INSPIRING IMPROVEMENT:

A tookit for evaluating and growing professional learning programs that promote engagement-based pedagogy.

Inciter

Inspired Teaching

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Introduction

This toolkit contains resources for organizations who wish to undertake evaluation of their teacher training and professional development programs that promote teacher leadership, cultivate teachers as changemakers, and actively encourage engaging, student-centered instruction. It is aimed at organizations of like mind to Center for Inspired Teaching.

The tips and tools provided here may assist your team in practically focusing your efforts on what is most important to and feasible for your organization as you begin to formulate and implement assessment of your program(s).

The aim of this toolkit is to help organizations ensure that they are promoting students' authentic engagement in learning and not simply demanding rote memorization or compliance with teachers' directives.

In particular, this toolkit is for use by: a) organizations that operate teacher residency programs, b) in-service professional development organizations, and/or c) schools who do engagement-based professional development with teachers.

However, this toolkit is not designed as a stand-alone resource or a comprehensive guide to evaluation methods and approaches. Instead, it is a targeted compilation of adaptable tools, lessons learned, and recommendations drawn from Center for Inspired Teaching's recent evaluation activities. If you are new to evaluation, you may first want to refer to more general resources to gain a better conceptual understanding of program evaluation. (A few have been provided on page 8 of this toolkit to get you started.)

About Center for Inspired Teaching

Center for Inspired Teaching envisions a future in which every person is prepared to thrive in and contribute to our complex and rapidly changing world, through an education that teaches students not what to think, but how to think. For over 20 years, Inspired Teaching has been transforming the preK-12 school system by cultivating changemaking educators who authentically engage their students as active learners and empathetic critical thinkers.

Inspired Teaching does this by partnering with the teacher as the leverage point for change in the education system. The organization invests in preK-12 teachers at all stages of their careers through programs that prepare new teachers, strengthen the practice of in-service teachers, and amplify teachers' work as changemakers. Through its programs, Inspired Teaching ensures that every teacher becomes an *Instigator of Thought®*.

Instigators of Thought demand more from their students than passive compliance or rote memorization. They recognize the unique, inherent potential in every child, and challenge their students to think critically and creatively, solve complex problems, collaborate, and pursue continual learning and growth. Inspired Teachers create, cultivate, and advocate for engagement-based classrooms so that every child is able to thrive in our world.

Inciter

Inspired Teaching engaged Inciter, a research consulting firm, to assist Inspired Teaching in evaluating its programs and in developing this toolkit for other organizations interested in engagement-based education. The team from Inciter has expertise in strategies for both process and outcome evaluation, data visualization, custom data technology solutions, as well as communications work.

Established in 2003 as Carson Research Consulting, Inciter is a small, woman-owned firm located in Baltimore, MD. Inciter takes pride in helping their clients – primarily changemaking nonprofits, agencies, and foundations – collect the right information, at the right time, using the right tools, and turning it into powerful products that they can use to communicate about their impact, to advocate for their cause, and to raise funds.

The Research Informing the Toolkit

This evaluation toolkit is the end result of an evaluation research project conducted with Inciter about key Center for Inspired Teaching teacher development programs. The study focused on gaining a deeper understanding of the ways in which Inspired Teaching's engagement-based instructional model affects the teachers and students with whom the organization works.

Beginning in summer 2017, Inciter worked with Inspired Teaching to implement their evaluation specifically with their Residency and Institute programs, applying a developmental evaluation[1] approach, focused on strategic learning[2], to the design of research methods and processes. The results showed both successes and areas for growth, both of which will now be used to strengthen Inspired Teaching's programs. Inspired Teaching will also use Inciter's findings to refine and streamline its own data collection tools, some of which were already part of Inspired Teaching's annual evaluation processes, and some of which were developed during this project.

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[1] Developmental evaluation is an approach developed by Michael Quinn Patton. It describes evaluation that is responsive to changing conditions, making it suitable for use with innovative programs geared towards social change, that are often undertaken in complex or uncertain environments.

[2] Strategic learning means using evaluation to help organizations learn lessons quickly, in as closely to real time as possible, so that they can draw lessons from and adapt their strategies accordingly. It involves integrating evaluative thinking into strategic decision making through bringing timely data to light for their use.

You've Decided to Evaluate Your Program: Three Considerations

Once you have decided to evaluate your program, there are three guiding considerations for how to proceed:

1. Evaluation approaches, processes, and methods can and should be very different for every program and every context. *There is no one way to do an evaluation.* The evaluation process that your organization will develop and use will be dependent on your needs and circumstances. What are the pressing needs and circumstances? Factors for planning may include your program participant group(s), you service delivery methods, your intended outcomes, and a wide variety of different contextual issues facing your organization and community.

2. Be mindful that every program needs a few crucial elements to be in place in order to develop and implement effective evaluations that can lead to real learning and tangible program improvements. Are they currently present, or do they need further attention? These include: 1) having a clear program model from which to direct evaluation questions, 2) a baseline staff capacity to support data collection, 3) organizational champions invested in the evaluation, 4) existing organizational practices and structures to protect participants' confidentiality, and 5) resources – financial and otherwise – specifically allotted to undertake evaluation activities in addition to routine program activities.

3. Particularly when undertaking a developmental approach, *remember that evaluation planning is iterative and it also should be continuous* in order to ensure that meaningful changes occur in program practices. As each evaluation effort leads to program improvements, further evaluation questions and areas for your attention will be raised. Is your organization prepared to engage in this learning process? Emergent evaluation questions may provoke some concern and anxiety – "will the process never end?" – but, above all else, each evaluation should provide previously unknown or underappreciated opportunities for reflection, teambuilding, and service enhancement.

Introduction to Key Evaluation Stages and Activities

As an overview to the processes of program evaluation, provided below is a list of activities involved in the three phases required for most evaluation projects: planning the evaluation, doing it, and using/sharing the results. (This list is not comprehensive, but can be used as a broad starting point for your evaluation project.)

Planning

- Define the evaluation project: What are its goals and objectives? What is your budget for the project? Does literature or other practice-based evidence support your project? (Conduct a literature scan, if appropriate.)

- Ensure the support of organization leadership and funder awareness and participation (if applicable).

- Assess the readiness of program and program staff, including any areas of evaluation expertise amongst staff. Identify all stakeholders and ensure staff buy-in (and participants', whenever feasible).

- Identify evaluation team members, to include program staff and/or external evaluators.

- Determine any potential barriers to the evaluation, and craft possible solutions.

- If you do not already have one, develop a program logic model (visualization of how your program inputs and activities connect to intended outcomes) in consultation with the evaluation team. Use this tool to define your evaluation questions.

- Identify your indicators of change, and your sources of data for them. Identify the data collection techniques and schedules for collection. Identify and/or develop measures needed, piloting new measures when possible.

Doing

- If not done previously for your program, conduct an in-depth literature review on best practices related to the delivery of your program(s).

- Collect your data: conduct surveys and other measures, interviews, focus groups, observations, and other quantitative data such as attendance and enrollment information, among other methods.

- Review, clean, and store your data in an organized fashion such as a database or carefully designed workbooks and spreadsheets.

- Analyze your qualitative and quantitative data using appropriate methods (see analysis suggestions below).

- Summarize your results and write up initial findings for each evaluation question, formulating lessons learned that assess the evaluation process as well as the program under scrutiny.

- Present interim findings to stakeholders in writing and/or verbally to get feedback from staff, participants, and stakeholders, as appropriate.

Using/Sharing

- Define who will use the evaluation findings within your organization, and what audience(s) they will be shared with.

- Develop a plan for internal use of the evaluation findings by the program, and for sharing results within your organization and with external stakeholders and other audiences.

- Produce a final written evaluation report, presentation, and/or other means to disseminate your results. Consider what format will be most feasible for your team and ultimately most useful for strengthening your program(s).

- Distribute your results and be prepared to discuss them! Begin to implement the necessary changes indicated by your evaluation.

The Inspired Teaching Evaluation Tools: An Overview

While these tools were originally created for Inspired Teaching's use, they are not specific to Inspired Teaching programs, and thus can be adapted for use in other aligned organizations. Inspired Teaching is now sharing these tools so that they can be used by others in the broader progressive, engagement-based education community who wish to evaluate their own programs.

