

SAM Needs Assessment 2018

Data Disaggregated by Affiliate



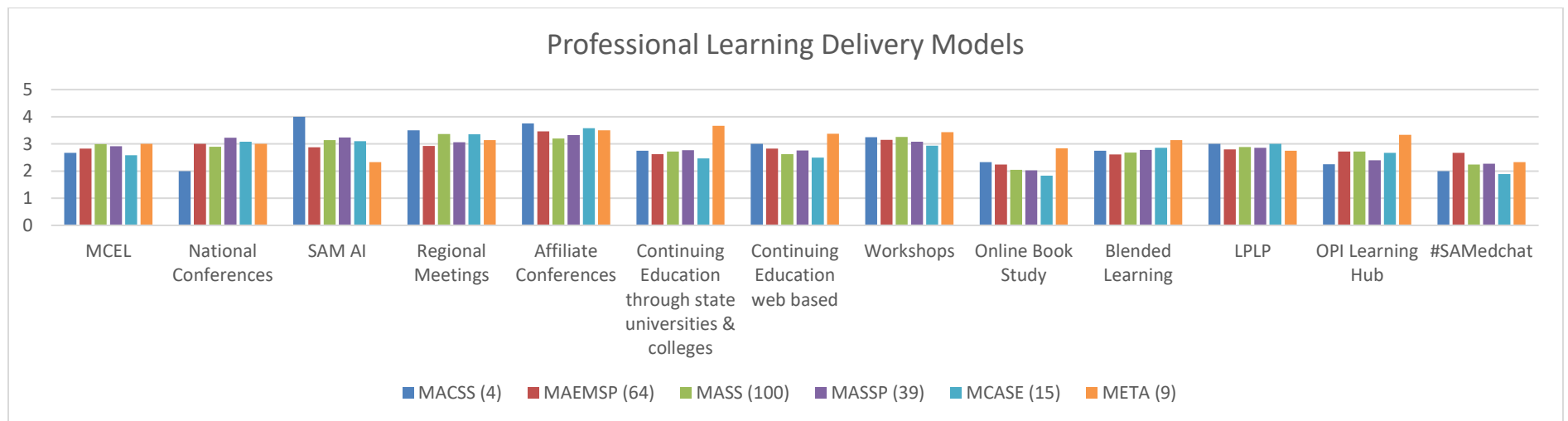
The purpose of this secondary approach to the main Executive Summary is to learn more about the specific professional development needs singular to each of the 6 affiliates. Information obtained through this approach will help to distinguish the various needs within each affiliate as collected and separated from the survey.

Number of Members Responding to Survey Per Affiliate:

- MACSS (4 out of 55) 7.2%
- MAEMSP (64 out of 336) 19%
- MASS (100 out of 218) 45%
- MASSP (39 out of 226) 17.3%
- MCASE (15 out of 69) 21%
- META (9 out of 106) 8%
- Total = 231 out of 1015 = 23%

Professional Learning Delivery Models

The *Professional Learning Delivery Models* results are in order from highest to lowest value (based on average response score using the rating scheme 4-Great Value, 3-Some Value, 2-Little Value, 1-No Value, Not Applicable):

