

Building Knowledge Out of the Gate

SECOND INTERIM EVALUATION REPORT, MAY 15, 2018

Prepared for the Buck Institute for Education and the ECMC Foundation

Out of the Gate: Preparing Preservice Teachers to Use Project Based Learning (PBL) through PBL is a program that brings together university faculty members, the pre-service teachers they instruct, and the cooperating teachers who mentor the pre-service teachers in schools. ***Out of the Gate*** is designed to transform teacher education programs (TEPs) by providing professional development to faculty members, cooperating teachers, and pre-service teachers. Professional development and coaching provided through the program gives TEP faculty members and cooperative teachers the skills they need to teach PBL strategies and support pre-service teachers in conducting PBL activities as soon as they enter the teaching profession.

The program was developed by the Buck Institute for Education (BIE), with funding from the ECMC Foundation. Participants receive PBL professional development and ongoing support from BIE. In the 2017-18 school year, four TEPs and their local school districts participated in the project: Francis Marion University (South Carolina), Grand Valley State University (Michigan), Otterbein University (Ohio), and University of Mary (North Dakota).

BIE hired Education Northwest to conduct a three-year (2017–2020) external evaluation of the program. This interim report provides formative feedback based on data collected from January to April 2018. During this time, the evaluators gathered information about the program through a participant survey, interviews with TEP faculty members, and BIE attendance data. Methods and data sources are described in the appendix.

KEY RESULTS

- BIE implemented all planned activities. Participation varied with University of Mary and Grand Valley State University showing the strongest participation among the four TEPs.
- About two-thirds of university faculty members and pre-service teachers and most cooperating teachers completed at least one high-quality project in their classrooms.
- University faculty members and cooperating teachers have created supports for pre-service teachers who are learning about PBL, but there is room for growth.
- The most commonly mentioned challenge to PBL was lack of time to implement it well, but many also said TEPs were a potential lever to address challenges and build a PBL culture.
- Participants' beliefs align with the BIE program, although some have doubts about using PBL with students who have academic challenges.
- Many participants said they were knowledgeable about PBL and that the *Out of the Gate* program increased their knowledge, but fewer were confident with implementing PBL in their classrooms.



BIE offered all *Out of the Gate* activities and participation varied by TEP

EVALUATION QUESTION 1

To what extent are the Out of the Gate activities implemented as intended?

Education Northwest collaborated with project leaders to collect data on participation in BIE services, including Project Slice training, Faculty Implementation Labs, PBL 101, sustained support visits, coaching modules, and the symposia/capstone events (box 1).

BOX 1. BIE SERVICES

PROJECT SLICE This two-day workshop is designed to give pre-service teachers, cooperating teachers, and faculty members the opportunity to experience a high-quality PBL project as learners.

FACULTY IMPLEMENTATION LAB This half-day session gives TEP faculty members to work in teams to consider and discuss the implications of the Project Slice experience on their courses and on the TEP program as a whole.

PBL 101 This three-day, intensive, hands-on professional development session is designed to deepen understanding of BIE's *Gold Standard Design Elements* and *Project Based Teaching Strategies* to support pre-service teachers and cooperating teachers as they design the projects they will implement during the student teaching semester.

SUSTAINED SUPPORT VISITS BIE conducts two on-site visits during the student teaching semester to refine project design and support the implementation of PBL.

ONLINE PBL COACHING COURSE BIE's online coaching course provides cooperating teachers, faculty members, and field supervisors an opportunity to hone their coaching skills to support pre-service teachers as they use high-quality PBL. Five modules are offered throughout the course of in-person services; starting before the Project Slice and ending after the final sustained support visit.

SYMPOSIA These are annual events for participating faculty members, cooperating teachers, and pre-service teachers to share their lessons learned, deepen their understanding, and cultivate support for high-quality PBL among stakeholders within the university and school and district partners, as well as across the region and state. Each participating TEP hosts a regional symposium as a culminating event for pre-service teacher placements.

Across the TEPs, more people attended the initial primary services (Project Slice, Faculty Implementation Lab, and PBL 101) than attended the sustaining services (sustained support visits and online PBL coaching course) or the symposia (table 1). Project Slice served 156 participants (12 at Francis Marion, 52 at Grand Valley, 30 at Otterbein, and 62 at University of Mary). Most of these participants also attended PBL 101 (eight fewer university faculty members and one fewer cooperating teacher participated in PBL 101 than in Project Slice).

Participation in the sustained support visits was somewhat less than the other events (fewer university faculty members and cooperating teachers). Cooperating teachers were also offered coaching modules. At Francis Marion and University of Mary, almost all cooperating teachers took the first three coaching modules. Participation was lower at Otterbein and Grand Valley, with fewer cooperating teachers completing modules.

