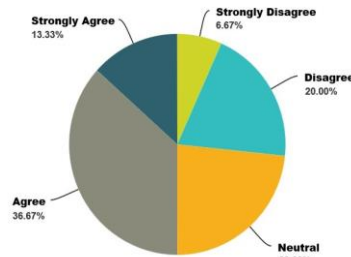


## Effects of Afterschool PD Researcher: Maria Angala, NBCT (Jefferson Academy)

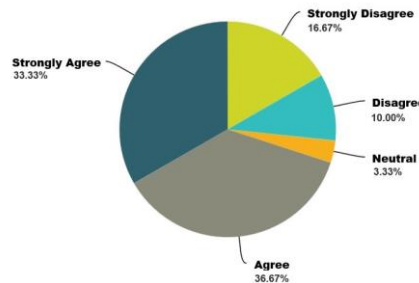
The after school PD are relevant to my needs and help to improve my instruction.

Answered: 30 Skipped: 0



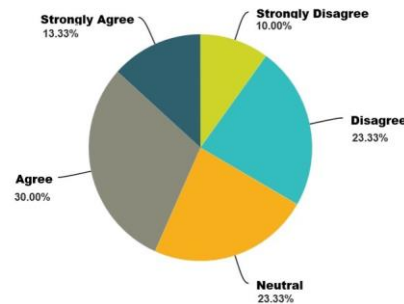
I am familiar with the Morning Collaborative/ Morning Block as defined by the contract.

Answered: 30 Skipped: 0



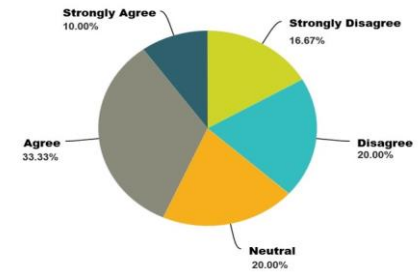
I am able to attend the after school PDs.

Answered: 30 Skipped: 0



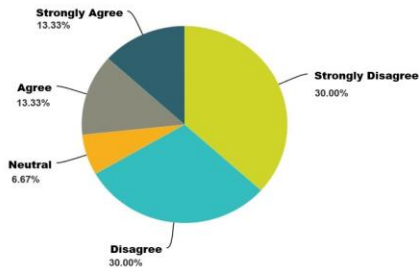
Our current schedule allows me to fully participate in grade-level meetings, kid talk, and SST.

Answered: 30 Skipped: 0



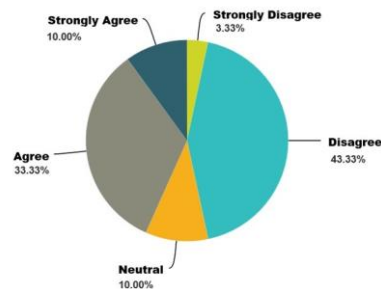
The after school PDs do not interfere with or prevent me from hosting a club, activity, tutoring, or other.

Answered: 30 Skipped: 0



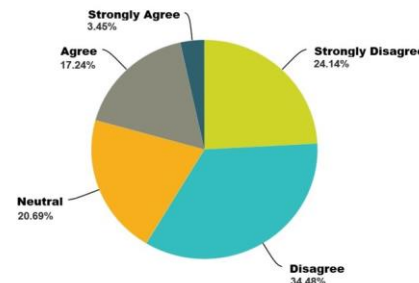
Our current schedule allows me to make the most of my planning time.

Answered: 30 Skipped: 0



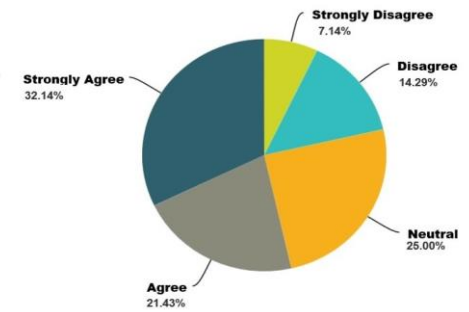
The after school PDs are the most effective use of my time as a teacher.

