



UC DAVIS

SCHOOL OF EDUCATION

Mills Teacher Scholars Program

Program Evaluation

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Prepared by:



Program Description

The Mills Teacher Scholars Program (MTS) employs a Collaborative Inquiry (CI) approach to build the capacity of teachers to engage in self-directed professional learning. The underlying program theory, is that by engaging in inquiry around student learning teachers will deepen their understanding of student learning goals and enact changes in instructional practice that best support student achievement.

Over the course of year, teacher teams implement a structured inquiry process to select an instructional focal area of interest, identify indicators of student learning success, determine and implement best instructional strategies, collect evidence of student learning and response to those strategies, then engage in reflection and inquiry to determine the effectiveness of their instructional approach. The site-based program teams include the school principal, teacher scholars, and one or more teacher scholar leaders. Some teams also include district coaches. Mills Teacher Scholars facilitators provide on-going support to teams through site-based coaching and structured group Networking activities and Monthly Inquiry Sessions.

The long-term program outcome is that teachers will sustain the collaborative inquiry approach through site-based, teacher-led learning communities that foster this practice-embedded, contextual learning and inquiry approach to student and professional learning.

Purpose of Evaluation

In 2016-17, Resourcing Excellence in Education (REEd) at UC Davis School of Education was contracted by Mills College to conduct an evaluation of the Mills Teacher Scholars Program. During this program evaluation year, the Mills Teacher Scholars Program was working with 16 school-based teams of teachers and principals throughout Northern California to model and facilitate the collaborative inquiry process around a local problem of practice directly related to student learning. Program developers were interested in conducting an evaluation to determine the extent to which the program is meeting its goals with building capacity for teacher-led communities of inquiry.

REEd proposed to evaluate the program by examining program inputs and implementation, which are crucial to identifying indicators of effectiveness of the model utilized in order to appropriately interpret expected outcomes. An implementation evaluation design examines key program components and activities to provide formative information that will guide program improvements. This type of descriptive study design also provides feedback about the services offered and helps determine whether the program is producing desired outputs and outcomes while also clarifying program processes, goals and objectives.

A secondary approach to our work with the Mills Teacher Scholar leadership team entailed development of an embedded evaluation protocol which the Mills leadership team could utilize to further explore and understand the impact of their work on the developmental trajectory of teacher shifts in practice.

Methodology

The following questions guided the evaluation of program activities in an effort to understand how the program model impacts teacher practices.

Question 1: To what extent does the Collaborative Inquiry model deepen teacher understanding of student learning to enact changes to instructional practices in ways that positively impact student learning?

Question 2: To what extent does the Collaborative Inquiry model prepare teachers with building and sustaining teacher-led learning communities?

Data Collection

The evaluation design includes mixed method data collection approaches to understand from participants the extent to which program activities have effectively supported their understanding and application of the collaborative inquiry process as a basis for understanding the potential impact of the program on professional culture. Evaluation instruments were co-created with Mills program leadership to ensure their programmatic needs were addressed.

Teacher Scholar and Teacher Leader Stakeholder Survey

Pre and post program surveys were designed to obtain participant perceptions of program activities relative to developing their understanding collaborative inquiry process and the relative transference of that learning to emergent teacher-led professional communities. Therefore, questions directly relate developing teacher knowledge, developing confidence with this new knowledge, and perceived impact on their professional practice. An additional set of questions were also included specific to Mills Scholars Teacher Leaders to gather feedback about their perceived support for and growth in their roles with supporting teachers in site-based inquiry work.

The surveys were composed of structured, closed-ended questions, utilizing Likert-style response scales. The post survey also included two open-ended items. The surveys were administered in an online format. REEd provided the Mills leadership team with a link to the online survey, which was distributed during selected program gatherings.

Principal Interviews

A strand of the Mills Teacher Scholars Program is also focused on building principal professional capacity to foster conditions that deepen adult learning through a culture of teacher-lead collaborative inquiry on campus. A purposeful sample of principals were selected by program staff to gather additional information to provide further contextual information about program impact and delivery. The REEd evaluator worked closely with

2016-17 Mills Teacher Scholars Program (MTS) Program Evaluation

Mills staff to identify salient concepts on these extended topics of interest to develop a semi-structured interview protocol. Interviews were conducted by telephone.

Data Analysis

REEd produced descriptive statistics of participant feedback from the pre and post surveys, with basic bivariate cross tabulations by relevant demographic characteristics. Structured response survey items asked respondents to provide their perception on a variety of statements regarding the program. The scaled response options provided were “strongly agree,” “agree,” “disagree,” “strongly disagree” and “neutral.”

Survey items were categorized or grouped by the following program core constructs or theory of action: *Deepening Teacher Knowledge of Practice, Student Learning, Developing Collaborative Inquiry Cultures, and Teacher Leadership.*

Survey items were grouped to yield a composite score as a means of data reduction and to provide a formative understanding of the impact of those program dimensions on participants. This composite is the average of the agreement values for that group of survey items and is intended to represent a summary of the program component. The composite can be used as a measure of effectiveness. The higher the survey item value or composite the more effective it is considered in imparting the desired program objective or outcome for that component.

In addition to facilitating data reduction, composites were also utilized to enable testing of significance on pre and post survey data. As surveys were not matched and additional survey items were added the post survey, significant comparisons could only be made at the group level using independent means testing. Therefore, significance tests were conducted on pre and post composite scores using an independent means ttest design to test whether or not those two means were significantly different from each other. The differences among pre and post responses by composite scores that are statistically significant ($p < .05$) are notated with an * (asterisk). A significance test provides no evidence as to the cause of the result, but rather tells us something about the degree to which the result is "true" for the predicted, perceived impact of the program's theory of action. To summarize these findings, tables in this report aggregate and present percentages of respondents who “strongly agree” and “agree” with each post survey item, as well as the pre and post composite score. As the post survey instrument changed and included additional items for data collection, it is used to anchor the analysis of summary results. Detailed tables of pre and post survey results are provided in Appendix B and C.

Qualitative data collected from open-ended items on the post survey and from the principal interviews, were reduced using a simple method of analytic induction. This data reduction technique involves examining patterns and relationships among the data responses to identify common themes that add depth and context to the salient evaluation questions. Identified themes are those that represent 10 or more similar responses. These themes and supporting comments will be integrated in the evaluation summary to supplement and support the quantitative findings from the survey analysis.

Program Survey Results

The Mills Teacher Scholars Program takes scholars through three phases of the inquiry process – an intensive phase, a transition phase, and sustaining phase. These phases seek to provide teachers with a grounded experience to build their skills to deepen their knowledge of student learning, to deepen their instructional practice, to develop collaborative cultures to support continued inquiry around student learning, as well as instructional improvement or change. It’s through a deep understanding of student learning and routines learned around this practice during the Mills Teacher Scholar's program that teachers gain the confidence to evidence shifts in their instructional practices, and eventually sustain the work through teacher-driven collaboration around inquiry. Survey results indicate that teachers feel they have substantially improved their skills with using student data to understand student learning and with productively engaging with colleagues in discussions about instructional practices that support student success. Teachers also feel that their instructional practices have changed. Survey results for each program component is presented below.

Collaborative Inquiry Cultures

One of the key program objectives is to build teacher capacity for productive teacher collaboration to engage as adult learners around improving instruction. Critical to an adult learning environment is collectively valuing trust and safety to foster conditions for honest sharing, surfacing uncertainties, and constructive deliberation and feedback. ***Post survey and pre to post composite results indicate that teachers have had success with developing and strengthening supportive professional relationships with colleagues to engage in meaningful practice-centered conversations, as a result of their inquiry work with the Mills Teacher Scholars Program.*** For example, the majority of teachers (93%) reported having more conversations with colleagues about their uncertainties, with 87 percent of teachers feeling more confident receiving questions and feedback from colleagues that challenge their current thinking (Table 1).

Table 1. Post Survey Collaborative Cultures Percent Agreement and Composite Pre/Post Comparison

Collaborative Cultures	N	% Strongly Agree/ Agree
I have more conversations, that I may not otherwise have had, with colleagues about my uncertainties, questions, and insights.	248	93%
I am more confident in surfacing uncertainties about my practice with colleagues.	247	83%
I feel more comfortable receiving questions and feedback from colleagues that challenge my current thinking/ideas.	248	87%
I feel more comfortable supportively challenging my colleagues thinking in our small group discussions.	248	86%
I feel teacher collaboration is more valued and supported at my school site.	187	76%
There is greater sense of safety with sharing student data that reflect challenges to our work.	186	72%
	Pre	Post
	Composite 76%	84%*

*Significant at the $p > .05$ level.

2016-17 Mills Teacher Scholars Program (MTS) Program Evaluation

To a lesser extent teachers were somewhat less confident that collaboration was valued at their site (76%) and with having a greater sense of safety with sharing student work that reflects their challenges (72%), and only four site-based teams showed lower post composite scores. These two items also had the highest percentage of neutral responses (12% and 20%, respectively). These responses could indicate that teachers could be relatively new to their site and/or team, that these conditions existed prior to participation in the Mills program, or that not all teachers at their respective school sites have “bought-in” to the process. An important consideration is that trust and relationships grow over time, and participant demographics indicate that most teachers (77%) are only in their first or second year of the program.

When asked what would make the Mills inquiry work more valuable, a theme that surfaced among participant responses was a desire for all colleagues to genuinely participate in the process. Participants indicated that they experienced a level of trust among their Mills peers during program activities. However, they indicated less trust, less buy-in, and less perceived participation in the process at their school site, school-wide. Many teachers expressed a desire for the inquiry work to be integrated with and prioritized within their local professional development plans. A few illustrative participant comments include:

“For teachers at my site to participate whole heartedly.”

“If we could engage ALL teachers at our school in the inquiry process. We have strong administrative support. But several teachers are still resistant.”

“I feel it would have been more valuable if the school had focused its professional development on this program instead of spreading our development into various other areas.”

Overall, composite score reflections of collaborative professional exchanges increased by 8 percent. Pre and post comparisons for this component further support that teachers’ improved perceptions of their abilities to professionally engage each other were significant. This suggests that teachers are succeeding with and feeling confident in their capacity to collaboratively engage as adult learners in the inquiry process.

Deepening Knowledge of Student Learning and Instructional Practice

Foundational to effective collaboration for improved instruction is the ability to use data and evidence to understand student learning. Therefore, central to the inquiry process is building teachers capacity to use student data to understand student thinking to support and drive their instructional practices. ***Post survey responses also indicate that a majority of teachers are more confident in their ability to collect meaningful student-level data (83%) and use that data (84%) to inform their instructional decisions, as result of the Mills inquiry process.*** Currently, 73% of teachers report that student work is more frequently used to guide their instructional decisions, with 74% reporting there is more support around implementing and refining their instructional practices (Table 2).

2016-17 Mills Teacher Scholars Program (MTS) Program Evaluation

Table 2. Post Survey Instructional Shifts Percent Agreement and Composite Pre/Post Comparison

Instructional Shifts	N	% Strongly Agree/ Agree	
		Pre	Post
I have shifted my instruction based on what I am learning about my students through inquiry.	248		92%
I am more confident in my ability to collect student-level data that is meaningful and informs my instructional decisions.	248		83%
I am more confident using student-level data to make instructional decisions.	247		84%
Student work is more frequently used to help guide our instructional decisions.	186		73%
There is a continuous focus to deepen our understanding of the content that we teach.	187		81%
There is more support around implementing and refining various instructional practices.	186		74%
		Composite	
		77%	82%*

*Significant at the $p > .05$ level.

Clearly, teachers are becoming more confident in their inquiry practice, as 92% reported they have a deeper understanding of what indicates success for their students (Table 3) and that they have shifted their instruction based on what they are learning about their students through inquiry (Table 2). Illustrative examples of this include:

“Questioning my practice and trying to make changes that advance student learning.”

“Discussions with colleagues about student learning, their understandings, and observations. Putting a lens on specific aspects of learning.”

“The inquiry work was valuable because it made me become more aware at what I was doing. For example, the indicators made me know what I needed to teach and do for my students to get where I wanted them to go.”

Another key theory of action underlying Mills Teacher Scholars inquiry process is that it is through routine use of student data and an enhanced understanding of what constitutes evidence of success that teachers are able to gain confidence and clarity on students’ thinking and learning processes. In this respect, teachers reported being more confident in their ability to recognize student strengths in the data (87%) and progress towards a learning goal (85%), as a result of the Mills inquiry process (Table 3).

Table 3. Post Survey Knowledge of Student Learning Percent Agreement and Composite Pre/Post Comparison

Student Learning	N	% Strongly Agree/ Agree
I have more conversations with students, that I may not otherwise have had, about the way they are thinking and learning.	248	83%
I have a deeper understanding of what indicates success for my students in the area of my inquiry.	248	92%
I am more confident in my ability to use student-level data to recognize student progress towards a learning goal.	247	85%
I am more confident in my ability to recognize student strengths in the data.	186	87%
There is a greater emphasis on understanding student thinking.	187	79%
	Pre	Post
	Composite	68%
		85%*

**Significant at the $p > .05$ level.*

The largest increase in perceived growth was seen in teachers’ deepening their knowledge of student learning, as supported by a composite result increase of 17 percent. Comparison of pre and post student learning composite results also indicate perceived impact among participants was significant. As a result, teachers expressed more confidence with making shifts in their instruction, evidenced by a five percent composite increase in their perceptions of initiating instructional shifts.