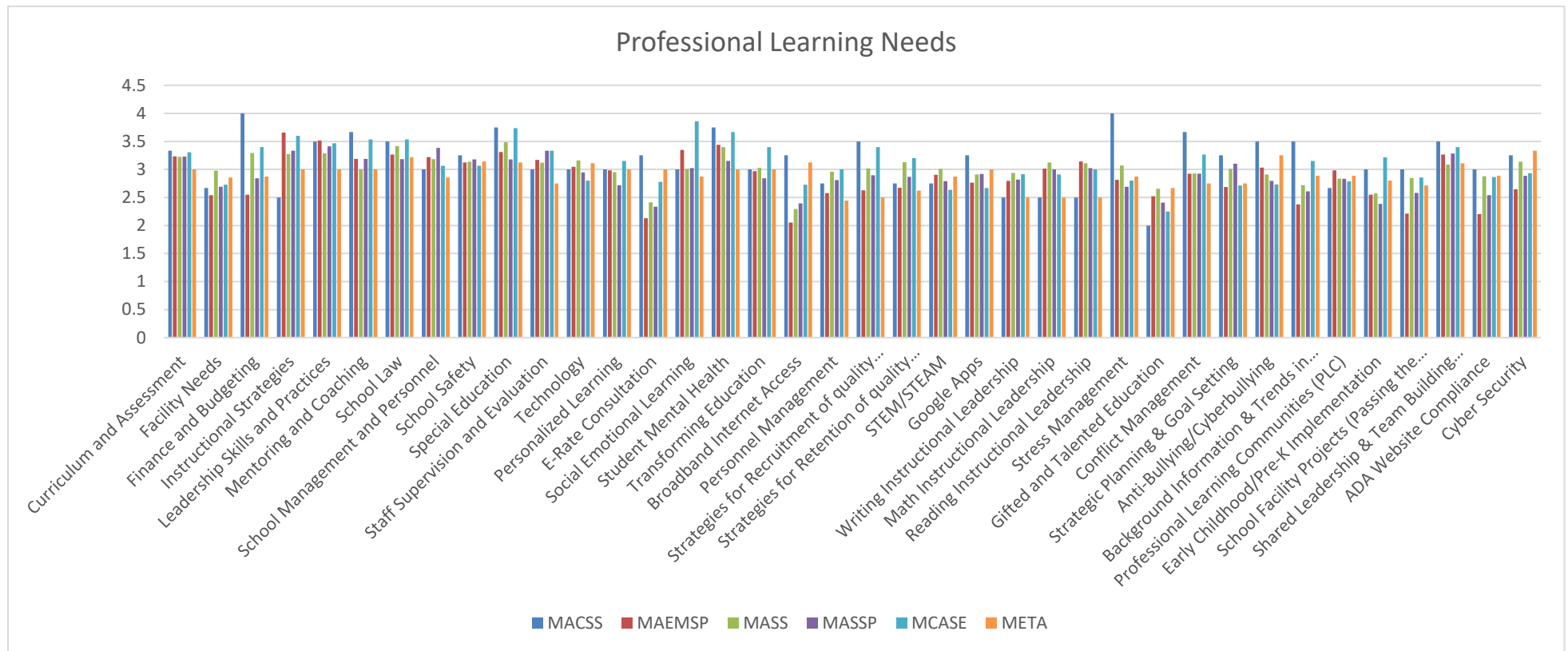


Other Suggested Models or Input by Affiliate (Verbatim Responses from Survey):

- As a AA district, most of our professional development is district-led, organized, or approved. (MASSP)
- I have not been to a conference in many years--budget cuts (MAEMSP)
- MTSBA hosted online School Law. It was great information without having to leave campus and worry about the weather. Really appreciated this option. (MAEMSP)

Professional Learning Needs

The *Professional Learning Needs* results are in order from highest to lowest value (based on average response score using the rating scheme 4-Great Value, 3-Some Value, 2-Little Value, 1-No Value, Not Applicable):



Other Suggested Needs and Input (Verbatim Responses from Survey):

