

Prioritization of Work – Fall 2015 Update

8/18/2017 1:27 PM



The following report contains an expansive analysis of data collected by Sanford Inspire Program researchers and Arizona State University Mary Lou Fulton Teachers College staff and researchers on areas for which program graduates need refinement and topics for which our users continue to need resources to address. This is an update to a similar report created in the Fall of 2014.

Results of that report recommended topics in immediate need included: Planning and Delivery (Differentiation, Checks for Understanding, Materials and Resources); Environment (Managing Student Behavior); and Student Growth and Achievement (Tracking Progress, Setting Goals, and Assessment). In response, On-Demand Modules such as Causes of Misbehavior, Giving Clear Directions for a Task, Understanding Consequences Creating Logical Consequences, Delivering Consequences, Creating Student-Centered Behavior Plans, Creating Classroom Rules, , Preparing to Differentiate: Student Readiness, Delivering Effective Feedback, Giving Effective Praise are now available for use.

Because of the depth and breadth of the data analyzed in this report, we believe we have accumulated enough data to discern topics which, if addressed, would assure that resources the Sanford Inspire Program produces over the next several months would meet immediate and continued needs of our users. Data in this report reaches back to academic year 2013-2014 and includes:

- Exit Survey Results
 - Spring 2015
- Professional Development Survey
 - Fall 2014 Paideia
 - Fall 2014 Teach For America
 - Fall 2014 Other Teachers
- Sanford Inspire Program On-Demand Module Pilot-Test Survey
- Performance Assessment TAP Scores
 - 2013-2014 academic year
 - 2014-2015 academic year
- Performance Assessment Evidence of Refinement – PIC and MSB
 - 2013-2014 academic year
 - 2014-2015 academic year
- ASU Teacher Candidate Improvement Plan data
 - 2013-2014 academic year
 - 2014-2015 academic year
 - Fall 2015 academic semester
- Performance Assessment Professionalism Scores
 - 2013-2014 academic year
 - 2014-2015 academic year
- PLL Search Results
 - First month of Spring 2014
- ASU Instructor Survey
 - Fall 2013 (n=20)
- ASU Alumni Survey
 - Fall 2013 (n=112)
- Sanford Inspire Program Focus Groups
 - Spring 2014

Key Findings

- In-service teachers need professional development on topics including: Planning & Delivery (Differentiation), Motivation (Engagement, Influencers), and Student Growth & Achievement (Tracking Progress, Setting Goals)
- ASU Instructors report teacher candidates need additional instruction on topics including: Differentiation (P&D) and Classroom Management (ENV)
- ASU Alumni need additional Materials & Resources (P&D) in Content-specific Areas, such as Math Projects or Grammar Activities. They also note areas of need including Behavior Issues (ENV) and Differentiation (P&D).
- ASU Teacher Candidates said they need additional help with Managing Student Behavior (ENV), Materials & Resources (P&D), Differentiation (P&D), and Academic Feedback (P&D).
- ASU Teacher Candidate Performance Assessments, Professionalism Rubric, and Exit Survey show that teacher candidates often leave the program feeling the least prepared in the areas that are the most common refinements: Presenting Instructional Content (P&D), Academic Feedback (P&D), and Managing Student Behavior (ENV).
 - They also leave the program feeling the least efficacious in the least common areas of reinforcement: Student Engagement – assist families, Teacher Knowledge of Students, and Managing Student Behavior
 - Additionally, they report leaving the program needing more preparation in communicating with families, which supports the most common professionalism rubric area of refinement and least common area of reinforcement – Section D on Home/School Communication.