When asked to provide examples of what was most valuable about the inquiry work, a common theme which surfaced among teachers was valuing the structured time and protocols to engage in discussions with peers around student data. Illustrative examples include:

“Working together with colleagues, sharing ideas, and developing strategies for data collection and assessment.”

“Forcing me to collect student data and discuss it with colleagues is always helpful. In the day to day rush of completing work tasks before going home, critically analyzing student work is the last think that I do.”

“Having the space and time to look at student data is always helpful. Awareness of student strengths and weaknesses allow us to better modify lessons.”

“A specific example would be the meetings I had with the other teachers where we discussed the value of having more student discussions.”

2016-17 Mills Teacher Scholars Program (MTS) Program Evaluation

Teacher Leadership

An additional strand of the Mills Teacher Scholars program is to develop the coaching and leadership skills of emerging teacher leaders to support school-based teacher-led professional inquiry communities. Based on post-survey composite results, a majority of teacher leaders (82%) appear to be developing competent inquiry skills through the program. For example, 95 percent teacher leaders reported being more confident in their ability to provide authentic thinking spaces for their colleagues, with 89 percent reporting they have increased their capacity to support and coach their colleague’s inquiry work (Table 4).

Table 4. Post Survey Teacher Leader Growth Percent Agreement and Post Composite Score

Teacher Leader Growth*	N=36	% Strongly Agree/ Agree
As a result of my participation in this program my confidence to have conversations with my administrator on designing teacher learning for the site has increased.		61%
As a result of my participation in this program I have increased my capacity to support and coach my colleagues inquiry work.		89%
As a result of my participation in this program I am more confident with using classroom data to support my colleagues instructional practice.		86%
As a result of my participation in this program I am more confident in my ability to provide authentic thinking spaces for my colleagues.		95%
Composite		83%

*Post survey questions only

Post survey results from teacher leaders also suggest that principals are supportive and encouraging of their leadership role, but less hands-on and engaged directly with the inquiry work (Table 5). For example, the majority of teacher leaders (72%) felt their principal values growing a professional learning community and expresses excitement and encouragement about their leadership of inquiry work (67%). Pre-survey results indicate that 72 percent of teacher leaders were satisfied with their principals’ engagement in the construction of a vision for the collaborative inquiry work compared to 61 percent on the post survey.

Composite results also suggest a perception of higher initial principal engagement (76% vs 66%). As the majority of participants or districts are in their first or second year of the program, this may suggest that principals were more engaged in the initial visioning of the work, and may have gradually backed-off in an effort to release greater responsibility to teacher leaders.

2016-17 Mills Teacher Scholars Program (MTS) Program Evaluation

Table 5. Post Survey Teacher Leader Percent Agreement and Composite Pre/Post Comparison

Teacher Leader	N=36	% Strongly Agree/ Agree
I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	72%	61%
My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	69%	67%
My administrator values growing a professional learning community.	88%	72%
My administrator meaningfully engages in and values my learning about leading my colleagues.		64%
	Pre	Post
	Composite	76%
		66%

Teacher leaders also appear to be experienced teachers. Teacher leaders represent approximately 16% of program participants, of which 12% have been in the program between 1 and 2 years. The majority of these teacher leaders (54%) have 11 or more years of teaching experience. However, it is unclear whether teachers leaders' perceived confidence with leading inquiry among their peers and their level of teaching experience account for lower perceived engagement of site principals.

2016-17 Mills Teacher Scholars Program (MTS) Program Evaluation

Teacher Reflections

Teachers were provided two opportunities to share what most helpful or valuable about the Mills Teacher Scholars inquiry work and what would make the inquiry work more valuable. These opportunities were provided in an open-ended question format. The summary represents comments provided from 246 participants. Responses that were common among 10 or more participants were identified themes. Representative examples or explication of those themes emerged from three or more similar responses (Appendix A).

Teachers highly valued the time and space to collaborate with other educators and reflect on the inquiry process. The three themes that emerged reflecting what was most valuable about program were the *opportunities to engage in learning with teachers in grade levels other than their own, dedicated time to reflect on their learning through the process, and the structure of their learning in the program*. Some illustrative examples of teacher responses include:

“I enjoyed sharing my concerns about the method I was using to teach a specific content and hearing my colleagues’ feedback and arriving at some type of synthesis of ideas.”

“Having designated time to reflect on my practice, student learning, and indicators of successes with colleagues has been extremely helpful to my ability of being an effective teacher to all students.”

“The small group discussions helped clarify my approach to data collection.”

Participants also valued the protocols and structures used to guide the inquiry process during their monthly meetings. Many respondents also highlighted the importance of their Mills facilitator with helping them maintain focus on the inquiry process by providing on-site and 1x1 support. Some illustrative examples of teacher responses include:

“Being held accountable to collecting data and revising our goals. Continuing to show video clips in our meetings of students.”

“Modeling the process, collaboration time and providing us with the template to write our own inquiries.”

“The process of stating clearly defined goals and then determining various indicators of success has given me a format to follow with the specific language necessary to communication the teaching and learning.”

Common themes that emerged in response to what would make the inquiry work more valuable were related to the *introduction of the inquiry process, the structure of the program, and site-based issues external to the program*. While the majority of the participants generally had positive comments about their experience in the

2016-17 Mills Teacher Scholars Program (MTS) Program Evaluation

program, a common response for increasing participant value of the program was to make the inquiry process more explicit at the beginning. For instance, respondents indicated they would have liked more information or examples about previous inquiry projects to better inform selection of their focus and thus the trajectory of their work. And while many teachers reported feeling supported by Mills Teacher Scholars staff throughout the inquiry process, they would have liked knowing there was flexibility with their selection to change focus if needed. There were also convergent but opposing views on some aspects of the program structure with regard to frequency of meetings and configuration of groups. For instance, participants either felt that meetings were too frequent, not frequent enough, or timely as currently scheduled. Among those who commented that meetings were beneficial, indicated they appreciated the continued focus and reflection they offered, while those who felt meetings were too frequent were open to other opportunities to continue sharing. Some illustrative examples include:

“Having more frequent meetings so that the inquiry work is present in my mind.”

“I find that if I could work with my grade level team, we can find some common ground. So, it would be nice if there was a mix.”

“More clarification of the overall process before choosing a goal. I didn’t have a good grasp on what was expected for the inquiry until a few weeks into the process.”

“More time to plan implementation of the intervention of inquiry at the meetings. Spend too much outside time on this and it is hard.”

“I liked the small group time better than the whole group time. It would be good to be with different people in the small groups so we can find out what more people are doing (in depth).”

Summary of Principal Interviews Feedback from principals sought to illicit ways in which the program was supporting them as a leader, with supporting and providing the conditions for teacher-led learning, and evidence that the inquiry process was taking hold with teachers. Five principals were interviewed for this evaluation.

The common theme that surfaced among principals was that they most valued the on-going support of their dedicated Mills Teacher Scholars facilitator throughout this process. Facilitators have been instrumental with helping principals think through their goals and facilitating site-based inquiry work through coaching and co-leading. Principals also expressed a desire for continued 1x1 coaching and check-ins with a Mills Teacher Scholars facilitator for individualized support with implementing the inquiry process in a way that allows teachers to be leaders in that process.

Principals also highlighted the utility of the inquiry protocols to provide structure for further continuing the work on site. Among the challenges noted with further accelerating inquiry work was the funding and contractual challenges with implementing a school-wide approach to scaling up this work.

The biggest shifts in practice noticed by principals were with **teachers having more focused conversations around student work, being more reflective, and building better communication and trust in their relationships with one another**. Principals describe there is **more willingness to look at student data and a greater sense of openness and sharing of practices**.

Summary of Findings

To what extent does the Collaborative Inquiry model deepen teacher understanding of student learning to enact changes to instructional practices in ways that positively impact student learning?

Central to the Mills Teacher Scholars collaborative inquiry process is building teachers' capacity to use student data to understand student thinking and learning goals to better support and drive their instructional practices. As a result of participating in the inquiry process around student learning, teacher scholars expressed more confidence with using data on student learning to inform changes to their instruction. Composite results on instructional shifts (Table 2) and student learning (Table 3) clearly indicate scholars are enacting changes to their instruction based on what they are learning about their students through inquiry. Overall, teacher perception and principal interview data suggest that the program has most impacted teacher knowledge of student learning. **The largest increase in perceived growth was seen in deepening teacher understanding of student learning**, as evidenced by a 17 percent increase composite pre and post survey results. In addition, principals shared that conversations among teachers around student data has become more central to their collaborative work. As a result, teachers expressed more confidence with making shifts in their instruction, as evidenced by a five percent composite increase in their perceptions of initiating instructional shifts. Teachers reported deriving much value from the Program's structured time and protocols around identifying indicators of student success, collecting data on student learning, and engaging with peers in discussion student data and implications for instruction.

To what extent does the Collaborative Inquiry model prepare teachers with building and sustaining teacher-led learning communities?

A long-term outcome of the program is sustaining the collaborative inquiry approach, around understanding student learning and implications for instructional practice, through teacher-led learning communities. Therefore, another key program objective is to build teacher capacity for productive collaboration to engage as adult learners around improving instruction. Data collected for this evaluation clearly indicate that teachers are learning and practicing valuable communication and collaboration skills to engage each other in productive, professional conversations that support student success (Table 1). The second largest increase in perceived growth was seen in deepening their practice around collaborative inquiry, as evident by an 8 percent increase composite pre and post survey results. This suggests that teachers are developing and strengthening their capacity to engage in meaningful practice-centered conversations with colleagues.

2016-17 Mills Teacher Scholars Program (MTS) Program Evaluation

An essential strand of the Mills Teacher Scholars program is to develop the coaching and leadership skills of emerging teacher leaders to support their school-based teacher-led professional inquiry communities. Although teacher scholar perceptions on the role their teacher leader plays in the community building process was not collected, post-survey composite results indicate a majority of teacher leaders reported becoming more competent in their inquiry skills through the program (Table 4). Teacher leaders also reported feeling better prepared and more confident with their ability to provide authentic thinking spaces for their colleagues and with their capacity to support and coach their colleague's inquiry work.

As some teachers expressed the desire for more team and or individual planning time during the Mills Teacher Scholars sessions to prepare and plan for this work, and for greater teacher or school-wide participation in the inquiry process, results would suggest they are not yet in a sustaining phase at their school site. However, collectively the data around collaborative cultures and teacher leader growth would suggest that teachers have built strong foundational skills for collaborative inquiry, with teacher leaders actively supporting their colleagues as a community of learners.

2016-17 Mills Teacher Scholars Program (MTS) Program Evaluation

Appendix A

Post Survey Open-ended Response Themes

Most Valuable about Inquiry Work	How to Make Inquiry Work More Valuable
<p>Cross-grade level discussions</p> <ul style="list-style-type: none"> • Receiving insight and constructive feedback from other teachers • Exchanging practices and strategies • Sharing common struggles • Small group, continuity with partners 	<p>Clearer explanation of inquiry process</p> <ul style="list-style-type: none"> • Make inquiry process clearer in the beginning • Provide an outline overview of the program, expectations • More examples of past inquiry projects • Select inquiry focus sooner • Inquiry focus too long
<p>Reflection Time</p> <ul style="list-style-type: none"> • Encouragement with inquiry selection and flexibility • Public learning/structured sharing • Review of data and focal student progress 	<p>External Issues</p> <ul style="list-style-type: none"> • More school buy-in • Dealing with resistant teachers • Integrate within site PD focus
<p>Structure</p> <ul style="list-style-type: none"> • Continuity with same group • Designated time for inquiry and reflection • Guided reading • Asset based approach • Protocols: Data collection sheets, communication, re-framing inquiry process • Video examples and student lessons 	<p>Structure</p> <ul style="list-style-type: none"> • Flexible grouping/rotations: focal, grade level, site based • Smaller groups: quick check-ins, thinking partners, online forums • More discussion time • Fewer Mills meetings • More site-based planning time during monthly meetings • Specific support for new teachers

Appendix B
Pre-Survey Results Tables

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 1. Mills Teacher Scholars Pre Survey - Demographics

School	N	PctN
Albany High School	16	7%
Anna Yates	21	9%
Colonial Acres	19	8%
Life Academy Humanities	8	3%
Life Academy Science	5	2%
Lorenzo Manor	24	10%
Mills Childrens School	10	4%
Montalvin Manor	21	9%
Mt Eden High School	13	5%
OUSD Newcomer DG	25	10%
Oakland Tech	17	7%
OUSD Computer Science	10	4%
Rosa Parks	14	6%
San Lorenzo DG	15	6%
OUSD SEL DG	26	11%
Years Mills Scholar		
1-2 years	214	88%
3-4 years	21	9%
5 + years	9	4%
Teacher Leader		
Yes	35	14%
No	209	86%
Years Teacher Leader		
1-2 years	29	12%
3-4 years	4	2%
5 + years	1	0%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 2. Mills Teacher Sholars Pre Survey - All Responses