Table 1. Number of participants who attended events, by site and role

Participant site and role	Project Slice	Implementation Lab	PBL 101	Sustained support visit 1	Sustained support visit 2	Coaching (through Module 3)	Symposia/capstone event
Francis Marion							4/25/2018
University faculty	2	2	0	0	0	--	0
Cooperating teachers	5	--	5	4	5	5	5
Pre-service teachers	5	--	5	4	5	--	5
Grand Valley							4/16/2018
University faculty	20	18	18	11	13	--	13
Cooperating teachers	16	--	16	9	7	3	11
Pre-service teachers	16	--	16	15	12	--	9
Otterbein							4/18/2018
University faculty	10	10	6	2	2	--	10
Cooperating teachers	10	--	9	7	6	1	9
Pre-service teachers	10	--	10	10	8	--	10
University of Mary							3/22/2018
University faculty	12	12	12	1	3	--	9
Cooperating teachers	25	--	25	23	22	25	23
Pre-service teachers	25	--	25	25	25	--	25
Total	156	42	147	111	108	34	

Source: Buck Institute for Education participation records.



About two-thirds of university faculty members and pre-service teachers taught at least one high-quality project in their classrooms

EVALUATION QUESTION 2

To what extent do Out of the Gate faculty members, pre-service teachers, and cooperating teachers report implementing high-quality PBL and how does implementation change over time?

Participants reported the number of high-quality projects they completed with their students in the most recently completed semester, typically fall 2017 (table 2). About two-thirds of university faculty members and pre-service teachers and most cooperating teachers reported teaching at least one high-quality project in their classroom.

Table 2. Number of high-quality projects participants reported completing last semester in their classes by role

	Pre-service teachers (N = 43)	Cooperating teachers (N = 52)	University faculty (N = 21)
Number of projects	%	%	%
None	37	8	33
1	54	44	38
2	9	31	24
3	--	2	--
More than 3	--	15	5

Source: Education Northwest analysis of the participant survey.

In total, *Out of the Gate* participants reported implementing at least 143 projects last semester. This number is likely larger, since 15 of the cooperating teachers reported implementing more than three projects.



University faculty members and cooperating teachers have created supports for pre-service teachers who are learning about PBL, but there is room for growth

EVALUATION QUESTION 3

To what extent do TEPs change how they prepare pre-service teachers with PBL, and to what extent can the changes be attributed to participation in Out of the Gate?

We asked faculty members about the instructional methods they use to teach pre-service teachers about high-quality PBL (table 3). The most frequent response was assigning readings, with 82 percent of faculty members saying they used this instructional method. Almost three-quarters of university faculty members reported using videos and doing PBL.

Table 3. Percentage of faculty members who reported using various instructional methods to teach about high-quality PBL

Instructional method	Percentage
Readings	82
Videos	73
PBL	73
Lecture	64
Guest speakers	55
Simulations	45
Other	18

Source: Education Northwest analysis of the participant survey.

Faculty members who selected “other” said that they co-planned, modeled lessons, supervised field experiences, and held post-observation discussions to teach about high-quality PBL.

The survey asked university faculty members to describe a recent time their work focused on PBL. About three-quarters of university faculty members responded to this prompt. About a third of those responding said they included projects in their coursework with pre-service teachers.

“ This past semester I did PBL with students in my brain-based researching and learning class. It began with the inquiry question, “How could you use brain-based learning to meet a need?” Students formulated their own driving question from there and planned their projects. (University faculty member)

“ [My] Exceptional Learners class [is] currently doing PBL. The final project is a parent informational night. They are planning to educate parents about disabilities and inclusion. (University faculty member)

A few faculty members described how they are supporting pre-service teachers with PBL in their fieldwork, and a few others said they had recently provided workshops or other training about PBL in general.

“ I am currently working with four student teachers who are implementing PBL in their classrooms. (University faculty member)

“ As a result of PBL training, I designed a train-the-trainer professional development [session] using PBL strategies. (University faculty member)

Other faculty member responses included diverse approaches to supporting pre-service teachers with PBL, such as helping with assessments, presenting their own version of Project Slice, developing an online cohort session, and doing a site visit to a PBL school.

We also asked university faculty members and cooperating teachers about the degree to which they were confident in supporting pre-service teachers’ implementation of high-quality projects using BIE’s project based teaching practices (box 2).

BOX 2. BIE’S PROJECT BASED TEACHING PRACTICES

DESIGN AND PLAN – creating or adapting a project for your context and students, planning project implementation from launch to culmination

ALIGN TO STANDARDS – using standards to plan your project addressing key knowledge, success skills, and understanding from subject areas to be included

BUILD THE CULTURE – explicitly and implicitly promoting student independence and growth, open-ended inquiry, team spirit, and attention to quality

MANAGE ACTIVITIES – working with students to organize tasks and schedules, setting checkpoints and deadlines, finding and using resources, creating products and making them public

SCAFFOLD STUDENT LEARNING – employing a variety of lessons, tools, and instructional strategies to support all students in reaching project goals

ASSESS STUDENT LEARNING – using formative and summative assessments of knowledge, understanding, and success skills and including self- and peer-assessment of team and individual work

ENGAGE AND COACH – engaging in learning and creating alongside students, identifying when students need skill-building, redirection, encouragement, and celebration

Across high-quality PBL practices, more cooperating teachers said they were confident in supporting pre-service teachers than did university faculty members (table 4). Fewer than half of university faculty members said they were confident in supporting pre-service teachers in managing project activities and designing and planning projects. These responses indicate room for growth in confidence in these areas next year.

