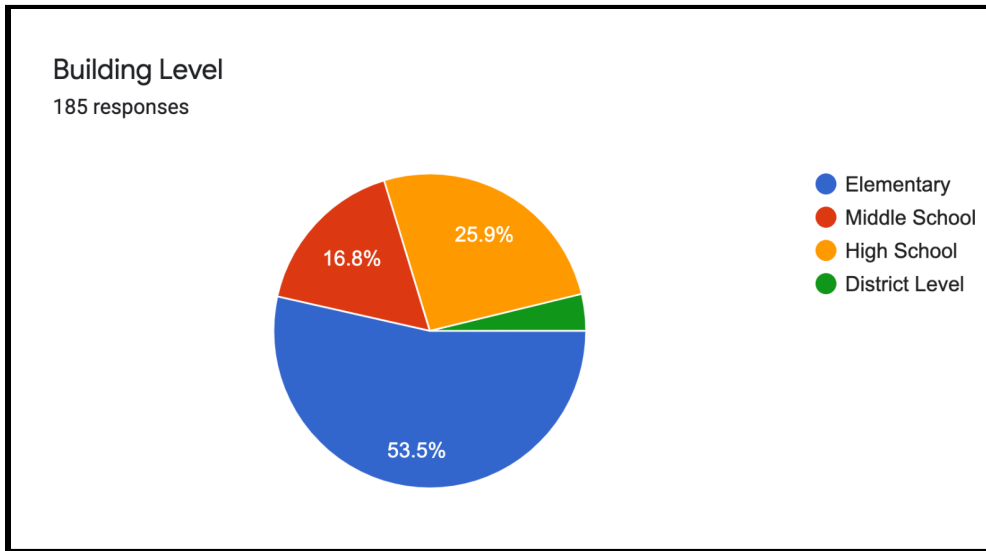


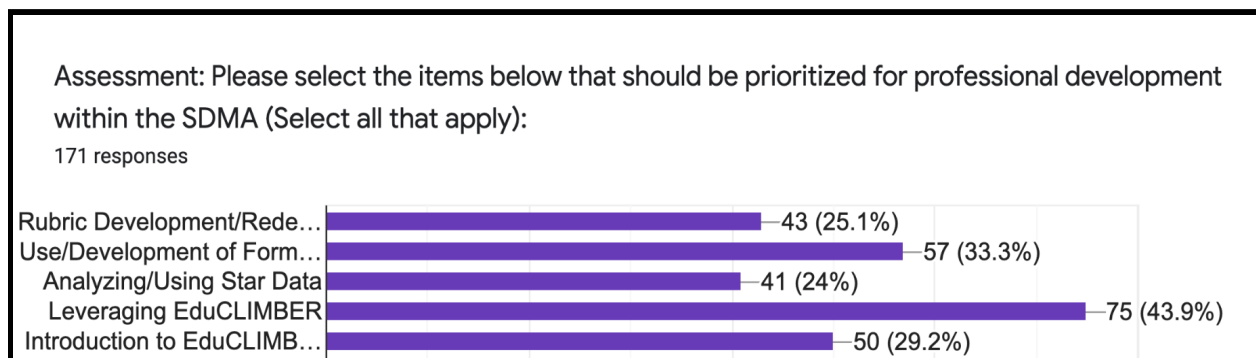
Summary

Once every three years the SDMA conducts a Professional Development Needs Assessment Survey as one of the ways the district gathers input from staff to help inform the professional development planning process. The 2021-2022 PD Needs Assessment Survey opened on Thursday, March 24, 2022, and remained open through Tuesday, April 5, 2022. A total of 191 SDMA staff responded to at least one survey question.



A total of 185 SDMA Staff provided an answer to what building level they are assigned to. Based on the responses, the largest response rate came from SDMA Staff serving at the elementary school level.

