

ASPDP Survey Analysis

Course 2, n = 2

Content Knowledge	1	2a	* 2b	3	* 4	5	6	7	8	9	* 10	* 11	* 12	* 13	14a	* 14b	14c	14d	14e
Pre-Survey	100%	0%	40%	100%	100%	0%	50%	50%	100%	100%	0%	50%	83%	0%	100%	0%	0%	50%	100%
Post-Survey	100%	100%	60%	50%	100%	100%	0%	50%	100%	100%	95%	50%	100%	100%	100%	100%	50%	100%	100%
Difference	-	+100	+20	-50	-	+100	-50	-	-	-	+95	-	+17	+100	-	+100	+50	+50	-

* open-ended

Confidence in Application of Pedagogical Skills	Project-Based learning	Interdisciplinary planning	BE as a teaching tool	Model making in the classroom	Grade-specific Common Core (math)	Danielson	Avg.
	Before	3.5	4.0	3.0	3.0	4.0	3.0
After	4.5	4.0	5.0	4.5	4.0	3.5	4.3
Difference	+1.0	-	+2.0	+1.5	-	0.5	+0.9

ASPDP Survey Analysis

This analysis is intended to provide a cursory overview of the results from pre- and post-surveys administered in two ASPDP courses provided by the Salvadori Center in Spring 2013. The results of those assessments show that participants in these courses increase both their content knowledge *and* confidence in their ability to apply relevant pedagogical skills.

Method

- n* indicates number of participants whose post-surveys could be matched with a pre-survey containing an identical file number
- % indicates percentage of participants with a correct response, or proportion of a participant's responses that were correct (see * below)
- * indicates an open-ended question (ex. #2b)
(percentage indicates number of correct answers out of all responses given)

Findings

- ✓ Participants demonstrated an increase in both content and application of pedagogical skills on *almost every question*.
- ✓ Some questions show little growth due solely to participants having already answered correctly on the pre-survey (e.g., question #1), and based on prior knowledge (e.g., knowing the names of NYC bridges).
- ✓ The higher "before" scores for application of pedagogical skills in Course 2 indicate higher knowledge retention from Course 1.
- ✓ Based on the Fall Analysis, we have increased the rigor of questions with initial values (e.g., question #14d).
- ✓ Participants still show confusion between the terms "stability" and "strength" (e.g., questions #3 and #6).
- ✓ Both participants were middle school math teachers and were able to do most of the calculations that required the application of a formula (e.g., question #14e).

Implications

- ❖ Increase the rigor of questions with high initial values (e.g., question #1).
- ❖ Focus on improvement of instructional delivery for content with little or no demonstrated growth (e.g., question #3 and #6).