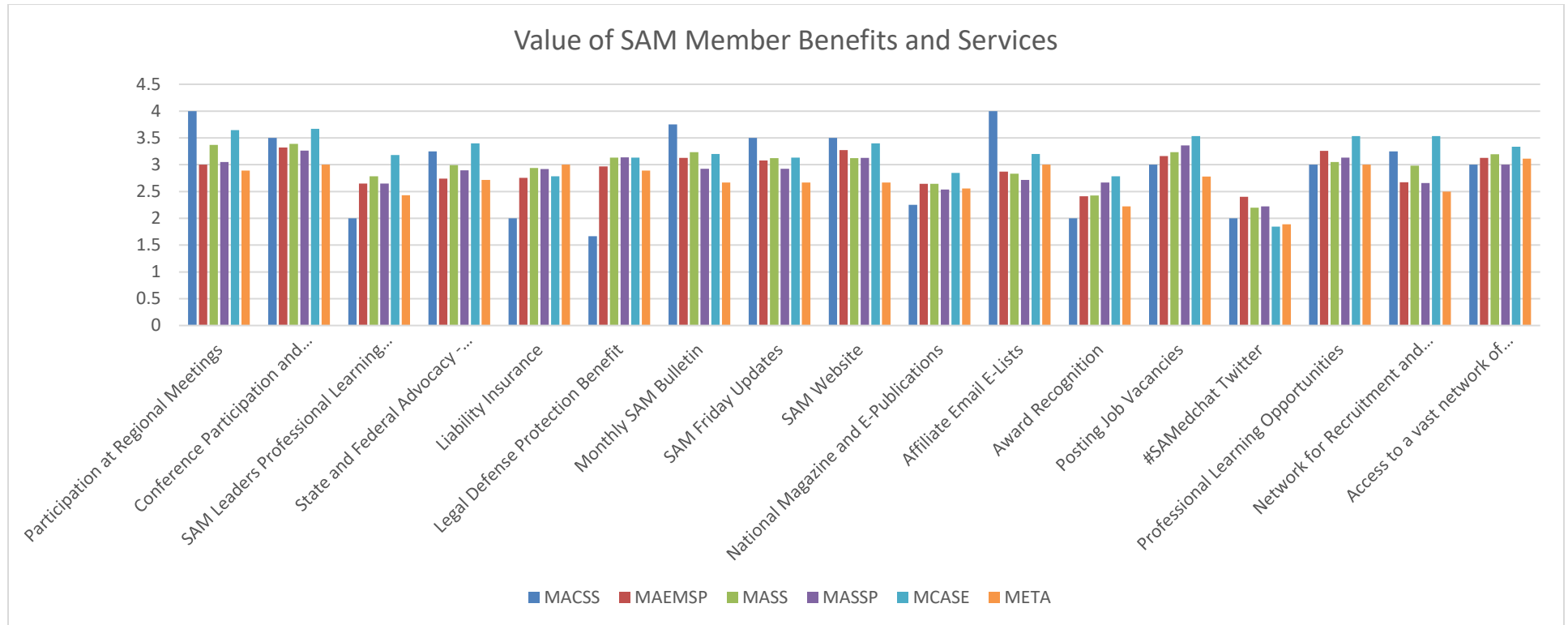
- Basics of MTSS and link to special education (MCASE)
- Universal Design for Learning, Restorative Justice practices, MTSS (MCASE)
- Brain-based teaching; Brain-based learning; Principal Tips; School Culture (MAEMSP)
- Focus on Positive Character education (MAEMSP)
- Human Resources - training for interviewing, Policies - required/development/implementation/updating, Working with Your School Board (MASS)
- Innovation - round table discussion on creating change/innovation; next steps in process, etc. (MASS)
- Mind Brain Education - Best Practices and Principles for Instruction (MASS)
- Recent Legislation and Effect on Budgets for Not applicable 18; Not applicable 19 year (MASS)
- School Finance (MASS)
- School Improvement (MASS)

Suggested Presenters:

- Todd Whittaker (MAEMSP)
- Dr. Marcia Tate; Todd Whitaker; Mark Scharenbroich (MAEMSP)
- Joe Beckman- specialization in positivity and character education/positive school climate (MAEMSP)
- Jon Gordon - motivational speaker - positive culture building (MASS)
- Ken Williams --starting a movement (MASS)
- Valerie Thompson; Michael Dillum; Paul Taylor; Yong Zhao - University of Kansas; Alan November; Krystal Smith - University of Providence; Dena Senn - Marzano Learning Team (MASS)
- Bill Daggett (MASS)
- Dennis Parman (MASS)
- Dr. Patty Kero, University of Montana (MASS)

Value of SAM Member Benefits and Services

The *Value of SAM Member Benefits and Services* results are in order from highest to lowest value (based on average response score using the rating scheme 4-Great Value, 3-Some Value, 2-Little Value, 1-No Value, Not Applicable):



Other SAM Benefits/Services Mentioned as Significant (All Verbatim Comments from Survey):

- Network of professionals for support, collegiality, and knowledge. (MASS)
- All those who work at and serve at SAM. (MASS)
- Collaboration between administrators across the state (MASS)
- I think it would be good to let SAM members know more often of the benefits offered to them....legal protection. (MASS)
- I've had the opportunity to attend other regional MASS meetings. They seem very different from my own. Is there a system for conducting those meetings? Meaning - is there a meeting of the leaders of each region to discuss items to the next regional meeting? Or is it up to each regional leader and the group? I'll admit I have not been as involved with my region as I would like to be. (MASS)