Focus On-Demand Module Topic Development Around:

1. Motivation - Engagement

- a. In-Service Teachers, PLL Searches, ASU PA's, ASU Exit Survey, ASU Professionalism Rubric, ODM Pilot
 - i. Specifically: Investment in Learning, motivating students who show low interest in school work, Engages Influencers, Engagement, Engaging/Fun Activities, Engagement – Content Strategies (S&O, TKS), Parent Teacher Conference/Parent Communication, Parent Involvement, Communicating instructional program to parents, Communicating individual student performance to parents, Advocacy/Resources for Ss, Communicating with families– “I don't feel that enough with parental communication experience was given or discussed” and “more experience communicating with parents, what to say, what not to say”, Communicating the Instructional Program to Parents, Home communication, Attitudes towards learning and self-efficacy, how to turn apathy into motivation, student to student interaction

2. Classroom Management

- a. ASU Instructors, ASU Alumni, ASU TC's, ASU PA's, ASU Exit Survey, ODM Pilot
 - i. Specifically: dealing with behavior issues, GenED vs SPED i.e. catering to individuals and larger groups, issues of TC age & establishing authority, establishing classroom management systems, getting children to follow rules, controlling disruptive behavior, The random things that happen during a school day that serve as interruptions and how to minimize their effect on students' learning.

3. Differentiation Strategies

- a. In-Service Teachers, ASU Instructors, ASU Alumni, ASU TC's, ODM Pilot
 - i. Specifically: Lesson Differentiation, Differentiation Resources, Differentiating Instruction, Learning Strategies, Leveled Readers, Gifted Education for Middle School, Understanding unique needs of children with disabilities, adaptations for children with special needs, having professional language to discuss children's unique needs, Assistive technology with SPED students, List of apps that address certain disabilities, SPED students vs GenEd Students, SPED students in GenEd, How to educate others about SPED students, Specific disabilities outside the usual (SLD, ED, MR), Students with IEPs and how to support them in the classroom , cultural issues impacting learning, behavior or motivation, Diversity, working with children of diverse ethnic backgrounds, i.e., bi-racial children (any mix), African-American children that live in an urban area, Latino children that live in an urban area, Muslim children, and the little girls wearing hijab (don' ignore them) using ELP standards & creating language objectives for ELLs, engaging ELLs

4. Activities & Materials/Materials & Resources

- a. In-Service Teachers, ASU Alumni, PLL Searches, ASU TC's
 - i. Specifically: Backwards Design, Sub-objectives – how to write them and what they are, TAP Lesson Bank, Proficient Lesson Plan, Pre-Work/Preparation, Inquiry Lesson Plan, Planning Direct Instruction Lessons, Exemplar Unit Plan Bank, Free resources for lesson planning in general, videos of excellent examples, Creative lessons with Technology, Technology Evaluation Template,
 - ii. Specifically: Math Resources/Projects, Reading Resources/Project, Grammar/Writing Activities

5. Presenting Instructional Content (P&D)

- a. ASU PA's, ASU Exit Survey, ASU PIC coding
 - i. Specifically: Learning Strategies, Properly using Visuals, How to Use and Create an Agenda, Best Practices In Using Internal Summaries, Pacing/Segmenting Guide, When and How to Effectively Model, Grouping Strategies

6. Academic Feedback

- a. ASU TC's, ASU PA's, ASU Exit Survey
 - i. Specifically: Checks for Understanding – Questioning Strategies, Checks for Understanding, Responding to Students, Instructional Strategies – extent to which they can craft good questions for students

7. Teacher Content Knowledge

- a. ASU Instructors, ASU PA's, ASU Professionalism
 - i. Specifically: Teacher Academic Writing, Content Area Literacy, Content Area Writing, Growing and Developing Professionally: Content Knowledge and Pedagogical Skills, standards-based learning objectives
 - ii. ASU TC's report feeling most prepared in Teacher Content Knowledge upon leaving the program.

8. Student Growth & Achievement

- a. In-Service Teachers, ASU Professionalism
 - i. Specifically: Tracking Progress, Setting Goals, Assessment, Daily Assessments, Data Notebooks, Maintaining Accurate Records: Student Progress, Maintaining Accurate Records: General Record Keeping (could also be Professional Responsibilities)

9. Professionalism

- a. ASU Professionalism, ASU Improvement Plans
 - i. Specifically: Unprofessional communication/conduct; Understanding/Avoiding Plagiarism; Maintaining Accurate Records: General Record Keeping (could also be Student Growth and Achievement); Time Management;