Table 4. Percentage of participants indicating they are confident or very confident in supporting pre-service teachers in implementing high-quality PBL practices, by role

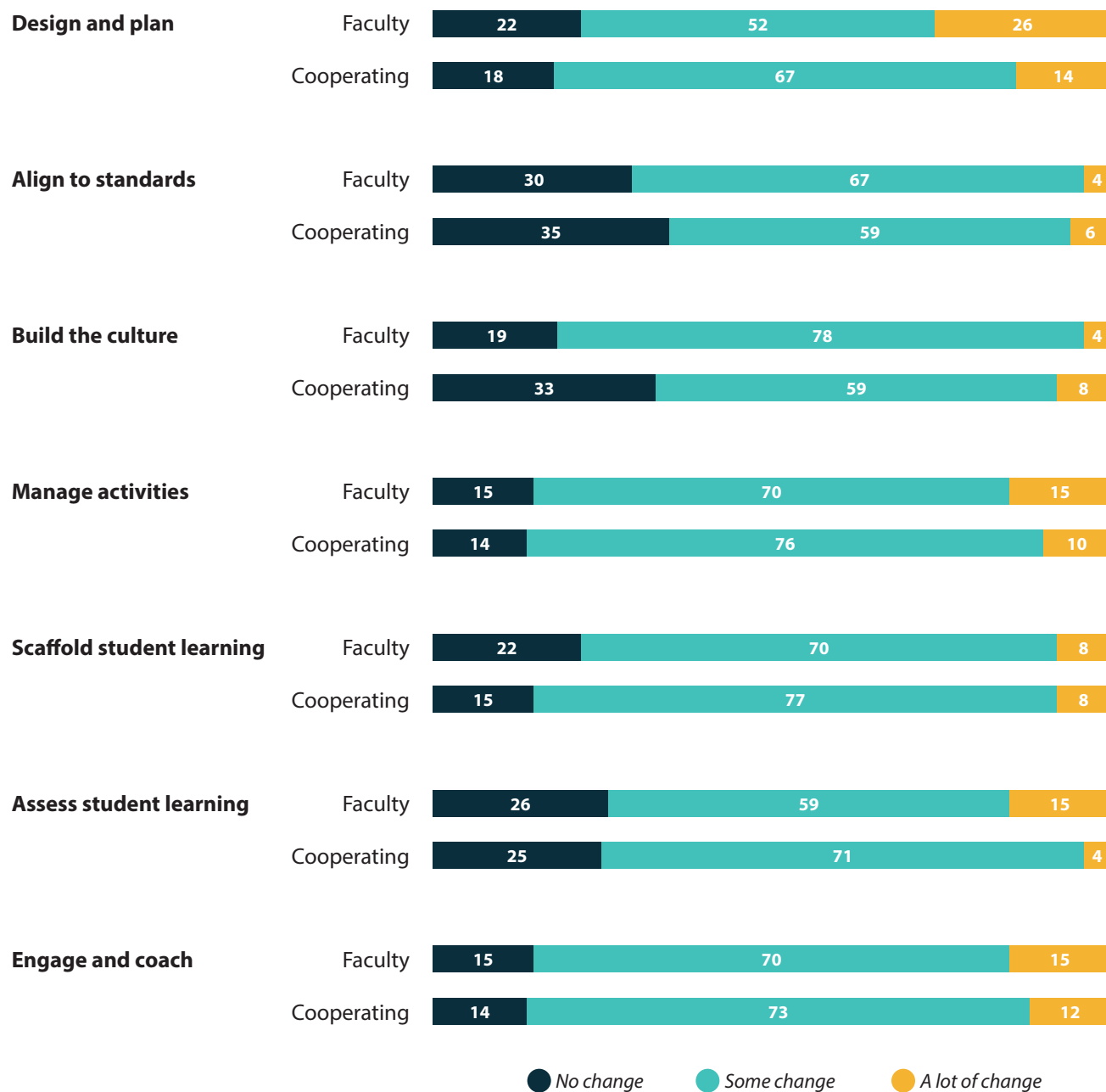
Project based teaching practices	University faculty (N = 26)	Cooperating teachers (N = 50)
Design and plan	37	78
Align to standards	56	82
Build the culture	56	82
Manage activities	48	66
Scaffold student learning	52	72
Assess student learning	59	76
Engage and coach	59	68

Source: Education Northwest analysis of the participant survey.

