



CHILDREN AND FAMILIES
EDUCATION AND THE ARTS
ENERGY AND ENVIRONMENT
HEALTH AND HEALTH CARE
INFRASTRUCTURE AND
TRANSPORTATION
INTERNATIONAL AFFAIRS
LAW AND BUSINESS
NATIONAL SECURITY
POPULATION AND AGING
PUBLIC SAFETY
SCIENCE AND TECHNOLOGY
TERRORISM AND
HOMELAND SECURITY

The RAND Corporation is a nonprofit institution that helps improve policy and decisionmaking through research and analysis.

This electronic document was made available from www.rand.org as a public service of the RAND Corporation.

Skip all front matter: [Jump to Page 1](#) ▼

Support RAND

[Browse Reports & Bookstore](#)

[Make a charitable contribution](#)

For More Information

Visit RAND at www.rand.org

Explore the [RAND Corporation](#)

View [document details](#)

Limited Electronic Distribution Rights

This document and trademark(s) contained herein are protected by law as indicated in a notice appearing later in this work. This electronic representation of RAND intellectual property is provided for non-commercial use only. Unauthorized posting of RAND electronic documents to a non-RAND website is prohibited. RAND electronic documents are protected under copyright law. Permission is required from RAND to reproduce, or reuse in another form, any of our research documents for commercial use. For information on reprint and linking permissions, please see [RAND Permissions](#).

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



Commissioned by



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*
 - *Highest degree earned*
 - *What position they hold during the school year*
 - *Experience (as a teacher or in other job)*
 - *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?*
10. [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)*
11. [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?
12. [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?*
13. [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?
14. [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*
 - *Content background, training, and experience (e.g., math vs. English language arts)*
 - *Highest degree earned and/or specialty*
 - *Work performed (district official, position, etc.)*
 - *Experience as a curriculum designer (years, types of curriculum she has designed in the past, etc.)*
 - *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**

Header	School/site/teacher Identifier	Observer fills out on all pages to ensure pages are collated correctly at the end of the site visit
Page 1	Items 1-12	
Items 1-7		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.
Item 6a	Type of class	Note if the class is ESL or bilingual. If not, note the class as “traditional.”
Item 8	Number of students (start)	Observer counts the number of students at class period scheduled beginning
Item 9	Number of students (end)	Observer counts the number of students at class period scheduled ending
Item 10	Notes on students pulled out of class	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.
Item 11	Adults in the classroom	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.
Item 12	Objective of lesson	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.
Page 2	Items 13-15	
Item 13	Class segment activities	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.
	Tips for observer	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.
Item 14	Prolonged individualized attention	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

		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.
Page 3	Codes Tables	
	Noninstructional codes	Conditions in which majority of the students are not involved in an instructional activity.
	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	The type of instructional interaction that the majority of students are involved in
	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	We expect that teachers ("T") will primarily provide instruction. If an adult other than the teacher takes over primary instructional interaction with the students, then their code should replace "T" in the instructional interaction code in the class segment activities table.
	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	These codes are intended to capture the nature of students' activities during the segment. The codes are student-centered. Do not code what activities the teacher is involved in (e.g., using a manipulative to demonstrate a point during a lecture).
	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).

M	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.
P	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.)
R	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."
W	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.)
WC	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.
WS	Students writing, Simple (composing two or fewer sentences, filling in blanks, making lists of words).
V	Students are watching a video (educational or not).
Page 4	Item 16a. Observer uses this page if observing a Math class period. Skip if not.
Item 16	Math Observer places check marks after the observation in one of the three categories (Not present, Infrequently Occurred, Consistently Occurred) indicating the occurrence/quality of that component of rigorous activities.
Objective	<p>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 ...").</p> <p>Infrequent = Teacher states objective at least once but teacher does not thread the "why" throughout class.</p> <p>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.</p>
Teacher solicitation	<p>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]?")</p> <p>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.</p> <p>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</p>

