



Knowledge Capture Formative Evaluation  
FAST Forward  
January 30, 2015





### FAST FORWARD Mid-Year Report FORMATIVE EVALUATION

This report includes formative evaluation conducted by the Knowledge Capture team during the second quarter of implementation of the FAST Forward Project. Formative evaluation includes program implementation activities conducted between October 26, 2014 and January 9, 2015. A complete chronology of all FAST project activities coordinated or lead by the Knowledge Capture Program appears in the Appendix and includes dates of evaluation meetings, briefings, as well as participants who engaged in evaluation planning and review.

The report is organized to reflect three key components of work:

- FAST Forward Design Team Planning Process
- P3 Quarterly Professional Development
- Schlechty Leadership Training

Supporting documents for all aspects of evaluation are presented in the Appendix.

FAST Forward activities initiated by the PAST Implementation Team center on conducting a planning process for envisioning a design for transformation of the education systems in eight districts. The context for conducting PAST implementation of the FAST Forward Design Team planning process is intended to build upon the broader set of components of the FAST Forward Project that include the Schlechty Leadership Training Program for administrators and the P3 Professional Development component for teachers. The support and training provided by the suite of grant components are intended to develop an enriched environment for collaboration and innovation in attaining outcomes that meet grant goals for innovation in education. Primary objectives for transforming schools are targeted to raising the quality of student learning, recapturing community involvement, as well as encouraging new forms of leadership among administrators and teachers in redefining critical factors that are essential to student success.





## FAST FORWARD DESIGN TEAM PLANNING PROCESS

The Knowledge Capture team conducted the following evaluation activities:

Date	Design Team Event	Knowledge Capture		
		Structured Observation	Survey	Focus Group
10/25/14	Design Team Planning Workshop	✓	✓	
11/8/14	Design Team Planning Workshop	✓		
12/5/14	Design Team Presentations	✓	✓	

The Design Team Planning Workshops conducted in October and November included a *pre-planning survey* conducted on October 25<sup>th</sup> as well as *structured observation*. The full survey report is presented in the Appendix. The *post-planning survey* was conducted on December 5<sup>th</sup> and is presented in full in the Appendix to this report. All surveys are conducted via a web-based platform and requires that survey respondents indicate agreement (question #1) to voluntarily participate in an anonymous survey. Consent is required before the survey is activated for the respondent to complete.

### DESIGN TEAM PRE-PLANNING SURVEY (10/25/14)

A brief overview of the of the *pre-planning survey questions* provides a short summary of issues that survey respondents were asked to address in questions 2-12:

Qs 2-4 are profile questions to provide the implementation team with background information on the members of the Design Teams including number of years in the field of education, current title, and the way in which they became a participant in the FAST Design Team effort.

Qs 5-7 allowed participants to respond to open-ended questions about their particular ideas for innovation in their district, including who will be most impacted by these changes. Q6 asked respondents if they had changed their ideas about innovation since starting the planning process





Qs 8-12 are targeted to the individual district planning process strategies (Q8: communication about the FAST project; Qs 9-10 how will the planning process be conducted and how often will the team meet; Qs 11-12 will students, parents and community members be involved in the FAST Project. These questions helped to inform the PAST Implementation team in preparing for on-site work with the district teams, and in understanding the ways in which implementation would proceed in order to facilitate coordination and scheduling for implementation support.

Discussion of the pre-survey issues will focus on Q5, Q7, Q11, and Q12.

Survey question #5 was designed as an open-ended question, allowing respondents to identify important goals and ideas for innovation to transform their schools. The table below shows main themes and sub-categories

Q5: What were the top ideas for transformation when you began your design process?

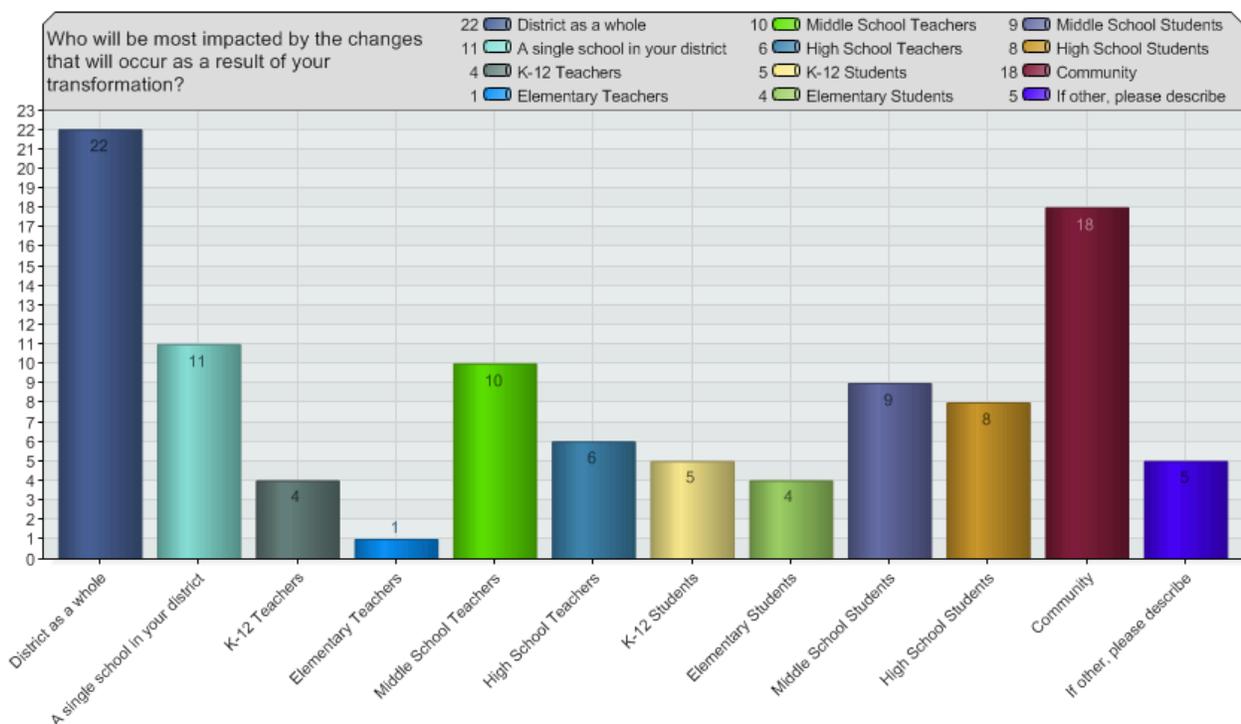
<b>TO BE DETERMINED</b>	“Too Early to Know”	<b>5</b>
<b>COMMUNITY INVOLVEMENT</b>	Engaging the Community	<b>9</b>
	Building Partnerships and Collaboration	<b>2</b>
	Nexus between Tech/School/Community	<b>2</b>
<b>SCHOOL CULTURE</b>	Student Centered Learning	<b>5</b>
	PBL/Design Challenges	<b>10</b>
	STEM (as innovation)	<b>8</b>
	Collaboration within the School/Grade Level/District	<b>8</b>
	21st Century Learning and Meaningful Learning Experiences	<b>11</b>
<b>RESOURCES (Time/Space/Programs)</b>	Math (Intervention)	<b>8</b>
	Need More Tech/Internet Access	<b>4</b>
	Redesign School Schedule	<b>4</b>
	Redesign School Space	<b>3</b>

Some respondents identified multiple ideas in their responses: total number of respondents (n=44); total ideas identified by respondents (n=79).





When asked who would be most impacted by school innovation (Q7), respondents selected from among (12) categories. Half of the 44 respondents (n=22) thought that the district as a whole would most benefit from school transformation, followed by those who thought that the community would most benefit (n=18). One-fourth of respondents thought that benefits would be targeted to one single school (n=11), and just under one-fourth thought middle-school teachers (n=10), middle-school students (n=9), and high school students (n=8) would benefit most.



\*Some participants expressed multiple ideas in their responses.

Q11 showed that 63% of respondents thought they would involve students in the Design Team process (n=26 of 41 responses), and one-fourth of respondents indicated that they did not know if they would involve students. Just 12% (n=5) responded that they did not plan to involve students in the planning process.

Q12 showed that 61% of the respondents planned to engage the community during the planning process (n=26 of 44 responses), and 23% (n=10) thought that they would involve the community following completion of the planning process. Six respondents were unsure about





involving the community, and one individual responded that they would not involve the community in the planning process.

### **FAST DESIGN TEAM POST-PLANNING SURVEY**

The post-planning survey was originally scheduled to be conducted at the final planning session scheduled for December 6, 2014. Due to scheduling issues that prevented some of the district teams from attending the final planning session, each district posted their final plan to Basecamp, the project web platform. This allowed all district teams to view the district presentations and provide feedback in virtual mode. As a result the post-planning survey was administered over a two-week period via SurveyMethods© (web-based), from 12/9/14 to 12/19/14. Seventeen Design Team members completed the survey, just under 40% of the 44 that completed the pre-planning survey. Due to the anonymity of the survey, it is not known if the views of all eight FAST Forward district teams are reflected in the 17 completed surveys. However, there is still value in considering the perspective expressed by the (17) respondents in sharing their experience of the FAST Design Team planning process.

This brief overview of the of the pre-planning survey questions provides a short summary of issues that Design Team respondents were asked to address in questions 2-12:

Q2-3 asked participants about changes in the initial ideas for transformation within their district. The first (Q2) was an open-ended response, and the second (Q3) asked participants to elaborate on aspects of their ideas that changed during the design process.

Q4 allowed participants to identify most likely to be impacted by the FAST forward innovation design outcome.

Q5-7 asked participants to describe their design team process including mode of communication and frequency of planning sessions.

Q8-10 focused on student engagement with the Design Team planning process, as well as plans to involve the broader community.

Q11-14 asked participants about the culminating components of the planning process, including the plan for presentations, and whether they intended to review presentations posted by other districts, and if they thought they wanted to give feedback to share comments about the individual district presentations of their final plan for innovation.

This summary discussion will focus on Q3, Q8, Q9, and Q10.





Question #3 asked respondents to identify how their district innovation had changed during the course of the planning process. Thirteen respondents said their plan had changed from the original vision for transforming the district through innovation (76%). Their responses are shown below and include descriptive views of both the substance of the innovation design as well as the focus of the potential impact.

<b>Q3b: How have your ideas changed since you initiated your plan for innovation?</b> (n: 13 respondents)	<b>Number of Responses*</b> (n=17)
More focused vision	3
Instructional transformation	2
Widen implementation impact	2
Community involvement	1
Creating STEM program	1
Transdisciplinarity focus	1
Expanded ideas about innovation	1
Inquiry Based Learning	1
Instructional transformation	1
Need-based focus	1
Problem Based Learning	1
Reinvigorated	1
Sustainability-based focus	1
*Some participants expressed multiple ideas in their response.	

Over 80% (n=14) of the 17 respondents indicated that they had involved students in their planning process (Q8). Two of the 17 respondents indicated they would involve students in future phases during implementation of the district project, and two said they would seek student feedback, while three indicated they had conducted a student survey. Additionally two respondents noted that students had been engaged with conducting community outreach.

Just under 80% (n=13) of the respondents indicated that they planned to involve students during implementation (January to May), with one respondent indicating that students would





begin involvement in the 2015-2016 school year during the second year of the FAST Forward project (Q9). In the table below, respondents identified nine ways that students could be involved, with one individual stating that the specific plan for student involvement had yet to be developed.

<b>Q9b: How do you plan to involve students?</b> (n=13 respondents)	<b>Number of Responses*</b> (n=18)
Implementing project	4
TPBL	4
Incorporate in design process	3
Student survey	2
Assist with Implementation in August	1
Feedback	1
Generate ideas	1
Student and community events	1
"No specifics yet"	1
*Some participants expressed multiple ideas in their response.	

Only 35% of respondents (n=6) said they had engaged parents and/or members of the community in their design process (Q10), including establishing community partners.

<b>Q10b: How have you engaged parents and/or members of the community?</b> (n=6 respondents)	<b>Number of Responses*</b> (n=13)
Community partners	3
Meetings	2
Will engage in future phases of implementation	2
Sharing information	2
Survey	2
Provided information to gain parental permission	1
Presentation	1
*Some participants expressed multiple ideas in their response.	







The full analysis of the pre- and post-design surveys is presented in the Appendix, and provides a view of the information gained to target additional support or to address particular issues that emerged during the planning process which took place between October and December, 2014. This information was reviewed with the implementation team as well as with the Fairfield ESC Grant Manager during monthly evaluation meetings, and during debriefs held post-event, or in planning sessions conducted by the Fairfield ESC team with the PAST Implementation team.

The final district presentations held at the Fairfield Educational Service Center on January 17, 2015 involved district teams and invited community guests. The Knowledge capture team conducted focus groups with all Design Team members who attended the January 17 event. Analysis of the focus group data will be presented in the April 30 quarterly report.

### **P3 QUARTERLY PROFESSIONAL DEVELOPMENT**

The P3 professional develop (PD) day-long workshops are offered quarterly to all Fairfield County K-12 teachers who have completed the online course, P3: Introduction to Transdisciplinary Problem-Based Learning. The second quarter PD was offered on December 5, 2014 to teachers who had completed the online P3 during November 2014. Nine participants representing two Fairfield County Districts attended the on-site workshop and included eight classroom teachers. The KC team conducted structured observation of the December 5<sup>th</sup> PD on-site workshop, and participants were asked to voluntarily complete a post-PD training survey. The bullet point report for the observation of the training workshop is presented in the Appendix of this report. The full survey analysis is also presented in the Appendix, and is discussed in summary in the following section.

#### **P3 POST-PD SURVEY**

Much of the work of formative evaluation is conducted in an iterative process engaging with participants at different stages of program implementation to gain insight on the goals and objectives they are seeking to accomplish. This process often engages participants in previewing and commenting on survey instruments. The P3 Survey questions were presented to administrators attending the October 3<sup>rd</sup> P3 session to give feedback on the survey questions, and to offer the opportunity for them to suggest additional questions to gain particular data important to guide and support the innovation design process. The final set of survey questions is presented in the Appendix of this report.





