This report is part of the RAND Corporation research report series. RAND reports present research findings and objective analysis that address the challenges facing the public and private sectors. All RAND reports undergo rigorous peer review to ensure high standards for research quality and objectivity.
Appendix Materials

Getting to Work on Summer Learning

Recommended Practices for Success

Catherine H. Augustine, Jennifer Sloan McCombs, Heather L. Schwartz, Laura Zakaras
Teacher Interview Protocol [Based on Observation]

NOTE: WHEN YOU RE-INTERVIEW THE SAME TEACHER, SKIP QUESTION 1 AND ASK THEM IF THEY HAVE NEW ANSWERS FOR QUESTIONS 2-4, THEN PROCEED WITH QUESTION 5

1. [Background] Could you tell us a little about yourself in terms of your background and qualifications?
   - Make sure to get
     - Highest degree earned
     - Whether person is a teacher in this district or another district
     - Years taught
     - Subject and grade-level taught during the school year
     - Previous experience teaching summer programs in this district and in other districts

2. [Purpose] What do you hope that students accomplish from this summer program?
   - Specific skill attainment?
   - Better scores on specific tests?
   - Non-academic outcomes?

3. [Value] Is the summer program a wise investment for achieving these outcomes?

4. [Challenges] What would you say are the most pressing day-to-day challenges you find in teaching at [summer program]?
   - Probe for specific examples
   - What do you think could ease those challenges or help you better face them?

5. [Today’s instruction] How do you think today’s [subject] session went?
   - What was your objective for the lesson?
   - How did you know it would be an appropriate lesson for your students today?
   - Were you able to stick to your lesson plan? Why or why not? (not enough time, kids got stuck, plan wasn’t too good to begin with, plan was too short, we finished too quickly, etc.)
   - What did you do when a student got stuck on something or you saw that she was struggling, what actions did you take to help her along?
     - Do you focus on them for targeted instruction? For example, today, did you focus on any particular student or groups of students? What did you focus on? Why did you focus on her or them?
     - If you did not focus on anybody in particular today, did you focus on anybody this week? What did you focus on? Why did you focus on her or them?
     - Do you target kids after class to give them additional instruction, encouragement, advice, etc.?

6. [Individual learning] How well matched is the content of the curriculum to the knowledge and skill level of the students?
   - Were you provided any baseline indicators of student ability, and if yes, did they help you to tailor instruction?
   - How do you differentiate your instruction in ways not already described?
7. [Student engagement] How would you characterize student engagement in today’s lesson? Was the engagement observed in today’s lesson typical?
   - What do you find yourself having to do to get kids engaged? What kind of activities seem most useful? (probe for specific examples)
   - Is too little engagement a frequent problem? For what proportion of your students?

8. [Training] Did you receive any formal or informal training before teaching in [summer program]?
   - Do you think the training you received prepared you to teach this curriculum? If not, why not?
   - What was the most useful part about the training? (probe for examples) What did you like the most? What did you like the least? (probe for examples)
   - How would you have used the training time differently? Are there activities that were not useful? Are there activities that you wish would have been part of the training program?

9. [Collaboration with other instructors] Are you collaborating with other teachers in this program?
   - If so, which teachers? Other morning teachers? Afternoon teachers?
   - What is the goal of this collaboration? Are you integrating academic and enrichment instruction? If so, how is this happening?
   - Has this collaboration been effective?

10. [Professional development (PD) opportunities] Since you began teaching at [summer site] have you received any professional development?
   - Could you describe the kind of PD you received? When did it happen? Who delivered it? How long did it last? Who else participated?
   - Was this PD useful? If not, why not? What was most (or least) useful about it? (probe for specific examples)
   - Did the PD directly address using the summer curriculum? If so, how? If not, did you find that the PD was well aligned with the summer curriculum?
   - Did you make any changes to instruction based on the PD you received? (get specific examples) If you did not make any changes to instruction, why not? (perhaps PD was useful, but not for instruction, etc.)
   - Would you welcome more PD opportunities like the ones you have received?
   - If you did not receive PD, would you want to receive it? Do you think you need it? (probe for specific areas of need)

11. [Support from site coordinator and/or district officials] Have you received any help or support from the site coordinator? From district officials?
   - Probe for concrete examples of support: Were you observed teaching and then given feedback? Did you have an opportunity to observe other teachers?
   - Has this support been helpful? Why or why not?
   - Would you like to receive more of it?

12. [Wrap up] Is there anything else you would like to tell me about your experience teaching in this summer program?
Enrichment Teacher – Interview Protocol [Based on Observation]

Interviewer note:
- Interviewee name, title
- Site/school name
- Type of enrichment activity

1. [Background] Could you tell us a little about yourself in terms of your background and qualifications?
   - Make sure to get
     - Name of community-based organization (CBO) they are associated with
     - Highest degree earned
     - Prior teaching experience
     - Previous experience teaching summer programs in this district and in other districts

2. [Motivation] Why did you decide to apply for your teaching position in the summer program?

3. [Purpose] We just observed your class on _______________. What do you hope that students accomplish from your program?
   - Specific skill attainment?
   - Non-academic outcomes?

4. [Instruction] Who were the other adults with you in the classroom today? What were their roles?

5. [Today’s instruction] How do you think today’s session went?
   - What was your objective for the lesson?
   - How did you know it would be an appropriate lesson for your students today?
   - Were you able to stick to your lesson plan? Why or why not? (not enough time, kids got stuck, plan wasn’t too good to begin with, plan was too short, we finished too quickly, etc.)
   - What did you do when a student got stuck on something or you saw that she was struggling, what actions did you take to help her along?
     - Do you focus on them for targeted instruction? For example, today, did you focus on any particular student or groups of students? What did you focus on? Why did you focus on her or them?
     - If you did not focus on anybody in particular today, did you focus on anybody this week? What did you focus on? Why did you focus on her or them?
     - Do you target kids after class to give them additional instruction, encouragement, advice, etc.?

6. [Individual learning] How well matched is the content of your curriculum to the knowledge and skill level of the students?
   - How do you differentiate your instruction in ways not already described?
7. [Student engagement] How would you characterize student engagement in today’s lesson? Was the engagement observed in today’s lesson typical?
   - What do you find yourself having to do to get kids engaged?
   - What part of your program do the students seem to enjoy the most? The least?
   - Is too little engagement a frequent problem? For what proportion of your students?
   - What about attendance? Do you know your average daily attendance for your students? If not, how would you characterize attendance?

8. [Training] Did you receive any formal or informal training before teaching in [summer program]?
   - Do you think the training you received prepared you to teach in this program? If not, why not?
   - What was the most useful part about the training? (probe for examples) What did you like the most? What did you like the least? (probe for examples)

9. [Professional development opportunities] Since you began teaching at [summer site] have you received any professional development?
   - Could you describe the kind of PD you received? When did it happen? Who delivered it? How long did it last? Who else participated?
   - Was this PD useful? If not, why not? What was most (or least) useful about it (probe for specific examples)
   - Did you make any changes to instruction based on the PD you received? (get specific examples) If you did not make any changes to instruction, why not? (perhaps PD was useful, but not for instruction, etc.)
   - Would you welcome more PD opportunities like the ones you have received?
   - If you did not receive PD, would you want to receive it? Do you think you need it? (probe for specific areas of need)

10. [Support from site coordinator and/or district officials] Have you received any help or support from the site coordinator? From district officials?
    - Probe for concrete examples of support: Were you observed teaching and then given feedback? Did you have an opportunity to observe other teachers?
    - Has this support been helpful? Why or why not?
    - Would you like to receive more of it?

11. [Satisfaction] What have you enjoyed the most this summer?

12. [Challenges] What would you say are the most pressing day-to-day challenges you find in teaching at [summer program]?
    - Probe for specific examples
    - What do you think could ease those challenges or help you better face them?
    - Do you have any suggestions for the district in terms of improving the program?
Afternoon Activity Teacher – Interview Protocol

Interviewer note:
- Interviewee name, title
- Site/school name
- Type of enrichment activity

1. [Background] Could you tell us a little about yourself in terms of your background and qualifications? 
   Make sure to get
   - Highest degree earned
   - Whether person is a teacher in this district or another district
   - Years taught
   - Subject and grade-level taught during the school year
   - Previous experience teaching summer programs in this district and in other districts

2. [Motivation] Why did you decide to apply for your teaching position in the summer program?

3. [Recruitment] How were you recruited for the position?
   - Was there a formal recruitment process? Were there any exams, interviews, or other such formalities involved? (probe for concrete examples) Did you feel the process was competitive (i.e. did you get a sense there were many other candidates competing for the same position?)
   - Who was actively involved in recruiting you? (district official, site coordinator, parents, principal of my school)
   - When did you apply?
   - When were you hired?

4. [Role] Please describe your role and responsibilities this summer.
   - How many Enrichment teachers do you support each day? Which ones?
   - What is expected of you in the classroom?
   - What does your daily/weekly schedule look like?
   - Do you pull students out of class to work with them one-on-one or in small groups?
   - Are you expected to mentor students? If so, how do you do this?

5. [Communication] How would you characterize the communication between you and the camp site director? Between you and district officials? Between you and the enrichment provider (teachers) you are working with during the enrichment activities?
   - Probe for specific instances of good and bad communication between various entities.
   - In what ways could communications be improved among parties?

6. [Student engagement] How would you characterize student engagement in the afternoon activity? Was the engagement observed in today’s lesson typical?
   - What do you find yourself having to do to get kids engaged?
   - What part of enrichment activities do the students seem to enjoy the most? The least?
   - Is too little engagement a frequent problem? For what proportion of your students?
   - What about attendance? Do you know your average daily attendance for your students? If not, how would you characterize attendance?

7. [Behavior] How would you characterize students’ behavior in the afternoon activity?
   - Do you have a behavior management plan?
8. **[Curriculum]** What is your opinion of the curriculum for making academic connections with enrichment activities?
   - **What are the goals of the academic connections curriculum?**
   - **When did you receive the curriculum?**
   - **How do you implement the academic connections curriculum during the enrichment activities? Do you plan ahead of time with the enrichment provider or enrichment teacher on when and how to implement the academic connections?**
   - **In what ways do you think the academic connections curriculum or implementation of it could be improved to better meet its goals?**

9. **[Individual learning]** How well matched is the content of the curriculum to the knowledge and skill level of the students?
   - **How do you differentiate your instruction in ways not already described?**

10. **[Training]** Did you receive any formal or informal training before teaching in [summer program]?
    - **Do you think the training you received prepared you to teach in this program? If not, why not?**
    - **What was the most useful part about the training? (probe for examples) What did you like the most? What did you like the least? (probe for examples)**
    - **How did the training emphasize making academic connections in the afternoon enrichment?**

11. **[Professional development opportunities]** Since you began teaching at [summer site] have you received any professional development?
    - **Could you describe the kind of PD you received? When did it happen? Who delivered it? How long did it last? Who else participated?**
    - **Was this PD useful? If not, why not? What was most (or least) useful about it? (probe for specific examples)**
    - **Did you make any changes to instruction based on the PD you received? (get specific examples) If you did not make any changes to instruction, why not? (perhaps PD was useful, but not for instruction, etc.)**
    - **Would you welcome more PD opportunities like the ones you have received?**
    - **If you did not receive PD, would you want to receive it? Do you think you need it? (probe for specific areas of need)**

12. **[Support from site director and/or district officials]** Have you received any help or support from the site coordinator? From district officials?
    - **Probe for concrete examples of support: Were you observed teaching and then given feedback? Did you have an opportunity to observe other teachers?**
    - **Has this support been helpful? Why or why not?**
    - **Would you like to receive more of it?**

13. **[Satisfaction]** What have you enjoyed the most this summer?

14. **[Challenges]** What would you say are the most pressing day-to-day challenges you find in teaching at [summer program]?
    - **Probe for specific examples**
    - **What do you think could ease those challenges or help you better face them?**
    - **Do you have any suggestions for the district in terms of improving the program?**
Teacher Aid / Paraprofessional / Camp Coordinator – Interview Protocol
[Be sure to capture in notes: Name of site, name of interviewee, date of interview, name of interviewer]

READ INTRODUCTION AND CONSENT

Do you have any questions before we begin?

1. [Background] Could you tell us a little about yourself in terms of your background and qualifications?
   - Make sure to get
     - Highest degree earned
     - Position held during the school year and years of experience with the position
     - Previous experience working with summer learning programs in this district and/or other districts

2. [Motivation] Why did you decide to become a camp coordinator in this summer program?
   - Probe for main motive (economic, job stability, like kids, believes in mission, was convinced by the principal or district officials, liked previous experience, other)

3. [Recruitment] How were you recruited for the position?
   - Was there a formal recruitment process? Were there any exams, interviews, or other such formalities involved? (probe for concrete examples) Did you feel the process was competitive (i.e. did you get a sense there were many other candidates competing for the same position)?
   - Who was actively involved in recruiting you? (district official, site coordinator, parents, principal of my school)
   - When did you apply?
   - When were you hired?

4. [Role] Please describe your role and responsibilities this summer.
   - Are you connected to one site or are you responsible for multiple sites? If the latter, how many?
   - What does your daily/weekly schedule look like?
   - How many teachers do you support each day? Which ones?
   - What is expected of you in the classroom?
     - Do you pull students out of class to work with them one-on-one or in small groups?
     - Are you expected to mentor students? If so, how do you do this?
   - Are you involved with the enrichment program as well? If so, in what ways?
   - What is your role during morning meeting? Lunch? Other?