Assessment

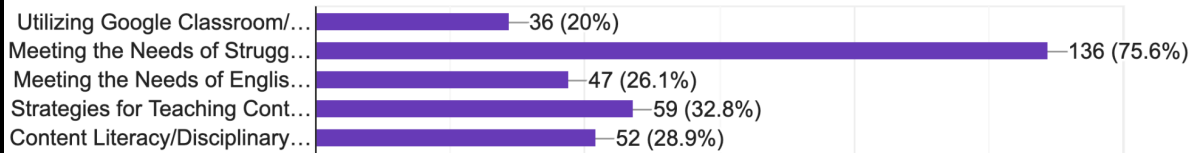


SDMA Staff were asked to identify items related to assessment practices that should be prioritized as part of future professional development within the district. From the list provided, leveraging the use of the data management warehouse EduCLIMBER topped the list of items selected by staff for prioritization. Use/development of formative/summative assessments was next followed by an introduction to EduCLIMBER. The identification of these top three items aligns well with the fact that EduCLIMBER, as a tool, will be undergoing updates prior to the 2022-2023 school year, as well as assessment related items being prioritized as part of both the ELA and Math Program Reviews conducted during the 2021-2022 school year.

Instructional Strategies

Instructional Strategies: Please select the items below that should be prioritized for professional development within the SDMA (Select all that apply):

180 responses

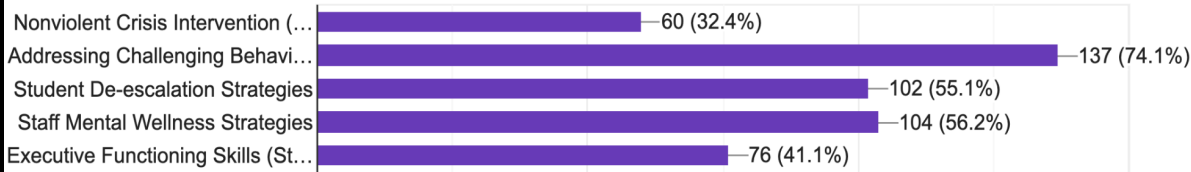


SDMA Staff were asked to identify items related to Instructional Strategies that should be prioritized as part of future professional development within the district. Meeting the needs of struggling learners was the area selected with the most frequency. This matches information previously shared by staff through building principals, PLC, and grade/departmental teams.

Social & Emotional Learning (SEL)/Mental Wellness

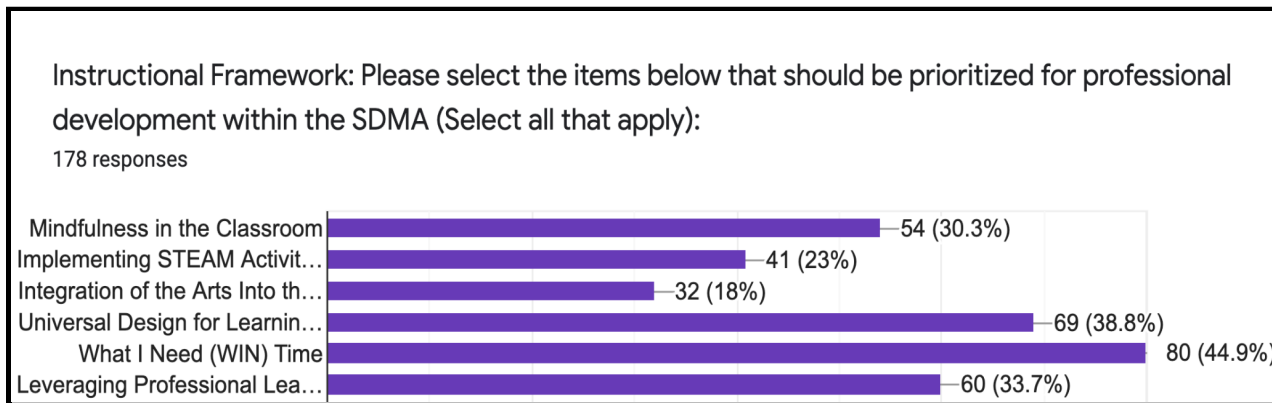
Social & Emotional Learning (SEL)/Mental Wellness: Please select the items below that should be prioritized for professional development within the SDMA (Select all that apply):

185 responses



SDMA Staff were asked to identify items related to Social and Emotional Learning (SEL)/Mental Wellness that should be prioritized as part of future professional development within the district. From the list provided, addressing challenging behaviors was the area selected most frequently. The areas of student de-escalation strategies, and staff mental wellness strategies were selected with the next most frequency.

