers
- Yes, we provide training for building level PD providers in the following subject areas and grade levels:

Subject Areas:

- ELA       Social Studies/History
- Science     Foreign Language
- Math       Other

If Other, please specify:

Grade Levels:

- Kindergarten     Grade 5     Grade 10
- Grade 1         Grade 6     Grade 11
- Grade 2         Grade 7     Grade 12
- Grade 3         Grade 8
- Grade 4         Grade 9

3.7b If you answered Yes to question 3.7a, to what extent does the professional development or training you currently provide to building level PD providers (coaches, teacher leaders, etc.) focus in the following areas?

Low focus    2    3    4    Strong focus

Curriculum/Content:                             

General pedagogy:                             

How to coach/teach adults:                             

3.8 Is there anything we forgot to ask that you would like to comment on? Please let us

know below.

---

Bottom of Form