ASU Teacher Candidate TAP Performance Assessments

	2013-2014 Academic Year		2014-2015 Academic Year	
	Most Common Refinement	Least Common Reinforcement	Most Common Refinement	Least Common Reinforcement
Fall	1. PIC (270) 2. AF (167) 3. S&O (105)	1. IP (53) 2. TKS (55) 3. TCK (58)	1. PIC (241) 2. AF (170) 3. MSB (121)	1. IP (38) 2. S&O (55) 3. TCK (68)
Spring	1. PIC (239) 2. AF (136) 3. MSB (121)	1. IP (37) 2. TKS (49) 3. S&O (55)	1. PIC (220) 2. AF (169) 3. MSB (117)	1. IP (24) 2. TCK (56) 3. S&O (63)

From this we see the most common area of refinement is consistently **Presenting Instructional Content**, with **Academic Feedback** and **Managing Student Behavior** close behind. We also see that the least common area of reinforcement is **Instructional Plans**, followed by **Teacher Content Knowledge, Standards & Objectives** and **Teacher Knowledge of Students**. Almost all of these align to **Planning & Delivery, Learning Environment, or Motivation** in the Sanford Inspire Program framework.

Most Common Refinement

Presenting Instructional Content

PD.a.2 - Backwards Design – daily planning
 PD.b.1 - Components of Direct Instruction - Opening
 PD.b.2 – Components of Direct Instruction – Intro to New Material
 PD.g – Elements of Delivery

Academic Feedback

PD.e.2 – Checks for Understanding – Questioning Strategies
 PD.e.3 – Checks for Understanding – Responding to Students

Managing Student Behavior

E.a.1 – Managing Student Behavior – Rules & Consequences
 E.a.2 - Managing Student Behavior – Communicating Expectations
 E.a.3 - Managing Student Behavior –Monitoring Behavior
 E.a.4 - Managing Student Behavior – Response to Behaviors
 E.b.2 – Safe & Welcoming Environment – Welcoming Environment

Standards & Objectives

PD.a.2 - Backwards Design – daily planning
 PD.b.1 - Components of Direct Instruction - Opening
 PD.c.1 – Components of Inquiry - Engage
 PD.g – Elements of Delivery
 M.e.3 – Engagement – Content Strategies
 SGA.b.1 – Tracking Progress – Aligned Tracking Tools

Least Common Reinforcement

Instructional Plans

PD.a.2 – Backwards Design – Daily Planning
 PD.b.1 – Components of Direct Instruction - Opening
 PD.c.1 - Components of Inquiry - Engage
 PD.d.1 – Differentiation – Exceptional Learners
 PD.d.2 – Differentiation - ELL
 PD.d.3 – Differentiation – Knowledge of Home Resources
 PD.f – Materials & Resources
 M.d.1 – Investment in Learning – Teacher Knowledge of Students
 M.d.2 – Investment in Learning – Content Relevance

Teacher Content Knowledge

PD.a.1 - Backwards Design – Long Term Planning
 PD.a.2 – Backwards Design – Daily Planning
 PD.a.3 – Backwards Design – Content Knowledge
 M.e.3 – Engagement – Content Strategies

Teacher Knowledge of Students

PD.d.1 – Differentiation – Exceptional Learners
 PD.d.2 – Differentiation - ELL
 PD.d.3 – Differentiation – Knowledge of Home Resources
 M.d.1 – Investment in Learning – Teacher Knowledge of Students
 M.e.3 – Engagement – Content Strategies
 SGA.b.3 – Tracking Progress – Data-based Decision Making

ASU Teacher Candidate Performance Assessments Professionalism Rubric

	2013-2014 Academic Year		2014-2015 Academic Year	
	Highest Refinement	Lowest Reinforcement	Highest Refinement	Lowest Reinforcement
Fall	1. D2 (182) 2. D3 (136) 3. C2 (129)	1. D3 (7) 2. D1 (24) 3. D2 (25)	4. D3 (138) 5. D2 (131) 6. C2 (118)	1. D3 (10) 2. D1 (28) 3. C2 (33)
Spring	1. D1 (114) 2. D3 (111) 3. C2 (110)	1. D3 (6) 2. D1 (13) 3. D2 (14)	4. D2 (146) 5. D1 (124) 6. B1 (116)	1. D1 (11) 2. D3 (14) 3. C1 (35)

