

LOS ANGELES UNIFIED SCHOOL DISTRICT
Program Evaluation and Research Branch

TO: Members of the Board of Education
Los Angeles Unified School District

DATE: June 29, 2007

FROM: Jeff White, Chief Educational Research Scientist
Program Evaluation and Research Branch

SUBJECT: AMOUNT AND IMPACT OF OFFSITE TIME SPENT IN MEETINGS AND
PROFESSIONAL DEVELOPMENT ACTIVITIES FOR TEACHERS,
COACHES, AND PRINCIPALS

The attached report is a response to a Board Member request to examine the amount and impact of offsite time spent in meetings and professional development activities for teachers, coaches, and principals. This report presents the results of our analysis, including the following:

1. Almost all principals, most coaches, and few teachers spend time in offsite activities;
2. Principals and coaches spend about 14% of their time per month in offsite activities whereas teachers spend less than 3% of their time in offsite activities;
3. More time is spent in offsite professional development activities than in offsite administrative meetings;
4. Compared to offsite meetings, offsite professional development activities were rated as more closely related to job responsibilities and key learnings were implemented more completely;
5. Local Districts provided the majority of offsite activities for teachers, coaches, and principals;
6. The majority of offsite activities focused on topics related to curriculum, instructional techniques, meeting skills, or school management.

Please contact Jeff White, at (213) 241-8266 or jeff.white@lausd.net, with any questions regarding this report.

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**INVESTIGATION OF THE AMOUNT OF TIME SPENT IN AND IMPACT OF
OFFSITE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES**

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Los Angeles Unified School District
Program Evaluation and Research Branch
Planning, Assessment, and Research Division Publication No. 360

June 8, 2007

ACKNOWLEDGEMENTS

This information presented in this report came exclusively from LAUSD teachers, coaches and principals who kept monthly logs of their time and participated in in-depth interviews. This report would not have been possible without their cooperation and reflection.

We would also like to thank Nikki Orn, Jennifer Pavelka, A.J. Adelman, Chris Coggins, Jordan Rickles and Nate Kayhoe whose assistance was instrumental during different phases of this study.

Executive Summary

The study of offsite time by teachers, coaches, and principals was conducted in response to a Board Member's concern that the burden of administrative meetings and professional development activities too often pulls staff away from their regular job functions and interferes with their ability to provide instruction, guidance, and other services to students. Offsite time logs and follow-up interviews were used to analyze the total amount of offsite time, the information provided at, and the value of offsite meetings. Key findings include the following:

- Almost all principals, most coaches, and few teachers spent time in offsite activities;
- Principals and coaches spent about 14% of their time per month in offsite activities whereas teachers spent less than 3% of their time in offsite activities;
- More time is spent in offsite professional development activities than in offsite administrative meetings;
- Compared to offsite meetings, offsite professional development activities were rated by staff as more closely related to their jobs responsibilities and key learnings were more completely implemented;
- Local Districts provided the majority of offsite activities for teachers, coaches, and principals;
- The majority of offsite activities focused on topics related to curriculum, instructional techniques, meeting skills, or school management.

Introduction

Los Angeles Unified School District (LAUSD) teachers and school administrators (principals, assistant principals, and coaches) report that a large number of administrative meetings and professional development opportunities pull them away from their regular job functions and affect their ability to provide instruction, guidance, and other services to students. Of particular concern to them is the number of meetings that take place offsite and away from their school campuses.

This study was conducted in response to the concerns raised by teachers, coaches, and principals, at the request of a Board Member and funded by LAUSD's Division of Instruction. The following research questions guided PERB's data collection and analysis efforts.

Research Questions

1. How much time do LAUSD teachers, coaches, and principals spend at offsite administrative meetings and professional development sessions during regular school hours?
 - a. What is the prevalence of attendance in offsite activities?
 - b. How much time is spent at these sessions?
 - c. How much time is spent offsite at administrative meetings compared to professional development?
2. What is the nature of offsite activities?
 - a. Who initiates staff participation in these sessions?
 - b. Who provides these sessions?
 - c. What is the content of these sessions and what does staff learn?
3. What is the impact of offsite activities?
 - a. What happens at school during employees' absence due to offsite activities?
 - b. Are activities applicable to teachers, coaches, and principals' job responsibilities?
 - c. Are knowledge and skills gained through meetings and professional development implemented?
 - d. Is there a differential impact of offsite professional development compared to offsite meetings?

4. How does the amount of offsite time in LAUSD compare to benchmarks and best practices of professional development from available research nationwide?

Data Collection

Sample. In order to answer the research questions identified above, PERB undertook a two phased data collection effort. In Phase 1, we selected 720 teachers (120 per month), 360 coaches (60 per month) and 360 principals (60 per month) using a probability sample for each month of the 2006-2007 fall semester. The monthly samples were restricted to staff on track that month. In Phase 2, we conducted follow-up interviews with a probability sample of 50 teachers, 50 coaches, and 50 principals.

Methods. Just prior to the first instructional day of each month, we sent participants a personalized cover letter and activity log via LAUSD school mail. In the cover letter participants were instructed to keep a short daily log of all administrative meetings and professional development activities they attended that took place away from their primary work location for each instructional day of the month. At the end of each month, participants were given one week to return the completed log to the district's central office via school mail. Participants who failed to return the log were mailed a follow-up reminder letter encouraging them to complete and return their monthly log.

Teachers, coaches, and principals who returned logs and attended at least one offsite activity were eligible to be selected for a follow-up telephone interview. Once participants were selected, they were contacted at their school by telephone and asked a series of follow-up questions regarding one randomly selected meeting and one randomly selected professional development activity (i.e., participants could have been interviewed up to two time on two different activities). In order to maximize response rates, we made up to five attempts made during different times of the day to contact participants.

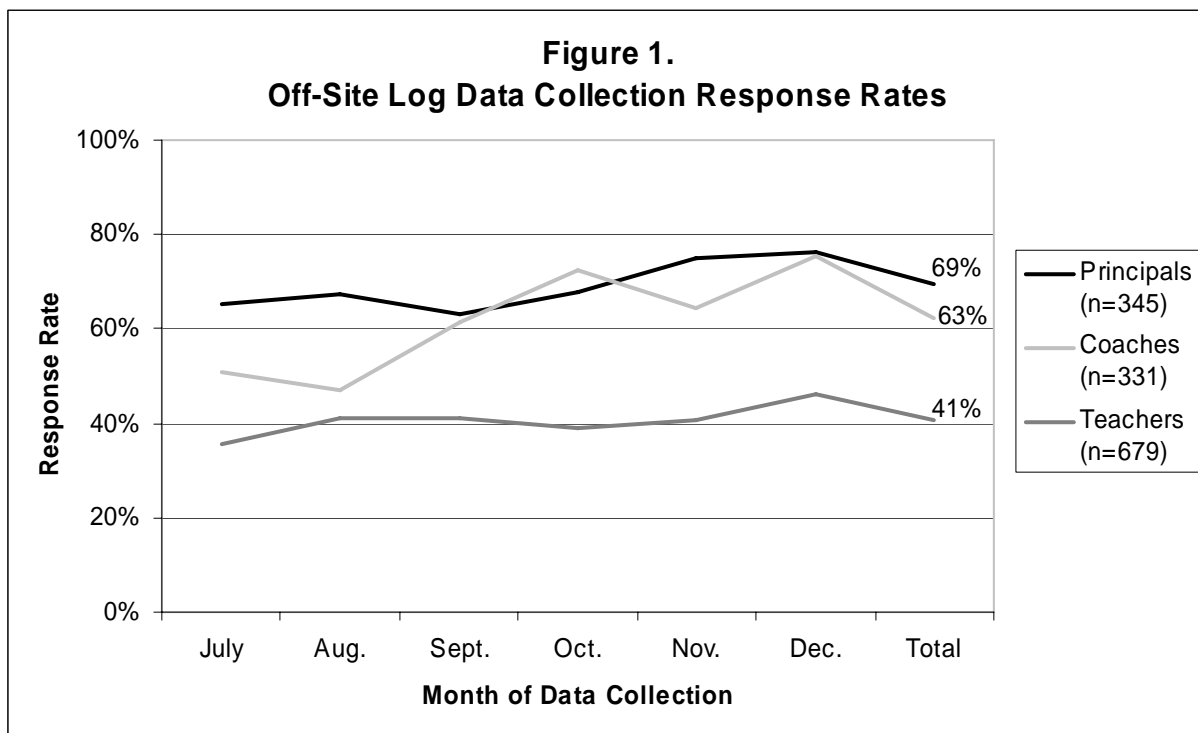
Instruments. PERB developed a unique log for each participant for each month (see Appendix A). In the log, participants were asked to provide the following for each instructional day:

- Whether they provided an offsite activity;
- The title of the offsite activity;

- Their leave and return time;
- Whether the activity was a meeting or professional development session.

A detailed follow-up interview protocol included questions specific to an individual activity on a specific day, (e.g., Who covered regular job duties in your absence; Who requested/provided the meeting; What topics were covered; What was your key learning?) (see Appendix B).

Response Rates. Due to staff turnover related to retirement and school and position changes, a number of logs were undeliverable. The number of deliverable logs for each role was 679 teachers, 331 coaches, and 345 principals. Overall response rates were highest for principals (69%), followed by coaches (63%) and teachers (41%) (see Figure 1). Response rates for follow-up interviews were high for teachers (95%), coaches (100%) and principals (100%).



The samples, completed logs and interviews were representative of the total population of teachers, coaches and principals by local district, school level, gender, ethnicity, post-secondary education, and years of experience. The few exceptions to this general finding were a slight under representation of African American principals and coaches and Latino teachers and principals, and a slight over representation of white teachers and Asian principals. While staff at

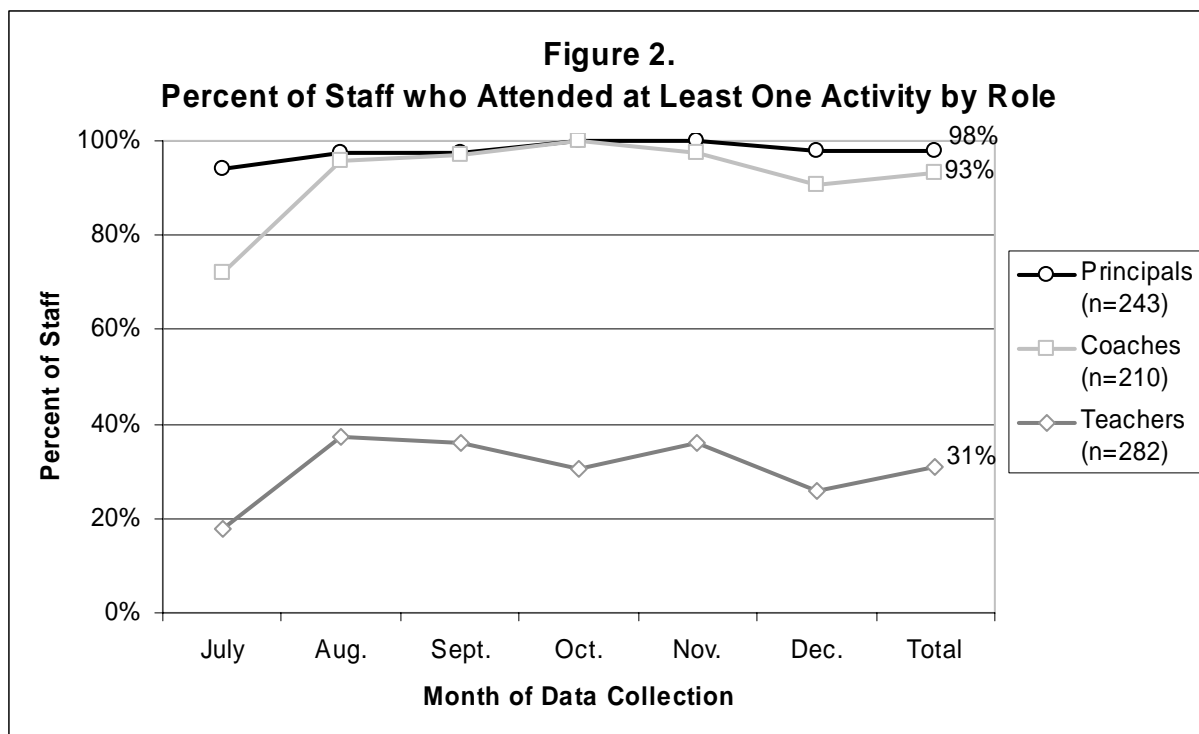
single-track schools was under represented, this was primarily due to the fact that single-track schools were only in operation for four of the six months of data collection (see Appendix C for detailed information regarding response rates).