This toolkit includes four specific resources for evaluating engagement-based education programs:

1. **Educator Beliefs Measure.** Teachers must have an engagement-based mindset about teaching and learning before they are able to successfully employ engagement-based teaching practices. Therefore, it is important to measure the degree to which teachers align themselves with such practices. To help organizations measure shifts in teachers' mindsets, this toolkit includes an educator beliefs survey designed to assess teachers' beliefs with regards to the constructivist theory of teaching, the ability of low-achieving students to engage in higher-order thinking, appropriate teacher/student relationships, and whether students should be independent or didactic learners. Because it is important for shifts in practice to occur alongside shifts in mindset, the survey also includes questions designed to assess teachers' confidence with implementing engagement-based practices, and the frequency with which they use such practices.

Two versions of this measure – one for pre-service and one for in-service educators – are included with this toolkit. Sample data entry sheets, formatted in Excel, for this tool are available upon request from Center for Inspired Teaching. (To meet our current needs, Inspired Teaching's measure is rather lengthy. Given your individual needs and program constraints, you may wish to narrow down as well as adapt our list of potential questions.)

2. **Interview Protocols.** Qualitative data is an important source of information about program processes and outcomes, as it helps explain findings from quantitative measures, opens up new avenues for evaluation, and can better convey participants' perspectives in their own voices. Having qualitative data on hand is also useful for organizations in telling the story of how their programs work to make change and help their target populations. Therefore we recommend utilizing some form of interviews, focus groups, case studies, and/or learning circles whenever feasible in your evaluation projects. This toolkit includes interview protocols for use in semi-structured interviews and/or focus groups with program participants, focusing on teachers' use of engagement-based pedagogy and the effects they have seen on their students throughout the school year. Interview questions also include items related to participants' satisfaction with the program, in order to gather actionable information about service delivery. All interviews should be recorded and transcribed, if possible, ensuring that important information conveyed in participants' own words is not missed. This also enables qualitative coding within a variety of analysis software and applications. (We recommend Dedoose for affordability and ease of use, but more robust software options such as NVivo and Atlas.ti are quite popular. Coding, particularly with smaller amounts of data, can also be readily done in common Microsoft Office products Word and Excel.)

3. **Student Surveys.** To monitor students' growth in critical thinking and empathy skills –two critical constructs of an engagement-based pedagogy – we recommend using student surveys. This toolkit includes two examples of student surveys, to be given to students at the beginning and end of the school year. For Center for Inspired Teaching's evaluation, a literature review was conducted to identify the most appropriate measures for these surveys. Based on that review and other practice-based considerations, some of the questions used in the surveys were validated (sourced from tested inventories[3]) and some were uniquely developed by Inciter based on the project's overall research questions.

4. **Teacher Surveys.** For the purposes of monitoring teachers' progress throughout the year, teacher surveys can be used. This toolkit includes modified versions of the teacher surveys initially used by Inspired Teaching. Survey questions focus on teachers' expectations of the Inspired Teaching programs and whether those expectations were met, successes and challenges in implementing new teaching strategies, lessons learned, and recommendations for improvement.

A final note about these tools: The survey instruments provided here are designed to be used in a pre/post format, which are generally used to show aggregate growth across program participants.

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[3] Chicago 2017 CPS 5Essentials Student Survey: https://www.uchicagoimpact.org/5essentials-survey-information; California Healthy Kids Survey: http://chks.wested.org/using-results/resilience-youth-development/; Zoll's & Enz's A Questionnaire to Assess Affective and Cognitive Empathy in Children: https://opus4.kobv.de/opus4-bamberg/files/208/ZollEnzA.pdf; Student Engagement Instrument:http://checkandconnect.umn.edu/research/engagement.html

Lessons Learned: Evaluator Recommendations Specific to Engagement-Based Education Programs

Based on the findings from Center for Inspired Teaching's evaluation, and the evaluation team's experience undertaking their research, Inciter compiled a list of recommendations that could be used to strengthen Inspired Teaching's programs as well as to refine and streamline its evaluation tools and processes. Some of these overlap a great deal with the three guiding considerations for evaluation discussed earlier here, and would be useful for thinking about when beginning an evaluation of a program like Inspired Teaching's.

- Before proceeding from planning your evaluation to doing it, make sure that your organization has clarity on its model(s) of engage-

ment-based classrooms and related teacher training. Then, take steps to proactively communicate the model, and its attendant activities and their purposes, to all stakeholders. A program's staff, participants, and other stakeholders may be enthusiastic about a program and its philosophies. Yet, there could be a lack of consistency in their understandings of what the core components of that program's

Before proceeding from planning your evaluation to doing it, make sure that your organization has clarity on its model(s) of engagement-based classrooms and related teacher training.

model really are, which could lead to confusion about what is expected of everyone, and alignment between the model and implementation of activities. Subsequently, measurement of program effects can be made more complicated or even comprised.

Therefore, it is recommended that organizations take the necessary steps, as defined by their specific needs and contexts, to ensure that the steering model(s) of their program(s) are clarified and codified in practice as much as possible. For Inspired Teaching, addressing this consideration has taken the form of undertaking long-term partnerships with other organizations to codify a set of best practices in engagement-based education, based on data gathered from a diverse group of schools, and to define a strong

definition for engagement-based education. Internally, they have also tasked specific organizational departments to revise and add to their core curriculum elements in a clear, strategic, and transparent process. Inspired Teaching has increased communications with program participants and empha-sized "top-line" information in its messages. Inspired Teaching has also created an in-depth suite of program documents (e.g., a handbook, timeline of deadlines), which clearly outlines program standards and benchmarks.

- To strengthen your organization's ability to both implement and evaluate your program(s), closely examine your staffing and clarify staff responsibilities. Programs' staffing needs, and organizations' capacity to support enough staff to meet those needs, are not static. Undertaking data collection activities on top of other activities can be very taxing for staff even if they are supported by an external evaluator. It is recom-mended that staffing – including number of staff, staff structure, and allocation of staff responsibilities – is examined on a routine basis suited to a program's structure and specifically prior to undertaking evaluation. For programs like Inspired Teaching's, for example, particular staff may need to receive more support and resources around teaching strategies and the data collection tied to those strategies for a defined period of time. Further, tasks may need to

be formally re-allocated during an evaluation project or other periods of time when some staff are called upon to take on additional tasks.

- Reduce or eliminate redundancies in data collection. Organizations like Inspired Teaching may regularly collect a large quantity of data – from program participants, lead teachers and trainees, and on classrooms and student outcomes – even when not formally engaged in a program evalu-ation. Adding more data collection for the purposes of evaluation can potentially unduly burden program staff, school staff, and participants.

It is recommended that organizations look closely at where redundancies might exist within their existing data collection tools and timelines, as well as between existing tools and new tools called for by their evaluation questions. Although it is tempting to collect as much information as possible, any data collection that is not offering unique information for assessment, evaluation, and decision-making – or information that cannot already be sourced from existing measures – should be eliminated. Inspired Teaching has worked with Inciter to reduce the length and tighten the focus in some of its data collection tools, and its staff continues to look for ways to streamline its routine data collection to reduce staff burden and to increase its readiness for future evaluation projects.

Moving Forward Together

In sharing this toolkit, Inspired Teaching hopes to open avenues for partnership with other organizations who are also working towards a future in which every student is authentically engaged by teachers who foster active learning, empathy, and critical thinking. This toolkit is one method through which like-minded organizations can work together to continuously improve feedback and reflection for teachers and educators nationwide.

Another avenue through which organi-zations can partner with Inspired Teaching to further define, measure, and improve engagement-based education programs is the National Alliance for Engagement-Based Education. Through this initiative, Inspired Teaching and the Astra Center for Innovative Education are collecting and distilling data and stories from engagement-based schools across the United States. The resulting report will distinguish the qualities and characteristics of outstanding engagement-based classrooms, which will in turn inform teachers and school leaders committed to implementing best practices in engagement-based education.

Inspired Teaching is always looking for partners in this important work; if you are interested in joining them, please get in touch.

Additional Evaluation Resources

The following links are a small selection of resources that can provide an introduction to program evaluation theory, approaches, methods, and tools.

