

## Results of Exit Survey

### Pedro Noguera – November, 2016

**In terms of content and presentation, what are two (2) good things about today?**

Team work Concrete examples
Ability to talk with group members Relevant presentation and PowerPoint
Pedro always leaves you with more to think about. I liked the key ideas that were shared for districts and schools for school improvement.
Time as a team Student voice
Great speaker, opportunity to discuss thinking with group.
Time with our team to process and the wisdom of the Dr.
Context, vision, and processing time
Time to learn and time to work as a team
The opportunity to collaborate with various district leadership and administrators about excellence through equity. The outcome based approach to address equity issues and the student panel and voice made is real. It added to our urgency to act now.
1. Working directly with our school data 2. Having the first-hand experience of listening to an inspirational speaker.
Student feedback time to collaborate on next steps with our school team
The morning dedicated to receiving information and the afternoon dedicated to working with colleagues to apply the learning was fabulous!
I appreciate that you provided us access to the powerpoint.
Listening to Dr. Noguera with time to reflect Time to work with my team
1. round table groups for collaboration 2. process and application time to work with our teams 3. hearing from students was awesome
Listening to Dr. Noguera and having time to talk with other Educators.
Having time to speak with our team about our data.
Listening to students give answers to Dr. Noguera's questions.
Collaboration with direct colleagues as well as another level within our school district opened up profitable conversations.
Opportunity to collaborate To develop new ideas about equity
Dr. Noguera's words were very helpful and so was his powerpoint.
Time to look at our data to find the root causes.

Hearing the speaker say key things to motivate me to go back and make some instructional changes.

1. Great balance of lecture and time to discuss.
2. Access to the PowerPoint.

The lecture-work with team concept  
Tables for teams to sit together

Student panel and data analysis activity

**In terms of content and presentation, what are two (2) things you wish would have been different about today?**

More turn & talk in the morning

Talk to other districts  
Panel with district reps

I wish we were able to bring new people. The day was well structured and meaningful.

too much sitting need activity breaks

Leave off the whole group share out in the end.

None

Q and A opportunity. More time on case studies

It was had to hear many of the speakers and was very crowded. It would have been nice to have time throughout to talk with our team.

Time needed to collaborate with other districts. Learn from one another and identify what is working well.

1. I would have appreciated more direction around the protocol. I'm not really certain that we had the "protocol" - we had guiding questions and a document that looked to be dissecting the anti-racism policy from PSESD. This part was a little loose for what I'd hoped to accomplish today. 2. The share-out at the end was long, and I don't know that I gained from it.

A different forum so that district teams had opportunity to work with school teams to develop a plan of action

I honestly cannot think of anything. The balance of talk and application was great, and Pedro was so engaging, it held my interested and met my needs!

It would have been helpful to have more of our team (teachers in particular) attend the event. We would have liked more time to plan as a team.

Even though Dr. Noguera is very easy to listen to and stay engaged with what he is saying, it would have been great to have...

1. occasional "brain" breaks/exercises throughout the listening would have been helpful

More people needed to hear this message.  
The data we had was lacking.

The protocol was confusing.

Would've liked more examples of how equity work is done at schools.

Continued conversations and check ins to see how the process is with each other and support systems

for schools to cross collaborate.
Honest district conversations. More accountability to the protocols.
I wish we could have had time in a separate room to work with teams The questions were geared more towards a "districts" vision, not a school. Maybe have one sheet for schools and one sheet for districts
I am not sure why we did the share out at the end ... didn't see to be relevant to the morning. Seemed like a time filler.
I would have liked to have been able to break out into district level to be able to hear how the district leaders were interpreting what we were all hearing.
Noisy, hard to hear from back of room More how to, and less why...we know why, we need help implementing...
Q&A with Dr.Noguera

**Would you participate in, or send people to, WSASCD professional learning opportunities again?**

25 Responses – all Yes

**Why? or Why not?**

Great learning
The speaker was engaging and we were allowed opportunities to process our thoughts.
Always of high quality
Quality presenters; research-based content
Relevant content
Yes, more professional development is needed around equity and student achievement for all students.
For the chance to hear well-known professionals and leaders deliver a powerful message.
Friendly, well organized, applicable, working with colleagues
Your events are always structured to provide time for learning, reflection, and meaningful work- thank you!
Because it is very relevant to what is "on top" in education and the challenges faced by teachers, schools, districts and states, providing inspiration, hope and validation of our work.
I have benefited from every opportunity I have attended.
Overall great set up. PD done in a way that promotes action and next steps.
Beneficial for all and assists us to shift our thinking in a positive light. Dr. Noguera is such a dynamic speaker and his research will change the lives for students if we take action.
This was the first one I have attended. I would attend more from Dr. Noguera
Always nice to connect with others.
Very valuable - time well spent!