Results

How much time do LAUSD teachers, coaches, and principals spend at offsite administrative meetings and professional development sessions during regular school hours?¹

Nearly all principals, most coaches, and few teachers attended offsite activities.

A total of 1,779 offsite activities were attended by teachers, coaches, or principals (see Appendix D for a list of topics by month and by role). Figure 2 presents the percent of staff by role who attended at least one offsite activity. Teachers (31%) were far less likely to attend an offsite activity than principals (98%) or coaches (93%).



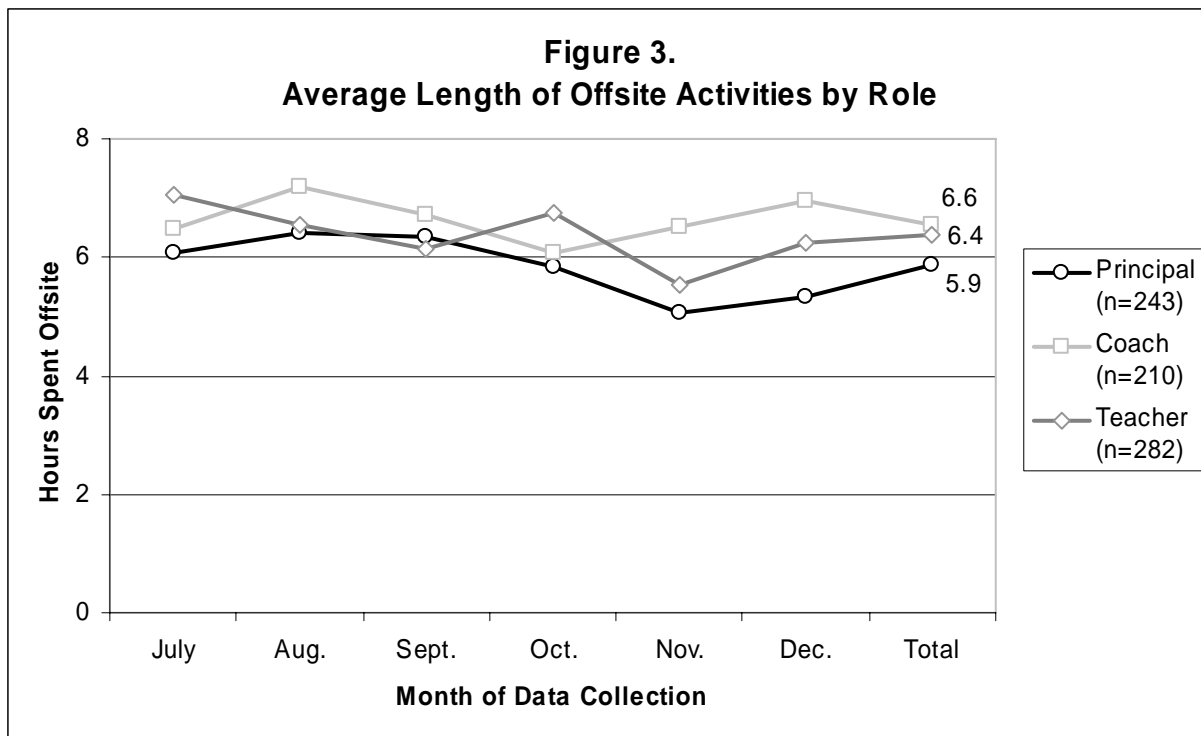
Attendance was generally stable across months, except for July and December. Lower attendance in July can likely be explained by the lower availability of professional development

¹ Data for time spent in an offsite meeting can be understood two different ways. One can analyze a single activity as one case (using the activity as the unit of analysis) or one can aggregate all events that a person attends in a month—in essence, each returned log—and view that as one case (using the individual as the unit of analysis).

opportunities at the beginning of the year-round school year. Lower attendance in December can be explained by fewer instructional days available due to the winter break. When the number of instructional days per month was controlled for, attendance in December was comparable to other months in the fall semester.

Coach and principal activities were slightly longer than teacher activities

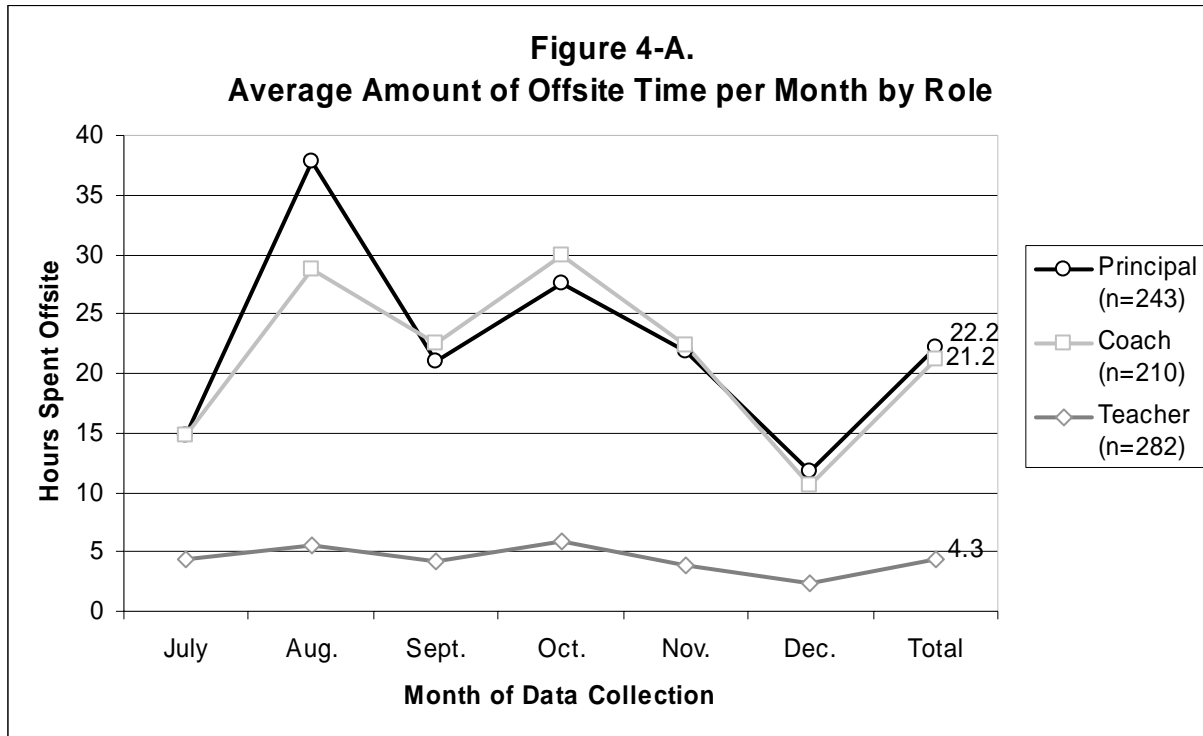
Figure 3 shows the average length of an offsite activity by month and role. On average, the length of offsite activities for coaches and principals (6.6 hours and 6.4 hours, respectively) was slightly longer than that of teachers (5.9 hours). On average, professional development activities (approximately 7 hours, regardless of role) were longer than offsite administrative meetings (5.6 hours for coaches and approximately 4.5 hours for teachers and principals).



Coaches and principals spent more total time in offsite activities than teachers.

Figure 4-A shows the average amount of time that an individual spent in offsite activities each month. On average, coaches and principals spent more time per month in offsite activities (21.2 and 22.2 hours, respectively) than teachers (4.3 hours). The amount of time spent offsite for teachers did not vary by month. For coaches and principals offsite time was highest in August and lowest in July and December. The peak in August is likely due to the large number of

professional development activities at the beginning of the traditional school year. In July, the low average amount of time spent offsite is, again, most likely attributable to limited offerings prior to the start of the year-round school year while the dip in December is due to fewer instructional days due to the winter break.



In total, teachers and coaches spent almost 3 days a month in offsite activities, whereas teachers spent less than one day in offsite activities.

Another way to quantify the amount of offsite time is to look at the total time spent in offsite activities. Assuming a six hour day for teachers, an eight hour day for coaches and principals, and 20 instructional days in the month, coaches and principals spend almost 3 days per month or 14% of their time in offsite activities, whereas teachers spend less than one day or approximately 3.6% of their time in offsite activities.

Offsite time varied for teachers by level of experience.

With few exceptions, the amount of offsite time did not vary considerably by individual characteristics of the participants. Teachers with less experience spent more time in offsite activities (typically professional development) than teachers with more experience. For example, teachers with up to 1 year of experience spent an average of 7 hours offsite, whereas teachers

with more than 11 years of experience spent less than 3 hours offsite per month. The offsite time of coaches and principals did not vary by experience.

Local District offsite time varied slightly.

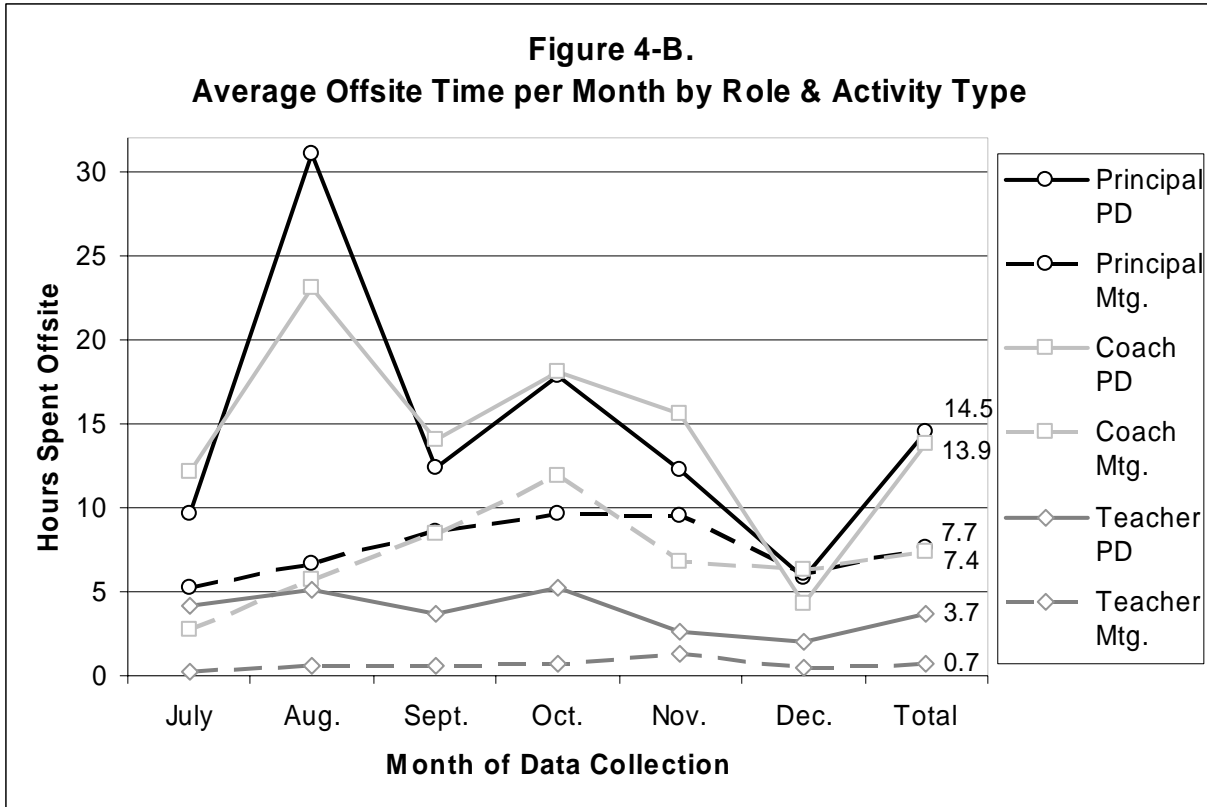
There were slight differences among teachers, coaches, and principals across each local district (see Table 1). On average, teachers in Local District 2 and 5 spent more time offsite (5.6 and 7.1 hours, respectively) and teachers in Local District 4 spent less time offsite (2.3 hours) than the average teacher. Coaches in Local District 1 and 8 spent more time offsite (24.8 and 24.0, respectively) and coaches in Local District 4 and 6 spent less time offsite (17.9 and 17.6 hours, respectively) than the average coach. Finally, principals in Local District 2 and 7 spent more time offsite (26.7 and 27.5 hours, respectively) and principals in Local District 6 and 8 spent less time offsite (18.7 and 17.2 hours, respectively) than the average principal.

