With legislative support Regional Math, Science, and English Language Arts Coordinators are employed in each of the nine Educational Service Districts to support the implementation of the Washington State Learning Standards and improved student achievement.

ESD Coordinators provided intensive training and support to nearly 13,000 teachers from across Washington State. Through the ESD Coordinator model, teachers are receiving direct professional development and additional support from teacher leaders and intensively trained regional fellows.

Despite the achievement gap between students in poverty compared to those who are not, the ESD Coordinator model results in positive increases in student achievement when teachers who serve a higher than the state average percentage of students in poverty participate in ESD Coordinator-led trainings.

### TYPE OF TRAINING

<table>
<thead>
<tr>
<th>Description</th>
<th>2013-14 Teachers Served</th>
<th>2007-2014 Teachers Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>1,016</td>
<td>7,370</td>
</tr>
<tr>
<td>Science</td>
<td>793</td>
<td>3,964</td>
</tr>
<tr>
<td>English Language Arts &amp; Social</td>
<td>1,551</td>
<td>1,551</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3,360</td>
<td>12,885</td>
</tr>
</tbody>
</table>

**Reading, Writing, Math and Science Scores increased in districts whose teachers participated in Coordinator-led Professional Development**

In these examples from Eastern Washington districts with a significantly higher percentage of students qualifying for free or reduced lunch, the percentage of students scoring proficient on state tests are compared to both state-level performance and district-level performance of all students.

Students of teachers with **ten or more hours of professional development** in these school districts outperformed students in the district overall.
Over 1,700 participants were surveyed and the results were overwhelmingly positive. As a result of participating in the training:

- 92 percent of the participants increased their understanding of effective instructional strategies to support the content and practices of the Standards.
- 93 percent of the participants increased their knowledge and skill in implementing effective instructional practices in their specific subject.
- 90 percent of the participants increased their knowledge and skill in their content area.
- 82 percent of the participants increased their knowledge and skill in developing or implementing specific lessons or units.

“In this skillfully designed course supports us in recognizing the big ideas of the Common Core and how to work with teachers. It addressed the important shifts in a deep and meaningful way. I gained insight on how to guide teachers in looking at coherence, focus, and rigor within the context of the standards. I was engaged in activities that increased my understanding of standards.”

INSTRUCTIONAL COACH
WESTERN WASHINGTON

“It is difficult to highlight just one idea for my greatest learning in this series of meetings. Throughout the year, I have learned so much about Smarter Balanced and effective ways to help students learn.”

3RD GRADE TEACHER
SOUTHWEST WASHINGTON

In these examples from Western Washington, the performance of students whose teachers had ten or more hours of professional development outperformed students in their home districts and throughout the state.