5. [Training] Did you receive any formal or informal training before starting work?
   - Who provided the training?
   - What did the training entail? How long did it last? (total number of hours) When was it conducted? Who trained you? Did you think it was useful? What was the most useful part about it? (probe for examples) What did you like the most? What did you like the least? (probe for examples)
   - If you did not receive any training, do you think it would have been useful? Why or why not?
- Did you have enough time between being hired and the start of the program to adequately prepare for your responsibilities? If not, what more would you have liked to do and how much more time would you have needed?

6. [Relationship with teachers] Please describe the relationship you have with the teacher in your classroom.
   - When do you interact with him or her without the students present?
   - Have you conducted any joint planning?
   - Do you know why you were assigned to him/her?
   - When did you first meet him/her?
   - What is going well? What is going not so well?

7. [Curriculum] What is your opinion of the curriculum?
   - Is it well matched to students’ ability levels?
   - Are teachers able to get through the lesson plans on time?
   - How flexible is the curriculum to allow tailoring instruction to students of various needs?
   - Are there any specific elements in the curriculum to motivate or maximize student engagement and/or attendance? Are they working?

8. [Instruction] What is your opinion of the quality of instruction at this site?
   - Academic instruction? Enrichment?

8. [Student engagement] How would you characterize student engagement, are they usually engaged?
   - Is too little engagement a frequent problem? Is it more of a problem for some students?
   - What do you find yourself having to do to get kids engaged? What kinds of activities seem most useful? (probe for specific examples)

11. [Support] Have you received any help or support from the teacher? From the site coordinator? From district officials?
   - Probe for concrete examples of support
   - Has this support been helpful? Why or why not? Probe for things having to do with the coordinator or official’s qualifications, personality, management style, communication skills (for example, I knew the coordinator well and we got along, we have frequent meetings to ease communication, the coordinator is open and willing to help, etc.). Probe for things having to do with resources (I asked for X, but we had no money for it).
   - Would you like to receive more of it? For what?

12. [Challenges] What would you say are the most pressing challenges you find in working in the program?
   - What do you think could ease those challenges or help you better face them?

13. [Satisfaction] How satisfied are you with the experience?
   - What were the aspects that brought you more or less satisfaction? (probe for specific examples)
   - Would you do it again next year? Why or why not?

14. [Feedback] Do you have any feedback for the program leaders to help them improve for next year?
Camp Director
[Be sure to capture in notes: Name of site, site leader name, date of interview, name of interviewee]

READ INTRODUCTION AND CONSENT FORM

Do you have any questions before we begin?

1. [Background] Could you tell us a little about yourself in terms of your background and qualifications?
   • Make sure to get
     o Highest degree earned
     o What position they hold during the school year
     o Experience (as a teacher or in other job)
     o Previous experience leading summer programs in this district and/or other districts

2. [Motivation] Why did you decide to apply to be a camp director for the [summer program]?
   • Probe for main motive (economic, job stability, like kids, believes in mission, was convinced by the principal or district officials, liked previous experience, other)

3. [Selection] Please describe the selection and hiring process you went through to obtain the site leadership position.
   • Did someone reach out to you personally to encourage you to apply?
   • When did you apply? When were you hired?

4. [Training] Did you receive any formal or informal training before leading this site?
   • What did the training entail? How long did it last? (total number of hours) When was it conducted? Did you think it was useful? What was the most useful part about it (probe for examples) What did you like the most? What did you like the least? (probe for examples) What more would you have liked?
   • If you have been a site leader in the past, how would you compare the training you received with other training you have gotten in the past? Why? (probe for specifics)
   • If you did not receive any training, do you think it would have been useful? Why or why not?

5. [Preparation] Did you have enough time between being hired and the start of the program to adequately prepare for leading the site?
   • If not, what more would you have liked to do and how much more time would you have needed?

6. [Site management] What is your daily schedule?
   • What do you spend most of your time doing?

7. [Support and Evaluation] What support do you receive from the program leaders?
   • Has this support been helpful? Why or why not?
   • Would you like to receive more of it? Are you fine with the level it is at now?
   • Have you received any concrete feedback on your management of this site?

8. [District support] Who else visits your site from the district? How often? For what purposes? Have you received any feedback after these visits? Was it useful?
9. **[Student engagement]** What do you think students like and dislike?
   - Is insufficient engagement a frequent problem?
   - Is it more of a problem for some students?

10. **[Student attendance]** Is attendance of all or certain students a problem?
    - Have any of your strategies worked? If yes, please provide evidence. If not, why not?
      - Do you call parents if a student is absent?

11. **[Student behavior]** What kinds of student behavior problems have you had this summer?
    - What proportion of kids have received a strike? For what?
    - What proportion of kids have received two strikes? For what?
    - Three? For what?

12. **[Quality]** Have you observed any instruction at this site?
    - Academic instruction? Enrichment?
    - If so, have you provided teachers with feedback?
    - What is your impression of the quality of the teaching at this site? Academic? Enrichment?

13. **[Site team]** What are the strengths and weaknesses of your site leadership team?
    - Did you get to select your own site team? If not, would you have liked to? If so, how did you select them?
    - Do you have enough people supporting the site?

14. **[Parental involvement]** Do you communicate with parents about their kids’ summer learning?
    - How many parents have come to your open houses?
    - Is involvement a problem at this site? Would you want more or less of it? Has it created challenges or has it been a positive force on the program’s operations and effectiveness? (probe for specific examples)

15. **[Program value]** Do you think this program represents a wise district investment to improve students’ achievement and/or close the achievement gap between low- and high-performing students? If not, why not?

16. **[Challenges]** What would you say are the most pressing challenges in managing your site?
    - Probe for specific examples (operations, logistics, managing staff, dealing with kids’ issues, funding, etc.)
    - What do you think could ease those challenges or help you better face them?

17. **[Satisfaction]** What have you enjoyed about being a site leader? What have you liked the least about this work? Would you do it again next summer? If not, why not?

18. **[Feedback]** Do you have any feedback for program leaders to help them improve for next year?
    - Probe for specific examples
    - Try to get feedback for site coordinators, for parents, for district. In terms of resources, support, training, recruitment, PD, data, etc.
Activity Provider – Interview Protocol

1. [Background] Could you tell us a little about yourself?
2. [Organization Background] Could you tell us a little about your organization?
3. [History] How did your organization come to be involved in this summer program?
4. [Content] What programs are you providing in the summer program? To what age groups?
5. [Compensation] Is your organization receiving a payment from the district (or an intermediary) for your programming?
6. [Planning] Please describe the planning process you went through for this summer’s programming.
7. [Your role] What has been your role in regard to this summer program?
8. [Alignment] Do your programs align to the academic instruction provided in the summer program?
9. [Purpose] What do you hope that students accomplish from your program?
10. [Instruction] Who provides the instruction in the program?
11. [Quality] How do you ensure quality of instruction?
12. [Student engagement] Have you observed students in your programs? If so, how would you characterize student engagement in your programs?
13. [Support from site coordinator and/or district officials] How is your partnership with the district going?
14. [Satisfaction] What have you enjoyed the most from your engagement in this summer program?
15. [Challenges] What would you say are the most pressing challenges with this summer program?
16. [Improvements] What would you do differently if you partnered with the district again next summer?
Curriculum Specialist – Interview Protocol

[Introduction]
We will begin this interview by asking you some basic questions about yourself. Then, we will ask you about the goals of the curriculum and the underlying philosophy or standards you used when designing it. Next, I will ask you about the curriculum itself, including its features and innovations, as well as alignment with the learning that goes on in this district during the school year. Then, I will ask you to describe the process by which the curriculum was designed, including your role in this process. Lastly, I have a series of questions about the challenges you encountered during this process, whether you were satisfied with it, and what you would like to change.

Do you have any questions before we begin?

1. [Background] Could you tell us a little about yourself in terms of your background and qualifications?
   • Make sure to get
     o Content background, training, and experience (e.g., math vs. English language arts)
     o Highest degree earned and/or specialty
     o Work performed (district official, position, etc.)
     o Experience as a curriculum designer (years, types of curriculum she has designed in the past, etc.)
     o Previous experience working with summer learning programs in this district and/or other districts

2. [Context] What do you view as the purpose of summer school? To what extent do you think your views on summer school are aligned with those of other district leaders?

3. [Goals] In the process of designing the [math, writing, reading] summer curriculum, what was your goal? What did you want the curriculum to accomplish?
   • Why did you focus on this (or these) goal(s)? Do you think these are “universal” goals or were they particularly important for this district? Why?
   • What expectations or guidance did district leaders provide regarding summer curriculum development?

4. [Content] Can you please tell us a little about the summer learning program’s curriculum for the rising fourth graders?
   • Can you tell us about the main elements?
   • To what extent is the curriculum aligned to state standards/assessments? The common core standards? To the school year curriculum? To the students’ specific needs?
   • Is the curriculum appropriate given the range of instructional needs in the program?
   • What theories of instructional design guide the design of math and reading lessons and to what extent is this aligned with (a) contemporary research on learning and teaching reading and mathematics, and (b) the school district’s instructional goals for the school year?
   • What is the theory of engagement that undergirds this curriculum and how are perspectives on engagement integrated (or not) into the reading and math curriculum? How do you envision the curriculum motivating or maximizing student engagement?
• What is the curriculum’s theory of differentiated instruction and to what extent is it aligned with contemporary research on providing equitable learning opportunities to all students in reading and mathematics? How are you tailoring the curriculum to students with different abilities? Is tailoring something that is expected/promoted? If so, how? If the curriculum has academic tracks, why was it decided for the curriculum to have tracks depending on [ability, previous knowledge, etc.]?
• How structured or unstructured is the curriculum?
• Was the curriculum influenced by the kinds of teachers or enrichment providers you thought would be available to teach? Was it influenced by the training these teachers had or were planning to receive?

5. [Content] Can you please tell us a little about the summer learning program’s enrichment curriculum for the rising fourth graders?
• Can you tell us about the main elements?

6. [Curriculum Philosophy and Standards] If you were asked to observe a teacher’s [math/literacy] classroom for one or more lessons, what would you look for to decide whether the [math/literacy] instruction is high quality?
• Why do you think this is important to use/do in a [math/literacy] classroom? Is there anything else you would look for? If so, what? Why?
• In what ways did your views of high-quality [math/literacy] instruction influence the design of the summer [math/literacy] curriculum?

7. What is your opinion of the quality of teachers hired for [summer program] this year?
• Do teachers’ skills and abilities suit the curriculum they are to implement?

8. What role do/did you expect professional development training to play in curriculum implementation?

9. [Process and Role] Could you describe the process of curriculum development or adoption for [summer program] in this district and your role in this process?
• How were people selected to work on/design the curriculum?
• What kind of information or previous curricula did you have available to inform your design? If alignment was sought with district curricula, how was this curriculum aligned with what goes on during the rest of the school year? Was there any revision made to ensure that it was aligned?
• How much time did you have for the planning and execution process? Was this enough time? Why? Would you have liked to have more time? Why?
• What was your specific role? (probe for details and seek examples of specific activities performed)
• Did other people play other roles? How much of your input would you say eventually was taken into account in designing this curriculum? If things were not taken into account, why do you think that was the case? Was there much collaboration in the process? If yes, what fostered collaboration and was it useful? If not, what hindered collaboration, and how can it be better motivated in the future?
• How were the enrichment opportunities chosen? What determined whether to offer an enrichment opportunity or not? [resources, facilities to do the activity at the site, previous experience with the activity, student input, etc.]
• How would you rate the process overall? Did it go smoothly? What made it so? If not, what resources would have made this process easier?

10. [Challenges] What would you say were the most pressing challenges in curriculum design for the program?
   • Probe for specific examples and issues
   • What do you think could ease those challenges or help you better meet them?

11. [Student attendance] How do you envision the curriculum motivating or maximizing student engagement? Are there specific elements of the curriculum designed to maximize attendance at summer school? (probe for specific examples)

12. [Parental involvement] How do you envision the curriculum motivating or maximizing parent involvement?
   • Does it include specific standards, activities, homework, or other elements to get parents involved? If not, why not?