Table 1 - Average Amount of Off-Site Time by LD and Role

	Teacher	n	Coach	n	Principal	n
LD 1	4.3	51	24.8	29	22.2	38
2	5.4	45	21.6	34	26.7	40
3	3.1	35	23.7	24	20.0	28
4	2.2	45	17.9	33	21.1	30
5	6.4	30	21.0	28	24.0	35
6	4.8	26	17.6	18	18.7	17
7	4.8	22	19.1	18	27.5	24
8	3.4	28	24.0	26	17.2	31
LAUSD	4.3	282	21.2	210	22.2	243

More time is spent in offsite professional development than in offsite administrative meetings

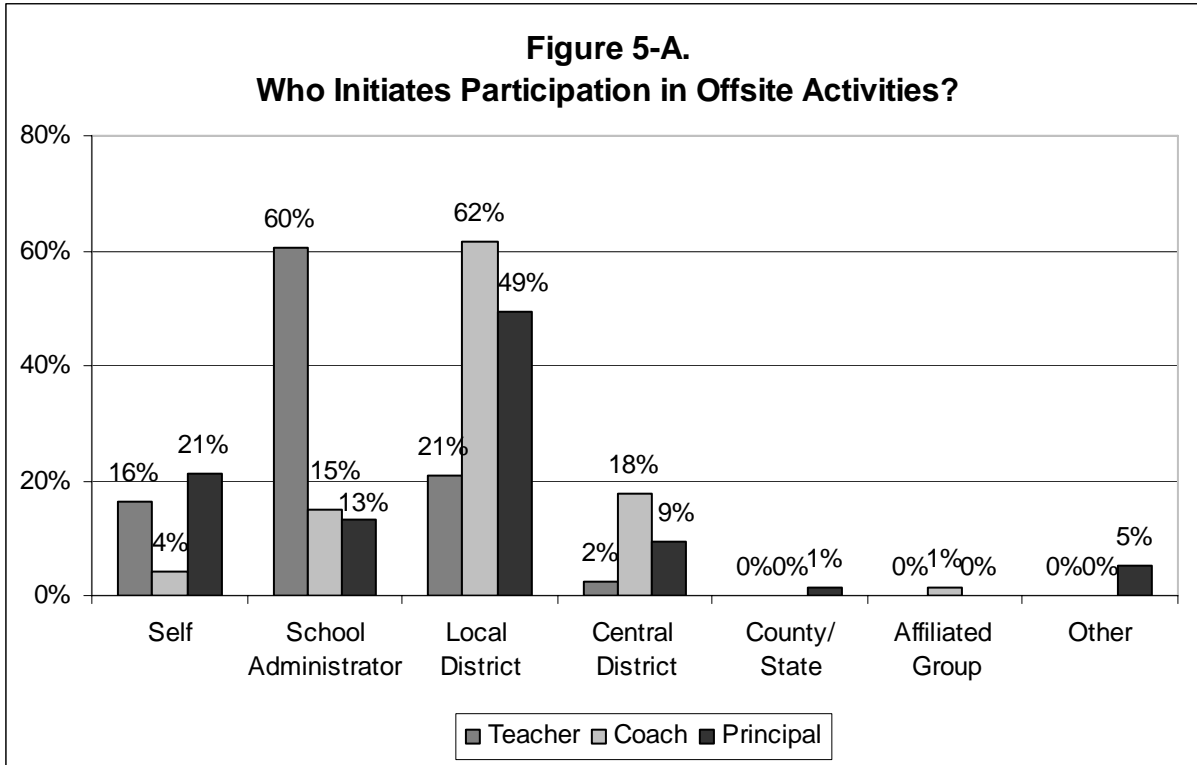
Figure 4-B shows the average amount of time that an individual spends each month in offsite professional development compared to administrative meetings. Regardless of role, staff spent more time offsite each month in professional development activities (approximately 14 hours for principals and coaches and 3.7 hours for teachers) than in administrative meetings (approximately 7.5 hours for principals and coaches and 0.7 hours for teachers). Across the whole sample, only 40% of the offsite activities and only 32% of the time was spent in meetings as identified by respondents. Teachers were less likely to attend and spend time in offsite meetings (21% of offsite activities and 15% of time) than coaches and principals.



What is the nature of offsite activities?

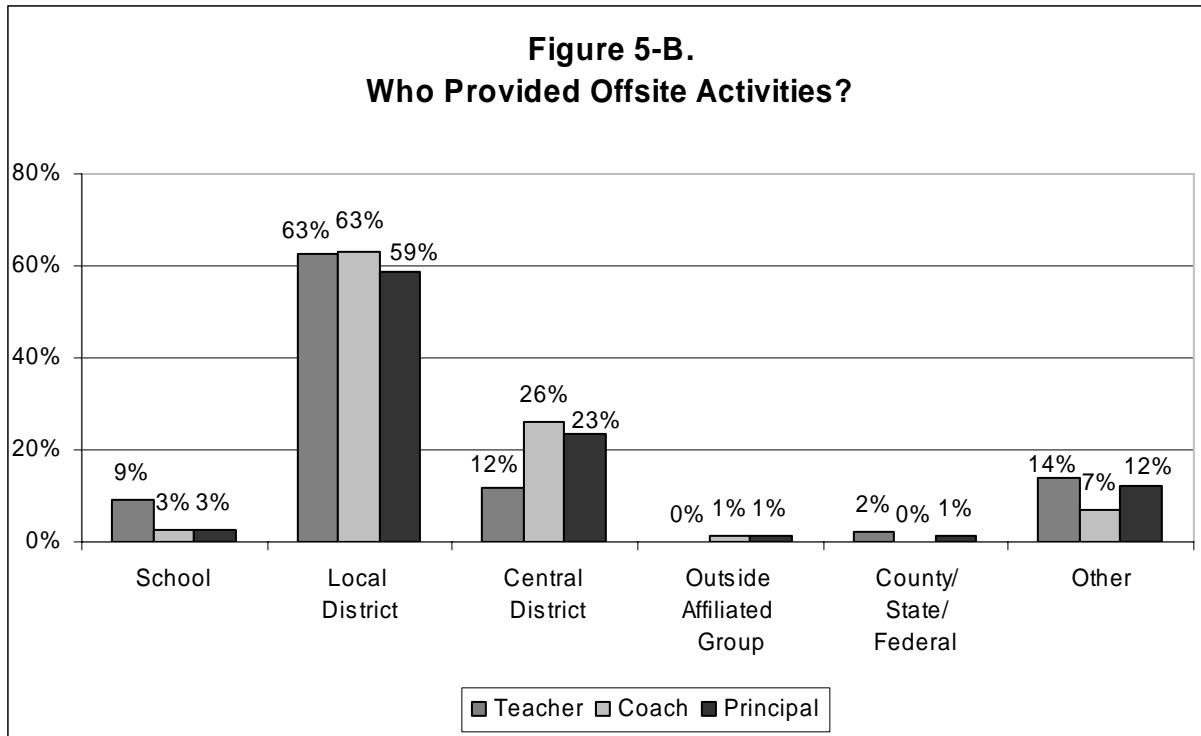
School administrators determined teacher attendance whereas Local Districts typically determined coach and principal attendance in offsite activities.

The person or entity that determined participation in offsite activities differed by role. Figure 5-A shows that teachers were most often sent to offsite activities by their school administrator (60%), their local district (21%), or themselves (16%). Coaches were typically sent to offsite activities by their local district (62%), the central district (18%) or their school administrator (15%). There was more variability in who initiated principals' attendance in offsite activities, with the local district (49%), themselves (21%), another school administrator (13%), or the central district (9%) as the most common.



Local Districts provided most offsite activities

For teachers, coaches, and principals, local districts were the most common providers of offsite activities (75%, 85%, and 55% respectively; see Figure 5-B). For teachers, schools (13%) or some other entity (13%) provided the remaining offsite activities. For coaches, the central district (12%) or some other entity (3%) provided the remaining offsite activities. For principals, the central district (20%), some other entity (18%), a school (5%), or another outside/affiliated group (3%) provided the remaining offsite activities.



Majority of offsite activities were curriculum specific or related to the staff's role

Figure 6 describes the category of offsite activities. A majority of teachers reported that their offsite activities were curriculum related (75%), while coaches and principals indicated that offsite activities were related to their role (79% and 68%, respectively). To get detailed information on the topics of offsite activities, staff were asked, “What topics were covered during the offsite activity?” The majority of staff identified topics related to curriculum² (44%); with other topics were related to specific instructional techniques³ (15%), school management⁴ (12%) or meeting skills⁵ (7%).

When comparing topics by role, teachers, coaches, and principals most often attended offsite activities related to curriculum (59%, 38%, and 43%, respectively). Additional teacher activities were related to instructional techniques (17%), assessment and testing (4%) or behavioral management (4%). The remainder of coach activities was related to instructional techniques

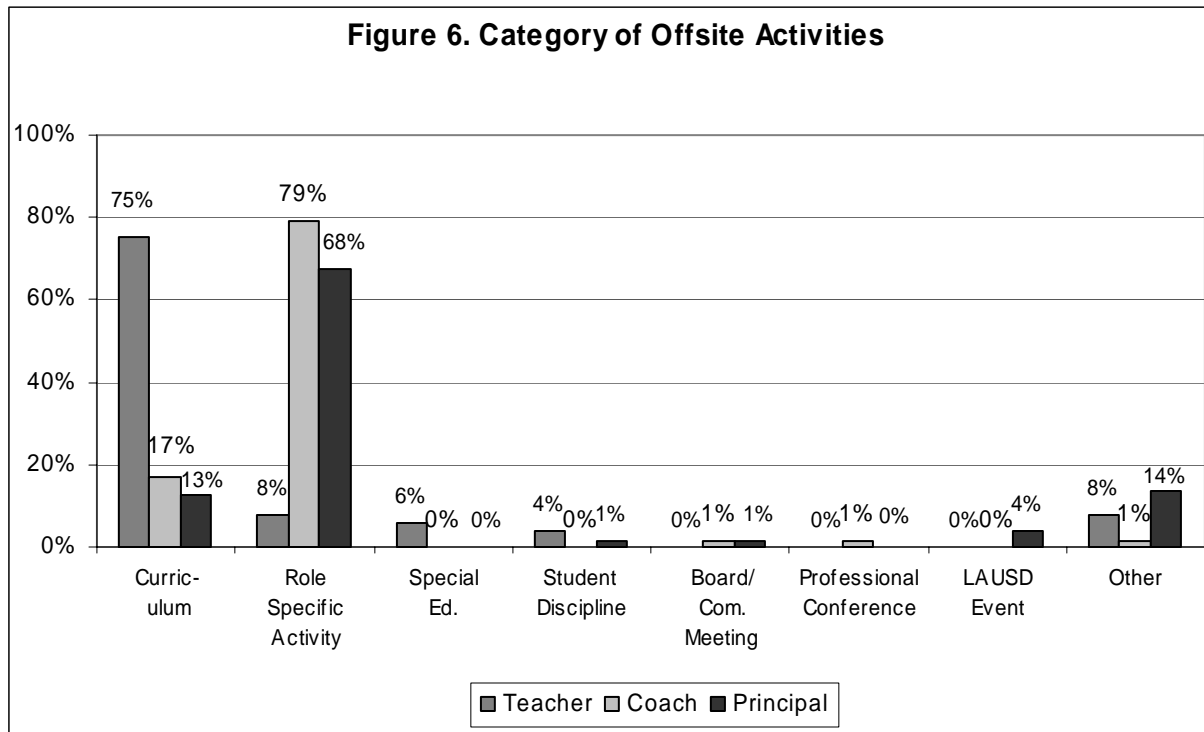
² Curriculum included professional development specific to mathematics, English language arts, language acquisition (EL, AEMP), new textbooks and instructional materials, etc.

³ Instructional techniques included cognitive coaching, lesson planning, concept lessons, thinking maps, etc.

⁴ School management topics included budget and finance, leadership development, operations, etc.

⁵ Meeting skills included presentation skills and facilitation skills.

(33%), meeting skills (16%), or assessment and testing (4%). Additional principal activities were related to school management (28%) or acquiring school grants (6%).



The topics of offsite professional development activities differed slightly from those of offsite meetings. Professional development topics typically focused on curriculum (53%) or instructional techniques (17%), while meeting topics were more varied, with curriculum (33%), school management (17%), instructional techniques (14%), and meeting skills (8%) as the most common.

Majority of key learnings were related to instructional techniques, curriculum, meeting skills, and school management

When asked, “What was your key learning from the offsite activity?” the majority of staff reported learning about instructional techniques (25%), curriculum (21%), meeting skills (15%), school management (10%), culturally relevant and responsive education (4%), or assessment and testing (4%). Proportionally, a large minority of staff could not recall a key learning (12%) or reported no key learning (2%). Just over one-half of these activities appear to be regularly occurring offsite activities (e.g., local district principal or coach meetings, or quarterly curricular professional development activities) while others appear to be single occurrence activities more

varied in their topics (“Tipping point on selling your school,” “Safe and Civil Schools,” or “HPSG meeting”).

