

Professional Development Satisfaction

Project STAIR

Technical Report #05

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The research reported here is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP), award H326M170006. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

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Professional Development Satisfaction

Purpose

The central component of Project STAIR is improving teachers' capacity for data use in the DBI framework through professional learning. All teachers received three days of on-site, intensive STAIR *Core* professional learning, which introduced the DBI framework and focused on evidence-based assessment and instructional practices for students with Mathematics Learning Difficulty. To explore the aspects of STAIR *Core* Professional Development (PD) that impact teachers' satisfaction, researchers administered a professional development satisfaction survey to the teachers who participated in this project.

Method

The survey consisted of 11 items with 4-point Likert-type rating scale and 3 open-ended short answer questions. For 4-point rating scale items, the teachers were asked to respond to one of four levels of agreement scale, 'Strongly Disagree', 'Disagree', 'Agree', and 'Strongly Agree', which were coded in 0, 1, 2, 3 respectively. In the open-ended short answer questions, the teachers were asked to provide written comments about the PD trainings. The instrument is included in Appendix 1.

Among a total of 17 teachers who participated in the PD trainings, a total of six teachers, were participated in the survey, two were from school A, school B, school C on Site 1 and four of which were from school D, school E on Site 2. For schools on Site 1, the satisfaction survey was conducted once in total after the end of the Day 3 PD for Day 1, 2 and 3 PD satisfaction. For schools on Site 2, the satisfaction survey was conducted twice in total, one after the end of the Day 2 PD training for Day 2 PD satisfaction and the other after the Day 3 PD training for Day 3 PD satisfaction. Note that all four teachers were participated in Day 2 PD satisfaction survey but only two teachers were participated in Day 3 PD satisfaction survey.

Results

For Site 1, as shown in the Table 1, all the teachers (n = 2) were highly satisfied in overall area of Day 1 & 3 PD. In the open-ended short answer questions, teachers showed high expectations on ‘multiple representation’ and ‘explicit instruction’ which was the interventions introduced in Day 3 PD. For example, teacher’s response in the area of the PD that were most useful include “Understanding how multiple representations support and can drive explicit instruction”, “Time to plan a lesson using component I was most uncomfortable with (multiple representations).”

Table 1

Numbers and Percentage of response to each agreement level in Day 1, 2 and 3 PD satisfaction survey from teachers on Site 1

Sections	Item	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
General satisfaction of PD	The Project STAIR professional development was a valuable professional development opportunity	2 (100)	0 (0)	0 (0)	0 (0)
	The knowledge I gained at the Project STAIR professional development will help me improve my mathematics instruction	2 (100)	0 (0)	0 (0)	0 (0)
	The content of the Project STAIR professional development met my expectations	2 (100)	0 (0)	0 (0)	0 (0)
	I will share the knowledge I gained from the Project STAIR professional development experience with my colleagues	2 (100)	0 (0)	0 (0)	0 (0)

	The Project STAIR professional development was appropriately interactive	2 (100)	0 (0)	0 (0)	0 (0)
Understanding Key concepts of Project STAIR	The Project STAIR professional development deepened my understanding of: - Data-based individualization	2 (100)	0 (0)	0 (0)	0 (0)
	The Project STAIR professional development deepened my understanding of: - Evidence-based instructional practices in mathematics.	2 (100)	0 (0)	0 (0)	0 (0)
	The Project STAIR professional development deepened my understanding of: - Formative assessments.	2 (100)	0 (0)	0 (0)	0 (0)
Satisfaction of follow-up coaching and support	The follow-up coaching and support planned for the school year will help me apply the following concepts in my classroom: - Data-based	2 (100)	0 (0)	0 (0)	0 (0)
	The follow-up coaching and support planned for the school year will help me apply the following concepts in my classroom: - Evidence-based instructional	2 (100)	0 (0)	0 (0)	0 (0)

practices in
mathematics

The follow-up coaching and support planned for the school year will help me apply the following concepts in my classroom: - Formative assessments	2 (100)	0 (0)	0 (0)	0 (0)
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Second, for Site 2, as shown in the Table 2, most of the teachers were highly satisfied in overall area of Day 2 PD. Particularly, a majority of teacher (n = 4) highly valued the contents of Day 2 PD and felt it was appropriately interactive. Also, the teachers showed strong willingness to share the knowledge they gained from Day 2 PD experience with their colleagues. Their expectations of knowledge gained at the Day 2 PD for improving mathematics instruction, their satisfaction on the content of the Day 2 PD that met their expectations were also reported to be the next highest part of satisfaction in the Day 2 PD training. In addition, they were also satisfied with gaining understanding of Data-based individualization, which is the core concept of the Project STAIR, and with follow-up coaching and support for implementing ‘Data-based individualization’ and ‘Evidence-based instructional practices in mathematics’.

In the open-ended short answer questions, teachers were asked to provide areas of the PD that were most useful, need improvement, and things they would like to share about the PD. Their comments provided researchers to identify those areas in the PD from teachers’ perspectives. Most of the teachers showed high expectations specifically on ‘multiple representation’ which was one of the interventions introduced in Day 2 PD. Some of their responses include, “Time to look at a topic and come up with ideas on how to incorporate within my daily lessons.”. Interestingly, teachers who had high expectations on ‘multiple representation’, respond ‘multiple representation’ as in need of improvement. As a result,

“multiple representation” was identified to be most useful, exiting areas for teacher and at the same time the area that requires more improvement in Day 2 PD.