- Conference planning for each affiliate, budget tracking and support for affiliate and data collection on membership has been very beneficial and important in building and sustaining the affiliate leadership. (MCASE)
- All of the preparation and work for delegate assembly is also essential. (MCASE)
- Legal Consultations (MACSS)
- Advocacy results clarified/reports directing future action needed (MACSS)
- Mentor program (MAEMSP)
- Opportunities for professional networking (MASSP)
- Personal relationship/connections with SAM staff! (MASSP)
- SAM provides me with fellow administrators I can get in touch with when I have a leadership question. (MASSP)
- Support and guidance. (MASSP)
- Unbelievable staff. Kirk is the best lobbyist in the state! He and Pat do a great job of making the connections needed to be effective in the legislature and congress. (MASSP)

Suggestions or ideas of other possible services (All Verbatim Comments from Survey):

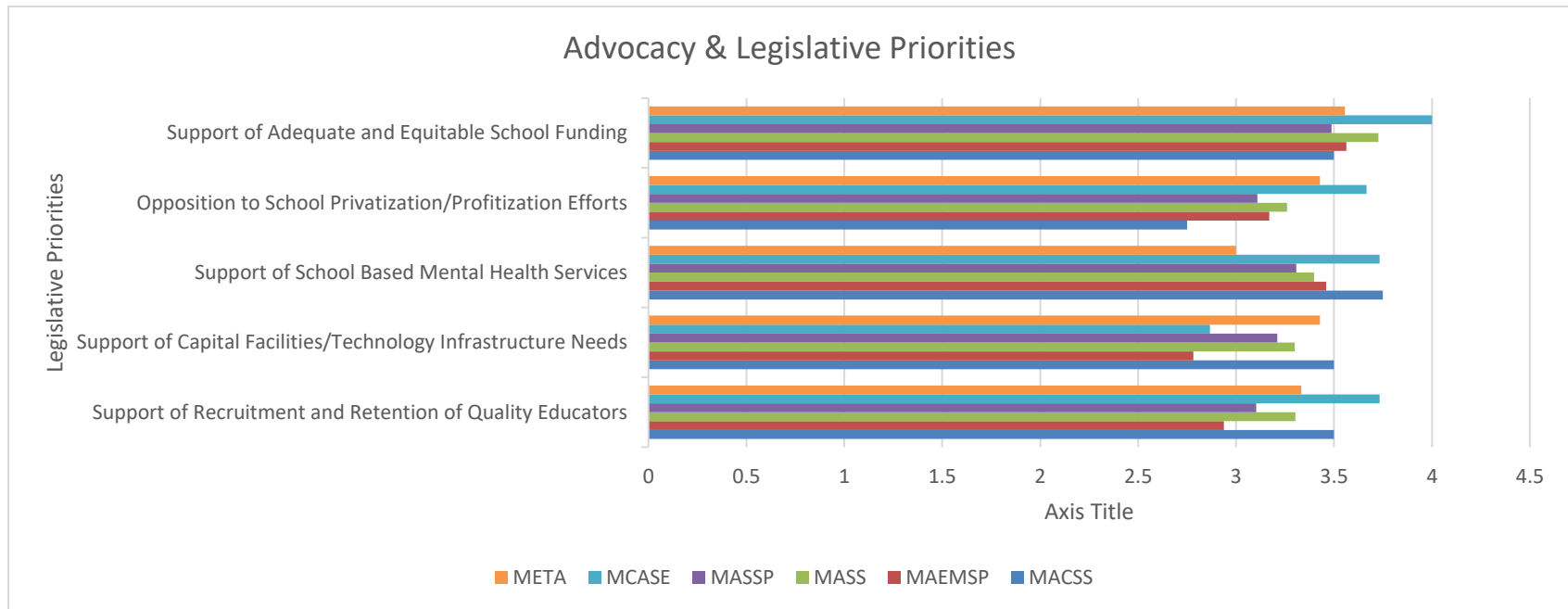
- I have read many of Jon Gordon's books and I think he would be of benefit for all of our school districts to hear from as a motivational speaker for MCEL. (MASS)
- With all the new budgetary issues for the upcoming school year, I would find it very beneficial to have a "area" on the website that breaks down the OPI statements in simpler terms. It's difficult to wade through the language and overall budget reductions as a first year Superintendent and then be able to find and communicate to my Board what that means for our specific schools. (MASS)
- Like to see developed a more collegial relationship between superintendents. Facilitated by SAM. That happens some at local MASS groups, but not done on a wider scale. That way we would have additional people which whom we have a relationship, to call on when we need information. (MASS)
- Maybe consider adding an executive coaching service or finding a way to contract with an existing service? (MASS)
- MCEL has seemed to be more about boards and trustees in recent years. Would love to see a great emphasis on building level principals. (MASSP)
- Not sure today but will contact staff with ideas that come up. (MASSP)
- Unfortunately, I feel like I never knew you had this many services provided to me with my membership. I moved here 6 years ago and had no idea how much I was missing out on. I will need to educate myself because I am hungry for PD. (MASSP)
- Salary Survey - to provide data that we can use to negotiate with our Boards (MAEMSP)