- American Evaluation Association: Online Resources
- Centers for Disease Control: Evaluation Resources
- Community Toolbox: Introduction to Evaluation
- Evaluation Portal

- Spark Policy: Developmental Evaluation Toolkit
- Understanding the World Today: Free Resources for Program Evaluation and Social Research Methods

EDUCATOR BELIEFS SURVEY

Center for Inspired Teaching conducts research on teachers' beliefs and the process of teacher professional development. There are no right or wrong answers on the survey items. People's styles differ, and we are simply interested in what you consider appropriate given your own style. Your answers have no bearing on your participation in the program—facilitators and other staff will not know what you answered.

Individual surveys are anonymous and will be kept 100% confidential. So that we can match this survey with your later surveys without knowing who you are, please provide your oldest parent's date of birth. The day and the month are sufficient (no year).

Oldest parent's Birthday (Month and Day Only—for example, Jan 6) _____
(Will be a secret ID number.)

About You

1. Which certification are you pursuing?

☐ Early Childhood   ☐ Elementary

2. Have you previously had a position as a full-time classroom teacher?

☐ Yes   ☐ No

3. Please check the box that best describes the amount of experience you have working with children in learning settings—including organized child-care, after-school programs, tutoring, coaching, etc., as well as traditional classroom settings.

☐ None/almost none   ☐ One to two years

☐ Six months to one year   ☐ Two years or more

4. Which best describes the area of your undergraduate degree?

☐ Education   ☐ Humanities   ☐ Social sciences
                                                         (e.g. history, sociology,
☐ Arts   ☐ Sciences   psychology, criminology)

☐ Math   ☐ Other _____

5. What is your Residency placement site? _____

Part A: In the Classroom

Circle the choice that best describes your beliefs about teaching.

1. No matter how hard I try, there will be some students who are unable to learn what I have to teach them.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

2. If students aren't disciplined at home, they aren't likely to accept any discipline.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

3. If a lesson I prepared didn't engage students, I would know how to rework the lesson to increase student interest.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

4. A teacher is very limited in what (s)he can achieve because a student's home environment is such a large influence on his/her achievement.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

5. I can only help students if their parents help me.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

6. If a student did not remember information from a previous lesson, I would know how to increase his/her retention in the next lesson.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

7. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

8. If one of my students wouldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

9. If I try really hard, I can get through to even the most difficult or unmotivated students.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

10. When it comes right down to it, a teacher can't really do much because most of a student's motivation and performance depends on his or her home environment.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

Part B: Decisions in Teaching

Circle the choice that best describes your beliefs about teaching.

Note: 'Higher-order thinking skills' are critical and creative thinking skills such as analysis and interpretation.

1. A curriculum that doesn't encourage students to make connections between ideas and subjects is of very little value.

   strongly disagree   disagree   neutral/unsure   agree   strongly agree

2. Activities that require higher-order thinking skills are equally suitable for strong and weak students.

   strongly disagree   disagree   neutral/unsure   agree   strongly agree

3. I (will) try very hard to show my students that I care about them.

   strongly disagree   disagree   neutral/unsure   agree   strongly agree

4. I feel that I should be accessible to students, even if it means meeting with them before or after school, during my planning period, etc.

   strongly disagree   disagree   neutral/unsure   agree   strongly agree

5. It is better to give students more time to explore topics in-depth than to cover the curriculum.

   strongly disagree   disagree   neutral/unsure   agree   strongly agree

6. It is important for me to know something about my students' families.

   strongly disagree   disagree   neutral/unsure   agree   strongly agree

7. Learning is a creative process of investigation and discovery.

   strongly disagree   disagree   neutral/unsure   agree   strongly agree

8. Teachers need to encourage individual problem solving by students, even if their answers are incorrect.

   strongly disagree   disagree   neutral/unsure   agree   strongly agree

9. I believe that teachers should keep their relationships with students focused strictly on academics.

   strongly disagree   disagree   neutral/unsure   agree   strongly agree

10. Learning is mainly transmission of information (facts, processes, and methods of problem solving) from the teacher to the student.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

11. Meaningful learning cannot take place unless students are using critical and/or creative thinking skills.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

12. Students in classes where the teacher covers the curriculum are more successful on standardized tests than students in classes where teachers focus on critical thinking and problem solving.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

13. Students learn best when the teacher provides background knowledge before asking the students to engage in activities that require higher-order thinking on a topic.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

14. Students learn how to solve problems best when teachers demonstrate detailed and specific methods for solving each type of problem.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

15. Students who lack basic skills are likely to be frustrated if asked to do activities that require higher-order thinking.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

16. Teachers should encourage students to discover their own ways to solve problems before demonstrating the standard solution or approach.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

17. Teaching higher order thinking is an appropriate educational goal for high-achieving students, but students who lack basic skills need to focus on building their foundation.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

18. The best way to begin teaching a new kind of problem is by demonstrating the correct way to solve that type of problem.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

19. In order to be fair, I should treat all my students the same.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

20. Discussions of race and class don't belong in the classroom.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

21. I consider it an obligation to familiarize myself with my students' cultures, home languages, and lives outside of school.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

22. It is my responsibility to find or create a way to engage every student.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

23. My own ethnic and class background and identity influence my work as an educator.

    strongly disagree   disagree   neutral/unsure   agree   strongly agree

THANK YOU!

Please return your completed survey right away.

EDUCATOR BELIEFS SURVEY

Center for Inspired Teaching conducts research on teachers' beliefs and the process of teacher professional development. Participants in the Inspired Teaching Institute are strongly encouraged to consent to participate in basic research and program evaluation activities. Your application is not complete without this survey.

There are no right or wrong answers on the survey items. People's styles differ, and we are simply interested in what you consider appropriate given your own style. Your answers have no bearing on your participation in the program—facilitators and other staff will not know what you answered.

Individual surveys will be kept 100% confidential. So that we can match this survey with your later surveys without knowing who you are, please provide your oldest parent's date of birth. The day and the month are sufficient (no year).

Oldest parent's Birthday (Month and Day Only—for example, Jan 6) _____
(Will be a secret ID number.)

About You

1. Please check the title that best matches your job description :

☐ Administrator   ☐ Middle School teacher   ☐ Other

☐ Special Education teacher   ☐ High School Teacher

☐ Elementary Teacher   ☐ Media Specialist/Librarian

2. What grade level do you teach or coach?

☐ Elementary   ☐ Middle School   ☐ High School

3. Please check the box that best describes your years of teaching experience:

☐ 0-2 years   ☐ 6-10 years   ☐ 20 or more

☐ 3-5 years   ☐ 11-20 years

4. Which best describes your teacher preparation?

☐ Traditional (education degree & teaching certificate)   ☐ Alternative (TFA, DC Teaching Fellows, etc.)   ☐ Other _____

Part A: In the Classroom

Circle the choice that best describes your classroom practice and beliefs about teaching.

1. My primary role as a teacher is to lead students step by step through learning activities.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

2. My primary role as a teacher is to facilitate, but not direct, learning activities that are meaningful to each student.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

3. It is more important for students to learn to obey rules than to make their own decisions.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

4. I believe tests and quizzes are a comprehensive measure of student learning in my classroom.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

5. I encourage students to monitor their own behaviors rather than comply with my authority.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

6. I believe students learn best when the educational activity is clearly structured and provides for practice and repetition.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

7. I often create new learning activities or units based on the students' interests and ideas.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

8. I generally use the teacher's guide to lead class discussions.
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

9. Students have significant input into how they learn in my classroom..
   strongly disagree   disagree   neutral/unsure   agree   strongly agree

10. I involve students in evaluating their own work and setting their own goals.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

11. I believe my classroom functions best when I use a structured discipline system that rewards good behavior and establishes consequences for rule-breaking.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

12. I view conflicts between students as opportunities to foster their social and character development.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

13. Student learning depends upon attention to students' feelings.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

14. I would describe my students as co-managers of classroom procedures and events.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

15. I encourage students to resolve conflicts independently.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

16. I find that student's interests and ideas are the best sources for creating my curriculum.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

17. It is important that I establish classroom control before I can be friendly with students.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

18. I use positive reinforcement (stickers, candy, etc.) as a means of encouraging students' good behavior.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

19. I make it a priority in my classroom to give students time to work together when I am not directing them.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

20. I encourage students to propose new classroom rules if they feel the current rules are not working.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

21. Whenever there is a dispute between students, I try to intervene immediately to resolve the problem.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

22. I keep my conversations with students focused strictly on academics.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

25. In order to be fair, I treat all my students the same.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

26. Discussions of race and class don't belong in the classroom.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

27. I consider it an obligation to familiarize myself with my students' cultures, home languages, and lives outside of school.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

28. It is my responsibility to find or create a way to engage every student.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

29. My own ethnicity, class background, and identity influence my work as an educator.
    strongly disagree   disagree   neutral/unsure   agree   strongly agree

Part B: Pedagogy

Circle the choice that best describes your practice and beliefs about teaching.