	<p>thinking?” Lesson is primarily about metacognitive tasks such as talking about why to do a thing.</p>
<p>Nature of students’ talk</p>	<p>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 that press for justification or lead to new investigations. The students’ explanations do not have to be complete or correct.</p> <p>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.”</p> <p>Infrequent = A minority or majority of children pose a few conceptual comments.</p> <p>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?”).</p>
<p>Comparing the conceptual differences among multiple ways of arriving at the same answer</p>	<p>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.</p> <p>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.</p> <p>Infrequent = Teacher shows at least once via a concrete example that there are multiple ways of arriving at the same answer.</p> <p>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.</p>
<p>Meaning of activities performed during class</p>	<p>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.</p> <p>Infrequent = At least once the teacher talks about the meaning of the task and not only the</p>

		<p>“how” of the task as she lectures or engages students.</p> <p>Consistent = Teacher repeatedly emphasizes the conceptual understanding of the task rather than only the “how” of the task as she lectures or engages students.</p>
	<p>Draws connections between comments /content taught during class</p>	<p>Teacher or students connect mathematical ideas/comments to one another in classroom talk (e.g., Jessica says, "the way I was thinking about it is similar to Timothy's, but also different because I ..." "Whereas before we were doing it that way, now we are trying it this way.")</p> <p>Infrequent = At least once teacher or students reference prior math comments or math concepts from the class period to compare and contrast.</p> <p>Consistent = Teacher repeatedly references prior math comments or concepts from the class period to compare and contrast.</p>
Page 5	Item 16b.	Observer uses this page if observing an English language arts (ELA) class period. Skip if not.
Item 16	ELA	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.
	Objective	<p>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.)</p> <p>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.</p> <p>Present = Explicitly states the objective and makes at least one explicit connection to prior or upcoming lessons.</p> <p>Present but problematic = Either the connections to prior or upcoming lessons or the objective are explicit, but not both.</p> <p>Not present = Both the connections to prior or upcoming lessons and the objective are implicit or neither are present.</p>
	Nature of students’ talk	<p>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.)</p> <p>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.</p>

	<p>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.</p> <p>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).</p> <p>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.)</p>
<p>Elaborated representations</p>	<p>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.</p> <p>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.</p> <p>Present = Teacher offers more than one representation of the content and effectively deconstructs, embellishes, or explains.</p> <p>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.)</p> <p>Not present = Content is represented but not elaborated.</p>
<p>Connections</p>	<p>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.</p> <p>Exemplary = Teacher and/or students consistently connect material to other contexts in ways that are relevant/on-topic to lesson.</p> <p>Present = Teacher and/or students connect material to other contexts in ways that are relevant/on-topic to lesson.</p> <p>Present but problematic = Teacher connects material to other contexts but the connections are not relevant/on-topic, are facile, or inappropriate to the lesson.</p> <p>Not present = Neither teachers nor students connect material to other contexts.</p>
<p>Practice</p>	<p>Teacher provides the majority of students with opportunities for practice (in reading or</p>

	<p>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.</p> <p>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.)</p> <p>Present = Teacher provides the majority of students with opportunities for practice (in reading or writing) with guidance and feedback from the teacher.</p> <p>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.</p> <p>Not present = Teacher does not provide students with opportunities for practice in reading and writing (e.g., students never independently negotiate text).</p>
Page 6 Item 17	<p>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.</p>
Student-teacher rapport	<p>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).</p>
Classroom management	<p>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.</p>
Factual accuracy of content	<p>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.</p>
Other	<p>Additional space for observer to record noteworthy classroom events or culture not already captured above.</p>

School/site/Teacher Identifier: _____

ACADEMIC INSTRUCTION CLASSROOM OBSERVATION PROTOCOL

Wallace Summer 2011

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

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.)

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.)

School/site/Teacher Identifier: _____

Noninstructional codes

Majority of students in classroom not involved in an instructional activity because...

