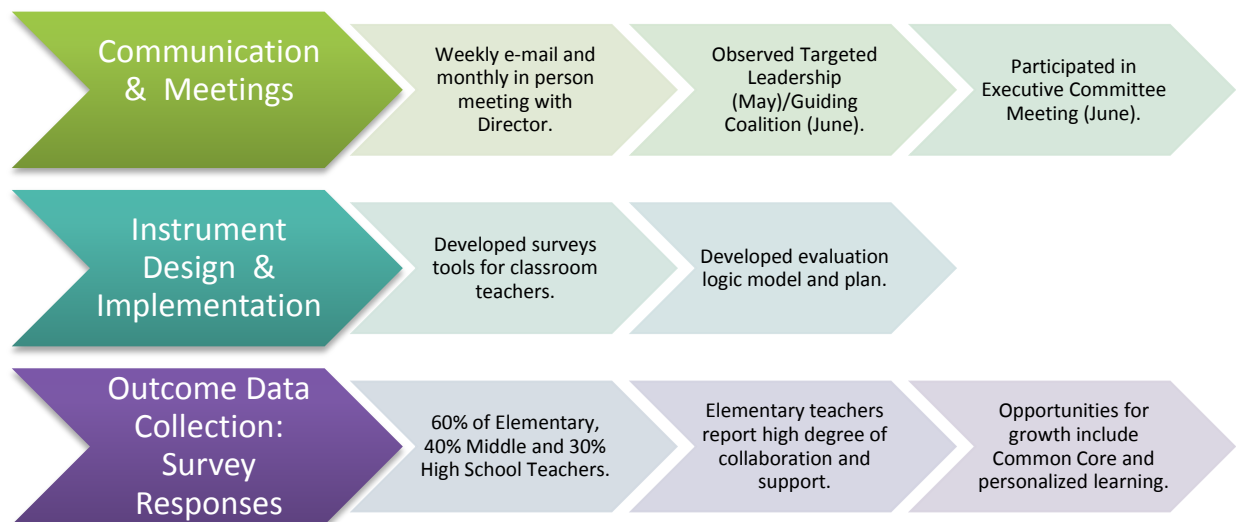


I. EVALUATION OVERVIEW

G&A and RDA, the External Evaluation Team (EE Team), developed an evaluation design aligned with the Race to the Top (RTTT) grant proposal and reporting requirements. Using a mixed-methods approach we will analyze quantitative and qualitative data sources to provide a rich description of process and outcomes. Each quarter, we will report on our activities and provide data as available. Annually, we will provide a summative report describing the district's progress toward its goals. We will also provide an external report on data required to the US Department of Education, on performance measures. This first quarter describes our initial phase of the evaluation.

The EE Team began work in mid-May 2013, with a series of meetings, including observations of two district meetings (Targeted Leadership, Guiding Coalition) and participation in an Executive Committee meeting. Our observations and participation at these meetings enabled us to understand the district, including how RTTT intersects with existing programs and activities as well as what is novel to the grant. The Director also asked for information from professional development consultants and providers as to the types of questions they had for teachers. We used this context to develop our baseline survey instruments for classroom teachers. The EE Team shared the draft of these surveys with the Director, who in turn shared them with the project directors for the eight project areas and provided feedback to us. We incorporated their revisions and were able to administer the surveys to hundreds of teachers during the summer professional development. The EE Team also drafted an evaluation logic model along with a data plan to gather baseline and summative data for each area.