Answered: 29 Skipped: 1

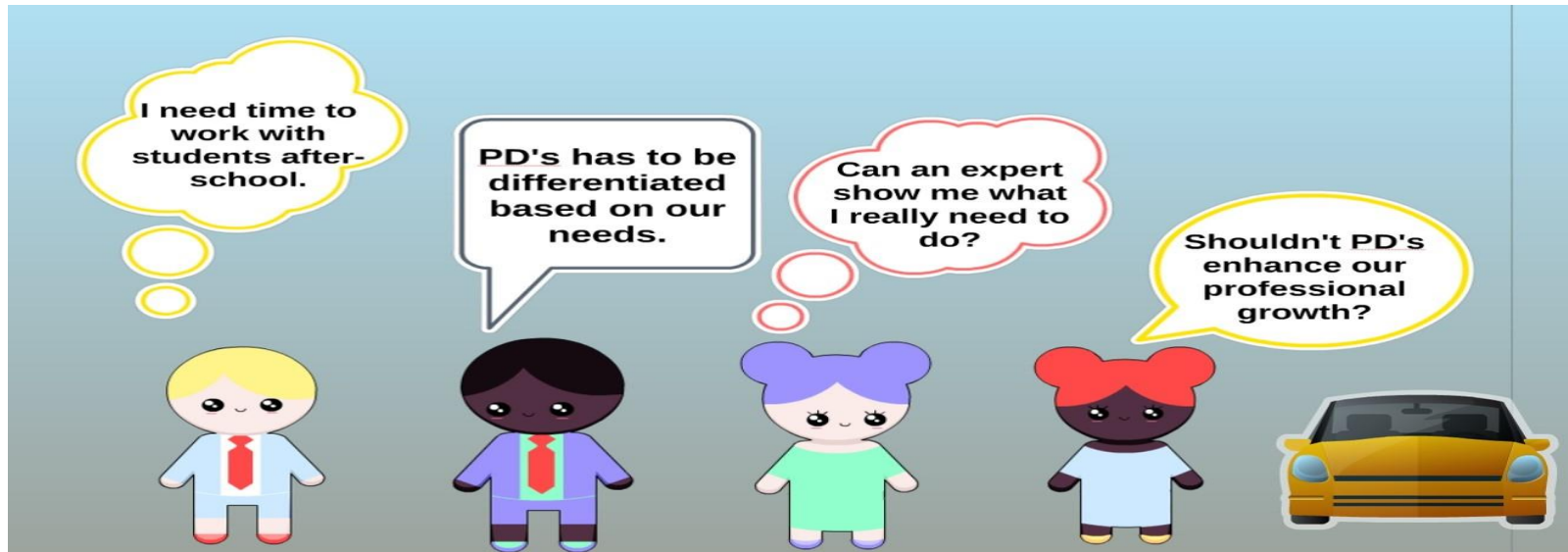


I would prefer something else to our PD schedule.

Answered: 28 Skipped: 2



The Effects of Afterschool Professional Development to Teachers and Students informs us of the outcomes of the afterschool professional development in my school, what the problems are, why they are occurring, and what action steps should we be taking to resolve the issue.



## RECOMMENDATIONS:

1. The learning outcomes discussed in this report will inform the debate between the instructional leadership and the union leadership regarding the professional development policies, and contribute insight into the current divisive state of school-based professional development models during contract negotiations between DCPS and WTU.
2. WTU/AFT Teacher Leaders and the DC NBCT Network can be the integral element to helping other teachers in our school/ school district achieve National Board Certification, creating a more effective model of professional development run by Teacher Leaders who are candidates and who have already achieved National Board certification and, in turn, provide support to a cohort of teachers who are newly seeking certification.