Thinking about the most recent school year, estimate how often your students….

1. Worked in small groups?
    never   quarterly   monthly   weekly   every class

2. Engaged in teacher-directed discussions? (i.e., primarily teacher-created questions)
    never   quarterly   monthly   weekly   every class

3. Listened to lectures?
    never   quarterly   monthly   weekly   every class

4. Engaged in student-directed discussions? (i.e., primarily student-created questions)
    never   quarterly   monthly   weekly   every class

5. Developed and defended arguments?
    never   quarterly   monthly   weekly   every class

6. Engaged in inquiry?
    never   quarterly   monthly   weekly   every class

7. Investigated or explored classroom content that is not part of an assignment?
    never   quarterly   monthly   weekly   every class

Thinking about the most recent school year, estimate how often you…

8. Encouraged students in your class to ask each other about their ideas?
    never   quarterly   monthly   weekly   every class

9. Asked students in your class to apply ideas outside the content area context?
    never   quarterly   monthly   weekly   every class

10. Connected what you taught to what the students learned in past lessons?
    never   quarterly   monthly   weekly   every class

11. Asked students to copy information from another source into their notes?
    never   quarterly   monthly   weekly   every class

12. Encouraged students in your class to apply and adapt information to real-world situations?
    never   quarterly   monthly   weekly   every class

13. Asked students in your class to generate questions and make predictions?

never   quarterly   monthly   weekly   every class

14. Helped students to make connections among multiple sources of information?

never   quarterly   monthly   weekly   every class

15. Asked students in your class to analyze data and/or recognize patterns?

never   quarterly   monthly   weekly   every class

16. Asked students to discuss issues/problems in society?

never   quarterly   monthly   weekly   every class

Part C: Content

Circle the choice that best describes your practice and beliefs about teaching.

Section I

1. Students learn content best by reading and outlining chapters from the text.

strongly disagree   disagree   neutral/unsure   agree   strongly agree

2. I generally allow my students choice in researching their own topics.

strongly disagree   disagree   neutral/unsure   agree   strongly agree

3. I have a large repertoire of creative learning experiences with which to engage my students.

strongly disagree   disagree   neutral/unsure   agree   strongly agree

4. Students learn best when instruction is related to their lives.

strongly disagree   disagree   neutral/unsure   agree   strongly agree

5. Literacy is an important part of all content-area instruction.

strongly disagree   disagree   neutral/unsure   agree   strongly agree

FOCUS GROUP GUIDE FOR PRE-ASSESSMENT WITH TEACHER TRAINING PROGRAM PARTICIPANTS

[Begin by passing around sign-in sheet, thanking attendees, making introductions to facilitators, and receiving consent to record the discussion.]

The purpose this discussion is to better understand how [the program's] engagement-based instructional model affects the teachers we train and contributes to the growth and success of their students.

Specifically, today, we would like to learn more from you about you, why you wanted to participate in this program, the experience you bring in with you to it, your understandings of the program's mission and goals, and your expectations for how it will shape your future as a teacher once completed.

I would like to remind you that this discussion will take up to 75 minutes. To make sure that we do not take too much of your time, there are a few things that we can do to help the discussion to run smoothly:

- Please take a minute to turn off your phones.

- Please don't be offended if I change the subject to move things along; I'm just trying to make sure we cover everything.

- Please talk one at a time in a voice at least as loud as mine and do not talk while others are talking.

- We may need to ask you to repeat things if we need clarity or miss something, and to make sure I hear from everyone, I may ask specific people questions or redirect the conversation to hear all of your thoughts.

Keep in mind that there are no right or wrong answers to any of the questions, so please share your thoughts, feelings, and experiences freely. If you are uncomfortable answering any question, please let me know so that we can move on to another subject. When our conversation is over, you can ask me any questions or share any information that was not mentioned earlier in the discussion.

Do you have any questions so far? [If the participants answer "no":] Let's start our discussion.

Icebreaker: Let's go around the room to introduce ourselves. Please state your name and your school placement.

Background

Let's start our discussion with some questions about your backgrounds and what brought you to participating in the program.

1. What brings you to teaching? Why do you want to teach? (Keep very open ended.)

2. Prior to experience gained from this program so far, what teaching-related experience did you have?
   a. Where and when?
   b. How extensive was that experience?
      i.   [Probe:] For how long?
      ii. [Probe:] Staff or volunteer?
      iii. [Probe:] What were your primary responsibilities?

3. When and how did you first learn about [the organization] and [the program]?

4. What drew you to the program and motivated you to apply?
   a. [Probe:] Program description sounded appealing?
   b. [Probe:] Program aspects matched professional development needs? [ex. intensive mentoring, receiving teaching license, Americorps membership?)
   c. [Probe:] Other?

5. What are your expectations for the program as you're beginning it?

Organization and Program Understandings

I'd now like to learn more from all of you about your views on [the organization] as a whole, as well as [your program], to the extent that you can address this from your perspective at the start of your experience with it.

[Provide brief summary of the program and its goals, as per organization's materials.] So now, I'd like to learn more from each of you about your perspective on [the organization's] mission and approach.

6. In your own words, how would you describe what [the organization] does as an organization?
   a. How would you summarize its mission and work as an organization, overall?
   b. How did you come to learn about/know this?

7. How do you define engagement-based education? What does that look like?
   a. [Probe:] How does your definition match with [the organization]? How is it different?

8. [Additional question and probes specific to the organization's articulation of its mission, its goals, and objectives.]

9. What are your expectations for how applying [the organization's] philosophy and approaches are going to impact student experiences and outcomes in your classrooms?

Overall Program Experience To-Date

Now I'll turn more specifically to what your experiences with the program have been like so far.

10. Overall, what has your experience in these very early stages of the program been like so far?
    a. [Probe:] The application process?
    b. [Probe:] Communication from [the organization]?
    c. [Probe:] Orientation to the program?

Conclusion

11. Overall, how satisfied are you with [the organization] so far?

12. Are there any additional pieces of feedback that you want to share about the topics we've discussed?

13. Do you have any questions for me?

Thank you very much for your time and thoughtful responses to our questions!

Inspired Teaching

FOCUS GROUP GUIDE FOR POST-ASSESSMENT WITH TEACHER TRAINING PROGRAM PARTICIPANTS

[Begin by passing around sign-in sheet, thanking attendees, making introductions to facilitators, and receiving consent to record the discussion.]

The purpose this discussion is to better understand how [the program's] engagement-based instructional model affects the teachers we train, and contributes to the growth and success of their students.

Specifically, today, we would like to learn more from you about your experiences with [the organization] as you end this program year, to include your current understandings of [the organization's] mission and the program's goals, your expectations for how it will shape your future as a teacher once completed, and overall what the experience has been like.

I would like to remind you that this discussion will take up to 75 minutes. To make sure that we do not take too much of your time, there are a few things that we can do to help the discussion to run smoothly:

- Please take a minute to turn off your phones.
- Please don't be offended if I change the subject to move things along; I'm just trying to make sure we cover everything.
- Please talk one at a time in a voice at least as loud as mine and do not talk while others are talking.
- We may need to ask you to repeat things if we need clarity or miss something, and to make sure I hear from everyone, I may ask people questions specifically or redirect the conversation to hear all of your thoughts.

Keep in mind that there are no right or wrong answers to any of the questions, so please share your thoughts, feelings, and experiences freely. If you are uncomfortable answering any question, please let me know so that we can move on to another subject. When our conversation is over, you can ask me any questions or share any information that was not mentioned earlier in the discussion.

Do you have any questions so far? [If the participants answer "no":] Let's start our discussion.

Icebreaker: Let's go around the room to re-introduce ourselves. Please state your name, your year in the program, and your school.