All surveys are conducted via a web-based platform and requires that survey respondents indicate agreement (question #1) to voluntarily participate in an anonymous survey. Consent is required before the survey is activated for the respondent to complete.

A brief overview of the post-PD survey questions provides a short summary of issues that Design Team respondents were asked to address in questions 2-12:

- *Questions 2-4* are open-ended questions designed to assess general understanding about problem-based learning. Q2 asks participants to describe the purpose of a problem, and Q3 asks whether there is a difference between a project and a product. Q4 asks participants to discuss whether pre- and post-assessment drives real time course correction.
- *Questions 5-6* ask respondents about application of Transdisciplinary Problem Based Learning (TPBL). Q5 asks whether they were able to apply the ideas from the P3 podcasts in their classroom. Q6 asks whether respondents intend to implement TPBL in their classroom.
- *Question 7* asks whether participants plan to attend future P3 PD planning sessions indicating their perception of the value of ongoing PD support.
- *Questions 8-9* address perceived benefits of TPBL. Q8 asks whether “presentation of learning to an authentic audience” affects project management, and also gives respondents an opportunity to explain their response in an open-ended format. Q9 is also an open-ended question that asks participants to describe the benefits of TPBL.
- *Question 10* asks PD participants whether P3 podcasts helped to build their TPBL skills and provides an opportunity to explain how the course has been helpful to them in their classroom work.
- *Questions 11-12* ask participants to rate the importance of P3 resources and tools for use in the classroom.

Key issues reviewed in this discussion will center on responses to questions 4, 8 and 9.





Seven respondents expressed the view that pre- and post-assessment does affect instructional strategies (77%). Four key ideas were identified by respondents as relevant to the use of pre- and post-assessment and appear in the table below:

<b>Q4b: Benefits of Pre- and Post-Assessment (n=7 respondents)</b>	<b>Number of Responses* (n=8)</b>
Establish benchmarks	3
Reteach as necessary	3
Demonstrates effectiveness	1
Drives instruction	1
*Some participants expressed multiple ideas in their response.	

One participant noted that assessments done daily would provide constant feedback to inform teaching, while another commented that although assessments are essential to inform teaching that meets student needs, nevertheless finds that it is difficult in practice because of existing curriculum pacing and testing practices.

All nine respondents agreed that presentation of learning to an authentic audience affects project management (Q8), and identified the following ways that benefit student learning:

<b>Q8b: Please list three benefits of presentation of learning to an authentic audience: (n=9 respondents)</b>	<b>Number of Responses* (N=11)</b>
Authentic audience	2
Accountability	1
Articulation of ideas	1
Guides thinking	1
Quality of student work improved	1
Real feedback to students	1
Relevance to a problem	1
Student engagement	1
Student excitement	1
Teacher as collaborator not evaluator	1
*Some participants expressed multiple ideas in their response.	





In Q9, respondents were asked to describe the main benefits of TPBL. Respondents identified (17) aspects of TPBL they considered to be beneficial for student learning including factors associated with purposeful learning, student ownership of learning, and the view that TPBL leads to student driven learning.

<b>Q9: Please describe three main benefits of TPBL from your perspective. (n=9 respondents)</b>	<b>Number of Responses* (n=20)</b>
Purposeful learning	2
Student ownership	2
Student driven learning	2
Authentic learning	1
Clearly defined process	1
Collaboration	1
Creativity	1
Emotional investment	1
Engagement	1
Fun	1
Multisensory learning	1
“No right answer”	1
Preparation for real world	1
Problem Solving	1
Relevance	1
“Student interaction”	1
Well planned project	1
*Some participants expressed multiple ideas in their response.	

Questions associated specifically with the P3 Online course included questions 5, 7, and 10. Five respondents thought that the P3 podcasts prepared them to create teaching strategies to put into practice in the classroom (Q5) as shown in the table below:





<b>Q5b: P3 Podcast ideas useful to me in my classroom: (n=5 respondents)</b>	<b>Number of Responses* (n=7)</b>
Authentic audience	1
Develop process	1
Initiates curiosity	1
Incorporate PBL	1
Student created rubrics	1
Student driven instruction	1
Students use design cycle	1
*Participants expressed multiple ideas in their response.	

Eight of the PD participants were classroom teachers, and all eight replied that they intended to attend future quarterly PD workshops (Q7). Additionally two of the eight stated that they wanted to encourage other teachers in their building to complete the P3 course and attend the quarterly PD as a group in order to work collaboratively to create projects.

Six respondents thought that the P3 podcasts helped them to build their TPBL skills (Q10) including the following particular ways in which they felt they had benefitted from the P3 online course:

<b>Q10b: Benefits of the P3 online course for teachers (n=5 respondents)</b>	<b>Number of Responses (n=5)</b>
Planning structure	2
Shift from project to problem	2
Allows for modification	1

Finally, all eight teacher participants indicated that they intend to implement TPBL in their classroom (Q6).

The P3 online course will continue to be offered each month, and each quarterly PD workshop provides the opportunity for teachers to give their feedback on the TPBL training. Post-PD survey questions are designed to inform administrators and others about the value of the P3 professional development online course and workshop implemented during the 2014-15 academic year.





### SCHLECHTY LEADERSHIP TRAINING

As part of the formative evaluation design for the FAST Forward Project, the KC Team is also conducting structured observation of the Leadership Training Program. The second two-day session in the Schlechty series was held on November 13-14, 2014 and was observed by a member of the PAST Implementation Team and a KC team member. The KC bullet point report for the November training is presented in the Knowledge Capture Appendix.

The Schlechty Leadership Training Academy involves primarily district administrators across (12) Fairfield County districts and education-related agencies. However there is some overlap of involvement by participants who are also members of a district FAST Design Team (8 districts) engaged in the innovation planning process conducted by the PAST Foundation. A key goal of continued observation of the Schlechty training will be to inform integration of resources and support through dialogues among the lead entities in the FAST Forward Program in order to maximize the different resources offered through concurrent program components supported by the Straight A Grant.

The training session held during the second quarter of the program focused on relating the Schlechty readings to “design.” Group discussion was organized to allow for reflective conversations among participants to also consider different scenarios involving schools and the change process. On the final day of the two-day training, Schlechty facilitators encouraged participants to consider how to apply leadership concepts to ongoing work within their districts, including the FAST Forward Design Team process.

#### Leadership Topics:

- Strategic and Tactical Thinking
- Working with Your Universe
- School Community
- Change Design (Tim Brown: video viewing)
- Book Talk with Phil Schlechty: “Working the Work”
- Schlechty’s “Six Systems”
- Motivators Needed for Change
- Gathering Affirmations from Constituent Groups





Knowledge Capture  
APPENDIX  
FAST Forward

FAST Chronology of Knowledge Capture Activities  
October 26, 2014 to January 9, 2015

FAST DESIGN TEAM PLANNING PROCESS

FAST Design Team Planning Workshop Observation Bullet Point Report  
October 25, 2014

FAST Design Team Pre-Planning Survey Bullet Point Report  
October 25, 2014

FAST Design Team Planning Workshop Observation Bullet Point Report  
November 8, 2014

FAST Design Team Post-Planning Survey Bullet Point Report  
December 6, 2014

FAST P3 QUARTERLY PROFESSIONAL DEVELOPMENT

FAST Quarterly P3 PD Planning Observation Bullet Point Report  
December 5, 2014

FAST Quarterly P3 Post-PD Survey Bullet Point Report  
December 5, 2014

SCHLECHTY LEADERSHIP ACADEMY

Schlechty Leadership Series Workshop Observation Bullet Point Report  
November 13-14, 2014





FAST Chronology of Knowledge Capture Activities October 26, 2014 to January 5, 2015				
KC Staff	Date	Event	BP*	Participants
MSH/MM	10/20/14	KC Formative Evaluation Meeting		Keisha Slaughter, Sheli Smith, Maria Green Cohen, Monica Hunter, Ketal Patel, Ellen Cahill, Meghan Matta, Alyssa Reder
MM/MH	10/25/14	FAST Design Team Planning Workshop - Observation/Survey	Yes	Meghen Matta, Ketal Patell, Ellen Kahill, Kiesha Slaughter, Monica Hunter, Kayla Galloway
AJ	10/27/14	Schlechty Admin Mtg - Observation[ESC/PF]		Sheli Smith, Ellen Cahill, Ketal Patel
MM	11/8/14	FAST Design Team Planning Workshop - Observation	Yes	Meghen Matta, Lisa Beiswienger, Sheli Smith, Keisha Slaughter
JH	11/13-14/ 2014	Schlechty leadership Series Workshop - Observation	Yes	Ketal Patel, Janet Hinds
MSH/MM	11/17/14	KC Formative Evaluation Meeting		Ketal Patel, Shli Smith, Monica Hunter, Ellen Cahill, Alyssa Reder
MM/MH/MG C	11/18/14	Staff Debrief Nov. Schlechty Leadership Academy		Janet Hinds, Ketal Patel, Monica Hunter, Maria Green Cohen, Meghan Matta, Alyssa Reder
MM	12/5/14	FAST PD P3 Quarterly Planning - Observation / Survey	Yes	Meghen Matta, Ketal Patel, Ellen Cahill, Sheli Smith, COSI staff
MM	12/6/14	VIRTUAL- FAST Forward Design Team Presentations	Yes	[Virtual, no staff present]
MSH/MM	12/17/14	KC Formative Evaluation Meeting		Ellen Cahill, Monica Hunter, Meghan Matta, Alyssa Reder
AJ	1/5/14	Schlechty Admin Planning Mtg [ESC/PF]		Ketal Patel, Janet Hinds, Monica Hunter
MSH/MM	1/12/15	KC Formative Evaluation Meeting		Ketal Patel, Ellen Cahill, Monica Hunter, Meghan Matta, Alyssa Reder

\*Bullet Point Report





**FAST Design Team Planning Workshop Observation Bullet Point Report**  
**October 25, 2014, Fairfield County Educational Service Center, Lancaster, OH**

PAST Staff: Ketel Patel, Sheli Smith, Keisha Slaughter, Meghen Matta, Monica Hunter

Attendees (by school district): [8 Total Districts]

Amanda Clearcreek (3)

Berne Union (2)

Bloom Carroll (6)

Fairfield Union (7)

Lancaster (6)

Liberty Union Thurston (8)

Pickerington (10)

Walnut Township (4)

Students and Student Engagement:

- Students participate in career tech courses, such as robotics, that are geared towards STEM
- Opportunities for college credit or experience in relation to co-opts and internships are offered to high school seniors
- Students are allowed to plan and design space for use within the district
- Work from students is showcased openly to the community
- Students take ownership and responsibility with the work they do

Community and Community Engagement:

- Not enough involvement with the community
- Lack of involvement from parents
  - Unaware of what students are doing
- Are resolving this by presenting ideas that would appeal to the community and involve students
  - Family Game & Movie Nights
  - Pizza Parties
  - Galley Hall
  - Twitter





- Seeking out contracts with local businesses and to collaborate with local events for involvement

## STEM/TPBL:

- Changing the curriculum to focus on STEM
- The scheduling of classes needs to be changed to block scheduling to allow for more time
  - Participants need time for planning and intervention
- Implementing course for online individual learning
- Will implement Blending Learning into curriculum in sophomore year
- Using devices and interactive labs to present projects and course materials to students

## Leadership:

- Will be pitching the idea of STEM to stakeholders
- Plan to use the data collected from participants to market plans for STEM math and science courses into curriculum

## Constraints:

- The need to change instructional practices to be geared towards STEM creates some resistance
- Participants are also focused on being aligned with Ohio Improvement Process
- Parents feel they may not understand the work their children are doing
  - Parents may not be familiar enough with mathematical methods to aid in homework (“I’m bad at math”)
- The enrollment process needs to be easier in the process
- The building needs to present a certain culture
  - Planning this can create conflict
  - Needs to align with community
- The framework of these programs needs to trickle down
  - HS->MS->ES





# PAST InnovationLab

access through education

## FAST Forward Pre-Design Workshop Survey

- \* 1. **This is an anonymous survey. The PAST Foundation uses survey data to assess professional development needs with program implementation. Completing this survey will give you the opportunity to share your insights and concerns anonymously.**

**Your participation in this research is voluntary. You may choose not to participate. By checking the response below that states you agree to participate in this survey, you confirm that you have read and understand the PAST Foundation's Online Survey Anonymity Protocols provided for your review on the PAST Foundation website. You may review these protocols at any time on the PAST Foundation website (<https://pastinnovationlab.org/irb-2014-09-0010eth-fast/>)**

I agree to participate in this anonymous survey

- 2. **How long have you been an educator/in the education field?**

- 1 to 3 years
- 4 to 10 years
- More than 11 years

- 3. **What is your title?**

- Principal/Building Administrator
- District Level Staff
- Curriculum Specialist
- Grade-level Instructor
- IT/Media Specialist
- If other, please describe

\_\_\_\_\_

- 4. **How were you selected for participation in the FAST Forward Design Team?**

- I volunteered
- I was appointed by my administrator
- I was invited to join the team by a colleague

- 5. **In your view, what were the top ideas for transformation for your district (and/or school) that you had when you began work with your team?**

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\_\_\_\_\_

- 6. **Have your ideas changed now that you are in the process of design?**





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**7. Who will be most impacted by the changes that will occur as a result of your transformation?**

- District as a whole
- A single school in your district
- K-12 Teachers
- Elementary Teachers
- Middle School Teachers
- High School Teachers
- K-12 Students
- Elementary Students
- Middle School Students
- High School Students
- Community
- If other, please describe

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**8. What type of communication has occurred to inform you about the FAST Forward Project?**

- I received written information
- I attended the Fairfield ESC Program Launch Orientation Sept. 3
- I have attended district meetings
- I attended a PAST Foundation orientation meeting
- I have conducted meetings in the district to inform others
- I have spoken with my colleagues about the project
- If other, please describe

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**9. How will your team structure the planning process?**

- Face-to-face meetings during the school day
- Face-to-face meetings after the school day
- Virtual meetings
- Web-based platforms for building your plan documents
- If other, please describe

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**10. How often will your team work on the design for transformation?**

- Daily
- Weekly
- Bi-monthly
- Monthly
- If other, please describe

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11. **Do you plan to engage students in your design process? If so, how?**

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12. **Do you plan to engage parents and/or members of the community in your district? If so, how?**

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## **FAST Design Team Pre-Planning Survey Bullet Point Report October 25, 2014**

This document provides a preliminary look at the survey responses for the FAST Design Team survey conducted on October 25<sup>th</sup>. Forty-four Design Team participants completed the survey.

