Out of the Gate with Project-Based Learning

Teacher Preparation Programs and Local K–12 Educators Learning Together

Interim Report, December 2017

Out of the Gate is a groundbreaking program that brings together pre-service teachers, the cooperating teachers who mentor them during their pre-service training, and university faculty members from their teacher education programs (TEPs). *Out of the Gate* is designed to give pre-service teachers the skills to conduct project-based learning (PBL) activities as soon as they enter the teaching profession and to give cooperating teachers and TEP faculty members the skills to teach PBL strategies. The program was developed by the Buck Institute for Education (BIE), with funding from the ECMC Foundation. It brings the three stakeholder groups together in teams that receive professional development, guidance, and ongoing support from BIE. Each team includes at least one higher education institution, as well as partner public schools from nearby districts. Currently, TEPs in four states are participating in the project: Michigan, North Dakota, Ohio, and South Carolina.

BIE has hired Education Northwest to conduct a three-year (2017–2020) external evaluation of the program. This interim report provides formative feedback based on the first phase of the evaluation, which took place from July to December 2017. During this time, the evaluators gathered information about the program; collaborated with BIE and the ECMC Foundation to create a logic model for the program (see Attachment A – Measures for Success for Project Years 1-3 (2017-20) and Beyond); developed an evaluation plan and timeline (see Attachment B – Evaluation Plan and Timeline); and created the evaluation instruments.

This report describes key evaluation activities conducted by Education Northwest from July to December 2017. In January 2018 we will begin gathering data that will produce concrete findings about program implementation and outcomes. We will provide these findings in interim reports that will be submitted in April and August 2018; January, April, and August 2019; and January 2020. We will submit a final report in July 2020.

Summary of Evaluation Activities

This first phase of the evaluation included six main activities, which are described below.

Evaluation kick-off meeting
We initiated our evaluation work with a kickoff meeting on September 1, 2017, at the BIE office in Novato, California, during which we met with ECMC Foundation and BIE staff members. This meeting focused on the logic model, using an appreciative inquiry approach. The following people attended the meeting:

- Sally Kingston, Senior Director of Research & Evidence, BIE
- Megan Parry, Curriculum and Program Manager, BIE
- Kyle Miller, Senior Program Director, Teacher Leader and Development, ECMC Foundation
- Jenny Power, Program Officer, ECMC Foundation
- Caitlin Scott, Manager-Research and Evaluation, Education Northwest
- Phyllis Ault, Practice Expert, Program Evaluation, Education Northwest
- Lisa Dillman, Senior Advisor, Research & Evaluation, Education Northwest

Development of the evaluation logic model
An evaluation logic model is a graphical depiction that links the components of a program to its desired outcomes. During the evaluation kick-off meeting, we collaboratively revised a logic model created by BIE in the planning grant proposal. The revised logic model will guide the evaluation (see Attachment A – Measures for Success for Project Years 1-3 (2017-20) and Beyond). It is a living document that will continue to be revised over time and will help us focus evaluation questions and measures throughout the life of the project.

Development of a revised evaluation plan
After meeting with *Out of the Gate* program leaders, we revised the evaluation plan and timeline to better reflect the aims and scope of work envisioned for the evaluation (see Attachment B – Evaluation Plan and Timeline).

Creation of five instruments
Drawing on research literature, the evaluation plan, and the project logic model, we designed instruments to gather formative and ongoing data on the project's implementation and influence (see Attachment C – Project Data Collection Instruments[1]). The five instruments are:

- *Participant survey (Years 1–3):* The survey will be administered to participating university faculty members, master teachers, and pre-service teachers. The survey will help us answer questions about changes in participants' knowledge, classroom practice, confidence, and mindset related to PBL.

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[1] The instruments are still in draft form and are currently being revised based on feedback received from BIE.

- *University faculty member interview questions (Years 1–3)*: We will conduct interviews with participating university faculty members. Information gathered through these interviews will help program implementers understand the supports and challenges that TEP participants and stakeholders experience.
- *Pre-service teacher observation protocol (Years 2–3):* The protocol will be used to observe pre-service teachers as they work with K–12 students on PBL, including cross-checks with BIE's *Project Design Rubric* and *Essential Project Design Elements*. The observations will provide information about how closely pre-service PBL practice aligns to BIE gold standards for PBL.
- *Pre-service teacher metacognitive interview questions (Years 2–3):* We will conduct interviews with participating pre-service teachers. Following the observation, the metacognitive interviews will be an opportunity for pre-service teachers to reflect on their PBL practice and will provide information about how program activities helped teachers implement PBL when they entered the profession.
- *Cooperating teacher metacognitive interview questions (Years 2–3):* We will conduct interviews with cooperating teachers (master teachers who have pre-service teachers placed in their classrooms). Following the observation, these interviews will provide information about challenges and successes cooperating teachers experience as they model and assist preservice teachers through their PBL implementation experiences.

Attendance at the first three Project Slice trainings

Evaluators from Education Northwest attended the first three Project Slice trainings as participant-observers (Table 1).

Table 1. Project slice observation details

Dates	Location	TEP	Partner school districts	Evaluators
9/7–9/8/2017	Wilsonville, OH	Otterbein University	Olentangy Local School District Whitehall City Schools Westerville City Schools Carl Winchester School District Southwestern City School District	Lisa Dillman
10/18–10/19/2017	Grand Rapids, MI	Grand Valley State University	Godfrey-Lee Public Schools Lowell Public Schools Kent Innovation High School Kentwood Public Schools Wyoming Public Schools	Lisa Dillman, Phyllis Ault
10/24–10/25/2017	Bismarck, ND	University of Mary	Bismarck Public School District	Caitlin Scott

Submission of Institutional Review Board (IRB) applications

Education Northwest submitted an IRB application internally to ensure that evaluation practices were meeting ethical standards and appropriately balancing potential risks to participants against benefits of the evaluation. When requested, Education Northwest also submitted IRB applications to Otterbein University.

Implementation Progress and Project Considerations[2]

The following section describes observed progress related to each evaluation question, as well as things to consider as the project moves forward. In future reports, we will have concrete data to inform progress on each evaluation question. At this point, we are only able to offer formative feedback, based on our observations of the Project Slice and Implementation Lab trainings and informal conversations with participants. This feedback may be unique to the local context in which each issue emerged, or it may be applicable to implementation at other sites.

Participation in and implementation of *Out of the Gate* activities

Evaluation question: *To what extent are the Out of the Gate activities implemented as intended?*

We are collaborating with project leaders to collect data on participation in BIE activities, including Project Slice training, online coaching, community-building activities, and other technical assistance as needed. These data may include attendance and feedback forms. BIE's curriculum and program manager will share specific data with evaluators in January 2018. We observed the first three Implementation Lab professional development trainings (in Westerville, Grand Rapids, and Bismarck), and we plan to attend the fourth in Florence, South Carolina, in January.

Insights from the evaluation

Observation of the Project Slice trainings and Implementation Labs demonstrated that these introductory program activities were indeed carried out as intended. BIE national faculty members conducted the Project Slice trainings and will continue to support program participants throughout the year. The BIE curriculum and program manager led the Implementation Lab for TEP faculty members. Cooperating teachers, pre-service teachers, and TEP faculty members were consistently actively engaged in PBL activities across all sites. Our observations raised some important things to consider for the evaluation team and for BIE, as outlined below.

Considerations for the evaluation team (instrument development)

We used information from the observations and BIE project materials to develop survey instruments and interview protocols, which will ensure alignment between project documents, observations, and future data collection efforts. We also incorporated participant feedback— gathered during the Project Slice trainings—into the data collection instruments. For example, based on some questions that arose during the Project Slice observations, evaluators added pre-service interview questions about program recruitment and how it might be improved in the future.

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[2] In future reports, this section will focus on findings generated from data collection activities and analyses. At this early phase (December 2017), the evaluation has not yet yielded findings, per se, about progress toward program objectives.

Considerations for BIE

In addition to current project activities (e.g., Project Slice trainings, online courses, and building a community of practice), a broad consideration is how to sustain engagement as participants grow in their understanding or as new participants join the community. After all four TEPs have had initial professional development from BIE, project leaders should consider taking the following actions:

- Revise the initial professional development using lessons learned from the evaluation observations and the event feedback forms
- Consider new professional development for faculty members and cooperating teachers who will continue in *Out of the Gate* to grow their interest and expertise
- Set expectations for the extent to which university courses will model and support PBL, especially given that not all faculty members involved in *Out of the Gate* actively teach these courses

Knowledge, attitude, and practice changes for faculty members, cooperating teachers, and pre-service teachers

Evaluation question 2: *How do* Out of the Gate *faculty members', cooperating teachers', and pre-service teachers' knowledge, classroom practice, confidence, and mindset related to PBL change over time?*

Evaluation question 3: *To what extent do Out of the Gate pre-service and cooperating teachers report implementing high-quality PBL, and how does implementation change over time?*

At the core of *Out of the Gate* is the assumption that participants will learn about PBL and use what they learn in their practice. The evaluation team will gather data on teachers' PBL-related knowledge, confidence, and implementation, as well as changes in their practice over time. These data will be gathered through participant surveys, interviews with key informants at partner universities, classroom observations, metacognitive interviews, and existing college/university TEP data (e.g., course requirements and syllabi) from participating universities.

Insights from the evaluation

During Project Slice trainings, we observed both pre-service and cooperating teachers discussing PBL strategies and approaches and expressing concern and excitement about implementing PBL in their classrooms. Participants actively discussed how they planned to integrate PBL into their instruction. We also observed that TEP faculty members were fully engaged in the Project Slice trainings and were already beginning to consider how they could revise their curricula.