From this we see that all parts of the Professionalism Rubric 'D' section are both the least common reinforcement and most common refinement. This section includes: **D1 – Home/School Communication: Communicates Instructional Program to Parents**, **D2 – Home/School Communication: Individual Student Performance to Parents**, **D3 – Home/School Communication: Advocacy/Resources for Students**. Analysis also shows Rubric section **C2 – Maintaining Accurate Records: Student Progress** is a common refinement and uncommon reinforcement. 2014-2015 results show a slightly different concern as **B1 – Growing and Developing Professionally: Content Knowledge and Pedagogical Skills** and **C1 – Maintaining Accurate Records: General Record Keeping** have appeared. This would indicate a need for resources around home/school communication, record keeping, and content knowledge. This last concern about content knowledge supports the trends seen in PA's as *Teacher Content Knowledge* continues to be one of the least common areas of reinforcement in our college.

These align with Planning & Delivery: Differentiation: Knowledge of Home Resources, Motivation: Engages Influencers & Role Models: Communication, Motivation: Engages Influencers & Role Models: Goals, Progress, and Support, Professional Practices: Professional Conduct: Professional Responsibilities, Professional Practices: Professional Conduct: Integrity and Ethical Conduct.

ASU Teacher Candidate Improvement Plans

Reasons Teacher Candidate put on Improvement Plan	Count	Valid %
Unprofessional communication/conduct	17	16.2%
Not submitting lesson plans/course assignments	15	14.3%
Plagiarized a publication	11	10.5%
Consistently tardy	11	10.5%
Failing to progress through the program	11	10.5%
Plagiarized another student	9	8.6%
Not attending placement	9	8.6%
Unethical behavior (signing other students in, grade inflation, evidence of alcohol, etc.)	5	4.8%
Not attending ASU course	4	3.8%
Inadequate content knowledge	4	3.8%
English proficiency affecting instruction	4	3.8%
Unprofessional attire	3	2.9%
Self-plagiarized	2	1.9%
Other	2	--

ASU Teacher Candidate Performance Assessment Evidence for Refinement – MSB

Descriptor and Theme Breakdown	Count	Valid %
Students consistently are not well behaved or off task.	148	28.6%
<i>Students generally off-task /misbehaving/talking</i>	67	44.4%
<i>Teacher is delivering content without full attention of students</i>	44	29.1%
<i>Student are misbehaving because they are not engaged in the lesson</i>	19	12.6%
<i>Students are misbehaving because there is excess downtime/transition time</i>	10	6.6%
<i>Students are misbehaving because there is no opportunity to be involved in the lesson</i>	7	4.6%
<i>Students are off-task because they actively decided not to participate</i>	3	2.0%
<i>Students are misbehaving because the lesson is too easy or hard</i>	1	0.7%
Teacher does not respond to disruptions quickly or firmly.	129	24.9%
<i>Teacher does not respond to disruptions</i>	68	40.7%
<i>Teacher does not follow through or enforce consequences consistently</i>	55	32.9%
<i>Teacher does not respond to disruptions firmly</i>	21	12.6%
<i>Teacher does not respond to good behavior with praise</i>	16	9.6%
<i>Teacher does not respond to disruptions quickly</i>	7	4.2%
Teacher and students do not establish clear rules for learning and behavior.	121	23.4%
<i>The rules and expectations are not established much or at all</i>	46	34.8%
<i>Rules and expectations are not re-established prior to or throughout the lesson</i>	34	25.8%
<i>Rules and expectations are not clear</i>	18	13.6%
<i>Rules and expectations are not followed through on or regularly enforced</i>	15	11.4%
<i>Teacher does not exhibit 'withitness'</i>	11	8.3%
<i>Teacher does not check for understanding of rules and expectations</i>	7	5.3%
<i>Rules and expectations are not realistic</i>	1	0.8%
Teacher does not use different techniques to maintain appropriate behavior.	77	14.9%
<i>Teachers uses little to few techniques to manage student behavior</i>	43	51.2%
<i>Teacher should use proximity and/or circling to manage student behavior</i>	27	32.1%
<i>Teacher does not use any techniques to manage student behavior</i>	8	9.5%
<i>Teacher turns their back to the class, unable to monitor behavior</i>	6	7.1%
Teacher focuses on unimportant or inconsequential behavior.	24	4.6%
<i>Teacher addresses inconsequential behavior, occasionally stopping the lesson</i>	24	100%
Teacher deals with the class rather than the individual student(s) causing disruption.	19	3.7%
<i>Teacher occasionally addresses the class rather than individual disruptors</i>	26	100%
Unable to Code	130	-----