This brief overview of the of the pre-planning survey questions provides a short summary of issues that Design Team respondents were asked to address in questions 2-12:

Qs 2-4 are profile questions to provide the implementation team with background information on the members of the Design Teams, including number of years in the field of education, current title, and the way in which they became a participant in the FAST Design Team effort.

Qs 5-7 allowed participants to respond to open-ended questions about their particular ideas for innovation in their district, including who will be most impacted by these changes. Q6 asked respondents if they had changed their ideas about innovation since starting the planning process

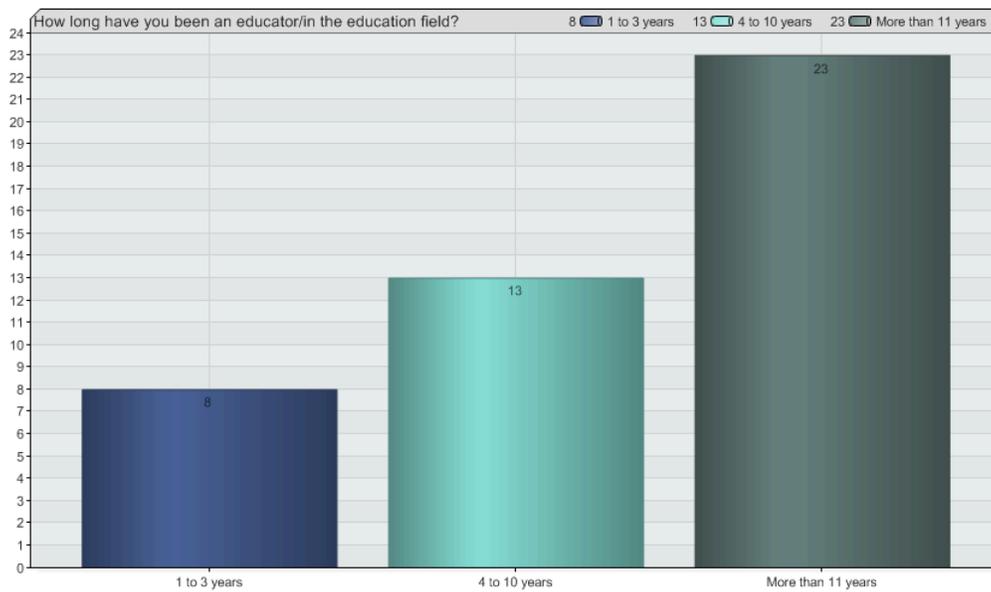
Qs 8-12 are targeted to the individual district planning process strategies (Q8: communication about the FAST project; Qs 9-10 how will the planning process be conducted and how often will the team meet; Qs 11-12 will students, parents and community members be involved in the FAST Project. These questions helped to inform the PAST Implementation team in preparing for on-site work with the district teams, and in understanding the ways in which implementation would proceed in order to facilitate coordination and scheduling for implementation support.





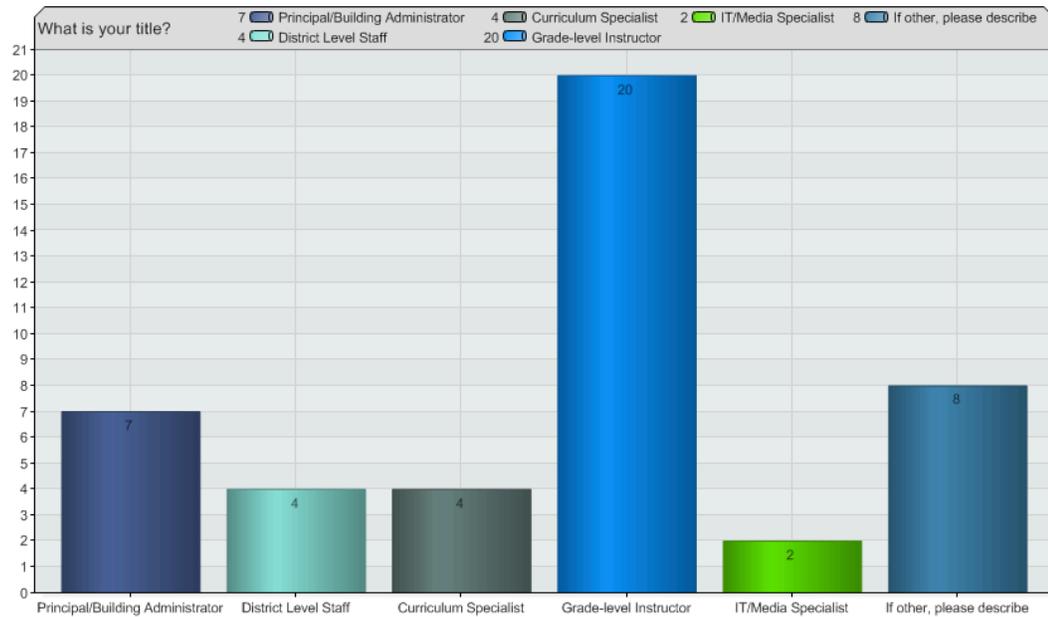
Question 1: Consent to participate in anonymous survey.

Question 2: How long have you been an educator/in the education field? (n=44 respondents)





## Question 3a: What is your title? (n=44 respondents)

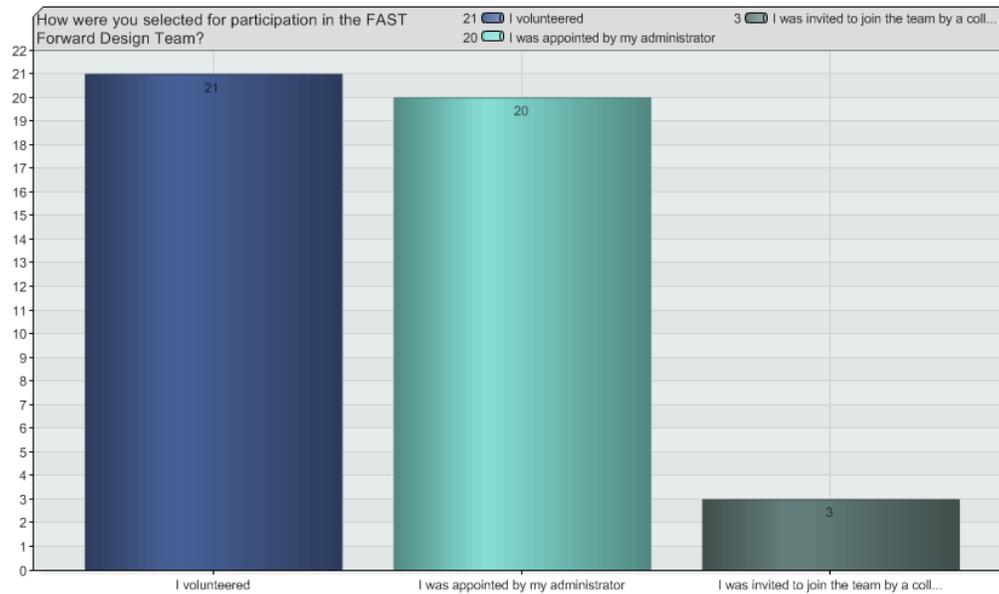


Q3b: If other, please describe (n=8 respondents)	Number of Responses (n=8)
School counselor	4
Teacher	2
Intervention specialist	1
Department head	1





## Question 4: How were you selected for participation in the FAST Forward Design Team? (n=44 respondents)





**Question 5: What were the top ideas for transformation that you had when you began work with your team? (Total respondents n=44; total responses n=79)**

Comment: We identified three general categories shown at the left. Sub-categories (center column) reflect a range of ideas that were included as part of each response. For example, in COMMUNITY INVOLVEMENT, responses included the ideas of the school becoming a community center where technology could be made available for use by community members as a way to create new interest and value for the school as a community benefit (“Nexus between Tech/School/Community”).

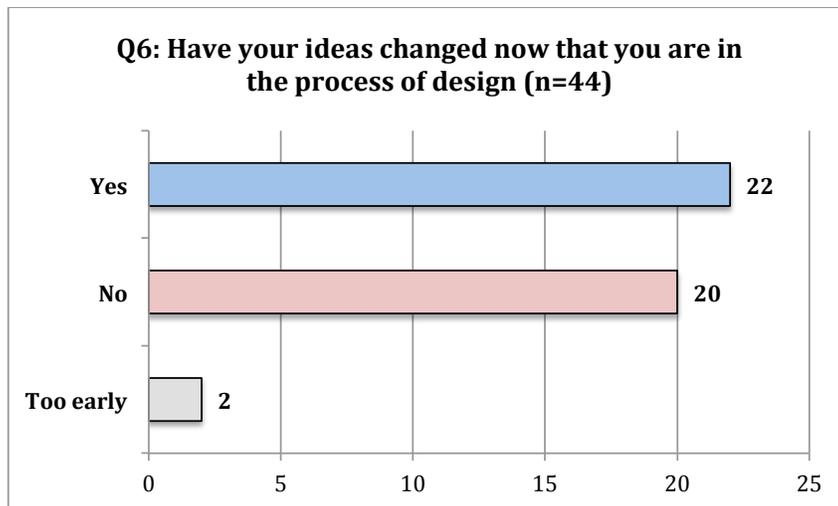
<b>TO BE DETERMINED</b>	“Too Early to Know”	<b>5</b>
<b>COMMUNITY INVOLVEMENT</b>	Engaging the Community	<b>9</b>
	Building Partnerships and Collaboration	<b>2</b>
	Nexus between Tech/School/Community	<b>2</b>
<b>SCHOOL CULTURE</b>	Student Centered Learning	<b>5</b>
	PBL/Design Challenges	<b>10</b>
	STEM (as innovation)	<b>8</b>
	Collaboration within the School/Grade Level/District	<b>8</b>
	21st Century Learning and Meaningful Learning Experiences	<b>11</b>
<b>RESOURCES (Time/Space/Programs)</b>	Math (Intervention)	<b>8</b>
	Need More Tech/Internet Access	<b>4</b>
	Redesign School Schedule	<b>4</b>
	Redesign School Space	<b>3</b>

\*Some participants expressed multiple ideas in their response.





Question 6: Have your ideas changed now that you are in the process of design (n=44 respondents)

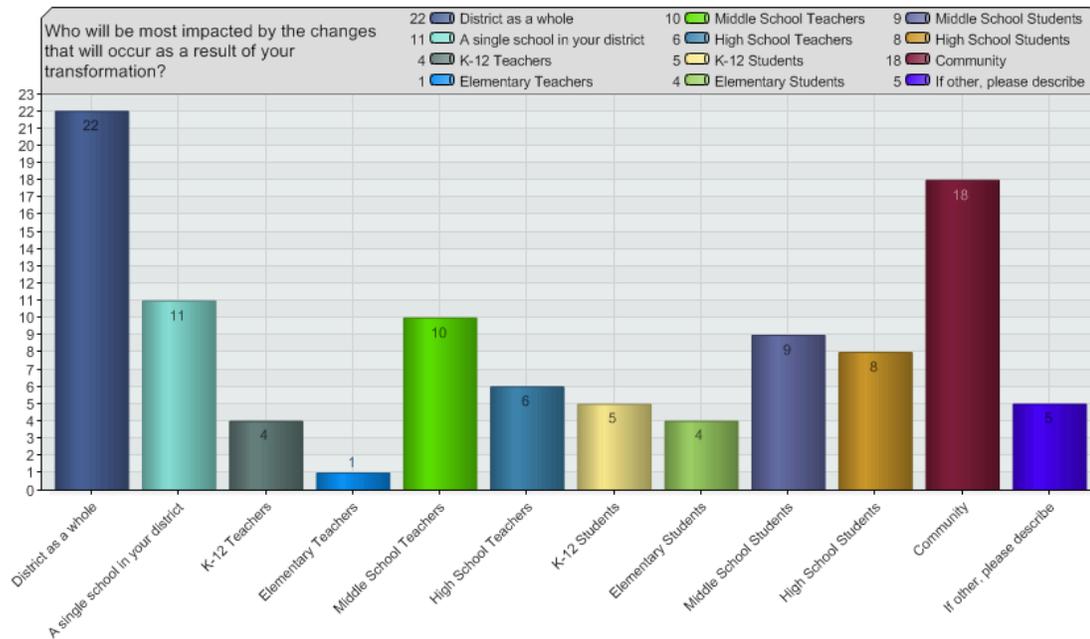


At least half of the participants on October 25<sup>th</sup> responded that they had changed their ideas for school transformation and included responses such as originally thinking only about how funding could be spent in traditional ways (new staff, new technology, buying new math curriculum etc.) The “no” responses included the view that their team was expanding or building on the original set of ideas.