Considerations for the evaluation team (instrument development)

The observations helped shape the development of both the observation protocol and the metacognitive interview protocol. Evaluators will use these instruments when they observe pre-

service teachers as they implement PBL lessons and in follow-up interviews in which the teachers reflect on their practice. The Project Slice and Implementation Lab observations enabled evaluators to develop instruments that closely align to BIE's PBL standards and expectations.

Considerations for BIE

Many contextual factors affect teachers' ability to apply what they learn about PBL in meaningful ways. These include: attitudes and concerns, resistance, expectations, perceived benefits, values, and engagement, as well as their input into the project's design, training, and support. Sustainable change initiatives often draw out champions and find ways to integrate new practices (such as PBL) with existing work practices. In observations of three of four Implementation Labs, several university faculty members, cooperating teachers, and pre-service teachers exhibited enthusiasm for PBL. In addition, several had previous successful experiences with PBL. Therefore, we suggest *Out of the Gate* program staff members consider the following:

- Ask enthusiastic, high-performing faculty members, cooperating teachers, and pre-service teachers to show others how to work with PBL and promote opportunities for sharing
- Work with TEP leaders to avoid the "tall poppy syndrome" (the tendency for people not involved in special initiatives to disparage them or otherwise minimize participants' success)
- Consider how cooperating teachers and faculty members monitor pre-service teachers and how this monitoring could support PBL

System changes and necessary supports for teacher education programs

Evaluation question 4: *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*?*

Evaluation question 5: *What supports and challenges do TEP participants and stakeholders experience related to these changes, and how can these supports be continued and these challenges overcome?*

At the university level, the project may require significant shifts in teacher preparation practices. University faculty members and administrators may face both acceptance and resistance as they attempt to make these changes. The evaluation will continue to gather information on these changes and institutional conditions through observation of initial university faculty member Implementation Labs. We will ask about these changes during university faculty member interviews and in reviews of existing TEP data, such as program descriptions and annual regional capstone events.

Insights from the evaluation

During the Implementation Labs we observed TEP faculty members grappling with how they might change their practices to best support pre-service teachers to implement PBL in their classrooms and cooperating teachers as they mentor the process. Of any participant group, TEP

faculty members are perhaps facing the greatest need to make change to their current practices. Not only are they learning the BIE model for PBL, they are also considering how to infuse instruction of it into their curricula.

Considerations for the evaluation team (instrument development)
Observations of Implementation Labs prompted the addition of a new data collection tool—the University Faculty Member Interview Questions. These interviews will yield information about how TEP faculty members have changed their course syllabi and teaching practices and their perceptions of their students' reactions to the courses.

Considerations for BIE
Promoting and supporting change at higher education institutions begins with preparing departments and individuals. This includes providing planning, leadership, and management support; setting realistic expectations; fostering instructor ownership, teamwork, and communication; and encouraging local learning and ongoing feedback. Based on observations of three of four Implementation Labs and informal conversations with university faculty members, we suggest *Out of the Gate* program staff members discuss the following actions:

- Gauge the support of deans at each TEP and increase this support if needed
- Consider the extent to which each TEP has the capacity to implement *Out of the Gate* at the administrative and operational level and help build capacity as needed
- Strengthen the recruitment of pre-service teachers in TEPs that need assistance in this area, perhaps asking this year's participants to recruit participants in future years
- Ask deans what supports their TEPs will need for negotiating policy hurdles (e.g., required curricula and state-level work sample requirements/portfolios)

Technological considerations
A broad organizational consideration is the functionality of information technology (IT) needed for communications, online classes, and creating a community of practice. Our observations of three of four Implementation Labs suggested variation in technological capacity both across and within TEPs. Thus, we suggest *Out of the Gate* program staff members consider:

- Communicating with participants about where they should go for technological support
- Working to ensure that IT staff members at each TEP are aware of the project and/or identify an IT "point person" at each TEP
- Following up on difficulties some teachers experienced with the online course platform

Commitment to equity and diversity
As the evaluation team and program leaders developed the logic model, we frequently expressed an underlying commitment to equity in education. Moving forward, program leaders may need to explicitly address some equity issues, such as how the project will address the possibility that the cultural backgrounds of faculty members, cooperating teachers, and pre-

service teachers may differ from those of K–12 students. Mediation of these issues might include recognizing the value of multiple cultures; honoring different languages and ways of knowing; representing the interests and experiences diverse students have outside of school; and creating a caring community that recognizes that "projects," as historically implemented in classrooms, often favored students with family members from mainstream backgrounds who could help at home. Today, increasing evidence shows that culturally responsive teacher mentoring of students can create social capital, particularly among students furthest from opportunity (e.g., those with disabilities, English learners, those from low-income families, or those from populations that have historically been underserved).

Considerations for the evaluation team (equity)

Attending to equity—in the evaluation approach, data collection strategies, and reporting—has important implications for the evaluation team. As we enter the next phase of the evaluation we will ensure that any equity issues addressed in professional development and BIE materials are well reflected in the evaluation reporting. For example, we will:

- Ensure that data sources represent all stakeholder groups
- Disaggregate data when appropriate
- Describe the contextual factors that emerge as "promoting" or "inhibiting" project implementation
- Report on the project's influence on various stakeholders including those furthest from opportunity

Considerations for BIE (equity)

Based on the initial discussion of the logic model and observations of three of four Implementation Labs, project staff members might consider taking the following actions:

- Assess how the current professional development helps faculty members, pre-service teachers, and cooperating teachers use PBL to promote equity and inclusion in their classrooms, and adjust as needed
- Ask cooperating and pre-service teachers to think about the extent to which help is systematically available to K–12 students who fall behind in their PBL projects, and increase supports if necessary
- Consider the extent to which pre-service teachers' PBL projects provide the opportunity to strengthen links between school and home

Evaluation next steps

The first phase of the evaluation has given the evaluation team a deeper understanding of *Out of the Gate* program activities and BIE's approach to PBL. The observations we conducted during this phase have also promoted greater alignment between the evaluation instruments and BIE beliefs and practices, which will greatly improve future evaluation activities.

The evaluation team will begin data collection efforts in earnest in 2018. The evaluation activities that will be conducted before the next interim report are shown below (Table 2).

Table 2. Evaluation milestones and timeline, January–April 2018

Evaluation milestones	Approximate date
Observe TEP Implementation Lab and Project Slice at Francis Marion University	January 2018
Interview TEP leaders/faculty members	January/February 2018
Administer pre-service and master teacher survey	February/March 2018
Attend deans' meeting	February 2018
Analyze teacher surveys and district interviews	February/March 2018
Write interim report (Implementation Lab observations, surveys, and TEP interviews)	April 2018
Conduct monthly planning calls with BIE	Ongoing

Contact information for the Education Northwest evaluation team
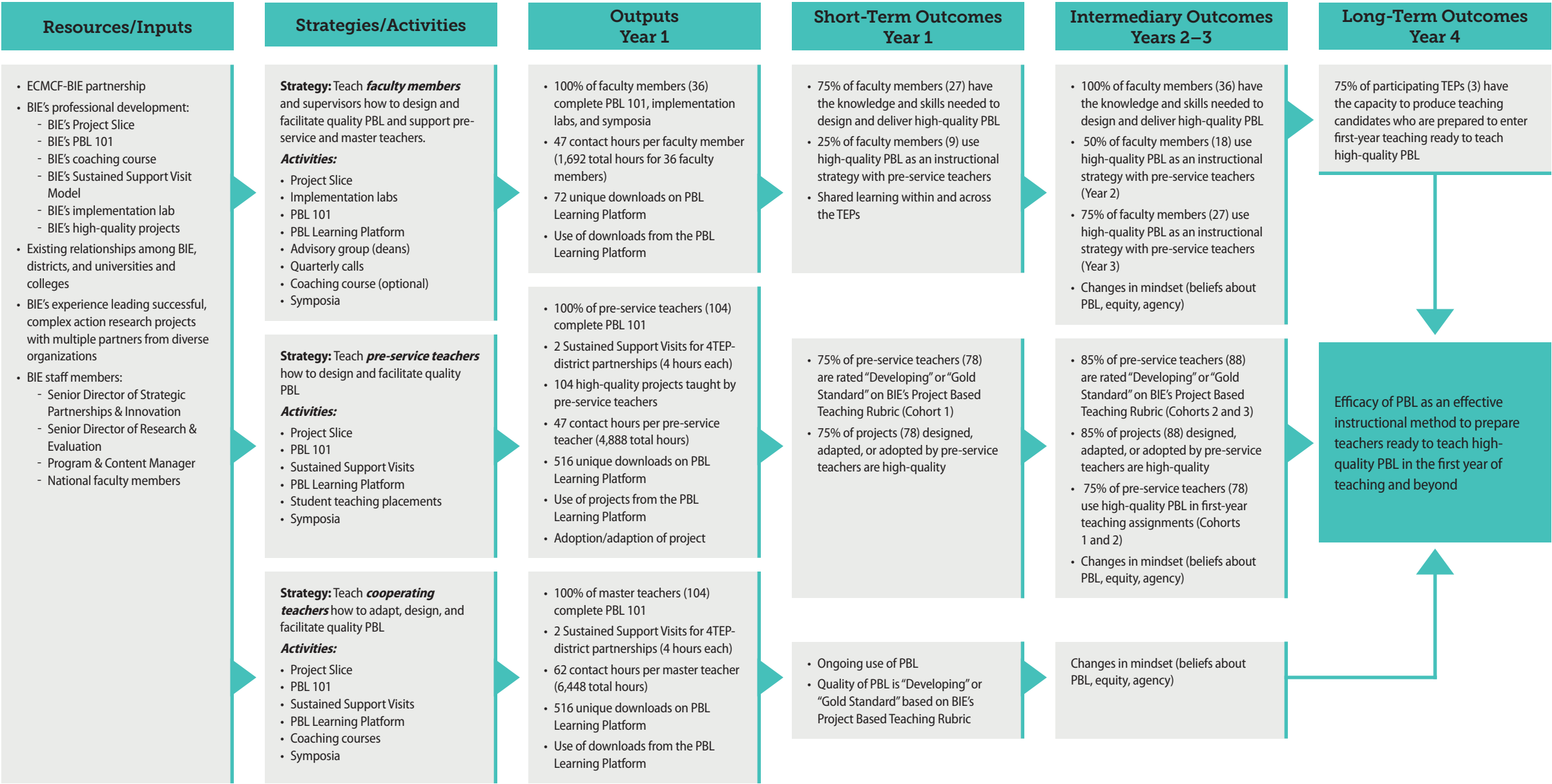
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Attachment A: **Measures of Success for Project Years 1–3 (2017–20) and Beyond**

This logic model describes the metrics and timeline for measuring successful implementation (outputs), project effectiveness (short- and midterm outcomes), and project efficacy (long-term outcomes). Education Northwest, ECMC Foundation, and Buck Institute for Education updated the logic model during the September 1, 2017, evaluation launch meeting.