Cooperating teachers and university faculty members also answered a question about how much their confidence in supporting pre-service teachers changed due to their participation in *Out of the Gate* (figure 1). For faculty, managing project activities and engaging and coaching the students stood out. For these teaching practices, 85 percent of faculty members said BIE's services resulted in at least some increase in their confidence that they could support pre-service teachers. Responses in these areas were similar for cooperating teachers.

Areas for potential growth among university faculty members include aligning the project to standards and assessing student learning. About a third of university faculty members said BIE's services did not improve their confidence in supporting pre-service teachers as they worked to align projects to standards. Similarly, about a quarter of university faculty members said BIE's services did not improve their confidence in supporting pre-service teachers as they assessed student learning.

Figure 1. Percentage of participants who attributed an increase in their confidence with supporting pre-service teachers to their participation in Out of the Gate, by role



Source: Education Northwest analysis of participant survey data.



The most commonly mentioned challenge to PBL was lack of time

EVALUATION QUESTION 4

What challenges and supports do TEP participants and stakeholders experience, and how can these supports be continued and these challenges overcome?

We asked all participants about challenges to implementing high-quality projects using BIE's *Gold Standard Design Elements* and *Project Based Teaching Practices*. Many participants answered this question (74% of pre-service teachers, 80% of cooperating teachers, and 85% of university faculty members). The most common challenge mentioned by all roles (by about half of responding participants) was the time required to plan a PBL project and to execute it completely in the classroom.

“ *[Lack of] specific planning time [is a challenge]. Mapping out our project calendar was great, but each individual lesson was difficult to find time for due to other teacher responsibilities. (Cooperating teacher)*

“ *One of the biggest challenges I had in leading a PBL project was the timeframe that the project was carried through. We had originally planned on the project being shorter than it was, but it was extended due to the amount of time each lesson and step took. (Pre-service teacher)*

“ *The initial time it takes to plan a high-quality PBL [is a challenge]. To think through every Gold Standard element and to plan and manage a project that lasts just the right amount of time, with maximum learning, takes a great deal of planning. (University faculty member)*

Other challenges varied by role, (i.e., university faculty members, cooperating teachers, and pre-service teachers).

Some university faculty members found lack of training in PBL and poor alignment with public school and TEP curricula challenging

About a fifth of university faculty members commented on the need for more training and/or knowledge, either for themselves or for others they have observed.

“ *I'm having a hard time choosing the big idea and making sure to get the content covered. The weighing of breadth and depth in higher education is a bit cumbersome for me. (University faculty member)*

Some other faculty members mentioned the difficulty of getting and sustaining student buy-in and the lack of TEP support as challenges that impede successful PBL implementation.

“ *Difficulty in maintaining and sustaining energy [of students] to work on PBL with higher education culture [is a challenge]. (University faculty member)*

“ *Our traditional [public school] classrooms teach from boxed sets of curricula materials, and teachers are discouraged from veering from those paths. Blending subject areas is not supported because math, reading, and writing programs in elementary schools are separate and taught at separate times from one another. Traditional classrooms and traditional practice are the biggest obstacles for moving PBL into the forefront where it should be, in my opinion. If the philosophy isn't 100 percent supported by administrators and colleagues, I can see teachers getting discouraged. (University faculty member)*

Cooperating teachers identified specific design elements and/or teaching practices that they found particularly challenging

Among cooperating teachers, the most frequently cited challenge was the design element “authenticity” (i.e., ensuring that projects have real-world meaning for students).

“ *I think identifying and building the authentic partnership is always a tricky process but is important to the overall integrity of the project. (Cooperating teacher)*

“ *I believe authenticity, student voice and choice, and reflection are the most difficult to implement because doing these elements well is very different from the traditional, teacher-centered classroom. (Cooperating teacher)*

Several cooperating teachers described additional challenges with assessments, student voice and choice, and reflection. Some also mentioned classroom behaviors and managing students as challenges.

“ *Introducing procedures and processes and norms to students. (Cooperating teacher)*

“ *[It's] difficult to do projects with students who don't persevere through challenging tasks. (Cooperating teacher)*

Cooperating teachers also mentioned other challenges, including sustaining momentum and student engagement throughout the project, needing additional resources and administrative support to implement projects, and dealing with student transience and absenteeism.

For pre-service teachers, many challenges related to the logistics of student teaching

Analysis of pre-service teacher responses revealed themes related to the logistics of student teaching, such as managing the different elements and requirements of PBL, implementing specific design elements, managing student expectations and behavior as a pre-service teacher, and not having time to collaborate with other teachers.

“ One challenge is how many different elements and practices there are. Planning takes a lot of time; organizing it to be sure everything gets covered takes a watchful eye. (Pre-service teacher)

“ Building the culture can be hard when none of the students are used to the culture that PBL requires. (Pre-service teacher)

“ Getting the grade-level team on board and figuring out what their part will be [is a challenge]. (Pre-service teacher)

Two pre-service teachers also commented on the difficulties of implementing PBL with younger elementary school students.



