

## Evidence of participant reactions or self-perceptions of skill

In Summer 2018, NE Basecamp administered over 1,000 training sessions to educators in the region. Table 1 indicates the average participant rating for each professional learning session offered on that sessions' relevance, help with preparation and facilitator efficacy. Ratings are on a 1-5 scale with 1 being strong disagree and 5 being strongly agree.

**Table 1.** Summer 2018 Survey Results for NE Basecamp Professional Learning Participants

2018 Summer Survey Results		Mean rating on a 1-5 scale 1 = Strongly disagree 5 = Strongly agree		
Professional Learning Sessions Offered	Participant count	This session was relevant to my role and context	This session helped me prepare for the upcoming school year.	The facilitator of this session was effective.
Environments that Support Self-Directed Learning	149	4.68	4.62	4.74
Onboarding and Beginning of Year Planning	148	4.76	4.74	4.80
Using Circles to Build Community	147	4.58	4.56	4.77
Supporting Diverse Learners	134	4.76	4.64	4.80
Introduction to Project Based Learning	103	4.67	4.61	4.76
Course/Curriculum Mapping	91	4.68	4.65	4.75
Focus Area Curriculum	86	4.69	4.62	4.72
Supporting Self-Directed Learning	77	4.69	4.68	4.78
Math Concept Units	39	4.77	4.72	4.87
Voice & Choice in Project Based Learning	25	4.80	4.84	4.84
Student-Centered Project Based Learning	9	4.33	3.67	4.33
NEB Support Session	2	4.50	4.00	4.00
<b>Total participants + weighted averages</b>	<b>1,010</b>	<b>4.69</b>	<b>4.54</b>	<b>4.69</b>

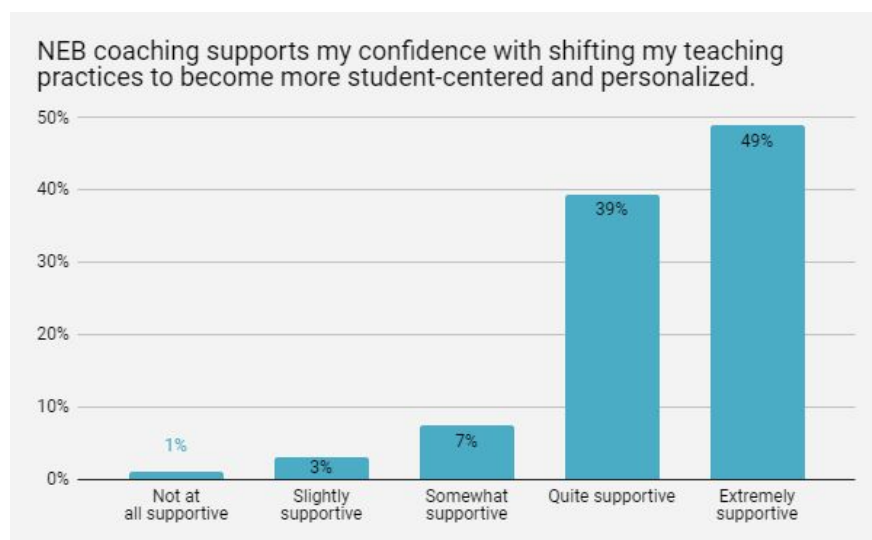
At the end of each coaching cycle administered by NE Basecamp, educators have the opportunity to share feedback on the coaching cycle. As seen in Table 2, a fraction of the educators take the opportunity to reflect (currently 68 out of roughly 200 closed coaching cycles). Nevertheless, we look closely at the quantitative and qualitative results to ensure educators are satisfied with our services and to tailor future coaching services.

**Table 2.** SY2018-19 Survey for Educators Completing NE Basecamp Coaching Cycles

<b>School Year 2018-19 Coaching Cycle Reflection Results</b>  Current N size = 68 September 2018 - February 2019	Mean rating on a 1-5 scale 1 = Strongly disagree 5 = Strongly agree
I found the time spent on this coaching cycle with my NE Basecamp coach to be a valuable use of my time.	4.81
My NE Basecamp coach was prepared and responsive during the coaching cycle.	4.97
My confidence in relation to this coaching cycle's target(s)/goal(s) has improved.	4.65

### *Evidence of change in educator practice*

In the NE Basecamp end of year survey, 88% of respondents answered favorably when asked if NE Basecamp coaching supports their confidence with shifting their teaching practices to become more student-centered and personalized.



**Chart 1.** NE Basecamp SY2017-18  
EOY survey results (N=109)

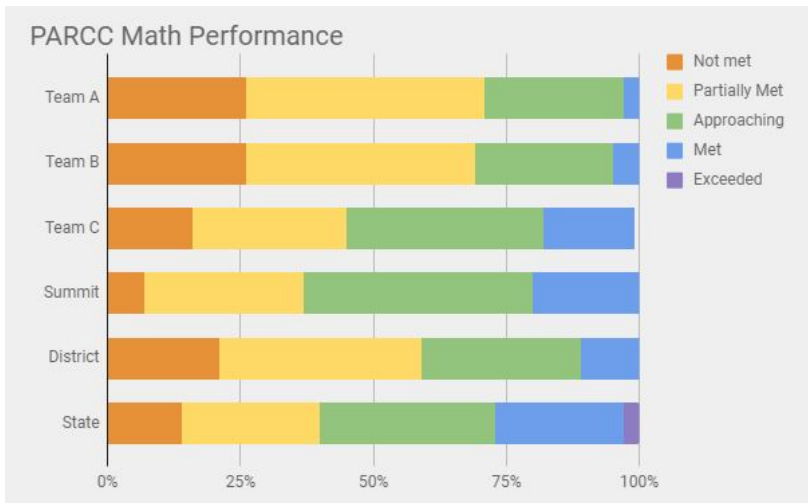
We aspire to go beyond educator satisfaction survey results to capture the changes in practice that result from our suite of services that include training and coaching. Within each coaching cycle are two classroom observations. Data from these observations are recorded in our internal data system. We are currently working to clean and organize the observation data to show changes in growth over the course of the academic year. We anticipate being able to report on these findings in summer 2019.