	N	RESPONSE				
		Neutral	Strongly Disagree	Disagree	Agree	Strongly Agree
I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	35	11%	6%	11%	23%	49%
My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	35	17%	3%	11%	23%	46%
My administrator values growing a professional learning community.	35	9%	3%	.	34%	54%
I am confident in my ability to collect student-level data that is meaningful.	236	15%	1%	6%	58%	19%
I am confident using student-level data to make instructional decisions.	235	11%	1%	3%	59%	26%
I am comfortable having conversations with colleagues about student-level data.	235	11%	0%	1%	48%	40%
I have clear and meaningful indicators of success for student learning.	235	27%	0%	12%	49%	11%
I am confident in my ability to use student-level data to recognize student strengths.	235	14%	0%	3%	58%	25%
I have access to information and resources to improve my practice.	236	14%	1%	2%	64%	19%
I have a good understanding of instructional practices that drive student learning as articulated in the Common Core State Standards.	236	24%	3%	10%	50%	14%
I am comfortable having conversations that supportively challenge my colleagues thinking about instructional practices.	236	17%	0%	6%	50%	26%
I regularly share ideas, ask questions, and collaborate with colleagues across grade level and/or department.	236	8%	3%	8%	52%	29%
I am confident in my ability to share my uncertainties about my practice.	236	9%	1%	1%	58%	31%
It is a norm at my site to have conversations focused on understanding student learning.	236	28%	1%	10%	47%	14%
My administrator creates the conditions for adults to learn together.	236	23%	1%	5%	52%	19%
Teacher collaboration is valued and supported at my school site.	235	21%	1%	3%	53%	22%
Teachers at my school site recognize their colleagues instructional expertise.	236	27%	2%	5%	50%	17%
There is a strong sense of community among teachers at my school site.	236	27%	1%	8%	47%	16%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 3. Mills Teacher Scholars Pre Survey Responses - by Construct

		N	RESPONSE				
			Neutral	Strongly Disagree	Disagree	Agree	Strongly Agree
Collaborative Cultures	I am comfortable having conversations with colleagues about student-level data.	235	11%	0%	1%	48%	40%
	I am comfortable having conversations that supportively challenge my colleagues thinking about instructional practices.	236	17%	0%	6%	50%	26%
	I regularly share ideas, ask questions, and collaborate with colleagues across grade level and/or department.	236	8%	3%	8%	52%	29%
	I am confident in my ability to share my uncertainties about my practice.	236	9%	1%	1%	58%	31%
	My administrator creates the conditions for adults to learn together.	236	23%	1%	5%	52%	19%
	Teacher collaboration is valued and supported at my school site.	235	21%	1%	3%	53%	22%
	Teachers at my school site recognize their colleagues instructional expertise.	236	27%	2%	5%	50%	17%
Instructional Shifts	There is a strong sense of community among teachers at my school site.	236	27%	1%	8%	47%	16%
	I am confident in my ability to collect student-level data that is meaningful.	236	15%	1%	6%	58%	19%
	I am confident using student-level data to make instructional decisions.	235	11%	1%	3%	59%	26%
	I have access to information and resources to improve my practice.	236	14%	1%	2%	64%	19%
Teacher Leader	I have a good understanding of instructional practices that drive student learning as articulated in the Common Core State Standards.	236	24%	3%	10%	50%	14%
	I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	35	11%	6%	11%	23%	49%
	My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	35	17%	3%	11%	23%	46%
Student Learning	My administrator values growing a professional learning community.	35	9%	3%	.	34%	54%
	I have clear and meaningful indicators of success for student learning.	235	27%	0%	12%	49%	11%
	I am confident in my ability to use student-level data to recognize student strengths.	235	14%	0%	3%	58%	25%
	It is a norm at my site to have conversations focused on understanding student learning.	236	28%	1%	10%	47%	14%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 4. Mills Teacher Scholars Pre Survey Responses - Construct by Demographics

		School								
		Albany High School	Anna Yates	Colonial Acres	Life Academy Humanities	Life Academy Science	Lorenzo Manor	Mills Childrens School	Montalvin Manor	Mt Eden High School
Collaborative Cultures	Strongly/ Agree	70%	76%	78%	80%	70%	80%	90%	94%	66%
Instructional Shifts	Strongly/ Agree	67%	83%	88%	72%	70%	87%	81%	74%	83%
Teacher Leader	Strongly/ Agree	33%	67%	100%	83%	89%	100%	100%	100%	58%
Student Learning	Strongly/ Agree	54%	80%	74%	54%	60%	71%	78%	74%	61%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 4. Mills Teacher Scholars Pre Su

		OUSD Newcomer	Oakland Tech	OUSD Computer Science	Rosa Parks	San Lorenzo	OUSD SEL
Collaborative Cultures	Strongly/ Agree	72%	79%	51%	88%	82%	63%
Instructional Shifts	Strongly/ Agree	80%	59%	70%	79%	75%	77%
Teacher Leader	Strongly/ Agree	100%	58%	.	100%	17%	100%
Student Learning	Strongly/ Agree	61%	59%	47%	81%	79%	69%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 4. Mills Teacher Scholars Pre Su

		Yrs Mills Scholar			Tch Ldr		Yrs Tchr Ldr			All
		1-2 years	3-4 years	5 + years	Yes	No	1-2 years	3-4 years	5 + years	
Collaborative Cultures	Strongly/ Agree	75%	79%	93%	80%	75%	77%	97%	100%	76%
Instructional Shifts	Strongly/ Agree	76%	85%	94%	88%	75%	86%	94%	100%	77%
Teacher Leader	Strongly/ Agree	75%	89%	76%	76%	.	79%	50%	100%	76%
Student Learning	Strongly/ Agree	67%	71%	89%	72%	67%	70%	83%	100%	68%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 5. Mills Teacher Scholars Pre Survey - Responses by Demographics

		Albany High School	Anna Yates	Colonial Acres	Life Academy Humanities	Life Academy Science	Lorenzo Manor	Mills Childrens School
I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	Neutral	33%	.	.	50%	.	.	.
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	33%	.	.	.	.	.	.
	Agree	.	50%	.	.	33%	.	.
	Strongly Agree	33%	50%	100%	50%	67%	100%	100%
My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	Neutral	.	100%	.	.	33%	.	.
	Strongly Disagree	33%	.	.	.	.	.	.
	Disagree	33%	.	.	.	.	.	.
	Agree	33%	.	.	50%	.	50%	.
	Strongly Agree	.	.	100%	50%	67%	50%	100%
My administrator values growing a professional learning community.	Neutral	67%	.	.	.	.	.	.
	Strongly Disagree	.	.	.	.	.	.	.
	Agree	33%	.	.	.	33%	100%	.
	Strongly Agree	.	100%	100%	100%	67%	.	100%
I am confident in my ability to collect student-level data that is meaningful.	Neutral	19%	5%	16%	13%	40%	9%	22%
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	6%	5%	5%	.	.	4%	.
	Agree	56%	55%	53%	88%	60%	61%	56%
	Strongly Agree	19%	35%	26%	.	.	26%	22%
I am confident using student-level data to make instructional decisions.	Neutral	6%	5%	.	13%	.	4%	11%
	Strongly Disagree	.	5%	.	.	.	.	.
	Disagree	19%	.	5%	.	20%	.	.
	Agree	63%	45%	58%	88%	80%	65%	78%
	Strongly Agree	13%	45%	37%	.	.	30%	11%
I am comfortable having conversations with colleagues about student-level data.	Neutral	13%	.	21%	25%	20%	9%	11%
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	.	.	.	.	.	.	11%
	Agree	38%	60%	37%	13%	80%	43%	33%
	Strongly Agree	50%	40%	42%	63%	.	48%	44%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 5. Mills Teacher Scholars Pre Survey - Responses by Demographics

		Albany High School	Anna Yates	Colonial Acres	Life Academy Humanities	Life Academy Science	Lorenzo Manor	Mills Childrens School
I have clear and meaningful indicators of success for student learning.	Neutral	50%	15%	26%	50%	40%	26%	22%
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	25%	.	.	25%	20%	4%	11%
	Agree	13%	75%	53%	25%	40%	61%	56%
	Strongly Agree	13%	10%	21%	.	.	9%	11%
I am confident in my ability to use student-level data to recognize student strengths.	Neutral	25%	10%	11%	25%	20%	4%	11%
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	6%	.	.	.	.	4%	11%
	Agree	56%	60%	58%	63%	80%	61%	33%
	Strongly Agree	13%	30%	32%	13%	.	30%	44%
I have access to information and resources to improve my practice.	Neutral	19%	25%	.	13%	20%	4%	.
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	.	.	.	.	.	.	.
	Agree	44%	65%	63%	88%	80%	61%	44%
	Strongly Agree	38%	10%	37%	.	.	35%	56%
I have a good understanding of instructional practices that drive student learning as articulated in the Common Core State Standards.	Neutral	19%	20%	16%	50%	20%	22%	33%
	Strongly Disagree	.	.	.	.	.	.	11%
	Disagree	44%	5%	5%	25%	20%	9%	.
	Agree	38%	60%	53%	25%	60%	39%	44%
	Strongly Agree	.	15%	26%	.	.	30%	11%
I am comfortable having conversations that supportively challenge my colleagues thinking about instructional practices.	Neutral	19%	10%	26%	13%	.	22%	11%
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	13%	5%	11%	.	20%	.	.
	Agree	50%	50%	32%	63%	80%	35%	56%
	Strongly Agree	19%	35%	32%	25%	.	43%	33%
I regularly share ideas, ask questions, and collaborate with colleagues across grade level and/or department.	Neutral	.	5%	26%	.	20%	13%	.
	Strongly Disagree	6%	5%	.	.	.	.	.
	Disagree	13%	5%	.	.	20%	.	11%
	Agree	56%	45%	37%	88%	60%	43%	67%
	Strongly Agree	25%	40%	37%	13%	.	43%	22%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 5. Mills Teacher Scholars Pre Survey - Responses by Demographics

		Albany High School	Anna Yates	Colonial Acres	Life Academy Humanities	Life Academy Science	Lorenzo Manor	Mills Childrens School
I am confident in my ability to share my uncertainties about my practice.	Neutral	6%	5%	26%	.	40%	9%	.
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	13%	.	.	.	.	.	.
	Agree	56%	65%	32%	88%	60%	57%	67%
	Strongly Agree	25%	30%	42%	13%	.	35%	33%
It is a norm at my site to have conversations focused on understanding student learning.	Neutral	13%	20%	37%	38%	20%	35%	11%
	Strongly Disagree	.	5%	.	.	.	.	.
	Disagree	19%	10%	5%	.	20%	13%	.
	Agree	63%	50%	53%	38%	60%	43%	33%
	Strongly Agree	6%	15%	5%	25%	.	9%	56%
My administrator creates the conditions for adults to learn together.	Neutral	44%	20%	5%	13%	40%	17%	.
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	.	10%	.	.	.	.	.
	Agree	56%	55%	58%	75%	60%	61%	56%
	Strongly Agree	.	15%	37%	13%	.	22%	44%
Teacher collaboration is valued and supported at my school site.	Neutral	31%	30%	11%	13%	20%	13%	.
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	13%	5%	.	.	.	.	.
	Agree	44%	45%	74%	63%	60%	57%	44%
	Strongly Agree	13%	20%	16%	25%	20%	30%	56%
Teachers at my school site recognize their colleagues instructional expertise.	Neutral	31%	35%	16%	50%	20%	43%	22%
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	6%	.	.	.	20%	4%	.
	Agree	63%	50%	74%	38%	40%	35%	44%
	Strongly Agree	.	15%	11%	13%	20%	17%	33%
There is a strong sense of community among teachers at my school site.	Neutral	25%	40%	21%	50%	20%	30%	11%
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	6%	20%	11%	.	.	.	.
	Agree	63%	30%	58%	38%	80%	48%	44%
	Strongly Agree	6%	10%	11%	13%	.	22%	44%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 5. Mills Teacher Scholars Pre Survey - Responses by Demogr:

		School						
		Montalvin Manor	Mt Eden High School	OUSD Computer Science	OUSD Newcomer	OUSD SEL	Oakland Tech	Rosa Parks
I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	Neutral	.	25%	.	.	.	.	.
	Strongly Disagree	.	25%	.	.	.	.	.
	Disagree	.	25%	.	.	.	50%	.
	Agree	33%	25%	.	.	100%	50%	.
	Strongly Agree	67%	.	.	100%	.	.	100%
My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	Neutral	.	.	.	.	.	50%	.
	Strongly Disagree	.	.	.	.	.	.	.
	Disagree	.	25%	.	.	.	25%	.
	Agree	33%	25%	.	.	100%	25%	.
	Strongly Agree	67%	50%	.	100%	.	.	100%
My administrator values growing a professional learning community.	Neutral	.	.	.	.	.	.	.
	Strongly Disagree	.	25%	.	.	.	.	.
	Agree	33%	75%	.	.	50%	75%	.
	Strongly Agree	67%	.	.	100%	50%	25%	100%
I am confident in my ability to collect student-level data that is meaningful.	Neutral	14%	8%	10%	21%	21%	29%	7%
	Strongly Disagree	.	.	.	.	4%	6%	.
	Disagree	10%	17%	30%	4%	.	.	7%
	Agree	52%	58%	50%	63%	58%	47%	71%
	Strongly Agree	24%	17%	10%	13%	17%	18%	14%
I am confident using student-level data to make instructional decisions.	Neutral	38%	8%	10%	13%	4%	35%	.
	Strongly Disagree	.	.	.	.	4%	.	.
	Disagree	.	.	.	.	.	.	7%
	Agree	33%	75%	60%	75%	48%	59%	57%
	Strongly Agree	29%	17%	30%	13%	43%	6%	36%
I am comfortable having conversations with colleagues about student-level data.	Neutral	5%	8%	20%	21%	13%	6%	7%
	Strongly Disagree	.	.	.	.	4%	.	.
	Disagree	.	.	.	.	.	.	.
	Agree	50%	58%	40%	50%	54%	71%	43%
	Strongly Agree	45%	33%	40%	29%	29%	24%	50%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 5. Mills Teacher Scholars Pre Survey - Responses by Demogr:

		School						
		Montalvin Manor	Mt Eden High School	OUSD Computer Science	OUSD Newcomer	OUSD SEL	Oakland Tech	Rosa Parks
I have clear and meaningful indicators of success for student learning.	Neutral	30%	33%	20%	42%	21%	18%	21%
	Strongly Disagree	.	.	.	.	4%	.	.
	Disagree	5%	8%	50%	8%	8%	24%	7%
	Agree	45%	58%	10%	42%	50%	53%	57%
	Strongly Agree	20%	.	20%	8%	17%	6%	14%
I am confident in my ability to use student-level data to recognize student strengths.	Neutral	30%	8%	20%	25%	8%	12%	.
	Strongly Disagree	.	.	.	.	4%	.	.
	Disagree	5%	.	.	.	4%	12%	7%
	Agree	45%	75%	50%	63%	50%	76%	43%
	Strongly Agree	20%	17%	30%	13%	33%	.	50%
I have access to information and resources to improve my practice.	Neutral	10%	.	20%	13%	21%	41%	14%
	Strongly Disagree	.	.	.	4%	4%	.	.
	Disagree	.	.	10%	.	4%	6%	.
	Agree	76%	83%	50%	79%	54%	53%	57%
	Strongly Agree	14%	17%	20%	4%	17%	.	29%
I have a good understanding of instructional practices that drive student learning as articulated in the Common Core State Standards.	Neutral	33%	8%	20%	21%	21%	24%	36%
	Strongly Disagree	.	.	10%	4%	8%	12%	.
	Disagree	.	25%	10%	.	.	12%	14%
	Agree	57%	67%	50%	71%	50%	47%	36%
	Strongly Agree	10%	.	10%	4%	21%	6%	14%
I am comfortable having conversations that supportively challenge my colleagues thinking about instructional practices.	Neutral	10%	17%	20%	25%	33%	6%	.
	Strongly Disagree	.	.	.	.	4%	.	.
	Disagree	5%	8%	20%	4%	4%	.	14%
	Agree	57%	58%	40%	58%	38%	76%	57%
	Strongly Agree	29%	17%	20%	13%	21%	18%	29%
I regularly share ideas, ask questions, and collaborate with colleagues across grade level and/or department.	Neutral	.	.	20%	8%	13%	.	7%
	Strongly Disagree	.	.	10%	.	8%	.	7%
	Disagree	5%	8%	20%	17%	21%	6%	7%
	Agree	62%	83%	40%	58%	25%	47%	50%
	Strongly Agree	33%	8%	10%	17%	33%	47%	29%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 5. Mills Teacher Scholars Pre Survey - Responses by Demogr:

		School						
		Montalvin Manor	Mt Eden High School	OUSD Computer Science	OUSD Newcomer	OUSD SEL	Oakland Tech	Rosa Parks
I am confident in my ability to share my uncertainties about my practice.	Neutral	5%	.	10%	13%	8%	.	14%
	Strongly Disagree	.	8%	.	.	4%	.	.
	Disagree	.	.	.	.	.	.	.
	Agree	67%	67%	60%	71%	63%	47%	50%
	Strongly Agree	29%	25%	30%	17%	25%	53%	36%
It is a norm at my site to have conversations focused on understanding student learning.	Neutral	5%	33%	40%	33%	33%	53%	21%
	Strongly Disagree	.	8%	.	.	.	.	.
	Disagree	5%	25%	30%	8%	8%	6%	.
	Agree	62%	17%	30%	46%	50%	29%	57%
	Strongly Agree	29%	17%	.	13%	8%	12%	21%
My administrator creates the conditions for adults to learn together.	Neutral	.	50%	20%	21%	33%	59%	7%
	Strongly Disagree	.	8%	.	.	8%	.	.
	Disagree	.	8%	40%	4%	8%	6%	.
	Agree	52%	25%	40%	63%	38%	24%	71%
	Strongly Agree	48%	8%	.	13%	13%	12%	21%
Teacher collaboration is valued and supported at my school site.	Neutral	.	42%	60%	22%	21%	35%	7%
	Strongly Disagree	.	8%	.	.	4%	.	.
	Disagree	.	8%	10%	4%	8%	.	.
	Agree	57%	33%	30%	57%	50%	59%	43%
	Strongly Agree	43%	8%	.	17%	17%	6%	50%
Teachers at my school site recognize their colleagues instructional expertise.	Neutral	5%	33%	40%	33%	33%	12%	14%
	Strongly Disagree	.	.	10%	4%	4%	.	.
	Disagree	.	8%	10%	8%	17%	6%	.
	Agree	57%	42%	40%	29%	42%	71%	57%
	Strongly Agree	38%	17%	.	25%	4%	12%	29%
There is a strong sense of community among teachers at my school site.	Neutral	14%	42%	40%	33%	29%	24%	14%
	Strongly Disagree	.	.	10%	.	4%	.	.
	Disagree	.	17%	30%	8%	17%	12%	.
	Agree	38%	25%	20%	42%	50%	53%	57%
	Strongly Agree	48%	17%	.	17%	.	12%	29%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 5. Mills Teacher Scholars Pre Survey - Responses by Demogr:

		Yrs Mills Scholar			Tchr Ldr		Yrs Teacher Leader			
		San Lorenzo	1-2 years	3-4 years	>4 years	No	Yes	1-2 years	3-4 years	>4 years
I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	Neutral	50%	8%	33%	14%	.	11%	7%	25%	.
	Strongly Disagree	50%	8%	.	.	.	6%	7%	.	.
	Disagree	.	16%	.	.	.	11%	10%	25%	.
	Agree	.	28%	.	14%	.	23%	28%	.	.
	Strongly Agree	.	40%	67%	71%	.	49%	48%	50%	100%
My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	Neutral	50%	16%	.	29%	.	17%	21%	.	.
	Strongly Disagree	.	4%	.	.	.	3%	.	25%	.
	Disagree	50%	12%	.	14%	.	11%	10%	25%	.
	Agree	.	28%	33%	.	.	23%	24%	.	.
	Strongly Agree	.	40%	67%	57%	.	46%	45%	50%	100%
My administrator values growing a professional learning community.	Neutral	50%	8%	.	14%	.	9%	3%	50%	.
	Strongly Disagree	.	4%	.	.	.	3%	3%	.	.
	Agree	.	40%	67%	.	.	34%	41%	.	.
	Strongly Agree	50%	48%	33%	86%	.	54%	52%	50%	100%
I am confident in my ability to collect student-level data that is meaningful.	Neutral	7%	17%	5%	.	16%	9%	10%	.	.
	Strongly Disagree	7%	1%	.	.	1%	.	.	.	.
	Disagree	7%	6%	5%	.	6%	3%	3%	.	.
	Agree	64%	57%	76%	44%	57%	69%	69%	50%	100%
	Strongly Agree	14%	18%	14%	56%	19%	20%	17%	50%	.
I am confident using student-level data to make instructional decisions.	Neutral	14%	13%	5%	.	13%	6%	7%	.	.
	Strongly Disagree	.	1%	.	.	1%	.	.	.	.
	Disagree	7%	3%	5%	.	4%	.	.	.	.
	Agree	43%	60%	52%	56%	56%	74%	72%	75%	100%
	Strongly Agree	36%	24%	38%	44%	27%	20%	21%	25%	.
I am comfortable having conversations with colleagues about student-level data.	Neutral	.	12%	10%	.	12%	9%	10%	.	.
	Strongly Disagree	.	0%	.	.	1%	.	.	.	.
	Disagree	7%	1%	.	.	1%	.	.	.	.
	Agree	36%	50%	29%	33%	48%	49%	55%	25%	.
	Strongly Agree	57%	37%	62%	67%	40%	43%	34%	75%	100%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 5. Mills Teacher Scholars Pre Survey - Responses by Demogr:

		Yrs Mills Scholar			Tchr Ldr		Yrs Teacher Leader			
		San Lorenzo	1-2 years	3-4 years	>4 years	No	Yes	1-2 years	3-4 years	>4 years
I have clear and meaningful indicators of success for student learning.	Neutral	7%	28%	33%	.	29%	20%	21%	.	.
	Strongly Disagree	.	0%	.	.	1%	.	.	.	.
	Disagree	21%	13%	5%	.	13%	6%	7%	.	.
	Agree	64%	49%	48%	56%	48%	57%	59%	50%	100%
	Strongly Agree	7%	10%	14%	44%	11%	17%	14%	50%	.
I am confident in my ability to use student-level data to recognize student strengths.	Neutral	.	14%	14%	.	15%	9%	10%	.	.
	Strongly Disagree	.	0%	.	.	1%	.	.	.	.
	Disagree	.	3%	5%	.	4%	.	.	.	.
	Agree	64%	60%	52%	11%	59%	51%	55%	25%	.
	Strongly Agree	36%	21%	29%	89%	22%	40%	34%	75%	100%
I have access to information and resources to improve my practice.	Neutral	7%	15%	10%	.	15%	9%	10%	.	.
	Strongly Disagree	.	1%	.	.	1%	.	.	.	.
	Disagree	7%	2%	.	.	1%	3%	3%	.	.
	Agree	71%	64%	67%	56%	63%	69%	72%	25%	100%
	Strongly Agree	14%	18%	24%	44%	19%	20%	14%	75%	.
I have a good understanding of instructional practices that drive student learning as articulated in the Common Core State Standards.	Neutral	36%	24%	24%	22%	25%	17%	17%	25%	.
	Strongly Disagree	.	3%	.	.	3%	.	.	.	.
	Disagree	7%	10%	10%	.	11%	3%	3%	.	.
	Agree	29%	48%	62%	56%	47%	63%	66%	25%	100%
	Strongly Agree	29%	14%	5%	22%	13%	17%	14%	50%	.
I am comfortable having conversations that supportively challenge my colleagues thinking about instructional practices.	Neutral	7%	17%	14%	.	17%	14%	17%	.	.
	Strongly Disagree	.	0%	.	.	0%	.	.	.	.
	Disagree	7%	6%	10%	.	7%	3%	3%	.	.
	Agree	43%	51%	52%	33%	50%	54%	59%	25%	.
	Strongly Agree	43%	25%	24%	67%	26%	29%	21%	75%	100%
I regularly share ideas, ask questions, and collaborate with colleagues across grade level and/or department.	Neutral	.	8%	5%	.	7%	11%	14%	.	.
	Strongly Disagree	7%	3%	5%	.	3%	.	.	.	.
	Disagree	.	8%	10%	11%	9%	6%	7%	.	.
	Agree	64%	54%	48%	11%	53%	46%	48%	25%	.
	Strongly Agree	29%	27%	33%	78%	28%	37%	31%	75%	100%

2016 Mills Teacher Scholars Program - Pre Survey Results

Table 5. Mills Teacher Scholars Pre Survey - Responses by Demogr:

		Yrs Mills Scholar			Tchr Ldr		Yrs Teacher Leader			
		San Lorenzo	1-2 years	3-4 years	>4 years	No	Yes	1-2 years	3-4 years	>4 years
I am confident in my ability to share my uncertainties about my practice.	Neutral	14%	10%	5%	.	10%	3%	3%	.	.
	Strongly Disagree	7%	1%	.	.	1%	.	.	.	.
	Disagree	.	0%	5%	.	1%	.	.	.	.
	Agree	36%	61%	52%	11%	59%	51%	59%	.	.
	Strongly Agree	43%	27%	38%	89%	28%	46%	38%	100%	100%
It is a norm at my site to have conversations focused on understanding student learning.	Neutral	14%	30%	14%	11%	28%	26%	28%	25%	.
	Strongly Disagree	7%	1%	.	.	1%	3%	3%	.	.
	Disagree	14%	9%	14%	22%	8%	20%	21%	25%	.
	Agree	57%	46%	52%	56%	49%	37%	34%	25%	100%
	Strongly Agree	7%	14%	19%	11%	14%	14%	14%	25%	.
My administrator creates the conditions for adults to learn together.	Neutral	21%	25%	14%	.	23%	23%	28%	.	.
	Strongly Disagree	.	1%	.	.	1%	3%	3%	.	.
	Disagree	7%	5%	5%	.	6%	.	.	.	.
	Agree	57%	50%	57%	78%	51%	60%	55%	75%	100%
	Strongly Agree	14%	18%	24%	22%	19%	14%	14%	25%	.
Teacher collaboration is valued and supported at my school site.	Neutral	21%	22%	19%	.	21%	20%	24%	.	.
	Strongly Disagree	.	1%	.	.	1%	3%	3%	.	.
	Disagree	.	3%	5%	.	4%	.	.	.	.
	Agree	64%	53%	52%	56%	52%	57%	52%	75%	100%
	Strongly Agree	14%	21%	24%	44%	23%	20%	21%	25%	.
Teachers at my school site recognize their colleagues instructional expertise.	Neutral	14%	27%	24%	22%	26%	31%	31%	25%	.
	Strongly Disagree	7%	2%	.	.	2%	.	.	.	.
	Disagree	.	6%	.	.	5%	3%	3%	.	.
	Agree	57%	49%	57%	56%	49%	51%	52%	75%	.
	Strongly Agree	21%	17%	19%	22%	17%	14%	14%	.	100%
There is a strong sense of community among teachers at my school site.	Neutral	14%	28%	29%	11%	28%	23%	24%	.	.
	Strongly Disagree	7%	1%	.	.	1%	.	.	.	.
	Disagree	.	8%	10%	11%	8%	9%	10%	.	.
	Agree	71%	46%	52%	67%	44%	63%	59%	100%	100%
	Strongly Agree	7%	17%	10%	11%	18%	6%	7%	.	.