Organization and Program Understandings

I'd like to start by learning more from all of you about your views on [the organization] as a whole, as well as your program, to the extent that you can address this from your perspective at this point in the program track.

[Provide brief summary of the program and its goals, as per organization's materials.] So now, I'd like to learn more from each of you about your current perspective on [the organization's] mission and approach.

1. **In your own words, how would you describe what [the organization] does as an organization?**
   a. How would you summarize its mission and work as an organization, overall?
   b. How did you come to learn about/know this?

2. **How do you define engagement-based education, what does that look like?**
   a. [Probe:] How does your definition match with [the organization's]? How is it different?
   b. [Probe]: Has this current past program year changed your perspective on it?

3. **[Additional question and probes specific to the organization's articulation of its mission, its goals, and objectives.]**

4. **Have your expectations for how applying [the organization's] philosophy and approaches might impact student experiences and outcomes in your classrooms been met?**
   a. [Probe:] Why or why not?
   b. [Probe]: How have students responded to you in applying these approaches?
   c. [Probe:] Please provide a specific example of working with a student or group of students using these approaches.

5. I'd like to learn more about the experiences of students in your engagement-based classroom. What stands out to you about your successes and challenges during this past year? [Keep as open ended as possible.]

   a. [Probe:] What types of student progress on outcomes did you observe?
      i. Academic?
      ii. Social-emotional?
      iii. Relationships with peers?
      iv. Relationships with teachers and school staff?
   b. To what extent do you attribute student progress to your application of [the organization's] approaches?
   c. To what extent do you attribute student progress to other factors? What were they?

Overall Program Experience To-Date

Now I'll turn more specifically to what your experiences with the program have been like so far.

6. Overall, what have your program year experiences been like?

   a. [Probe:] Communication from [the organization]?
   b. [Probe:] Support from [the organization] at the beginning and during the school year?
   c. [Probe:] Balancing coursework with classroom experiences?

7. Thinking back to the expectations you may have had for this year, after having completed your program year, were your expectations met, and why or why not?

   a. [Probe:] How could the program experience be improved for you and your cohort?
      i. [Probe:] What really worked? What should stay the same?
      ii. [Probe:] What would you like to see change?

Overall Satisfaction

8. Overall, how satisfied are you with [the organization]?

9. Are there any additional pieces of feedback that you want to share about the topics we've discussed?

Thank you very much for your time and thoughtful responses to our questions!

STUDENT SURVEY FOR GRADES 1-4

Instructions for Teachers

Before the Student Survey

1. Select the best time to survey your students.

2. Review the survey beforehand as you will be reading the survey to students.

3. Plan to allow sufficient time for completion of the survey which should take about 15-20 minutes.

During the Student Survey

1. Provide a paper copy of the survey to each student.

2. Explain the purpose of the survey to the students.

3. Remind the students that that no one at the school will read their answers.

4. Remind students that there are no right or wrong answers. The survey is asking them what they think about different topics.

5. Read aloud each question to the students and give them time to complete each question. If any of the students would like you to explain a question, please explain it to the whole class.

6. Explain the meanings of any words that are unclear. It is hoped that children will be able to read and understand the questions themselves, however, they are allowed to ask you about anything that is unclear. Teachers can explain a question, particularly applying it to their own context (e.g. What do you like about this class? Think about the things you like and answer the question.)

7. Assist students with specific needs in completing the survey, including children with disabilities, with literacy or translation needs.

Once the survey is completed, collect all the survey sheets and send them to your designated contact at Center for Inspired Teaching.

1. What is the date today? _____

2. What is your name? _____

3. Are you a (circle one):   Boy   Girl   Other

4. What grade are you in (circle one):   1   2   3   4

About Your School.

5. These statements describe how you feel about your class. Please circle the <u>one</u> face that shows how you feel about each statement

	ALWAYS	USUALLY	SOMETIMES	NEVER
a. I feel safe in my school.				
b. I like my school.				
c. People care about each other in this school.				
d. The school rules are fair.				

About Your Class.

6. These statements describe how you feel about your class. Please circle the <u>one</u> face that shows how you feel about each statement

	ALWAYS	USUALLY	SOMETIMES	NEVER
a. This class is fun.				
b. I try to do my best in this class.				
c. I like coming to this class.				
d. I'm learning new things in this class.				
e. I get to help choose what we do in this class.				

About Your Classmates.

7. These statements describe how you feel about your classmates. Please circle the <u>one</u> face that shows how you feel about each statement

	ALWAYS	USUALLY	SOMETIMES	NEVER
a. I have friends in this class.				
b. I like working with other students in this class.				
c. I help other students in my class.				

About Your Teacher.

8. These statements describe how you feel about your teacher. Please circle the <u>one</u> face that shows how you feel about each statement

	ALWAYS	USUALLY	SOMETIMES	NEVER
a. My teacher listens to me.				
b. My teacher helps me when I have trouble learning something new.				
c. My teacher explains things in a different way if I don't understand something in class.				
d. My teacher treats me nicely.				

About You.

9. These statements describe how you feel. Please circle the <u>one</u> face that shows how you feel about each statement

	ALWAYS	USUALLY	SOMETIMES	NEVER
a. I feel sorry for other children who are being teased or picked on.				
b. I like helping other people.				
c. I feel bad when someone gets their feelings hurt.				
d. My teacher treats me nicely.				
e. I can do most things if I try.				
f. When I need help, I find someone to talk with.				
g. There are many things that I do well.				

10. The thing I like BEST about this class is:

_____

11. The thing I DON'T LIKE about this class is:

_____

12. The one thing I WOULD CHANGE about this class is:

_____

Thanks for completing this survey!

Youth Assent Form

Your teacher (Teacher Name) is working with Center for Inspired Teaching, a company based in Washington D.C., to evaluate how well you are learning in this class. The evaluation will help your teacher improve the ways in which he or she teaches this class. The evaluation will help your teacher improve the ways in which he or she teaches this class. You were chosen to participate in the survey because you are part of (Teacher Name's) class.

What am I being asked to do?

We are inviting you and other students to complete a 10-minute survey. There are questions on the survey about your class participation, your work with other classmates, and your behavior in class. There are no right or wrong answers and you can leave any question blank that you do not want to answer. You can also stop taking the survey at any time, without getting in trouble.

Taking the Survey is your choice

Your parents have given permission for you to complete the survey, but that does not mean you have to take it. If you do not want to take the survey, it will not change your school grades or the activities you participate in at school. If you do not want to take the survey, give it back to the teacher. Your teacher will give you something else to do.

Your Information will be kept private

Your answers will be kept private. Your answers will not be shared with your parents or anyone else except people who work on this project at Center for Inspired Teaching. When Center for Inspired Teaching receives your survey, they will take your name off so that it will not be connected with your answers or used in any reports. We will also keep surveys in a locked file cabinet in our offices. No one else but the team who works on the project will see your survey answers.

What are the benefits and risks of taking the survey?

There are no direct benefits or risks to you by completing the survey. However, your answers will be used to improve your classroom activities.

If you have any questions about this survey, please contact the researcher. If you have questions or concerns about your rights, or feel you have been harmed by taking the survey, you may contact the researcher. Thank you for your willingness to share your thoughts, ideas, and knowledge with us!

Please check the box below that indicates if you will participate in the survey project.

If I had any questions, they have been answered and I understand what I am being asked to do.

☐ Yes, I want to participate in the survey.

☐ No, I do not want to participate in the survey.