Summary of Recent Evaluation Activities



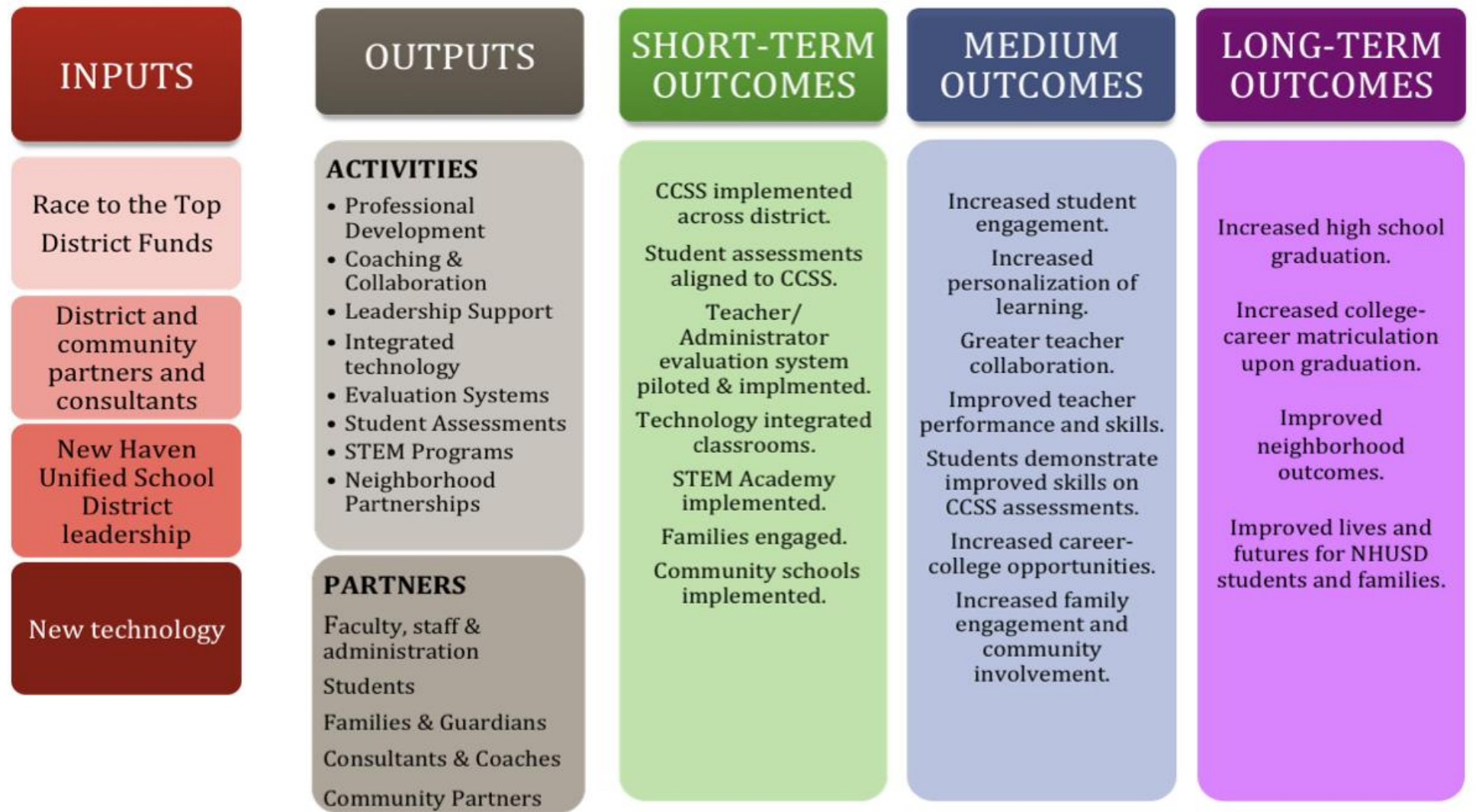
II. FOCUS AREA: START UP & EVALUATION DESIGN

The first quarter has been focused on project start up, including understanding the priorities of key stakeholders and finalizing the evaluation design. A representative from the EE Team attended NHUSD RTTT's Guiding Coalition meeting in order to meet all of the project leads and understand each project's three "big ideas." On June 3, 2013, the EE team attended the NHUSD RTTT Executive Cabinet (EC) meeting to meet the EC, answer their questions, and establish their priorities for the external evaluation. To do so, the EE Team led an interactive activity during which each EC member "charted" his or her key questions for each RTTT project as well as across all eight projects. The EE Team then facilitated a conversation with the EC that underscored the relationships between the various evaluation questions asked by different EC members across the eight RTTT projects. We also used this process as an opportunity to gain insight on the project priorities. EC members also had the opportunity to ask the EE Team questions about approach and past experiences related to this project.

This data helped to inform our survey questions (see Appendix). Survey instruments were implemented in the June professional development sessions. These provided a robust data source for elementary classroom teachers (60%), with over 50% participation at most sites. Twenty-five teachers each participated from the two middle schools in addition to 30% of teachers from Logan High School, Decoto School for Independent Study, and Conley-Caraballo High School.