Appendix C
Post-Survey Results Tables

2017 Mills Teacher Scholar Program - Post Survey Results

Table 1. Mills Teacher Scholars Post Survey - Demographics

School	N	PctN
Albany High School	17	7%
Anna Yates	26	10%
Berkely Music	17	7%
Colonial Acres	25	10%
Life Academy Humanities	9	4%
Life Academy Science	5	2%
Lorenzo Manor	25	10%
Mills Childrens School	6	2%
Montalvin Manor	16	6%
Mt Eden High School	16	6%
OUSD Newcomer DG	24	10%
Oakland Tech	13	5%
OUSD Computer Science	8	3%
Rosa Parks	12	5%
San Lorenzo DG	12	5%
OUSD SEL DG	17	7%
Ethnicity		
Hispanic	30	12%
Asian	22	9%
American Indian	1	0%
Black	17	7%
Nat.Hawaiian/Pac.Islander	6	2%
White	143	58%
Other	29	12%
Years Teaching		
<5 years	74	30%
6-10 years	54	22%
>10 years	120	48%
Yrs Mills Scholar		
1-2 years	192	77%
3-4 years	42	17%
>4 years	14	6%
Teacher Leader		
Yes	39	16%
No	209	84%
Years Teacher Leader		
1-2 years	30	12%
3-4 years	4	2%
>4 years	2	1%

2017 Mills Teacher Scholar Program - Post Survey Results

Table 2. Mills Teacher Scholars Post Survey - All Responses

	N	RESPONSE				
		Neutral	Strongly Disagree	Disagree	Agree	Strongly Agree
I have more conversations, that I may not otherwise have had, with colleagues about my uncertainties, questions, and insights.	248	4%	0%	3%	35%	58%
I have more conversations with students, that I may not otherwise have had, about the way they are thinking and learning.	248	7%	2%	9%	44%	39%
I have a deeper understanding of what indicates success for my students in the area of my inquiry.	247	3%	1%	4%	42%	50%
I have shifted my instruction based on what I am learning about my students through inquiry.	248	4%	0%	4%	40%	52%
I am more confident in surfacing uncertainties about my practice with colleagues.	247	10%	1%	5%	40%	43%
I am more confident in my ability to collect student-level data that is meaningful and informs my instructional decisions.	248	8%	1%	8%	48%	35%
I am more confident in my ability to use student-level data to recognize student progress towards a learning goal.	247	8%	1%	6%	47%	38%
I am more confident using student-level data to make instructional decisions.	247	10%	1%	6%	43%	41%
I am more confident in my ability to recognize student strengths in the data.	247	8%	1%	4%	48%	39%
I feel more comfortable receiving questions and feedback from colleagues that challenge my current thinking/ideas.	248	7%	2%	4%	39%	48%
I feel more comfortable supportively challenging my colleagues thinking in our small group discussions.	248	8%	1%	5%	51%	35%
I feel teacher collaboration is more valued and supported at my school site.	187	12%	2%	11%	41%	35%
There is greater sense of safety with sharing student data that reflect challenges to our work.	186	20%	.	8%	49%	23%
There is a greater emphasis on understanding student thinking.	186	13%	.	8%	47%	32%
Student work is more frequently used to help guide our instructional decisions.	186	18%	.	9%	49%	24%
There is a continuous focus to deepen our understanding of the content that we teach.	187	14%	1%	5%	52%	29%
There is more support around implementing and refining various instructional practices.	186	13%	1%	12%	49%	25%
I plan to continue in the teaching profession next year.	248	2%	4%	2%	23%	69%
My experience from the Mills Teacher Scholars Program has increased my overall satisfaction in the teaching profession.	248	16%	2%	4%	41%	37%
I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	36	11%	11%	17%	28%	33%
My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	36	8%	6%	19%	31%	36%
My administrator values growing a professional learning community.	36	11%	8%	8%	25%	47%
My administrator meaningfully engages in and values my learning about leading my colleagues.	36	11%	14%	11%	22%	42%
As a result of my participation in this program my confidence to have conversations with my administrator on designing teacher learning for the site has increased.	36	22%	6%	11%	25%	36%
As a result of my participation in this program I have increased my capacity to support and coach my colleagues inquiry work.	36	11%	.	.	50%	39%
As a result of my participation in this program I am more confident with using classroom data to support my colleagues instructional practice.	36	11%	.	3%	44%	42%
As a result of my participation in this program I am more confident in my ability to provide authentic thinking spaces for my colleagues.	35	6%	.	.	46%	49%
			No Growth	Moderate Growth	Substantial Growth	
Focal Student A	245	.	7%	71%	23%	.
Focal Student B	239	.	6%	71%	23%	.

2017 Mills Teacher Scholar Program - Post Survey Results

Table 3. Mills Teacher Scholars Post Survey Responses - by Construct

		N	RESPONSE				
			Neutral	Strongly Disagree	Disagree	Agree	Strongly Agree
Collaborative Cultures	I have more conversations, that I may not otherwise have had, with colleagues about my uncertainties, questions, and insights.	248	4%	0%	3%	35%	58%
	I am more confident in surfacing uncertainties about my practice with colleagues.	247	10%	1%	5%	40%	43%
	I feel more comfortable receiving questions and feedback from colleagues that challenge my current thinking/ideas.	248	7%	2%	4%	39%	48%
	I feel more comfortable supportively challenging my colleagues thinking in our small group discussions.	248	8%	1%	5%	51%	35%
	I feel teacher collaboration is more valued and supported at my school site.	187	12%	2%	11%	41%	35%
	There is greater sense of safety with sharing student data that reflect challenges to our work.	186	20%	.	8%	49%	23%
Instructional Shifts	I have shifted my instruction based on what I am learning about my students through inquiry.	248	4%	0%	4%	40%	52%
	I am more confident in my ability to collect student-level data that is meaningful and informs my instructional decisions.	248	8%	1%	8%	48%	35%
	I am more confident using student-level data to make instructional decisions.	247	10%	1%	6%	43%	41%
	Student work is more frequently used to help guide our instructional decisions.	186	18%	.	9%	49%	24%
	There is a continuous focus to deepen our understanding of the content that we teach.	187	14%	1%	5%	52%	29%
	There is more support around implementing and refining various instructional practices.	186	13%	1%	12%	49%	25%
Student Learning	I have more conversations with students, that I may not otherwise have had, about the way they are thinking and learning.	248	7%	2%	9%	44%	39%
	I have a deeper understanding of what indicates success for my students in the area of my inquiry.	247	3%	1%	4%	42%	50%
	I am more confident in my ability to use student-level data to recognize student progress towards a learning goal.	247	8%	1%	6%	47%	38%
	I am more confident in my ability to recognize student strengths in the data.	247	8%	1%	4%	48%	39%
	There is a greater emphasis on understanding student thinking.	186	13%	.	8%	47%	32%
Teacher Leader	I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	36	11%	11%	17%	28%	33%
	My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	36	8%	6%	19%	31%	36%
	My administrator values growing a professional learning community.	36	11%	8%	8%	25%	47%
	My administrator meaningfully engages in and values my learning about leading my colleagues.	36	11%	14%	11%	22%	42%
Teacher Leader Growth	As a result of my participation in this program my confidence to have conversations with my administrator on designing teacher learning for the site has increased.	36	22%	6%	11%	25%	36%
	As a result of my participation in this program I have increased my capacity to support and coach my colleagues inquiry work.	36	11%	.	.	50%	39%
	As a result of my participation in this program I am more confident with using classroom data to support my colleagues instructional practice.	36	11%	.	3%	44%	42%
	As a result of my participation in this program I am more confident in my ability to provide authentic thinking spaces for my colleagues.	35	6%	.	.	46%	49%

2017 Mills Teacher Scholar Program - Post Survey Results

Table 4. Mills Teacher Scholars Post Survey Responses by Demographics

		School														
		Albany School	Anna Yates	Berkely Music	Colonial Acres	Life Academy Humanities	Life Science	Lorenzo Manor	Mills Childrens School	Montalvin Manor	Mt Eden School	OUSD Newcomer	Oakland Tech	OUSD Science	Rosa Parks	San Lorenzo
Collaborative Cultures	Strongly/ Agree	85%	75%	90%	76%	83%	83%	81%	56%	92%	84%	93%	77%	94%	94%	90%
Instructional Shifts	Strongly/ Agree	75%	69%	90%	75%	87%	87%	78%	69%	92%	84%	100%	64%	100%	89%	92%
Student Learning	Strongly/ Agree	84%	71%	93%	74%	89%	92%	89%	60%	93%	87%	99%	71%	97%	92%	90%
Teacher Leader Growth	Strongly/ Agree	83%	94%	100%	88%	92%	75%	83%	25%	100%	81%	.	47%	.	100%	.

2017 Mills Teacher Scholar Program - Post Survey Results

Table 4. Mills Teacher Scholars Post Survey I

		Ethnicity							Yrs Teaching			Yrs Scholar			Tchr Ldr		Yrs Tchr Ldr			All	
		OUSD SEL	Hispanic	Asian	American Indian	Black	Nat.Hawaiian/Pac.Islander	White	Other	<5 years	6-10 years	>10 years	1-2 years	3-4 years	>4 years	Yes	No	1-2 years	3-4 years		>4 years
Collaborative Cultures	Strongly/ Agree	96%	86%	81%	100%	89%	94%	82%	87%	88%	86%	81%	82%	89%	95%	85%	84%	82%	92%	100%	84%
Instructional Shifts	Strongly/ Agree	100%	84%	80%	100%	91%	92%	79%	87%	83%	82%	81%	79%	87%	94%	88%	80%	86%	96%	92%	82%
Student Learning	Strongly/ Agree	98%	87%	88%	100%	95%	90%	82%	91%	88%	86%	84%	83%	92%	99%	91%	84%	89%	100%	100%	85%
Teacher Leader Growth	Strongly/ Agree	.	75%	63%	.	100%	.	84%	100%	61%	80%	91%	76%	92%	94%	83%	.	80%	94%	100%	83%

Table 5. Mills Teacher Scholars Post Survey - Responses by Demographics

		School								
		Albany High School	Anna Yates	Berkely Music	Colonial Acres	Life Academy Humanities	Life Academy Science	Lorenzo Manzo	Mills Childrens School	Montalvin Manor
I have more conversations, that I may not otherwise have had, with colleagues about my uncertainties, questions, and insights.	Neutral	6%	8%	.	4%	11%	.	4%	17%	.
	Strongly Disagree	.	.	.	.	.	.	.	.	.
	Disagree	.	15%	.	4%	.	.	4%	.	6%
	Agree	41%	35%	35%	28%	44%	80%	56%	33%	31%
I have more conversations with students, that I may not otherwise have had, about the way they are thinking and learning.	Strongly Agree	53%	42%	65%	64%	44%	20%	36%	50%	63%
	Neutral	.	23%	.	4%	11%	20%	4%	17%	.
	Strongly Disagree	6%	4%	.	4%	.	.	.	.	.
	Disagree	6%	12%	6%	24%	22%	.	8%	17%	6%
I have a deeper understanding of what indicates success for my students in the area of my inquiry.	Agree	53%	31%	59%	40%	56%	40%	52%	33%	69%
	Strongly Agree	35%	31%	35%	28%	11%	40%	36%	33%	25%
	Neutral	.	8%	.	4%	.	.	4%	17%	.
	Strongly Disagree	.	4%	.	.	.	.	.	.	.
I have shifted my instruction based on what I am learning about my students through inquiry.	Disagree	6%	8%	6%	12%	.	.	.	.	6%
	Agree	65%	46%	53%	48%	44%	80%	64%	50%	38%
	Strongly Agree	29%	35%	41%	36%	56%	20%	32%	33%	56%
	Neutral	.	12%	.	4%	.	.	8%	.	.
I am more confident in surfacing uncertainties about my practice with colleagues.	Strongly Disagree	.	.	.	.	.	.	.	.	.
	Disagree	6%	8%	.	12%	.	.	8%	.	6%
	Agree	59%	38%	59%	40%	56%	60%	44%	67%	44%
	Strongly Agree	35%	42%	41%	44%	44%	40%	40%	33%	50%
I am more confident in my ability to collect student-level data that is meaningful and informs my instructional decisions.	Neutral	12%	12%	12%	.	11%	20%	20%	33%	.
	Strongly Disagree	.	.	.	.	.	.	.	17%	.
	Disagree	6%	16%	6%	20%	.	20%	.	.	6%
	Agree	35%	40%	29%	44%	33%	40%	52%	50%	56%
I am more confident in my ability to use student-level data to recognize student progress towards a learning goal.	Strongly Agree	47%	32%	53%	36%	56%	20%	28%	.	38%
	Neutral	12%	19%	12%	4%	22%	.	16%	17%	6%
	Strongly Disagree	6%	.	.	.	.	.	.	.	.
	Disagree	6%	23%	6%	20%	.	.	.	17%	6%
I am more confident using student-level data to make instructional decisions.	Agree	41%	31%	53%	48%	44%	80%	68%	67%	56%
	Strongly Agree	35%	27%	29%	28%	33%	20%	16%	.	31%
	Neutral	12%	15%	12%	4%	.	.	17%	33%	.
	Strongly Disagree	6%	.	.	.	.	.	.	.	.
I am more confident in my ability to recognize student strengths in the data.	Disagree	6%	19%	6%	12%	.	20%	4%	.	6%
	Agree	29%	38%	47%	48%	56%	60%	64%	50%	56%
	Strongly Agree	35%	27%	35%	32%	44%	20%	16%	33%	38%
	Neutral	12%	12%	.	4%	11%	.	8%	17%	6%
	Strongly Disagree	6%	.	.	.	.	.	.	.	.
	Disagree	6%	12%	6%	20%	.	.	.	.	6%
	Agree	59%	38%	59%	40%	44%	80%	72%	67%	44%