13. [Satisfaction and Lessons Learned] How satisfied were you with the curriculum design experience?
   • Would you do it this way again next year? Why or why not? What would make you change your mind about this?
   • What were the aspects that brought you more or less satisfaction? (probe for specific examples)
   • If you had to do it all over again, what would you do differently? What would you do the same? (probe for specific examples)
### Observer Procedures and Definitions for Academic Instruction Classroom Observation Protocol

**Wallace Summer 2011**

<table>
<thead>
<tr>
<th>Header</th>
<th>School/site/teacher Identifier</th>
<th>Observer fills out on all pages to ensure pages are collated correctly at the end of the site visit</th>
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<tr>
<td>Page 1</td>
<td>Items 1-12</td>
<td>Observer fills out prior to class start. Teacher ID and school ID must be anonymous and assigned by observer. Were a stranger to pick up the classroom observation protocol, it should not be clear which teacher or classroom was observed.</td>
</tr>
<tr>
<td>Items 1-7</td>
<td></td>
<td>Note if the class is ESL or bilingual. If not, note the class as “traditional.”</td>
</tr>
<tr>
<td>Item 8</td>
<td>Number of students (start)</td>
<td>Observer counts the number of students at class period scheduled beginning</td>
</tr>
<tr>
<td>Item 9</td>
<td>Number of students (end)</td>
<td>Observer counts the number of students at class period scheduled ending</td>
</tr>
<tr>
<td>Item 10</td>
<td>Notes on students pulled out of class</td>
<td>Observer notes the number of students pulled out of class for academic or other interventions and the reason (academic, enrichment, behavior, unknown, other) they were pulled out of class.</td>
</tr>
<tr>
<td>Item 11</td>
<td>Adults in the classroom</td>
<td>Observer fills out the left column prior to class start by consulting with teacher. Observer fills out right side of column after class period ends with description of activities of adults other than the teacher during the class period. Observer should not include adults who do not have instructional interaction with the students such as an administrator who is present to monitor instruction. If the adult is specifically paired with a student (ex: IEP), record that in the description of roles.</td>
</tr>
<tr>
<td>Item 12</td>
<td>Objective of lesson</td>
<td>Observer may fill out (a.) at the class period beginning. Observer fills out (b.) and (c.) after class period ends. If there is a sustained activity apart from what the majority of the class is engaged in, make a note here. Example: Students take turns spending 5 minutes on two computers in the back of the class during the period.</td>
</tr>
<tr>
<td>Page 2</td>
<td>Items 13-15</td>
<td>Observer marks the beginning time of an instructional or noninstructional activity segment when a majority of students are engaged in the activity. A new begin time is marked when the teacher or class activity transitions into noninstructional activity. Or a new begin time is marked when the instructional activity transitions into another instructional activity that features a new instructional interaction or new activity. Only record segments that last one minute or longer in duration.</td>
</tr>
<tr>
<td>Item 13</td>
<td>Class segment activities</td>
<td>If activity is new and instructional interaction remains the same, then leave the latter blank and just write begin time and new activity codes. If worksheet has both simple and complex writing and is taught together, then that would occur in one segment, and the Activity code would be written: W, WS, WC. If students are organized at activity hubs where different activities are occurring at each hub, then the Activity code would be written: H and the observer further describes the activities in the Notes column.</td>
</tr>
<tr>
<td>Item 14</td>
<td>Prolonged individualized attention</td>
<td>Observer will keep a running tally of adults who provide prolonged individualized attention to one to five students for a period of time greater than three minutes. If there are groups of more than five but it is clear that it is individualized attention, code it and put the time in the notes. The columns distinguish attention that is behavior or academic-related. This item is not a head count of the number of students who received attention, but rather a count of the instances an adult gave a unique student or a grouping of students prolonged attention. If an adult is specifically paired with a student (ex: IEP) for the class period, they...</td>
</tr>
</tbody>
</table>
should only receive one check for prolonged individualized attention.

**Item 15: Counts of overt non-engagement**

Prior to the class period starting, the observer writes down the time points at which she will observe the number of non-engaged students. The first observation should occur 5 minutes after the class period is scheduled to start. Observer marks the following times at 10-minute increments and counts the number of non-engaged students at each over the total number of students. An average of those counts is written in the final row. Overt non-engagement entails one or more of the following characteristics: head down, sleeping, doing another task or activity that s/he is not supposed to be doing, demonstrably talking to another student about something off-topic, excessive fidgeting, head turned so not looking at the class speaker (i.e., the teacher or a student). Ambiguous activities such as a glazed or bored expression are NOT counted as overt non-engagement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NI – B</td>
<td>1 or more students are misbehaving, which creates a disruption in the entire classroom instruction.</td>
</tr>
<tr>
<td>NI – M</td>
<td>Teacher involved in management activities (only attendance, administrative interruption).</td>
</tr>
<tr>
<td>NI - NI</td>
<td>No instruction occurring (off-topic conversation, class started late, class ended early, transition from one activity to the next, students playing on computers). Observer briefly characterizes what is happening during this period in the Notes column. Only record if segment is &gt; 1 minute in duration.</td>
</tr>
</tbody>
</table>

**Noninstructional codes**

- NI – B: 1 or more students are misbehaving, which creates a disruption in the entire classroom instruction.
- NI – M: Teacher involved in management activities (only attendance, administrative interruption).
- NI - NI: No instruction occurring (off-topic conversation, class started late, class ended early, transition from one activity to the next, students playing on computers). Observer briefly characterizes what is happening during this period in the Notes column. Only record if segment is > 1 minute in duration.

**Instructional interaction codes**

- T: Students listening to teacher lecture or read (including instructions). No regular interaction between teachers & students. Teacher Qs or prompts are rare or nonexistent; communication is almost entirely in the direction of teacher to students.
- T-S: Students listening to teacher lecture and regularly responding to teacher Qs/prompts (including instructions); Teacher Qs are not connected to one another, but rather use a call-and-response or fill-in-the-blank style as a means of supporting a lecture.
- T-D: Students participating in teacher-led group discussion. Here students respond to students or teacher solicits students’ responses to students. Teacher questions of students are connected to one another and are not intended solely to advance a teacher lecture.
- S-S: Students interacting with students in groups/partners performing teacher-assigned task.
- S: Students involved in silent individual work. They are not interacting with other students or teachers.

**Instructional adult codes**

- T: Teacher (lead teacher of the classroom identified for observation)
- A: Teacher aide, paraprofessional, student teacher, camp coordinator
- C: Curriculum Coach
- V: Volunteer
- O: Other (Outside speaker)

**Activity codes**

- A: Students taking an assessment.
- CO: Students stationed at computers (with an instructional focus).
- H: Activity hubs – Students are organized at hubs where different activities occur at each hub. Also specify activities of the hubs (e.g., H: R, CO, P).
Students using manipulatives, including games. Students must be using manipulatives rather than teacher presenting manipulatives to teach in multiple ways. Note manipulatives or games in notes column.

Students creating a product (Can be a variety of things including arts, crafts, engineering projects, marshmallow towers, etc. It must be a student’s own creation. It should not be a complex student writing activity. Observer indicates specifics in the Notes column.)

Students actively reading connected text or reading along. Student must be able to physically see the text (i.e., independent reading, timed reading, choral reading for more than 1 min.) Students must be reading connected texts such as short stories, essay, letter, trade books, novels, etc. Isolated sentences are not coded as “R.”

Students using worksheets (Observer should try to discern the content of the worksheet to fully categorize the activity. Worksheets may be a blank sheet of paper where students are copying down a teacher prompted model or information. Worksheets may contain simple or complex writing which is indicated with the codes below.)

Students writing. Complex (composing three or more connected sentences; e.g., journaling, free writing, essay, not worksheets unless there is a complex writing prompt) Use notes to briefly characterize writing assignment.

Students writing. Simple (composing two or fewer sentences, filling in blanks, making lists of words).

Students are watching a video (educational or not).

Observer uses this page if observing a Math class period. Skip if not.

Objective
Teacher both explicitly states the objective of the lesson and explicitly connects it to prior or upcoming content (e.g., uses bridges like “remember how we … ” “this sets us up to do ...”).

Infrequent = Teacher states objective at least once but teacher does not thread the “why” throughout class.

Consistent = Teacher states objective and connects it to prior or upcoming content, and consistently reminds the students of the “why” of the lesson throughout class.

Teacher solicitation
Teacher poses conceptually rigorous and demanding questions or tasks such as open-ended, multistep tasks with unscripted, ambiguous paths to solution (i.e., students cannot simply use an already well-established procedure), which have the potential for yielding multiple ways of arriving at a solution. Teacher’s questions proceed beyond fact recall (“What is division?”) and fill-in-the-blank computation questions (“What does 4x4 equal?”) and even questions of a calculational orientation (“How did you get that answer?”)—although that is a reasonable place for the teacher’s follow-up probing to begin) to more conceptually oriented presses. (“Why do you think that’s true? Do you have a different way of doing it? Can you explain it in terms of pencils [or whatever the context of the problem is]?”)

Infrequent = Not a genuinely open-ended task, but teachers asked some probing Qs. Lesson is mostly about getting students to do a thing (e.g., complex multiplication) rather than understand a concept and/or develop an argument.

Consistent = Teacher requires students to perform a multistep, open-ended task and poses questions like “Why did you do this?” “What did you learn?” “Tell me about your
thinking?” Lesson is primarily about metacognitive tasks such as talking about why to do a thing.

<table>
<thead>
<tr>
<th>Nature of students’ talk</th>
<th>Students’ talk—including explanations and questions—is conceptual rather than solely computational in nature. Students don’t only explain the steps of their mathematical work, but also engage in mathematical reasoning about a hypothetical or a general case (“Because the sum of the angles of any triangle is 180 degrees, a triangle should have at least one acute angle”), form a conjecture about the mathematical content discussed in the lesson [e.g., “It seems that a triangle cannot have two obtuse angles”]; form a conclusion based on patterns or other form of evidence [e.g., “Because the sum of the angles of any triangle is 180 degrees, a triangle cannot have two obtuse angles”], or ask questions that press for justification or lead to new investigations. The students’ explanations do not have to be complete or correct. Not present = Kids didn’t talk about their work. Or kids explained their work but solely in computational terms (e.g. “first I multiplied X by 4 and then I divided by 2”). If students DID talk about work, but not conceptually, note that in the rigor table under “notes.” Infrequent = A minority or majority of children pose a few conceptual comments. Consistent = Children consistently pushed to provide conceptual answers or they pose conceptual questions (“Why did you subtract?” as opposed to “Should I draw 3 or 2 circles?”).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing the conceptual differences among multiple ways of arriving at the same answer</td>
<td>Teachers draws attention to and conducts comparisons of different strategies for solving the same problem, preferably from the students’ own work in class (e.g., comparing fractions by finding a common denominator AND comparing fractions by finding a common numerator. Or, the teacher/students may solve a word problem using two different strategies). May happen in small or whole-group activities. The comparison drawn doesn’t simply show different ways (e.g., multiplication and repeating addition), but talks about the pros and cons of or the conceptual differences between the ways. Not present = Teacher doesn’t mention it, or else SAYS there are multiple ways of arriving at the same answer, but doesn’t demonstrate multiple ways with a concrete example. If teacher SAYS but doesn’t SHOW multiple ways to do a task, note that in “notes” section of rigor table. Teacher SHOWS multiple ways, but doesn’t connect that to any talk about the why of doing those different ways, still rate as not present, but note it in table. Infrequent = Teacher shows at least once via a concrete example that there are multiple ways of arriving at the same answer. Consistent = Teacher uses students’ own work or gets students to explain how there are multiple ways to arrive at the same answer and what the conceptual differences are between those ways. Teacher shows more than once that there are multiple ways of arriving at the same answer and draws attention to the substantive differences among those multiple ways.</td>
</tr>
<tr>
<td>Meaning of activities performed during class</td>
<td>Teacher proactively draws attention to the meaning of steps, procedures, ideas, or solution methods. (e.g. “Multiplication is a quicker form of addition;” the reason for steps in simplifying fractions; the meaning of a ratio; why particular steps in a complex problem are justified or work to achieve the solution; and why solution or procedure is conceptually sensible). A common flag to watch for is when a teacher repeats kids’ contributions, which she often (but not always) does to emphasize the meaning of the procedure. Infrequent = At least once the teacher talks about the meaning of the task and not only the</td>
</tr>
</tbody>
</table>
“how” of the task as she lectures or engages students.
Consistent = Teacher repeatedly emphasizes the conceptual understanding of the task rather than only the “how” of the task as she lectures or engages students.

<table>
<thead>
<tr>
<th>Draws connections between comments/content taught during class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher or students connect mathematical ideas/comments to one another in classroom talk (e.g., Jessica says, &quot;the way I was thinking about it is similar to Timothy's, but also different because I ...&quot; “Whereas before we were doing it that way, now we are trying it this way.”)</td>
</tr>
<tr>
<td>Infrequent = At least once teacher or students reference prior math comments or math concepts from the class period to compare and contrast.</td>
</tr>
<tr>
<td>Consistent = Teacher repeatedly references prior math comments or concepts from the class period to compare and contrast.</td>
</tr>
</tbody>
</table>

Page 5 Item 16b. Observer uses this page if observing an English language arts (ELA) class period. Skip if not.

<table>
<thead>
<tr>
<th>Item 16 ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer places check marks after the observation in one of the four categories (Not present, Present but Problematic, Present, Exemplary) indicating the occurrence/quality of that component of rigorous activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher both defines lesson objective and connects lesson to content taught in prior lessons or prior school year. (E.g., uses bridges like “remember how we …” or references prior lessons or student work.)</td>
</tr>
<tr>
<td>Exemplary = Launches lesson with clearly defined objective, links the objective to prior or upcoming lessons through explicit connections, and threads the “why” of the lesson throughout.</td>
</tr>
<tr>
<td>Present = Explicitly states the objective and makes at least one explicit connection to prior or upcoming lessons.</td>
</tr>
<tr>
<td>Present but problematic = Either the connections to prior or upcoming lessons or the objective are explicit, but not both.</td>
</tr>
<tr>
<td>Not present = Both the connections to prior or upcoming lessons and the objective are implicit or neither are present.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nature of students’ talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>In response to rigorous and demanding teacher questions or assignments, students are engaging in higher-level thinking, for example, problem-solving, critiquing, interpreting, synthesizing, identifying problems with, making distinctions among, elaborating their thinking, and creative thinking. (e.g., students engage in meta-analysis of some form such as authorial choices about text. Teacher uses student response to build on and ask students to identify a problem and solution, identify patterns, offer definitions. Students pose or answer “why” questions about characters’ motivations. Students are asked to think about why an ELA concept matters for their reading or writing. Questions/activities in lesson may establish the what/where/when of a text or teach a new concept, but lesson also goes beyond to link to why or how the concept matters to the student as a reader or writer.)</td>
</tr>
<tr>
<td>Exemplary = In response to teacher questioning or assignments, the majority of students are engaging in higher-level thinking; for example, problem solving, critiquing, interpreting, synthesizing, thinking creatively, identifying problems with, making distinctions among, and elaborating their thinking throughout the lesson. In lessons focused on developing skills and concept, questions and discussions are routinely linked to why.</td>
</tr>
</tbody>
</table>
Present = In response to teacher questioning or assignments, some portion of the students are engaging in higher level thinking; for example, problem solving, critiquing, interpreting, synthesizing, identifying problems with, making distinctions among, elaborating their thinking, and creative thinking at some point in the lesson.