Participants said TEPs were a potential lever to address challenges and build a PBL culture

EVALUATION QUESTION 4 (continued)

What challenges and supports do TEP participants and stakeholders experience, and how can these supports be continued and these challenges overcome?

Participants also responded to a survey question asking them to identify supports that would help them overcome these challenges. Nearly a quarter of participants (across roles) said that working with pre-service teachers through TEPs would be an effective strategy for addressing some of these challenges. Specifically, participants see TEPs as an avenue for building a PBL culture, offering modeling, offering planning time, and gathering more information about effective PBL.

“*Teacher preparation programs can provide opportunities for teacher candidates to build a culture of wonder and a positive mindset. (Cooperating teacher)*

“*Teacher preparation programs help a teacher see the potential PBL has for the classroom, and it is exciting to see and experience. Hopefully, the teachers can gain the motivation to carry out a project with their students because they have seen PBL done well and have a better understanding of its impact on learning. (Pre-service teacher)*

“*We need more schools dedicated to teaching primarily through place-based and problem-based methods at the elementary level. Then we need to get our pre-service teachers into those classrooms to practice BIE's Gold Standard Design Elements. (University faculty member)*

About a fifth of participants identified other resources and supports that could help overcome challenges. These included having more examples of projects (particularly in early grades), getting more feedback, and having more scaffolding opportunities.

“*I think more scaffolding. I felt like things were explained quickly, and then we were left to do things on our own. I would have liked more time for formal teaching. (Pre-service teacher)*

“*Resources for ready-made PBL projects that model how they can teach multiple targets at the same time. (University faculty member)*

“*More training in how to do cross-curricular teaching will allow student teachers to be able to adjust. (Cooperating teacher)*



Participants' beliefs align with BIE's program, but some doubt PBL's efficacy for academically challenged students

EVALUATION QUESTION 5

How do Out of the Gate faculty members', cooperating teachers', and pre-service teachers' beliefs, knowledge, and confidence related to PBL change over time?

The participant survey asked questions about participants' beliefs about teaching and learning related to PBL. Many participants agreed with statements that align to the philosophy of *Out of the Gate*—that PBL is an effective strategy to support learning, that all teachers could benefit from using PBL, and that pre-service teachers are particularly well situated to learn to use PBL. Additionally, most participants agreed that the training they have received in the program is high quality and that they will incorporate PBL into their future work (table 5).

Table 5. Percentage of participants who “agreed” or “strongly agreed” with statements about project based learning, by role

	University faculty (N = 26)	Cooperating teachers (N = 54)	Pre-service teachers (N = 41)
Positive statements about PBL			
Incorporating PBL into pre-service programs will improve teacher instruction	100	98	100
Incorporating PBL into K–12 education will improve student learning	100	98	100
I consider the PBL training I received from BIE to be high quality	96	93	100
I plan to incorporate PBL into my future work	100	100	96
Pre-service teachers are especially well situated to learn how to use PBL	96	85	93
All teachers could benefit from using PBL	86	94	91
Statements about challenges to PBL			
I need additional support to incorporate PBL into my future work	68	59	67
Fitting PBL into existing curricula is challenging	39	59	64
Adding PBL to pre-service teaching is just too much for pre-service teachers to learn without more teaching experience	11	19	16
Adding PBL to pre-service teaching is too much work for university faculty members	0	6	9
I am NOT able to apply what I've learned about PBL to my current work	4	4	7

Source: Education Northwest analysis of the participant survey.

Fewer participants agreed with statements about potential challenges related to PBL. Around two-thirds of pre-service teachers said they need additional support to incorporate PBL into their classrooms and that fitting PBL into existing curricula is challenging. Fewer cooperating teachers and university faculty members agreed with these statements. A small number of participants agreed that adding PBL is too much for pre-service teachers or faculty members or that they were unable to apply what they had learned to their current work.

We also asked participants the extent to which they agreed that PBL is effective for different groups of students (table 6). Overall, many participants agreed that PBL is effective for all types of students; however, slightly fewer participants agreed that PBL will improve teaching and learning for students who are easily distracted, in special education, are English learners, or are performing below grade level. Even fewer pre-service teachers agreed that PBL is effective for these students with challenges to learning.

Table 6. Percentage of participants who “agreed” or “strongly agreed” with statements about PBL’s effectiveness for different students, by role

PBL using BIE’s Gold Standard Design Elements and Project Based Teaching Practices will improve teaching and learning for students who are ...	University faculty (N = 26)	Cooperating teachers (N = 54)	Pre-service teachers (N = 41)
Performing at grade level	100	100	100
Performing above grade level	100	100	100
From diverse cultural backgrounds	100	100	100
Not typically responsive to traditional instructional approaches	100	98	98
Designated as gifted and talented	100	98	98
Eligible for free or reduced-price lunch	93	98	93
Successful in a traditional classroom environment	100	96	91
Easily distracted	96	93	89
In special education	96	96	87
English learners	93	91	87
Performing below grade level	93	93	84

Source: Education Northwest analysis of the participant survey.