Resources/Inputs	Strategies/Activities	Outputs Year 1	Short-Term Outcomes Year 1	Intermediary Outcomes Years 2–3	Long-Term Outcomes Year 4
• ECMCF-BIE partnership • BIE's professional development: – BIE's Project Slice – BIE's PBL 101 – BIE's coaching course – BIE's Sustained Support Visit Model – BIE's implementation lab – BIE's high-quality projects • Existing relationships among BIE, districts, and universities and colleges • BIE's experience leading successful, complex action research projects with multiple partners from diverse organizations • BIE staff members: – Senior Director of Strategic Partnerships & Innovation – Senior Director of Research & Evaluation – Program & Content Manager – National faculty members	**Strategy:** Teach **faculty members** and supervisors how to design and facilitate quality PBL and support pre-service and master teachers. ***Activities:*** • Project Slice • Implementation labs • PBL 101 • PBL Learning Platform • Advisory group (deans) • Quarterly calls • Coaching course (optional) • Symposia	• 100% of faculty members (36) complete PBL 101, implementation labs, and symposia • 47 contact hours per faculty member (1,692 total hours for 36 faculty members) • 72 unique downloads on PBL Learning Platform • Use of downloads from the PBL Learning Platform	• 75% of faculty members (27) have the knowledge and skills needed to design and deliver high-quality PBL • 25% of faculty members (9) use high-quality PBL as an instructional strategy with pre-service teachers • Shared learning within and across the TEPs	• 100% of faculty members (36) have the knowledge and skills needed to design and deliver high-quality PBL • 50% of faculty members (18) use high-quality PBL as an instructional strategy with pre-service teachers (Year 2) • 75% of faculty members (27) use high-quality PBL as an instructional strategy with pre-service teachers (Year 3) • Changes in mindset (beliefs about PBL, equity, agency)	75% of participating TEPs (3) have the capacity to produce teaching candidates who are prepared to enter first-year teaching ready to teach high-quality PBL
	Strategy: Teach **pre-service teachers** how to design and facilitate quality PBL ***Activities:*** • Project Slice • PBL 101 • Sustained Support Visits • PBL Learning Platform • Student teaching placements • Symposia	• 100% of pre-service teachers (104) complete PBL 101 • 2 Sustained Support Visits for 4TEP-district partnerships (4 hours each) • 104 high-quality projects taught by pre-service teachers • 47 contact hours per pre-service teacher (4,888 total hours) • 516 unique downloads on PBL Learning Platform • Use of projects from the PBL Learning Platform • Adoption/adaption of project	• 75% of pre-service teachers (78) are rated "Developing" or "Gold Standard" on BIE's Project Based Teaching Rubric (Cohort 1) • 75% of projects (78) designed, adapted, or adopted by pre-service teachers are high-quality	• 85% of pre-service teachers (88) are rated "Developing" or "Gold Standard" on BIE's Project Based Teaching Rubric (Cohorts 2 and 3) • 85% of projects (88) designed, adapted, or adopted by pre-service teachers are high-quality • 75% of pre-service teachers (78) use high-quality PBL in first-year teaching assignments (Cohorts 1 and 2) • Changes in mindset (beliefs about PBL, equity, agency)	Efficacy of PBL as an effective instructional method to prepare teachers ready to teach high-quality PBL in the first year of teaching and beyond
	Strategy: Teach **cooperating teachers** how to adapt, design, and facilitate quality PBL ***Activities:*** • Project Slice • PBL 101 • Sustained Support Visits • PBL Learning Platform • Coaching courses • Symposia	• 100% of master teachers (104) complete PBL 101 • 2 Sustained Support Visits for 4TEP-district partnerships (4 hours each) • 62 contact hours per master teacher (6,448 total hours) • 516 unique downloads on PBL Learning Platform • Use of downloads from the PBL Learning Platform	• Ongoing use of PBL • Quality of PBL is "Developing" or "Gold Standard" based on BIE's Project Based Teaching Rubric	Changes in mindset (beliefs about PBL, equity, agency)	

Attachment B
Evaluation plan and timeline

Methodology

This mixed methods evaluation will examine the extent to which *Out of the Gate* makes progress on the project's goals—to provide preservice teachers and their Teacher Education Programs (TEPs) with effective instructional methods for Project Based Learning (PBL) and to ensure new teachers facilitate high-quality PBL in their own classrooms in their first year of teaching and beyond. To refine the evaluation questions, we expanded the questions suggested in the request for proposals and crosswalked these with *Out of the Gate's* theory of action. Based on this work, we proposed the following research questions, each of which corresponds with the activities, outputs, or outcomes of *Out of the Gate's* theory of action. We will work with leaders at the Buck Institute for Education (BIE) to revise and refine these questions as needed.

1. To what extent are the *Out of the Gate* activities implemented as intended? (Activities)
2. How do *Out of the Gate* faculty, cooperating, and preservice teachers' knowledge, classroom practice, confidence, and mindset related to PBL change over time? (Outputs)
3. To what extent do *Out of the Gate* preservice and cooperating teachers report implementing high-quality PBL and how does implementation change over time? (Outcomes, RFP question 1)
4. To what extent do TEPs change how they prepare preservice teachers with PBL, and to what extent can the changes be attributed to participation in *Out of the Gate*? (Outcomes, RFP question 2)
5. What supports and challenges do TEP participants and stakeholders experience related to these changes and how can these supports be continued and these challenges overcome? (Outcomes, RFP question 2)

To address these questions we will use a concurrent mixed-methods approach. In each year of the evaluation, this approach will allow us to collect and analyze both quantitative data such as percentages of project participants engaged in different aspects of the project, as well as qualitative data that provide rich information about how participants make sense of their participation in the project. This approach will also ensure valid and reliable evaluation results, because we will collect data from multiple sources and use multiple analyses (Table A.1). In addition to providing overall results, we will summarize all results by organization, cohort, and year in order to detect patterns within and across these units of analysis.

Table A.1. Evaluation questions, data sources, analysis methods, and intended use

Evaluation question	Data sources	Analysis methods	Use
1. To what extent are *Out of the Gate* activities implemented as intended?	Attendance and feedback forms from BIE activities	Descriptive statistics for attendance and closed-ended feedback form items Content analysis for open-ended survey items	Ongoing improvement of BIE and TEP activities Measurement of the extent and quality of participation Creation of ongoing project monitoring tools
2. How do Out of the Gate faculty, cooperating, and preservice teachers' knowledge, classroom practice, confidence, and mindset related to PBL change over time? 3. To what extent do Out of the Gate preservice and cooperating teachers report implementing high-quality PBL and how does implementation change over time?	Faculty, cooperating, and preservice teacher surveys TEP leader interviews Classroom observations and metacognitive interviews Existing TEP data, such as course requirements and syllabi	Descriptive statistics and inferential statistics (i.e., factor analysis, correlations, and t-tests) for closed-ended survey items Content analysis for open-ended survey items, extant data, and case study documents, interviews, and focus groups	Understanding of teacher participants' professional growth over time Understanding of how teacher participants' professional growth compares to the growth of teachers not in *Out of the Gate* Creation of ongoing project monitoring tools
4. To what extent do TEPs change how they prepare preservice teachers with PBL and to what extent can the changes be attributed to participation in *Out of the Gate*? 5. What supports and challenges do TEP participants and stakeholders experience related to these changes and how can these supports be continued and these challenges overcome?	Observation of initial TEP faculty implementation labs during year 1 Project Slice events TEP leader interviews Existing TEP data such as program descriptions and annual regional capstone events	Content analysis for observations, TEP leader interviews, extant data, and case study documents, interviews, and focus groups	Understanding of changes in TEPs Understanding of supports for TEPs and how to ensure sustained support Understanding of challenges for TEPs and how to overcome these challenges Creation of ongoing project monitoring tools

BIE staff members and their stakeholders had the opportunity to review the evaluation plan and suggest revisions. Ultimately, each data source and analysis method will contribute to useful actions by project leaders, implementers, and stakeholders. Data sources and related analyses are discussed in more detail in the sections that follow.

Attendance and Feedback Forms from the BIE Activities
The BIE provides the following professional development activities: Project Slice, PBL 101, Sustained Support Visits, the Online Coaching Academy, Implementation Labs, and Regional Symposia. Education Northwest evaluators will work with BIE staff members to develop or refine attendance collection mechanisms and participant feedback gathering tools. These data will address evaluation question 1 about the implementation of project activities.

For the in-person gatherings (Project Slice, PBL 101, and the Regional Symposia), we expect to create efficient and unobtrusive sign-in mechanisms. We will also help BIE create or revise online feedback forms. These feedback forms will likely consist of brief Likert scale items that ask participants to rate the usefulness of the event, their learning during the event, the likelihood that they will implement what they learned during the event, and suggestions they have for future events. Education Northwest evaluators have successfully used these types of feedback forms with a wide variety of programs for project improvement. For the virtual Online Coaching Academy and in-person Sustained Support visits, we expect to use or adapt existing methods of reporting contact time and the content of that contact. From all these data, we will calculate rates of attendance (or contacts), as well as participants' perceptions of the events or the content of the coaching and support.