**Question 7a: Who will be most impacted by the changes that will occur as a result of your transformation? (total respondents n=44; total responses n=103\*)**



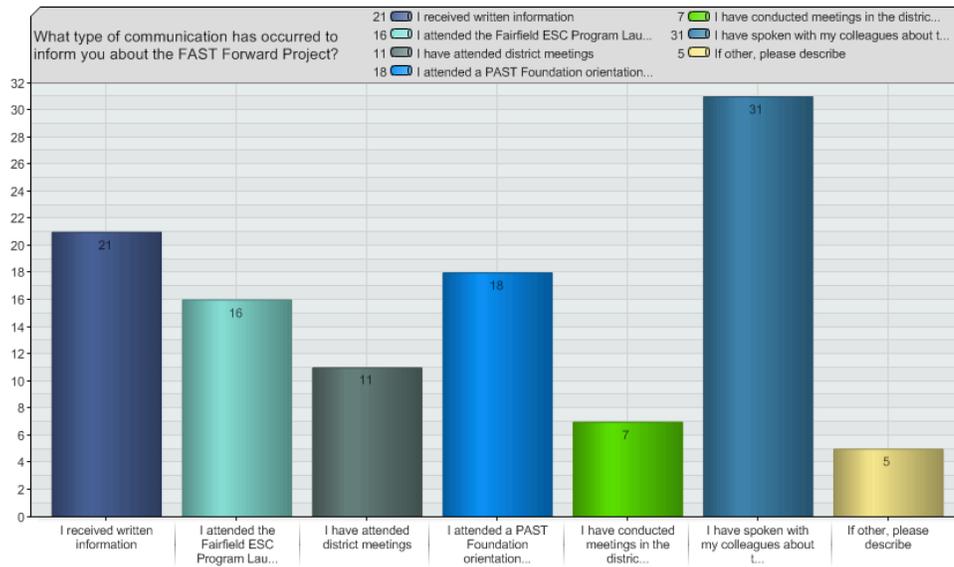
\*Some participants expressed multiple ideas in their response.

Q7b: If other, please describe (n=5 respondents)	Number of Responses (n=5)
Participants and students	2
Organizational level	1
High achieving math students	1
Unsure	1





**Question 8a: What type of communication has occurred to inform you about the FAST Forward Project? (Total respondents n=44; total responses n=109\*)**



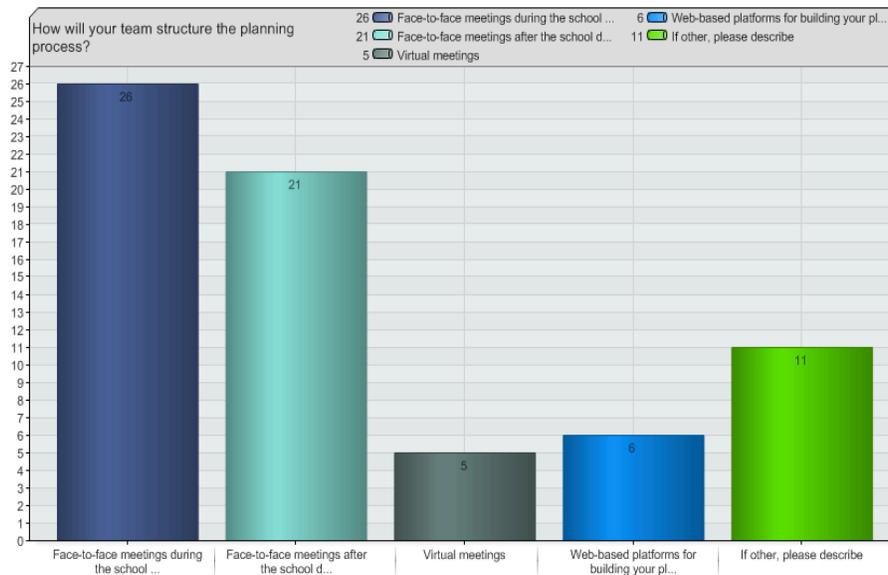
\*Participants chose multiple responses

Q8b: If other, please describe (n=5 respondents)	Number of Responses (n=5)
Email	3
New to team	1
Team meeting	1





**Question 9: How will your team structure the planning process?**  
(total respondents n=43; total responses n=69\*)



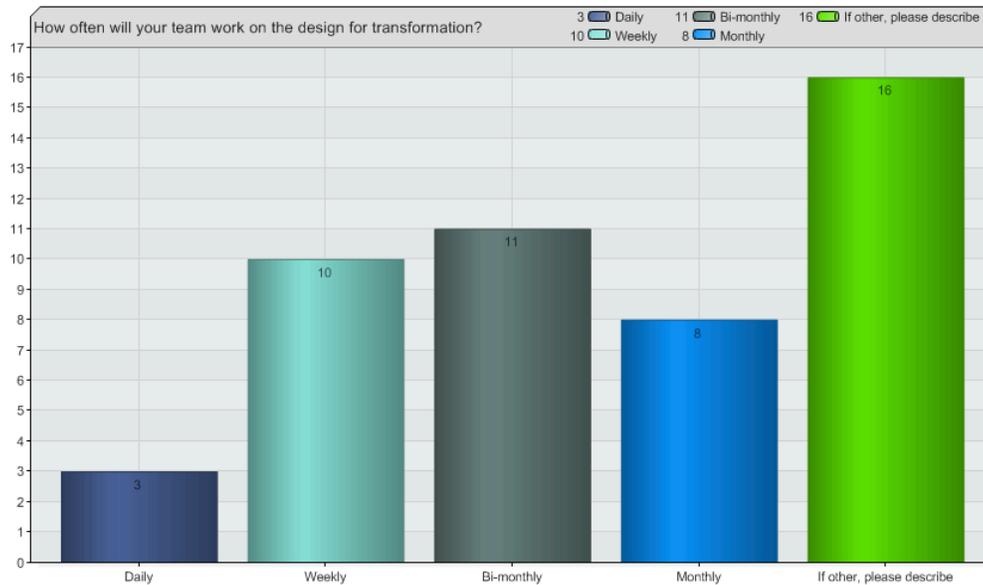
\*Some participants expressed multiple ideas in their response.

Q9b: If other, please describe (n=11 respondents)	Number of Responses (n=11)
To be determined	9
Saturdays	1
Meeting with administrators and board	1





Question 10a: How often will your team meet to work on the design for transformation? (total respondents n=43; total responses n=48\*)



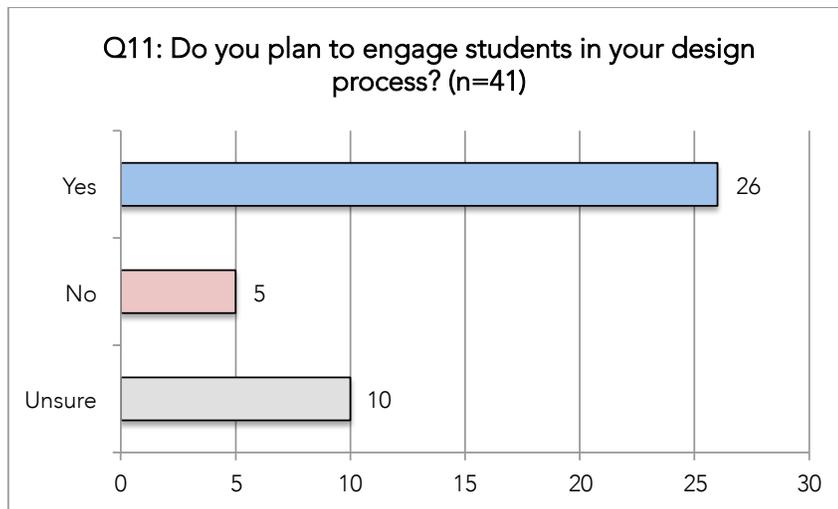
\*Some participants expressed multiple ideas in their response.

Q10b: If other, please describe (n=16 respondents)	Number of Responses (n=16)
To be determined	16

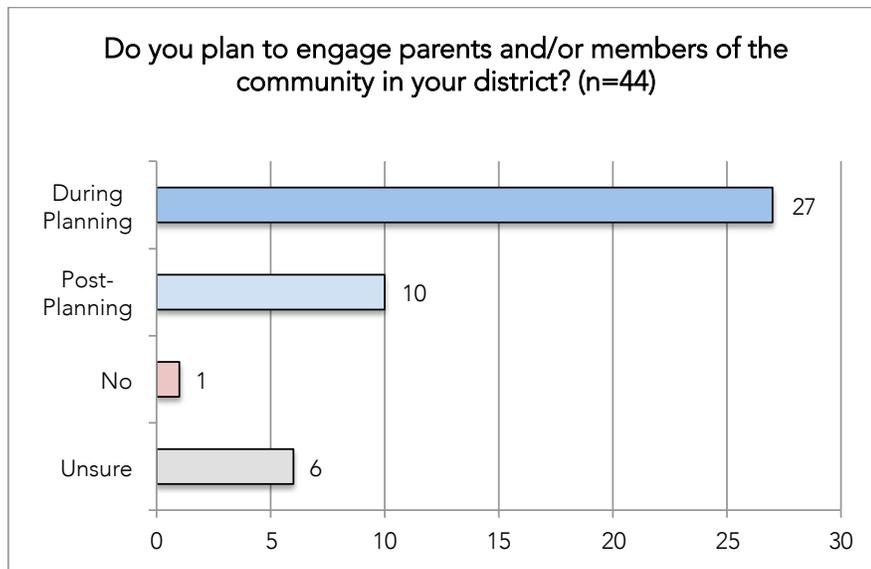




**Question 11: Do you plan to engage students in your design process? (n=41 respondents)**



**Question 12: Do you plan to engage parents and/or members of the community in your district? (n=44 respondents)**





## **FAST Design Team Planning Workshop Observation Bullet Point Report November 8, 2014 - Lancaster High School, Lancaster, OH**

PAST Staff: Sheli Smith, Keisha Slaughter, Ketal Patel, Lisa Beiswenger, Monica Hunter

COSI Team Members: Erica Gilbert, Robin Dugan

Attendees (by school district): [7 Total Districts]

- Berne Union (3)
- Bloom Carroll (6)
- Fairfield Union (8)
- Lancaster (6)
- Liberty Union Thurston (8)
- Pickerington (13)
- Walnut Township (3)

Student Engagement:

- Plans to facilitate the design cycle with students are being implemented
- Give students the responsibility to in projects
  - Multimedia class – present their work to the community
- Hands on Math Lab – let students name the lab and give ideas to get them involved
- Plans to receive Chromebooks
  - Once given, students can carry Chromebooks anywhere and use the technology in many ways

Teacher Engagement:

- Assessable teacher data
  - Tracking growth through Starmath to assess learning M
- Work to collaborate time with students
- Market branded implementation to staff
- Teachers receive training on Chromebooks once they are received from media specialists
  - They can develop lesson plans with Chromebooks
- Teacher survey for implementation ideas





## Community and Community Engagement:

- Work with community partners to create connections
  - Present the idea of “Own Town” to promote involvement
  - “POPs” concert to use as funding source
  - Use as motivation to sustain fieldtrips
  - CAPSTON project with community and OUL
  - Work with local famers and library
  - Community café that students can monitor
  - Sell popcorn during family movie nights
- Implement plans to work with community partners will take place in January 2015

## STEM/TPBL:

- Plans to take current library, family and consumer science room to create “[District] Learning Center”
- “Our Town” project to involve community
- GPS (Gales Pathway to STEM) projects to give juniors an introduction to STEM fields
  - Use connection with BLOCK
- Hands on Math Lab will be expanded for use with STEM courses

## Leadership:

- Present changes – will identify strengths and weaknesses from all stakeholders
  - Meetings with stakeholders will start on Monday
- Looking to take teams of teachers to create projects and models for staff and district
  - Do this without seeming aggressive (“Cramming it down their throat”)
  - Try to capture and gain their interest
- Use current school year to gather and setup projects
  - Gather resources, include staff, generate ideas
  - Implement these ideas in 2015 school year (give teachers time to work over the summer)
- Purchase Chromebooks for teachers and students to use
- Branding – give input to other staff before they share out
- Use PD during summer camps to prepare teachers for STEM





## Constraints:

- Buy-in is a major challenge
  - Plans to send out a survey for staff, but are afraid to do so
- Change with instructional process
  - Plans to be implemented by start of 2015 school year
- How to utilize and implement space in buildings
  - How do labs and courses fit into the space?
- Create plans and goals that are realistic
  - What after this? Where does that take you?
  - Focus on learning from others





# PAST InnovationLab

access through education

## FAST Forward Design Team Post-Planning Survey

- \* 1. **This is an anonymous survey. The PAST Foundation uses survey data to assess professional development needs with program implementation. Completing this survey will give you the opportunity to share your insights and concerns anonymously.**

**Your participation in this research is voluntary. You may choose not to participate. By checking the response below that states you agree to participate in this survey, you confirm that you have read and understand the PAST Foundation's Online Survey Anonymity Protocols provided for your review on the PAST Foundation website. You may review these protocols at any time on the PAST Foundation website (<https://pastinnovationlab.org/irb-2014-09-0010eth-fast/>)**

I agree to participate in this anonymous survey

- 2. **What were your initial ideas for transformation for your district (and/or school) when you first learned about the FAST forward program?**

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- 3. **Have your ideas changed now that you are in the process of design?**

Yes  No

If yes, please describe briefly:

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- 4. **Who will be most impacted by the changes that will occur as a result of your transformation?**

- District as a whole
- A single school in your district
- K-12 Teachers
- Elementary Teachers
- Middle School Teachers
- High School Teachers
- K-12 Students
- Elementary Students
- Middle School Students
- High School Students
- Community
- If other, please describe:

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5. **What type of communication has occurred to inform you about the FAST Forward Project?**

- I received written information
- I attended the Fairfield ESC Program Launch Orientation Sept. 3
- I have attended district meetings
- I attended a PAST Foundation orientation meeting
- I have conducted meetings in the district to inform others
- I have spoken with my colleagues about the project
- I attended a PAST Foundation design team meeting
- I participated in a PAST Foundation site visit
- If other, please describe:

\_\_\_\_\_

6. **How has your team structured the planning process?**

- Face-to-face meetings during the school day
- Face-to-face meetings after the school day
- Virtual meetings
- Web-based platforms for building your plan documents
- If other, please describe:

\_\_\_\_\_  
\_\_\_\_\_

7. **How often has your team worked on the design for transformation?**

- Daily
- Weekly
- Bi-monthly
- Monthly
- If other, please describe:

\_\_\_\_\_

8. **Have you engaged students in your design process?**

- Yes  No

If so, how?