Overall, many participants said they were knowledgeable about PBL, but fewer were confident with using the teaching practices in their classrooms, especially among faculty members

EVALUATION QUESTION 5 (continued)

How do Out of the Gate university faculty members', cooperating teachers', and pre-service teachers' beliefs, knowledge, and confidence related to PBL change over time?

Participants rated their understanding of BIE's project based teaching practices on a four-point scale: no understanding, little understanding, moderate understanding, and full understanding. Across roles, at least three-quarters of participants indicated moderate or full understanding of each of the project based teaching practices (table 7). Overall, pre-service and cooperating teachers said they understood PBL practices slightly more often than did university faculty members.

Table 7. Percentage of participants indicating “moderate” or “full understanding” of PBL teaching practices, by role

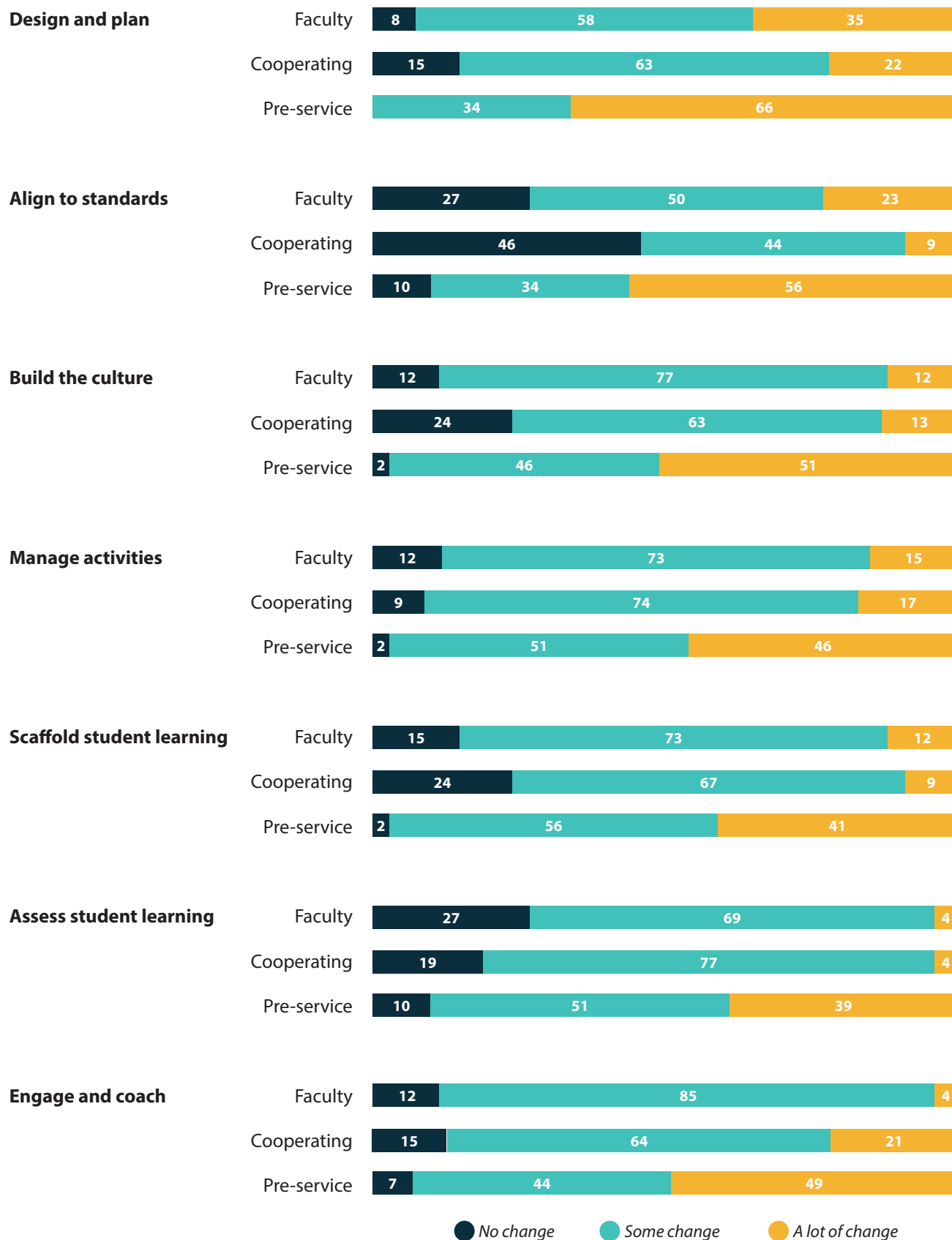
Project based teaching practices	University faculty (N = 26)	Cooperating teachers (N = 54)	Pre-service teachers (N = 41)
Design and plan	81	89	95
Align to standards	81	96	95
Build the culture	81	94	90
Manage activities	73	91	93
Scaffold student learning	77	94	91
Assess student learning	88	94	93
Engage and coach	81	91	95

Source: Education Northwest analysis of the participant survey.