Present but problematic = Teacher poses rigorous and demanding questions or assignments that attempt but fail to elicit student engagement in problem solving, critiquing, interpreting, synthesizing, identifying problems with, making distinctions among, elaborating their thinking, and creative thinking (e.g., question is off topic or beyond the students’ ability level. Teacher poses rigorous questions and then does the thinking work him or herself).

Not present = Teacher does not pose rigorous and demanding questions or assignments. (E.g., teacher is not asking questions, or is only using IRE (initiate, respond, evaluate) questioning format.)

| Elaborated representations | Teacher provides elaborated representation of content; e.g., teacher deconstructs the steps or components of a concept. Teacher fleshes out worksheet, activity, or definitions through use of analogies, examples, and clear explanations. The teacher stresses the point of the material being conveyed. Teacher uses multiple examples of use of particular punctuation, offers synonyms for new vocabulary and application to multiple sentences, provides new and correct explanations other than the original explanation when students appear confused.
Exemplary = Teacher offers more than one representation of the content and effectively deconstructs, embellishes, or explains in multiple ways. Some of the examples come from students, student work, or are grounded in text.
Present = Teacher offers more than one representation of the content and effectively deconstructs, embellishes, or explains.
Present but problematic = Teacher offers more than one example but does not deconstruct, embellish, or explain the content (e.g., rushed or incomplete explanation or fails to clarify student confusion.)
Not present = Content is represented but not elaborated. |
| Connections | Teachers and/or students connect material to other contexts in ways that are relevant/on-topic to lesson (e.g., to prior texts, world, appropriate self-experiences, and background knowledge). Connections go beyond superficial associations with the general topic. Example of superficial: “How many of you have ever been to the beach?” as a connector to a lesson on a particular marine wildlife.
Exemplary = Teacher and/or students consistently connect material to other contexts in ways that are relevant/on-topic to lesson.
Present = Teacher and/or students connect material to other contexts in ways that are relevant/on-topic to lesson.
Present but problematic = Teacher connects material to other contexts but the connections are not relevant/on-topic, are facile, or inappropriate to the lesson.
Not present = Neither teachers nor students connect material to other contexts. |
| Practice | Teacher provides the majority of students with opportunities for practice (in reading or |
writing) with guidance and feedback from the teacher; e.g., working through a sample problem with guidance from teacher, conferencing with teacher about the day’s content, doing a turn-and-talk with a partner and then sharing out with the teacher.

Exemplary = Teacher provides the majority of students with consistent opportunities for practice (in reading or writing) with effective guidance and feedback from the teacher. (Examples are student- rather than teacher-centered, and it is evident that the practice is appropriate for a majority of students.)

Present = Teacher provides the majority of students with opportunities for practice (in reading or writing) with guidance and feedback from the teacher.

Present but problematic = Teacher provides a portion or all of students with at least one opportunity for practice in reading or writing without guidance and feedback from the teacher. Or opportunities are superficial and lack substance.

Not present = Teacher does not provide students with opportunities for practice in reading and writing (e.g., students never independently negotiate text).

<table>
<thead>
<tr>
<th>Page 6</th>
<th>Item 17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This item is intended to capture qualitative data and researcher impressions on noteworthy classroom events or culture. We expect that the vast majority (i.e., 90%) of classrooms will be rated as “typical.” The categories of “very poor” and “exemplary” are to be used in outstanding circumstances (i.e., typically in fewer than one in ten observations). Researchers will only use the notes column when rating something as “very poor” or “exemplary.” No notes are needed for a “typical” rating. These notes are intended for district feedback and should highlight practices rather than teacher personalities.</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Student-teacher rapport | The quality of relationships between teachers and students. How teachers interact with students and how students respond to teachers. Only note if rapport seems exceptionally negative (e.g., screaming, insulting or purposely embarrassing students, bullying of students by teachers, swearing) or you observe what you view as an outstandingly positive example of good teacher-student rapport (worthy of noting as a best practice for future summers as opposed to highlighting a teacher that has a warm, caring demeanor). |

| Classroom management | Only mark as “poor” or “typical.” Ability of teacher to manage student behaviors; keep students on task; and make smooth transitions between activities. Negative reports would include egregious mismanagement of time such as teacher reading at own desk for most of the class during a non-assessment period; teacher leaving classroom and students unattended; any violence or threats by students or teachers; unusually long period of the class is wasted by multiple students misbehaving (as opposed to one to two consistently challenging students). Positive reports are not applicable here, since the expectation is that the classroom will be managed well and students will behave in an orderly fashion. |

| Factual accuracy of content | Only mark as “poor” or “typical.” Mark as “poor” if teacher makes factual errors that result in students learning incorrect information (i.e., not simply a slip of the tongue that the teacher subsequently corrects or does not repeat when the content is delivered again). Observer will record what the factual error was in the Explanation column. |

| Other | Additional space for observer to record noteworthy classroom events or culture not already captured above. |
### ACADEMIC INSTRUCTION CLASSROOM OBSERVATION PROTOCOL

Wallace Summer 2011

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observer name</td>
<td></td>
</tr>
<tr>
<td>2. Date</td>
<td></td>
</tr>
<tr>
<td>3. School/site/Teacher Identifier</td>
<td></td>
</tr>
<tr>
<td>4. Class period scheduled beginning</td>
<td></td>
</tr>
<tr>
<td>5. Class period scheduled ending</td>
<td></td>
</tr>
<tr>
<td>6. Subject of class (math, ELA, writing, science, art, other)</td>
<td></td>
</tr>
<tr>
<td>6a. Type of class (traditional, ESL, bilingual)</td>
<td></td>
</tr>
<tr>
<td>7. Location of class (classroom, lab, outdoors, etc.)</td>
<td></td>
</tr>
<tr>
<td>8. Number of students (start)</td>
<td></td>
</tr>
<tr>
<td>9. Number of students (end)</td>
<td></td>
</tr>
<tr>
<td>10. Notes on students pulled out of class</td>
<td></td>
</tr>
</tbody>
</table>

11. List adults that will be in the classroom (e.g., teacher aide, paraprofessional, student teacher, camp counselor, curriculum coach, volunteer, other [outside speaker])  
   Describe the role of the adults and what they did during the class (e.g., interacting with students for the purposes of instruction or aiding the teacher in instruction). (Don’t list observers or administrators who dropped in to give a message or monitor the instruction.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Did the teacher state (or write) the objective of the lesson? _________ (yes/no)  
   a. If yes, what was the stated objective?  
   
   b. (Answer at end of class) Do you think the content of the lesson covered the stated objective? _________ (yes/no)  
   
   c. In 1-2 sentences, regardless if objective was stated, what do you think students were taught in this class period based upon delivery of the lesson and content? (If you answered “no” to 12b, please included your reason here.)
13. Class segment activities

Directions: Characterize each class segment. “Time Begin” is when the majority of the students in the class are engaged in that given segment.

<table>
<thead>
<tr>
<th>Time Begin:</th>
<th>Instructional/Noninstructional Activity</th>
<th>Instructional Interaction</th>
<th>Timed Activity</th>
<th>Notes About Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: 8:30</td>
<td>NI-NI</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex: 8:34</td>
<td>I</td>
<td>T</td>
<td>W, M, WRS</td>
<td></td>
</tr>
</tbody>
</table>

14. Prolonged Individualized Attention

Directions: List all adults (by role) in the classroom. Add a checkmark each time a given adult provides one to five students an estimated >3 minutes of sustained attention. If there is a group of more than five students that is determined to be individualized attention, make a note.

<table>
<thead>
<tr>
<th>Person’s role</th>
<th>Behavior-related attention</th>
<th>Academic content-related attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: A</td>
<td>✓</td>
<td>✓✓✓</td>
</tr>
</tbody>
</table>

15. Counts of Overt Non-Engagement/Total Students

Directions: (1) Fill in the times to record # of non-engaged students/total students. The increment is every 10 minutes, five minutes after class period starts. (2) At each time increment, count # of students you deem to be overtly not engaged in the activity they are supposed to be involved/engaged in.

<table>
<thead>
<tr>
<th>Time</th>
<th>Number of non-engaged students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average Number
**Noninstructional codes**

*Majority of students in classroom not involved in an instructional activity because…*

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NI – B</td>
<td>1 or more students are misbehaving (disrupting the entire classroom)</td>
</tr>
<tr>
<td>NI – M</td>
<td>Teacher involved in management activities (attendance, administrative interruption)</td>
</tr>
<tr>
<td>NI - NI</td>
<td>No instruction occurring (off-topic conversation, class started late, class ended early, transition from one activity to the next, students playing on computers)</td>
</tr>
</tbody>
</table>

**Instructional Interaction codes**

*Majority of students are involved in the following instructional interaction…*

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Students listening to teacher lecture or read (including instructions). No regular interaction between teachers and students.</td>
</tr>
<tr>
<td>T-S</td>
<td>Students responding to teacher lecture and Qs (including instructions)</td>
</tr>
<tr>
<td>T-D</td>
<td>Students participating in teacher-led group discussion (students respond to students or teacher solicits students’ responses to students ideas in interaction with each other).</td>
</tr>
<tr>
<td>S-S</td>
<td>Students interacting with students in groups/partners performing teacher-assigned task.</td>
</tr>
<tr>
<td>S</td>
<td>Students involved in a silent task not already captured above</td>
</tr>
</tbody>
</table>

*Substitute alternate instructional adult codes for “T” if another adult takes over primary instructional interaction with students.*

**Instructional Adult Codes**

*Codes for adults in the classroom*

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Teacher</td>
</tr>
<tr>
<td>A</td>
<td>Teacher aide, paraprofessional, student teacher, camp coordinator</td>
</tr>
<tr>
<td>C</td>
<td>Curriculum/Instructional Coach</td>
</tr>
<tr>
<td>V</td>
<td>Volunteer</td>
</tr>
<tr>
<td>O</td>
<td>Other (Outside speaker)</td>
</tr>
</tbody>
</table>

**Timed Activity codes**

*Majority of students are performing these activities…*

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Students taking an assessment</td>
</tr>
<tr>
<td>CO</td>
<td>Students stationed at computers (with an instructional focus)</td>
</tr>
<tr>
<td>M</td>
<td>Students <em>using</em> manipulatives (including games)</td>
</tr>
<tr>
<td>H</td>
<td>Students are organized at activity hubs (different activities occur at each hub)</td>
</tr>
<tr>
<td>P</td>
<td>Students creating a product (art, object)</td>
</tr>
<tr>
<td>R</td>
<td>Students reading or reading along with access to text with connected text, complex (independent reading, timed reading, reading aloud for more than 1 minute.)</td>
</tr>
<tr>
<td>W</td>
<td>Students using worksheets</td>
</tr>
<tr>
<td>WC</td>
<td>Students writing, Complex (composing three or more connected sentences, e.g., journaling, free writing, essay, revising text. A worksheet is acceptable if it contains a prompt for complex writing).</td>
</tr>
<tr>
<td>WS</td>
<td>Students writing, simple (composing two or fewer sentences, filling in blanks, making lists of words)</td>
</tr>
<tr>
<td>V</td>
<td>Students watching a video</td>
</tr>
</tbody>
</table>
16a. **Overall Intellectual Rigor of Math Class Period**

Observer takes notes in the notes table during the observation as justification for the ratings assigned after the observation. Observer assigns a rating from 1-3 after the observation (1-Not present, 2-Infrequently occurred, 3-Consistently occurred) indicating the occurrence/quality of that component of rigorous activities.

<table>
<thead>
<tr>
<th>Math</th>
<th>Rating (1, 2, 3)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective.</strong> Teacher both explicitly states the objective of the lesson and explicitly connects it to prior or upcoming content from other class periods</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher solicitation.</strong> Teacher poses conceptually rigorous and demanding questions or tasks such as open-ended, multi-step tasks for which students cannot simply use an already well-established procedure or rote memory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nature of students’ talk.</strong> Students talk about or pose questions that are conceptual rather than solely computational in nature. Students don’t only explain their mathematical work, but rather engage in mathematical reasoning, form a conjecture about the mathematical content discussed in the lesson, or form a conclusion based on patterns or other form of evidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comparing the conceptual differences among multiple ways of arriving at the same answer.</strong> Teachers draws attention to and walks students through comparisons of different strategies for solving the same problem, preferably from the students’ own work in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meaning of activities performed during class.</strong> Teacher proactively draws attention to the meaning of steps, procedures, ideas, or solution methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Draws connections.</strong> Teacher or students connect mathematical ideas/comments to one another in classroom talk.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 16b. Overall Intellectual Rigor of ELA Class Period

Observer takes notes in the notes table during the observation as justification for the ratings assigned after the observation. Observer assigns a rating from 1-4 after the observation (1-Not present, 2-Present but Problematic, 3-Present, 4-Exemplary) indicating the occurrence/quality of that component of rigorous activities.