ASU Teacher Candidate Performance Assessment Evidence for Refinement – PIC

Descriptor and Theme Breakdown	Count	Valid %
Modeling by teacher to demonstrate performance expectations	290	25.6%
<i>Teacher does not model for students during instruction</i>	135	43.8%
<i>Teacher needs to model more for students throughout instruction</i>	97	31.5%
<i>Teacher attempted to model expectations during instruction, but ineffectively</i>	74	24.0%
<i>Teacher modeling expectations took too long</i>	2	0.6%
Logical sequencing and Segmenting (Pacing)	254	22.5%
<i>Lesson was not sequenced properly to allow for appropriate pacing</i>	254	100%
Presenting of content always includes: visuals for purpose, preview organization, and internal summaries	197	17.4%
<i>No internal summary was provided during the lesson</i>	69	23.8%
<i>Display/Use of visuals was problematic (too small, not seen by everyone, technological issues)</i>	49	16.9%
<i>Not enough visuals were present in the lesson</i>	47	16.2%
<i>No preview of the organization was provided</i>	39	13.4%
<i>Visuals were not used to establish the purpose of the lesson</i>	35	12.1%
<i>Preview was provided via an agenda, but not referenced throughout the lesson</i>	25	8.6%
<i>Not enough opportunities for internal summaries were provided during the lesson</i>	8	2.8%
<i>Visuals were not relevant to the lesson</i>	7	2.4%
<i>Internal summaries were attempted during lesson, but ineffectively</i>	6	2.1%
<i>Preview was provided via an agenda, but was not organized effectively</i>	5	1.7%
Concise communication	179	15.8%
<i>Communication by teacher was not concise</i>	179	100%
Presentation of content always includes: examples, illustrations, analogies, and labels for new concepts	95	8.4%
<i>Presentation does not always include examples, illustrations, analogies, and labels for new content</i>	95	100%
No irrelevant, confusing or nonessential information	74	6.5%
<i>Irrelevant, confusing or nonessential information was included</i>	74	100%
All essential information	42	3.7%
<i>Not all essential information was provided</i>	42	100%
Unable to Code	268	-----