NI – B	1 or more students are misbehaving (disrupting the entire classroom)
NI – M	Teacher involved in management activities (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)

Instructional Interaction codes

Majority of students are involved in the following instructional interaction...

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

*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

T	Teacher
A	Teacher aide, paraprofessional, student teacher, camp coordinator
C	Curriculum/Instructional Coach
V	Volunteer
O	Other (Outside speaker)

Timed Activity codes

Majority of students are performing these activities...

A	Students taking an assessment
CO	Students stationed at computers (with an instructional focus)
M	Students <i>using</i> manipulatives (including games)
H	Students are organized at activity hubs (different activities occur at each hub)
P	Students creating a product (art, object)
R	Students reading or reading along with access to text with connected text, complex (independent reading, timed reading, reading aloud for more than 1 minute.)
W	Students using worksheets
WC	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).
WS	Students writing, simple (composing two or fewer sentences, filling in blanks, making lists of words)
V	Students watching a video

School/site/Teacher Identifier: _____

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.

Math	Rating (1, 2, 3)	Notes
<i>Objective.</i> Teacher both explicitly states the objective of the lesson and explicitly connects it to prior or upcoming content from other class periods		
<i>Teacher solicitation.</i> 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.		
<i>Nature of students' talk.</i> 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 <i>engage in mathematical reasoning</i> , form a <i>conjecture</i> about the mathematical content discussed in the lesson, or form a <i>conclusion</i> based on patterns or other form of evidence.		
Comparing the conceptual differences among multiple ways of arriving at the same answer. 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.		
<i>Meaning of activities performed during class.</i> Teacher proactively draws attention to the meaning of steps, procedures, ideas, or solution methods.		
<i>Draws connections.</i> Teacher or students connect mathematical ideas/comments to one another in classroom talk.		

School/site/Teacher Identifier: _____

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.

ELA	Rating (1,2,3,4)	Notes
Objective. Teacher both defines objective and connects lesson to content taught in prior lessons or prior school year.		
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.		
Representations. Teacher provides elaborated representation of content.		
Connections. Teachers and/or students connect material to other contexts in ways that are relevant/on-topic to lesson.		
Practice. Teacher provides students with opportunities for practice (in reading or writing) with guidance and feedback from the teacher.		

School/site/Teacher Identifier: _____

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.

Items	Typical	Exemplary	Very poor	Explanation
Student/teacher rapport				
Classroom management				
Factual accuracy of content				
Other				

OUT OF SCHOOL TIME (OST) OBSERVATION INSTRUMENT COVER SHEET

Co-observed? Yes / No

Co-observer's initials:

1: _____ 2: _____

Program ID/Location:	Observer Initials:	Observation Number:	Room Number:	Date:	Start Time:	End Time:		
ACTIVITY NAME:								
ACTIVITY OVERVIEW (1-2 sentence description):								
ACTIVITY TYPE	✓ ata*	TYPE OF SPACE	✓ one	TOTAL PARTICIPANTS		#		
Homework Help/Test Prep		Classroom		Total number of girls				
Tutoring		Gym		Total number of boys				
Academic activities (not homework)		Computer Lab		RISING GRADE LEVELS (circle all that apply)				
Story reading/listening		Library		K	1	2		
Visual arts		Cafeteria		3	4	5		
Dance		Auditorium		6	7	8		
Music		Art Room		9	10	11		
Drama		Music Room		12	other			
Crafts		Hallway		PARTICIPATION TYPE		✓ ALL THAT APPLY		
Sports—practicing/learning a skill		Outside Playground		*ata = all that apply				
Sports—playing competitive or noncompetitive physical games		Other: _____						
Open, unstructured time (e.g., table games, Internet, free play)		TOTAL STAFF	#					
Staff-assigned learning games (dominos, chess, etc.)		High school student						
Community service		College student or young adult						
College/career preparation		Certified teacher						
Cultural awareness clubs/reflective groups		Specialist or other professional						
Other: _____		Other adult						
At the end of the observation, please indicate what type of skill development, if any, took place in this activity.						PRIMARY SKILL TARGETED (check only if skill-building/practice checked)		✓ one
SKILL DEVELOPMENT		✓ one	Physical/athletic					
			Artistic					
Skill-building or skill practice/ reinforcement (if ✓ --> mark primary skill in next column)			Reading/writing/literacy					
			Decision making/problem solving					
Neither			Interpersonal communication					
			Other (specify):					