Instructional Framework



SDMA Staff were asked to identify items related to Instructional Frameworks that should be prioritized as part of future professional development within the district. From the list provided, What I Need (WIN) Time was the area selected most frequently. The areas of Universal Design for Learning (UDL) and Inclusionary Practices, Leveraging Professional Learning Communities (PLCs), and Mindfulness in the Classroom, were selected with the next most frequency.

Additionally, the following items (summarized below), were listed within individual comments:

- Specialized professional development activities by content areas and departments related to standards, assessment, and reporting (report cards).
- Vertical collaboration time by departments centered around assessment and data analysis.
- Training related to the role of paraeducators related to assessment.
- Professional development related to vertical alignment.
- Professional development related to intervention strategies and addressing learning gaps.

Content Area Standards

SDMA Instructional Staff, by level, were asked to provide feedback related to their self-identified familiarity and implementation of the academic content standards on a continuum of 1 (Unfamiliar) to 5 (Already in place) within the academic content areas of:

- Mathematics (Updated in 2021)
- English Language Arts (Updated in 2020)
- Social Studies (Updated in 2018)
- Science (Updated in 2017)

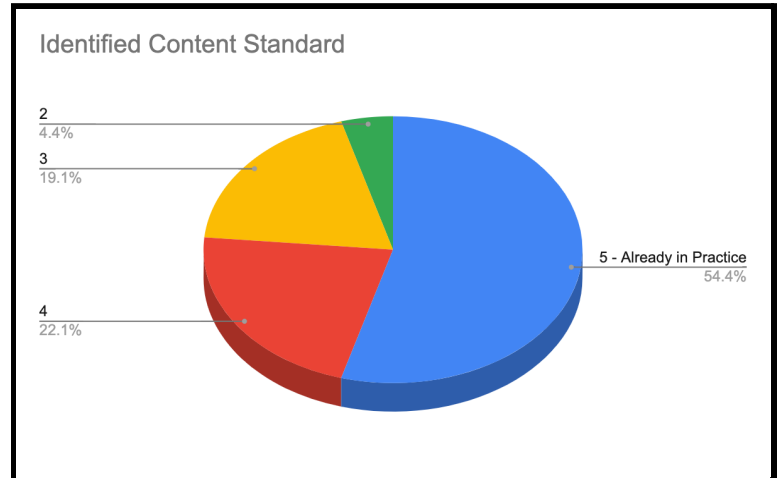
It is to be expected that staff will be at different levels of familiarity with the use and implementation of the standards due to the content standards being updated and introduced over a range of years. In addition, implementation of content standards by area is expected to be done in three separate phases that include:

- Phase 1 (Understanding)
- Phase 2 (Curriculum)
- Phase 3+ (Assessment & Instruction).

Elementary

- Mathematics - (98 Responses)
- English Language Arts - (98 Responses)
- Social Studies - (98 Responses)
- Science - (98 Responses)

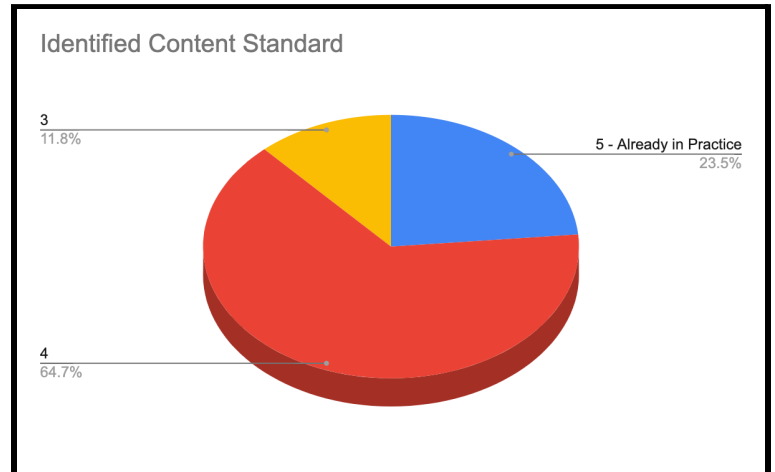
At the elementary level, a total of 98 classroom teachers responded to questions related to familiarity with the academic standards in the areas of Mathematics, English Language Arts, Social Studies, and Science. Of the respondents, the most common response selected was (5) on the continuum to having the use of the current standards already in place.