**What additional professional development (PD) offerings might you or your colleagues be interested in? (select your top 5)**

Instructional & Assessment Strategies for supporting students who are Highly Capable, Using Open Source Online Resources for Instruction, Measuring the Value Added School/District Communications with Social Media, Engaging Families
Engaging Families
Equity & Access, Multi-Tiered Systems of Support (like RTI & PBIS), Instructional & Assessment Strategies for supporting students with special needs, Instructional & Assessment Strategies for supporting English Language Learners, Designing and Using Standards-Based Classroom Assessments, Designing Standards-Based Units and Lessons, Whole Child: Districtwide Supports & Accountability
Equity & Access, Multi-Tiered Systems of Support (like RTI & PBIS), Leading as a Teacher, Designing Standards-Based Units and Lessons, College and Career Ready: Preparing Students for Transitions at all Levels, Engaging Families, Whole Child: Districtwide Supports & Accountability, Whole Child: Reaching and Teaching the Whole Child/SEL, Professional Learning Communities (PLCs), Teacher Leaders: Coaching, Collaborating and Consulting
Equity & Access, Multi-Tiered Systems of Support (like RTI & PBIS), Instructional & Assessment Strategies for supporting students with special needs, Instructional & Assessment Strategies for supporting English Language Learners, Leading as a Teacher, Professional Learning Communities (PLCs), Teacher Leaders: Coaching, Collaborating and Consulting
Equity & Access, Designing and Measuring Effective Professional Learning, STEM Implementation, Engaging Families, Professional Learning Communities (PLCs)
Equity & Access, Instructional & Assessment Strategies for supporting students with special needs, Designing and Measuring Effective Professional Learning, Engaging Families, Whole Child: Districtwide Supports & Accountability, Teacher Leaders: Coaching, Collaborating and Consulting
Equity & Access, Engaging Families, Professional Learning Communities (PLCs), Teacher Leaders: Coaching, Collaborating and Consulting
Equity & Access, Multi-Tiered Systems of Support (like RTI & PBIS), Designing and Measuring Effective Professional Learning, Whole Child: Districtwide Supports & Accountability, Teacher Leaders: Coaching, Collaborating and Consulting
Equity & Access, Multi-Tiered Systems of Support (like RTI & PBIS), Instructional & Assessment Strategies for supporting students with special needs, Instructional & Assessment Strategies for supporting English Language Learners, Engaging Families
Multi-Tiered Systems of Support (like RTI & PBIS), Instructional & Assessment Strategies for supporting students with special needs, Leading as a Teacher, Using Open Source Online Resources for Instruction, Professional Learning Communities (PLCs)
Equity & Access, Measuring the Value Added School/District Communications with Social Media, Engaging Families, Whole Child: Reaching and Teaching the Whole Child/SEL, Teacher Leaders: Coaching, Collaborating and Consulting
Equity & Access, Designing and Using Standards-Based Classroom Assessments, Designing and Measuring Effective Professional Learning, Engaging Families, Professional Learning Communities (PLCs)
Equity & Access, Multi-Tiered Systems of Support (like RTI & PBIS), Engaging Families
Multi-Tiered Systems of Support (like RTI & PBIS), Designing and Measuring Effective Professional Learning, Teacher Leaders: Coaching, Collaborating and Consulting
Equity & Access, Creating Integrated Curriculum Maps, Engaging Families, Whole Child: Reaching and Teaching the Whole Child/SEL
Equity & Access, Designing and Using Standards-Based Classroom Assessments, Creating Integrated Curriculum Maps, Designing Standards-Based Units and Lessons, College and Career Ready: Preparing

Students for Transitions at all Levels, Engaging Families, Whole Child: Reaching and Teaching the Whole Child/SEL, Professional Learning Communities (PLCs), Teacher Leaders: Coaching, Collaborating and Consulting

Equity & Access, Leading as a Teacher, STEM Implementation, Engaging Families, Teacher Leaders: Coaching, Collaborating and Consulting

Multi-Tiered Systems of Support (like RTI & PBIS), Designing and Using Standards-Based Classroom Assessments, Whole Child: Districtwide Supports & Accountability

Equity & Access, Multi-Tiered Systems of Support (like RTI & PBIS), Instructional & Assessment Strategies for supporting English Language Learners, Professional Learning Communities (PLCs), Teacher Leaders: Coaching, Collaborating and Consulting

Equity & Access, Instructional & Assessment Strategies for supporting students who are Highly Capable, Instructional & Assessment Strategies for supporting English Language Learners, STEM Implementation, Whole Child: Reaching and Teaching the Whole Child/SEL

Equity & Access, Multi-Tiered Systems of Support (like RTI & PBIS), Instructional & Assessment Strategies for supporting students who are Highly Capable, Instructional & Assessment Strategies for supporting students with special needs, Instructional & Assessment Strategies for supporting English Language Learners, Designing Standards-Based Units and Lessons, Designing and Measuring Effective Professional Learning, Smarter Balanced Assessment, Professional Learning Communities (PLCs), Teacher Leaders: Coaching, Collaborating and Consulting

### What is your role?

Elementary School Teacher
District-Level Administrator
District-Level Administrator
District-Level Administrator
District-Level Teacher on Special Assignment
District-Level Administrator
Site-Level Administrator
Site-Level Instructional Coach, Facilitator or Dean
Site-Level Administrator
Site-Level Administrator
Elementary School Teacher
Site-Level Administrator
Site-Level Administrator
Site-Level Administrator
District-Level Administrator
Middle School Teacher
Site-Level Administrator
ELL Specialist

District-Level Administrator
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Site-Level Instructional Coach, Facilitator or Dean
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Site-Level Administrator
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Site-Level Instructional Coach, Facilitator or Dean
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