<table>
<thead>
<tr>
<th>ELA</th>
<th>Rating (1,2,3,4)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective. Teacher both <strong>defines objective and connects lesson</strong> to content taught in prior lessons or prior school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of students' talk. In response to rigorous and demanding teacher questions or assignments, students are engaging in higher-level thinking; for example, problem-solving, critiquing, interpreting, synthesizing, identifying problems with, making distinctions among, elaborating their thinking, and creative thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representations. Teacher provides elaborated representation of content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections. Teachers and/or students <strong>connect material to other contexts</strong> in ways that are relevant/on-topic to lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice. Teacher provides students with opportunities for practice (in reading or writing) with guidance and feedback from the teacher.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. **Qualitative Notes on Singular Events**

*Indicate the nature of items observed by placing a check mark in one of the three categories. If an item was observed as “Very poor” or “exemplary” explain further in adjacent column. Only dramatic examples count toward very poor or exemplary, and we expect that they would occur no more than 10 percent of the time.*

<table>
<thead>
<tr>
<th>Items</th>
<th>Typical</th>
<th>Exemplary</th>
<th>Very poor</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/teacher rapport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factual accuracy of content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Out of School Time (OST) Observation Instrument

**Cover Sheet**

<table>
<thead>
<tr>
<th>Program ID/Location:</th>
<th>Observer Initials:</th>
<th>Observation Number:</th>
<th>Room Number:</th>
<th>Date:</th>
<th>Start Time:</th>
<th>End Time:</th>
</tr>
</thead>
</table>

**Co-observed?** Yes / No

Co-observer’s initials:

1: ______ 2: ______

**Activity Name:**

**Activity Overview**

(1-2 sentence description):

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Type of Space</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Help/Test Prep</td>
<td>Classroom</td>
<td>Total number of girls</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Gym</td>
<td>Total number of boys</td>
</tr>
<tr>
<td>Academic activities (not homework)</td>
<td>Computer Lab</td>
<td></td>
</tr>
<tr>
<td>Story reading/listening</td>
<td>Library</td>
<td>K 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Visual arts</td>
<td>Cafeteria</td>
<td>7 8 9 10 11 12 other</td>
</tr>
<tr>
<td>Dance</td>
<td>Auditorium</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Art Room</td>
<td>By age or grade</td>
</tr>
<tr>
<td>Drama</td>
<td>Music Room</td>
<td>By interest (child’s choice)</td>
</tr>
<tr>
<td>Crafts</td>
<td>Hallway</td>
<td>All attendees (in the program)</td>
</tr>
<tr>
<td>Sports—practicing/learning a skill</td>
<td>Outside Playground</td>
<td></td>
</tr>
<tr>
<td>Sports—playing competitive or noncompetitive physical games</td>
<td>Other: _________________</td>
<td></td>
</tr>
<tr>
<td>Open, unstructured time (e.g., table games, Internet, free play)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Staff**

- High school student
- College student or young adult
- Certified teacher
- Specialist or other professional
- Other adult

*ata = all that apply

**Rising Grade Levels**

(circle all that apply)

- K
- 1
- 2
- 3
- 4
- 5
- 6

**Participation Type**

- All that apply

At the end of the observation, please indicate what type of skill development, if any, took place in this activity.

<table>
<thead>
<tr>
<th>Skill Development</th>
<th>Primary Skill Targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill-building or skill practice/ reinforcement (if → mark primary skill in next column)</td>
<td>Physical/athletic</td>
</tr>
<tr>
<td></td>
<td>Artistic</td>
</tr>
<tr>
<td></td>
<td>Reading/writing/literacy</td>
</tr>
<tr>
<td></td>
<td>Decision making/problem solving</td>
</tr>
<tr>
<td></td>
<td>Interpersonal communication</td>
</tr>
<tr>
<td></td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>
OST INDICATOR ITEM RATINGS

**Directions to Observers:** After 15 minutes of observation, assign a rating of 1 (not evident) to 7 (highly evident and consistent) to each item below. To select a rating, identify the ODD NUMBER that most closely reflects how evident and pervasive an indicator is. If that number does not precisely reflect the level of evidence observed, then move down or up to the adjacent even number that more accurately reflects the item’s presence within an activity.

Note that each indicator may not be present or applicable in each observation; therefore, a rating of “1” may be accurately descriptive and not necessarily negative. The “5” rating is also used in cases where the indicator’s presence is implicit within the activity. For instance, if youth are generally friendly to each other throughout the observation, but most do not go beyond a casual, friendly interaction, the rating would be a “5.” If the congeniality is active, pervasive, and continuous, the rating would be a “7.”

**RATINGS:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplar is not evident</td>
<td>Exemplar is rarely evident</td>
<td>Exemplar is evident or implicit</td>
<td>Exemplar is highly evident and consistent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**YOUTH...**

**RELATIONSHIP BUILDING:**

**Are friendly and relaxed with one another.** Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.

**Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another’s viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.

**Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.

**Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.

**Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from “Assist one another” (above) in that it involves a joint intellectual effort.

**PARTICIPATION:**

**Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).

**Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.

**Contribute opinions, ideas, and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they’ve made. This item goes beyond basic Q&A and refers to sharing as part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.

**Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options about how to accomplish the task, not simple choices such as choosing between two types of games, or two sets of homework pages.

**Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring, or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.
### RELATIONSHIP BUILDING:

| **Use positive behavior management techniques** | **Communicate goals, purpose, expectations.** Staff make clear the purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if youth are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured under "Use positive behavior management techniques"). |
| **Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among youth, staff try to engage youth who appear isolated; they do not favor (or ignore) a particular youth or small cluster of youth. | **Verbally recognize youth’s efforts and accomplishments.** Staff explicitly acknowledge youth’s participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.) |
| **Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth. | **Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed. |
| **Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what they have said by responding and/or reacting verbally or nonverbally. They pay attention to youth as they complete tasks and are interested in what youth are saying/doing. | **Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth “why,” “how,” and “if” questions to get youth to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A. |
| **Encourage youth to share their ideas, opinions, and concerns about the content of the activity.** Staff actively elicit youth ideas, opinions, and concerns on the activity content through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth’s ideas and thinking. | **Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed to motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically. |
| **Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage in discussion about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults. | **Employ varied teaching strategies.** To engage youth and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period. |
| **Guide positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining or through planned activity content why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavior alternatives. This item does not refer to “Use positive behavior management techniques” above. | **Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. The focus of the activity is youth-to-youth, rather than youth-to-staff. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc. |

### ACTIVITY CONTENT AND STRUCTURE

(Nota: When homework is the observed activity, do not score these indicators.)

| **Is well organized.** Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available. | **Involves the practice/a progression of skills.** Activity involves practicing skills needed to complete tasks. If a long-term project, youth’s activity on the project provides the opportunity to apply or expand skills or techniques previously learned. |
| **Challenges youth intellectually, creatively, developmentally, and/or physically.** Activity’s level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged. | **Requires analytic thinking.** Activity calls on youth to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies. |
### ENVIRONMENTAL CONTEXT

| 1. Is the level of adult supervision appropriate to activity and age group? | Yes | No |
| If no: → Why not? |
| 2. Is the work space conducive to the activity? | Yes | No |
| If no: → Why not? |
| 3. Are necessary materials available and in sufficient supply? | Yes | No |
| If no: → Why not? |

### OBSERVER’S SYNTHESIS

Please provide a brief summary of the activity and note how the activity demonstrates core features, where applicable:

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>OBSERVER’S SYNTHESIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Summary:</td>
<td>Please provide a brief description of the activity observed.</td>
</tr>
<tr>
<td>Skill-Building:</td>
<td>Activity builds progressively more sequenced and advanced skills and knowledge and challenges youth to achieve clear goals.</td>
</tr>
<tr>
<td>Active Learning:</td>
<td>Youth engage actively in learning. They lead/participate in discussions, develop or research a product, contribute original ideas, collaborate, take on leadership roles, and/or are oriented toward completing tasks.</td>
</tr>
<tr>
<td>Relationship-Focused:</td>
<td>Actively strengthens relationships among youth and between youth and staff.</td>
</tr>
<tr>
<td>Task-Oriented:</td>
<td>The activity engages youth in specific learning and/or developmental goals</td>
</tr>
</tbody>
</table>
DEAR TEACHER:

The Wallace Foundation is funding Pittsburgh Public Schools to study and expand its Summer Dreamers Academy serving students who have recently completed third grade. Your participation in this survey is important. Below are answers to some general questions you might have about the survey.

HOW LONG WILL THIS TAKE?
We estimate the survey will take about 15-20 minutes to complete.

WHAT IS THE PURPOSE OF THIS SURVEY?
The purpose of this survey is to obtain information from teachers of students who recently completed third grade about your experience and advice for how we might improve Summer Dreamers next summer for elementary students.

WHO IS CONDUCTING THIS SURVEY?
The RAND Corporation is conducting this survey on behalf of the Wallace Foundation.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?
Taking part in this survey is voluntary. However, your input will help influence how the program works next summer. We want the most accurate picture we can get about the program from all types of instructors who work for Summer Dreamers. Higher response rates give us confidence that the findings are accurate.

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?
Your responses will not be shared with anyone in Pittsburgh Public Schools, your school, or outside the RAND research team. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

HOW WILL YOUR INFORMATION BE REPORTED?
The information you provide will be combined with the information provided by others in statistical reports. No individually identifiable data will be included in the statistical reports.

If you have any questions regarding the survey or the study, please contact the Principal Investigator, Catherine Augustine, at 412-683-2300 x4998 or by email at cataug@rand.org.

WE APPRECIATE YOUR TIME AND INPUT!

WE HOPE YOU WILL ANSWER EVERY QUESTION (OTHER THAN THE ONES YOU ARE DIRECTED TO SKIP OVER), BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

Please return the completed survey in the enclosed pre-paid envelope to:

THE RAND CORPORATION
1200 South Hayes Street
Arlington, VA 22202-5050
About You and Your Students

1) What is the name of the school or site where you work this summer? 
   (Mark only one response.)
   - Camp Classical
   - Camp Faison
   - Camp Minadeo
   - Camp Phillips
   - Camp Roosevelt at Carmalt
   - Camp Spring Hill
   - Camp Sunnyside at Obama
   - Camp Weil

2) What is your job title for your main assignment in this program? 
   (Mark only one response.)
   - Teacher
   - Tutor
   - Instructional aide
   - Director
   - Other, please specify ________________________________

3) What subjects or activities do you teach in Summer Dreamers? 
   (Mark all that apply.)
   - English Language Arts (reading and writing)
   - Math
   - Science (biology, chemistry, earth science, etc.)
   - Other, please specify ________________________________
   - Other, please specify ________________________________

4) What is your work schedule in Summer Dreamers? 
   (Mark only one response.)
   - Mornings only
   - Afternoons only
   - Full day

5) Thinking of all the classes you teach this summer, approximately how many children do you teach on a typical day?
   
   □ □ □
6) Out of all your students, approximately how many have an Individualized Education Program (IEP) because they have disabilities, are special education students, or have other unique learning needs?

☐ Don’t know.

7) Of the students you teach on a typical day, what proportion do you think are on grade level academically?

(Mark only one response.)

☐ None.
☐ Less than 25 percent.
☐ Between 25 and 50 percent.
☐ Between 50 and 75 percent.
☐ More than 75 percent.
☐ Don’t know.

8) Have you worked for this school district in previous summers, not including this one?

(Mark only one response.)

☐ Yes
☐ No

9) To what extent do these statements explain why you work for Summer Dreamers this summer?

Mark only one response for each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>The main reason I work here</th>
<th>A minor reason I work here</th>
<th>Not a reason I work here</th>
<th>Not applicable/No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Dreamers makes a difference in children’s lives.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I need the income.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I heard good things about Summer Dreamers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I want to see what it’s like to be a teacher as a potential profession.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Working here helps me to improve my teaching.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>This is a fun change from my regular occupation.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My principal recommended or requested me to do this.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I had a good experience working in this or a similar program in a prior summer.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The Summer Dreamers works with my family’s vacation schedule.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other reason, please specify:</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
10) Think of your first class period on the most recent day you taught an academic subject. What other adults besides you were in the classroom?
(Mark all that apply.)
- Instructional aide
- Special education assistant
- Curriculum coach
- High school student
- Lead teacher
- Parent volunteer
- Nonparent volunteer
- Supervisor observing my teaching
- Other, please specify: _______________________________________________________

11) Are you responsible for any math instruction?
(Mark only one response.)
- Yes → Proceed to question 12.
- No → Skip to question 14.

