

ASPDP Survey Analysis

Course 1, n = 5

Content Knowledge	1	2	3	4	5	6	7	8	9	*	*			*	*	
	1	2	3	4	5	6	7	8	9	10	11	12	13	7b	14	15
Pre-Survey	80%	20%	100%	100%	80%	60%	0%	0%	80%	20%	20%	40%	100%	0.40	33%	60%
Post-Survey	80%	100%	100%	100%	100%	100%	40%	80%	80%	90%	80%	100%	80%	0.60	80%	80%
Difference	-	+80	-	-	+20	+40	+40	+80	-	+70	+60	+60	-20*	+0.20	+47	+20

* open-ended

* One participant left this page blank on the post-survey.

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	2.2	2.6	1.6	2.2	2.6	2.4
After	4.8	4.8	4.6	4.6	4.4	4.4	4.6
Difference	+2.6	+2.2	+3.0	+2.4	+1.8	+2.0	+2.3

ASPDP Survey Analysis

Course 3, n = 10

Content Knowledge	1	*	3	4	*	6	7	*	*	*	*	11	*	*	*	*
	1	2	3	4	5	6	7	8	9	9b	10	11	12	13	14	15
Pre-Survey	30%	15%	30%	30%	30%	20%	10%	0.4	40%	0%	0.4	70%	1.2	0.4	1.1	1.1
Post-Survey	70%	92%	100%	80%	65%	60%	80%	0.3	100%	65%	0.2	100%	1.7	0.4	1.9	1.4
Difference	+40	+77	+70	+50	+35	+40	+70	-0.1	+60	+65	-0.2	+30	+0.5	-	+0.8	+0.3

* 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	3.5	2.8	3.0	2.6	2.6	4.0
After	4.3	3.9	4.3	4.0	3.9	3.9	3.0
Difference	+0.8	+0.4	+1.5	+1.0	+1.3	+1.3	+1.0

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 Fall 2012. 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 an open-ended question; points awarded according to a rubric; ex. Course 1, #7b:
 - 0 blank or incorrect, such as drawing a 3D form rather than a 2D shape
 - 1 partially correct, such as drawing a 2D shape that corresponds with an elevation of only one facet view of the octagon
 - 2 correct, shown as a 2D shape that corresponds with a full elevation side view of the octagon
- 0.4 indicates average number of points earned on an open-ended question
- % indicates percentage of participants with a correct response

Findings

- ✓ Participants demonstrated an increase in both content and application of pedagogical skills on *almost every question for both course assessments.*
- ✓ Some questions show little growth due solely to a high percentage of participants having already answered correctly on the pre-survey (e.g., Course 1, question #5).
- ✓ The higher “before” scores for application of pedagogical skills in Course 3 indicate higher knowledge retention from Courses 1 and 2.

Implications

- ❖ Increase the rigor of questions with high initial values (e.g., Course 1, question #3).
- ❖ Focus on improvement of instructional delivery for content with little or no demonstrated growth (e.g., Course 3, question #10).