What is the Perceived Value of Offsite Meetings and Professional Development?

In their absence, teachers’ responsibilities were covered by paid substitutes, principals’ responsibilities were covered by other administrators, and no one covered coaches’ responsibilities

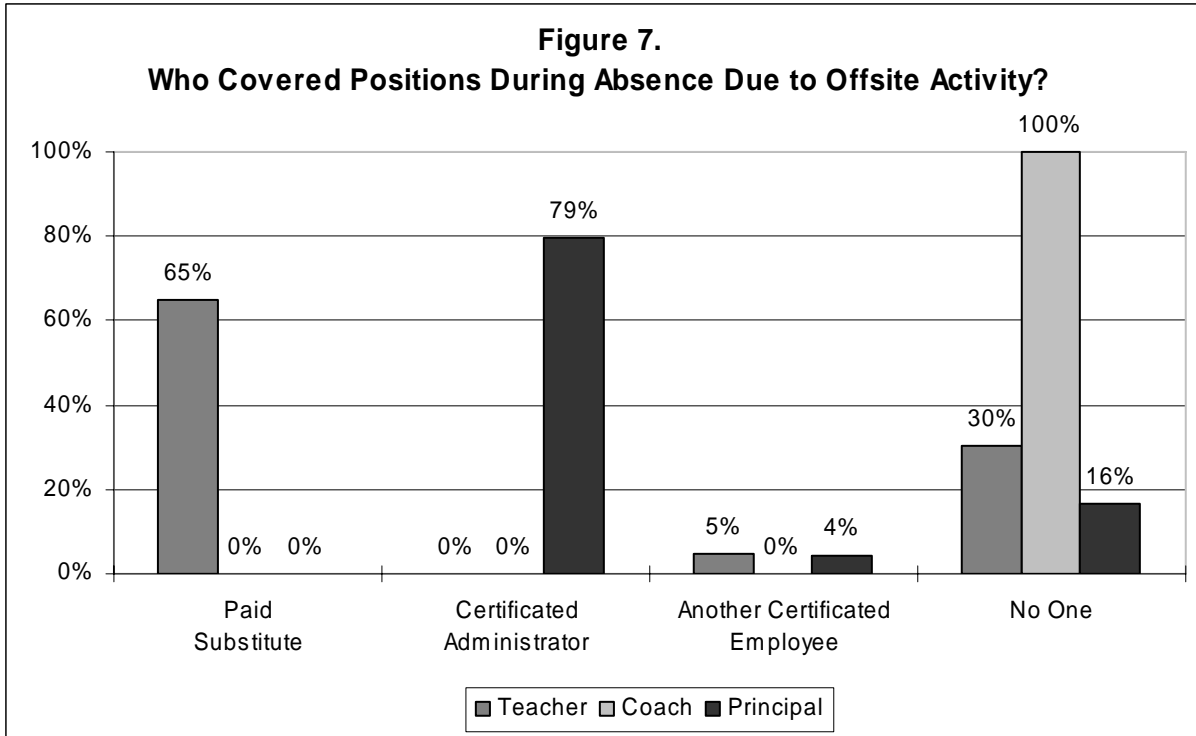
In order to weigh the value from offsite activities, it is important to understand what happens in a teacher, coach, or principal’s absence at the school. Teachers’ positions were most often covered by a paid substitute (65%), no one⁶ (30%), or another certificated employee (5%). During offsite activities, no one covered coaches’ positions (100%). Principals’ positions were most often covered by another certificated administrator (78%), with fewer covered by no one (16%), or another certificated employee (4%) (see Figure 7).

Offsite activities were related to teachers’, coaches’, and principals’ job responsibilities, but knowledge and skills gained were slightly less likely to be implemented.

In follow-up interviews, staff was asked to rate “to what extent was this offsite activity related to your current job responsibilities?” on a five-point scale where a one represented *not at all related* and a five represented *completely related* to job responsibilities. On average, offsite activities were highly related to staff job responsibilities. Coaches indicated that offsite activities were the most highly related to their job responsibilities (4.7) followed by principals (4.5) and teachers (4.4).

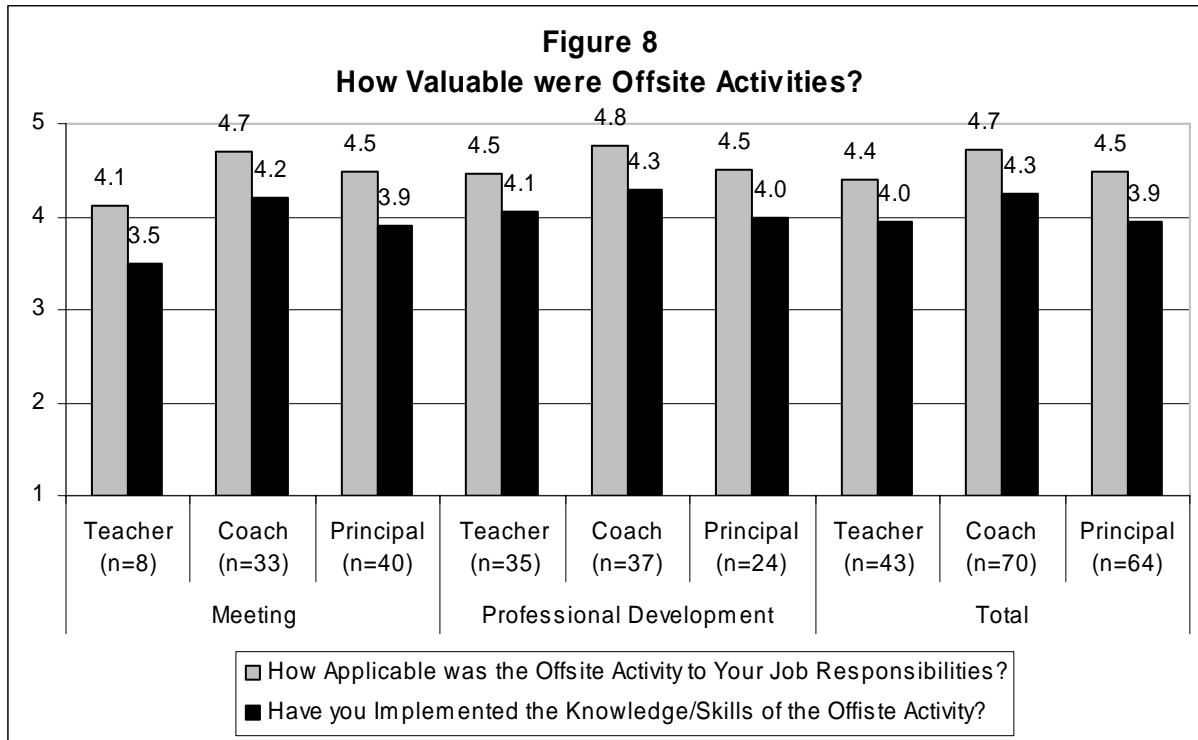
In follow-up interviews, staff was asked to rate “to what extent have you implemented the knowledge or skills gained from the offsite activity” on a five point scale where a one represented *not at all implemented* and a five represented *completely implemented*. On average, staff indicated that the knowledge and skills gained from meetings and professional development activities were generally being implemented. Again, coaches reported the highest degree of knowledge and skill implementation (4.3) followed by teachers (4.0) and principals (3.9).

⁶ Closer analysis of teachers for which no one covered their position in their absence occurred when they had no classroom duties (e.g., buy back days, at the end of a shortened day, or prior to receiving a classroom assignment).



For teachers, offsite meetings were rated as slightly less valuable than offsite professional development activities

Even though most teachers, principals, and coaches indicated that meetings and professional development were related to their job responsibilities, and that knowledge and skills were implemented, there was a differential value between meetings and professional development activities. Teachers reported that professional development activities were more highly related and that knowledge and skills were more completely implemented in their daily work than offsite meetings. The difference for relatedness (4.1 v. 4.5) and implementation (3.5 v. 4.1) were both statistically significant. The difference between professional development and meeting activities for coaches and principals was in the same direction, but not statistically significant.



How Does the Amount of Offsite Time in LAUSD Compare to Benchmarks and Best Practices of Professional Development as Evidenced in Available Research Nationwide?

When this study was designed, we planned to compare the amount of offsite time spent in by LAUSD teachers, coaches and principals to benchmarks available at the district, state, or national level. However, a lack of comparative literature with the necessary specificity makes this comparison difficult. A January 2006 publication of the National Center for Education Statistics reports on the prevalence and amount of time teachers spent in professional development. Data were drawn from the 1999-00 Schools and Staffing Survey (SASS) items focused on teacher professional development.⁷ The SASS measured the percentage of teachers who participated in professional development within the past 12 months and used gross categories of the amount of time spent (0 hours, up to 8 hours, 9 to 32 hours, or greater than 32 hours). However, this study did not include data from coaches or principals, did not distinguish between onsite and offsite professional development, and did not make distinctions among professional development

⁷ Choy, S.P., Chen, X., and Bugarin, R. (2006). Teacher Professional Development in 1999–2000: What Teachers, Principals, and District Staff Report (NCES 2006-305). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

activities that occurred during the instructional day/year or not. Because of these differences, valid comparisons of the two studies were not possible.

Conclusions

Based upon logs of the amount of time teachers, coaches, and principals spent in offsite activities in the fall of the 2006-07 school year, supplemented with detailed follow-up interviews of a sub-sample of participants, several conclusions can be drawn.

Nearly all coaches and principals attend offsite activities, however less than one-third of teachers do so. Coaches and principals spent more time offsite in a given month (more than 20 hours) than teachers (approximately 4 hours). The busiest months for meetings and professional development for all roles were August and October. Regardless of role, more time was spent in offsite professional development activities than in offsite meetings. Offsite meetings were mostly regularly scheduled meetings for coaches and principals, with teachers almost never leaving their school site for meetings.

Regarding the nature of offsite activities, the majority of offsite activities covered one of three general topics: curriculum, instructional techniques, or school management skills. The decision to attend an offsite activity was typically made by the principal for teachers, by the Local or Central District for coaches, and by the Local District or themselves for principals. Finally, Local Districts provided the majority of offsite activities.

On average, offsite activities were related to job responsibilities, but the knowledge and skills gained were slightly less likely to be implemented. More coaches reported that offsite activities were related job responsibilities and implemented compared to teachers or principals. Despite most teachers, coaches, and principals reporting a high degree of relatedness and implementation, a sizable minority reported that they either could not recall a key learning from a particular meeting in the months following the meeting or that the activity provided no key learning.

Finally, appropriate data or published reports outside of LAUSD were not available to compare time spent offsite with national benchmarks. As a result, we cannot make careful judgments as to

whether the amount of offsite time spent by teachers, coaches or principals was not enough, too much or just right.

Limitations

Despite the confidence in our conclusions, certain limitations exist because of the nature of the study. While multiple attempts were made to obtain response from all staff, the response rates for teachers were lower than those of coaches and principals. The higher response rates for coaches and principals could be related to aspects of their roles. For example, coaches and principals may have greater flexibility and control over their daily schedules, allowing for more time to retrieve school mail and complete paperwork. On the other hand, it is also possible that some teachers did not return their logs because they did not attend offsite activities. This could have resulted in an inflation of the amount of time spent in offsite activities for teachers.

Due to time and financial constraints, we could not conduct as many follow-up interviews as we would have preferred. While staff attended over 1,700 offsite activities in total we only conducted follow-up interviews for 177 of them. Although this sample size is adequate for us to make broad generalizations about the qualities and value of offsite activities across the district and for each role, we have less confidence in more fine grained or distributed conclusions (e.g., offsite meetings of teachers in Local District 3, or coach's offsite professional development related to meeting skills in July).

This study only covered activities that occurred during the fall semester of 2006. While a number of the activities appeared to be regular monthly occurrences (e.g., local district coach meetings), others seemed more sporadic. The spike in professional development activities in August suggests that there may be more at the start of the traditional school year, but it is difficult to say if activities from January to June mirror patterns earlier in the year given the design of our study. In addition, given the methodology of the 6-month survey and lack of background literature, it is difficult to say whether the results in 2006 are reflective of the activity in previous or future years. Replication of this study could allow for within district year to year comparisons as well as measuring the differential amount of time spent in onsite and offsite activities.