12) Thinking about only the math curriculum for students in Summer Dreamers that just completed third grade, are the following statements true?
(Mark only one response for each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was provided a pacing guide indicating which math topics are to be taught each week.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I adhere to the pacing guide for the most part.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make my own lesson plans for most of my classes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A supervisor has observed one or more math lessons I taught so far.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have received individualized, detailed feedback about my math instruction from a supervisor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I obtained the math instructional materials (textbooks, curricular guides) before the first day of class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13) Thinking about only the *math curriculum* for students in Summer Dreamers that just completed third grade, how much do you agree with the following statements?

*Mark only one response for each line.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The planned pacing of the curriculum was reasonable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The math curriculum includes <em>several ways to explain</em> each topic for students who have different styles of learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have time in class to <strong>assess each student’s understanding</strong> of the topics we cover.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The math curriculum places heavy emphasis on learning skills and procedures needed to solve <strong>routine problems</strong>.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The math curriculum places heavy emphasis on developing reasoning and analytical ability to solve <strong>unique problems</strong>.</td>
<td></td>
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</tr>
<tr>
<td>The math curriculum places heavy emphasis on developing an appreciation for the importance of mathematics.</td>
<td></td>
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</tr>
<tr>
<td>The math concepts taught in this program mostly <strong>reinforce 3rd grade math concepts</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The math concepts taught in this program <strong>prepare students well for the 4th grade</strong> math concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use the math curriculum to sufficiently <strong>challenge both high- and low-performing students</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The math curriculum is <strong>clear and easy</strong> for me to follow.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The math curriculum includes <strong>fun, interesting activities</strong> for children.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>My students are <strong>sufficiently engaged</strong> in the activities included in the math curriculum.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This program encourages teachers to <strong>try new approaches</strong> to improve math instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received <strong>sufficient professional development</strong> to teach the math curriculum well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The district and school gave me the <strong>tools I need</strong> to be successful in teaching math.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of students per instructor in math prevents me from providing <strong>individualized attention</strong> and instruction to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least once a week I need to <strong>repeat material</strong> because students were absent.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>We spend <strong>too much time assessing</strong> students in math in the summer program.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
14) Are you responsible for any English Language Arts instruction?

(Mark only one response.)

☐ Yes → Proceed to question 15.
☐ No → Skip to question 17.

15) Thinking about only the English Language Arts curriculum for students in Summer Dreamers that just completed third grade, are the following statements true?

Mark only one response for each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was provided a pacing guide indicating which ELA topics are to be taught each week.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I adhere to the pacing guide for the most part.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I make my own lesson plans for most of my classes.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A supervisor has observed one or more ELA lessons I taught so far.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I have received individualized, detailed feedback about my ELA instruction from a supervisor.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I obtained the ELA instructional materials (textbooks, curricular guides) before the first day of class.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

16) Thinking about only the ELA curriculum for students in Summer Dreamers that just completed third grade, how much do you agree with the following statements?

Mark only one response for each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The planned pacing of the curriculum was reasonable.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The ELA curriculum includes several ways to explain each topic for students who have different styles of learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I have time in class to assess each student’s understanding of the topics we cover.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Children’s reading skills are improving as a result of this program.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The ELA curriculum places heavy emphasis on children’s decoding skills.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Children are able to read books that are appropriate for their reading level.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The ELA concepts taught in this program mostly reinforce 3rd grade ELA concepts.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The ELA concepts taught in this program prepare students well for 4th grade ELA concepts.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I can use the ELA curriculum to sufficiently challenge both high- and low-performing students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The ELA curriculum is clear and easy for me to follow.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
17) Are you responsible for any science instruction?

(Mark only one response.)

- Yes → Proceed to question 18.
- No → Skip to question 20.

18) Thinking about only the science curriculum for students in Summer Dreamers that just completed third grade, are the following statements true?

Mark only one response for each line.
19) Thinking about only the science curriculum for students in Summer Dreamers that just completed third grade, how much do you agree with the following statements?

*Mark only one response for each line.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The planned <strong>pacing</strong> of the curriculum was reasonable.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The science curriculum includes <strong>several ways to explain each topic</strong> for students that have different styles of learning.</td>
<td></td>
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</tr>
<tr>
<td>I have <strong>time</strong> in class to <strong>assess each student’s understanding</strong> of the topics we cover.</td>
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</tr>
<tr>
<td>The science curriculum places <strong>heavy emphasis</strong> on learning skills and procedures needed to solve <strong>routine problems</strong>.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The science curriculum places <strong>heavy emphasis</strong> on developing reasoning and analytical ability to solve <strong>unique problems</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The science concepts taught in this program mostly <strong>reinforce 3rd grade science</strong> concepts.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The science concepts taught in this program <strong>prepare students well for the 4th grade</strong> science concepts.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I can use the science curriculum to <strong>sufficiently challenge both high- and low-performing students</strong>.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The science curriculum is <strong>clear and easy</strong> for me to follow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The science curriculum includes <strong>fun, interesting activities</strong> for children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My students are <strong>sufficiently engaged</strong> in the activities included in the science curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This program encourages teachers to <strong>try new approaches</strong> to improve science instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received <strong>sufficient professional development</strong> to teach the science curriculum well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The district and school gave me the <strong>tools I need</strong> to be successful in teaching science.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The number of students per instructor in science prevents me from providing <strong>individualized attention</strong> and instruction to students.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>At least once a week I need to <strong>repeat material</strong> because students were absent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We spend <strong>too much time assessing</strong> students in science in the summer program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20) Please tell us when you received the following information or materials for Summer Dreamers.

Mark only one response for each line.

<table>
<thead>
<tr>
<th>Information</th>
<th>One or more weeks before students' first day</th>
<th>Less than 7 days before students' first day</th>
<th>On the students' first day</th>
<th>Within 5 days after students' first day</th>
<th>Never received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official notice of hire for this summer</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Schedule (building and classroom assignments, test dates, program start and end date)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>A roster of students I would teach</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>My students' scores on the relevant, most recent end-of-year tests</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>My students' scores on some benchmark or interim assessment(s) other than the end-of-year tests</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>My students' special needs (e.g., IEP requirements, English Language Learner status)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Instructional materials (textbooks, curricular guides)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Instructional pacing guide(s)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Sample lesson plans</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Mandatory lesson plans</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Materials for the classroom (e.g., chalk, paper)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>A copy of the student discipline code</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

21) How often did the following things happen last week?

Mark only one response for each line.

<table>
<thead>
<tr>
<th>Event</th>
<th>Each day</th>
<th>Often (3-5 times last week)</th>
<th>Some of the time (1-2 times last week)</th>
<th>Never</th>
<th>Not applicable to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students on my roster were present.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Most students in my class are motivated to learn.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I was able to get through my lesson plans.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>Students’ misbehavior significantly slowed down the class.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>
22) How much do you agree with these statements about the quality and structure of Summer Dreamers?
Mark only one response for each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Dreamers is <strong>well managed</strong> and well organized.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The program is <strong>long enough</strong> to significantly improve students’ achievement.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I <strong>wouldn’t want to teach</strong> in Summer Dreamers if it operated for more weeks during the summer.</td>
<td></td>
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</tr>
<tr>
<td>The <strong>hiring process</strong> is transparent and fair.</td>
<td></td>
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</tr>
<tr>
<td>This program is a <strong>worthwhile investment</strong> of the district’s limited resources for schools.</td>
<td></td>
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</tr>
<tr>
<td>I got to work in the <strong>school I wanted</strong>.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The <strong>data</strong> I received from the district about my students informed my instruction.</td>
<td></td>
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</tr>
<tr>
<td><strong>Student absenteeism</strong> is a problem in this program.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Most lead teachers are <strong>well-qualified</strong> and well-trained.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most classroom-based support staff (camp counselors, paraprofessionals, instructional aides, tutors) are <strong>well qualified</strong> and well trained.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators in this program care about students and teachers.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>There is sufficient <strong>planning time</strong> in the schedule to coordinate my lessons.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>We are encouraged to integrate academic and enrichment activities in this program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Most children have fun</strong> in Summer Dreamers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Most students are so far behind</strong> that 5-6 weeks of summer instruction won’t make that much of a difference.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to misbehavior, a great deal of <strong>learning time is wasted</strong>.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students would benefit from <strong>more instructional time</strong> and less time devoted to non-academic activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most children will be <strong>well prepared for</strong> the 2011-2012 school year because of this program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most children’s <strong>math skills are improving</strong> this summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most children will be <strong>on grade level in math</strong> by the end of this summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most children’s <strong>reading skills are improving</strong> this summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most children will be on <strong>grade level in reading</strong> by the end of this summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This program has a positive effect on most children’s confidence in their ability to learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the <strong>enrichment activities</strong> are fun and interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a <strong>clear procedure</strong> for handling student discipline problems in Summer Dreamers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
23) How often do the following things happen that relate to children’s safety at Summer Dreamers?

Mark only one response for each line.

<table>
<thead>
<tr>
<th></th>
<th>Every day</th>
<th>Often (3-5 times last week)</th>
<th>Some of the time (1-2 times last week)</th>
<th>Rarely (A few times this summer)</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children get into physical fights with other students at school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Children are teased, bullied, or harassed by other students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

24) How much do you agree with these statements about communication with parents?

Mark only one response for each line.

<table>
<thead>
<tr>
<th></th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program administrators made clear to parents that students are expected to attend every day.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I am frequently in contact with parents about their child’s academic progress in our program.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers are told to contact parents about children’s behavioral or academic problems.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I have accurate contact information so I can call parents about their children’s progress or behavior.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

25) To what extent do you agree or disagree with these statements about district professional development for this summer session? The professional development activities I participated in:

Mark only one response for each line.

<table>
<thead>
<tr>
<th></th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included opportunities to work productively with other teachers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Led me to try new instructional approaches with my students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Focused on too many topics.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Were successfully linked to each other to form a coherent program (and not just a bunch of disjointed sessions).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Was worth my time to attend.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Next Summer

26) Do you want to work for this program next summer?
   (Mark only one response.)
   ☐ Yes → Skip to question 28
   ☐ No → Proceed to question 27
   ☐ Don’t know → Skip to question 28

27) What is the main reason you do not want to work for this program next summer?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

28) Would you recommend working for Summer Dreamers to other teachers?
   (Mark only one response.)
   ☐ Yes
   ☐ No
   ☐ Don’t know

29) If you could change only one thing about Summer Dreamers, what would it be?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

30) If you could keep only one thing the same about Summer Dreamers, what would it be?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
31) Do you have any other advice about how to improve Summer Dreamers next summer?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Background Information

32) Do you speak Spanish with any children in this program?
(Mark only one response.)

☐ Yes
☐ No

33) Were you a school teacher during the 2010-2011 school year?
(Mark only one response.)

☐ Yes → Proceed to question 34.
☐ No → Skip to question 40.

34) How many years have you been a teacher (in any public or private school)?

☐ ☐

35) Do you currently hold an elementary-level teaching certificate for this state?
(Mark only one response.)

☐ Yes
☐ No

36) What subjects did you teach during the 2010-2011 school year?
Mark all that apply.

☐ English Language Arts (reading and writing)
☐ Math
☐ Science (biology, chemistry, earth science, etc.)
☐ Social studies
☐ History
☐ Other, please specify _________________________________
37) In which grade levels were ALL of the students you taught in the 2010-2011 school year?
   (Mark all that apply.)
   [ ] Prekindergarten
   [ ] Kindergarten
   [ ] 1st
   [ ] 2nd
   [ ] 3rd
   [ ] 4th
   [ ] 5th
   [ ] 6th
   [ ] 7th
   [ ] 8th
   [ ] 9th
   [ ] 10th
   [ ] 11th
   [ ] 12th

38) Have you worked with some of the students currently in Summer Dreamers in the prior school year?
   (Mark only one response.)
   [ ] Yes
   [ ] No

39) Were you a teacher in THIS school district during the 2010-2011 school year?
   (Mark only one response.)
   [ ] Yes ➔ Skip to question 41.
   [ ] No ➔ Skip to question 41.

40) What was your primary occupation in spring 2011?
   (Mark only one response.)
   [ ] Enrolled in high school
   [ ] Enrolled in college or graduate school
   [ ] Provider of after-school services to children
   [ ] Retired
   [ ] Not employed
   [ ] Other, please specify _____________________________

41) What is your gender?
   (Mark only one response.)
   [ ] Female
   [ ] Male

42) Are you Hispanic or Latino/Latina?
   (Mark only one response.)
   [ ] Yes
   [ ] No
43) Please select one or more of the following choices to best describe your race.

*Mark all that apply.*

- White
- Black/African American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native

44) What is the highest level of education you have reached?

*Mark one response only.*

- Enrolled in high school.
- Enrolled in college.
- Graduated from high school and attended a two-year school (such as a technical school or a community college), but did not complete a degree.
- Graduated from a two-year school (such as a technical school or a community college).
- Graduated from high school and went to college, but did not complete a four-year degree.
- Graduated from college.
- Completed a master’s degree or equivalent.
- Completed a Ph.D., M.D., or other advanced professional degree.

You’ve completed the survey! Thank you for your time and your valuable input.

Please mail it back in the prepaid, addressed envelope enclosed with this survey to:

THE RAND CORPORATION
1200 South Hayes Street
Arlington, VA 22202-5050
Enrichment Teacher Questionnaire
Summer Dreamers Academy
Summer 2011

Sponsored by:
The Wallace Foundation

Conducted by:
The RAND Corporation
DEAR INSTRUCTOR:
The Wallace Foundation has selected Pittsburgh to participate in its summer learning demonstration program, which will help Pittsburgh improve and expand its Summer Dreamers Academy. As part of this effort, Wallace is funding an evaluation of the Summer Dreamers Academy. The district will use study results to improve its program. Your participation in this survey is important! Below are answers to some general questions you might have about the survey.