\_\_\_\_\_  
\_\_\_\_\_

9. **Do you plan to involve students during implementation (January-June 2015)?**

- Yes  No

If yes, briefly describe:

\_\_\_\_\_  
\_\_\_\_\_

10. **Have you engaged parents and/or members of the community in the FAST Forward Design?**

- Yes  No





If so, how?

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11. **The plan for presentations scheduled for December 6th was modified based on your feedback. Did this change accommodate your team's ability to complete your team's presentation?**

Yes  No

If yes, briefly describe:

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12. **If the change regarding the plan for presentations did not support your team's process, please describe:**

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13. **Are you planning to or have you given any feedback to the other FAST Forward design team's presentations (posted to basecamp)?**

Yes  No

14. **If yes, how do you plan to share your comments?**

**(You may submit your rubrics, criteria sheets, or feedback to Ketal, [kpatel@pastfoundation.org](mailto:kpatel@pastfoundation.org) or Alyssa, [areder@pastfoundation.org](mailto:areder@pastfoundation.org))**

- Use PAST Foundation provided rubric
- The FAST Forward presentation criteria sheet
- Post comments on Basecamp
- If other, please describe:

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## **FAST Design Team Post-Planning Survey Bullet Point Report December 6, 2014**

This document provides a preliminary look at the survey responses for the FAST Forward Design Team Post-Planning Survey launched via SurveyMethods© on December 6<sup>th</sup>, 2014. The survey was open December 6 through December 19, 2014. Seventeen Design Team participants completed the survey.

This brief overview of the of the post-planning survey questions provides a short summary of issues that Design Team respondents were asked to address in questions 2-12:

Q2-3 asked participants about changes in the initial ideas for transformation within their district. The first (Q2) was an open-ended response, and the second (Q3) asked participants to elaborate on aspects of their ideas that changed during the design process.

Q4 allowed participants to identify most likely to be impacted by the FAST forward innovation design outcome.

Q5-7 asked participants to describe their design team process including mode of communication and frequency of planning sessions.

Q8-10 focused on student engagement with the Design Team planning process, as well as plans to involve the broader community.

Q11-14 asked participants about the culminating components of the planning process, including the plan for presentations, and whether they intended to review presentations posted by other districts, and if they thought they wanted to give feedback to share comments about the individual district presentations of the final plan for innovation.





Question 1: Consent to participate in anonymous survey.

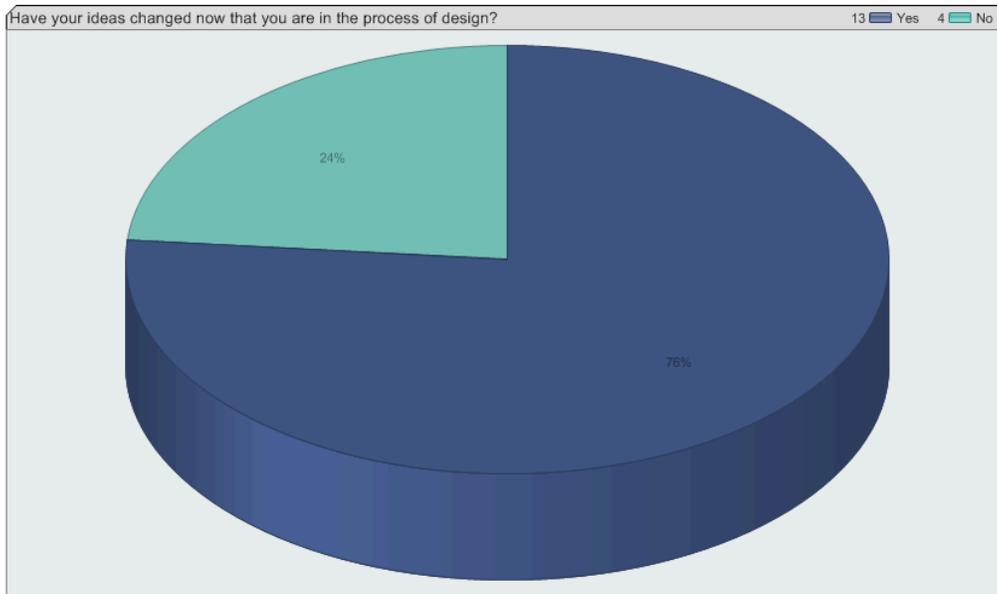
Question 2: What were your initial ideas for transformation for your district (and/or school) when you first learned about the FAST forward program? (n=17 respondents)

<b>Q2: What were your initial ideas for transformation for your district (and/or school) when you first learned about the FAST forward program?</b> (n=17 respondents)	<b>Number of Responses*</b> (n=21)
Unsure and/or participant was new to Design Team	6
Technology	5
Enhance student performance	3
Create a flexible schedule	2
Outdoor education	1
Blended learning	1
PBL	1
Open classroom design	1
Math focus	1
*Some participants expressed multiple ideas in their response.	





Question 3a: Have your ideas changed now that you are in the process of design? (n=17 respondents)



Q3b: How have your ideas changed since you initiated your plan for innovation? (n: 13 respondents)	Number of Responses* (n=17)
More focused vision	3
Instructional transformation	2
Widen implementation impact	2
Community involvement	1
Creating STEM program	1
Transdisciplinarity focus	1
Expanded ideas about innovation	1
Inquiry Based Learning	1
Instructional transformation	1
Need-based focus	1
Problem Based Learning	1
Reinvigorated	1
Sustainability-based focus	1

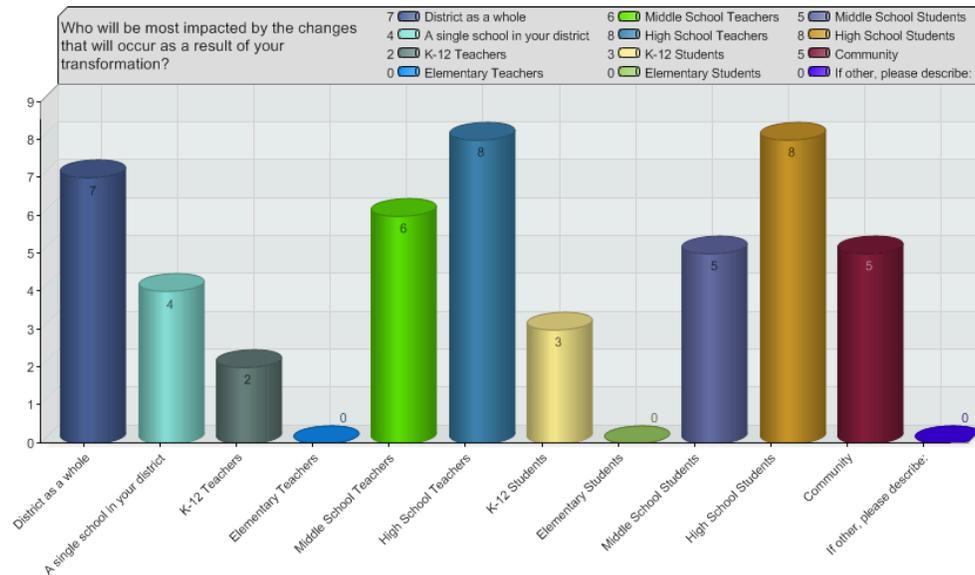
\*Some participants expressed multiple ideas in their





response.

## Question 4: Who will be most impacted by the changes that will occur as a result of your transformation? (n=17 respondents\*)



\*Some participants expressed multiple ideas in their response.

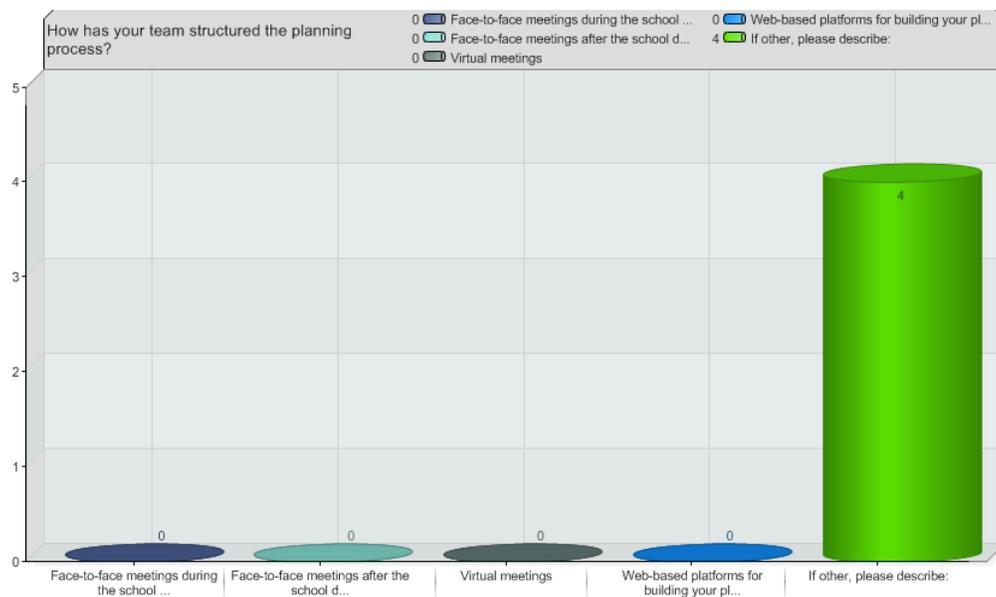




**Question 5: What type of communication has occurred to inform you about the FAST Forward Project? (n=17 respondents)**

*Due to a technologic error, the responses for question 5 were not recorded in the survey data system.*

**Question 6: How has your team structured the planning process? (n=4 respondents)**



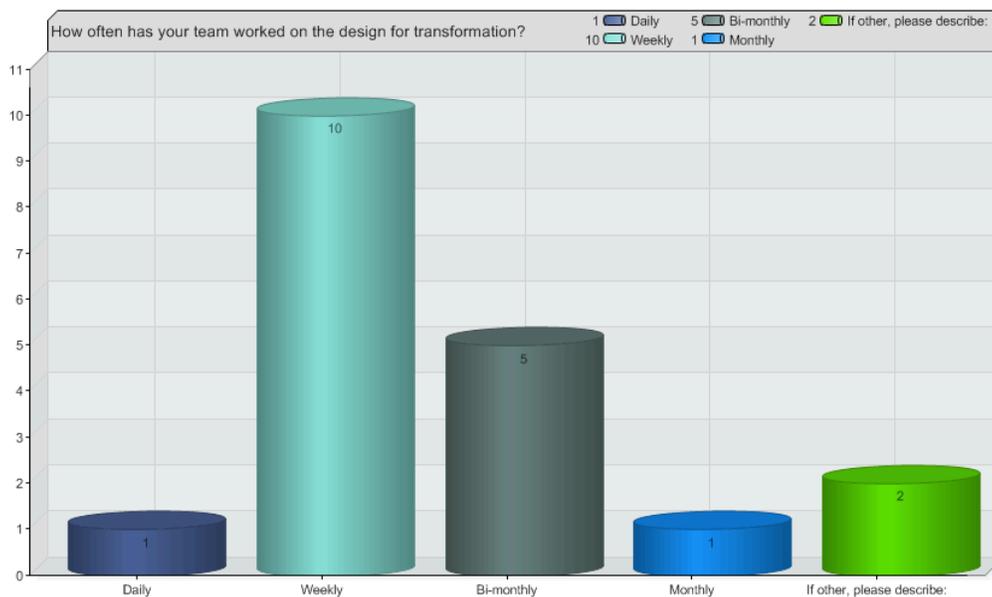
Participants responded by describing the way in which their team has structured the planning process, which included:

- Out of school meeting time (weekends, after school)
- Collaborative emails (2)
- School day meeting





Question 7: How often has your team worked on the design for transformation? (n=17 respondents\*)



\*Some participants expressed multiple ideas in their response.