**INVESTIGATION OF THE AMOUNT OF TIME SPENT IN AND IMPACT OF
OFFSITE MEETINGS AND PROFESSIONAL DEVELOPMENT ACTIVITIES**

APPENDICES A-E

Los Angeles Unified School District
Program Evaluation and Research Branch
Planning, Assessment, and Research Division Publication No. 360

APPENDIX A: LAUSD Principal, Coach, and Teacher Off-Site Activity Log

Calendar / Track: _____ Name: «Fname» «Lname» School: «sname» Role: «SAMPLE_OCT»

Date:	No Off-Site Activity	<i>If you attended an off-site meeting or professional development during regular school hours, please log below:</i>				
		Leave Time	Return Time	Activity Location	Activity Title/Topic (e.g., Decision Support System 101 Training, Senior High School Principal's Organization Meeting)	Activity Type (Mtg/PD)
Monday, Oct. 2	<input type="checkbox"/>					M PD
Monday, Oct. 2						M PD
Monday, Oct. 2						M PD
Monday, Oct. 2						M PD
Tuesday, Oct. 3	<input type="checkbox"/>					M PD
Tuesday, Oct. 3						M PD
Tuesday, Oct. 3						M PD
Tuesday, Oct. 3						M PD
Wednesday, Oct. 4	<input type="checkbox"/>					M PD
Wednesday, Oct. 4						M PD
Wednesday, Oct. 4						M PD
Wednesday, Oct. 4						M PD
Thursday, Oct. 5	<input type="checkbox"/>					M PD
Thursday, Oct. 5						M PD
Thursday, Oct. 5						M PD
Thursday, Oct. 5						M PD
Friday, Oct. 6	<input type="checkbox"/>					M PD
Friday, Oct. 6						M PD
Friday, Oct. 6						M PD
Friday, Oct. 6						M PD

PLEASE RETURN THIS COMPLETED FORM IN THE ENCLOSED ENVELOPE BY Nov. 6, 2006.

Form ID: «FormID»

APPENDIX A: LAUSD Principal, Coach, and Teacher Off-Site Activity Log

Calendar / Track: _____ Name: «Fname» «Lname» School: «sname» Role: «SAMPLE OCT»

Date:	No Off-Site Activity	<i>If you attended an off-site meeting or professional development during regular school hours, please log below:</i>				
		Leave Time	Return Time	Activity Location	Activity Title/Topic (e.g., Decision Support System 101 Training, Senior High School Principal's Organization Meeting)	Activity Type (Mtg/PD)
Monday, Oct. 30	<input type="checkbox"/>					M PD
Monday, Oct. 30						M PD
Monday, Oct. 30						M PD
Monday, Oct. 30						M PD
Tuesday, Oct. 31	<input type="checkbox"/>					M PD
Tuesday, Oct. 31						M PD
Tuesday, Oct. 31						M PD
Tuesday, Oct. 31						M PD

Thank you very much for your participation in the study of time spent in off-site meetings and professional development activities. If you have any questions about this study or the logging activity, please contact Jeff White at 213-241-8266 or jeff.white@lausd.net.

Please return your completed logs in the enclosed envelope via school mail by November 6th, 2006 to:

Jeff White
Program Evaluation and Research Branch
333 South Beaudry Avenue, 21st Floor
Los Angeles, CA 90017

If you believe that you have received this log in error because you were not on track during October of 2006 or you are not currently an LAUSD teacher, coach, or principal, please indicate the reason below and return the log otherwise blank.

PLEASE RETURN THIS COMPLETED FORM IN THE ENCLOSED ENVELOPE BY Nov. 6, 2006.

Form ID: «FormID»

Appendix B. Off-Site Activity Telephone Interview Protocol

Name: «fname» «lname»	School: «school»		
Off-site professional development or administrative meeting attended: «TitleTopic» @ «Location»			
Activity Type: «ActivityType»	Confirmed: Yes No, _____		
Date(s): «Date»	Time(s): «LeaveTime» to «ReturnTime»		
<p>Who determined that you should attend the off-site professional development or meeting?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Self <input type="checkbox"/> School Administrator <input type="checkbox"/> Local District <input type="checkbox"/> Central District </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> County/State/Federal <input type="checkbox"/> Outside Affiliated Group (e.g., AALA, UTLA), specify: <input type="checkbox"/> Other, specify: </td> </tr> </table>		<input type="checkbox"/> Self <input type="checkbox"/> School Administrator <input type="checkbox"/> Local District <input type="checkbox"/> Central District	<input type="checkbox"/> County/State/Federal <input type="checkbox"/> Outside Affiliated Group (e.g., AALA, UTLA), specify: <input type="checkbox"/> Other, specify:
<input type="checkbox"/> Self <input type="checkbox"/> School Administrator <input type="checkbox"/> Local District <input type="checkbox"/> Central District	<input type="checkbox"/> County/State/Federal <input type="checkbox"/> Outside Affiliated Group (e.g., AALA, UTLA), specify: <input type="checkbox"/> Other, specify:		
<p>What best describes your role in the off-site professional development or meeting:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Presenter/Facilitator </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Participant </td> </tr> </table>		<input type="checkbox"/> Presenter/Facilitator	<input type="checkbox"/> Participant
<input type="checkbox"/> Presenter/Facilitator	<input type="checkbox"/> Participant		
<p>Which entity sponsored/organized the off-site professional development or meeting?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> School <input type="checkbox"/> Local District <input type="checkbox"/> Central District <input type="checkbox"/> Professional Assoc. (e.g. Council of Great City Schools) </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Outside Affiliated Group (e.g., AALA, UTLA), specify: _____ <input type="checkbox"/> County/State/Federal <input type="checkbox"/> Other, specify: _____ </td> </tr> </table>		<input type="checkbox"/> School <input type="checkbox"/> Local District <input type="checkbox"/> Central District <input type="checkbox"/> Professional Assoc. (e.g. Council of Great City Schools)	<input type="checkbox"/> Outside Affiliated Group (e.g., AALA, UTLA), specify: _____ <input type="checkbox"/> County/State/Federal <input type="checkbox"/> Other, specify: _____
<input type="checkbox"/> School <input type="checkbox"/> Local District <input type="checkbox"/> Central District <input type="checkbox"/> Professional Assoc. (e.g. Council of Great City Schools)	<input type="checkbox"/> Outside Affiliated Group (e.g., AALA, UTLA), specify: _____ <input type="checkbox"/> County/State/Federal <input type="checkbox"/> Other, specify: _____		
<p>In your absence, who covered your position:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> A Paid Substitute <input type="checkbox"/> A Certificated Administrator </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Another Certificated Employee <input type="checkbox"/> No One <input type="checkbox"/> Other, specify: _____ </td> </tr> </table>		<input type="checkbox"/> A Paid Substitute <input type="checkbox"/> A Certificated Administrator	<input type="checkbox"/> Another Certificated Employee <input type="checkbox"/> No One <input type="checkbox"/> Other, specify: _____
<input type="checkbox"/> A Paid Substitute <input type="checkbox"/> A Certificated Administrator	<input type="checkbox"/> Another Certificated Employee <input type="checkbox"/> No One <input type="checkbox"/> Other, specify: _____		

Appendix B. Off-Site Activity Telephone Interview Protocol

On a Scale of 1-5, 1 being not at all and 5 being completely, to what extent was this off-site professional development or meeting related to your current job responsibilities?																															
<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center; padding: 5px;">Meeting:</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">5</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;">Not at all</td> <td colspan="3" style="text-align: center; padding: 5px;">Completely</td> </tr> </table>	Meeting:					1	2	3	4	5	Not at all		Completely			<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center; padding: 5px;">Professional Development</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">5</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;">Not at all</td> <td colspan="3" style="text-align: center; padding: 5px;">Completely</td> </tr> </table>	Professional Development					1	2	3	4	5	Not at all		Completely		
Meeting:																															
1	2	3	4	5																											
Not at all		Completely																													
Professional Development																															
1	2	3	4	5																											
Not at all		Completely																													
On a Scale of 1-5, 1 being not at all and 5 being completely in my day-to-day experience, to what extent have you implemented the knowledge or skills gained from this event?																															
<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center; padding: 5px;">Meeting:</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">5</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;">Not at all</td> <td colspan="3" style="text-align: center; padding: 5px;">Completely</td> </tr> </table>	Meeting:					1	2	3	4	5	Not at all		Completely			<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="text-align: center; padding: 5px;">Professional Development</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">5</td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;">Not at all</td> <td colspan="3" style="text-align: center; padding: 5px;">Completely</td> </tr> </table>	Professional Development					1	2	3	4	5	Not at all		Completely		
Meeting:																															
1	2	3	4	5																											
Not at all		Completely																													
Professional Development																															
1	2	3	4	5																											
Not at all		Completely																													

Thank you for your participation in this study. We appreciate the time and information you have shared to further our understanding of off-site time in LAUSD (Additional Comments Below):

Appendix C. Detailed Selection and Response Rates.

The detailed selection and response rates (Table C-1 below) show that the selection to the sample, response to the study, and selection for interviews were generally representative of the overall population of teachers, coaches, and principals. There are, however, several slight trends within the response rates.

Because of the selection of only 3 and 4-track schools in July and August, and because of the preponderance of Elementary schools among schools of those types, teachers, coaches, and principals from elementary schools were more likely to be selected to the study, which resulted in slightly higher representation in completed logs and interview selection.

White and Asian teachers, coaches, and principals were more likely to participate in the study, leading to higher rates of selection to interviews.

As stated above, 3 and 4-track teachers, coaches, and principals were selected in July and August, leading to their overrepresentation in the overall sample, as well as their overall selection to interview.

The selection and response by local district falls within conceivable range of random variation.

Appendix C. Detailed Participation and Response Rates

Characteristics	Teachers				Coaches				Principals			
	All Eligible	Sampled	Completed Logs	Interviewed	All Eligible	Sampled	Completed Logs	Interviewed	All Eligible	Sampled	Completed Logs	Interviewed
Number of by Role	30695	679	276	49	1116	327	205	55	625	340	237	50
School Type												
EL	54.7%	54.1%	57.2%	60.9%	77.2%	81.6%	85.9%	83.6%	77.3%	79.3%	82.7%	87.8%
MS	19.6%	19.8%	18.8%	19.6%	12.5%	11.0%	7.3%	9.1%	12.2%	10.8%	8.9%	4.1%
SH	24.4%	25.0%	22.1%	19.6%	9.8%	7.4%	6.8%	7.3%	10.6%	9.9%	8.4%	8.2%
SpecEd	1.3%	1.1%	1.8%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pct. Female	68.6%	68.8%	76.1%	75.5%	80.2%	79.9%	82.9%	80.0%	67.2%	68.3%	70.0%	58.0%
Ethnicity %												
African American	11.7%	9.9%	9.1%	8.2%	20.5%	19.3%	16.1%	20.0%	19.2%	16.4%	16.1%	16.0%
Asian/Pacific Islander	11.8%	11.0%	12.3%	8.2%	11.0%	13.3%	15.7%	10.9%	6.9%	6.5%	15.7%	4.0%
Hispanic	30.9%	34.0%	26.1%	26.5%	23.7%	23.8%	22.0%	16.4%	30.4%	34.3%	22.0%	38.0%
White	44.9%	44.1%	51.1%	57.1%	44.4%	43.6%	46.3%	52.7%	42.1%	42.8%	46.3%	42.0%
Other	0.6%	0.8%	1.4%	0.0%	0.4%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%
Degree												
Bachelor's	70.5%	72.9%	67.4%	63.3%	51.6%	51.3%	51.2%	41.8%	0.0%	0.0%	0.0%	0.0%
Master's	28.0%	25.7%	30.4%	36.7%	47.0%	47.0%	47.3%	56.4%	92.3%	91.2%	93.2%	96.0%
Doctoral	1.5%	1.4%	2.2%	0.0%	1.4%	1.7%	1.5%	1.8%	7.7%	8.8%	6.8%	4.0%
Years Experience in LAUSD												
0-1 Years	16.1%	17.0%	14.9%	16.3%	1.5%	1.4%	1.0%	0.0%	0.2%	0.3%	0.4%	2.0%
2-5 Years	25.2%	27.1%	24.6%	34.7%	16.2%	19.8%	22.0%	18.2%	3.4%	3.1%	2.5%	2.0%
6-10 Years	27.5%	28.0%	26.4%	20.4%	39.8%	38.2%	35.6%	38.2%	5.6%	4.8%	4.2%	6.0%
11 or more Years	31.3%	27.9%	34.1%	28.6%	42.5%	40.2%	41.5%	43.6%	90.9%	91.8%	92.8%	90.0%
Calendar Type												
1 TRK	62.0%	47.5%	50.4%	36.7%	59.4%	46.2%	47.3%	34.5%	69.1%	56.9%	57.0%	62.0%
3 TRK	18.6%	25.2%	21.4%	26.5%	14.8%	19.5%	18.0%	23.6%	10.1%	14.2%	13.5%	14.0%
4 TRK	19.4%	27.0%	28.3%	34.7%	25.6%	34.0%	34.6%	41.8%	20.5%	28.6%	29.5%	24.0%
Pct. Special Education	12.9%	12.2%	14.9%	21.7%	--	--	--	--	--	--	--	--
Pct. With Credential	93.3%	89.6%	94.9%	93.9%	--	--	--	--	--	--	--	--
Local District												
1	15.8%	13.6%	17.4%	9.5%	14.4%	12.0%	14.8%	20.0%	17.4%	17.5%	18.0%	12.5%
2	14.9%	16.2%	17.8%	16.7%	14.3%	14.2%	16.3%	16.3%	13.1%	12.1%	14.1%	16.7%
3	12.0%	9.2%	10.9%	7.1%	10.8%	10.3%	10.3%	12.7%	14.2%	11.5%	11.5%	12.5%
4	12.9%	16.7%	17.8%	11.9%	13.0%	15.1%	16.3%	20.0%	14.9%	13.3%	12.8%	6.3%
5	13.5%	12.0%	9.3%	11.9%	15.3%	15.1%	12.8%	9.1%	12.7%	14.5%	12.8%	20.8%
6	8.8%	10.1%	9.3%	19.0%	9.6%	10.8%	8.9%	10.9%	7.9%	8.6%	7.3%	6.3%
7	10.4%	13.1%	6.9%	9.5%	10.8%	11.4%	7.3%	3.6%	9.6%	10.1%	9.8%	8.3%
8	11.8%	9.0%	10.5%	14.3%	11.8%	11.1%	12.8%	7.2%	10.2%	12.4%	13.7%	16.7%

Appendix D.