Table 2

Numbers and Percentage of response to each agreement level in Day 2 PD satisfaction survey from teachers on Site 2

Sections	Item	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
General Satisfaction of PD	The Project STAIR professional development was a valuable professional development opportunity	4 (100)	0 (0)	0 (0)	0 (0)
	The knowledge I gained at the Project STAIR professional development will help me improve my mathematics instruction	3 (75)	1 (25)	0 (0)	0 (0)
	The content of the Project STAIR professional development met my expectations	3 (75)	1 (25)	0 (0)	0 (0)
	I will share the knowledge I gained from the Project STAIR professional development experience with my colleagues	4 (100)	0 (0)	0 (0)	0 (0)
	The Project STAIR professional development was appropriately interactive	4 (100)	0 (0)	0 (0)	0 (0)
Understanding Key concepts of PD	The Project STAIR professional development	3 (75)	1 (25)	0 (0)	0 (0)

	deepened my understanding of: - Data-based individualization				
	The Project STAIR professional development	3 (75)	1 (25)	0 (0)	0 (0)
	deepened my understanding of: - Evidence-based instructional practices in mathematics.				
	The Project STAIR professional development	2 (50)	1 (25)	1 (25)	0 (0)
	deepened my understanding of: - Formative assessments.				
Satisfaction of follow-up coaching and support	The follow-up coaching and support planned for the school year will help me apply the following concepts in my classroom: - Data-based individualization	3 (75)	1 (25)	0 (0)	0 (0)
	The follow-up coaching and support planned for the school year will help me apply the following concepts in my classroom: - Evidence-based instructional practices in mathematics	3 (75)	1 (25)	0 (0)	0 (0)
	The follow-up coaching and support planned for the school year will help me apply the following concepts	2 (50)	1 (25)	1 (25)	0 (0)

in my classroom: -
Formative
assessments

In Day 3 PD satisfaction survey from teachers on Site 2 in overall, all teachers ($n = 2$) showed high satisfaction in the PD training (see Table 2). All two teachers showed highest satisfaction on in the area of Day 3 PD in general, understanding key concepts of Project STAIR specifically for *Data individualization*, *Evidence-based instructional practices in mathematics*, and follow-up coaching and support. In the open-ended short answer questions, teacher’s response in the area of the PD that were most useful included “*How to access my students ARPM data. Also, time to discuss the DOMA data with the coach.*”

Table 3

Numbers and Percentage of response to each agreement level in Day 3 PD satisfaction survey from teachers on Site 2

Sections	Item	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
General satisfaction of PD	The Project STAIR professional development was a valuable professional development opportunity	2 (100)	0 (0)	0 (0)	0 (0)
	The knowledge I gained at the Project STAIR professional development will help me improve my mathematics instruction	2 (100)	0 (0)	0 (0)	0 (0)
	The content of the Project STAIR professional	2 (100)	0 (0)	0 (0)	0 (0)

	development met my expectations				
	I will share the knowledge I gained from the Project STAIR professional development experience with my colleagues	2 (100)	0 (0)	0 (0)	0 (0)
	The Project STAIR professional development was appropriately interactive	2 (100)	0 (0)	0 (0)	0 (0)
Understanding Key concepts of Project STAIR	The Project STAIR professional development deepened my understanding of: - Data-based individualization	2 (100)	0 (0)	0 (0)	0 (0)
	The Project STAIR professional development deepened my understanding of: - Evidence-based instructional practices in mathematics.	2 (100)	0 (0)	0 (0)	0 (0)
	The Project STAIR professional development deepened my understanding of: - Formative assessments.	1 (50)	1 (50)	0	0 (0)
Satisfaction of follow-up coaching and support	The follow-up coaching and support planned for the school year will help me apply the following concepts in my classroom: - Data-based	2 (100)	0 (0)	0 (0)	0 (0)

The follow-up coaching and support planned for the school year will help me apply the following concepts in my classroom: - Evidence-based instructional practices in mathematics	2 (100)	0 (0)	0 (0)	0 (0)
The follow-up coaching and support planned for the school year will help me apply the following concepts in my classroom: - Formative assessments	2 (100)	0 (0)	0 (0)	0 (0)

APPENDIX 1

Professional Development Satisfaction

4/16/2019

Qualtrics Survey Software

Default Question Block

Project STAIR Core Professional Development Satisfaction

This survey will take approximately 5 minutes and for your feedback on the Project STAIR Core Professional Development.

This survey renders best on desktop or laptop computers, not mobile devices.

Please enter your name below

First name

Last name

To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Agree	Strongly Agree
The Project STAIR professional development was a valuable professional development opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The knowledge I gained at the Project STAIR professional development will help me improve my mathematics instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of the Project STAIR professional development met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will share the knowledge I gained from the Project STAIR professional development experience with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Project STAIR professional development was appropriately interactive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Project STAIR professional development deepened my understanding of:

	Strongly disagree	Disagree	Agree	Strongly Agree
Data-based individualization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence-based instructional practices in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>