Financial

- 222 or 96% of the 231 members who responded have affiliate membership dues paid by their district (97.4% in 2017). The following other 9 members have another means for paying dues:
 - 1 (out of 4) MACSS Member
 - 3 (out of 64) MAEMSP Members
 - 3 (out of 100) MASS Members
 - 1 (out of 39) MASSP Members
 - 1 (out of 9) META Members
 - All 15 responding MCASE members had their dues paid by either district or organization

Advocacy and Legislative Priorities

The *Advocacy and Legislative Priorities* results are in order of importance from highest ranked priority to lowest ranked priority (based on average response score using the rating scheme 4-Highly Important, 3-Important, 2- Somewhat Important, 1-Not Important, Not Applicable):



Comments – Other Last Thoughts (All Verbatim Comments from Survey):

- Having regional meetings in NW Montana for MAEMSP...even if it is quarterly. Could be Kalispell, Polson... (MAEMSP)
- I am very pleased with my membership and affiliation. I am thankful for the SAM office and the vast amount of work done there advocating for education and principals. Without this membership and support I have received over the years, I'm not sure I could have continued without it. Thank you all very much! (MAEMSP)
- I continue to be heavily disappointed in the lack of offerings at MCEL for school principals, especially those in MS/elementary. Most offerings are geared for superintendents and school board members. I haven't attended for a few years due to this fact. My superintendent does not want to fund our principals to attend just to "network" for this reason as well. (MAEMSP)

- I feel that SAM has done a lot to provide PD for ALL that this job encompasses. I am very thankful for all of the learning opportunities I've had through SAM. Thank you! (MAEMSP)
- I think there should be a partnership between SAM and University Internship Programs to coordinate efforts of mentorships and cost feasibility. (MASS)
- I would be really interested in training in the advocacy realm. I think that as money gets tighter and tighter, this is going to be an area that causes great concern. (MAEMSP)
- I would like to visit with someone about my membership. I moved from Eileen Johnson Middle School to our 3-5 school. I would like to make sure my membership is current and paid. (MAEMSP)
- Local, State, Regional, and National conferences are the MOST beneficial pieces that SAM supports and plans. MAEMSP conferences are outstanding and I wish more principals were able to attend. School districts must support SAM!!! (MAEMSP)
- Thanks for all your efforts!! (MAEMSP)
- You guys are much appreciated, even when I don't take advantage of all you offer. Sometimes there are just too many things to juggle. I would like to attend the summer conference but it occurs at a time when we are generally on vacation and I'm not willing to give up that family time. (MAEMSP)
- I would like to see another round of training on strategic planning if possible. (MASS)
- I sometimes feel that SAM is more concerned about making money than providing services for their clients. I would like to more evidence of collaboration between SAM and Montana colleges and universities. (MASS)
- Coming from another state I think there needs to be a requirement that new supts from out of state attend an orientation meeting. There are a few things I am still working to understand. (MASS)
- I believe the people of SAM do a great job. There is always room for improvement, but overall I think the staff does a great job! (MASS)
- I believe there is enough interest by school leadership in creating change in education to develop a committee to address how to start this change process, what the next steps should be, and developing teams to help schools make the transition. (MASS)
- I believe we should be highly active with AASA on why we love and need public education. (MASS)
- If there could be quarterly regional training it would be helpful. (MASS)
- Just learning the ropes. As this year progresses, I'll have more knowledge to better participate in this survey next year. Thank you! (MASS)
- SAM is a great organization. I have tremendous respect for the staff and leadership. Keep up the good work! (MASS)
- SAM is a powerful leadership group that offers advocacy, support, and professional learning. I am grateful for the organization, its leaders, and its members. (MASS)
- Thank you and all the staff at SAM for everything you do for us and for students and staff! I'm happy to be part of this network. (MASS)
- I appreciate all the SAM has done for me over the years. From Loran, to Darrell, to Kirk, nothing but class acts. Thank you. (MASS)
- My regional conferences date and times do NOT work for me as every month I have a conflict with meetings with tribal council on the same day and time. I have asked if they could change this to any other day and time and they are not willing or able to try and change. Maybe they can be via webcam, facetime, or skype so that people who can't be in person can still participate. (MASS)