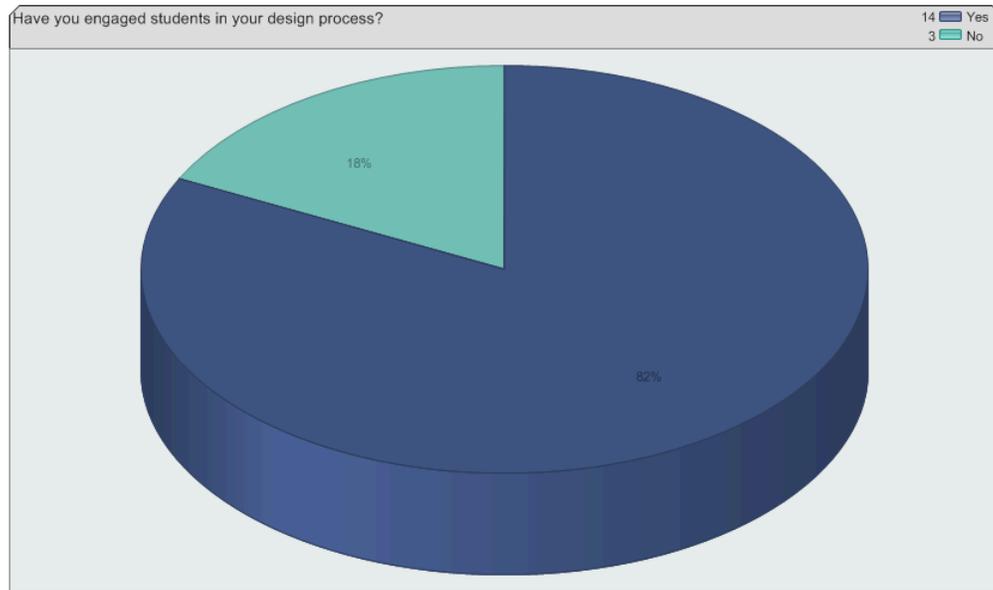
Two participants described how often their team worked on design for transformation, and responded with the following:

- Saturday workshops
- Unsure of meeting dates





Question 8a: Have you engaged students in your design process?  
(n=17 respondents)

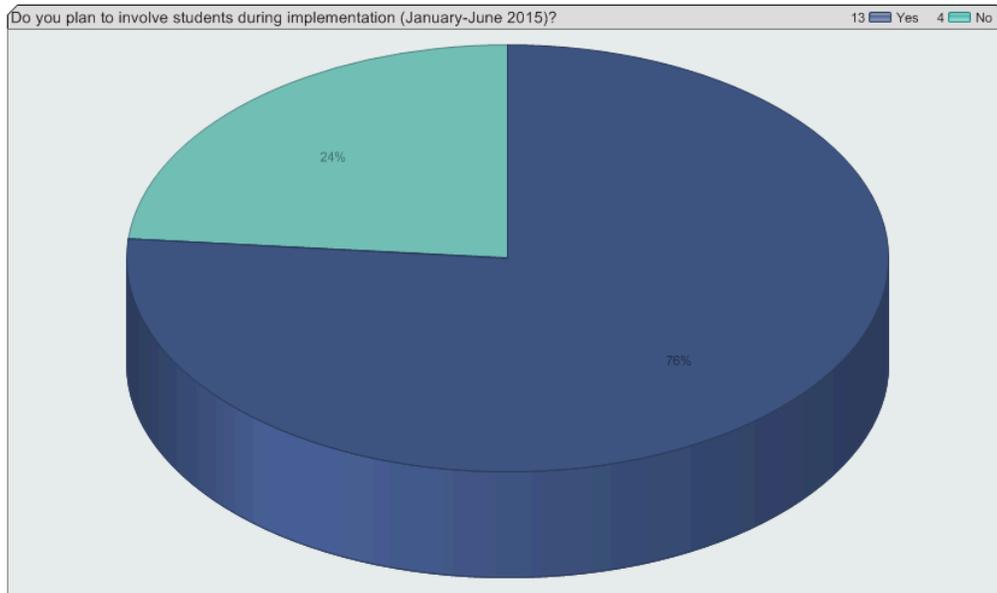


Q8b: How have you engaged students? (n= 15 respondents)	Number of Responses (n=15)
Student survey	3
Presentation	2
Will engage students in future phases	2
Student feedback	2
Choosing design plan location	2
Assist with community outreach	2
Contribute to project ideas	2





Question 9a: Do you plan to involve students during implementation (January-June 2015)? (n=17 respondents)



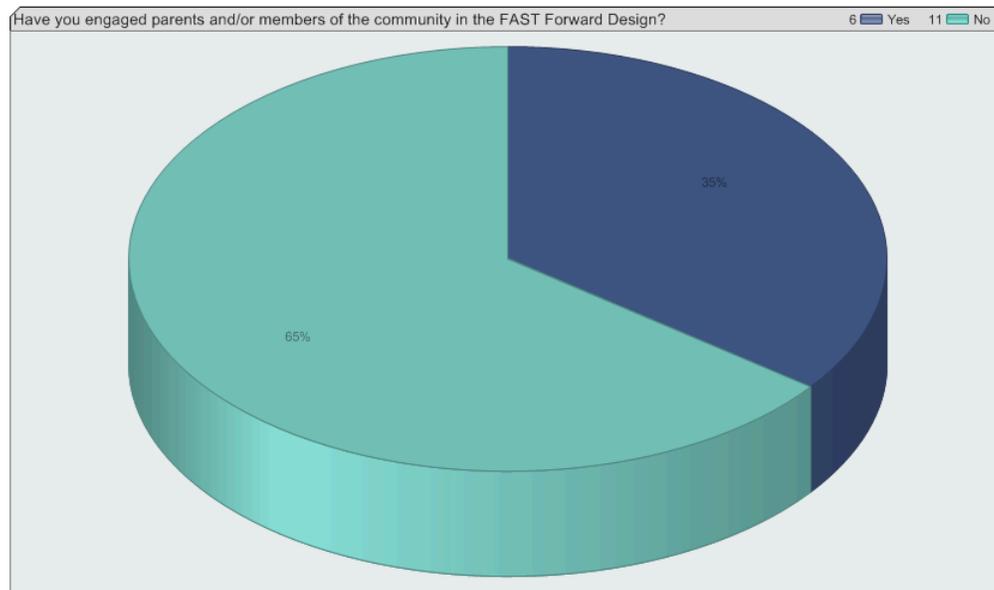
Q9b: How do you plan to involve students? (n=13 respondents)	Number of Responses* (n=18)
Implementing project	4
TPBL	4
Incorporated in design process	3
Student survey	2
Assist with Implementation in August	1
Feedback	1
Generate ideas	1
Student and community events	1
"No specifics yet"	1

\*Some participants expressed multiple ideas in their response.





Question 10a: Have you engaged parents and/or members of the community in the FAST Forward Design? (n=17 respondents)



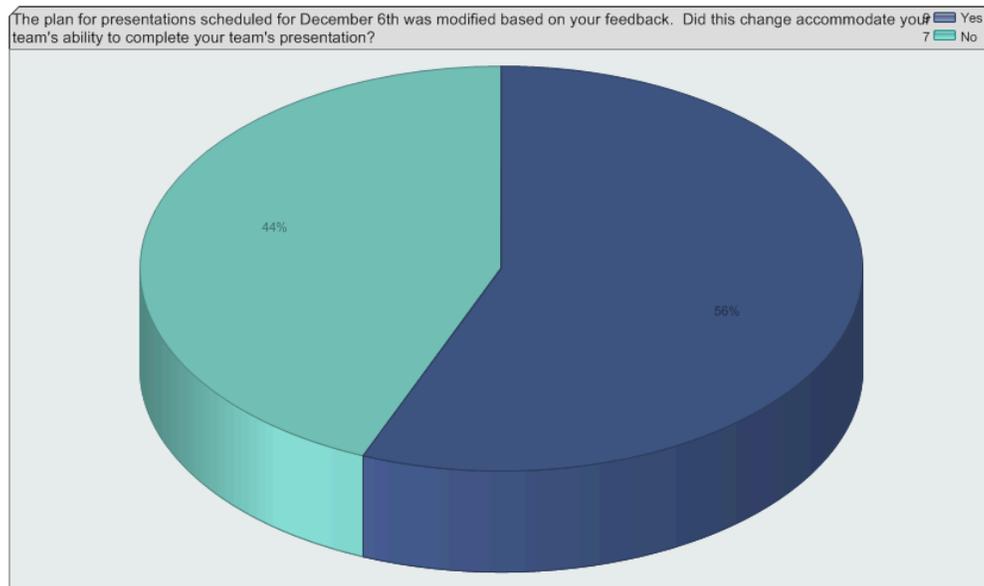
Q10b: How have you engaged parents and/or members of the community? (n=6 respondents)	Number of Responses* (n=13)
Community partners	3
Meetings	2
Will engage in future phases of implementation	2
Sharing information	2
Survey	2
Provided information to gain parental permission	1
Presentation	1

\*Some participants expressed multiple ideas in their response.





Question 11a: The plan for presentations scheduled for December 6th was modified based on your feedback. Did this change accommodate your team's ability to complete your team's presentation? (n=16 respondents)



11b. How did this change accommodate your team's ability to complete your team's presentation? (n=10 respondents)	Number of Responses* (n=11)
Gave more time to collaborate	3
Would have preferred to complete in person	3
Able to complete	1
Able to participate in community events	1
Met during school day	1
Planned to give digital presentation	1
Rescheduling helped	1

\*Some participants expressed multiple ideas in their response.



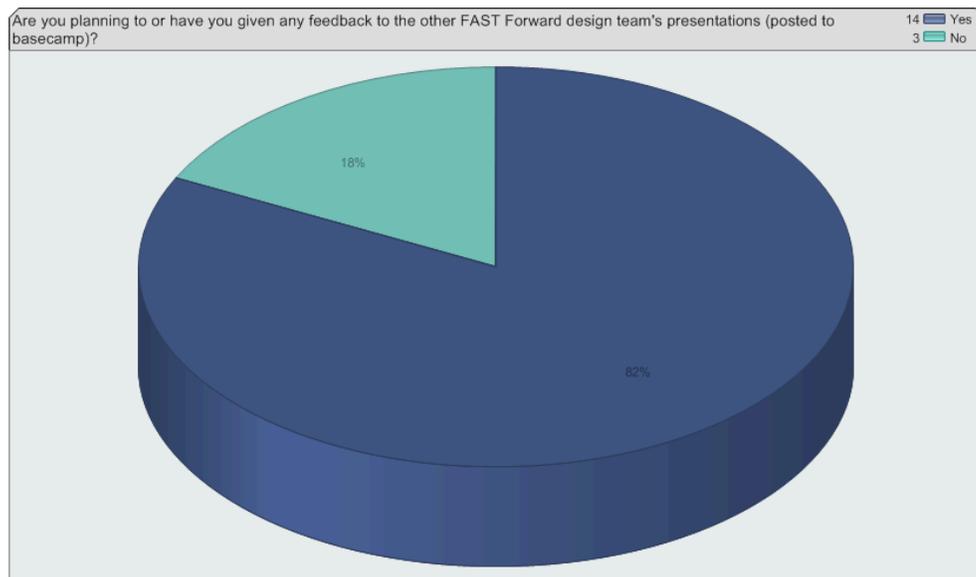


**Question 12: If the change regarding the plan for presentations did not support your team's process, please describe: (n=5 respondents)**

The change in schedule did not support their presentations for the following reasons:

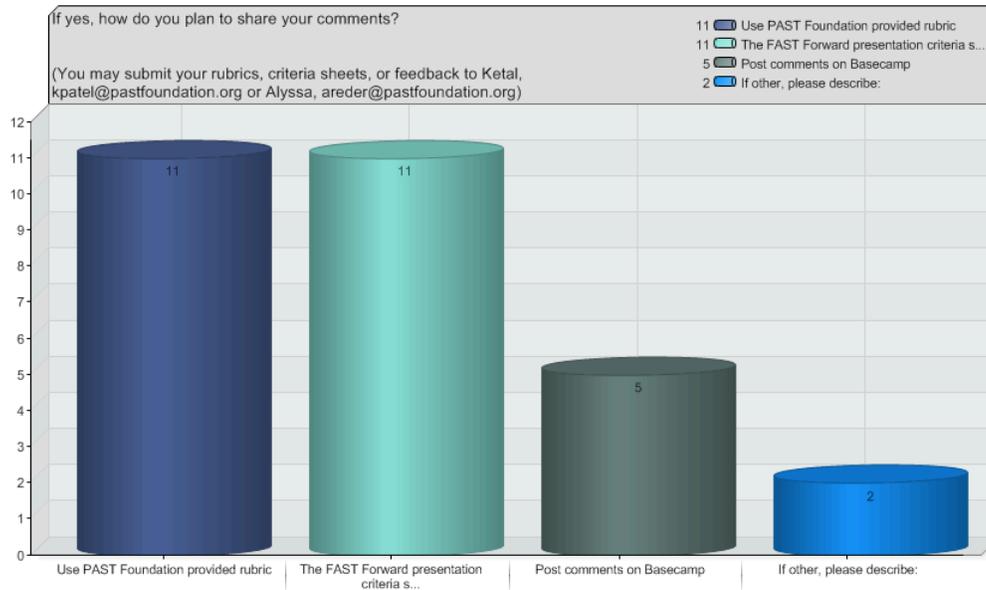
- Would have rather presented in person (2)
- Communication of change in schedule was not fluid
- It was difficult to coordinate a time to record presentation
- N/A

**Question 13: Are you planning to or have you given any feedback to the other FAST Forward design team's presentations (posted to basecamp)? (n=17 respondents)**





## Question 14: If yes, how do you plan to share your comments? (n=14 respondents)



- Two participants emailed documents to PF staff member





## **FAST PD P3 Quarterly Planning Observation Bullet Point Report December 5, 2014 - Fairfield County Educational Service Center, Lancaster, OH**

PF Staff: Sheli Smith, Alyssa Reder, Meghan Matta, Ketel Patel, Kat Deener  
COSI Team: Chelsie Webster

FAST Attendees (by school district): Liberty Union Thurston (8)  
Growing Soil Attendees (by school district): [1 School District] Lancaster (1)

9:00 - 9:15:	Welcome and Introductions & Using the Design Cycle
9:15 - 10:15:	Developing a Back map and designing Problems, Projects, Products for your students.
10:15 - Noon:	Design 2 week project plans and project management in the classroom. (Creating 4 Two-week Planners for a quarter long design)
12:00 - 12:15:	Sharing your big ideas and back map work.
12:15 - 1:00:	Lunch on your own
1:00 -2:30:	Developing Project Snapshots and aligning standards. (Creating 4 Project Snapshots for a quarter long design)

### Students and Student Engagement:

- 'Character Education' class discussed to combat school bullying
- Service learning lunch hour for students (Local churches, Goodwill, Food Pantry, Local Retirement community)
- Work Experience in a Zero period for students as possible no-cost initiative
- Professionalism course? (Resume building, interview skills, debate, public speaking, college applications)
- Questionnaire on possible electives to get student opinion and gauge student buy-in
- Students will design "plan of the day" PSA announcement to air school wide

### Community Involvement:

- Create a 'community day'
- One design teams project focuses on areas of decline in local community, and how to resolve
- Involvement of local Opera House is an important factor





## Planning Teams:

- [District] broke out into High School and Middle school breakout sessions to work through planning
- Admin present was active and troubleshooting with breakout group
- Design Teams and planning teams (districts broken by grade levels) worked well with a focus on integrating standards into projects
- Design Teams planning to present ideas to School Board (January, February)
- Media specialists integrating library resources into projects
- Teams open to changing and adjusting plans as new ideas arise, positive team effort

## Constraints:

- Students not utilizing Post-Secondary class offerings (22/120)
- Confusion of project/problem/question
- "Still trying to teach all material in my subject" – difficulty with time management of project on top of other initiatives/schedules

## Project Proposal Share Outs:

- Want to create electives for HS to offer. Students present proposals. Questionnaire
- Part 2: Once we have weeded out students who misuse study hall – groups will present their class idea, criteria, topics, benefits of class
- Areas of decline. Student projects to take photos, application of ideas "what can we do about it"
- Intervention specialist involving penguins. Watch online live penguins videos.
- Pond, wants to utilize (bio teacher). Design projects with flora and fauna of pond and develop a plan for improvement of pond. Each group gets a different aspect of it. Develop poster for presentation. Billboard company owner as partner? PSA announcement with, "Plan of the Day" to reduce air pollution.