The purpose of this data collection is threefold. First, it allows BIE and evaluators to track participation in BIE activities. Participation is an indication of the intensity of the activities (i.e., those who have more contact time with BIE have more opportunity to learn about PBL). Second, analysis of these data will reveal what content participants engage in and their perceptions about that content. This information will facilitate ongoing improvements and modifications for BIE activities, so that professional development providers can quickly respond to the needs of participants. Finally, this data collection effort will result in project monitoring tools (attendance, contact records, and feedback forms) that could be used by BIE to assess engagement in, and practicality of, the project beyond the time period of the evaluation.

Faculty, Cooperating, and Preservice Teacher Surveys
BIE will engage four TEPs, their preservice teachers, and cooperating teachers from multiple districts over a three-year period. To address evaluation question 2, we propose online surveys of all faculty, cooperating, and preservice teachers participating in *Out of the Gate*. We propose to conduct this survey once annually, so that we are able to compare results over time.

Evaluators developed the survey with BIE staff input and with consideration of past literature on PBL for preservice teachers. In particular, we expect to create survey items measuring knowledge and classroom practice related to the "Essential Project Design Elements" and "Project-Based Teaching Practices" described in BIE publications and related literature describing PBL instruction and assessment. To create items measuring preservice teachers' and master teachers' confidence in facilitating PBL, we will also adapt surveys items designed to measure teacher efficacy in general. For example, general efficacy surveys ask about teachers' beliefs that instruction helps students learn. We might adapt these items to ask about teachers' beliefs about PBL specifically.

Education Northwest evaluators have extensive experience administering these types of online surveys, with strong response rates for teachers in most of our program evaluations. Working with our contacts in TEPs, we will administer the survey to participating faculty, cooperating, and preservice teachers. Administering the surveys repeatedly will allow us to measure growth

over time, either yearly. We will analyze the survey data for closed-ended survey items using descriptive statistics (such as averages and frequencies) and inferential statistics, including:

- *Factor analysis*: to identify a small number of factors that can be used to represent relationships among sets of interrelated variables
- *Correlations*: to examine relationships between variables such as reported learning and implementation in practice
- *T-tests*: to explore differences between by level of involvement in Out of the Gate
- *Repeated measures t-test*: to examine change over time

Because faculty, cooperating, and preservice teachers will be associated with particular TEPs, we will use statistical procedures (such as hierarchical linear modeling, as data quality permits) to account for the influence of these TEPs. We will use content analysis for open-ended survey items to detect themes in participants' write-in responses.

Survey results will measure faculty, cooperating, and preservice teachers professional growth in PBL over time. In addition to providing overall results, we will summarize all results by organization, cohort, and year in order to detect patterns within and across TEPs and time. The results will also contribute to understanding of how this professional growth compares to the growth of teachers not in *Out of the Gate*. Ultimately, some sections of the surveys may be adapted to provide ongoing project monitoring after the evaluation ends.

TEP Leader Interviews
We propose annual, semi-structured interviews with a leader and/or faculty member from each TEP. Data from the interviews will inform our understanding of preservice and cooperating teacher professional growth in PBL from the perspective of TEP leaders/faculty. Interview data will inform evaluation questions 2 and 3. These data will also increase our understanding of changes in the TEPs and assist with extant data identification and collection. We will work with BIE staff to develop interview protocols, and we anticipate that topics will include how "Essential Project Design Elements" and "Project-Based Teaching Practices" are incorporated in TEP courses, as described in BIE publications and related literature about PBL in schools. During these interviews we will also ask that faculty who are teaching university courses to preservice teachers share their syllabi with us and discuss how participation in the project has changed their university teaching.

We will conduct these annual 60-minute interviews by phone at the convenience of TEP leaders/faculty. To ensure the accuracy of the data, we will record the interviews and take near-verbatim notes. We will explore the interview data using content analysis. First, we will use deductive coding to capture data related to the "Essential Project Design Elements" and "Project-Based Teaching Practices." Deductive coding is a qualitative method in which evaluators start their analysis with codes based on previous research or a theoretical framework. Second, we will also use inductive coding to capture other themes that emerge. Inductive coding is used to identify themes that emerge from studying documents, recordings,

and other printed and verbal material. Third, we will organize codes to examine patterns across TEPs. The results of this analysis will contribute to understanding of teacher professional growth in PBL over time (evaluation questions 2 and 3), as well as understanding of changes in TEPs and of supports and challenges for change (evaluation question 4 and 5).

Observations and Metacognitive Interviews
Having evaluated PBL in the past, we realize that it is nearly impossible to fully observe it in a single class period. Yet, observations of PBL are essential to addressing this proposal's second and third evaluation questions about PBL in K–12 classrooms and the fourth and fifth evaluation questions about PBL in TEPs. Therefore, we propose observations combined with metacognitive interviews, a technique our team has used successfully in other evaluations.

In this technique, evaluators take narrative notes during the observation guided by the "Essential Project Design Elements" and "Project-Based Teaching Practices" described in BIE publications and related literature about PBL in schools. Evaluators then use these narrative observation notes to ask preservice and cooperating teachers about:

- Their planning of the overall PBL project
- The implementation of the various parts of the multi-lesson project
- The plan for assessment of learning
- The ways in which learning through *Out of the Gate* influenced the teacher's planning, implementation, and assessment of the project

These observations and metacognitive interviews will take place in the second and third year of the evaluation during the case studies and will be conducted by Education Northwest evaluators for both TEP lessons and K–12 lessons. Education Northwest evaluators will conduct these observations and metacognitive interviews with preservice teachers in all four TEPS. The interviews and observations will take place within a two-day site visit, and the total number of observations and metacognitive interviews will be determined by TEP interest and capacity to participate.

Existing TEP Data
We will work with BIE staff and TEP leaders to identify existing data to inform the evaluation. Based on our past work with TEPs, we expect these data to include program descriptions, course requirements, and syllabi. *Out of the Gate's* annual regional capstone events are also likely to provide rich documentation of change in TEPs over time.

In the first year of the evaluation, we will use inductive coding to explore these documents. In later years, we will develop rubrics to capture change in documents over time (evaluation questions 4 and 5). The results will inform understanding of how the courses and experiences of preservice and master teachers change over time, which could help explain their changes in knowledge, classroom practice, and confidence (evaluation questions 2 and 3).

Observation of Initial TEP Faculty Implementation Labs During Year 1 Project Slice Events
BIE staff members have developed an "implementation lab" particularly for the TEP faculty who will take part in *Out of the Gate*. This implementation lab will take place on site at each TEP toward the beginning of the project. The labs provide initial training and set expectations for TEPs.

In the first year of the evaluation, we will conduct in-person observations of these implementation labs. We will gather agendas and meeting materials. We will also take narrative notes on the content of the implementation labs, as well as participants' reactions to and learning during the labs. Analysis of the agendas, meeting materials, and narratives will assist in developing protocols for the case studies and in choosing TEPs for the case studies, with input from BIE staff and stakeholders.

Project Work Plan and Milestones

This evaluation will take place over three years and will follow up to three cohorts of preservice and master teachers in the TEPs (Table A.2). This schedule will be reviewed and finalized at the kickoff meeting with BIE in August 2017. In the first year, we will work with BIE to finalize the evaluation plan and conduct the annual evaluation activities (observations of the initial TEP implementation labs during the Project Slice events, the survey of preservice and master teachers, the TEP leader interviews, the extant TEP data, and the BIE attendance and feedback forms). In the second and third year, we will add case studies, as well as presentations at two national conferences to be facilitated in partnership with BIE to disseminate findings. In all years of the evaluation, we will facilitate an annual in-person meeting with BIE and conduct monthly project updates with BIE in the form of webinars, phone calls, or memos, depending on BIE preferences.

Interim reports (in all Years)
In all years, we will also provide interim reports that BIE can use for ongoing project improvement. In the 2017—2018 school year, the first interim report will include a revised evaluation plan and instruments, while the second will summarize implementation lab observations, teacher surveys and TEP interviews. In the next two school years the interim reports will include case studies (described in the next section) and summaries of data analysis as these data become available. Table A.2 provides more information about the expected content of the interim reports.

Case study (in Year 2 and 3)
In the second and third year of the evaluation, we will create a case study report to capture changes in TEPs over the project period. The report will include four cases (one for each TEP). To create this report, we will combine data from all the data sources describe previously and will tell the story of *Out of the Gate* in action. Data analysis for each case will occur using the following steps, which are drawn from grounded-theory case study analytic methods:

1. Develop deductive codes and code the data based on theoretical propositions (i.e., the findings in the teacher surveys and responses to the TEP interview questions)
2. Create inductive codes by reading the interview, focus group, and document review data and noticing patterns that emerge and then code the data accordingly
3. Review the coded data to identify any rival explanations or outliers
4. Develop a case description, (i.e., descriptions of each TEP and how PBL was implemented)

Much of our analysis will be within the four cases since these data are most relevant as representations of each individual TEP case. However, we will also compare the resulting descriptions and data across the four cases. Our comparisons will be made thoughtfully given the small number of cases.

Summaries of the case study findings will provide sufficient detail to enable readers to make judgments about the validity of the conclusions for each case and across the three cases. These case studies will provide in-depth information about how preservice and master teachers in these particular TEPs grow professionally, including how they develop knowledge, classroom practice, and confidence in PBL. The case studies will also show changes in TEPs over time and will provide rich information about supports that help TEPs and the challenges they face. This information will provide a basis for discussion of possible revisions to BIE's work and will inform the field about the role of TEPs in PBL.