Informed by our meetings with the Guiding Coalition, Executive Cabinet, and Project Director, the EE Team also engaged in a series of evaluation planning activities. This ensures that our data collection activities will allow us to collect the data necessary to answer the key evaluation questions and give NHUSD the tools to continuously improve grant implementation. To this end, we developed an evaluation planning matrix (see page 4), in which we created a crosswalk of each RTTT project and data collection activity to document which activities will provide data for each project. The matrix includes timelines for collecting baseline and follow up data for the first year of the project.

The EE Team developed an evaluation logic model, which delineates the activities that NHUSD will participate in as part of the RTTT grant, and the intended short-, medium-, and long-term outcomes that will result from these activities. This logic model also lays out the assumptions underpinning the relationships between the grant activities and their intended outcomes, as well as external factors that may affect the implementation and effectiveness of the grant. By detailing all project activities and their intended impact, this logic model gives the EE Team, the RTTT Project Director, and EC a shared roadmap for evaluating both the implementation and the effectiveness of the grant. The following pages provide our logic model and the evaluation matrix.



Assumptions

- Coaching and professional development are effective.
- Technology enhances teaching and learning.
- Resources and collaboration lead to systems changes.

External factors

- Smarter Balanced Assessment timeline and systems.
- Resources available for Kids Zone.
- Staff transitions.

The following tables identify evaluation data to be collected by project area and timeline.

SURVEY DATA ADMINISTRATION 2013-2014											
Area	KZ Staff		Teachers		Parents		Administrators		Students		Community
	pre	post	pre	post	pre	post	pre	post	pre	post	post
Literacy & Common Core (ELA/Math)			June	Spring				Spring	Fall	Spring	
Community Connections		Spring			Fall	Spring			Fall	Spring	Spring
Teacher/Principal/Supt. Evaluation				Spring				Spring			
Technology for Personalization of Learning			June	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Grading & Assessment			June	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
College & Career			June	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Implementation & Evaluation			June	Spring	Fall		Fall	Spring			
Leadership			June	Spring	Fall	Spring	Fall	Spring			

FOCUS GROUPS & KEY INFORMANT INTERVIEWS 2013-2014														
	Kids Zone Staff		Teachers		Parents		Administrators		Students		Community		Partners	
	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post
Literacy & Common Core (ELA/Math)			June	Spring			Fall	Spring		Spring			Fall	Spring
Community Connections		Spring			Fall	Spring	Fall	Spring	Fall	Spring	Aug.	Spring		
Teacher/Principal/Supt. Evaluation				Spring			Fall	Spring	Fall	Spring				
Technology for Personalization of Learning			June	Spring	Fall	Spring	Fall	Spring	Fall	Spring				
Grading & Assessment			June	Spring	Fall	Spring	Fall	Spring		Spring				
College & Career			June	Spring	Fall	Spring	Fall	Spring	Fall	Spring				
Implementation & Evaluation			June	Spring	Fall		Fall	Spring		Spring			Fall	Spring
Leadership			June	Spring	Fall	Spring	Fall	Spring	Fall	Spring			Fall	Spring

OTHER DATA SOURCES					Notes: Administration includes district leadership and site administrators. Other data to be collected: Task Force member focus group data to be collected in Fall 2013 and Spring 2014. Students who left NHUSD before graduation will also be interviewed annually and their data will be included in the Community Connections, College-Career and Grading and Assessment. Decoto Neighborhood data will be collected including community indicators, connectivity, and other neighborhood factors.
	New Haven		Comp Sites	Doc. Review	
Literacy & Common Core (ELA/Math)	NWEA, CST, SBA		CST (1st year)	Y	
Community Connections	Healthy Kids		Healthy Kids	Y	
Teacher/Principal/Supt. Evaluation	District developed tool			Y	
Technology for Personalization of Learning	NWEA, CST, SBA		CST (1st year)	Y	
Grading & Assessment	GPA /See above			Y	
College & Career	FAFSA/AP/SAT/PSAT/ Credit		AP/SAT/Grad	Y	
Implementation & Evaluation				Y	
Leadership				Y	

III. INITIAL FINDINGS

During the first quarter of the project, the EE Team developed and administered a survey to NHUSD teachers from across the district to understand baseline status of key measurements for the RTTT grant. This baseline assessment helped to identify current practices and challenges or barriers to system-level change critical to the RTTT Initiative, as well as district strengths and supports that will enhance the proposed new programming.

