Sound Practices to Reach Every Student: Making Sense of ACEs and PBIS

Exit Survey - June 14, 2016 – **21 Respondents**

1. In terms of content and presentation, what are two (2) good things about today?
   - Review of influence of Aces on student learning.
   - Break out time
   - The morning info was great and engaging.
   - Affirming for what we are doing; and challenging for what we could be doing to improve.
   - Excellent way to incorporate ACES with our work with student behavior.
   - Thank you to this team.
   - Enjoyed hearing about Whole Child information works in Tacoma.
   - Break out time to interact with the material was useful.
   - Context of video is essential to making observations. It didn't make sense to judge students outside of the context of the situation. Teachers make judgments in context.
   - I wanted more about the process and practice of creating and implementing PBIS strategies.
   - Copies of the powerpoint with room for notes would have been great.
   - Great day.
   - Thought provoking, good stuff. I left with more questions as a result.
   - I spent a lot of time wondering about the relevance of what was presented to the topic of the session. It would have been helpful to have handouts of the powerpoint presentation. I would also suggest that objectives of each portion of the session be stated up front.
   - You shared so much information so quickly. Great examples, but I needed handouts for some of the 'getting started' steps. I couldn't get the lists down fast enough. Thank you for sharing with us.
   - Awesome team… Tacoma is lucky!
   - Lots of food for thought – thanks!

2. In terms of content and presentation, what are two (2) things you wish would have been different about today?
   - More time to think of practical strategies for our school and classes.
   - Less data...we know what the data says.
   - The afternoon, and maybe even more of the morning, should have dedicated on the "how to/hands on" in the classroom. We've had enough data, and theory!!!! Please! Give us time to figure out how to do this.
   - Good to see how data fits with what we are doing as a school.
   - Would like to have worked with our school team on strategies.
   - Don't know what our next steps should be.
   - With our high poverty population, we could use more specific strategies.
   - This could have/should have been a longer session. Lots of good information packed into a relatively small amount of time.
   - What I wanted to learn was the nuts and bolts of PBIS; what pitfalls to watch for, how to create them, how to use them. Josh's presentation touched on this, but I wanted more.
   - I'm piecing this together. I will still need a more foundational workshop to make sure I understand (what the key parts, details of each part). Your presentation would have been more helpful. Thank you for sharing.
   - This seemed to be designed for principals. I wanted a teacher's perspective.
   - I would have liked to hear more from the instructors about the content of the subject and less group time writing lists of things we already are aware of.

3. Would you participate in, or send people to, WSASCD professional learning opportunities again?
   - 19 – yes
   - 2 – no

4. Why or Why not?
   - I can always do better.
   - Just not enough time to get things in place for the next year. We need less listening to lecture and more time to work with my school, and team to get things done.

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

   Check all that apply.

   ☐ Equity & Access - 13

   ☐ Multi-Tiered Systems of Support (like RTI & PBIS) - 15

   ☐ Instructional & Assessment Strategies supporting students who are Highly Capable - 3

   ☐ Instructional & Assessment Strategies supporting students with special needs - 3

   ☐ Instructional & Assessment Strategies supporting English Language Learners - 7

   ☐

Leading as a Teacher - 12

Designing and Using Standards-Based Classroom Assessments

- [ ] Creating Integrated Curriculum Maps - 5
- [ ] Designing Standards-Based Units and Lessons
- [ ] Using Open Source Online Resources for Instruction - 2
- [ ] Measuring the Value Added School/District Communications with Social Media
- [ ] Designing and Measuring Effective Professional Learning
- [ ] Smarter Balanced Assessment
- [ ] STEM Implementation - 11
- [ ] College and Career Ready: Preparing Students for Transitions at all Levels
- [ ] Engaging Families - 7
- [ ] Whole Child: Districtwide Supports & Accountability - 9
- [ ] Whole Child: Reaching &Teaching the Whole Child/SEL- 3
- [ ] Professional Learning Communities (PLCs) - 9
- [ ] Teacher Leaders: Coaching, Collaborating and Consulting - 7
- [ ] Other: ....

6. What is you role?

Mark only one oval.

- ( ) District-Level Administrator
- ( ) 2 - Site-Level Administrator
- ( ) District-Level Teacher on Special Assignment
- ( ) Site-Level Instructional Coach, Facilitator or Dean
- ( ) Site-Level Interventionist
- ( ) 13 - Elementary School Teacher
- ( ) Middle School Teacher
- ( ) 6 - High School Teacher
- ( ) Other:

Google Forms