- Overall, I think that SAM made some major mistakes in the last legislative session that led to inequity in funding around the state. SAM should do a better job of advocating for equitable funding solutions, educating our legislators as to the real costs and benefits of education tax policy, and avoiding advocating for bills that pick winners and losers in state funding. I thought that SAM also should have made it very clear to all of its members what the effects of the final funding solution would be, though I felt that they worked to obfuscate that from their members in order to get a funding bill passed that they knew was inequitable. At the very least, we should be able to expect timely, accurate information during the legislative session that allows and encourages us to make our own advocacy decisions. (MASS)
- SAM continues to work hard for education in the state. Your efforts are appreciated. (MASS)
- Thank you for ALL your time and efforts. (MASS)
- Thank you for your work on behalf of our schools and others in our state. (MASS)
- Thank you for your work on behalf of our schools and others in our state. (MASS)
- Thanks for all you do! (MASS)
- We have to be a bulldog when dealing with our State Legislature instead of just giving them our promised school dollars. (MASS)
- With our current Secretary of Education and the tax bill, we need to consider a national march for education. If the new tax plan passes, we need to be prepared for cuts to all social programs. If our new Secretary of Education has her way more public dollars will be headed to private and charter schools. If you haven't already had a conversation, please consider having this discussion with our national organization. (MASS)
- I appreciate the leadership of SAM reaching out and assisting the leaders of our state. I feel that SAM is a great organization and that it starts at the top with amazing leadership. (MASSP)
- Looking forward to the joint conference with MASSP and MAEMSP. (MASSP)
- Please keep up the great work! (MASSP)
- Right now I believe SAM and its staff do a great job at giving us professional growth opportunities and maintaining a strong relationship with each member. Stay relevant and valuable. (MASSP)
- SAM has provided me with amazing mentorship and professional support during my time as an administrator. I feel this is not a replaceable item. No politics or national programs do what you've done for me. (MASSP)
- Thank you for all your work and efforts for administrators throughout Montana!! (MASSP)
- Thanks for all you do to support MT educational leaders. (MASSP)
- Thanks for all you do for the school leaders in Montana. (MASSP)
- I appreciate the variety of in-services options. I admittedly have not taken advantage of #samedchat. I am curious though and likely will just to check out the delivery and exchange. (MCASE)
- Thank you for ALL of the hard work! SAM continues to advocate, provide relevant professional development for leaders, and keep us all informed and connected. Thanks again for all that you do and keep up the good work! (MCASE)

- I appreciate you efforts to improve and provide relevant information. I appreciate the helpfulness of the people in the organization.
- Keep up the great work! (MACSS)
- The SAM website and all the updates is very much appreciated! Everyone is informed because of the work done by the SAM office. THANKS SAM team!!"
- SAM has been an excellent professional organization pulling Montana K-12 Public Education Associations equitably under one working group. Continue to do so! (MACSS)