Table D-1. List of Offsite Activities by Role

Activities	Teacher	Coach	Principal	Total
<i>All Activities Combined</i>	189	680	910	1779
Coach Meeting (e.g., Local District __ Literacy/Math Coach Meeting)	2	172	8	182
Principal Meeting (e.g., Local District __ Principal's Meeting)	0	1	173	174
Math Concept Lesson	7	55	24	86
Reading First	0	30	41	71
Citywide Coach Meeting/Training	0	66	4	70
Principal Organization Meeting (e.g., Elementary Principal's Organization Meeting)	1	0	62	63
Principal/Admin PD/Workshop/Retreat	0	0	56	56
ELD Institute/Practicum/Portfolios	26	1	17	44
Math PD	7	12	23	42
Cognitive Coaching PD	2	31	0	33
Open Court Reading Meeting/PD	8	8	12	28
Superintendent Annual Kickoff Address	0	0	25	25
Coach Institute/Academy	0	23	0	23
Coach Meeting: Cadre	1	21	0	22
IFL Training	3	9	9	21
PI Meeting/Training	0	0	21	21
Principal/Coach Meeting/PD Unspecified	0	8	13	21
Coach PD Unspecified	0	12	7	19
Buy Back Day	3	8	7	18
New Principal Academy/Meeting	0	1	17	18
New Coach Meeting/PD/Academy	0	17	0	17
Getting Results Workshop	1	9	6	16
Principal Conference	0	0	16	16
Special ED Training/Meeting/Committee	2	4	9	15
Administrator Academy	0	0	14	14
Arts Program/Prototype	0	0	14	14
Lesson Study	0	9	4	13
Title III Institute/Training/Meeting	1	0	12	13
Reading Institute/PD	0	11	1	12
AEMP Meeting/Training	0	2	9	11
Adaptive School Training	0	0	10	10
BTS Training	0	0	10	10
Culturally Relevant and Responsive Education	2	3	5	10
Meeting Unspecified	1	2	7	10
Wonder of Reading Principal's Forum	0	0	10	10
STULL Meeting/Conference	0	9	0	9
Beyond the Bell/After School Programs	2	0	6	8
Content Focused Coaching	0	8	0	8
Facilitation Skills Training	0	8	0	8
New Teacher Orientation/Support	5	0	3	8
Principal Institute	0	0	8	8
Principal Learning Community	0	1	7	8
Presentation Skills Training	0	7	0	7
CMC Math Conference	1	5	0	6
District Validation Review Meeting	2	0	4	6
Governors Reading Institute	0	6	0	6
Grade Level Meeting	6	0	0	6
Non-Reading First Meeting/Training	0	0	6	6
Read 180	1	5	0	6

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-1. List of Offsite Activities by Role

Activities	Teacher	Coach	Principal	Total
Social Studies Textbook Training	2	0	4	6
Staff Relations Meeting/Situation	0	0	6	6
Access to the Core	3	2	0	5
CALSA Conference	0	0	5	5
Critical Friends Group	0	5	0	5
DSS Training	0	2	3	5
EL Coordinators Meeting	1	1	3	5
History Alive Training	5	0	0	5
NCLB Meeting	0	0	5	5
New K GRI	0	5	0	5
SB1133 Meeting	0	1	4	5
Schools Attuned Training	0	0	5	5
Staff Selection Interview	0	0	5	5
AB 466 Training	2	2	0	4
Administrator Meeting	0	0	4	4
AVID Institute	0	2	2	4
Crisis Team Training	1	0	3	4
CSTA Field Courses	4	0	0	4
CSUDH Mathematics Project	0	4	0	4
Expository Reading and Writing Course	0	4	0	4
GATE Meeting	1	0	3	4
Grade Level Transition Meeting/Training	1	3	0	4
HPSG meeting	1	0	3	4
Images of a Culture	3	1	0	4
Meeting with Superintendent	0	0	4	4
Safe and Civil Schools Training	0	0	4	4
SIS/DSS Training	0	1	3	4
Studio Curriculum Training	4	0	0	4
Boyle Heights Learning Collaborative Meeting	0	0	3	3
Budget Meeting	0	0	3	3
Classroom Management Seminar	2	0	1	3
Differentiated Instruction: Nat'l Conference	0	3	0	3
DRWC Training	2	1	0	3
International Network Principals' Centers Conversation	0	0	3	3
Into English-Training for new 3rd grade teachers for ELD	3	0	0	3
LEAD Retreat	0	3	0	3
Leadership Institute	3	0	0	3
Lesson Lab Pearson	0	3	0	3
Master Plan Institute	1	0	2	3
Positive Behavior Conference	1	0	2	3
Princeton Review	0	3	0	3
Principal Focus Group	0	0	3	3
Site Visit/Classroom/Meeting Observation	1	1	1	3
SLC Meeting/Retreat	2	0	1	3
SPIN Meeting	0	0	3	3
Title I Meeting/Institute	0	0	3	3
Unit __ PD	0	3	0	3
WASC Training	0	1	2	3
Action Seminar	0	1	1	2
Administrator Study Group	0	0	2	2
Algebra Readiness/ BTA Training	1	1	0	2
Assessment Design Team Meeting	0	2	0	2

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-1. List of Offsite Activities by Role

Activities	Teacher	Coach	Principal	Total
Board Member Breakfast Meeting	0	0	2	2
BTSA Meeting/Orientation	1	0	1	2
CAHSEE Orientation	0	0	2	2
Connected Math Meeting	1	1	0	2
CPM Meeting	0	0	2	2
District Reading Programs for Spanish/English Dual Language P	2	0	0	2
Dropout Prevention	0	0	2	2
ELA Cadre Meeting	1	1	0	2
Fulbright Exchange Conference	0	0	2	2
IAC Meeting	0	0	2	2
Info Alliance School Project	0	0	2	2
Initial Planning Conference/Meeting	0	0	2	2
Language Training	0	1	1	2
Leadership Training - CSU Reading Initiatives	0	2	0	2
Math Cadre	0	2	0	2
Math Development Team Meeting	0	2	0	2
Math Solutions	0	0	2	2
Math Team Meeting	0	2	0	2
Periodic Assessment Training	1	1	0	2
Prep for PD	0	2	0	2
Project Grad Retreat	1	0	1	2
SAIT Training/Review	1	0	1	2
School Activity	0	0	2	2
Science Lead Teacher PD	2	0	0	2
Skills Training	0	2	0	2
SLASS Training	0	2	0	2
Solar Grant Meeting/Kickoff	0	0	2	2
Solo Training (Software) Sp. ED	2	0	0	2
Standards Based Lesson Design for Science	2	0	0	2
TEG/TAP Training	2	0	0	2
Thinking Maps Training	2	0	0	2
Training	0	2	0	2
US DOE Cohort Six, Small Learning Communities Grant Training	0	0	2	2
Voluntary Principal's Breakfast	0	0	2	2
Voyager Training	1	0	1	2
Welligent 101/IEP Training	1	0	1	2
AALT Meeting	0	1	0	1
Abolish Chronic Truancy PD	0	0	1	1
Admin Study Group for middle school principals	0	0	1	1
Administrative Math Training	0	0	1	1
Administrator Conference	0	0	1	1
Administrator PD	0	0	1	1
Administrator Training	0	0	1	1
AIM	1	0	0	1
Alliance - Review of Mastery 3 Program	0	0	1	1
Annual Survey Training Meeting	0	0	1	1
APSCS Selection Training	0	0	1	1
Assistant Principal's Interview	0	0	1	1
Bank time PD	1	0	0	1
Belmont Complex Safety Collaborative	0	0	1	1
Building Comprehension	1	0	0	1
Business Services Meeting	0	0	1	1

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-1. List of Offsite Activities by Role

Activities	Teacher	Coach	Principal	Total
California League of High Schools Teacher Awards	0	0	1	1
California Math Conference	0	1	0	1
Carson Coordinating Council Meeting	0	0	1	1
Carson Family Resource	0	0	1	1
Carson/Wilmington Principal's Breakfast	0	0	1	1
CATCH - Dissemination Meeting	0	0	1	1
CELDT Training	1	0	0	1
Chamber/Educators Westchester	0	0	1	1
Charter Meeting	0	0	1	1
Child Development Teachers	1	0	0	1
City Councilman's Meeting	0	0	1	1
Classroom Observations - Math Lesson	0	0	1	1
Cluster Instructional Cabinet	0	0	1	1
Coach Shadowing	0	1	0	1
Coach Transition Training	0	1	0	1
Cohort Meeting	0	0	1	1
College Counselor's Meeting	1	0	0	1
Community Meeting	0	0	1	1
Computer/Laptop observation	1	0	0	1
Confer with retired Title 1 Coordinator	0	0	1	1
Conference AP	0	1	0	1
Content Leads Meeting on Facilitation Skills	1	0	0	1
Courageous Conversations	1	0	0	1
CST Data Principal's Meeting	0	0	1	1
Curriculum Conference with Principal	1	0	0	1
Data Analysis For Open Court Reading	0	0	1	1
DCR Passport Planning	0	1	0	1
Departmental Professional Development	1	0	0	1
Desired Results Developmental Profile PD	1	0	0	1
Dinner/Organization	0	0	1	1
Director, Superintendent Visit _____ Hospital	0	0	1	1
Directors and Administrators planning next Administrator's Academy	0	0	1	1
Disaster Training	0	0	1	1
District 1 Continuation English Teachers	1	0	0	1
District Intern Office	1	0	0	1
Donna Smith (Board Member)	0	0	1	1
Downtown LA Orientation	0	0	1	1
DRAS Facilitator Meeting	0	1	0	1
EAP Early Assessment Program	0	1	0	1
Early Mental Health Initiative group	0	0	1	1
EdFund Financial Aid Conference	1	0	0	1
El Sereno Coordinating Council	0	0	1	1
ELD Practicum	0	0	1	1
ELP/ELAP meeting	0	0	1	1
EMHI Grant Meeting	0	0	1	1
English Language Arts Cadre	0	1	0	1
Evenings for Educators	1	0	0	1
Family Meeting	0	1	0	1
Finance Committee Meeting	0	0	1	1
First quarter Visit / District Curricular In-service	1	0	0	1
Fiscal Specialist Meeting	0	0	1	1
Fluency/Performance Writing	0	1	0	1

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-1. List of Offsite Activities by Role