ASU Teacher Candidate Spring 2015 Exit Survey Results

TCs Feeling Prepared - TAP		TCs Feeling Efficacious	
Least Prepared	Most Prepared	Least Efficacious	Most Efficacious
<p>Ranked their educational experience to prepare them to perform “very strong” or “strong”</p> <ol style="list-style-type: none"> 1. Managing Student Behavior – 71.0% 2. Academic Feedback – 75.4% 3. Presenting Instructional Content – 81.3% 	<p>Ranked their educational experience to prepare them to perform “very strong” or “strong”</p> <ol style="list-style-type: none"> 1. Teacher Content Knowledge – 85.4% 2. Standards & Objectives – 85.1% 3. Instructional Plans – 84.2% 	<ol style="list-style-type: none"> 1. Student Engagement – assist families in helping children do well in school (69% felt highly eff) 2. Classroom Management – establish classroom management system (87% felt highly eff) 3. Instructional Strategies – extent they could craft good questions for students (88% felt highly eff) 	<ol style="list-style-type: none"> 1. Instructional Strategies – extent they could provide alternative explanations/examples when students confused (90% felt high eff) 2. Classroom Management – how well they could get students to follow classroom rules (90% felt high eff) 3. Student Engagement – how much they could help students value learning (85% felt high eff)
<ol style="list-style-type: none"> 1. “Graduate students feel least prepared in establishing a guidance system with various groups of students; SST students feel they could improve in getting children to follow rules; and SYR students indicated that they feel less confidence in controlling disruptive behavior.” 2. “Students completing a SYR also indicated they need more preparation on communicating with families. For example, one student said, “I don't feel that enough with parental communication experience was given or discussed” and another recommended “more experience communicating with parents, what to say, what not to say.” 3. “The findings and subsequent modules from the Kellogg grant may improve programming in the area of family engagement. In the interim, program faculty may consider including specific assignments or clinical experiences focused on communicating with families, and engaging them in their children’s learning into existing coursework. Increasing the amount of time graduate and SST student spend in clinical experiences will increase opportunities for practice and ultimately their feelings of efficacy.” 4. “Graduate and undergraduate SST students also feel less effective in the motivating students who show low interest in school work.” 			
<p>Quotes/Analysis from Spring 2015 Exit Survey conducted and analyzed by Jennifer Owen, Office of Teacher Preparation</p>			

Professional Development Survey Results

	Paideia Charter School (n=18)	Teach for America (n=9)	Non-TFA/Paideia (n=57)
<i>Teachers in my school need professional development in...</i>			
Domain #1	Planning & Delivery (33.3%) 1. Backwards Design (16.7%)	Student Growth & Achievement (66.7%) 1. Setting Goals (55.6%) 2. Tracking Progress (44.4%)	Planning & Delivery (45.6%) 1. Differentiation (29.8%) 2. Components of Inquiry (17.5%)
Domain #2	Student Growth & Achievement (27.8%) 1. Tracking Progress (22.2%) 2. Setting Goals (16.7%) 3. Assessment (16.7%)	Motivation (66.7%) 1. Investment in Learning (55.6%) 2. Culture of Achievement (44.4%) 3. Engages Influencers (44.4%)	Motivation (31.6%) 1. Engages Influencers (17.5%) 2. Engagement (17.5%)
Domain #3		Planning & Delivery (44.4%) 1. Differentiation (44.4%)	Student Growth & Achievement (28.1%) 1. Tracking Progress (15.8%)

From this we see that **Planning & Delivery**, **Motivation**, and **Student Growth & Achievement** are the most needed professional development topic for those who completed the survey. Particularly, **Tracking Progress** (in all 3 groups), **Setting Goals** (2 groups), **Differentiation** (2 groups), and the parts of **Engagement** (i.e. engagement, engages influencers) (2 groups).

Resources Survey Results

ASU Instructors (n=20)	ASU Alumni (n=112)	
<i>What are some topics that you think teacher candidates are most in need of additional instruction?</i>	<i>About what topic are educational/teacher resources most needed?</i>	
Classroom Management	Math Resources/Projects (18)	Cooperative learning (1)
Content Area Literacy	Reading Resources/Projects (11)	Creative lessons/Technology (1)
Content Area Writing	Common Core Language Arts (6)	ELA (1)
Data Notebooks	Grammar/Writing Activities (6)	Gifted Education for middle school (1)
Specific disabilities outside the usual (SLD, ED, MR)	Common Core Standards (5)	Holidays (1)
Time Management	Engaging/Fun Activities/Ideas (5)	How to educate others about special education students (1)
Understanding the unique needs of children with disabilities	Dealing with behavior issues (4)	Independent Practice (1)
Classroom Management	Differentiating Instructions (3)	Informational Text (1)
Adaptations for children with special needs	Science (3)	Learning Strategies (1)
Having the professional language to discuss children's unique needs	SpED students in genED (3)	Leveled Readers (1)
Instructional grouping methods	Common Core Mathematics (2)	Mental Health (1)
Lesson Differentiation	Crafts (2)	Modifications (1)
Modeling	Daily Assessments (2)	Organization Ideas (1)
Navigating the complex education system	Handwriting (2)	Pacing Guides (1)
Standards	History (2)	Primary Sources (1)
Teacher Academic Writing	Parent Involvement (2)	Social studies (1)
	Phonics (2)	Spanish Cultural Aspects (1)

From this we see that instructors feel teacher candidates need additional instruction in classroom management (**ENV**), time management (**ENV/PP**), 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 their classrooms.