Final Report (in Year 3)
In the third year, we will create a final report and executive summary that will summarize all evaluation results and make recommendations based on these results for BIE, TEPs, districts, and the broader field of educators and policymakers interested in PBL. We will write this report for a non-technical audience and relate the narrative discussion to descriptive statistics, analyses, graphs, and tables. Our expert communications team will ensure that the report and executive summary are engaging, succinct, and appealing to a wide range of stakeholders. We will also include a technical appendix that presents details that will be relevant to researchers and will inform future research on PBL and TEPs.

Table A.2. Timeline and activities

Year 1 Milestones (August 2017–July 2018)	Approximate Date
In-person kickoff meeting with BIE	August 2017
Conduct monthly project updates with BIE	Monthly
Revise evaluation plan and timeline	Aug 2017
Collect attendance and feedback forms for BIE activities	Sept 2017
Create evaluation instruments	Sept 2017
Administer preservice and master teacher survey	Feb/March 2018
Interim report (revised evaluation plan and instruments)*	Dec 2017
Observe TEP implementation labs during Project Slice	Sept/Oct 2017, Jan 2018
Interview TEP leaders/faculty	Jan/Feb 2018
Analyze teacher surveys and district interviews	Feb/March 2018
Interim report (implementation lab observations, and TEP interviews)*	April 2018
Collect extant data from TEPs	May 2018
Analyze extant data	June/July 2018

Year 2 Milestones (August 2018–July 2019)	Approximate Date
Annual in-person meeting with BIE	August 2018
Interim report (summary extant data and plan for case studies)*	Aug 2018
Conduct monthly project update calls with BIE	Monthly
Collect attendance and feedback forms	Ongoing
Collect extant data from TEPs	Ongoing
Present at a national conference with BIE	TBD
Conduct case study site visits	Sept/Oct 2018
Administer preservice and master teacher survey	Oct/Nov 2018
Conduct initial analysis of case study data	Nov 2018
Interim report (summary of case studies)*	Jan 2019
Conduct interviews with TEP leaders	Jan/Feb 2019
Analyze teacher surveys and district interviews	Feb/March 2019
Interim report (summary teacher surveys and TEP interviews)*	April 2019
Analyze extant data	June/July 2019

Year 3 Milestones (August 2019–July 2020)	Approximate Date
Annual in-person meeting with BIE	August 2019
Interim report (summary extant data, teacher surveys, and TEP interviews)*	Aug 2019
Conduct monthly project update calls with BIE	Monthly
Collect attendance and feedback forms	Ongoing
Collect extant data from TEPs	Ongoing
Present at a national conference with BIE	TBD
Conduct case study site visits	Sept/Oct 2019
Administer preservice and master teacher surveys	Oct/Nov 2019
Conduct initial analysis of case study data	Nov 2019
Interim report (summary of case studies)*	Jan 2019
Conduct interviews with TEP leaders	Jan/Feb 2020

Continued... Year 3 Milestones (August 2019–July 2020)	Approximate Date
Analyze extant data	April/May 2020
Create final report and executive summary	May/June 2020
Draft final report and executive summary*	July 15, 2020
Final report and executive summary*	July 30, 2020

Project deliverables are indicated with gray shading and a *.

Data Requirements and Security

To minimize the burden of data collection for TEPs and BIE, we will use existing data as much as possible. These data include attendance/participation in BIE activities; participant feedback collected as part of the activities; and TEP documentation (preservice teacher program documents, course descriptions, syllabi, and documents related to annual capstone events). We will also collect new data, including preservice and master teacher surveys, TEP leader interviews, case studies, and observations based on BIE requests. All reports will include an Excel workbook that describes the data collected and analyzed. As requested by BIE, we will include de-identified data and meta data, (e.g., definitions, sources, and analysis methods).

Education Northwest has procedures and security measures in place to ensure the confidentiality of personally identifiable information that will be part of our data collection. Our institutional review board reviews and approves procedures for every project. Furthermore, our information technology security procedures comply with all federal requirements. We will conduct the proposed evaluation in a manner that does not permit personal identification of TEP leaders or teachers by anyone other than members of the evaluation team. When quotations from key interviews and focus groups might identify the participant, we will ask them for permission to use the quotation. Finally, we will not maintain data beyond the period reasonably needed to complete the purpose of the request. These procedures will ensure protection of human subjects during the proposed evaluation.

Attachment C
Project Data Collection Instruments

1. **Participant Survey (Years 1-3)**

2. **University Faculty Member Interview and Discussion of Course Syllabi (Years 1-3)**

3. **Cooperating Teacher Interview (Years 2-3)**

4. **Pre-service Teacher Observation Protocol (Years 2-3)**

5. **Pre-service Teacher Metacognitive Interview (Years 2-3)**

Participant Survey: Pre-service Teachers, Cooperating Teachers, and University Faculty Members

Note: This protocol includes a description of the evaluation, information necessary for participants to make an informed decision about consenting to participate in the evaluation, the survey topics, and example items within these topics. The school years will be updated each year this protocol is used. If Education Northwest evaluators make substantive changes to the protocol, we will resubmit it to our institutional review board. The survey will be administered online via Survey Gizmo.

Informed consent information: Thank you for considering participating in this survey about project based learning (PBL). The survey is part of Education Northwest's evaluation of *Out of the Gate,* a three-year grant to your teacher education program (TEP) from the Buck Institute for Education (BIE) to help prepare teachers to use PBL in their classrooms. The purpose of this evaluation is to examine the extent to which *Out of the Gate* makes progress on its goals: to provide pre-service teachers and their TEPs with effective instructional methods for PBL and to ensure new teachers facilitate high-quality PBL in their classrooms during their first year of teaching and beyond.

As part of this evaluation, we are surveying pre-service teachers, cooperating teachers, and university faculty members who participated in *Out of the Gate*. The objective of this survey is to have participants reflect on their knowledge of PBL, their use of PBL, and their mindset related to PBL. (By mindset, we mean beliefs about teaching, learning, and confidence in using PBL.) We are also interested in gauging participants' satisfaction with *Out of the Gate* and gathering suggestions for improving the program.

We expect this survey to take no more than 30 minutes, and there are no anticipated risks involved. Although participation may not directly benefit you this semester, we believe the information will help you reflect on your experiences in *Out of the Gate* and will be useful in evaluating and improving implementation. We also believe the information will assist education leaders in understanding how to effectively prepare pre-service teachers to use PBL.

Education Northwest will not share your individual data with your TEP, BIE, or any school or district. At Education Northwest, we will store your individual data in a secure folder that only the evaluation team can access. All results of the evaluation will aggregate data across participants and will not include your name or identifying information.

We hope you will participate in this survey so that we have more complete information that will inform implementation of *Out of the Gate* and future efforts to effectively implement and scale up PBL. However, your participation is voluntary, and you may choose to not participate, decline to answer any question, or stop participating at any time.

Please contact [NAME], [TITLE] at Education Northwest, at [EMAIL] or [PHONE] with any questions regarding this survey.

Do you agree to participate in this survey?

_____ Yes [continue to survey]

_____ No [jump to exit page with text: "Thank you for considering participating in this survey. If you change your mind, just return to the link and start again."]

Which best describes your role?

    A. A pre-service teacher

    B. A new teacher in my first two years of employment

    C. A cooperating teacher who supervises pre-service teachers

    D. A university faculty member

SECTION 1: Your views of PBL

Please indicate the extent to which you agree or disagree.

	Strongly disagree	Disagree	Agree	Strongly agree
Incorporating PBL into pre-service programs will improve teacher instruction				
Incorporating PBL into K–12 education will improve student learning				
I plan to incorporate PBL into my future work				
I need additional support to incorporate PBL into my future work				
All teachers could benefit from using PBL				
Pre-service teachers are especially well situated to learn how to use PBL				
I am NOT able to apply what I've learned about PBL to my current work				
The training I've received on PBL has been high quality				
Adding PBL to pre-service teaching is just too much for pre-service teachers to learn				
Adding PBL to pre-service teaching is too much work for faculty members				
Fitting PBL into existing curricula is challenging				

Please indicate the extent to which you agree or disagree with the statements below.

PBL will improve teaching and learning for students who are …

	Strongly disagree	Disagree	Agree	Strongly agree
Performing at grade level				
Performing above grade level				
Performing below grade level				
English learners				
In special education				
Eligible for free or reduced-price lunch				
Easily distracted				
Not typically responsive to traditional instructional approaches				
Successful in a traditional classroom environment				
Designated as gifted and talented				
From diverse cultural backgrounds				

SECTION 2: Your beliefs about teaching

Please indicate your opinion about each of the questions below by marking any of the 10 responses, which range from (1) "None at All" to (10) "A Great Deal."

In responding, consider your *current* ability, resources, and opportunity to do each of the following.

To what extent are you able to …

	Not at all	Very little	To some degree	Quite a bit	A great deal
1. Control disruptive behavior in the classroom?	○ ○	○ ○	○ ○	○ ○	○ ○
2. Motivate students who show low interest in schoolwork?					
3. Calm a student who is disruptive or noisy?	○ ○	○ ○	○ ○	○ ○	○ ○
4. Help your students value learning?	○ ○	○ ○	○ ○	○ ○	○ ○
5. Craft meaningful questions for your students?	○ ○	○ ○	○ ○	○ ○	○ ○
6. Get students to follow classroom rules?	○ ○	○ ○	○ ○	○ ○	○ ○
7. Get students to believe they can do well in school?	○ ○	○ ○	○ ○	○ ○	○ ○
8. Establish a classroom management system with different groups of students?	○ ○	○ ○	○ ○	○ ○	○ ○
9. Use a variety of assessment strategies?	○ ○	○ ○	○ ○	○ ○	○ ○
10. Provide an alternative explanation or example when students are confused?	○ ○	○ ○	○ ○	○ ○	○ ○
11. Assist families in helping their children do well in school?	○ ○	○ ○	○ ○	○ ○	○ ○
12. Implement alternative teaching strategies in your classroom?	○ ○	○ ○	○ ○	○ ○	○ ○
13. Hold high expectations for all students?	○ ○	○ ○	○ ○	○ ○	○ ○

SECTION 3: Your knowledge about PBL

Please rate your current understanding of each of the *Project Based Teaching Practices*. Then rate how you believe your understanding has changed over the last year due to your participation in *Out of the Gate*.