Evidence of impact on student learning

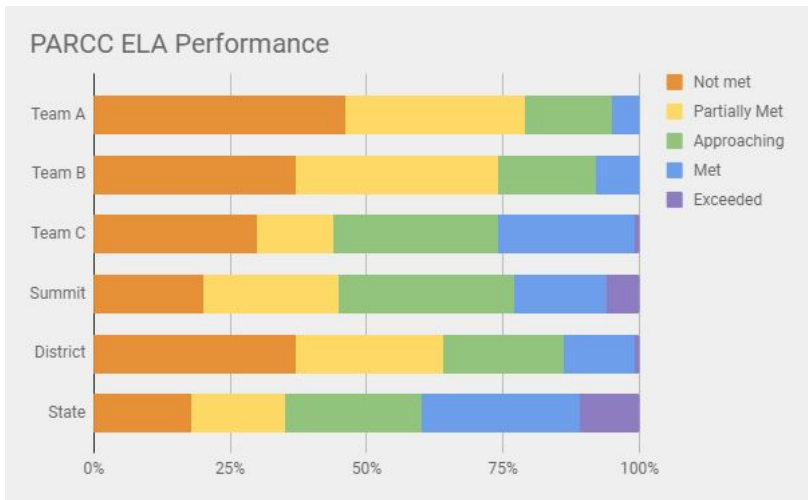
Chart 2 and 3 below are spring 2017 Woonsocket Middle School PARCC performance for all 8th-grade teams, overall district performance and state performance on the same PARCC exams. At Woonsocket Middle School, Team A, Team B, and Team C engage in traditional teacher-led instruction; the Summit team engages in Summit Learning.

Based on these results, district and school leadership chose to expand Summit Learning to additional 7th and 8th-grade teams and to expand NE Basecamp implementation support services.

We are working with Woonsocket and Providence to gather further and updated evidence that help illuminate the impact of NE Basecamp services on student learning.



**Chart 2.** Spring 2017 Woonsocket Middle School PARCC Math performance for all 8th grade teams, overall district performance in PARCC Math, and state performance in PARCC Math.



**Chart 3.** Spring 2017 Woonsocket Middle School PARCC ELA performance for all 8th grade teams, overall district performance in PARCC ELA, and state performance in PARCC ELA.

Below are results from a student-level survey capturing implementation of personalized learning at one of our school sites (N=129). From these data, we learn the strengths of our partnered educators: found here under the authentic learning element (question 1 and 2) and classroom culture element (question 18 and 20). We also learn where we can provide additional coaching and support: found here under the student agency element (question 4) and the role of technology element (question 9). As a result of these survey responses, NE Basecamp targeted coaching at this school site to address the needs identified by students.

**Table 3.** Student survey on the elements of personalized learning enacted in their classrooms.

Elements of Personalized Learning and Corresponding Students Survey Questions		Percent of Students Responding Favorably (4+ out of 5)	Average Score on a 1 to 5 Scale
<b>Authentic Learning</b>			
1	My teacher shares with me the purpose for classroom activities.	70%	3.85
2	My teacher explains how the skills I am learning can help me in my life.	78%	4.10
3	In this class, I have opportunities to share and celebrate my important work with friends, family, and people in my community.	55%	3.58
<b>Student Agency</b>			
4	I actively seek challenges in this class related to my personal interests.	46%	3.31
5	In this class, I have opportunities to adjust the pace of my learning to meet my needs.	70%	3.77
6	My teacher meets with me to talk about how to use data I get from the computer to set my learning goals.	60%	3.56
<b>Use of Data</b>			
7	In this class, my teacher meets with me to talk about how I can use results from activities NOT on the computer to improve my learning.	54%	3.42
<b>Role of Technology</b>			
8	In this class, my teacher uses digital activities to help me solve problems and learn new things.	58%	3.65
9	In this class, I have opportunities to use technology to express myself in creative ways that aren't possible without technology.	54%	3.43
<b>Collaboration</b>			
10	In this class, I have opportunities to work with and learn from other students in both digital and face-to-face experiences.	61%	3.64
11	My teacher creates activities that allow me to practice sharing my feelings with others and working to respectfully settle our differences.	58%	3.56
<b>Flexible Modalities</b>			
12	My teacher creates a variety of ways for me to learn with others (e.g., in small groups, as a whole class, student conferences, etc.).	67%	3.85
13	My teacher organizes different places in our classroom to help me talk with others and come up with creative ideas.	55%	3.50
<b>Classroom Culture</b>			

14	I have opportunities in this class to pursue my personal interests in creative ways.	56%	3.46
15	I feel like what I am learning in this class can help me make a difference in the world.	58%	3.67
16	My teacher encourages me to be curious and ask questions about the world.	58%	3.56
17	My teacher encourages me to solve learning challenges by myself.	67%	3.90
18	My teacher encourages me to reflect on what I've learned and how to learn from my mistakes.	72%	4.02
19	In this class, my teacher makes an effort to build a positive relationship with me.	69%	3.92
20	In this class, I feel like my teacher cares about me.	75%	4.09
21	In this class, I have the confidence and skills to work in a group to solve learning challenges without help from the teacher.	66%	3.82