HOW LONG WILL THIS TAKE?
We estimate the survey will take about 15-20 minutes to complete.

WHAT IS THE PURPOSE OF THIS SURVEY?
The purpose of this survey is to obtain information from teachers of students who recently completed third grade about your experience and advice for how we might improve the Summer Dreamers Academy next summer for elementary students.

WHO IS CONDUCTING THIS SURVEY?
The RAND Corporation is conducting this survey on behalf of the Wallace Foundation.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?
Taking part in this survey is voluntary. However, your input will help influence how the program works next summer. We want the most accurate picture we can get about the program from all types of instructors who work for the Summer Dreamers Academy. Higher response rates give us confidence that the findings are accurate.

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?
Your responses will not be shared with anyone in Pittsburgh, your school, or outside the RAND research team. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

HOW WILL YOUR INFORMATION BE REPORTED?
The information you provide will be combined with the information provided by others in statistical reports. No individually identifiable data will be included in the statistical reports.

If you have any questions regarding the survey or the study, please contact the Principal Investigator, Catherine Augustine, at 412-683-2300 x4998 or by email at cataug@rand.org.

WE APPRECIATE YOUR TIME AND INPUT!

WE HOPE YOU WILL ANSWER EVERY QUESTION (OTHER THAN THE ONES YOU ARE DIRECTED TO SKIP OVER), BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

Please return the completed survey in the enclosed pre-paid envelope to:
THE RAND CORPORATION
1200 South Hayes Street
Arlington, VA 22202-5050
About You and Your Students

1) **What is the name of the school or site where you work in this program?**
   *(Mark only one response.)*
   - Camp Classical
   - Camp Faison
   - Camp Minadeo
   - Camp Phillips
   - Camp Roosevelt at Carmalt
   - Camp Spring Hill
   - Camp Sunnyside at Obama
   - Camp Weil

2) **What organization are you working for during this summer?**
   Please specify: ______________________________________________________________

3) **What is your job title for your main assignment in the Summer Dreamers Academy?**
   *(Mark only one response.)*
   - After-school provider/enrichment teacher
   - Artist
   - Tutor
   - Instructional aide
   - Teacher
   - Camp counselor
   - Other, please specify _____________________

4) **What activities do you teach in the Summer Dreamers Academy?**
   *(Mark all that apply.)*
   - Art
   - Computers
   - Dance
   - Leadership
   - Music
   - Science
   - Sports
   - Technology
   - Other, please specify _____________________
   - Other, please specify _____________________
5) What is your work schedule in the Summer Dreamers Academy?  
(Mark only one response.)
- Mornings only
- Afternoons only
- Full day

6) Thinking of all the classes you teach this summer, approximately how many children do you teach on a typical day? 

    [ ]

7) Out of all your students, approximately how many have an Individualized Education Program (IEP) because they have disabilities, are special education students, or have other unique learning needs? 

    [ ]

- Don’t know.

8) Have you worked for the Summer Dreamers in previous summers not including this one?  
(Mark only one response.)
- Yes
- No

9) To what extent do these statements explain why decided to work in the Summer Dreamers Academy this summer?  
(Mark only one response for each line.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>A major reason I work here</th>
<th>A minor reason I work here</th>
<th>Not a reason I work here</th>
<th>Not applicable/No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe this program makes a difference in children’s lives.</td>
<td></td>
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</tr>
<tr>
<td>It is an extension of my job during the school year.</td>
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<td></td>
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</tr>
<tr>
<td>I need the income.</td>
<td></td>
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</tr>
<tr>
<td>I heard good things about this program.</td>
<td></td>
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</tr>
<tr>
<td>I want to see what it’s like to be a teacher as a potential profession.</td>
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<td></td>
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<tr>
<td>This is a fun change from my regular occupation.</td>
<td></td>
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</tr>
<tr>
<td>The school principal recommended or requested me to do this.</td>
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</tr>
<tr>
<td>I had a good experience working here in a prior summer.</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>The program works with my family’s vacation schedule.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other reason, please specify:</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

[ ]
10) Think of the first class period on the most recent day you taught or led an activity. What other adults besides you were in the room for more than five minutes?

(Mark all that apply.)

- Other after-school/enrichment providers
- Certified teacher
- Instructional aide
- College student
- High school student
- Coach
- Tutor
- Parent volunteer
- Nonparent volunteer
- Supervisor observing the activity
- Other adult, please specify role: ____________________________________

11) How much do you agree with the following statements about the enrichment activities that are a part of the Summer Dreamers Academy?

Mark only one response for each line.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don't know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a <strong>good variety</strong> of enrichment activities that children can take in this program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most children got their <strong>first or second choice</strong> in type of enrichment activity they take.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most enrichment activities are <strong>well organized</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My enrichment activity directly helps improve children’s <strong>ability to work well together</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My enrichment activity directly helps to improve children’s <strong>math skills</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My enrichment activity directly helps to improve children’s <strong>reading skills</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My enrichment activity directly helps to improve children’s <strong>writing skills</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My enrichment activity directly helps to improve children’s <strong>social and emotional well-being</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I make</strong> most of my <strong>own lesson plans</strong>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have <strong>time</strong> in class to check that each <strong>student is engaged in and understands</strong> the topics we cover.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Most students are engaged in the enrichment activity I teach.  

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

I received sufficient professional development to lead my enrichment activity well.

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

There is sufficient planning time in the schedule to coordinate my activities with math or reading teachers’ curriculum.

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>

We are encouraged to integrate academic and enrichment activities in this program.

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>

The district and school gave me the tools I need to be successful leading this enrichment activity.

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

I have received individualized, detailed feedback about my instruction from a supervisor who observed one or more of my class sessions.

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tr>
</tbody>
</table>

The number of students per instructor prevents me from providing individualized attention and instruction to students.

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tr>
</tbody>
</table>

At least once a week I need to repeat activities because students were absent.

<table>
<thead>
<tr>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tbody>
</table>

12) Please tell us if you received the following information or materials at the following time periods.

Mark only one response for each line.

<table>
<thead>
<tr>
<th>Official notice of hire for this program</th>
<th>One or more weeks before students’ first day</th>
<th>Within 7 days before students’ first day</th>
<th>On the students’ first day</th>
<th>Within 5 days after students’ first day</th>
<th>Never received</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tbody>
</table>

Schedule (building and classroom assignments, test dates, program start and end date)

<table>
<thead>
<tr>
<th>Schedule (building and classroom assignments, test dates, program start and end date)</th>
<th>One or more weeks before students’ first day</th>
<th>Within 7 days before students’ first day</th>
<th>On the students’ first day</th>
<th>Within 5 days after students’ first day</th>
<th>Never received</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>

A curriculum for my enrichment activity

<table>
<thead>
<tr>
<th>A curriculum for my enrichment activity</th>
<th>One or more weeks before students’ first day</th>
<th>Within 7 days before students’ first day</th>
<th>On the students’ first day</th>
<th>Within 5 days after students’ first day</th>
<th>Never received</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tbody>
</table>

A roster of students I would work with

<table>
<thead>
<tr>
<th>A roster of students I would work with</th>
<th>One or more weeks before students’ first day</th>
<th>Within 7 days before students’ first day</th>
<th>On the students’ first day</th>
<th>Within 5 days after students’ first day</th>
<th>Never received</th>
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<tbody>
<tr>
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</table>

My students’ scores on the most recent end-of-year tests

<table>
<thead>
<tr>
<th>My students’ scores on the most recent end-of-year tests</th>
<th>One or more weeks before students’ first day</th>
<th>Within 7 days before students’ first day</th>
<th>On the students’ first day</th>
<th>Within 5 days after students’ first day</th>
<th>Never received</th>
</tr>
</thead>
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</tbody>
</table>

My students’ scores on benchmark or interim assessments from the prior year

<table>
<thead>
<tr>
<th>My students’ scores on benchmark or interim assessments from the prior year</th>
<th>One or more weeks before students’ first day</th>
<th>Within 7 days before students’ first day</th>
<th>On the students’ first day</th>
<th>Within 5 days after students’ first day</th>
<th>Never received</th>
</tr>
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<tbody>
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</table>

Data about my students’ special needs (e.g., IEP requirements, English Language Learner status)

<table>
<thead>
<tr>
<th>Data about my students’ special needs (e.g., IEP requirements, English Language Learner status)</th>
<th>One or more weeks before students’ first day</th>
<th>Within 7 days before students’ first day</th>
<th>On the students’ first day</th>
<th>Within 5 days after students’ first day</th>
<th>Never received</th>
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<tbody>
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</tbody>
</table>

The materials and supplies required for the enrichment activity

<table>
<thead>
<tr>
<th>The materials and supplies required for the enrichment activity</th>
<th>One or more weeks before students’ first day</th>
<th>Within 7 days before students’ first day</th>
<th>On the students’ first day</th>
<th>Within 5 days after students’ first day</th>
<th>Never received</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
A pacing guide that tells me what topics to cover each week

Sample lesson plans

Mandatory lesson plans

A copy of the student discipline code

13) How often did the following things happen last week?

<table>
<thead>
<tr>
<th>Event</th>
<th>Each day</th>
<th>Often (3-5 times last week)</th>
<th>Some of the time (1-2 times last week)</th>
<th>Never</th>
<th>Not applicable to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students on my roster were present.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>When classes began, most students in the room were ready to learn.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>I was able to get through my lesson plans.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Students behaved so badly that it significantly slowed down the class.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

14) How much do you agree with these statements about the quality and structure of the Summer Dreamers Academy?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know/not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Summer Dreamers is well managed and well organized.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>The program is long enough to significantly improve students’ achievement.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>I wouldn’t want to work for this program if it operated for more weeks during the summer.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>The hiring process is transparent and fair.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>I got to teach the enrichment activity I wanted.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>I got to work in the school I wanted.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>The data I received from the district about my students informed my instruction.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Student absenteeism is a problem in this program.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>The academic instruction in this program is of high quality.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Administrators in this program care about students and teachers.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Most children have fun in this program.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>
Due to misbehavior, a great deal of **learning time is wasted**.  

Students would benefit from **more instructional time** and less time devoted to nonacademic activities.  

Most children will be **well prepared for** the 2011-2012 **school** year because of this program.  

This program has a positive effect on most **children’s self-esteem**.  

Most of the enrichment activities are **fun and interesting**.  

There is a **clear procedure** for handling **student discipline** problems in this program.

15) **How often do the following things happen that relate to children’s safety at Summer Dreamers Academy?**

<table>
<thead>
<tr>
<th><strong>Event</strong></th>
<th><strong>Every day</strong></th>
<th><strong>Often (3-5 times last week)</strong></th>
<th><strong>Some of the time (1-2 times last week)</strong></th>
<th><strong>Rarely (A few times this summer)</strong></th>
<th><strong>Never</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children get into physical fights with other students at school.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Children are teased, bullied, or harassed by other students.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

16) **How much do you agree with these statements about communication with parents?**

<table>
<thead>
<tr>
<th><strong>Statement</strong></th>
<th><strong>Agree a lot</strong></th>
<th><strong>Agree a little</strong></th>
<th><strong>Disagree a little</strong></th>
<th><strong>Disagree a lot</strong></th>
<th><strong>Don’t know/not applicable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The program administrators made clear to parents that students are <strong>expected to attend every day</strong>.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I am <strong>expected to contact parents</strong> about children’s behavioral or academic problems.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I have <strong>accurate contact information</strong> so I can call parents about their children’s progress or behavior.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
17) Do you want to work for the Summer Dreamers Academy next summer?
(Mark only one response.)
- Yes ➔ Skip to question 19
- No ➔ Proceed to question 18
- Don’t know ➔ Skip to question 19

18) What is the main reason you do not want to work for the Summer Dreamers Academy next summer?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

19) Would you recommend working for the Summer Dreamers Academy to other instructors?
(Mark only one response.)
- Yes
- No
- Don’t know

20) If you could change only one thing about the Summer Dreamers Academy, what would it be?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

21) If you could keep only one thing the same about the Summer Dreamers Academy, what would it be?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
22) Do you have any other advice about how to improve {program name} next summer?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Background Information

23) What is your gender?
   (Mark only one response.)
   - Female
   - Male

24) Are you Hispanic or Latino/Latina?
   (Mark only one response.)
   - Yes
   - No

25) Please select one or more of the following choices to best describe your race.
   (Mark all that apply.)
   - White
   - Black/African American
   - Asian
   - Native Hawaiian or Other Pacific Islander
   - American Indian or Alaska Native

26) What is the highest level of education you have reached?
   (Mark only one response.)
   - Currently enrolled in high school.
   - Graduated from high school.
   - Currently enrolled in college.
   - Graduated from high school and attended a two-year school (such as a technical school or a community college), but did not complete a degree.
   - Graduated from a two-year school (such as a technical school or a community college).
   - Graduated from high school and went to college, but did not complete a four-year degree.
   - Graduated from college.
   - Completed a master’s degree or equivalent.
   - Completed a Ph.D., M.D., or other advanced professional degree.
27) Do you have prior experience working with children in a professional capacity?
   (Mark only one response.)
   ☐ Yes
   ☐ No

28) What was your primary occupation as of May 2011?
   (Mark only one response.)
   ☐ Enrolled in high school
   ☐ Enrolled in college or graduate school
   ☐ Provider of after-school services to children
   ☐ Taught in public or private school
   ☐ Retired
   ☐ Not employed
   ☐ Other, please specify _____________________________

29) Do you speak Spanish with any children in this program?
   (Mark only one response.)
   ☐ Yes
   ☐ No

30) Have you already taught or worked with some of the students in prior years who are currently in
   the Summer Dreamers Academy?
   (Mark only one response.)
   ☐ Yes
   ☐ No

You’ve completed the survey! Thank you for your time
and your valuable input.

