



# PD Partners Year 1 & Year 2 Survey Results

Data for this report includes findings from three professional development (PD) partner surveys: 1) A post-luncheon survey which was created and administered in Fall 2022 to obtain partners' feedback about ASAP at the start of the program; 2) A PD partner End-of-Year (EOY) survey was administered in summer 2023 to all PD partners. This survey included information on workshops held in project year 1, PD partners' impressions of ASAP, and how it benefited them; and 3) A final survey was sent out to PD partners during spring 2024, which included questions such as how PD events supported teachers in their ability to address student learning loss related to the COVID-19 pandemic, and the top five active learning and/or pedagogical strategies that were covered in professional development workshops.

## Professional Development Events/Workshops

**Eighteen** PD partner organizations across Arizona were funded by the ASAP program during its first year. Collectively these organizations provided over a hundred professional development events focused on STEM education from November 2022, through July 2023, each attended by between 5 and 139 ASAP fellows.

These events were held state-wide and imparted more in-depth STEM content knowledge, examples of age-appropriate classroom activities, training on new technology and new pedagogical methods for STEM content for various disciplines, and more. Additionally, these professional development events were open to Arizona teachers who were not participating in ASAP, particularly teachers from **rural areas of the state**.

**Twenty-five** PD partner organizations were then funded by ASAP in year two, hosting over 130 professional development events from August 2023 through June 2024, each attended by up to 167 ASAP fellows and other Arizona educators from **every county** of the state.

## General Impression of ASAP

Each year, PD partners were asked to share their general impressions of ASAP. In Year 1, 16 participants responded. Their responses were organized by theme, which included: **ASAP provides a broad scope of PD opportunities, resources, and support for teachers**; is **highly motivating** and well-received; is highly impactful, and includes valuable collaboration.

Twenty-three partners also shared their general impression of ASAP in Year 2. Their responses were organized by theme, which included: **ASAP supports the growth and success of STEM Teachers**; exercises broader impacts on STEM education across Arizona; provided a valuable avenue for collaborating and networking; exercises positive impacts on student learning; and that the program has been high-quality and effective.

## Collaboration & Connections with Other PD Partners

In Year 1 and Year 2 surveys, participants were further asked to discuss what collaborations came about as a result of their participation in ASAP. Ten PD partners in Year 1 commented. Their responses were organized by theme, which included: **new collaborations with organizations; new collaborations with schools; maintained connections with participating teachers; and strengthened existing collaborations.**

Twelve PD partners in Year 2 also shared their collaborations due to participation in ASAP. Their responses were organized by theme, which included: partnered with PD and Industry-based organizations; partnered with schools/districts; and strengthened existing partnerships.

## Benefits of ASAP

The majority of participants indicated that working with ASAP **exposed their organization to more teachers** in both project years. A large percentage of PD partners also felt that ASAP helped them work more closely with 1 or more teachers and schools in both years. Interestingly, their percentages for this response in both years were similar. A lower percentage of respondents felt that ASAP helped them collaborate with other providers; and that it created a sense of community with other providers of in-service training.

## PD Events' Highlights

PD partners were asked to share some highlights from their PD events or working with ASAP fellows that could be showcased on ASAP website. Eight participants in Year 1 shared their thoughts. Their responses were organized by theme, which included: **positive feedback; formation of meaningful connections; and enjoyment.**

Nine participants in Year 2 also shared some highlights from their PD events or working with the fellows for ASAP website. Their responses were organized by theme, which included: **key deliverables; valuable collaborations; positive feedback; applications of PD materials; and accomplishments.**

## PD Impacts on Fellows

PD partners further commented on the work ASAP fellows produced because of their events that they were proud of. Their responses were organized by theme, which included: **lesson planning and curriculum development; alignment with standards; applications of content and accomplishments** where one person stated "Three members of our ASAP Cohort completed and submitted all four components for the National Board Teacher Certification Process. Eight other candidates submitted 1-2 components and will continue."