Tell us a bit about yourself

1. **Today's date (mm/dd/yyyy):** _____

2. **Your first and last name:** _____

3. **The name of your school:** _____

4. **Are you a:**   ☐ Boy   ☐ Girl   ☐ Other

5. Which of the following best describes you?

☐ African American/Black   ☐ Latino/Hispanic   ☐ Multiracial

☐ White   ☐ Asian

6. What grade are you in?

☐ 5th Grade   ☐ 9th Grade

☐ 6th Grade   ☐ 10th Grade

☐ 7th Grade   ☐ 11th Grade

☐ 8th Grade   ☐ 12th Grade

School

7. Tell us what you think about the following statements about your school. Check the box that shows how much you agree

	NEVER	SOMETIMES	ALWAYS	OFTEN
a. I feel safe in my school.	☐	☐	☐	☐
b. I feel like I am part of this school.	☐	☐	☐	☐
c. The school rules are fair.	☐	☐	☐	☐
d. I like my school.	☐	☐	☐	☐
e. There is an adult at my school who will help me if I need it.	☐	☐	☐	☐
f. My teachers want me to do well in school.	☐	☐	☐	☐
g. Most teachers at my school are interested in me as a person, not just as a student.	☐	☐	☐	☐
h. Adults at this school listen to students' concerns.	☐	☐	☐	☐

Class Engagement

8. Tell us what you think about the following statements about this class. Check the box that shows how much you agree.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. This class is interesting to me, even if it is not my favorite subject.	☐	☐	☐	☐
b. The rules in this class are fair.	☐	☐	☐	☐
c. I get to help make class rules or choose things to do.	☐	☐	☐	☐
d. The topics we are studying in this class are interesting and challenging.	☐	☐	☐	☐
e. I work hard to do my best in this class.	☐	☐	☐	☐
f. This class makes me think.	☐	☐	☐	☐
g. I'm learning a lot in this class.	☐	☐	☐	☐
h. I usually look forward to this class.	☐	☐	☐	☐
i. I know what my teacher wants me to learn in this class.	☐	☐	☐	☐

Peer Support and Collaboration

9. Tell us what you think about the following statements about your classmates. Check the box that shows how much you agree.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. Students in this class respect what I have to say.	☐	☐	☐	☐
b. I have friends in this class.	☐	☐	☐	☐
c. I'm good at working with other students.	☐	☐	☐	☐
d. I help other students in my class.	☐	☐	☐	☐

Teacher Engagement

10. Tell us what you think about the following statements about your teacher. Check the box that shows how much you agree.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. Treats me with respect.	☐	☐	☐	☐
b. Always listens to students' ideas.	☐	☐	☐	☐
c. Often connects what I am learning to life outside of the classroom.	☐	☐	☐	☐
d. Encourages students to share their ideas about things we are studying in class.	☐	☐	☐	☐
e. Often requires me to explain my answers.	☐	☐	☐	☐
f. Encourages us to consider different solutions or points of view.	☐	☐	☐	☐
g. Doesn't let students give up when the work gets hard.	☐	☐	☐	☐
h. Wants us to become better thinkers, not just memorize things.	☐	☐	☐	☐
i. Helps me catch up if I am behind.	☐	☐	☐	☐
j. Notices if I have trouble learning something.	☐	☐	☐	☐
k. Gives me specific suggestions about how I can improve my work in this class.	☐	☐	☐	☐
l. Explains things in a different way if I don't understand something in class.	☐	☐	☐	☐
m. Most teachers at my school are interested in me as a person, not just as a student.	☐	☐	☐	☐

Empathy

11. Tell us what you think about the following statements. Check the box that shows how much you agree.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. I feel bad when someone gets their feelings hurt, or is teased or picked on.	☐	☐	☐	☐
b. I try to understand how other people feel.	☐	☐	☐	☐
c. When I am angry or upset at someone, I usually try to imagine what he or she is thinking or feeling.	☐	☐	☐	☐
d. I don't feel sorry for other children who are being teased or picked on.	☐	☐	☐	☐
e. I often try to understand my friends better by seeing things from their point of view.	☐	☐	☐	☐
f. I'm usually good at helping other people.	☐	☐	☐	☐

Problem Solving and Self Efficacy

12. Tell us what you think about the following statements. Check the box that shows how much you agree.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. When I need help, I find someone to talk with.	☐	☐	☐	☐
b. I know where to go for help with a problem.	☐	☐	☐	☐
c. I try to work out problems by talking or writing about them.	☐	☐	☐	☐
d. I can do most things if I try.	☐	☐	☐	☐
e. There are many things that I do well.	☐	☐	☐	☐

13. The thing I like BEST about this class is:

_____

_____

14. The thing I DON'T LIKE about this class is:

_____

_____

15. The one thing I WOULD CHANGE about this class is:

_____

_____

16. Do you have any additional information you would like to share about your teacher and your class? Please write your comments in the space below.

_____

_____

_____

Thank you for completing the survey!

Inspired Teaching Residency Program
2016 COHORT MID-YEAR PROGRAM FEEDBACK SURVEY
December 2017

Your input on your experience in the Inspired Teaching Residency Program is very important to us. Please provide feedback on the program's effectiveness. Consider the support provided by all aspects of the program, including program goals and philosophy, mentoring, lead teacher feedback, coursework, and program staff support. We take Fellows' feedback to heart! Thank you.

Part I. Program Goals

(Scale: 5=most effective; 1=least effective):

1. Inspired Teachers demonstrate a deep, research-based understanding of how children learn, develop, and thrive. To what extent has Inspired Teaching effectively provided support, expertise, and/or resources in ways that have helped you?	LEAST ⟶ MOST EFFECTIVE				
Create a classroom in which routines promote students' development of self-discipline	1	2	3	4	5
Communicate effectively with children	1	2	3	4	5
Establish developmentally appropriate behavior expectations	1	2	3	4	5
Develop a theoretical understanding of how to teach so children can learn	1	2	3	4	5
Develop an applied understanding of how to teach so children can learn	1	2	3	4	5
Build meaningful relationships with students	1	2	3	4	5
Create age-appropriate learning environments that nurture students' academic development	1	2	3	4	5
Create age-appropriate learning environments that nurture students' social-emotional development	1	2	3	4	5

2. Inspired Teachers demonstrate a thorough knowledge of the subjects they teach. To what extent has Inspired Teaching effectively provided support, expertise, and/or resources in ways that have helped you?	LEAST ⟶ MOST EFFECTIVE				
Expand your background knowledge in ways related to the subjects you teach	1	2	3	4	5
Translate your content knowledge into effective learning experiences for students	1	2	3	4	5

3. Inspired Teachers draw on an extensive repertoire of effective instructional strategies to ensure that students are engaged, challenged, and achieve at high levels. To what extent has Inspired Teaching effectively provided support, expertise, and/or resources in ways that have helped you?	LEAST ⟶ MOST EFFECTIVE				
Design well-planned lessons that prioritize student engagement	1	2	3	4	5
Implement well-planned lessons that prioritize student engagement	1	2	3	4	5
Design lessons that incorporate movement and age-appropriate play into learning experiences	1	2	3	4	5
Implement lessons that incorporate movement and age-appropriate play into learning experiences	1	2	3	4	5
Structure lessons so that students use higher-order thinking skills	1	2	3	4	5
Implement instruction characterized by effective verbal feedback	1	2	3	4	5
Implement instruction that results in high levels of student achievement	1	2	3	4	5

4. Inspired Teachers consistently and effectively differentiate instruction and assessment for diverse learners. To what extent has Inspired Teaching effectively provided support, expertise, and/or resources in ways that have helped you?	LEAST ⟶ MOST EFFECTIVE				
Find a way to reach every learner	1	2	3	4	5
Implement developmentally appropriate instruction	1	2	3	4	5
Implement instruction in ways that engage students with different cultural back-grounds	1	2	3	4	5
Implement instruction in ways that engage students with different abilities	1	2	3	4	5
Use a variety of assessment approaches	1	2	3	4	5

5. Inspired Teachers have the knowledge, skills, and professional dispositions necessary to sustain a career as a highly effective teacher and educational changemaker. To what extent has Inspired Teaching effectively provided support, expertise, and/or resources in ways that have helped you begin to?	LEAST ⟶ MOST EFFECTIVE				
Participate as a member of your school's professional learning community	1	2	3	4	5
Develop a vision for long-term professional growth/leadership	1	2	3	4	5
Contribute to the field of education outside of your classroom	1	2	3	4	5
Reflect on your practice	1	2	3	4	5
Demonstrate professionalism in interactions and communication with colleagues	1	2	3	4	5
Demonstrate professionalism in interactions and communication with students' families	1	2	3	4	5
Set goals that support your growth as an educator	1	2	3	4	5
Set goals that support your growth as a changemaker	1	2	3	4	5