Three groups of teachers completed a baseline survey:

- 153 staff completed the Elementary School Teacher Survey
- 68 staff completed the Secondary English Language Arts, Social Science, and Science Survey
- 17 staff completed the Secondary Math Teachers Survey

Overall, the results are very positive. In this preliminary report, we provide a brief summary for the following areas:

- Support and resources
- Common Core Standards
- Student-level assessments
- ELD and Special Ed
- Technology
- Parent and family engagement

Resources

Elementary

Three-quarters of the elementary teachers reported feeling that they have sufficient resources to be successful. Only two respondents reported not having enough resources.

Secondary ELA, Social Science, & Science

The feeling of “resource support” among secondary ELA, social science, and science faculty was lower than that of the elementary school teachers. Only 46% felt they “somewhat agreed” that they had sufficient resources to be successful, and no one reported that they “strongly agreed” that they had sufficient resources.

Secondary Math

Only 35% of secondary math teachers felt they had sufficient resources to be successful at their schools.

Common Core Standards

Elementary

Only some elementary faculty members were aware of Common Core Standards for both Math and ELA; 58% agreed that they had an awareness of ELA CCSS, and 43% were aware of Math CCSS. Sixty-three percent reported that they were not aware of Math CCSS practices.

Secondary ELA, Social Science, & Science

While faculty were asked about their awareness of ELA CCSS and Math CCSS, the response rates were low. This may be because faculty who do not teach math or ELA did not believe these questions were as relevant to them.

Secondary Math

Forty-seven percent of math teachers reported that they were aware of Math CCSS Content and 35% reported being aware of Math CCSS Practices.

Student-level assessments

Elementary

Elementary faculty generally felt that they used the same grading and assessment as their colleagues, but 26% reported that they agree “not at all” or “a little” that their staff used the same assessment practices. Almost half of elementary school teachers (45%) reported that they did not review student work on performance-based assessment with their colleagues.

Secondary ELA, Social Science, & Science

The majority of ELA, social science, and science teachers reported that they did not review student work on performance-based assessments with their colleagues (67%), and only 31% reported using the same grade and assessment practices across their departments.

Secondary Math

Math teachers also expressed a lack of consistency across their departments in grading and assessment practices, with three-quarters of math teachers reporting that they did not review student work on performance-based assessments with their colleagues.

ELD and Special Education

Elementary

The majority of elementary teachers did not agree with the statement that they received coaching in providing instruction to English learners (62%). Additionally, 84% reported that they did not receive coaching in providing instruction to special education students. However, the majority of staff felt they could modify instruction to meet the needs of English learners and special education students despite not having received coaching on these topics.

Secondary ELA, Social Science, & Science

The majority of secondary ELA, social science, and science teachers also reported that they did not receive coaching on how to provide instruction to English learners (69%) or special education students (62%). Despite this, most felt that they could modify instruction for these subsets of students.

Secondary Math

Only 19% of secondary math teachers reported having received coaching in providing instruction to English learners, and 13% reported having received coaching in providing instruction to special education students. Fewer staff agreed they could modify instruction for English learners and special education students compared to elementary and secondary ELA teachers (53.4% and 53.3%, respectively).

Technology

Elementary

Fifty-two percent of Elementary teachers used technology to teach their lessons at least weekly; 27% used technology daily. However, only 13% reported using technology on a weekly basis to share ideas and lessons with colleagues on site.

Secondary ELA, Social Science, & Science

Forty-five percent of secondary ELA, social science, and science teachers used technology to teach their lessons at least weekly and only 2% used technology daily. However, 30% reported using technology on a weekly basis to share ideas and lessons with colleagues on site.

Secondary Math

Far more secondary math teachers use technology on a regular basis. Forty-six percent reported using technology every day, and another 15% reported using technology at least weekly. Forty-one percent reported using technology on a weekly basis to share ideas and lessons with colleagues on site.

Parent and family engagement

Elementary

The majority of elementary teachers agreed that the parent-guardian community was engaged at their school. Additionally, 63% communicated directly with the parent/guardians of at least 80% of the students they taught.

Secondary ELA, Social Science, & Science

Fifty-two percent of secondary ELA, social science, and science teachers agreed that the parent-guardian community was engaged at their school and 77% felt prepared to collaborate with families to support student success.

Secondary Math

Far fewer secondary math teachers felt that their schools engage parent-guardians: only 23%. However, 78% felt prepared to collaborate with families to support student success.

Student Outcomes

Elementary

Over half (57%) of elementary teachers agreed that students “fell through the cracks at their school.”