On the survey, participants also rated how they believe their understanding has changed over the last year due to their participation in *Out of the Gate* (figure 2). For almost all teaching practices, approximately three-quarters of participants or more said that *some* or *a lot* of change was due to their participation in *Out of the Gate*.

Overall, pre-service teachers attributed more change to their participation in *Out of the Gate* than did cooperating teachers or university faculty members. When comparing responses across different teaching practices, participants noted the most change in their ability to design and plan PBL and the least change in their ability to align projects to standards.

Figure 2. Percentage of participants attributing increases in their knowledge to participation in Out of the Gate, by role



Source: Education Northwest analysis of the participant survey.

The survey also asked participants to rate their confidence in implementing high-quality projects using BIE's *Gold Standard Teaching Practices* on a four-point scale: not at all confident, somewhat confident, confident, and very confident (table 8).

Table 8. Percentage of participants indicating they are “confident” or “very confident” in implementing high-quality projects, by role

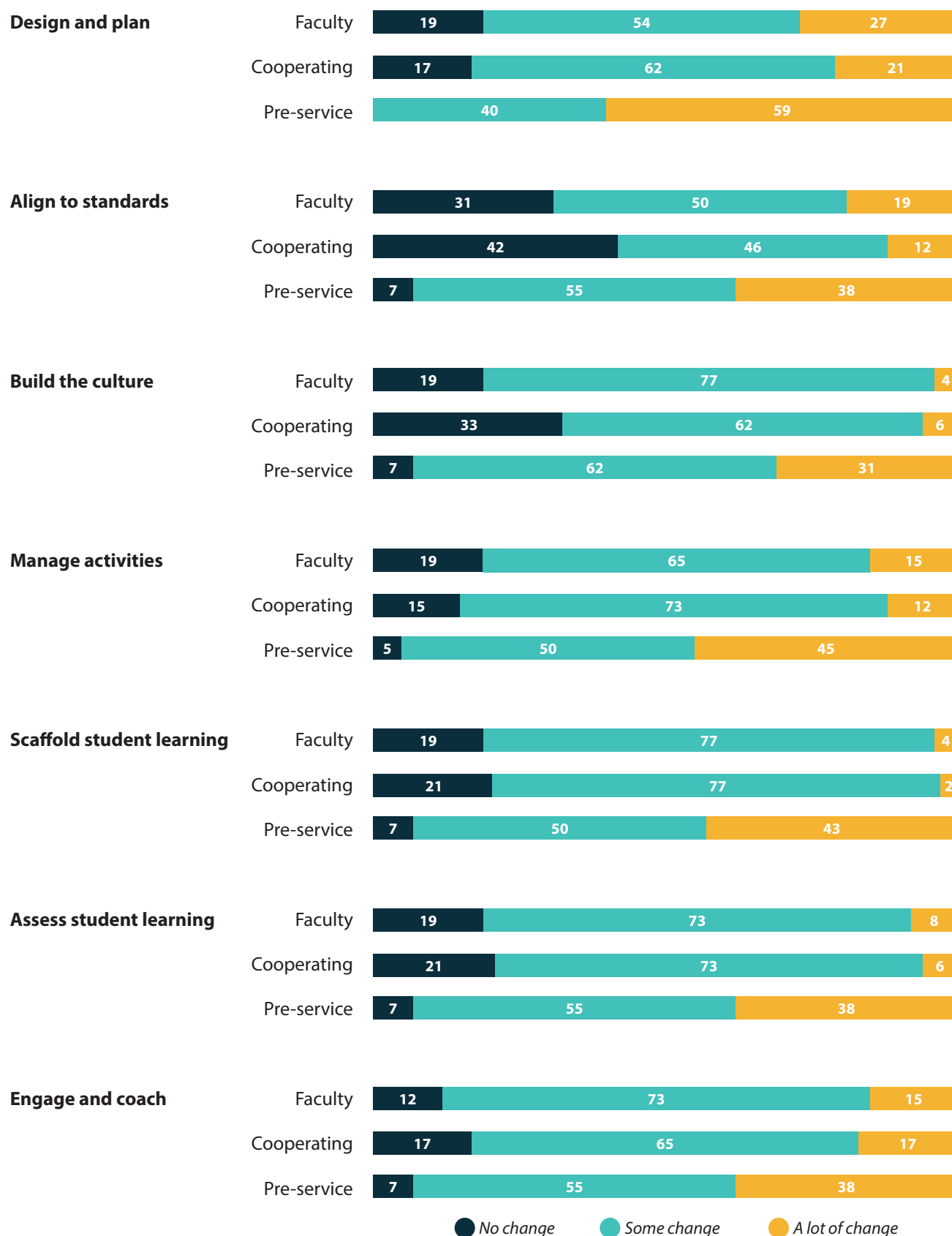
Project based teaching practices	University faculty (N = 26)	Cooperating teachers (N = 54)	Pre-service teachers (N = 41)
Design and plan	38	81	72
Align to standards	58	87	72
Build the culture	68	85	72
Manage activities	54	71	72
Scaffold student learning	58	67	74
Assess student learning	69	81	72
Engage and coach	69	77	81

Source: Education Northwest analysis of the participant survey.