Part II. Inspired Teaching Philosophy

6. To what extent do you agree with the following statements?	STRONGLY DISAGREE →				STRONGLY AGREE
As a result of the instructional strategies I have developed through my participation in the Inspired Teacher Certification Program, I have built my pedagogical knowledge about how children learn.	1	2	3	4	5
Participating in the Inspired Teacher Certification Program has pushed me to reflect on my own teaching practices.	1	2	3	4	5
Participating in the Inspired Teacher Certification program has helped me to articulate and defend my personal philosophy of teaching.	1	2	3	4	5
As a result of participating in the Inspired Teacher Certification Program, I have built my skills of observation.	1	2	3	4	5
As a result of participating in the program, I use effective questioning as a strategy for ensuring student growth.	1	2	3	4	5
As a result of participating in the program, I have created a positive classroom climate through relationship-building strategies.	1	2	3	4	5
As a result of participating in the program, I use engaging instructional strategies.	1	2	3	4	5
As a result of participating in the program, I teach higher-order thinking skills.	1	2	3	4	5
As a result of participating in the program, I create inquiry-based instructional experiences for students.	1	2	3	4	5
As a result of participating in the program, I provide support and encouragement to my students.	1	2	3	4	5
Participating in the program has connected me with a community of like-minded educators.	1	2	3	4	5
As a result of participating in the program, I have built my skills in being an Instigator of Thought.	1	2	3	4	5
As a result of participating in the program, I have built my skills in creating a student-centered classroom.	1	2	3	4	5
As a result of participating in the program, I have built my skills in creating an engagement-based classroom.	1	2	3	4	5
As a result of participating in the program, I have built my skills in creating an inquiry-based classroom.	1	2	3	4	5
As a result of my participation in the program, I have taught my students to apply what they have learned to real world contexts.	1	2	3	4	5

Part III. Feedback on Program Components

7. How useful have each of the program components been in preparing you for your role as teacher of record?	NOT AT ALL USEFUL ⟶ VERY USEFUL				
Coursework (Residency year)	1	2	3	4	5
Coursework (this year)	1	2	3	4	5
Residency	1	2	3	4	5
Mentoring (Residency year)	1	2	3	4	5
Mentoring (this year)	1	2	3	4	5
Summer Institute 2016	1	2	3	4	5
Summer Teaching Practicum 2017	1	2	3	4	5
School Visit (during 2016-17)	1	2	3	4	5
Program staff	1	2	3	4	5
CLASS observations and reports	1	2	3	4	5

Part IV. Feedback about your Mentor

8. What is the name of your mentor? _____

9. Please mark "yes" or "no" to indicate which choice most accurately reflects your mentor:	YES	NO
Does your mentor come at least once a week to observe your classroom?	☐	☐
Are your observations a minimum of 30 minutes?	☐	☐
Does your mentor schedule observations ahead of time?	☐	☐
Do you receive written feedback after each observation?	☐	☐
Do you debrief in person at least once a month?	☐	☐

10. If you answered "no" to any of the above, please explain _____

_____

_____

_____

11. Please think about the support your mentor offers to you. How effective has your mentor been in…	LEAST ⟶ MOST EFFECTIVE				
Helping you to use student assessments as a basis for planning appropriate instruction	1	2	3	4	5
Keeping a balance between positive feedback and ideas for improvement	1	2	3	4	5
Targeting assistance to the areas where you most need support	1	2	3	4	5
Helping you assess student progress as part of your reflective practice	1	2	3	4	5
Providing feedback that supports your professional growth	1	2	3	4	5
Communicating their knowledge of instructional strategies to you	1	2	3	4	5
Supporting your instruction in ways that result in student learning	1	2	3	4	5
Building a relationship with you based on trust	1	2	3	4	5

12. Please rate the overall effectiveness of your mentor. (5= highest, 1=lowest) _____

13. Please share any additional comments you have about your mentor. _____

_____

_____

Part V: Program Staff

14. To What Extent Is Program Staff…	LEAST ⟶ MOST EFFECTIVE				
Accessible	1	2	3	4	5
Knowledgeable	1	2	3	4	5
Responsive	1	2	3	4	5
Nurturing	1	2	3	4	5
Able to build a relationship with you based on trust	1	2	3	4	5
Able to provide feedback that supports your professional growth	1	2	3	4	5
Please rate the overall effectiveness of program staff.	1	2	3	4	5

15. What kinds of support have you received from program staff this year?

_____

_____

16. What kinds of support do you wish you had received/hope to receive next semester?

_____

_____

17. Is the type or degree of support you have received this year different from what you received last year?
    If so, how?

_____

_____

18. Please share any additional comments you have about program staff.

_____

_____

Part VI. Overall Feedback on the Program

19. Reflecting on the program last year vs. the current year, what has changed that you like?
    What do you wish had not changed?

_____

_____

20. Thinking about the Summer Institute 2016, has Fellows Seminar (both last year and this year) reflected that initial Inspired
    Teaching experience? If so, how and if not, why not?

_____

_____

21. What changes do you suggest for Fellows Seminar?

_____

_____

22. What do you need from the program in your final semester? What kinds of support would help you to move forward in your
    practice?

_____

_____

23. Please share any additional comments or questions you have.

_____

_____

Thank you for your feedback!

Inspired Teaching

2016-17 NCTR END-OF-YEAR RESIDENT SURVEY
Demographic Information

1. For which program are you a resident?

☐ Program 1

☐ Program 2

☐ Program x

2. What grades do you currently teach?
(Ceck all that apply)

☐ Preschool

☐ Pre-Kindergarten

☐ Kindergarten

☐ 1st grade

☐ 2nd grade

☐ 3rd grade

☐ 4th grade

☐ 5th grade

☐ 6th grade

☐ 7th grade

☐ 8th grade

☐ 9th grade

☐ 10th grade

☐ 11th grade

☐ 12th grade

3. In what assignment areas do you currently teach? (Check all that apply)

☐ Early Childhood Education

☐ Special Education

☐ Linguistically Diverse Education

☐ General Elementary

☐ Elementary Fine Arts

☐ Other Elementary

☐ Secondary Math

☐ Secondary Science

☐ Secondary English and Language Arts

☐ Secondary History/Social Studies

☐ Secondary Humanities (e.g., foreign language, philosophy, psychology)

☐ Secondary Fine Arts

☐ Other Secondary

4. What grades are you most likely to teach upon completion of your residency program?
(Check all that apply)

☐ Preschool

☐ Pre-Kindergarten

☐ Kindergarten

☐ 1st grade

☐ 2nd grade

☐ 3rd grade

☐ 4th grade

☐ 5th grade

☐ 6th grade

☐ 7th grade

☐ 8th grade

☐ 9th grade

☐ 10th grade

☐ 11th grade

☐ 12th grade

5. In what assignment areas are you most likely to teach upon completion of your residency program? (Check all that apply)

☐ Early Childhood Education

☐ Special Education

☐ Linguistically Diverse Education

☐ General Elementary

☐ Elementary Fine Arts

☐ Other Elementary

☐ Secondary Math

☐ Secondary Science – physical science

☐ Secondary Science – life science

☐ Secondary Science – computer science

☐ Secondary Science – other

☐ Secondary English and Language Arts

☐ Secondary History/Social Studies

☐ Secondary Humanities (e.g., foreign language, philosophy, psychology)

☐ Secondary Fine Arts

☐ Other Secondary

6. In which type of school are you currently teaching?

☐ Public (non-Charter)

☐ Charter

☐ Private

7. Is this school a Public Selective School (e.g., magnet program, selective enrollment)?

☐ Yes

☐ No

8. How many residents teach in the same school as you?

☐ 0

☐ 1

☐ 2

☐ 3 or more

9. Approximately what percentage of the students you teach receive special education services?

Less than 10%

☐ 10-25%

☐ 25-50%

☐ Over 50%

☐ I don't know

10. Approximately what percentage of the students you teach are identified as English Language Learners?

☐ Less than 10%

☐ 10-25%

☐ 25-50%

☐ Over 50%

☐ I don't know

The Residency Program

Indicate your agreement with the following statements.