Secondary ELA, Social Science, & Science

The vast majority of secondary ELA, social science, and science teachers (77%) felt that students at their school “fell through the cracks.” However, all respondents also felt that their school “prepared all students to graduate.”

Secondary Math

A similarly high number of secondary math teachers (72%) agreed that students “fell through the cracks at their school.” Additionally, 35% did not agree that their school “prepared all students to graduate.”

Summary

This is a preliminary summary of the baseline teacher survey data to provide an understanding of current strengths in the district, such as many opportunities for collaboration and adequate resources. This report also demonstrates some challenges that may be addressed via RTTT resources that will come to the district in coming year, including greater instruction on reaching high-risk learners, and increased capacity in technology.

Teacher baseline survey data also demonstrates teachers’ commitment to their students. The harsh response about schools’ failing students could very well be an indication of the drive and motivation by NHUSD staff to provide the best instruction, and thus the greatest foundation for success, to their students. Future surveys and focus groups will help identify the context behind some of the responses to these baseline survey questions.

IV. NEXT STEPS

Over the next quarter, the EE Team will focus primarily on collecting additional baseline data. Following an initial meeting with KidZone Project Lead, Nancy George, we will begin collecting baseline data on the Decoto neighborhood and the implementation of KidZone grant activities. We will also develop protocols for baseline interviews and focus groups with various NHUSD RTTT stakeholders, as delineated in the evaluation planning matrix (page 4). We will submit these protocols to the Project Director and other RTTT project leaders for review prior to the interviews and focus groups. Following the completion of qualitative data collection, we will analyze responses using a grounded theory approach that uses participants' thoughts, comments, and ideas to generate areas of inquiry.

The EE Team will also begin collecting and analyzing baseline quantitative data on student outcomes and we will administer additional baseline surveys to NHUSD teachers who did not attend summer professional development to ensure that we capture the input of as many teachers as possible.

We will continue to meet with Project Director, Lisa Metzinger, on a monthly basis and we will submit our secondly quarterly report in October 2013.

Summary of next steps:

- Meet with Kids' Zone Staff
- Collect baseline Kids' Zone data, including interviews with Kids' Zone staff and neighborhood-level indicators
- Develop protocols for Fall 2013 key informant interviews and focus groups
- Provide tools for review by Director and other Race to the Top leaders
- Collect and analyze baseline quantitative data on student outcomes
- Administer baseline surveys to NHUSD teachers who did not participate in summer professional development
- Analyze interview and focus group data using grounded theory approach
- Continue to communicate weekly with Director and meet monthly
- Submit second quarterly report

IV. APPENDIX: SURVEY TOOLS

New Haven Unified School District Summer Professional Development Survey 2013 ELEMENTARY SCHOOL TEACHERS

The purpose of this survey is to gather baseline data about teacher and district practices. The data is collected by our external consultant team and will be shared in aggregate with our professional development providers and school teams to continuously improve our practice and the support that we provide to you.

The questions *refer only to the 2012-13 year* that you just completed. If a question does not refer to you, please leave it blank. Thank you for your confidential responses.

1. What school did you work at in the 2012-13 year?

Elementary

Alvarado	Eastin	Emanuele	Hillview Crest	Pioneer	Searles	Kitayama
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2. What grade level(s) did you teach?

K	1	2	3	4	5
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3. What do you think are the district's top two strengths?

4. What do you think are the district's top two challenges?

Please indicate the level of frequency/agreement with the following items.

General School, Leadership and Vision	Not At All	A little	Some-what Agree	Strongly Agree
5. Our school had sufficient resources for teachers to be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Our school leadership communicated a clear vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I had opportunities to be a leader at this site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I had sufficient time for collaborating with my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My grade level team met regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Grade level collaborative meetings were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Our instructional leadership team was effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I reviewed student work on performance-based assessment with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My grade level colleagues and I used the same grading and assessment practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I have an awareness of the Common Core State Standards (CCSS) for English Language Arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have an awareness of the CCSS- Math content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I have an awareness of the CCSS- Math practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I received the professional development support I needed to continuously improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General School, Leadership and Vision	Not At All	A little	Some-what Agree	Strongly Agree
18. I received coaching in providing instruction to English Learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I received coaching in providing instruction to Special Education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I am comfortable modifying my instruction to meet the needs of English Learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I am comfortable modifying my instruction to meet the needs of Special Education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe the FREQUENCY with which the following events occurred in 2012-2013.