STAFF...			
RELATIONSHIP BUILDING:		INSTRUCTIONAL STRATEGIES:	
	Use positive behavior management techniques that allow youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.		Communicate goals, purpose, expectations. Staff make clear the purpose of what youth are doing <u>and/or</u> 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 <u>actively elicit</u> 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 <u>and/or</u> 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 (Note: 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:	
ELEMENT	OBSERVER'S SYNTHESIS
Activity Summary: Please provide a brief description of the activity observed.	
Skill-Building: Activity builds progressively more sequenced and advanced skills and knowledge and challenges youth to achieve clear goals.	
Active Learning: 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.	
Relationship-Focused: Actively strengthens relationships among youth and between youth and staff.	
Task-Oriented: The activity engages youth in specific learning and/or developmental goals	

Academic Teacher Questionnaire

Summer Dreamers Academy Summer 2011

Sponsored by:
The Wallace Foundation

Conducted by:
The RAND Corporation

Introduction

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 to these statements explain why you work for Summer Dreamers this summer?

Mark only **one** response for each line.

	<u>The main reason I work here</u>	<u>A minor reason I work here</u>	<u>Not a reason I work here</u>	<u>Not applicable/No opinion</u>
Summer Dreamers makes a difference in children's lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need the income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I heard good things about Summer Dreamers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to see what it's like to be a teacher as a potential profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working here helps me to improve my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This is a fun change from my regular occupation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My principal recommended or requested me to do this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a good experience working in this or a similar program in a prior summer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Summer Dreamers works with my family's vacation schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other reason, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About This Summer Program

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.

	<u>Yes</u>	<u>No</u>	<u>Don't know/not applicable</u>
I was provided a pacing guide indicating which math topics are to be taught each week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adhere to the pacing guide for the most part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make my own lesson plans for most of my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A supervisor has observed one or more math lessons I taught so far.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received individualized, detailed feedback about my math instruction from a supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I obtained the math instructional materials (textbooks, curricular guides) before the first day of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

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

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.

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

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.

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

	<u>Agree a lot</u>	<u>Agree a little</u>	<u>Disagree a little</u>	<u>Disagree a lot</u>	<u>Don't know/not applicable</u>
The ELA curriculum includes fun, interesting activities for children.	<input type="checkbox"/>				
My students are sufficiently engaged in the activities included in the ELA curriculum.	<input type="checkbox"/>				
This program encourages teachers to try new approaches to improve ELA instruction.	<input type="checkbox"/>				
I received sufficient professional development to teach the ELA curriculum well.	<input type="checkbox"/>				
The district and school gave me the tools I need to be successful in teaching ELA.	<input type="checkbox"/>				
The number of students per instructor in ELA prevents me from providing individualized attention and instruction to students.	<input type="checkbox"/>				
At least once a week I need to repeat material because students were absent.	<input type="checkbox"/>				
We spend too much time assessing students in ELA in the summer program.	<input type="checkbox"/>				

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.

	<u>Yes</u>	<u>No</u>	<u>Don't know/not applicable</u>
I was provided a pacing guide indicating which science topics are to be taught each week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I adhere to the pacing guide for the most part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make my own lesson plans for most of my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A supervisor has observed one or more science lessons I taught so far.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received individualized, detailed feedback about my science instruction from a supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I obtained the science instructional materials (textbooks, curricular guides) before the first day of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

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

20) Please tell us *when* you received the following information or materials for Summer Dreamers.