Table 5. Mills Teacher Scholars Post Survey - Responses by Demographics

		School								
		Albany High School	Anna Yates	Berkely Music	Colonial Acres	Life Academy Humanities	Life Academy Science	Lorenzo Manor	Mills Childrens School	Montalvin Manor
I feel more comfortable receiving questions and feedback from colleagues that challenge my current thinking/ideas.	Strongly Agree	18%	38%	35%	36%	44%	20%	20%	17%	44%
	Neutral	6%	8%	.	12%	.	.	16%	33%	.
	Strongly Disagree	.	.	.	4%	.	.	.	.	.
	Disagree	.	4%	.	12%	.	.	4%	17%	6%
	Agree	59%	54%	35%	40%	56%	80%	52%	17%	44%
I feel more comfortable supportively challenging my colleagues thinking in our small group discussions.	Strongly Agree	35%	35%	65%	32%	44%	20%	28%	33%	50%
	Neutral	.	4%	12%	16%	22%	.	16%	33%	.
	Strongly Disagree	.	.	.	4%	.	.	.	.	.
	Disagree	.	12%	6%	8%	.	.	4%	17%	6%
	Agree	65%	62%	41%	52%	33%	80%	64%	33%	50%
I feel teacher collaboration is more valued and supported at my school site.	Strongly Agree	35%	23%	41%	20%	44%	20%	16%	17%	44%
	Neutral	18%	.	12%	16%	22%	20%	20%	33%	.
	Strongly Disagree	.	.	.	.	.	.	.	.	6%
	Disagree	12%	31%	.	12%	.	20%	.	.	6%
	Agree	41%	38%	41%	52%	33%	20%	68%	50%	13%
There is greater sense of safety with sharing student data that reflect challenges to our work.	Strongly Agree	29%	31%	47%	20%	44%	40%	12%	17%	75%
	Neutral	24%	38%	12%	24%	33%	20%	12%	33%	6%
	Disagree	6%	4%	.	8%	.	.	12%	33%	6%
	Agree	59%	35%	35%	64%	33%	60%	68%	33%	44%
	Strongly Agree	12%	23%	53%	4%	33%	20%	8%	.	44%
There is a greater emphasis on understanding student thinking.	Neutral	18%	23%	.	24%	11%	20%	8%	33%	.
	Disagree	.	8%	6%	8%	.	.	8%	50%	6%
	Agree	59%	38%	47%	60%	33%	40%	60%	17%	50%
	Strongly Agree	24%	31%	47%	8%	56%	40%	24%	.	44%
	Neutral	24%	27%	.	24%	11%	.	28%	40%	6%
Student work is more frequently used to help guide our instructional decisions.	Disagree	.	15%	6%	16%	.	.	4%	20%	6%
	Agree	65%	38%	53%	48%	56%	80%	56%	40%	44%
	Strongly Agree	12%	19%	41%	12%	33%	20%	12%	.	44%
	Neutral	24%	15%	6%	16%	22%	20%	12%	17%	.
	Strongly Disagree	.	4%	.	.	.	.	.	.	.
There is a continuous focus to deepen our understanding of the content that we teach.	Disagree	6%	4%	.	.	.	.	8%	17%	6%
	Agree	47%	58%	59%	64%	56%	40%	72%	50%	38%
	Strongly Agree	24%	19%	35%	20%	22%	40%	8%	17%	56%
	Neutral	24%	12%	.	13%	22%	40%	12%	33%	.
	Strongly Disagree	.	4%	.	.	.	.	.	.	.
There is more support around implementing and refining various instructional practices.	Disagree	6%	12%	12%	21%	.	.	16%	17%	6%
	Agree	53%	58%	35%	58%	44%	40%	68%	33%	38%
	Strongly Agree	18%	15%	53%	8%	33%	20%	4%	17%	56%
	Neutral	24%	12%	.	13%	22%	40%	12%	33%	.
	Strongly Disagree	.	4%	.	.	.	.	.	.	.
Focal Student A	No Growth	6%	4%	12%	4%	11%	20%	8%	.	.
	Moderate	94%	81%	82%	76%	56%	80%	76%	67%	47%
	Substantial	.	15%	6%	20%	33%	.	16%	33%	53%
Focal Student B	No Growth	18%	.	6%	.	11%	20%	4%	20%	.
	Moderate	82%	76%	82%	67%	67%	80%	76%	80%	53%
	Substantial	.	24%	12%	33%	22%	.	20%	.	47%

Table 5. Mills Teacher Scholars Post Survey - Responses by Demographics

		School								
		Albany High School	Anna Yates	Berkely Music	Colonial Acres	Life Academy Humanities	Life Academy Science	Lorenzo Manor	Mills Childrens School	Montalvin Manor
I plan to continue in the teaching profession next year.	Neutral	.	4%	.	4%	.	.	.	.	.
	Strongly Disagree	.	4%	6%	4%	.	.	4%	.	.
	Disagree	.	.	.	4%	11%	.	.	17%	.
	Agree	29%	27%	18%	12%	22%	40%	32%	33%	38%
	Strongly Agree	71%	65%	76%	76%	67%	60%	64%	50%	63%
My experience from the Mills Teacher Scholars Program has increased my overall satisfaction in the teaching profession.	Neutral	29%	23%	6%	16%	11%	40%	40%	17%	.
	Strongly Disagree	.	8%	.	4%	.	.	.	.	.
	Disagree	.	4%	6%	12%	.	.	8%	17%	6%
	Agree	41%	27%	35%	40%	56%	40%	44%	50%	56%
	Strongly Agree	29%	38%	53%	28%	33%	20%	8%	17%	38%
I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	Neutral	.	.	.	.	.	33%	.	.	.
	Strongly Disagree	33%	.	.	.	.	.	.	.	.
	Disagree	67%	25%	.	.	.	.	33%	.	.
	Agree	.	50%	.	75%	67%	33%	33%	.	.
	Strongly Agree	.	25%	100%	25%	33%	33%	33%	100%	100%
My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	Neutral	.	.	.	25%	.	.	.	.	.
	Strongly Disagree	67%	.	.	.	.	.	.	.	.
	Disagree	.	25%	.	.	.	33%	.	.	.
	Agree	33%	25%	.	50%	33%	33%	100%	.	50%
	Strongly Agree	.	50%	100%	25%	67%	33%	.	100%	50%
My administrator values growing a professional learning community.	Neutral	33%	.	.	.	.	.	.	.	.
	Strongly Disagree	33%	.	.	.	.	.	.	.	.
	Disagree	.	.	.	.	.	.	.	.	.
	Agree	33%	25%	.	50%	.	67%	67%	.	.
	Strongly Agree	.	75%	100%	50%	100%	33%	33%	100%	100%
My administrator meaningfully engages in and values my learning about leading my colleagues.	Neutral	.	.	.	.	.	33%	.	.	.
	Strongly Disagree	67%	25%	.	.	.	.	.	.	.
	Disagree	.	.	.	.	.	.	33%	.	.
	Agree	33%	25%	.	50%	33%	33%	67%	.	.
	Strongly Agree	.	50%	100%	50%	67%	33%	.	100%	100%
As a result of my participation in this program my confidence to have conversations with my administrator on designing teacher learning for the site has increased.	Neutral	.	25%	.	25%	33%	.	33%	100%	.
	Strongly Disagree	33%	.	.	.	.	.	.	.	.
	Disagree	33%	.	.	.	.	33%	.	.	.
	Agree	33%	25%	.	50%	33%	33%	67%	.	50%
	Strongly Agree	.	50%	100%	25%	33%	33%	.	.	50%
As a result of my participation in this program I have increased my capacity to support and coach my colleagues inquiry work.	Neutral	.	.	.	25%	.	33%	33%	.	.
	Agree	33%	75%	67%	25%	33%	33%	67%	100%	100%
	Strongly Agree	67%	25%	33%	50%	67%	33%	.	.	.
As a result of my participation in this program I am more confident with using classroom data to support my colleagues instructional practice.	Neutral	.	.	.	.	.	33%	.	.	.
	Disagree	.	.	.	.	.	.	.	100%	.
	Agree	33%	50%	67%	50%	33%	33%	100%	.	50%
	Strongly Agree	67%	50%	33%	50%	67%	33%	.	.	50%
As a result of my participation in this program I am more confident in my ability to provide authentic thinking spaces for my colleagues.	Neutral	.	.	.	.	.	.	.	100%	.
	Agree	33%	50%	33%	50%	67%	67%	67%	.	50%
	Strongly Agree	67%	50%	67%	50%	33%	33%	33%	.	50%

Table 5. Mills Teacher Scholars Post Survey - Responses by Demographics

									Ethnicity			
		Mt Eden High School	OUSD Computer Science	OUSD Newcomer	OUSD SEL	Oakland Tech	Rosa Parks	San Lorenzo	American Indian	Asian	Black	Hispanic
I have more conversations, that I may not otherwise have had, with colleagues about my uncertainties, questions, and insights.	Neutral	.	.	.	.	8%	.	8%	.	5%	.	.
	Strongly Disagree	6%	.	.	.	.	.	.	.	.	.	.
	Disagree	.	.	.	.	.	.	.	.	5%	12%	3%
	Agree	13%	13%	33%	35%	38%	25%	25%	100%	41%	18%	30%
I have more conversations with students, that I may not otherwise have had, about the way they are thinking and learning.	Strongly Agree	81%	88%	67%	65%	54%	75%	67%	.	50%	71%	67%
	Neutral	.	.	4%	.	15%	8%	25%	.	14%	.	3%
	Strongly Disagree	6%	.	.	.	.	.	.	.	.	.	.
	Disagree	.	.	.	6%	31%	.	.	.	5%	6%	17%
I have a deeper understanding of what indicates success for my students in the area of my inquiry.	Agree	38%	75%	25%	29%	54%	33%	33%	100%	55%	41%	30%
	Strongly Agree	56%	25%	71%	65%	.	58%	42%	.	27%	53%	50%
	Neutral	6%	.	.	.	15%	.	.	.	5%	.	.
	Strongly Disagree	6%	.	.	.	.	.	.	.	.	.	.
I have shifted my instruction based on what I am learning about my students through inquiry.	Disagree	.	.	.	.	.	8%	.	.	.	6%	3%
	Agree	19%	38%	29%	13%	62%	17%	17%	100%	55%	41%	37%
	Strongly Agree	69%	63%	71%	88%	23%	75%	83%	.	41%	53%	60%
	Neutral	6%	.	.	.	15%	8%	.	.	5%	6%	.
I am more confident in surfacing uncertainties about my practice with colleagues.	Strongly Disagree	6%	.	.	.	.	.	.	.	.	.	.
	Disagree	.	.	.	.	8%	.	.	.	5%	6%	3%
	Agree	31%	38%	21%	24%	46%	17%	33%	.	64%	35%	33%
	Strongly Agree	56%	63%	79%	76%	31%	75%	67%	100%	27%	53%	63%
I am more confident in my ability to collect student-level data that is meaningful and informs my instructional decisions.	Neutral	.	13%	8%	12%	8%	8%	17%	.	14%	.	3%
	Strongly Disagree	6%	.	4%	.	.	.	.	.	.	6%	3%
	Disagree	.	.	.	.	.	.	.	.	5%	13%	3%
	Agree	38%	25%	50%	35%	46%	17%	33%	100%	32%	38%	40%
I am more confident in my ability to use student-level data to recognize student progress towards a learning goal.	Strongly Agree	56%	63%	38%	53%	46%	75%	50%	.	50%	44%	50%
	Neutral	.	.	.	.	15%	.	8%	.	18%	.	7%
	Strongly Disagree	6%	.	.	.	.	.	.	.	.	.	.
	Disagree	.	.	.	.	15%	17%	.	.	9%	12%	7%
I am more confident using student-level data to make instructional decisions.	Agree	38%	38%	42%	41%	69%	17%	67%	.	50%	53%	37%
	Strongly Agree	56%	63%	58%	59%	.	67%	25%	100%	23%	35%	50%
	Neutral	.	.	.	.	23%	8%	8%	.	5%	.	7%
	Strongly Disagree	6%	.	.	.	.	.	.	.	.	.	.
I am more confident in my ability to recognize student strengths in the data.	Disagree	.	.	.	.	8%	.	.	.	5%	6%	7%
	Agree	38%	38%	42%	29%	69%	33%	67%	.	64%	50%	40%
	Strongly Agree	56%	63%	58%	71%	.	58%	25%	100%	27%	44%	47%
	Neutral	.	.	.	.	38%	.	17%	.	9%	6%	3%
I am more confident in my ability to recognize student strengths in the data.	Strongly Disagree	6%	.	.	.	.	.	.	.	.	.	.
	Disagree	.	.	.	.	8%	.	.	.	9%	6%	.
	Agree	44%	29%	33%	29%	38%	42%	25%	.	59%	41%	40%
	Strongly Agree	50%	71%	67%	71%	15%	58%	58%	100%	23%	47%	57%
I am more confident in my ability to recognize student strengths in the data.	Neutral	6%	13%	.	.	31%	8%	8%	.	5%	.	3%
	Strongly Disagree	6%	.	.	.	.	.	.	.	.	.	.
	Disagree	.	.	.	.	.	.	.	.	.	6%	.
	Agree	63%	50%	46%	13%	54%	33%	33%	.	68%	35%	37%