Activities	Teacher	Coach	Principal	Total
Focus on Achievement Council Meeting	0	0	1	1
Foldera Software Training	0	1	0	1
Football Game	0	0	1	1
Full Day PD	0	1	0	1
Games Committee Meeting	0	0	1	1
Gear-up Grant	0	0	1	1
Grant Awareness Video Conference Riordan Foundation	0	0	1	1
Graphic Organizers	1	0	0	1
Healthy Start Collaborative Meeting	0	0	1	1
HEP Training	0	0	1	1
HIV/AIDS Training	1	0	0	1
Hollywood Chamber of Commerce Activity	0	0	1	1
Holt, Rine Hart Text Training	1	0	0	1
Imprest Workshop	0	0	1	1
Improving Student Success	1	0	0	1
Intersession Meeting	0	0	1	1
Job Fair-Recruit Work Study Math Tutor	0	1	0	1
Language Arts Cadre	0	1	0	1
LAPD Round Table	0	0	1	1
Last C.C. Training	0	1	0	1
LAUSD Periodic Assessment Policy	1	0	0	1
LAUSD/SLC	0	0	1	1
LCI Support	0	0	1	1
LD PD	0	0	1	1
LD2 Procedures coaches expec, logistics	0	1	0	1
Leadership Retreat HPSG	0	0	1	1
Leadership Team Planning	0	0	1	1
League Review Committee Meeting	0	0	1	1
Learning C Principal's Meeting	0	0	1	1
Library and Playground Grants, Math Science Lessons	0	0	1	1
Library Opening/Dedication	0	0	1	1
Literacy Cadre	1	0	0	1
Literacy PD	0	1	0	1
Living Comm	0	0	1	1
Local APS meetings	1	0	0	1
Local District and Team	1	0	0	1
Local District University Room	0	1	0	1
Magnet Program Meeting	0	0	1	1
Magnet Recruitment Presentations	0	0	1	1
Math Elementary	0	0	1	1
MIFF Techniques Training	0	1	0	1
New High School Community Meeting	0	0	1	1
Next week meeting LD3	0	1	0	1
North Valley YMCA Luncheon for Administrators	0	0	1	1
One LA Meeting	0	0	1	1
Opening of the year M+G	0	1	0	1
P.C.C PreK Collaborative PD.	1	0	0	1
PAR Office - Staff Meeting	1	0	0	1
Parent Achievement Academies	0	0	1	1
Parent Meeting	0	0	1	1
Parent Workshop	0	1	0	1
PD Meeting	1	0	0	1

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-1. List of Offsite Activities by Role

Activities	Teacher	Coach	Principal	Total
PD on Formal evaluation	0	0	1	1
PD Qar	0	1	0	1
PD Study Island Software	0	0	1	1
PDAC	0	0	1	1
PDS	1	0	0	1
Pick up donations for school - LA Shores	0	0	1	1
Picked up Math Materials	0	1	0	1
Placement Fair	0	0	1	1
Plan for Parent PD	0	1	0	1
Plan Writing Training	0	0	1	1
Planning for instructional activity	0	1	0	1
Planning Joint Buy Back	0	0	1	1
Planning Meeting Math Coaches	0	1	0	1
Planning QAR	0	1	0	1
Portfolio Cadre Prep	1	0	0	1
Powerful Strategies to raise test scores	0	1	0	1
Principal Advisory Committee	0	0	1	1
Principal Leadership Team Meeting/Coach Meeting	0	1	0	1
Principal/Directors Meeting	0	0	1	1
Prop 49 After school Program Meeting	0	0	1	1
Proposition 99/STAR Meeting	0	0	1	1
Prospective Parent Night	0	0	1	1
PSP Selection	0	0	1	1
PTA Meeting	0	0	1	1
Research, Planning for Math Night	0	1	0	1
Resource Coordinating Council, LD4	0	0	1	1
Resource Training	1	0	0	1
Ribbon Cutting	0	0	1	1
Rn. Service for HSS	1	0	0	1
RSP meeting	1	0	0	1
Safe Passages Meeting	0	0	1	1
Safe Schools	0	0	1	1
Safety Meeting w/ LAPD	0	0	1	1
School Finance Committee	0	0	1	1
School Leadership Team - NCLB III	0	0	1	1
School of Improvement Evaluation	0	0	1	1
School Plan Review and Compliance	0	0	1	1
School Servicing	0	1	0	1
Schoolwide Program Institute	0	0	1	1
Science Content Teacher Meeting	0	1	0	1
Secondary ELA Cadre Meeting	0	1	0	1
Seminar on Interview Strategies	0	0	1	1
Senior Management Pathways	0	0	1	1
Sherman Oaks Street Fair Fundraising Activity Meeting	0	0	1	1
Single Plan Training	0	0	1	1
Social Studies Cadre	1	0	0	1
Social Studies Orientation	1	0	0	1
Social Studies Unit Planning/Science	1	0	0	1
Sopris West Raising Reading Level	0	0	1	1
Speaker M.K. Henry	0	1	0	1
State pre-conference	0	1	0	1
Study Group	0	0	1	1

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-1. List of Offsite Activities by Role

Activities	Teacher	Coach	Principal	Total
Supervision	0	1	0	1
Support Parents	0	1	0	1
Testing Meeting	0	1	0	1
Textbook Evaluation	1	0	0	1
Tipping Point to sell your school	1	0	0	1
US Department of Education Principal Meeting	0	0	1	1
UTLA Business Meeting	1	0	0	1
Village Nation	0	0	1	1
Worked w/another coach to plan	0	1	0	1
Workshop American Identity Training	1	0	0	1
Write Traits	0	0	1	1
Writing Strand, Grammar, and Six Traits	0	1	0	1
<i>All Activities Combined</i>	<i>189</i>	<i>680</i>	<i>910</i>	<i>1779</i>

Appendix D.

Table D-2. List of Offsite Activities by Month

Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
<i>All Activities Combined</i>	167	347	295	442	343	185	1779
Coach Meeting (e.g., Local District ___ Literacy/Math Coach Meeting)	14	15	45	40	28	40	182
Principal Meeting (e.g., Local District ___ Principal's Meeting)	30	8	34	29	39	34	174
Math Concept Lesson	1	26	19	23	9	8	86
Reading First Meeting/PD	0	17	22	18	11	3	71
Citywide Coach Meeting/Training	0	18	26	25	1	0	70
Principal Organization Meeting (e.g., Elementary Principal's Organization Meeting)	1	5	11	18	20	8	63
Principal/Admin PD/Workshop/Retreat	0	51	0	3	2	0	56
ELD Institute/Practicum/Portfolios	12	10	2	14	3	3	44
Math PD	4	7	4	11	10	6	42
Cognitive Coaching PD	0	0	5	14	8	6	33
Open Court Reading Meeting/PD	0	15	2	9	1	1	28
Superintendent Annual Kickoff Address	0	25	0	0	0	0	25
Coach Institute/Academy	0	5	6	11	1	0	23
Coach Meeting: Cadre	0	0	6	6	9	1	22
IFL Training	7	1	2	10	0	1	21
PI Meeting/Training	0	6	6	3	5	1	21
Principal/Coach Meeting/PD Unspecified	1	0	0	13	7	0	21
Coach PD Unspecified	0	16	1	1	0	1	19
Buy Back Day	0	13	0	2	3	0	18
New Principal Academy/Meeting	0	0	3	6	5	4	18
New Coach Meeting/PD/Academy	0	8	1	4	2	2	17
Getting Results Workshop	12	1	1	0	1	1	16
Principal Conference	1	10	0	2	2	1	16
Special ED Training/Meeting/Committee	3	4	0	6	1	1	15
Administrator Academy	0	1	0	3	4	6	14
Arts Program/Prototype	6	0	8	0	0	0	14
Lesson Study	0	0	0	6	7	0	13
Title III Institute/Training/Meeting	0	3	7	0	3	0	13
Reading Institute/PD	11	0	0	0	1	0	12
AEMP Meeting/Training	0	5	0	5	1	0	11
Adaptive School Training	5	5	0	0	0	0	10
BTS Training	0	0	0	0	8	2	10
Culturally Relevant and Responsive Ed. Meeting Unspecified	0	0	2	5	0	3	10
Wonder of Reading Principals Forum	0	3	1	1	4	1	10
STULL Meeting/Conference	0	0	0	10	0	0	10
Beyond the Bell/After School Programs	0	0	2	7	0	0	9
Beyond the Bell/After School Programs	0	0	1	6	1	0	8
Content Focused Coaching	0	0	0	2	6	0	8
Facilitation Skills Training	0	0	1	2	5	0	8
New Teacher Orientation/Support	4	0	0	0	4	0	8
Principal Institute	8	0	0	0	0	0	8
Principal Learning Community	2	1	1	4	0	0	8
Presentation Skills Training	0	0	0	5	2	0	7
CMC Math Conference	0	0	0	0	6	0	6
District Validation Review Meeting	0	4	1	1	0	0	6
Governors Reading Institute	0	0	0	0	6	0	6
Grade Level Meeting	0	0	3	2	1	0	6
Non-Reading First Meeting/Training	0	0	0	6	0	0	6

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-2. List of Offsite Activities by Month

Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
Read 180	4	0	0	1	1	0	6
Social Studies Textbook Training	0	3	0	0	3	0	6
Staff Relations Meeting/Situation	4	0	0	0	0	2	6
Access to the Core	0	0	5	0	0	0	5
CALSA Conference	0	5	0	0	0	0	5
Critical Friends Group	5	0	0	0	0	0	5
DSS Training	0	0	0	3	1	1	5
EL Coordinators Meeting	0	1	0	2	1	1	5
History Alive Training	2	2	0	1	0	0	5
NCLB Meeting	0	0	5	0	0	0	5
New K GRI	0	0	0	5	0	0	5
SB1133 Meeting	0	0	0	0	0	5	5
Schools Attuned Training	0	5	0	0	0	0	5
Staff Selection Interview	2	1	0	0	1	1	5
AB 466 Training	0	0	0	2	0	2	4
Administrator Meeting	0	0	3	0	1	0	4
AVID Institute	2	0	0	0	2	0	4
Crisis Team Training	0	0	1	2	1	0	4
CSTA Field Courses	0	0	0	4	0	0	4
CSUDH Mathematics Project	4	0	0	0	0	0	4
Expository Reading and Writing Course	2	0	0	0	2	0	4
GATE Meeting	0	0	1	2	1	0	4
Grade Level Transition Meeting/Training	0	1	0	0	2	1	4
HPSG meeting	1	0	2	1	0	0	4
Images of a Culture	0	0	0	2	1	1	4
Meeting with Superintendent	0	0	0	2	2	0	4
Safe and Civil Schools Training	0	0	0	4	0	0	4
SIS/DSS Training	0	2	0	1	1	0	4
Studio Curriculum Training	0	0	3	0	0	1	4
Boyle Heights Learning Collaborative Meeting	0	0	0	0	3	0	3
Budget Meeting	0	0	1	0	1	1	3
Classroom Management Seminar	0	2	1	0	0	0	3
Differentiated Instruction: Nat'l Conference	3	0	0	0	0	0	3
DRWC Training	0	0	2	0	1	0	3
International Network Principals' Centers Convers	0	0	0	3	0	0	3
Into English-Training for new 3rd grade teachers	0	3	0	0	0	0	3
LEAD Retreat	0	0	0	3	0	0	3
Leadership Institute	0	3	0	0	0	0	3
Lesson Lab Pearson	0	0	0	3	0	0	3
Master Plan Institute	0	0	0	0	3	0	3
Positive Behavior Conference	0	3	0	0	0	0	3
Princeton Review	0	0	1	0	2	0	3
Principal Focus Group	0	0	0	1	1	1	3
Site Visit/Classroom/Meeting Observation	0	0	1	0	2	0	3
SLC Meeting/Retreat	2	0	0	0	1	0	3
SPIN Meeting	0	0	3	0	0	0	3
Title I Meeting/Institute	0	0	1	0	2	0	3
Unit __ PD	0	0	0	1	2	0	3
WASC Training	1	0	1	1	0	0	3
Action Seminar	0	0	0	0	2	0	2
Administrator Study Group	0	0	0	0	1	1	2
Algebra Readiness/ BTA Training	0	0	2	0	0	0	2

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-2. List of Offsite Activities by Month

Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
Assessment Design Team Meeting	0	0	0	2	0	0	2
Board Member Breakfast Meeting	0	0	0	1	1	0	2
BTSA Meeting/Orientation	0	0	0	0	2	0	2
CAHSEE Orientation	2	0	0	0	0	0	2
Connected Math Meeting	1	1	0	0	0	0	2
CPM Meeting	0	0	0	0	2	0	2
District Reading Programs Professional Developr	0	0	2	0	0	0	2
Dropout Prevention	0	2	0	0	0	0	2
ELA Cadre Meeting	0	0	0	1	0	1	2
Fulbright Exchange Conference	0	0	0	2	0	0	2
IAC Meeting	0	0	0	0	0	2	2
Info Alliance School Project	2	0	0	0	0	0	2
Initial Planning Conference/Meeting	0	1	0	1	0	0	2
Language Training	0	0	1	0	1	0	2
Leadership Training - CSU Reading Initiatives	0	0	0	0	2	0	2
Math Cadre	0	0	0	2	0	0	2
Math Development Team Meeting	0	0	2	0	0	0	2
Math Solutions	0	2	0	0	0	0	2
Math Team Meeting	0	0	0	0	2	0	2
Periodic Assessment Training	0	1	1	0	0	0	2
Prep for PD	0	0	0	2	0	0	2
Project Grad Retreat	0	0	0	1	0	1	2
SAIT Training/Review	0	1	0	0	1	0	2
School Activity	0	0	0	2	0	0	2
Science Lead Teacher PD	0	0	0	1	1	0	2
Skills Training	0	0	0	2	0	0	2
SLASS Training	0	0	0	2	0	0	2
Solar Grant Meeting/Kickoff	0	1	0	0	1	0	2
Solo Training (Software) Sp. ED	0	2	0	0	0	0	2
Standards Based Lesson Design for Science	0	0	0	2	0	0	2
TEG/TAP Training	0	0	0	2	0	0	2
Thinking Maps Training	0	0	0	1	1	0	2
Training	0	0	1	1	0	0	2
US DOE Cohort Six, Small Learning Communitie	0	0	0	0	0	2	2
Voluntary Principal's Breakfast	0	0	0	0	2	0	2
Voyager Training	0	0	0	0	2	0	2
Welligent 101/IEP Training	1	0	0	0	1	0	2
AALT Meeting	0	0	0	1	0	0	1
Abolish Chronic Truancy PD	0	0	0	0	1	0	1
Admin Study Group for middle school principals	0	0	1	0	0	0	1
Administrative Math Training	0	0	0	1	0	0	1
Administrator Conference	0	0	0	0	0	1	1
Administrator PD	0	0	0	1	0	0	1
Administrator Training	0	0	0	0	1	0	1
AIM	0	0	0	0	0	1	1
Alliance - Review of Mastery 3 Program	0	1	0	0	0	0	1
Annual Survey Training Meeting	0	0	1	0	0	0	1
APSCS Selection Training	0	0	0	0	1	0	1
Assistant Principal's Interview	0	0	0	1	0	0	1
Bank time PD	0	0	0	1	0	0	1
Belmont Complex Safety Collaborative	0	0	1	0	0	0	1
Building Comprehension	0	0	0	0	1	0	1

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-2. List of Offsite Activities by Month

Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
Business Services Meeting	0	0	0	1	0	0	1
California League of High Schools Teacher Award	0	0	0	0	1	0	1
California Math Conference	0	0	0	0	1	0	1
Carson Coordinating Council Meeting	0	0	0	1	0	0	1
Carson Family Resource	0	0	0	1	0	0	1
Carson/Wilmington Principal's Breakfast	0	0	0	1	0	0	1
CATCH - Dissemination Meeting	0	0	0	0	1	0	1
CELDT Training	0	1	0	0	0	0	1
Chamber/Educators Westchester	0	0	0	0	0	1	1
Charter Meeting	0	0	0	0	1	0	1
Child Development Teachers	0	0	1	0	0	0	1
City Councilman's Meeting	0	0	0	0	1	0	1
Classroom Observations - Math Lesson	0	0	0	0	1	0	1
Cluster Instructional Cabinet	0	0	0	0	1	0	1
Coach Shadowing	0	0	1	0	0	0	1
Coach Transition Training	0	0	0	1	0	0	1
Cohort Meeting	0	0	1	0	0	0	1
College Counselor's Meeting	0	0	0	0	1	0	1
Community Meeting	0	0	0	0	1	0	1
Computer/Laptop observation	0	0	0	1	0	0	1
Confer with retired Title 1 Coordinator	0	0	0	0	1	0	1
Conference AP	0	0	0	1	0	0	1
Content Leads Meeting on Facilitation Skills	0	0	0	1	0	0	1
Courageous Conversations	0	0	0	0	1	0	1
CST Data Principals Meeting	0	0	1	0	0	0	1
Curriculum Conference with Principal	0	0	0	1	0	0	1
Data Analysis For Open Court Reading	1	0	0	0	0	0	1
DCR Passport Planning	0	0	0	1	0	0	1
Departmental Professional Development	0	0	1	0	0	0	1
Desired Results Developmental Profile PD	0	0	0	1	0	0	1
Dinner/Organization	0	0	0	0	0	1	1
Director, Superintendent Visit _____ Hospital	1	0	0	0	0	0	1
Directors and Administrators planning next Admin	0	0	0	1	0	0	1
Disaster Training	0	0	0	0	1	0	1
District 1 Continuation English Teachers	0	0	0	1	0	0	1
District Intern Office	0	0	0	0	1	0	1
Donna Smith (Board Member)	0	0	1	0	0	0	1
Downtown LA Orientation	0	0	1	0	0	0	1
DRAS Facilitator Meeting	0	0	0	1	0	0	1
EAP Early Assessment Program	0	0	0	0	1	0	1
Early Mental Health Initiative group	0	0	0	0	1	0	1
EdFund Financial Aid Conference	0	0	0	0	1	0	1
El Sereno Coordinating Council	0	0	0	0	1	0	1
ELD Practicum	0	0	0	1	0	0	1
ELP/ELAP meeting	0	0	1	0	0	0	1
EMHI Grant Meeting	0	0	0	0	1	0	1
English Language Arts Cadre	0	0	0	0	1	0	1
Evenings for Educators	0	0	0	0	1	0	1
Family Meeting	0	0	0	1	0	0	1
Finance Committee Meeting	0	0	1	0	0	0	1
First quarter Visit / District Curricular In-service	0	0	1	0	0	0	1
Fiscal Specialist Meeting	0	0	0	1	0	0	1

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-2. List of Offsite Activities by Month

Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
Fluency/Performance Writing	0	0	0	0	1	0	1
Focus on Achievement Council Meeting	0	0	0	0	0	1	1
Foldera Software Training	0	1	0	0	0	0	1
Football Game	0	0	1	0	0	0	1
Full Day PD	0	0	0	0	1	0	1
Games Committee Meeting	0	0	0	0	1	0	1
Gear-up Grant	0	0	0	1	0	0	1
Grant Awareness Video Conference Riordan Fou	0	0	1	0	0	0	1
Graphic Organizers	0	0	0	0	1	0	1
Healthy Start Collaborative Meeting	0	0	0	0	1	0	1
HEP Training	0	0	0	1	0	0	1
HIV/AIDS Training	0	0	0	0	1	0	1
Hollywood Chamber of Commerce Activity	0	1	0	0	0	0	1
Holt, Rine Hart Text Training	0	0	1	0	0	0	1
Imprest Workshop	0	0	0	0	0	1	1
Improving Student Success	0	0	1	0	0	0	1
Intersession Meeting	1	0	0	0	0	0	1
Job Fair-Recruit Work Study Math Tutor	0	1	0	0	0	0	1
Language Arts Cadre	0	0	0	0	1	0	1
LAPD Round Table	0	0	0	0	1	0	1
Last C.C. Training	0	0	0	0	0	1	1
LAUSD Periodic Assessment Policy	0	0	0	1	0	0	1
LAUSD/SLC	0	0	1	0	0	0	1
LCI Support	0	0	1	0	0	0	1
LD PD	0	0	0	0	1	0	1
LD2 Procedures coaches expec, logistics	0	1	0	0	0	0	1
Leadership Retreat HPSG	0	0	1	0	0	0	1
Leadership Team Planning	0	0	0	0	0	1	1
League Review Committee Meeting	0	0	0	0	0	1	1
Learning C Principal's Meeting	0	0	1	0	0	0	1
Library and Playground Grants, Math Science Le	0	0	1	0	0	0	1
Library Opening/Dedication	0	0	0	0	0	1	1
Literacy Cadre	0	0	0	0	0	1	1
Literacy PD	1	0	0	0	0	0	1
Living Comm	0	1	0	0	0	0	1
Local APS meetings	0	0	0	0	1	0	1
Local District and Team	0	0	1	0	0	0	1
Local District University Room	0	0	0	0	0	1	1
Magnet Program Meeting	0	1	0	0	0	0	1
Magnet Recruitment Presentations	0	0	0	0	1	0	1
Math Elementary	0	0	0	1	0	0	1
MIFF Techniques Training	0	0	0	0	1	0	1
New High School Community Meeting	0	1	0	0	0	0	1
Next week meeting LD3	0	0	0	1	0	0	1
North Valley YMCA Luncheon for Administrators	0	0	0	0	1	0	1
One LA Meeting	0	1	0	0	0	0	1
Opening of the year M+G	0	1	0	0	0	0	1
P.C.C PreK Collaborative PD.	0	0	0	0	0	1	1
PAR Office - Staff Meeting	0	0	0	0	1	0	1
Parent Achievement Academies	0	1	0	0	0	0	1
Parent Meeting	0	0	0	0	1	0	1
Parent Workshop	0	0	0	0	1	0	1

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-2. List of Offsite Activities by Month

Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
PD Meeting	0	0	1	0	0	0	1
PD on Formal evaluation	0	0	0	1	0	0	1
PD Qar	0	0	0	1	0	0	1
PD Study Island Software	0	0	0	0	1	0	1
PDAC	0	1	0	0	0	0	1
PDS	0	1	0	0	0	0	1
Pick up donations for school - LA Shores	0	0	0	0	0	1	1
Picked up Math Materials	0	0	1	0	0	0	1
Placement Fair	0	1	0	0	0	0	1
Plan for Parent PD	0	0	0	1	0	0	1
Plan Writing Training	0	0	0	0	1	0	1
Planning for instructional activity	0	0	1	0	0	0	1
Planning Joint Buy Back	0	1	0	0	0	0	1
Planning Meeting Math Coaches	0	0	0	0	0	1	1
Planning QAR	0	0	0	1	0	0	1
Portfolio Cadre Prep	0	0	0	0	1	0	1
Powerful Strategies to raise test scores	0	0	0	0	1	0	1
Principal Advisory Committee	0	0	0	0	1	0	1
Principal Leadership Team Meeting/Coach Meeti	1	0	0	0	0	0	1
Principal/Directors Meeting	0	0	0	0	0	1	1
Prop 49 After school Program Meeting	0	0	0	1	0	0	1
Proposition 99/STAR Meeting	0	0	0	0	1	0	1
Prospective Parent Night	0	0	0	0	1	0	1
PSP Selection	0	1	0	0	0	0	1
PTA Meeting	0	0	0	1	0	0	1
Research, Planning for Math Night	0	0	0	0	0	1	1
Resource Coordinating Council, LD4	0	1	0	0	0	0	1
Resource Training	0	0	0	1	0	0	1
Ribbon Cutting	0	0	0	1	0	0	1
Rn. Service for HSS	0	0	0	0	1	0	1
RSP meeting	0	0	1	0	0	0	1
Safe Passages Meeting	0	0	0	1	0	0	1
Safe Schools	0	0	1	0	0	0	1
Safety Meeting w/ LAPD	0	0	0	0	1	0	1
School Finance Committee	0	1	0	0	0	0	1
School Leadership Team - NCLB III	0	0	1	0	0	0	1
School of Improvement Evaluation	0	0	0	1	0	0	1
School Plan Review and Compliance	1	0	0	0	0	0	1
School Servicing	0	0	0	0	1	0	1
Schoolwide Program Institute	0	0	0	0	1	0	1
Science Content Teacher Meeting	0	0	0	0	0	1	1
Secondary ELA Cadre Meeting	1	0	0	0	0	0	1
Seminar on Interview Strategies	0	0	0	0	1	0	1
Senior Management Pathways	0	0	0	0	0	1	1
Sherman Oaks Street Fair Fundraising Activity M	0	0	0	0	0	1	1
Single Plan Training	0	0	0	0	0	1	1
Social Studies Cadre	0	0	0	1	0	0	1
Social Studies Orientation	0	1	0	0	0	0	1
Social Studies Unit Planning/Science	0	0	0	0	1	0	1
Sopris West Raising Reading Level	0	0	1	0	0	0	1
Speaker M.K. Henry	0	0	0	0	0	1	1
State pre-conference	0	0	0	1	0	0	1

To prepare this list, all activities identified by respondents were transcribed and attempts were made to loosely combine similar activities.

Appendix D.

Table D-2. List of Offsite Activities by Month

Activity	July	Aug.	Sept.	Oct.	Nov.	Dec.	Total
Study Group	0	0	0	0	0	1	1
Supervision	0	0	0	0	0	1	1
Support Parents	0	0	0	0	1	0	1
Testing Meeting	0	0	1	0	0	0	1
Textbook Evaluation	0	0	0	0	1	0	1
Tipping Point to sell your school	0	0	0	0	0	1	1
US Department of Education Principal Meeting	0	0	0	0	0	1	1
UTLA Business Meeting	0	0	1	0	0	0	1
Village Nation	0	0	0	0	0	1	1
Worked w/another coach to plan	0	0	0	1	0	0	1
Workshop American Identity Training	0	1	0	0	0	0	1
Write Traits	0	1	0	0	0	0	1
Writing Strand, Grammar, and Six Traits	0	0	0	0	1	0	1
<i>All Activities Combined</i>	<i>167</i>	<i>347</i>	<i>295</i>	<i>442</i>	<i>343</i>	<i>185</i>	<i>1779</i>