Project Based Teaching Practices	Current understanding				Change over past year		
	No understanding	Little understanding	Moderate understanding	Full understanding	No change	Some change	A lot of change
Project design and planning (e.g., design a framework with a driving question, focus, goals, and purpose)							
Aligning the project to standards (e.g., start with content from standards and make sure PBL promotes students' knowledge and skills)							

Building PBL classroom culture (e.g., independence, responsibility, and growth mindset)						
Managing project activities (e.g., preparing students, arranging resources, and creating a project calendar)						
Scaffolding student learning (e.g., using various techniques to support student understanding and differentiate learning)						
Assessing student learning (e.g., balancing various types of assessments, such as formative and summative, self-assessments and group assessments, and traditional and nontraditional assessments)						
Engaging and coaching student performance (e.g., setting goals; motivating students; and identifying needs for support, redirection, encouragement, and celebration)						

SECTION 4: Your use of PBL

What proportion of OVERALL CLASS TIME for the entire semester was devoted to PBL?

    A. 76–100%

    B. 51–75%

    C. 26–50%

    D. 11–25%

    E. 1–10%

    F. None

How often does your use of PBL include the following elements?

	Never	Rarely	Frequently	Always or almost always	NA (I don't know what this is)
Key knowledge, understanding, and success skills					
Challenging problems or questions					
Sustained inquiry					
Authenticity					
Student voice and choice					
Reflection					
Critique and revision					
Public product					

Please describe a recent use of PBL. [open-ended item]

In your work with pre-service teachers, how often do you focus on PBL?

    A. 76–100% of the time

    B. 51–75% of the time

    C. 26–50% of the time

    D. 11–25% of the time

    E. 1–10% of the time

    F. Never

In your recent work with pre-service teachers on PBL, what do you see as success indicators? [open-ended item]

In your university coursework or other services, how often do you focus on PBL?

    A. 76–100% of the time

    B. 51–75% of the time

    C. 26–50% of the time

    D. 11–25% of the time

    E. 1–10% of the time

    F. Never

Please describe a recent time your work focused on PBL. [open-ended item]

SECTION 5: Your confidence in using PBL

[ONLY A and B] Please rate your confidence in implementing *Project Based Teaching Practices*. Then rate how you believe your confidence has changed over the last year due to your participation in *Out of the Gate*.

Project Based Teaching Practices	Current confidence				Change over past year		
	Not at all confident	*Somewhat confident*	*Confident*	*Very confident*	*No change*	*Some change*	*A lot of change*
Project design and planning							
Aligning the project to standards							
Building culture							
Managing project activities							
Scaffolding student learning							
Assessing student learning							
Engaging and coaching student performance							

[ONLY C and D] Please rate your confidence in supporting pre-service teachers in using *Project Based Teaching Practices*. Then rate how you believe your confidence has changed over the last year due to your participation in *Out of the Gate*.

Project Based Teaching Practices	Current confidence				Change over past year		
	Not at all confident	*Somewhat confident*	*Confident*	*Very confident*	*No change*	*Some change*	*A lot of change*
Project design and planning							
Aligning the project to standards							
Building culture							
Managing project activities							

Scaffolding student learning						
Assessing student learning						
Engaging and coaching student performance						

SECTION 6: Your views of *Out of the Gate* and suggestions for the future

Please rate the extent to which you agree with the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
Communication from the university about *Out of the Gate* has been clear				
Communication about events for *Out of the Gate* has been clear				
I would recommend participating in *Out of the Gate* to others in my role				
[C and D only] The online course/material has been easy to access				
[C and D only] The online course/material has been high quality				
[C and D only] The online course/material has been relevant for my job				
[C and D only] The online course/material has helped me understand PBL				
[C and D only] The online course/material has helped me work with pre-service teachers				

How would you prefer to receive communication about *Out of the Gate*? [Select all that apply.]

    A. ___ Email

B. ___ Phone

C. ___ Newsletter

D. ___ Website or listserv

E. ___ Other [text box]

From your perspective and based on your experience …
- What are some challenges to using PBL? [long text box]
- How could teacher preparation programs help teachers overcome these challenges? [long text box]
- What other suggestions do you have for improving how pre-service teachers are prepared to use PBL? [long text box]
- What else would you like to say about PBL and *Out of the Gate*? [long text box]

SECTION 7: Demographics

Please select the response that best describes your experience with PBL prior to the 2017–18 school year.

___ No experience

___ A little experience

___ A moderate amount of experience

___ A lot of experience

Please select the response that best describes your gender

___ Female

___ Male

___ [write in]

Please indicate your number of years teaching prior to the 2017–18 school year [number box]

Please select all categories that best describe your race/ethnicity

___ African American

___ American Indian or Alaska Native

___ Asian American

___ Native Hawaiian or Pacific Islander

___ White

___ Hispanic/Latino

___ [write in]

University Faculty Member Interview and Discussion of Course Syllabi

Note: This protocol includes a description of the evaluation, information necessary for participants to make an informed decision about consenting to participate in the evaluation, the discussion topics, and example items within these topics. The school years will be updated each year this protocol is used. If Education Northwest evaluators make substantive changes to the protocol, we will resubmit it to our institutional review board.

Informed consent information: Thank you for considering participation in this interview and discussion of course syllabi. As you know, the interview and discussion are part of Education Northwest's evaluation of *Out of the Gate*, a three-year grant to your teacher education program (TEP) from the Buck Institute for Education (BIE) to help prepare teachers to use project based learning (PBL) in their classrooms. The purpose of this evaluation is to examine the extent to which *Out of the Gate* makes progress on its goals: to provide pre-service teachers and their TEPs with effective instructional methods for PBL and to ensure new teachers facilitate high-quality PBL in their classrooms during their first year of teaching and beyond.

As part of this evaluation, we are talking to university faculty members who participate in *Out of the Gate.* We are asking them to bring copies of their course syllabi from 2015–16 and 2016–17 and use these as part of their interview. The objective is to have university faculty members reflect on how *Out of the Gate* influenced how they work with pre-service teachers. We are also interested in gauging satisfaction with *Out of the Gate* and gathering suggestions for improving the program.

We expect this interview to take no more than 60 minutes, and there are no anticipated risks involved. Although participation may not directly benefit you this semester, we believe the information will help you reflect on your experiences in *Out of the Gate* and will be useful in evaluating and improving implementation. We also believe the information will assist education leaders in understanding how to effectively prepare pre-service teachers to use PBL.

Education Northwest will not share your individual data with your TEP, BIE, or any school or district. At Education Northwest, we will store your individual data in a secure folder that only the evaluation team can access. All results of the evaluation will aggregate data across participants and will not include your name or identifying information.

We hope you will participate in this interview so that we have more complete information that will inform implementation of *Out of the Gate* and future efforts to effectively implement and scale up PBL. However, your participation is voluntary, and you may choose to not participate, decline to answer any question, or stop participating at any time.

Please contact [NAME], [TITLE] at Education Northwest, at [EMAIL] or [PHONE] with any questions regarding this interview and discussion.

Do you agree to participate in this interview? [Provide another copy of the informed consent information that was provided via email (i.e., the preceding page) and read it aloud. If the participant agrees, conduct the interview. If the participant does not agree, do not conduct the interview.]

Do you have any questions before we begin?

Do you mind if I record this interview to make sure I capture your answers? [If yes, turn on recorder. If no, do not record.]

Section 1: Let's begin by talking about your background and your experiences with PBL.

-
1. What is your role at the university?
-
2. What were your experiences with PBL before your university joined *Out of the Gate*?
-
3. How have you participated in *Out of the Gate*? [Probe for description of Project Slice, PBL 101, implementation lab, annual symposium, online coaching]

4. How much have you learned about PBL through your participation in *Out of the Gate*? Please answer using this scale: nothing, a small amount, a moderate amount, a lot.

    a. Tell me more about your answer.

5. How, if at all, has your participation in *Out of the Gate* influenced your work with pre-service teachers? [Probe for course instructors: Ask about teaching PBL. Probe for advisors: Ask about advising students about PBL.]
    -
6. To what extent do you use PBL in your university classroom? Please answer using the following scale: Never, 1–10% of the time, 11–25% of the time, 26–50% of the time, 51–75% of the time, 76–100% of the time.
    -
    a. Tell me more about how much time you spend on PBL in your university classroom.
    -
    b. Which students thrive with PBL? Which students struggle? Why?
    -
    c. To what extent do you anticipate you will use PBL in the future? Why?

    d. What do you believe are the strengths of using PBL in university classrooms?
    -
    e. What are the challenges?

Section 2: Let's talk more specifically about one of the courses you teach to pre-service teachers using the syllabi you brought with you today. [If the interviewee brought syllabi for more than one course, have them choose the course that includes more PBL. If the interviewee is an advisor who does not teach any courses, skip this section.]

7. Describe how you taught this course in 2015–16 before participating in *Out of the Gate.*
   •
8. Now describe how you taught this course in 2016–17 after you began participating in *Out of the Gate.*
   •
9. How, if at all, did participation in *Out of the Gate* influence the changes you made in your course?
   •
10. To what extent, do you believe the pre-service teachers who took this course learned about PBL? Please answer using this scale: nothing, a small amount, a moderate amount, a lot.
    •
    a. What are the most important things your pre-service teachers have learned about PBL in this course?
       •
11. What were students' reactions to the course in 2016–17?
    •
12. What, if any, changes will you make in this course in 2017–18?
    •
    a. Has participation in *Out of the Gate* influenced any of these changes?