Table 5. Mills Teacher Scholars Post Survey - Responses by Demographics

									Ethnicity			
		Mt Eden High School	OUSD Computer Science	OUSD Newcomer	OUSD SEL	Oakland Tech	Rosa Parks	San Lorenzo	American Indian	Asian	Black	Hispanic
I feel more comfortable receiving questions and feedback from colleagues that challenge my current thinking/ideas.	Strongly Agree	25%	38%	54%	88%	15%	58%	58%	100%	27%	59%	60%
	Neutral	.	.	.	.	31%	.	8%	.	.	.	7%
	Strongly Disagree	6%	13%	4%	.	.	.	.	.	.	6%	3%
	Disagree	6%	.	.	.	15%	.	.	.	5%	.	3%
	Agree	19%	38%	33%	18%	31%	17%	33%	.	41%	41%	27%
I feel more comfortable supportively challenging my colleagues thinking in our small group discussions.	Strongly Agree	69%	50%	63%	82%	23%	83%	58%	100%	55%	53%	60%
	Neutral	.	.	13%	.	8%	8%	8%	.	14%	.	7%
	Strongly Disagree	6%	.	.	.	.	.	.	.	.	.	3%
	Disagree	6%	.	.	6%	8%	.	.	.	.	.	3%
	Agree	31%	50%	42%	53%	77%	33%	33%	.	50%	71%	43%
I feel teacher collaboration is more valued and supported at my school site.	Strongly Agree	56%	50%	46%	41%	8%	58%	58%	100%	36%	29%	43%
	Neutral	6%	.	.	.	15%	.	.	.	11%	14%	19%
	Strongly Disagree	13%	.	.	.	.	.	.	.	.	.	5%
	Disagree	19%	.	.	.	8%	8%	.	.	22%	7%	5%
	Agree	31%	.	.	.	46%	17%	.	.	44%	14%	52%
There is greater sense of safety with sharing student data that reflect challenges to our work.	Strongly Agree	31%	.	.	.	31%	75%	.	.	22%	64%	19%
	Neutral	7%	.	.	.	31%	.	.	.	28%	7%	19%
	Disagree	13%	.	.	.	8%	8%	.	.	11%	.	5%
	Agree	47%	.	.	.	46%	50%	.	.	44%	64%	67%
	Strongly Agree	33%	.	.	.	15%	42%	.	.	17%	29%	10%
There is a greater emphasis on understanding student thinking.	Neutral	7%	.	.	.	23%	.	.	.	22%	.	14%
	Disagree	20%	.	.	.	.	8%	.	.	6%	.	14%
	Agree	40%	.	.	.	46%	25%	.	.	39%	43%	43%
	Strongly Agree	33%	.	.	.	31%	67%	.	.	33%	57%	29%
	Strongly Agree	38%	.	.	.	15%	42%	.	.	22%	43%	14%
Student work is more frequently used to help guide our instructional decisions.	Neutral	6%	.	.	.	38%	.	.	.	28%	.	29%
	Disagree	25%	.	.	.	.	8%	.	.	6%	.	10%
	Agree	31%	.	.	.	46%	50%	.	.	44%	57%	48%
	Strongly Agree	38%	.	.	.	15%	42%	.	.	22%	43%	14%
	Strongly Agree	38%	.	.	.	15%	42%	.	.	22%	43%	14%
There is a continuous focus to deepen our understanding of the content that we teach.	Neutral	6%	.	.	.	38%	.	.	.	6%	.	5%
	Strongly Disagree	.	.	.	.	.	.	.	.	.	7%	.
	Disagree	13%	.	.	.	.	8%	.	.	6%	.	5%
	Agree	31%	.	.	.	46%	25%	.	.	56%	64%	62%
	Strongly Agree	50%	.	.	.	15%	67%	.	.	33%	29%	29%
There is more support around implementing and refining various instructional practices.	Neutral	.	.	.	.	31%	8%	.	.	11%	.	10%
	Strongly Disagree	.	.	.	.	.	.	.	.	.	7%	.
	Disagree	19%	.	.	.	8%	17%	.	.	11%	.	29%
	Agree	31%	.	.	.	46%	42%	.	.	50%	79%	52%
	Strongly Agree	50%	.	.	.	15%	33%	.	.	28%	14%	10%
Focal Student A	No Growth	.	13%	.	.	31%	8%	8%	.	14%	12%	7%
	Moderate	81%	88%	52%	65%	69%	50%	58%	100%	73%	76%	57%
	Substantial	19%	.	48%	35%	.	42%	33%	.	14%	12%	37%
Focal Student B	No Growth	.	13%	.	6%	23%	9%	.	.	9%	6%	7%
	Moderate	75%	88%	62%	65%	69%	45%	73%	100%	82%	75%	48%
	Substantial	25%	.	38%	29%	8%	45%	27%	.	9%	19%	44%

Table 5. Mills Teacher Scholars Post Survey - Responses by Demographics

									Ethnicity			
		Mt Eden High School	OUSD Computer Science	OUSD Newcomer	OUSD SEL	Oakland Tech	Rosa Parks	San Lorenzo	American Indian	Asian	Black	Hispanic
I plan to continue in the teaching profession next year.	Neutral	.	13%	4%	6%	.	.	8%	.	.	6%	3%
	Strongly Disagree	6%	.	8%	12%	8%	.	.	.	.	6%	7%
	Disagree	.	.	.	.	.	8%	.	.	5%	.	7%
	Agree	19%	25%	25%	18%	15%	17%	8%	.	23%	24%	17%
My experience from the Mills Teacher Scholars Program has increased my overall satisfaction in the teaching profession.	Strongly Agree	75%	63%	63%	65%	77%	75%	83%	100%	73%	65%	67%
	Neutral	.	25%	13%	.	31%	.	.	.	18%	29%	10%
	Strongly Disagree	6%	.	8%	.	.	.	.	.	.	6%	7%
	Disagree	.	.	4%	.	.	.	.	.	5%	.	3%
I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	Agree	31%	38%	38%	12%	62%	33%	83%	.	41%	18%	30%
	Strongly Agree	63%	38%	38%	88%	8%	67%	17%	100%	36%	47%	50%
	Neutral	.	.	.	.	75%	.	.	.	50%	.	17%
	Strongly Disagree	50%	.	.	.	25%	.	.	.	.	.	.
My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	Disagree	50%	.	.	.	.	.	.	.	.	.	.
	Agree	.	.	.	.	50%	.	.	.	.	.	67%
	Strongly Agree	.	.	.	.	50%	.	.	.	50%	100%	17%
	Neutral	.	.	.	.	50%	.	.	.	.	.	33%
My administrator values growing a professional learning community.	Strongly Disagree	.	.	.	.	.	.	.	.	.	.	.
	Disagree	100%	.	.	.	25%	.	.	.	50%	.	.
	Agree	.	.	.	.	25%	.	.	.	.	.	50%
	Strongly Agree	.	.	.	.	.	100%	.	.	50%	100%	17%
My administrator meaningfully engages in and values my learning about leading my colleagues.	Neutral	.	.	.	.	75%	.	.	.	.	.	17%
	Strongly Disagree	25%	.	.	.	.	.	.	.	.	.	.
	Disagree	50%	.	.	.	25%	.	.	.	.	.	.
	Agree	.	.	.	.	.	.	.	.	.	.	33%
As a result of my participation in this program my confidence to have conversations with my administrator on designing teacher learning for the site has increased.	Strongly Agree	.	.	.	.	.	100%	.	.	50%	100%	50%
	Neutral	.	.	.	.	75%	.	.	.	.	.	33%
	Strongly Disagree	25%	.	.	.	.	.	.	.	.	.	.
	Disagree	25%	.	.	.	25%	.	.	.	50%	.	.
As a result of my participation in this program I have increased my capacity to support and coach my colleagues inquiry work.	Agree	.	.	.	.	.	.	.	.	.	.	50%
	Strongly Agree	50%	.	.	.	.	100%	.	.	50%	100%	33%
	Neutral	.	.	.	.	25%	.	.	.	50%	.	33%
As a result of my participation in this program I am more confident with using classroom data to support my colleagues instructional practice.	Agree	25%	.	.	.	75%	.	.	.	.	100%	33%
	Strongly Agree	75%	.	.	.	.	100%	.	.	50%	.	33%
	Neutral	25%	.	.	.	50%	.	.	.	50%	.	17%
As a result of my participation in this program I am more confident in my ability to provide authentic thinking spaces for my colleagues.	Disagree	.	.	.	.	.	.	.	.	.	.	.
	Agree	.	.	.	.	50%	50%	.	.	.	.	50%
	Strongly Agree	75%	.	.	.	.	50%	.	.	50%	100%	33%
As a result of my participation in this program I have increased my capacity to support and coach my colleagues inquiry work.	Neutral	.	.	.	.	33%	.	.	.	.	.	17%
	Agree	25%	.	.	.	67%	.	.	.	50%	.	33%
	Strongly Agree	75%	.	.	.	.	100%	.	.	50%	100%	50%

Table 5. Mills Teacher Scholars Post Survey - Responses by Demographics

					Yrs Teaching			Yrs Mills Scholar			Tchr Ldr				
		Nat.Hawaiian/Pac. Islander	Other	White	6-10 years	<5 years	>10 years	1-2 years	3-4 years	>4 years	No	Yes	1-2 years	3-4 years	>4 years
I have more conversations, that I may not otherwise have had, with colleagues about my uncertainties, questions, and insights.	Neutral	.	.	6%	6%	1%	4%	5%	.	.	4%	3%	3%	.	.
	Strongly Disagree	.	.	1%	.	.	1%	1%	.	.	0%	.	.	.	.
	Disagree	.	3%	1%	.	3%	4%	3%	2%	7%	3%	3%	3%	.	.
	Agree	33%	55%	32%	30%	36%	36%	36%	36%	14%	36%	26%	33%	.	.
	Strongly Agree	67%	41%	60%	65%	59%	55%	56%	62%	79%	56%	69%	60%	100%	100%
I have more conversations with students, that I may not otherwise have had, about the way they are thinking and learning.	Neutral	.	3%	9%	7%	5%	8%	9%	.	.	7%	8%	10%	.	.
	Strongly Disagree	17%	.	2%	4%	1%	1%	2%	.	.	2%	.	.	.	.
	Disagree	.	14%	8%	7%	11%	8%	10%	7%	.	9%	8%	10%	.	.
	Agree	50%	52%	43%	43%	51%	39%	45%	40%	36%	45%	33%	37%	25%	.
	Strongly Agree	33%	31%	38%	39%	31%	43%	34%	52%	64%	36%	51%	43%	75%	100%
I have a deeper understanding of what indicates success for my students in the area of my inquiry.	Neutral	.	.	5%	2%	1%	5%	4%	.	.	3%	3%	3%	.	.
	Strongly Disagree	.	.	1%	.	1%	1%	1%	.	.	1%	.	.	.	.
	Disagree	.	3%	4%	4%	1%	5%	4%	5%	.	4%	.	.	.	.
	Agree	67%	52%	38%	33%	52%	40%	45%	37%	14%	43%	38%	43%	.	.
	Strongly Agree	33%	45%	51%	61%	44%	49%	46%	59%	86%	49%	59%	53%	100%	100%
I have shifted my instruction based on what I am learning about my students through inquiry.	Neutral	.	3%	5%	.	3%	7%	5%	.	.	5%	.	.	.	.
	Strongly Disagree	.	.	1%	.	.	1%	1%	.	.	0%	.	.	.	.
	Disagree	.	.	5%	6%	1%	5%	5%	.	.	5%	.	.	.	.
	Agree	67%	48%	36%	35%	43%	40%	41%	40%	21%	42%	31%	33%	.	.
	Strongly Agree	33%	48%	54%	59%	53%	48%	48%	60%	79%	48%	69%	67%	100%	100%
I am more confident in surfacing uncertainties about my practice with colleagues.	Neutral	17%	10%	12%	13%	7%	11%	13%	2%	.	11%	5%	7%	.	.
	Strongly Disagree	.	.	1%	.	.	3%	2%	.	.	1%	.	.	.	.
	Disagree	.	3%	6%	4%	4%	7%	5%	7%	.	6%	.	.	.	.
	Agree	50%	55%	38%	33%	45%	41%	43%	36%	15%	43%	26%	30%	.	.
	Strongly Agree	33%	31%	43%	50%	45%	39%	38%	55%	85%	38%	69%	63%	100%	100%
I am more confident in my ability to collect student-level data that is meaningful and informs my instructional decisions.	Neutral	.	7%	9%	7%	11%	8%	10%	5%	.	9%	5%	7%	.	.
	Strongly Disagree	.	.	1%	2%	.	1%	1%	.	.	1%	.	.	.	.
	Disagree	.	3%	8%	6%	9%	8%	7%	12%	.	9%	3%	3%	.	.
	Agree	67%	62%	46%	48%	47%	48%	52%	33%	36%	48%	49%	53%	.	50%
	Strongly Agree	33%	28%	35%	37%	32%	36%	30%	50%	64%	33%	44%	37%	100%	50%
I am more confident in my ability to use student-level data to recognize student progress towards a learning goal.	Neutral	.	10%	10%	7%	8%	8%	9%	5%	.	9%	5%	7%	.	.
	Strongly Disagree	.	.	1%	2%	.	1%	1%	.	.	1%	.	.	.	.
	Disagree	17%	3%	6%	4%	5%	7%	6%	5%	.	6%	3%	.	.	.
	Agree	50%	48%	45%	48%	47%	46%	51%	36%	29%	48%	44%	53%	.	.
	Strongly Agree	33%	38%	38%	39%	39%	38%	32%	55%	71%	37%	49%	40%	100%	100%
I am more confident using student-level data to make instructional decisions.	Neutral	17%	17%	10%	9%	7%	12%	12%	5%	.	11%	5%	7%	.	.
	Strongly Disagree	.	.	1%	2%	.	1%	1%	.	.	1%	.	.	.	.
	Disagree	.	3%	7%	4%	8%	5%	6%	7%	.	6%	3%	.	.	.
	Agree	50%	38%	42%	44%	46%	40%	46%	33%	29%	43%	41%	50%	.	.
	Strongly Agree	33%	41%	39%	41%	39%	42%	36%	55%	71%	39%	51%	43%	100%	100%
I am more confident in my ability to recognize student strengths in the data.	Neutral	17%	3%	11%	7%	5%	9%	9%	2%	.	8%	5%	7%	.	.
	Strongly Disagree	.	.	1%	2%	.	1%	1%	.	.	1%	.	.	.	.
	Disagree	.	.	7%	4%	4%	5%	5%	5%	.	5%	.	.	.	.
	Agree	50%	62%	46%	48%	51%	47%	51%	43%	21%	48%	51%	57%	25%	.
	Strongly Agree	33%	31%	43%	50%	45%	39%	38%	55%	85%	38%	69%	63%	100%	100%