# PAST InnovationLab

access through education

## FAST Forward P3 Quarterly Post-PD Survey

- \* 1. **This is an anonymous survey. The PAST Foundation uses survey data to assess professional development needs with program implementation. Completing this survey will give you the opportunity to share your insights and concerns anonymously.**

**Your participation in this research is voluntary. You may choose not to participate. By checking the response below that states you agree to participate in this survey, you confirm that you have read and understand the PAST Foundation's Online Survey Anonymity Protocols provided for your review on the PAST Foundation website. You may review these protocols at any time on the PAST Foundation website (<https://pastinnovationlab.org/irb-2014-09-0010eth-fast/>)**

I agree to participate in this anonymous survey

- 2. **What is the purpose of a problem?**

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- 3. **Is there a difference between a project and a product?**

Yes  No

If yes, briefly describe:

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- 4. **Does pre- and post-assessment drive real time course correction?**

Yes  No

If so, how?

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- 5. **After viewing the P3 podcasts were there ideas that you were able to use or put into practice in your classroom?**

Yes  No

If so, briefly describe:

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6. **Do you intend to implement transdisciplinary problem based learning (TPBL) in your classroom?**  
 Yes  No

7. **Do you plan to attend future P3 PD planning sessions?**  
 Yes  No

Additional comments.

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8. **Does presentation of learning to an authentic audience affect project management?**  
 Yes  No

If yes, please list three benefits of presentation of learning to an authentic audience:

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9. **Please describe three main benefits of TPBL from your perspective.**

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10. **Do you think the P3 podcasts helped you build your TPBL skills?**  
 Yes  No

If yes, please describe briefly:

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11. **Please rate the importance of the following resources for your work:**

	Not at all important	Somewhat important	Important	Very important	I don't know yet if it helped me in my work
P3 Workbook	<input type="radio"/>				
P3 Podcasts	<input type="radio"/>				
Both the podcasts and the workbook	<input type="radio"/>				

12. **What is the most useful tool in your work? Rate the following:**

	Not at all useful	Somewhat useful	Useful	Very useful	I don't know yet if it is a useful tool in my work
Backmap	<input type="radio"/>				
Two-week planner	<input type="radio"/>				
Snapshot	<input type="radio"/>				
Lewis Rubric	<input type="radio"/>				





## **FAST Quarterly P3 Post-PD Survey Bullet Point Report December 5, 2014**

This document provides a preliminary look at the survey responses for the FAST P3 Post PD survey. Nine PD participants completed this survey. The survey was administered during a PD session on December 5, 2014.

This brief overview of the post-PD survey questions provides a short summary of issues that Design Team respondents were asked to address in questions 2-12:

Qs 2-4 are open-ended questions designed to assess understanding about problem-based learning. Q2 asks participants to describe the purpose of a problem, and Q3 asks whether there is a difference between a project and a product. Q4 asks participants to discuss whether pre- and post-assessment drives real time course correction.

Qs 5-6 ask respondents about application of Transdisciplinary Problem Based Learning (TPBL). Q5 asks whether they were able to apply the ideas from the P3 podcasts in their classroom. Q6 asks whether respondents intend to implement TPBL in their classroom.

Q7 asks whether participants plan to attend future P3 PD planning sessions.

Qs 8-9 address perceived benefits of TPBL. Q8 asks whether “presentation of learning to an authentic audience” affects project management, and also gives respondents an opportunity to explain their response in an open-ended format. Q9 is also an open-ended question that asks participants to describe the benefits of TPBL.

Q10 asks whether P3 podcasts helped to build participant TPBL skills. It provides an opportunity to explain their response.

Q11-12 ask participants to rate importance of P3 resources and tools used in their classroom work.





Question 1: Consent to participate in anonymous survey.

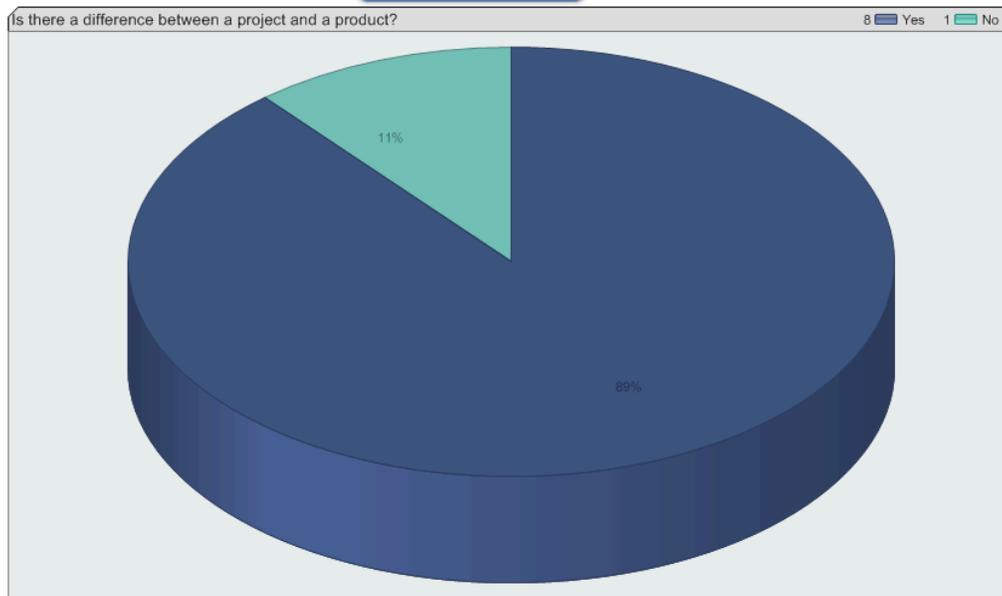
Question 2: What is the purpose of a problem? (n=9 respondents)

Q2: What is the purpose of a problem? (n=9 respondents)	Number of Responses* (n=15)
Provide a direction for learning	3
Create opportunities	2
Allows for student voice	2
Apply to "real world"	1
Create authentic learning	1
Create thinking	1
Interact with community	1
Provide transdisciplinary opportunities	1
Provide a chance for change	1
Solving problems	1
Spark curiosity	1
*Some participants expressed multiple ideas in their response.	





Question 3a: Is there a difference between a project and a product?  
(n=9 respondents)





Question 3b: If yes, briefly describe:

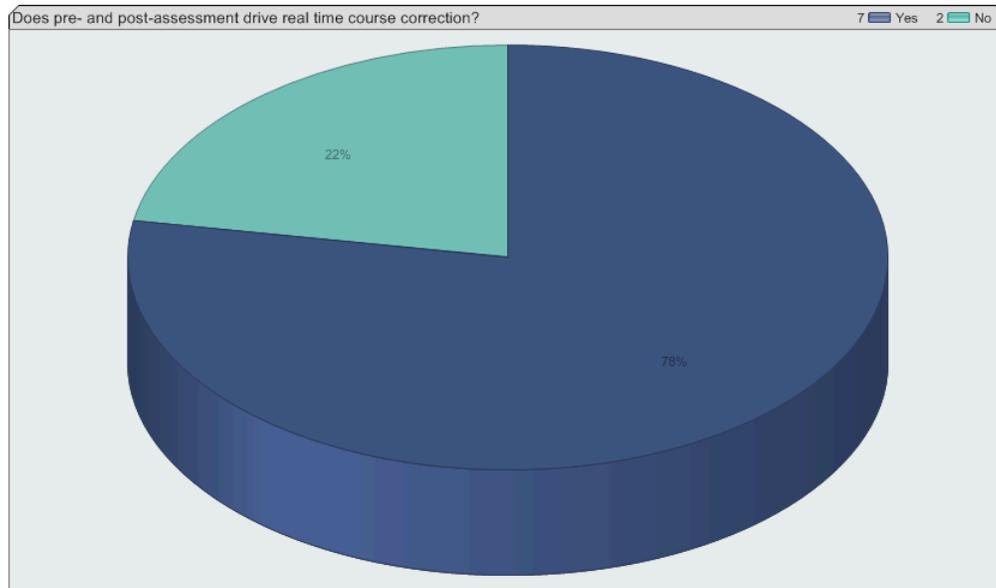
	Q3b: If yes, briefly describe: (n=8 respondents)	Number of Responses* (n=25)
Project	Process	3
	Learning objectives	2
	Demonstration of learning	1
	Multiple products	1
	Over-arching idea	1
	Problem	1
	Student lead	1
Product	End result	3
	Culmination of project	2
	Construction	2
	Critical thinking	1
	Evidence for learning	1
	Outcome of problem	1
	Practical application	1
	Presentation	1
	Teaching content	1
	"Test"	1
	Solution	1

\*Some participants expressed multiple ideas in their response.





**Question 4a: Does pre- and post- assessment drive real time course correction? (n=9 respondents)**



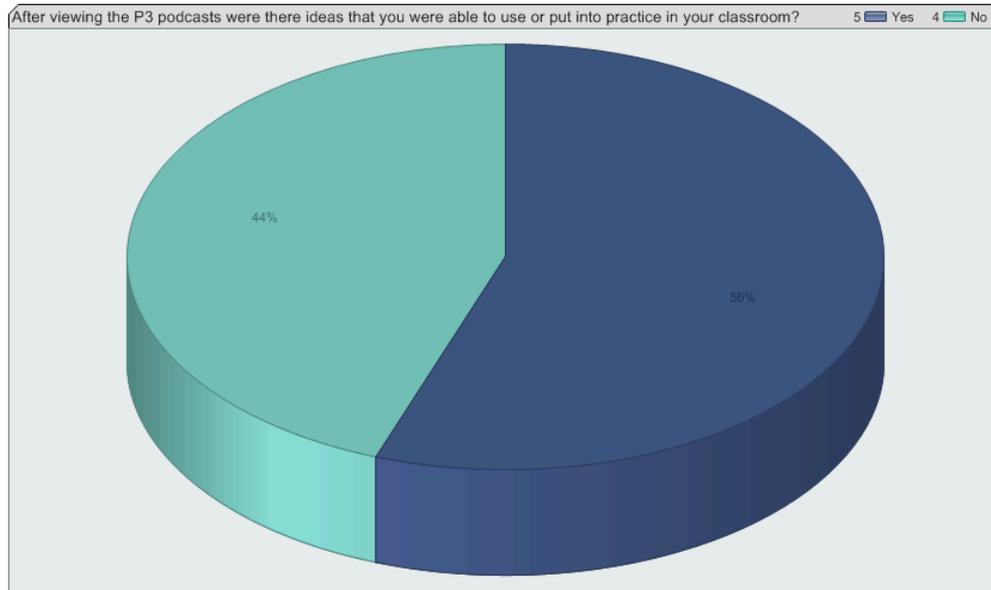
Q4b: If so, how? (n=7 respondents)	Number of Responses* (n=8)
Establish benchmarks	3
Reteach as necessary	3
Demonstrates effectiveness	1
Drives instruction	1
*Some participants expressed multiple ideas in their response.	

- One participant recommends that assessment should be done daily to correct course.
- One participant believes that pre- and post- assessment should drive real time course correction but mentions that it is difficult in practice to use it that way because of curriculum requirements and the testing environment.





**Question 5a:** After viewing the P3 podcasts, were there ideas that you were able to use or put into practice in your classroom? (n=9 respondents)



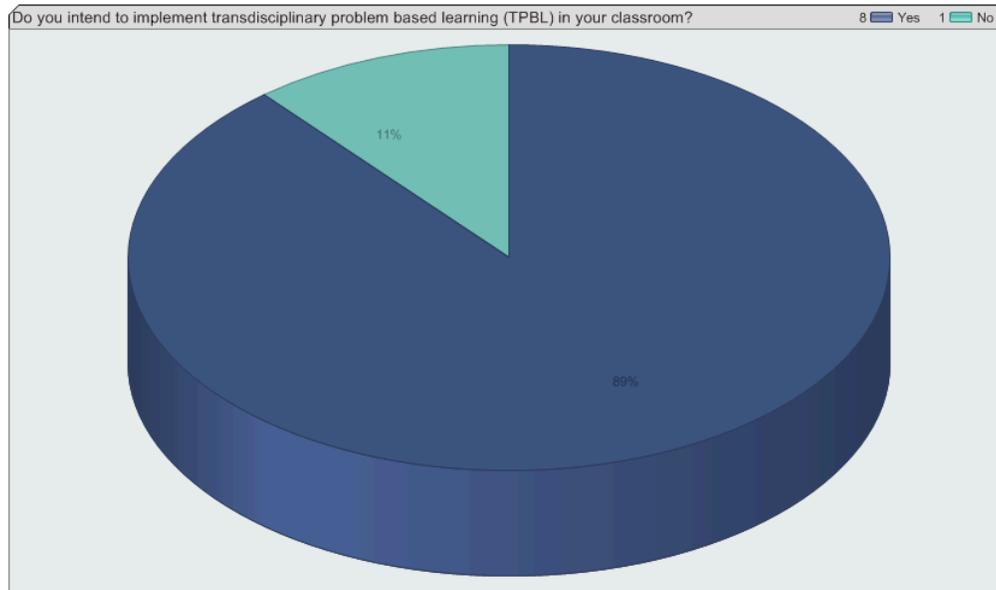
Q5B: If so, briefly describe: (n=5 respondents)	Number of Responses* (n=7)
Authentic audience	1
Develop process	1
Initiates curiosity	1
Incorporate PBL	1
Student created rubrics	1
Student driven instruction	1
Students use design cycle	1
*Some participants expressed multiple ideas in their response.	