This may indicate a need for resources related to **Planning & Delivery**. They also note similarly to instructors, needing resources in dealing with student behavior issues. This may indicate a need for resources around **Managing Student Behavior (ENV)**.

Professional Learning Library Search Terms – Spring 2014

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

From this we see that in the first month of the Spring 2014 semester, those using the PLL are searching for Sanford Inspire Program resource catalog, professionalism competency modules, and TAP lesson plans. There is also interest in PLC's, the Clinically Embedded Protocols, and communication strategies with parents.

The major interest in search terms, however, are examples of lesson plans. Over and over again users are searching for lesson plans whether it be TAP scored, proficient, inquiry-based or direct.

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

Sanford Inspire Program Focus Groups – Spring 2014

Feedback from Rich Hogen Teacher Candidates 2.29.14 with Ben Clark and Liza Lawson on topics they feel they needed additional support in
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

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.

Sanford Inspire Program On-Demand Module Pilot Test Topic Feedback

	Domain & Topic
Domain 1	<p>Planning & Delivery (47.3%)</p> <ol style="list-style-type: none"> 1. Differentiation (35.1%) 2. Checks for Understanding (26.5%) 3. Backwards Design (22.6%) 4. Components of Inquiry (21.7%) 5. Elements of Delivery (20.4%) 6. Components of Direct Instruction (17.9%) 7. Materials & Resources (16.1%) <p>Other – being clear on learning objective, communication and writing, scope and sequence, state standards before, during and after the lesson</p>
Domain 2	<p>Motivation (40.7%)</p> <ol style="list-style-type: none"> 1. Engagement (28.0%) 2. Investment in Learning (22.6%) 3. Engages Influencers and Role Models (22.4%) 4. Culture of Achievement (22.2%) 5. Motivation Theory (20.2%) <p>Other – Attitudes towards learning and self-efficacy, how to turn apathy into motivation, student to student interaction</p>
Domain 3	<p>Student Growth & Achievement (39.1%)</p> <ol style="list-style-type: none"> 1. Tracking Progress (30.8%) 2. Setting Goals (26.5%) 3. Assessment (24.3%) <p>Other – Differentiation, Leveled Activities, Planning</p>
Domain 4	<p>Learning Environment (34.4%)</p> <ol style="list-style-type: none"> 1. Managing Student Behavior (31.2%) 2. Classroom Procedures (20.9%) 3. Safe & Welcoming Environment (14.8%) <p>Other – Curriculum development, Motivation</p>
Domain 5	<p>Professional Practices (20.9%)</p> <ol style="list-style-type: none"> 1. Reflective Practitioner (12.9%) 2. Professionalism Competencies (11.4%) 3. Professional Conduct (9.0%) <p>Other – Collaboration, Collaboration with team members, Communication and Writing, Communication skills, Writing and communication</p>
Other	<p>Addressing Behavior, Behavior and Consequences, behavior management (2), Class Management (8), Managing behavior, Managing Student Behavior</p> <p>Assessment</p> <p>Communicating the Instructional Program to Parents, Home communication</p> <p>communication and writing, writing and communication, writing and communication skills, Writing standards-based learning objectives</p> <p>community engagement</p> <p>Content area literacy</p> <p>cultural issues impacting learning, behavior or motivation, Diversity, working with children of diverse ethnic backgrounds, i.e., bi-racial children (any mix), African-American children that live in an urban area, Latino children that live in an urban area, Muslim children, and the little girls wearing hijab (don't ignore them).</p> <p>Differentiation</p> <p>engaging ELLs</p> <p>special education</p> <p>Students with IEPs and how to support them in the classroom</p> <p>The random things that happen during a school day that serve as interruptions and how to minimize their effect on students' learning.</p> <p>using ELP standards & creating language objectives for ELLs</p>

