

Picture Me Thinking Course Evaluation Survey

Thank you for agreeing to participate in the pilot of the Picture Me Thinking Course at your school! Your feedback is valuable!

The following confidential survey reflects the goals of the Picture Me Thinking Course. We will report results in aggregate only. If you agree to participate, we request that you complete the following survey three times. We will send you email reminders each time.

- **Baseline:** Prior to taking the Picture Me Thinking course please complete only the first **four questions**.
- **Trial:** Upon completion of the PMT course, please complete all **eight questions**.
- **Adoption:** Four weeks following completion of the course, please complete all **eight questions**.

Please circle one number using the following scale: (1) strongly disagree, (2) disagree, (4) agree, (5) strongly agree.

1. Instructional Clarity

- | | | | | |
|---|---|---|---|---|
| a) I have clarity about how to provide my students with structure for the inquiry-to-writing process. | 1 | 2 | 3 | 4 |
| b) I have clarity about how to teach my students cognitive strategies for the inquiry-to-writing process. | 1 | 2 | 3 | 4 |
| c) I have clarity about how to facilitate productive argumentation between peers during the inquiry dialogue. | 1 | 2 | 3 | 4 |
| d) My students have clarity about how to connect the inquiry process to the argumentative writing process. | 1 | 2 | 3 | 4 |

2. Instructional Confidence

- | | | | | |
|--|---|---|---|---|
| a) I feel confident about my ability to structure and deliver inquiry-based instruction. | 1 | 2 | 3 | 4 |
| b) I feel confident about my ability to structure and deliver essay writing instruction. | 1 | 2 | 3 | 4 |
| c) I feel confident about my ability to integrate inquiry-based instruction and essay writing instruction. | 1 | 2 | 3 | 4 |

3. Instructional Agility

- | | | | | |
|--|---|---|---|---|
| a) I am agile at using my students' "big questions and opinions" to drive the inquiry dialogue. | 1 | 2 | 3 | 4 |
| b) I am agile at shifting instruction based on informal assessments made during the inquiry dialogue. | 1 | 2 | 3 | 4 |
| c) I am agile at using diverse sources of content to spark inquiry-based learning and writing assignments. | 1 | 2 | 3 | 4 |

4. Resources for Instruction

- | | | | | |
|---|---|---|---|---|
| a) I have the tools I need to structure, sequence, and facilitate inquiry-to-writing instruction. | 1 | 2 | 3 | 4 |
| b) I have the tools I need to make the process and goals for collaborative inquiry transparent to students. | 1 | 2 | 3 | 4 |
| c) I have the tools I need to make the process and goals for argumentative writing transparent to students. | 1 | 2 | 3 | 4 |

Please use the following scale to respond to the survey questions: (1) strongly disagree, (2) disagree, (4) agree, (5) strongly agree.

5. Adoption of the Picture Me Thinking Tools

- a) I intend to adopt the Picture Me Thinking tools and use them to frame inquiry-to-writing instruction. 1 2 3 4
- b) I have already adopted the Picture Me Thinking tools and am using them to plan and frame instruction. 1 2 3 4
- c) My students have adopted the Picture Me Thinking tools and are using them to guide collaborative work. 1 2 3 4
- d) The PMT Lesson Planning Template is an effective and efficient way for me to plan inquiry instruction. 1 2 3 4

6. Effectiveness of Using the Picture Me Thinking Models

- a) The Picture Me Thinking Intro Model is effective at helping students develop strong outlines for essays. 1 2 3 4
- b) The Picture Me Thinking Model with the REESE Figure is effective at guiding students' research and reasoning. 1 2 3 4
- c) The Picture Me Thinking Model with the REESE Figure facilitates students' collaboration on problem solving. 1 2 3 4
- d) The REESE Figure is effective at helping students form conceptual models of disciplinary core concepts. 1 2 3 4

7. Outcomes from Adopting the Picture Me Thinking Model

- a) My students have improved meaningfully at developing research questions and predictions for inquiry. 1 2 3 4
- b) My students have improved meaningfully at using the inquiry dialogue to build and refine argument outlines. 1 2 3 4
- c) My students have meaningfully improved scores on essay writing, based on the PMT essay scoring rubric. 1 2 3 4
- d) Improvements in performance in the above outcomes include satisfactory gains by diverse learners. 1 2 3 4

8. Significance of Scaffolding the Inquiry to Writing Process

- a) Teaching inquiry-to-writing skills to diverse students supports academic achievement across subjects. 1 2 3 4
- b) Teaching inquiry-to-writing skills to diverse students supports college and career readiness. 1 2 3 4
- c) Teaching respectful argumentation during collaborative learning supports social-emotional development. 1 2 3 4
- d) Teaching with the Picture Me Thinking tools supports the transition from middle school to high school. 1 2 3 4

Would you recommend the Picture Me Thinking Course to other academic teachers in your district? Yes ___ No ___

What is the name and zip code of your school?

What grades and subjects do you teach?

Please Scan and Email the Completed Survey to karen.amende@picturemethinking.com with the subject "Pilot Survey."

Student Assessment Tracking

The purpose of the charts below is to make it easy to track student assessments over an eight-week period following start of the PMT course. This data is intended to support teachers' answers to the survey. It is not intended for teacher evaluation.

Scores using the Inquiry Dialogue Assessment

Date of Instruction								
Total Scores (Whole Class)								
Number of Students								
Average Score (Per Student)								

Scores using the PMT Essay Writing Rubric

Date of Instruction								
Total Scores (Whole Class)								
Number of Students								
Average Score (Per Student)								

Scores on Assessment of Disciplinary Core Concept Knowledge. (If applicable. Assessment may reflect essays or exams.)

Date of Instruction								
Total Scores (Whole Class)								
Number of Students								
Average Score (Per Student)								

THANK YOU FOR YOUR PARTICIPATION IN THE PILOT!