Section 3: Let's talk about how *Out of the Gate* has influenced you and the teacher education program overall. First, I'll ask about teaching mindset (by which I mean beliefs about teaching and learning, as well as confidence in teaching). Then, I'll ask about challenges and supports for assisting pre-service teachers with PBL.

13. How has using PBL influenced your beliefs about teaching and learning?

    [Probe: If not mentioned, ask whether PBL is for all students (i.e., whether all students can learn)]

14. How confident are you in using PBL in your classroom? Please answer using the following scale: not at all confident, somewhat confident, confident, very confident.
    •
    a. How, if at all, has your confidence changed over time?

    b. What training or assistance in PBL, if any, do you feel confident offering others?

c. What additional training or assistance in PBL might you need?

15. What general challenges have you experienced in preparing pre-service teachers to use PBL?

   -

   a. How can these challenges be overcome?

16. What supports have assisted you in preparing pre-service teachers to use PBL?

   -

   a. How can these supports be sustained?

Section 4: Finally, let's discuss how *Out of the Gate* is going.

17. Do you intend to continue participating in *Out of the Gate?* Why or why not?

   -

18. Would you recommend participating in *Out of the Gate* to others in your role? Why or why not?

   -

19. How would you suggest *Out of the Gate* work to recruit participants next year?

   -

20. What other suggestions do you have for improving pre-service programs like *Out of the Gate* that support PBL?

   -

21. Do you have anything else you'd like to say about PBL and/or your TEP?

Cooperating Teacher Interview

Note: This protocol includes a description of the evaluation, information necessary for participants to make an informed decision about consenting to participate in the evaluation, the discussion topics, and example items within these topics. If Education Northwest evaluators make substantive changes to the protocol, we will resubmit it to our institutional review board.

Informed consent information: Thank you for considering participation in this interview. As you know, the interview is part of Education Northwest's evaluation of *Out of the Gate,* a three-year grant to your teacher education program (TEP) from the Buck Institute for Education (BIE) to help prepare teachers to use project based learning (PBL) in their classrooms. The purpose of this evaluation is to examine the extent to which *Out of the Gate* makes progress on its goals: to provide pre-service teachers and their TEPs with effective instructional methods for PBL and to ensure new teachers facilitate high-quality PBL in their classrooms during their first year of teaching and beyond.

As part of this evaluation, we are interviewing cooperating teachers who participate in *Out of the Gate*. The objective of this interview is to have cooperating teachers reflect on how *Out of the Gate* influenced the pre-service teachers they supervise. We are also interested in gauging your satisfaction with *Out of the Gate* and gathering suggestions for improving the program.

We expect this interview to take no more than 45 minutes, and there are no anticipated risks involved. Although participation may not directly benefit you this semester, we believe the information will help you reflect on your experiences in *Out of the Gate* and will be useful in evaluating and improving implementation. We also believe the information will assist education leaders in understanding how to effectively prepare pre-service teachers to use PBL.

Education Northwest will not share your individual data with your TEP, BIE, or any school or district. At Education Northwest, we will store your individual data in a secure folder that only the evaluation team can access. All results of the evaluation will aggregate data across participants and will not include your name or identifying information.

We hope you will participate in this interview so that we have more complete information that will inform implementation of *Out of the Gate* and future efforts to effectively implement and scale up PBL. However, your participation is voluntary, and you may choose to not participate, decline to answer any question, or stop participating at any time.

Please contact [NAME], [TITLE] at Education Northwest, at [EMAIL] or [PHONE] with any questions regarding this interview.

Do you agree to participate in this interview? [Provide another copy of the informed consent information that was provided via email (i.e., the preceding page) and read it aloud. If the participant agrees, conduct the interview. If the participant does not agree, do not conduct the interview.]

Do you have any questions for me before we begin?

Do you mind if I record this interview to make sure I capture your answers? [If yes, turn on recorder. If no, do not record.]

Section 1: Let's begin by talking about a specific lesson. [If the cooperating teacher saw the observation of the pre-service teacher, use that lesson and question 1.A. If the cooperating teacher did NOT see the observation of the pre-service teacher, use question 1.B.]

- A. [Use this question, if the cooperating teacher saw the observation of the pre-service teacher] Having evaluated PBL in the past, we realize it is nearly impossible to fully observe it in a single class period. Could you describe the project this lesson was a part of?

  B. [Use this question, if the cooperating teacher did NOT see the observation of the preservice teacher]. Thinking about the past year, could you describe a project that one of your pre-service teachers implemented?
  -
  1. Keeping in mind that "Gold Standard PBL" is aspirational, to what extent do you think this project meets the eight criteria? [Show the Gold Standard PBL graphic.]
  -
  - [Probe: Ask about elements in the narrative notes from the observation to confirm, refute, or elaborate on what was observed]

  2. What was your process for helping the pre-service teacher design this project?

     [Probe: Show the Gold Standard PBL Teaching Practices graphic.]

  3. How did the pre-service teacher's university preparation program influence the project?

     [Probe: If not discussed, ask about the influence of coursework and faculty members]

Section 2: Let's talk about how the TEP and trainings from BIE have influenced you and pre-service teachers. I'll ask about knowledge of PBL and then about teaching practices.

  1. To what extent, do you believe you have learned about PBL thus far? Please answer using this scale: not at all, a small amount, a moderate amount, a lot.
     - ☐ 1=Not at all
     - ☐ 2=A small amount

- [ ] 3=A moderate amount
- [ ] 4=A lot

2. What were the most important things you learned about PBL from BIE training? [Probe for Project Slice, PBL 101, implementation lab, annual symposium, online coaching]

3. How has working with pre-service teachers contributed to your knowledge of PBL?
-
4. What else do you want to add about your learning about PBL?
-
5. To what extent do you use PBL in your classroom? Please answer using the following scale:
    - [ ] never
    - [ ]   1–10% of the time,
    - [ ] 11–25% of the time,
    - [ ] 26–50% of the time
    - [ ] 51–75% of the time
    - [ ] 76–100% of the time
-
    a. Tell me more about the time you spend on PBL in your classroom.
    -
    b. Which students thrive with PBL? Which students struggle? Why?

    c. To what extent do you anticipate you will use PBL in the future? Why?

    d. What do you believe are the strengths of using PBL?
    -
    e. What are the challenges?

Section 3: Let's discuss your mindset about teaching and PBL. By mindset, I mean beliefs about teaching and learning, as well as confidence in teaching.

1. How does using PBL influence your beliefs about teaching and learning?

    [Probe: If not mentioned, ask whether PBL is for all students (i.e., whether all students can learn)]

2. On a scale of 1-4 in which 1 is not at all confident, 2=somewhat confident, 3=confident, 4=very confident; How confident are you in using PBL in your classroom?
    - [ ] 1=Not at all confident
    - [ ] 2=Somewhat confident
    - [ ] 3=Confident
    - [ ] 4=Very confident

3. What training or assistance in PBL, if any, do you feel confident offering others?

4. What additional training or assistance in PBL might you need?

Section 4: Finally, let's discuss how *Out of the Gate* is going.

1. Do you intend to continue participating in *Out of the Gate?* Why or why not?
   -
2. Would you recommend participating in *Out of the Gate* to others in your role? Why or why not?
   -
3. How would you suggest *Out of the Gate* work to recruit participants next year?
   -
4. What other suggestions do you have for improving pre-service programs like *Out of the Gate* that support PBL?
   -
5. Do you have anything else you'd like to say about PBL and/or your TEP?

Pre-service Teacher Observation Protocol

Note: This protocol includes a description of the evaluation, information necessary for participants to make an informed decision about consenting to participate in the evaluation, the discussion topics, and example items within these topics. If Education Northwest evaluators make substantive changes to the protocol, we will resubmit it to our institutional review board.

Thank you for considering allowing Education Northwest to read your lesson plan, observe your teaching, and interview you about that observation. The observation and interview are part of Education Northwest's evaluation of *Out of the Gate,* a three-year grant to your teacher education program (TEP) from the Buck Institute for Education (BIE) to help prepare teachers to use project based learning (PBL) in their classrooms. The purpose of this evaluation is to examine the extent to which *Out of the Gate* makes progress on its goals: to provide pre-service teachers and their TEPs with effective instructional methods for PBL and to ensure new teachers facilitate high-quality PBL in their classrooms during their first year of teaching and beyond.

As part of this evaluation, we are interviewing teachers who participated in *Out of the Gate* during their pre-service training. The objective of this interview is to have teachers reflect on how *Out of the Gate* influenced the classroom teaching we just observed and their teaching in general. We are also interested in gauging your satisfaction with *Out of the Gate* and gathering suggestions for improving the program.

We expect this interview to take no more than 45 minutes, and there are no anticipated risks involved. Although participation may not directly benefit you this semester, we believe the information will help you reflect on your experiences in *Out of the Gate* and will be useful in evaluating and improving implementation. We also believe the information will assist education leaders in understanding how to effectively prepare pre-service teachers to use PBL.

Education Northwest will not share your individual data with your TEP, BIE, or any school or districts. At Education Northwest, we will store your individual data in a secure folder that only the evaluation team can access. All results of the evaluation will aggregate data across participants and will not include your name or identifying information.

We hope you will participate in this interview so that we have more complete information that will inform implementation of *Out of the Gate* and future efforts to effectively implement and scale up PBL. However, your participation is voluntary, and you may choose to not participate, decline to answer any question, or stop participating at any time.

Please contact [NAME], [TITLE] at Education Northwest, at [EMAIL] or [PHONE] with any questions regarding this interview and observation.