Overall, fewer participants said they were confident with implementing PBL teaching practices in their classrooms than said they were knowledgeable about those practices (figure 3). More pre-service and cooperating teachers said they were confident with implementing PBL teaching practices than did faculty members. Notably, a little more than a third of faculty members said they were confident in engaging in project design and planning.

Participants also rated the degree to which their confidence changed due to their participation in *Out of the Gate*. At least two-thirds of participants across all roles attributed “some” or “a lot” of change in their confidence to their participation in *Out of the Gate* for every project based teaching practice except for “align to standards” (42% of cooperating teachers reported no change on this item).

Figure 3. Percentage of participants attributing an increase in their confidence with implementing PBL to their participation in Out of the Gate, by role



Source: Education Northwest analysis of the participant survey.

Evaluation next steps

From April to August 2018, evaluators will collect extant data from BIE and TEPs. These data will include BIE's feedback forms and any evidence from the annual end-of-year regional capstone events that TEP contacts wish to share. Evaluators and BIE leaders will also plan the case studies that Education Northwest will conduct in the 2018-19 school year (table 9).

Table 9. Evaluation milestones and timeline, April–August 2018

Evaluation milestones	Approximate date
Collect extant data from BIE/TEPs	May 2018
Analyze extant data	June/July 2018
Gather information about any TEPs joining the project	As needed
Revise case study design with input from BIE	July
Conduct monthly planning calls with BIE	Ongoing
Interim report (summary of extant data and case study data collection and analysis plan)*	August 2018

**Represents a project deliverable.*

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Appendix: Data Sources and Methods

This phase of the evaluation included a participant survey and interviews with teacher education program (TEP) faculty members, which are described below.

Participant survey

We administered the survey to 166 participating university faculty members, cooperating teachers, and pre-service teachers. A total of 129 participants responded to the survey, for a 78 percent response rate (table A1).

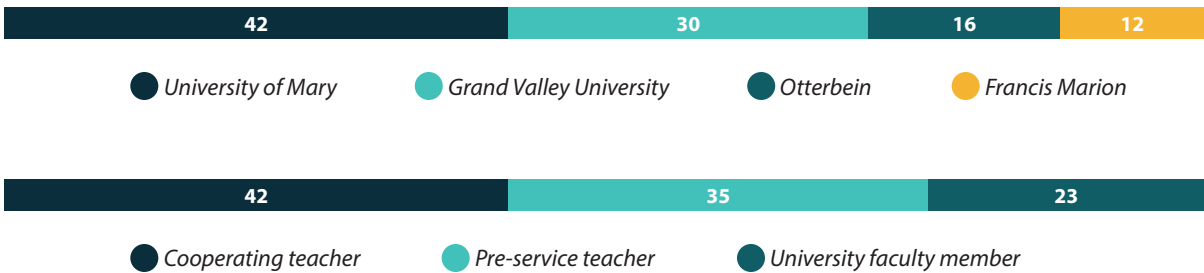
Table A1. Survey response rates, by teacher education program and role

Teacher education program	Response rate
University of Mary	89%
Grand Valley	72%
Otterbein	72%
Francis Marion	68%
Role	Response rate
Cooperating teacher	86%
Student teacher	80%
University faculty	63%

Source: Education Northwest analysis of the participant survey.

The survey sample includes more people from the University of Mary than the other TEPs. Additionally, more cooperating teachers responded to the survey than pre-service teachers or university faculty members. Figure A1 details the percentage of the survey respondents from each institution and role.

Figure A1. Percentage of survey respondents from each TEP and role



Source: Education Northwest analysis of the participant survey.

Eighty percent of those responding to the survey identified as female and 94 percent identified as white. Other ethnicities included Hispanic/Latinx (2%), African American (2%), and American Indian or Alaska Native (1%). Cooperating teachers and university faculty members reported a mean of 11 and 26 years of teaching experience, respectively.

On the survey, respondents answered questions about their beliefs, knowledge, and confidence related to PBL, their teaching practice, and their experiences thus far participating in *Out of the Gate*.

University faculty member interviews

Education Northwest interviewed faculty members from each TEP. We emailed the primary point of contact for each TEP to invite them to participate in an hourlong interview. Each TEP member was asked to invite other faculty participants who would be able to provide information about their teaching related to PBL to participate in the interview. We interviewed one member from each institution between February and April 2018. During the interviews, we asked participants about their beliefs and experiences related to PBL, their teaching practice, and their experiences with *Out of the Gate*. We recorded, transcribed, and analyzed each of the interviews. We shared some of the preliminary findings with project leaders during regularly scheduled calls to inform program adjustments and decisions.