Mark only *one* response for each line.

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

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

Mark only *one* response for each line.

	<u>Each day</u>	<u>Often (3-5 times last week)</u>	<u>Some of the time (1-2 times last week)</u>	<u>Never</u>	<u>Not applicable to me</u>
All students on my roster were present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most students in my class are motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to get through my lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' misbehavior significantly slowed down the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Mark only **one** response for each line.

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

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

Mark only **one** response for each line.

	<u>Every day</u>	<u>Often (3-5 times last week)</u>	<u>Some of the time (1-2 times last week)</u>	<u>Rarely (A few times this summer)</u>	<u>Never</u>
Children get into physical fights with other students at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children are teased, bullied, or harassed by other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Mark only **one** response for each line.

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

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.

	<u>Agree a lot</u>	<u>Agree a little</u>	<u>Disagree a little</u>	<u>Disagree a lot</u>	<u>Don’t know/not applicable</u>
Included opportunities to work productively with other teachers.	<input type="checkbox"/>				
Led me to try new instructional approaches with my students.	<input type="checkbox"/>				
Focused on too many topics.	<input type="checkbox"/>				
Were successfully linked to each other to form a coherent program (and not just a bunch of disjointed sessions).	<input type="checkbox"/>				
Was worth my time to attend.	<input type="checkbox"/>				

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.

(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

Introduction

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.*

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

About This Program

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.

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

	<u>Agree a lot</u>	<u>Agree a little</u>	<u>Disagree a little</u>	<u>Disagree a lot</u>	<u>Don't know/not applicable</u>
Most students are engaged in the enrichment activity I teach.	<input type="checkbox"/>				
I received sufficient professional development to lead my enrichment activity well.	<input type="checkbox"/>				
There is sufficient planning time in the schedule to coordinate my activities with math or reading teachers' curriculum.	<input type="checkbox"/>				
We are encouraged to integrate academic and enrichment activities in this program.	<input type="checkbox"/>				
The district and school gave me the tools I need to be successful leading this enrichment activity.	<input type="checkbox"/>				
I have received individualized, detailed feedback about my instruction from a supervisor who observed one or more of my class sessions.	<input type="checkbox"/>				
The number of students per instructor prevents me from providing individualized attention and instruction to students.	<input type="checkbox"/>				
At least once a week I need to repeat activities because students were absent.	<input type="checkbox"/>				

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

Mark only *one* response for each line.

	<u>One or more weeks before students' first day</u>	<u>Within 7 days before students' first day</u>	<u>On the students' first day</u>	<u>Within 5 days after students' first day</u>	<u>Never received</u>
Official notice of hire for this program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule (building and classroom assignments, test dates, program start and end date)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A curriculum for my enrichment activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A roster of students I would work with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My students' scores on the most recent end-of-year tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My students' scores on benchmark or interim assessments from the prior year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data about my students' special needs (e.g., IEP requirements, English Language Learner status)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials and supplies required for the enrichment activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A pacing guide that tells me what topics to cover each week	<input type="checkbox"/>				
Sample lesson plans	<input type="checkbox"/>				
Mandatory lesson plans	<input type="checkbox"/>				
A copy of the student discipline code 	<input type="checkbox"/>				

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

Mark only **one** response for each line.

	<u>Each day</u>	<u>Often (3-5 times last week)</u>	<u>Some of the time (1-2 times last week)</u>	<u>Never</u>	<u>Don't apply/not to me</u>
All students on my roster were present .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When classes began, most students in the room were ready to learn .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to get through my lesson plans .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students behaved so badly that it significantly slowed down the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Mark only **one** response for each line.