Teaching Practices	Never	Once or Twice	Monthly	Weekly	Every Day
22. I received onsite literacy coaching support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I met with colleagues to plan English Language Arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I developed lessons based on CCSS for English Language Arts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I explicitly taught comprehension skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I grouped students in cooperative or paired learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I received onsite math coaching support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I developed lessons based on the CCSS- Math content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I met with colleagues to plan Math lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I used technology to teach my lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I used technology to share ideas and lessons with colleagues at my site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I used technology to share ideas and lessons with colleagues at other sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I used technology to personalize the learning experience for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the level of frequency/agreement with the following items.

Community Connections		Not At All	A little	Some-what Agree	Strongly Agree
34.	I was familiar with the after school program resources available for students at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	I felt prepared to collaborate with families to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Our school had family engagement standards that guided our work with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	I had access to interpreters when I needed to talk to non-English speaking parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	I spoke to students individually about their proposed future goals and/or plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Students fell through the cracks at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	The parent-guardian community was engaged at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	Our school created multiple opportunities for parents to become involved in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Most of my students' parents-guardians participated in parent-teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	I communicated directly with the parent-guardians of 80 percent of the students I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions were provided by our professional development provider teams and refer to your experience in general, not just the past year.

44. What experience do you have being coached? Please mark all that apply.

- No experience being coached
- Coached through BTSA
- Been assigned to work with a coach
- Worked with my site coach
- Sought out coaching to help improve my practice

45. In your previous experience working with a coach, did you spend your time together?

(Mark all that apply)

- Sharing resources
- Planning lessons together
- Implementing professional development
- Analyzing student work
- Being observed
- Participating in a pre and post conference before and after an observation
- None of the above

46. Based on your previous experience with a coach...

(Mark all that apply)

- My coach helped me improve my practice
- My coach helped me implement the professional development
- My coach honored confidentiality
- My coach was the expert other
- My coach was a collaborative thought partner
- None of the above

Describe your understanding of "active literacy."

What does the Gradual Release of Responsibility approach to teaching and learning mean to you?

What can your school district do to help you best support student's families with academic learning?

New Haven Unified School District Summer Professional Development Survey 2013 SECONDARY MATH TEACHERS

The purpose of this survey is to gather baseline data about teacher and district practices. The data is collected by our external consultant team and will be shared in aggregate with our professional development providers and school teams to continuously improve our practice and the support that we provide to you.

The questions *refer only to the 2012-13 year* that you just completed. If a question does not refer to you, please leave it blank. Thank you for your confidential responses.

1. What school did you work at in the 2012-13 year?

Alvarado	Cesar Chavez	James Logan	<u>Conley-Caraballo</u>	<u>Decoto Ind. Study</u>
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2. What grade level(s) did you teach?

6	7	8	9	10	11	12
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3. What do you think are the district's top two strengths?

4. What do you think are the district's top two challenges?

Please indicate the level of frequency/agreement with the following items.

General School, Leadership and Vision	Not At All	A little	Agree	Strongly Agree
34 Our school had sufficient resources for teachers to be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Our school leadership communicated a clear vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 I had opportunities to be a leader at this site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 I had sufficient time for collaborating with my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 My department met regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 Our department's collaborative meetings were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40 Our instructional leadership team was effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 I reviewed student work on performance-based assessments with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 My department colleagues and I used the same grading and assessment practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 I have an awareness of the Common Core State Standards (CCSS) Content for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General School, Leadership and Vision	Not At All	A little	Agree	Strongly Agree
Mathematics.				
44 I have an awareness of the CCSS- Math Practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 I received the professional development support I needed to continuously improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 I received coaching in providing instruction to English Learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47 I received coaching in providing instruction to Special Education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 I am comfortable modifying my instruction to meet the needs of English Learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49 I am comfortable modifying my instruction to meet the needs of Special Education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe the FREQUENCY with which the following events occurred in 2012-2013.

Teaching Practices	Never	Once or Twice	Monthly	Weekly	Every Day
50. I received onsite coaching support in my content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. I met with colleagues to plan lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. I developed lessons based on the CCSS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. I explicitly taught comprehension skills in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. I grouped students in cooperative or paired learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. I used technology to teach my lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. I used technology to share ideas and lessons with colleagues at my site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I used technology to share ideas and lessons with colleagues at other sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I used technology to personalize the learning experience for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the level of frequency/agreement with the following items.