Observer name: _____ Start time: _____ End time: _____ Date: _____

Instructions for observer

1. Introduce yourself and thank the teacher. Ask, "Do you agree to participate in this interview?" [Provide another copy of the informed consent information that was provided via email (i.e., the preceding page) and read it aloud. If the participant agrees, conduct the observation. If the participant does not agree, do not conduct the observation.]
2. For the first 10 minutes, take narrative notes that describe the teacher's actions during the lesson you are observing.
3. Then, at five-minute intervals for the rest of the lesson, turn to the *Project Design Rubric* and take about a minute to make notes about each of the *Eight Essential Project Design Elements.*
4. Return to taking narrative notes on the lesson overall in between your notes on the *Eight Essential Project Design Elements.*
5. Directly after the observation, use the *Project Design Rubric* to score the lesson in anticipation of discussing the lesson with the teacher. Note that the BIE rubric is included at the end of this observation form.

Narrative notes:

Rating
0 = Lacks features of PBL
1 = Needs further development
2 = Includes features of effective PBL

Essential Project Design Element	Evidence from observation	After observation	After interview	Evidence from interview
Key knowledge, understanding, and success skills				
Challenging problem or question				
Sustained inquiry				
Authenticity				
Student voice and choice				
Reflection				
Critique and revision				
Public product				

PROJECT DESIGN RUBRIC

Essential Project Design Element	Lacks Features of Effective PBL *The project has one or more of the following problems in each area:*	Needs Further Development *The project includes some features of effective PBL but has some weaknesses:*	Includes Features of Effective PBL *The project has the following strengths:*
Key Knowledge, Understanding & Success Skills	▶ Student learning goals are not clear and specific; the project is not focused on standards. ▶ The project does not explicitly target, assess, or scaffold the development of success skills.	▶ The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. ▶ Success skills are targeted, but there may be too many to be adequately taught and assessed.	▶ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. ▶ Important success skills are explicitly targeted to be taught and assessed, such as critical thinking/problem solving, collaboration, and self-management.
Challenging Problem or Question	▶ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. ▶ The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: – it has a single or simple answer. – it is not engaging to students (it sounds too complex or "academic" like it came from a textbook or appeals only to a teacher).	▶ The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. ▶ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). ▶ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others.	▶ The project is focused on a central problem or question, at the appropriate level of challenge. ▶ The central problem or question is framed by a driving question for the project, which is: – open-ended; it will allow students to develop more than one reasonable answer. – understandable and inspiring to students. – aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	▶ The "project" is more like an activity or "hands-on" task, rather than an extended process of inquiry. ▶ There is no process for students to generate questions to guide inquiry.	▶ Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). ▶ Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project.	▶ Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). ▶ Inquiry is driven by student-generated questions throughout the project.

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Out of the Gate Memo December 2017: Attachment C 1

Authenticity	▶ The project resembles traditional "schoolwork;" it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students' personal interests.	▶ The project has some authentic features, but they may be limited or feel contrived.	▶ The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students' personal concerns, interests, or identities.
Student Voice & Choice	▶ Students are not given opportunities to express voice and choice affecting the content or process of the project. ▶ Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable.	▶ Students are given limited opportunities to express voice and choice, generally in less important matters (deciding how to divide tasks within a team or which website to use for research). ▶ Students work independently from the teacher to some extent, but they could do more on their own.	▶ Students have opportunities to express voice and choice on important matters (questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks). ▶ Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.
Reflection	▶ Students and the teacher do not engage in reflection about what and how students learn or about the project's design and management.	▶ Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth.	▶ Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project's design and management.
Critique & Revision	▶ Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers. ▶ Students do not know how or are not required to use feedback to revise and improve their work.	▶ Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once. ▶ Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it.	▶ Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. ▶ Students use feedback about their work to revise and improve it.
Public Product	▶ Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom.	▶ Student work is made public only to classmates and the teacher. ▶ Students present products, but are not asked to explain how they worked and what they learned.	▶ Student work is made public by presenting or offering it to people beyond the classroom. ▶ Students are asked to publicly explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.

Pre-service Teacher Metacognitive Interview

Note: This protocol includes a description of the evaluation, information necessary for participants to make an informed decision about consenting to participate in the evaluation, the discussion topics, and example items within these topics. If Education Northwest evaluators make substantive changes to the protocol, we will resubmit it to our institutional review board.

Informed consent information: Thank you for considering allowing Education Northwest to read your lesson plan, observe your teaching, and interview you about that observation. The observation and interview are part of Education Northwest's evaluation of *Out of the Gate,* a three-year grant to your teacher education program (TEP) from the Buck Institute for Education (BIE) to help prepare teachers to use project based learning (PBL) in their classrooms. The purpose of this evaluation is to examine the extent to which *Out of the Gate* makes progress on its goals: to provide pre-service teachers and their TEPs with effective instructional methods for PBL and to ensure new teachers facilitate high-quality PBL in their classrooms during their first year of teaching and beyond.

As part of this evaluation, we are interviewing teachers who participated in *Out of the Gate* during their pre-service training. The objective of this interview is to have teachers reflect on how *Out of the Gate* influenced the classroom teaching we just observed and their teaching in general. We are also interested in gauging your satisfaction with *Out of the Gate* and gathering suggestions for improving the program.

We expect this interview to take no more than 45 minutes, and there are no anticipated risks involved. Although participation may not directly benefit you this semester, we believe the information will help you reflect on your experiences in *Out of the Gate* and will be useful in evaluating and improving implementation. We also believe the information will assist education leaders in understanding how to effectively prepare pre-service teachers to use PBL.

Education Northwest will not share your individual data with your TEP, BIE, or any school or district. At Education Northwest, we will store your individual data in a secure folder that only the evaluation team can access. All results of the evaluation will aggregate data across participants and will not include your name or identifying information.

We hope you will participate in this interview so that we have more complete information that will inform implementation of *Out of the Gate* and future efforts to effectively implement and

scale up PBL. However, your participation is voluntary, and you may choose to not participate, decline to answer any question, or stop participating at any time.

Please contact [NAME], [TITLE] at Education Northwest, at [EMAIL] or [PHONE] with any questions regarding this interview and observation.

Do you agree to participate in this interview? [Provide another copy of the informed consent information that was provided via email (i.e., the preceding page) and read it aloud. If the participant agrees, conduct the interview. If the participant does not agree, do not conduct the interview.]

Do you have any questions before we begin?

Do you mind if I record this interview to make sure I capture your answers? [If yes, turn on recorder. If no, do not record.]

Section 1: Let's begin by talking about the lesson I just observed.

1. Having evaluated PBL in the past, we realize it is nearly impossible to fully observe PBL in a single class period. Could you describe the project that this lesson was a part of?

2. How or why did you choose this project?

    a. Have you used the [insert name of the online repository]? Why or why not?

3. Keeping in mind that "Gold Standard PBL" is aspirational, to what extent do you think this project meets the eight criteria? [Show the Gold Standard PBL graphic.]

    [Probe: Ask about elements in the narrative notes from the observation to confirm, refute, or elaborate on what was observed. Take notes in the appropriate section of the observation protocol.]

    [Probe: Show the Gold Standard PBL Teaching Practices graphic.]

4. How did your teacher preparation program influence the project?

    [Probe: If not discussed, ask about the influence of coursework, faculty members, and cooperating teacher]

Section 2: Let's talk about how your TEP and trainings from BIE have influenced you. I'll ask about your knowledge of PBL and then about your teaching practices.

1. To what extent, do you believe you have learned about PBL thus far? Please answer using this scale: nothing, a small amount, a moderate amount, a lot.
    - ☐ 1=Not at all
    - ☐ 2=A small amount
    - ☐ 3=A moderate amount
    - ☐ 4=A lot

a. What were the most important things you learned about PBL from BIE trainings and events? [Probe: If not mentioned, ask about Project Slice, PBL 101, implementation lab, annual symposium]

b. What are some additional things you have learned about PBL from your TEP coursework?

c. How has your cooperating teacher contributed to your knowledge of PBL?

d. What else do you want to add about your learning about PBL?

5. To what extent do you use PBL in your classroom? Please answer using the following scale: never, 1–10% of the time, 11–25% of the time, 26–50% of the time, 51–75% of the time, 76–100% of the time.
   ☐　never
   ☐　1–10% of the time,
   ☐　11–25% of the time,
   ☐　26–50% of the time
   ☐　51–75% of the time
   ☐　76–100% of the time

a. Tell me more about the time you spend on PBL in your classroom.

b. Which students thrive with PBL? Which students struggle? Why?

c. To what extent do you anticipate you will use PBL in the future? Why?

d. What do you believe are the strengths of using PBL?

e. What are the challenges?

Section 3: Let's discuss your mindset about teaching and PBL. By mindset, I mean beliefs about teaching and learning, as well as confidence in teaching.

1. How does using PBL influence your beliefs about teaching and learning?

   [Probe: If not mentioned, ask whether PBL is for all students (i.e., whether all students can learn)]

2. How confident are you in using PBL in your classroom? Please answer using the following scale: not at all confident, somewhat confident, confident, very confident.
   ☐　1=Not at all confident

☐ 2=Somewhat confident
☐ 3=Confident
☐ 4=Very confident

a. How, if at all, has your confidence changed over time?

b. What training or assistance in PBL, if any, do you feel confident offering others?

c. What additional training or assistance in PBL might you need?

Section 4: Finally, let's discuss how *Out of the Gate* is going.

1. Do you intend to continue participating in *Out of the Gate?* Why or why not?

2. Would you recommend participating in *Out of the Gate* to other pre-service teachers? Why or why not?

3. How would you suggest *Out of the Gate* work to recruit participants next year?

4. What other suggestions do you have for improving pre-service programs like *Out of the Gate* that support PBL?

5. Do you have anything else you'd like to say about PBL and/or your TEP?