Middle School

- Mathematics - (4 Responses)
- English Language Arts (6 Responses)
- Social Studies (5 Responses)
- Science (3 Responses)

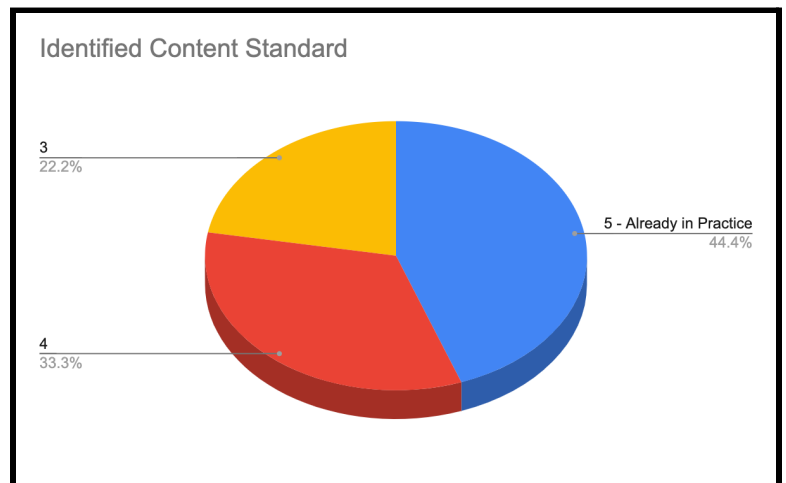
At the middle school level, a total of 18 content area teachers responded to questions related to familiarity with the academic standards for the area of their teaching assignment (in the areas of Mathematics, English Language Arts, Social Studies, and Science). Of the respondents, the most common response selected was (4) on the continuum to having the use of the current standards already in place.



High School

- Mathematics (6 Responses)
- English Language Arts (6 Responses)
- Social Studies (1 Response)
- Science (5 Responses)

At the high school level, a total of 18 content area teachers responded to questions related to familiarity with the academic standards for the area of their teaching assignment (in the areas of Mathematics, English Language Arts, Social Studies, and Science). Of the respondents, the most common response selected was (5) on the continuum to having the use of the current standards already in place.



Next Steps

Over the next three years, professional development and training activities prioritized for development and delivery are:

- **Assessment**
 - The use of EduCLIMBER (data warehouse tool).
 - Development and use of formative and summative assessments.
- **Instructional Strategies**
 - Addressing challenging student behaviors.
- **Social & Emotional Learning (SEL)/Mental Wellness**
 - Meeting the needs of struggling learners.
 - Student de-escalation strategies.
 - Staff mental wellness.
- **Instructional Framework**
 - What I Need (WIN) Time.
 - Universal Design for Learning (UDL) and inclusionary practices.
 - Leveraging Professional Learning Communities (PLCs).
 - Mindfulness in the Classroom.
- **Content Area Standards**
 - Continue to support staff with the implementation and increased familiarity with the use of content area standards as part of the three phase rollout of the WI Academic Standards.
- **Additional areas to be prioritized for professional development as related to the items above where possible.**
 - Specialized professional development activities by content areas and departments related to standards, assessment, and reporting (report cards).
 - Vertical collaboration time by departments centered around assessment and data analysis.
 - Training on the role of paraeducators in relation to assessment.
 - Vertical alignment.
 - Intervention strategies and filling learning gaps.