Please mail it back in the prepaid, addressed envelope enclosed with this survey to:

THE RAND CORPORATION
1200 South Hayes Street
Arlington, VA 22202-5050
Thanks for taking this survey. We’re asking you questions because we want to learn the opinions of all the third graders about Summer Dreamers Academy. The survey will take about 15 minutes to complete. Your parent has given permission for you to participate.

We’re going to ask you questions, and you’ll write your answers on your copy of the survey. Your teacher, your parents, and your principal will not look at your answers. So please answer what you really think and feel about Summer Dreamers Academy.

You do not have to answer any question you do not want to answer. But we hope you’ll answer them, because your answers will help us improve Summer Dreamers Academy for next summer.
1. What is the name of the Summer Dreamers Academy site you attend?
   (Choose only one.)
   - Camp Classical
   - Camp Faison
   - Camp Minadeo
   - Camp Phillips
   - Camp Roosevelt at Carmalt
   - Camp Spring Hill at Allegheny
   - Camp Sunnyside at Obama
   - Camp Weil

2. On most days how do you get to Summer Dreamers Academy?
   (Choose only one.)
   - I walk or ride my bike.
   - I get a ride from someone.
   - I take the school bus.
   - I take public transit.

3. Do some of your friends also come to Summer Dreamers Academy?
   (Choose only one.)
   - Yes
   - No

4. What did you do last summer (June-August 2010)?
   (Choose all that apply.)
   - I attended this summer program.
   - I attended a different summer school or summer camp.
   - I stayed at home.
   - I did something else. What did you do? ____________________________

5. How many times have you been absent from Summer Dreamers Academy?
   (Choose only one.)
   - I never missed a day. ➔ GO TO QUESTION 7
   - I’ve missed between 1 to 4 days.
   - I’ve missed more than 4 days.
6. When you missed a day of Summer Dreamers Academy, why didn’t you come?  
(Choose all that apply.)

☐ I overslept.
☐ I didn’t feel well.
☐ Summer Dreamers Academy is too easy.
☐ Summer Dreamers Academy is too hard.
☐ My family was on vacation.
☐ I had better things to do.
☐ I missed for another reason. What was the reason? ________________________

7. What other activities do you want to do in Summer Dreamers Academy?  
(List the activities you want to do.)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. I think Summer Dreamers Academy is fun.  
(Choose only one.)

☐ Yes
☐ No

9. I think Summer Dreamers Academy is hard.  
(Choose only one.)

☐ Yes
☐ No

10. I enjoy learning.  
(Choose only one.)

☐ Yes
☐ No
11. I like my reading and writing class.
   (Choose only one.)
   ❑ Yes
   ❑ No

12. I like my math class.
   (Choose only one.)
   ❑ Yes
   ❑ No

13. I like the afternoon activities.
   (Choose only one.)
   ❑ Yes
   ❑ No

14. The field trips are boring.
   (Choose only one.)
   ❑ Yes
   ❑ No

15. I look forward to coming to Summer Dreamers Academy each day.
   (Choose only one.)
   ❑ Yes
   ❑ No

16. I would tell my friends that they should attend Summer Dreamers Academy.
   (Choose only one.)
   ❑ Yes
   ❑ No

17. I made NEW friends in Summer Dreamers Academy.
   (Choose only one.)
   ❑ Yes
   ❑ No
18. The food served in Summer Dreamers Academy tastes good.
   (Choose only one.)
   ☐ Yes
   ☐ No

19. I look forward to school next year.
   (Choose only one.)
   ☐ Yes
   ☐ No

20. Most of my teachers in Summer Dreamers Academy care about me.
   (Choose only one.)
   ☐ Yes
   ☐ No

21. Most of my classes stay busy and do not waste time.
   (Choose only one.)
   ☐ Yes
   ☐ No

22. I often read at home for fun.
   (Choose only one.)
   ☐ Yes
   ☐ No

23. Sometimes I stay home because I don't feel safe at Summer Dreamers Academy.
   (Choose only one.)
   ☐ Yes
   ☐ No

24. Students threaten or bully other students during Summer Dreamers Academy.
   (Choose only one.)
   ☐ Yes
   ☐ No
25. I know at least one adult at school I could go to with a problem.
   (Choose only one.)
   □ Yes
   □ No

26. What do you LIKE BEST about Summer Dreamers Academy?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

27. What did you NOT LIKE about Summer Dreamers Academy?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

28. Do you want to come to Summer Dreamers Academy again next summer?
   (Choose only one.)
   □ Yes  ➔ GO TO QUESTION 30
   □ No  ➔ GO TO QUESTION 29
29. Why don’t you want to come to Summer Dreamers Academy again next summer?  
(Choose all that apply.)
  □ There are not enough fun activities.
  □ My friends don’t go.
  □ It is too hard.
  □ It is too easy.
  □ It is too boring.
  □ It is too long.
  □ I am moving away.
  □ I plan to go to another summer program.
  □ I have another reason. What is it? __________________

30. Do you speak English at home?  
(Choose only one.)
  □ Yes
  □ No

31. Do you speak another language at home?  
(Choose only one.)
  □ Yes → What language? ________________________________
  □ No

Thank you for completing this survey!
Parent Questionnaire

Summer Dreamers Academy
Summer 2011

Sponsored by:
The Wallace Foundation

Conducted by:
The RAND Corporation

Use of this Data
We are sending this survey to you because our records indicate that a child who recently completed the third grade lives in your home and is enrolled in the Summer Dreamers Academy in summer 2011. The answers you provide in this survey about your child’s experience in Summer Dreamers will help us make improvements to the program so that we can best serve our children. We estimate this survey will take 15 minutes to complete.

Voluntary
Taking part in this survey is voluntary.

Confidentiality
All information you provide will be kept confidential and will not be shared with any individual or agency that is not a part of this study. No one at your child’s school will see your responses. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. Data from the parent surveys will be combined to produce reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.
We want to hear your feedback about the Summer Dreamers program.

- The questionnaire should be completed by the parent or guardian who is most familiar with the rising fourth grade student who lives in your home and is enrolled in the Summer Dreamers Academy in summer 2011. If you or another household member is the appropriate person, please fill this out and mail it back in the postage-paid envelope provided.

- If the rising fourth grade student who lives in your home is not enrolled in the Summer Dreamers Academy program, please write “NOT ENROLLED” on this page and mail the blank survey back in the enclosed postage-paid envelope provided.

- If you have more than one child who just completed third grade and is enrolled in the Summer Dreamers program in summer 2011, please respond for only one child.

- If you have any questions regarding the survey or the study, please contact the Principal Investigator, Catherine Augustine, at 412-683-2300 x4998 or by email at cataug@rand.org.

Thank you for your time and cooperation. Your input is very important to us and will help the district improve its Summer Dreamers Program!

**WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.**
Your Child’s Summer School Experience

1. Which school or site did your child attend for the Summer Dreamers program?
   - Camp Classical
   - Camp Faison
   - Camp Minadeo
   - Camp Phillips
   - Camp Roosevelt at Carmalt
   - Camp Spring Hill at Allegheny
   - Camp Sunnyside at Obama
   - Camp Weil

2. How did you first hear about the Summer Dreamers program?
   (Mark all that apply.)
   - Other parents, friend, or neighbor
   - School teacher or school principal
   - Flyer sent home from school
   - Advertisement
   - One of my children
   - Other, please specify _______________________ 

3. Why did you sign your child up for Summer Dreamers program this summer?
   (Mark all that apply.)
   - Heard good things about the program
   - Keeps my child in a safe, adult-supervised location during the day
   - Program is affordable
   - Had a good experience during a prior summer
   - Fun activity for my child
   - Helps prepare my child for the next school year
   - Close to home
   - Provides transportation
   - Child’s friend(s) attend
   - My child asked to go
   - Other, please specify _______________________ 
   - Other, please specify _______________________
4. How much do you agree with these statements about the Summer Dreamers program?  
(Mark one box in each row.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was easy to sign my child up for this program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child gets to take the activities he or she most wanted in this program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child has fun in this program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child says the program is boring.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is important that my child attend this summer program every day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend this program to other parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I plan to enroll my child in this program next summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is learning a lot this summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It takes a long time each day for my child to get to the program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wish this program would run for more weeks during the summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This program seems well managed and well organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The academics are too hard for my child.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child likes the teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment in this program helps my child like school more.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This program helps my child feel more self-confident in school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program has a good balance of fun and learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. What do you like *best* about the Summer Dreamers program?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
6. What do you like least about the Summer Dreamers program?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. Are there other activities that you wish were offered in the Summer Dreamers program? If so, please list up to three.

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________

8. Approximately how many days has your child been absent from the Summer Dreamers program this summer?
(Mark one response only.)
- 0 days
- 1-5 days
- 6-10 days
- More than 10 days
- Don’t know

9. What did your child do last summer (in June–August, 2010)?
(Mark all that apply.)
- Attended the Summer Dreamers program
- Attended a different summer program
- Stayed at home
- Other, please specify: ____________________________

10. If your child hadn’t gotten into this program this summer, what would he or she have done instead?
(Mark all that apply.)
- Attend a different summer program
- Stay at home
- Stay with friends or relatives
- Other, please specify: ____________________________
11. How often did your child do the following things for the Summer Dreamers program?

(Mark one box in each row.)

<table>
<thead>
<tr>
<th></th>
<th>Every day</th>
<th>Some of the time (2-3 times per week)</th>
<th>Rarely (A few times this summer)</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did math homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did reading homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took the school bus to get to the Summer Dreamers program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walked or got a ride to the Summer Dreamers program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. How often did the following things happen that relate to your child’s safety at the Summer Dreamers program?

(Mark one box in each row.)

<table>
<thead>
<tr>
<th></th>
<th>Every day</th>
<th>Some of the time (2-3 times per week)</th>
<th>Rarely (A few times this summer)</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worried about my child getting to and from school safely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child got into physical fights with other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I worried about my child’s physical safety at school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child was teased, bullied, or harassed by other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child felt put down by other students or teachers.</td>
<td></td>
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</tbody>
</table>

13. How much do you agree with these statements about communication from the Summer Dreamers program?

(Mark one box in each row.)

<table>
<thead>
<tr>
<th></th>
<th>Agree a lot</th>
<th>Agree a little</th>
<th>Disagree a little</th>
<th>Disagree a lot</th>
<th>Not applicable/ Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school district communicated with me in a language I can understand.</td>
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<tr>
<td>The school district clearly communicated what the summer 2011 schedule was.</td>
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<tr>
<td>I have a telephone number or email address to use when my child is absent from school.</td>
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<tr>
<td>The school made clear that all students are expected to attend every day.</td>
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<tr>
<td>The school made it easy for parents to attend meetings.</td>
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<tr>
<td>I am satisfied with the response I got when I contacted my child’s school with questions or concerns.</td>
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<tr>
<td>Teachers kept me informed about my child’s academic progress.</td>
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<tr>
<td>The school contacted me when my child broke the rules.</td>
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<tr>
<td>I received enough information about the activities in which my child is involved.</td>
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</tr>
</tbody>
</table>
14. What is your relationship to the child named on the envelope?
(Mark one response only.)
- Mother
- Father
- Grandparent
- Other (guardian, foster parent, other relative)

15. How much of the time does your child live with you?
(Mark one response only.)
- All of the time
- More than half the time but not all
- Some time but less than half of the time
- None of the time

16. Are you Hispanic or Latino/Latina?
(Mark one response only.)
- Yes
- No

17. Please select one or more of the following choices to best describe your race.
(Mark all that apply.)
- White
- Black/African American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native
- Other, please specify ________________________

18. What is the highest level of education you have reached?
(Mark one response only.)
- Did not finish high school
- Graduated from high school or equivalent (GED)
- Graduated from a two-year school (such as a technical school or a community college)
- Graduated from college
- Completed a master’s degree or equivalent
- Completed a Ph.D., M.D., or other advanced professional degree

19. Please estimate your total household income (before taxes) in 2010.
(Mark one response only.)
- $0 - $24,999
- $25,000 - $49,999
- $50,000 - $74,999
- $75,000 - $99,999
- $100,000 or more
20. If you speak a language other than English at home, what language is it?

(Mark all that apply.)

☐ We only speak English at home
☐ Spanish
☐ Other language, please specify: __________________________

21. How often do you speak English at home?

(Mark one response only.)

☐ Always
☐ Almost Always
☐ Sometimes
☐ Never

Thank you for completing this survey.
Please mail it back in the prepaid, addressed envelope enclosed with this survey to:

THE RAND CORPORATION
1200 South Hayes Street
Arlington, VA 22202-5050