- One participant's school lacks necessary technology



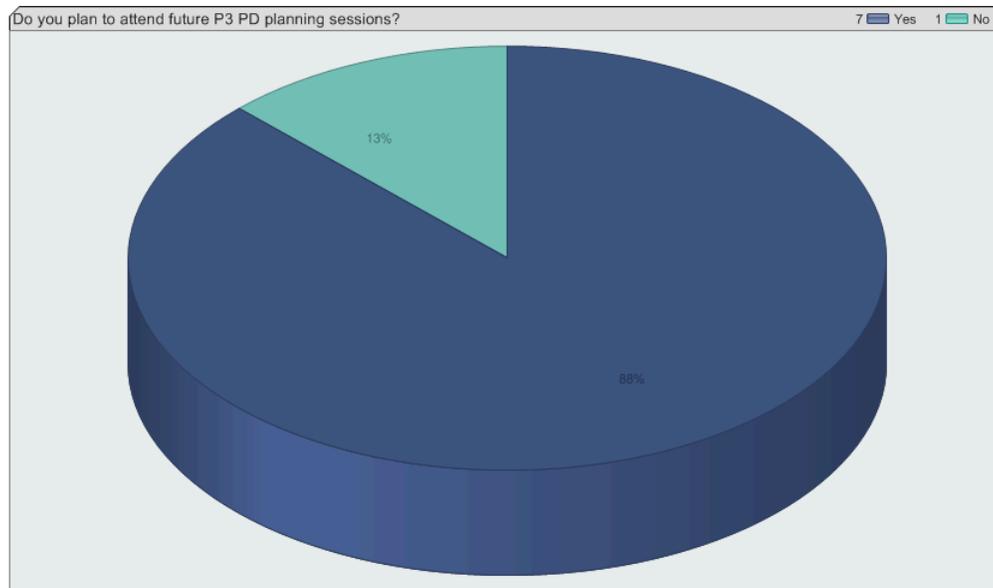


Question 6: Do you intend to implement transdisciplinary problem based learning (TPBL) into your classroom? (n=9 respondents)





**Question 7a: Do you plan to attend future P3 PD planning sessions?**  
(n=8 respondents)



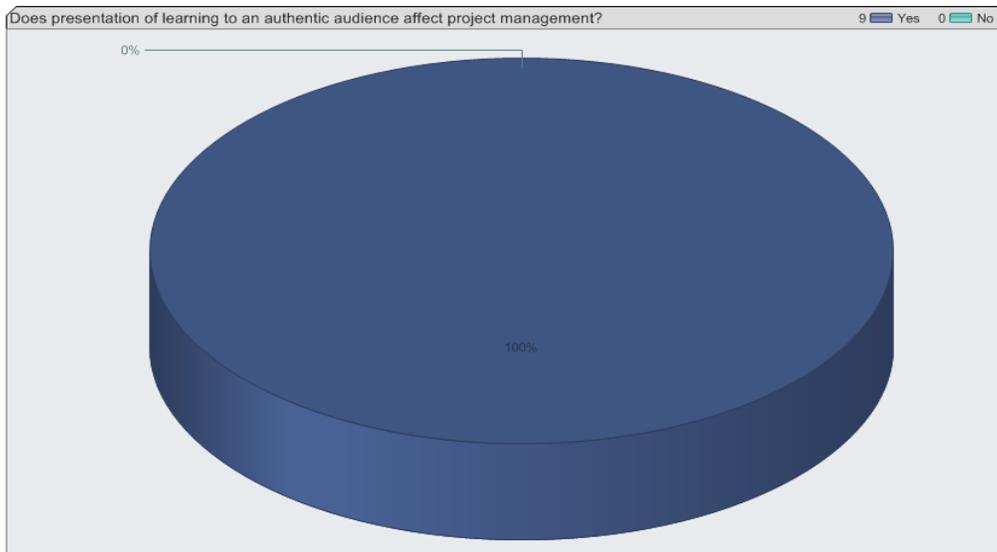
**Q7b: Additional Comments: (n=2 respondents)**

- Only two respondents supplied addition comments
  - Both discussed creating a team of teachers to brainstorm projects





**Question 8a: Does presentation of learning to an authentic audience affect project management? (n=9 respondents)**



Q8b: If yes, please list three benefits of presentation of learning to an authentic audience: (n=9 respondents)	Number of Responses* (n=11)
Authentic audience	2
Accountability	1
Articulation of ideas	1
Guides thinking	1
Quality of student work improved	1
Real feedback to students	1
Relevance to a problem	1
Student engagement	1
Student excitement	1
Teacher as collaborator not evaluator	1
*Some participants expressed multiple ideas in their response.	





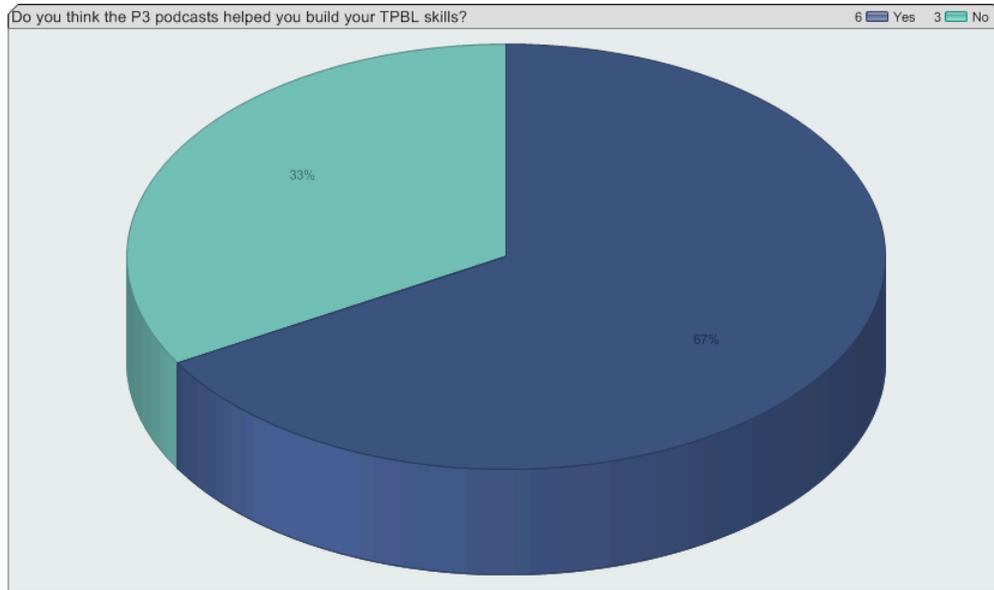
**Question 9: Please describe three main benefits of TPBL from your perspective. (n=9 respondents)**

Q9: Please describe three main benefits of TPBL from your perspective. (n=9 respondents)	Number of Responses* (n=20)
Purposeful learning	2
Student ownership	2
Student driven learning	2
Authentic learning	1
Clearly defined process	1
Collaboration	1
Creativity	1
Emotional investment	1
Engagement	1
Fun	1
Multisensory learning	1
"No right answer"	1
Preparation for real world	1
Problem Solving	1
Relevance	1
"Student interaction"	1
Well planned project	1
*Some participants expressed multiple ideas in their response.	





Question 10a: Do you think the P3 podcasts helped you build your TPBL skills? (n=9 respondents)



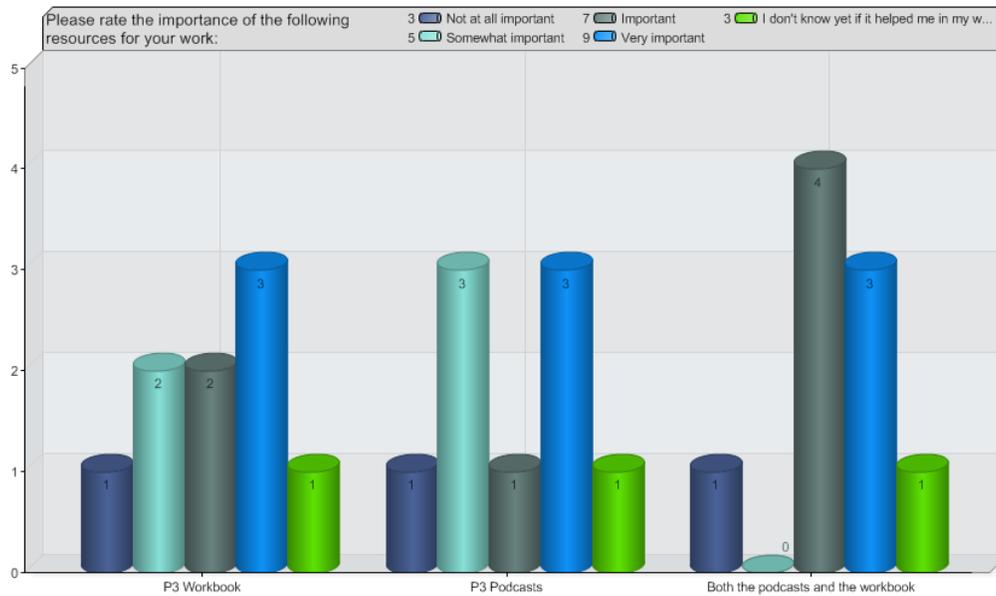
Q10b: If yes, please describe briefly (n=5 respondents)	Number of Responses (n=5)
Planning structure	2
Shift from project to problem	2
Allows for modification	1

- One participant had difficulties watching the podcasts but benefitted from the PD sessions
- Another learned best by hands on application



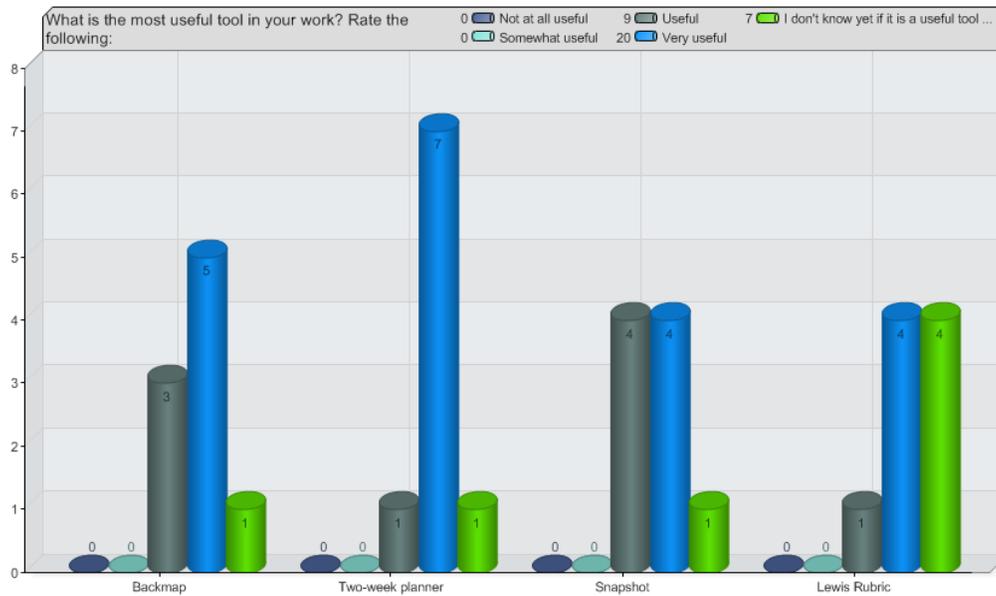


Question 11: Please rate the importance of the following resources for your work (n=9 respondents)





Question 12: What is the most useful tool in your work? Rate the following. (n=9 respondents)





## Schlechty Leadership Conference: Observation

November 13 and 14, 2014

Attendees: Administrative personnel from 12 districts.

Day One: Participants seated themselves by district. The discussion centered on participants views that they felt they were engaged in the Leadership activities 50% of the time. A request was made concerning how the required reading could be tied to the topics listed on the agenda. An additional topic arose in relationship to “How to relate the text, (Working the Work) to “design.” Throughout the day participants worked through topical discussions to explore particular issues raised by individual participants. Participants also took part in dissecting various scenarios involving schools and the change process. There were mixed personnel groups participating in these discussions. Following the afternoon break, participants reported out the following ideas relating to the change process:

- Slow down and embrace the process
- Encourage teachers to take design risks without consequences
- Work through ideation process before implementation
- P3 Idea response
- Look at strengths overall





Day Two: The day began with participants reporting that they felt that they were engaged 90% of the time. Following the opening discussion, Phil Schlechty lead a “Book Talk.” Participants also had multiple opportunities to engage in reflective conversations with one another, including creating “outcome” charts showing their team’s understanding of the Schlechty “Six Systems.” Following lunch, the facilitator indicated that topics being discussed were opportunities for participants to use the information and apply it to ongoing work in the districts, including the FAST Forward “Design Team” process.

### **Leadership Topics:**

- Strategic and Tactical Thinking
- Working with your universe
- School Community
- Change Design (Tim Brown: video viewing)
- Book Talk with Phil Schlechty: “Working the Work”
- Six Systems
- Motivators Needed for Change
- Gathering Affirmations from Constituent Groups