Conclusions and Recommendations

Conclusions

- SAM members expressed the following as the top 5 in Professional Learning Delivery Models (in order from high to low): 1. *Affiliate Conferences* 2. *Regional Meetings* 3. *Workshops* 4. *SAM AI* 5. *National Conferences*
- SAM members expressed the following as the top 5 in Professional Learning Needs (in order from high to low): 1. *Special Education* 2. *Instructional Strategies* 3. *Student Mental Health* 4. *Leadership Skills and Practices* 5. *School Law*
- SAM members indicated SAM's legislative priorities seem to be in line with the current Delegate Assembly generated priorities as approved by the SAM membership. Support of Adequate and Equitable School Funding was found to be most important; Capital Facilities/Infrastructure Needs was least important of the four. However, rating scores are very close between all four priorities.
- Other Priorities:
 - Title One (MACSS)
 - SPED funding (MACSS)
 - Special Ed Funding (MACSS)
 - Fully funding Special Education (MAEMSP)
 - Early Childhood Education Funding (MAEMSP)
 - Special Education Funding (MAEMSP)
 - Professional Development Funding (MAEMSP)
 - Title 1 funding (MAEMSP)
 - SPED funding (MASS)
 - How to deal with legislative cutbacks (MASS)
 - Early Childhood (MASS)
 - Special Education (MASS)
 - Facility upgrades (MASS)
 - Early Childhood funding and ANB (MASS)
 - Special Education reform. The legislature needs significant training about Special Education law, and the law needs to be reformed at the state and federal level. The over politicization of this particular area has a truly negative impact on our students with special needs as well as the overall success of our public education system. The state needs to take a stand against the feds and do what is truly right for students instead of just caving and doing whatever they say. We as a nation need to stop appeasing the special interest groups that have been aloud to dictate the

law in this area. More is not always more. In fact truly individualized special education not dictated to regarding "general curriculum" but determined by the students true abilities and possibilities should be a main focus of our legislative reform. (MASS)

- Early Intervention is critical. It's the foundation of EVERYTHING! (MASS)
- Special Education Funding, Funding for specialized programs, such as Olweus Bullying prevention, etc. (MASS)
- Support for School Bond subsidies in the legislature, early childhood ed funding, etc. etc. (MASS)
- Facility needs in districts that depend upon Impact Aid funding. (MASS)
- SAM needs to make sure that it supports truly equitable funding - such as not having funding cuts affect some school districts more than others. It failed at this in the last legislative session. It also needs to advocate strongly against funding changes that shift the tax burden from the state level to the local level. This creates fundamental inequities that affect some schools more than others, and creates unique hardships for students in schools without taxpayer support or those that have already extended that support as far as it can go. Overall, I would argue that SAM's advocacy in these areas in the last legislative session was regressive, and left some students in the state better off at the expense of others. Our organization should never allow that. (MASS)
- Polling of members before a position is taken on measures that are not clear cut, or may harm some schools. (MASS)
- People in our state organizations that will stand up for funding for our Montana school districts (MASS)
- Educating and preparing educators to retire with the best benefits, along with making choices required at retirement. (ie. spouse getting death benefits, use of sick and vacation leave on retirement benefit, etc) (MASS)
- Data for Student Achievement - it is so important! (MASS)
- Employee health insurance is increasing far faster than we can budget for and it is at the point of having us make cuts or freeze salaries (which makes us even less competitive on the job market). (MASS)
- Local control (MASS)
- I believe one of the major problems in MT Ed. is facilities. Some districts that have a lot of commercial are able to pass bonds to build or keep up with their schools. However there are a lot of schools that suffer overcrowding as well as facilities being run down and the tax burden is to great for the district. Example my district is almost completely residential so a 1Not applicable million dollar bond cost more then a neighboring 122 million dollar bond to the voters. There needs to be a better way of getting the schools that are needed to educate our kids. I know of other districts that are in this scenario. I feel this is not fair to our district tax payers to have to individually burden this impact where as other districts have multiple refineries, factories or many multi million dollar businesses. (MASS)
- Innovation and changing education to address workforce needs (MASS)
- Early childhood funding, Special Education Funding and Title I funding. (MASS)
- Early childhood education funding, gifted and talented education funding, technology funding, special education funding, facilities funding (we are running out of space!), upgrade teacher pay! (MASS)
- Special Education Funding (MASSP)
- Local Tax Payer Relief (MASSP)
- Retirement fund (MASSP)
- Insurance (MASSP)
- Instructional Leadership (MASSP)
- Special Education Funding, Protested Tax issues and school funding (MASSP)
- Special Educ Funding, Medicare, Early Childhood (MCASE)
- Special Education Funding with continued emphasis on increase in Special Education Cooperative funding in addition to direct relief to schools districts. (MCASE)