1. My current (or most recent) classroom mentor:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Gives me useful feedback to improve my practice	☐	☐	☐	☐
Works with me to identify teaching challenges and possible solutions	☐	☐	☐	☐
Identifies instructional goals and helps me develop realistic plans for achieving them	☐	☐	☐	☐
Explains the rationale behind instructional decisions to me	☐	☐	☐	☐
Provides useful guidance on how to assess students informally on a daily basis	☐	☐	☐	☐
Shares lesson plans, assessments, and other instructional activities	☐	☐	☐	☐
Gives me useful feedback on my lesson plans	☐	☐	☐	☐
Gives me multiple opportunities to act on that feedback and improve my instruction	☐	☐	☐	☐
Makes me feel comfortable approaching my classroom mentor with questions and concerns	☐	☐	☐	☐
Helps me apply what I am learning in my coursework	☐	☐	☐	☐
Encourages me to develop my individual teaching style	☐	☐	☐	☐
Paces the gradual release of teaching responsibilities to me appropriately	☐	☐	☐	☐
Is a good match for me	☐	☐	☐	☐
Supports me to succeed as a resident	☐	☐	☐	☐
Challenges me to grow	☐	☐	☐	☐
Is an effective coach	☐	☐	☐	☐
Is an effective teacher	☐	☐	☐	☐

2. My school leader:

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Gives me useful feedback to improve my practice	☐	☐	☐	☐
Gives me encouragement and moral support	☐	☐	☐	☐
Makes me feel comfortable approaching them with questions or concerns	☐	☐	☐	☐
Supports me to succeed as a resident	☐	☐	☐	☐
Provides useful guidance on how to assess students informally on a daily basis	☐	☐	☐	☐

3. My coursework instructors (coursework instructors may include residency program staff, university staff, or others):

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Give me useful feedback to improve my practice	☐	☐	☐	☐
Give me encouragement and moral support	☐	☐	☐	☐
Make me feel comfortable approaching them with questions or concerns	☐	☐	☐	☐
Support me to succeed as a resident	☐	☐	☐	☐

4. Indicate your agreement with the following statements about your current residency program.

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
My program's selection process was competitive	☐	☐	☐	☐
My program's recruitment process increased my desire to participate in the residency program	☐	☐	☐	☐
The vision and expectations for effective mentoring/coaching are clearly defined	☐	☐	☐	☐
The vision and expectations for effective teaching are clearly defined	☐	☐	☐	☐
My school's expectations for instructional practice align with the program's vision and expectations for effective teaching	☐	☐	☐	☐
My roles and responsibilities as a resident were clearly defined	☐	☐	☐	☐
My coursework is relevant to my school context and classroom	☐	☐	☐	☐
My program offers residents a good balance of theoretical and practical strategies to strengthen their effectiveness in the classroom	☐	☐	☐	☐
I have a manageable workload	☐	☐	☐	☐
My program is preparing me to be an effective teacher	☐	☐	☐	☐
I have multiple opportunities to act on feedback I receive from staff	☐	☐	☐	☐
The support I receive from staff improves my performance as a resident	☐	☐	☐	☐
I feel comfortable approaching staff with questions and concerns	☐	☐	☐	☐
My program is a good match for me	☐	☐	☐	☐
I feel supported by my program overall to succeed as a resident	☐	☐	☐	☐
I would recommend my program to another person looking to become a teacher	☐	☐	☐	☐

5. Indicate how often you have engaged in the following activities with your classroom mentor during your residency year.

	NEVER	1–2 TIMES THIS SEMESTER	MONTHLY	WEEKLY	TWICE A WEEK	DAILY
Examine strategies for effective instruction	☐	☐	☐	☐	☐	☐
Examine how to assess student progress	☐	☐	☐	☐	☐	☐
Examine the progress of students in your class	☐	☐	☐	☐	☐	☐
Examine how to adapt your teaching approach to meet students' learning needs/styles	☐	☐	☐	☐	☐	☐
Receive support to use new instructional approaches	☐	☐	☐	☐	☐	☐
Examine strategies for classroom management	☐	☐	☐	☐	☐	☐
Examine strategies for effective student, family, and community engagement	☐	☐	☐	☐	☐	☐
Examine strategies to demonstrate professionalism and leadership	☐	☐	☐	☐	☐	☐
Have dedicated meeting time (i.e. during a planning period, before/after school)	☐	☐	☐	☐	☐	☐
Work to use multiple types of student data to inform planning and instruction	☐	☐	☐	☐	☐	☐
Use resident performance and effectiveness data (i.e., video of resident teaching; notes from a lesson observation; scores on a teacher per-formance rubric; student data, mentoring tools, observation tools) to set improvement goals for yourself	☐	☐	☐	☐	☐	☐
Co-plan instruction	☐	☐	☐	☐	☐	☐
Co-teach	☐	☐	☐	☐	☐	☐

6. Indicate how often you have engaged in the following activities during your residency year.

	NEVER	1–2 TIMES THIS SEMESTER	MONTHLY	WEEKLY	TWICE A WEEK	DAILY
Take full responsibility for all aspects of classroom instruction	☐	☐	☐	☐	☐	☐
Be observed by residency program staff while leading instruction and working with students	☐	☐	☐	☐	☐	☐
Examine strategies to promote diversity and inclusion in the classroom	☐	☐	☐	☐	☐	☐
Analyze feedback on your instruction with residency program staff	☐	☐	☐	☐	☐	☐
Observe other teachers in the classroom	☐	☐	☐	☐	☐	☐
Examine strategies for classroom management	☐	☐	☐	☐	☐	☐

7. Indicate your current level of preparedness to perform the following tasks in the domains of planning and instruction.

Planning and Instruction	NOT PREPARED	SOMEWHAT PREPARED	PREPARED	VERY WELL PREPARED
Demonstrate the content knowledge to teach subject matter	☐	☐	☐	☐
Engage students by using technology in classroom instruction	☐	☐	☐	☐
Select and adapt curriculum and instructional materials	☐	☐	☐	☐
Use assessments to track student performance and progress on state standards	☐	☐	☐	☐
Plan instruction based on student data	☐	☐	☐	☐
Provide timely feedback to students about progress on standards	☐	☐	☐	☐
Use questioning and discussion techniques	☐	☐	☐	☐
Elicit and interpret individual students' thinking	☐	☐	☐	☐
Adjust or differentiate instruction in real time	☐	☐	☐	☐

8. Indicate your current level of preparedness to perform the following tasks in the domain of learning environment.

Learning Environment	NOT PREPARED		PREPARED	VERY WELL PREPARED
Develop and implement consistent behavioral and academic expectations for students	☐	☐	☐	☐
Incorporate routines and rituals throughout the day to maximize efficiency	☐	☐	☐	☐
Handle a range of classroom management and discipline situations	☐	☐	☐	☐
Establish a culture of respect, rapport, and trust among students and between students and the resident	☐	☐	☐	☐
Promote diversity and inclusion in the classroom	☐	☐	☐	☐

9. Indicate your current level of preparedness to perform the following tasks in the domain of student, family, and community engagement.

Student, Family, and Community Engagement	NOT PREPARED		PREPARED	VERY WELL PREPARED
Meet the academic needs of students identified as English Language learners	☐	☐	☐	☐
Meet the academic needs of students receiving special education services	☐	☐	☐	☐
Meet the academic needs of high performing students	☐	☐	☐	☐
Communicate with families about students' progress using data	☐	☐	☐	☐
Use knowledge of local history; community; and students' experiences and backgrounds to engage students	☐	☐	☐	☐

10. Indicate your current level of preparedness to perform the following tasks in the domain of professionalism and leadership.

Professionalism and Leadership	NOT PREPARED		PREPARED	VERY WELL PREPARED
Collaborate with other teachers and colleagues on curriculum, lesson planning, data analysis, and student issues	☐	☐	☐	☐
Act as a teacher leader by positively contributing to the school's community and culture	☐	☐	☐	☐
Understand how one's background knowledge and experiences influence one's perceptions and actions as a teacher	☐	☐	☐	☐
Demonstrate professionalism by being punctual and prepared, and having professional interactions with staff, students and families	☐	☐	☐	☐

11. At this point in the year, how prepared are you to teach next year as the teacher of record?

☐ Very well prepared

☐ Prepared

☐ Somewhat prepared

☐ Not prepared

12. I improve student learning in my classroom.

☐ Strongly disagree

☐ Disagree

☐ Agree

☐ Strongly Agree

13. At which school are you currently teaching? Again, your responses will remain anonymous and be kept confidential.

_____

_____

_____

_____

14. Please share the strengths of your residency experience this year.

_____

_____

_____

_____

15. Please let us know what your residency program can do to improve the overall experience for residents.

_____

_____

_____

_____