	<u>Agree a lot</u>	<u>Agree a little</u>	<u>Disagree a little</u>	<u>Disagree a lot</u>	<u>Don't know/not applicable</u>
The Summer Dreamers is well managed and well organized .	<input type="checkbox"/>				
The program is long enough to significantly improve students' achievement.	<input type="checkbox"/>				
I wouldn't want to work for this program if it operated for more weeks during the summer.	<input type="checkbox"/>				
The hiring process is transparent and fair .	<input type="checkbox"/>				
I got to teach the enrichment activity I wanted .	<input type="checkbox"/>				
I got to work in the school I wanted .	<input type="checkbox"/>				
The data I received from the district about my students informed my instruction .	<input type="checkbox"/>				
Student absenteeism is a problem in this program.	<input type="checkbox"/>				
The academic instruction in this program is of high quality .	<input type="checkbox"/>				
Administrators in this program care about students and teachers .	<input type="checkbox"/>				
Most children have fun in this program.	<input type="checkbox"/>				

	<u>Agree a lot</u>	<u>Agree a little</u>	<u>Disagree a little</u>	<u>Disagree a lot</u>	<u>Don't know/not applicable</u>
Due to misbehavior, a great deal of learning time is wasted .	<input type="checkbox"/>				
Students would benefit from more instructional time and less time devoted to nonacademic activities.	<input type="checkbox"/>				
Most children will be well prepared for the 2011-2012 school year because of this program.	<input type="checkbox"/>				
This program has a positive effect on most children's self-esteem .	<input type="checkbox"/>				
Most of the enrichment activities are fun and interesting .	<input type="checkbox"/>				
There is a clear procedure for handling student discipline problems in this program.	<input type="checkbox"/>				

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

Mark only **one** response for each line.

	<u>Every day</u>	<u>Often (3-5 times last week)</u>	<u>Some of the time (1-2 times last week)</u>	<u>Rarely (A few times this summer)</u>	<u>Never</u>
Children get into physical fights with other students at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children are teased, bullied, or harassed by other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Mark only **one** response for each line.

	<u>Agree a lot</u>	<u>Agree a little</u>	<u>Disagree a little</u>	<u>Disagree a lot</u>	<u>Don't know/not applicable</u>
The program administrators made clear to parents that students are expected to attend every day .	<input type="checkbox"/>				
I am expected to contact parents about children's behavioral or academic problems.	<input type="checkbox"/>				
I have accurate contact information so I can call parents about their children's progress or behavior.	<input type="checkbox"/>				

Next Summer

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

Student Questionnaire

Summer Dreamers Academy Summer 2011

Sponsored by:
The Wallace Foundation

Conducted by:
The RAND Corporation

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.

Introduction

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.)

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

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.)

	<i>Every day</i>	<i>Some of the time (2-3 times per week)</i>	<i>Rarely (A few times this summer)</i>	<i>Never</i>
Did math homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did reading homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Took the school bus to get to the Summer Dreamers program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walked or got a ride to the Summer Dreamers program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

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

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

(Mark **one** box in each row.)

	<i>Agree a lot</i>	<i>Agree a little</i>	<i>Disagree a little</i>	<i>Disagree a lot</i>	<i>Not applicable/Don't know</i>
The school district communicated with me in a language I can understand.	<input type="checkbox"/>				
The school district clearly communicated what the summer 2011 schedule was.	<input type="checkbox"/>				
I have a telephone number or email address to use when my child is absent from school.	<input type="checkbox"/>				
The school made clear that all students are expected to attend every day.	<input type="checkbox"/>				
The school made it easy for parents to attend meetings.	<input type="checkbox"/>				
I am satisfied with the response I got when I contacted my child's school with questions or concerns.	<input type="checkbox"/>				
Teachers kept me informed about my child's academic progress.	<input type="checkbox"/>				
The school contacted me when my child broke the rules.	<input type="checkbox"/>				
I received enough information about the activities in which my child is involved.	<input type="checkbox"/>				

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