Community Connections		Not At All	A little	Somewhat Agree	Strongly Agree
30.	I spoke individually to 80% or more of my students about their proposed future goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Our school prepared all students to graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Students fall through the cracks at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Our school created opportunities for parents to become involved in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Our school had family engagement standards that guided our work with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	The parent-guardian community was engaged at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	I felt prepared to collaborate with families to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	I communicated directly with fifty percent or more of the parent-guardians of students I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	I was familiar with the after school program resources available for students at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	I had access to interpreters when I needed to talk to non-English speaking parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions were provided by our professional development provider teams and refer to your experience in general, not just the past year.

40. What experience do you have being coached? Please mark all that apply.

- No experience being coached
- Coached through BTSA
- Been assigned to work with a coach
- Worked with my site coach
- Sought out coaching to help improve my practice

41. In your previous experience working with a coach, did you spend your time together?

(Mark all that apply)

- Sharing resources
- Planning lessons together
- Implementing professional development
- Analyzing student work
- Being observed
- Participating in a pre and post conference before and after an observation
- None of the above

42. Based on your previous experience with a coach...

(Mark all that apply)

- My coach helped me improve my practice
- My coach helped me implement the professional development
- My coach honored confidentiality
- My coach was the expert other
- My coach was a collaborative thought partner
- None of the above

Describe your understanding of "active literacy."

What does the Gradual Release of Responsibility approach to teaching and learning mean to you?

What can your school district do to help you best support student's families with academic learning?

New Haven Unified School District Summer Professional Development Survey 2013 SECONDARY ENGLISH LANGUAGE ARTS, SOCIAL SCIENCE, AND SCIENCE

The purpose of this survey is to gather baseline data about teacher and district practices. The data is collected by our external consultant team and will be shared in aggregate with our professional development providers and school teams to continuously improve our practice and the support that we provide to you. The questions **refer only to the 2012-13 year** that you just completed. If a question does not refer to you, please leave it blank. Thank you for your confidential responses.

1. What school did you work at in the 2012-13 year?

Alvarado	Cesar Chavez	James Logan	<u>Conley-Caraballo</u>	<u>Decoto Ind. Study</u>
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2. What grade level(s) did you teach?

6	7	8	9	10	11	12
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3. What did you teach last year?

CORE - ENGLISH/SOCIAL SCIENCE/SCIENCE	English Language Arts	Social Science	Science
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3. What do you think are the district's top two strengths?

4. What do you think are the district's top two challenges?

Please indicate the level of frequency/agreement with the following items.

General School, Leadership and Vision		Not At All	A little	Some-what Agree	Strongly Agree
59.	Our school had sufficient resources for teachers to be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	Our school leadership communicated a clear vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61.	I had opportunities to be a leader at this site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62.	My department met regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63.	I had sufficient time for collaborating with my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64.	Our department's collaborative meetings were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.	Our instructional leadership team was effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.	I reviewed student work on performance-based assessments with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.	My department colleagues and I used the same grading and assessment practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.	I have an awareness of the Common Core State Standards (CCSS) for English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General School, Leadership and Vision		Not At All	A little	Some-what Agree	Strongly Agree
Language Arts.					
69.	I have an awareness of the CCSS- Math content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.	I have an awareness of the CCSS- Math practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.	I received the professional development support I needed to continuously improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.	I received coaching in providing instruction to English Learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73.	I received coaching in providing instruction to Special Education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.	I am comfortable modifying my instruction to meet the needs of English Learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.	I am comfortable modifying my instruction to meet the needs of Special Education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe the FREQUENCY with which the following events occurred in 2012-2013.

Teaching Practices	Never	Once or Twice	Monthly	Weekly	Every Day
76. I received onsite literacy coaching support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. I met with colleagues to plan lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. I developed lessons based on CCSS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. I explicitly taught comprehension skills in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. We read non-fiction in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. We read fiction in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. I grouped students in cooperative or paired learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. I used technology to teach my lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. I used technology to share ideas and lessons with colleagues at my site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. I used technology to share ideas and lessons with colleagues at other sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. I used technology to personalize the learning experience for my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the level of frequency/agreement with the following items.

Community Connections	Not At All	A little	Somewhat Agree	Strongly Agree
31 I spoke individually to 80% or more of my students about their proposed future goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 Our school prepared all students to complete graduate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 Students fell through the cracks at our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 Our school created opportunities for parents to become involved in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Our school had family engagement standards that guided our work with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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