- Early childhood education funding (4+ yrs.) (MCASE)
- Preschool services and 19-21 year-old services; low vision and hearing services (increased MSDB Outreach options); after school programs with stronger sped supports; school nutrition and nursing programs; CSCT programs; increased financial supports to districts for students who need residential placements; protection of public education (MCASE)
- Special education funding (MCASE)
- Early Childhood Education Funding, special education funding (MCASE)
- Special Education Funding (META)
- 94 members indicated that they would be interested in advocacy training to participate more effectively in the legislative session. (41%)
 - 3 of 4 MACSS 75%
 - 19 of 65 MAEMSP 29%
 - 43 of 100 MASS 43%
 - 16 of 39 MASSP 41%
 - 9 of 15 MCASE 60%
 - 4 of 9 META 44%
- 105 are members of the SAM Legislative Network (45%); of those that are not, 16 have indicated interest in involvement within the SAM Legislative Network (7%).

105 Current Members

- 2 of 4 MACSS 50%
- 25 of 65 MAEMSP 38%
- 47 of 100 MASS 47%
- 21 of 39 MASSP 54%
- 9 of 15 MCASE 60%
- 1 of 9 META 11%

16 Interested in Membership

- 1 of 4 MACSS 25%
- 6 of 65 MAEMSP 9%
- 6 of 100 MASS 6%
- 2 of 39 MASSP 5%
- 0 of 15 MCASE 0%
- 1 of 9 META 11%

- Conference Attendance:
 - a. Of the 231 respondents, 54 said they attended last year's SAM AI. (24%)
 - 0 of 4 MACSS 0%
 - 13 of 65 MAEMSP 20%
 - 29 of 100 MASS 29%
 - 9 of 39 MASSP 23%
 - 3 of 15 MCASE 20%
 - 0 of 9 META 0%
 - b. Of the 231 respondents, 124 said they would attend next year's SAM AI. (54%)
 - 0 of 4 MACSS 0%
 - 31 of 65 MAEMSP 48%
 - 61 of 100 MASS 61%
 - 18 of 39 MASSP 46%
 - 10 of 15 MCASE 67%
 - 3 of 9 META 33%
 - c. Of the 231 respondents, 144 said they attended their 2017 affiliate conference. (62%)
 - 4 of 4 MACSS 100%
 - 37 of 65 MAEMSP 57%
 - 61 of 100 MASS 61%
 - 22 of 39 MASSP 56%
 - 14 of 15 MCASE 93%
 - 6 of 9 META 67%
- SAM LPLP - 27 members have indicated that they would be interested in participating in the 18-19 SAM LPLP (12%)
 - 0 of 4 MACSS 0%
 - 8 of 65 MAEMSP 12%
 - 11 of 100 MASS 11%
 - 6 of 39 MASSP 15%
 - 1 of 15 MCASE 7%
 - 1 of 9 META 11%

Original Recommendations from SAM Needs Assessment Survey

- Continue to review previous professional learning offered (including conference topics) to ensure we are including what the attendees would like to learn and explore more options for enhancement. This will have impact on the delivery models/sources/methods and what determines the model of choice among members.
- Apply careful analysis of each SAM member benefit and service suggestions for possible consideration.
- Assess effectiveness of some services and apply any adjustments to make more meaningful, valuable and/or efficient membership experience.
- Employ more strategies to create an awareness of the types of benefits provided through a SAM membership – online brochures, email reminders, “did you know” segments in SAM publications, new member orientation brochures, other.
- Develop strategies to communicate with members about SAM Partnerships, Services, Benefits, Advocacy Efforts, and Professional Learning opportunities. E.g. coordinate web conference for discussion of SAM items with MASS Regional Presidents and other affiliate regional leadership.
- SAM Administrators Institute has been scheduled at its current time of the year (end of July to beginning of August) for a number of years strictly to avoid conflict with other major conferences, avoiding summertime vacation dates, and avoiding start dates of most administrators and schools. Although “Time of the Year” was posed as the number one reason for not attending, solutions to finding a different spot may difficult.
- Continue promotion of the LPLP as a personalized professional learning experience that does not require any additional project or assignment and will assist in your leadership role without any additional time required – the registered member dictates the time and use of the program for their individual needs.