Table 5. Mills Teacher Scholars Post Survey - Responses by Demographics

					Yrs Teaching			Yrs Mills Scholar			Tchr Ldr				
		Nat.Hawaiian/Pac. Islander	Other	White	6-10 years	<5 years	>10 years	1-2 years	3-4 years	>4 years	No	Yes	1-2 years	3-4 years	>4 years
I feel more comfortable receiving questions and feedback from colleagues that challenge my current thinking/ideas.	Strongly Agree	33%	34%	35%	39%	40%	38%	34%	50%	79%	38%	44%	37%	75%	100%
	Neutral	17%	3%	9%	4%	4%	10%	8%	2%	.	6%	10%	13%	.	.
	Strongly Disagree	.	.	1%	.	.	3%	2%	.	.	2%	.	.	.	.
	Disagree	.	.	6%	6%	3%	4%	5%	2%	.	4%	3%	3%	.	.
	Agree	17%	59%	38%	37%	45%	37%	42%	36%	14%	41%	28%	37%	.	.
I feel more comfortable supportively challenging my colleagues thinking in our small group discussions.	Strongly Agree	67%	38%	45%	54%	49%	46%	43%	60%	86%	46%	59%	47%	100%	100%
	Neutral	.	17%	8%	6%	7%	11%	9%	5%	7%	9%	8%	7%	25%	.
	Strongly Disagree	.	.	1%	.	.	2%	1%	.	.	1%	.	.	.	.
	Disagree	.	3%	7%	2%	9%	3%	6%	2%	.	5%	3%	3%	.	.
	Agree	33%	59%	50%	54%	53%	48%	53%	48%	29%	52%	46%	53%	.	50%
I feel teacher collaboration is more valued and supported at my school site.	Strongly Agree	67%	21%	35%	39%	31%	36%	31%	45%	64%	33%	44%	37%	75%	50%
	Neutral	.	10%	11%	11%	8%	14%	12%	14%	8%	9%	21%	23%	25%	.
	Strongly Disagree	.	.	2%	3%	.	2%	2%	.	.	1%	5%	7%	.	.
	Disagree	.	10%	11%	14%	12%	9%	12%	8%	.	12%	5%	7%	.	.
	Agree	33%	48%	40%	41%	52%	35%	43%	39%	17%	46%	21%	27%	.	.
There is greater sense of safety with sharing student data that reflect challenges to our work.	Strongly Agree	67%	33%	36%	32%	29%	40%	31%	39%	75%	32%	49%	37%	75%	100%
	Neutral	.	14%	23%	19%	17%	22%	22%	17%	8%	21%	15%	20%	.	.
	Disagree	.	5%	9%	8%	4%	9%	8%	8%	.	7%	8%	10%	.	.
	Agree	67%	57%	42%	43%	56%	48%	51%	47%	33%	50%	49%	50%	50%	50%
	Strongly Agree	33%	24%	25%	30%	23%	21%	19%	28%	58%	22%	28%	20%	50%	50%
There is a greater emphasis on understanding student thinking.	Strongly Agree	33%	24%	25%	30%	23%	21%	19%	28%	58%	22%	28%	20%	50%	50%
	Neutral	.	.	17%	16%	15%	11%	16%	8%	.	15%	8%	10%	.	.
	Disagree	.	5%	9%	8%	4%	10%	9%	3%	8%	9%	5%	7%	.	.
	Agree	67%	71%	43%	49%	44%	47%	46%	53%	33%	49%	38%	40%	25%	50%
	Strongly Agree	33%	24%	30%	27%	37%	31%	28%	36%	58%	27%	49%	43%	75%	50%
Student work is more frequently used to help guide our instructional decisions.	Strongly Agree	17%	19%	25%	25%	21%	24%	20%	28%	50%	22%	31%	23%	50%	50%
	Neutral	.	10%	20%	17%	21%	17%	20%	14%	8%	20%	13%	13%	25%	.
	Disagree	.	5%	12%	14%	6%	9%	9%	8%	8%	9%	10%	13%	.	.
	Agree	83%	67%	43%	44%	52%	49%	50%	50%	33%	50%	46%	50%	25%	50%
	Strongly Agree	17%	19%	25%	25%	21%	24%	20%	28%	50%	22%	31%	23%	50%	50%
There is a continuous focus to deepen our understanding of the content that we teach.	Strongly Agree	50%	24%	28%	32%	25%	30%	27%	36%	33%	28%	33%	30%	25%	50%
	Neutral	17%	.	18%	11%	13%	13%	15%	6%	8%	13%	13%	13%	.	50%
	Strongly Disagree	.	.	.	.	.	1%	1%	.	.	1%	.	.	.	.
	Disagree	.	19%	10%	19%	8%	12%	12%	17%	8%	14%	8%	10%	.	.
	Agree	50%	57%	42%	46%	58%	45%	50%	47%	42%	50%	46%	53%	50%	.
There is more support around implementing and refining various instructional practices.	Strongly Agree	33%	24%	29%	24%	21%	28%	22%	31%	42%	23%	33%	23%	50%	50%
	Neutral	17%	.	18%	11%	13%	13%	15%	6%	8%	13%	13%	13%	.	50%
	Strongly Disagree	.	.	.	.	.	1%	1%	.	.	1%	.	.	.	.
	Disagree	.	19%	10%	19%	8%	12%	12%	17%	8%	14%	8%	10%	.	.
	Agree	50%	57%	42%	46%	58%	45%	50%	47%	42%	50%	46%	53%	50%	.
Focal Student A	No Growth	17%	.	6%	9%	10%	3%	7%	2%	7%	6%	10%	7%	25%	.
	Moderate	50%	82%	71%	70%	70%	71%	69%	81%	64%	70%	72%	77%	75%	.
	Substantial	33%	18%	23%	20%	21%	25%	24%	17%	29%	24%	18%	17%	.	100%
Focal Student B	No Growth	.	4%	6%	10%	10%	2%	7%	2%	7%	5%	11%	10%	.	.
	Moderate	83%	74%	71%	75%	68%	70%	71%	76%	50%	72%	63%	72%	50%	.
	Substantial	17%	22%	23%	16%	22%	28%	22%	22%	43%	23%	26%	17%	50%	100%

Table 5. Mills Teacher Scholars Post Survey - Responses by Demographics

					Yrs Teaching			Yrs Mills Scholar			Tchr Ldr				
		Nat.Hawaiian/Pac. Islander	Other	White	6-10 years	<5 years	>10 years	1-2 years	3-4 years	>4 years	No	Yes	1-2 years	3-4 years	>4 years
I plan to continue in the teaching profession next year.	Neutral	.	10%	1%	2%	3%	3%	2%	5%	.	3%
	Strongly Disagree	.	3%	4%	2%	5%	4%	5%	.	.	4%	3%	3%	.	.
	Disagree	.	.	1%	2%	1%	2%	1%	2%	7%	1%	3%	3%	.	.
	Agree	50%	34%	21%	33%	20%	20%	24%	19%	21%	24%	18%	20%	.	.
	Strongly Agree	50%	52%	73%	61%	70%	72%	68%	74%	71%	67%	77%	73%	100%	100%
My experience from the Mills Teacher Scholars Program has increased my overall satisfaction in the teaching profession.	Neutral	17%	21%	14%	19%	12%	17%	19%	5%	.	17%	8%	10%	.	.
	Strongly Disagree	.	3%	1%	.	.	5%	3%	2%	.	3%
	Disagree	.	3%	5%	4%	3%	5%	5%	2%	.	4%	3%	3%	.	.
	Agree	67%	48%	43%	39%	49%	37%	43%	36%	29%	42%	36%	40%	25%	.
	Strongly Agree	17%	24%	36%	39%	36%	37%	31%	55%	71%	34%	54%	47%	75%	100%
I am satisfied with my principals engagement in the construction of a vision for the collaborative inquiry.	Neutral	.	.	8%	18%	33%	.	18%	.	.	11%	13%	.	.	
	Strongly Disagree	.	.	15%	18%	17%	5%	9%	33%	.	11%	13%	.	.	
	Disagree	.	100%	19%	18%	.	21%	14%	33%	13%	17%	17%	25%	.	
	Agree	.	.	23%	18%	50%	26%	27%	.	50%	28%	27%	50%	.	
	Strongly Agree	.	.	35%	27%	.	47%	32%	33%	38%	33%	30%	25%	100%	
My administrator has personally expressed excitement and encouragement to me about my leadership of inquiry work.	Neutral	.	.	4%	9%	33%	.	9%	.	13%	8%	7%	25%	.	
	Strongly Disagree	.	.	8%	.	.	11%	.	33%	.	6%	7%	.	.	
	Disagree	.	.	23%	36%	17%	11%	23%	17%	13%	19%	23%	.	.	
	Agree	.	100%	27%	27%	50%	26%	41%	17%	13%	31%	37%	.	.	
	Strongly Agree	.	.	38%	27%	.	53%	27%	33%	63%	36%	27%	75%	100%	
My administrator values growing a professional learning community.	Neutral	.	.	12%	9%	33%	5%	14%	17%	.	11%	13%	.	.	
	Strongly Disagree	.	.	12%	9%	.	11%	5%	17%	13%	8%	7%	.	50%	
	Disagree	.	.	12%	18%	17%	.	9%	17%	.	8%	10%	.	.	
	Agree	.	100%	19%	18%	50%	21%	36%	17%	.	25%	30%	.	.	
	Strongly Agree	.	.	46%	45%	.	63%	36%	33%	88%	47%	40%	100%	50%	
My administrator meaningfully engages in and values my learning about leading my colleagues.	Neutral	.	.	8%	18%	33%	.	18%	.	.	11%	13%	.	.	
	Strongly Disagree	.	.	19%	18%	.	16%	5%	50%	13%	14%	13%	25%	.	
	Disagree	.	.	15%	9%	33%	5%	18%	.	.	11%	13%	.	.	
	Agree	.	100%	19%	9%	33%	26%	32%	17%	.	22%	27%	.	.	
	Strongly Agree	.	.	38%	45%	.	53%	27%	33%	88%	42%	33%	75%	100%	
As a result of my participation in this program my confidence to have conversations with my administrator on designing teacher learning for the site has increased.	Neutral	.	.	23%	18%	50%	16%	27%	.	25%	22%	23%	25%	.	
	Strongly Disagree	.	.	8%	9%	.	5%	5%	17%	.	6%	7%	.	.	
	Disagree	.	.	12%	18%	17%	5%	14%	17%	.	11%	13%	.	.	
	Agree	.	100%	19%	18%	33%	26%	32%	17%	13%	25%	30%	.	.	
	Strongly Agree	.	.	38%	36%	.	47%	23%	50%	63%	36%	27%	75%	100%	
As a result of my participation in this program I have increased my capacity to support and coach my colleagues inquiry work.	Neutral	.	.	4%	9%	50%	.	18%	.	.	11%	13%	.	.	
	Agree	.	100%	54%	27%	50%	63%	64%	50%	13%	50%	60%	.	.	
	Strongly Agree	.	.	42%	64%	.	37%	18%	50%	88%	39%	27%	100%	100%	
As a result of my participation in this program I am more confident with using classroom data to support my colleagues instructional practice.	Neutral	.	.	8%	27%	17%	.	18%	.	.	11%	13%	.	.	
	Disagree	.	.	4%	.	.	5%	5%	.	.	3%	3%	.	.	
	Agree	.	100%	46%	18%	83%	47%	45%	50%	38%	44%	50%	25%	.	
	Strongly Agree	.	.	42%	55%	.	47%	32%	50%	63%	42%	33%	75%	100%	
As a result of my participation in this program I am more confident in my ability to provide authentic thinking spaces for my colleagues.	Neutral	.	.	4%	.	20%	5%	10%	.	.	6%	7%	.	.	
	Agree	.	100%	48%	45%	60%	42%	57%	33%	25%	46%	55%	.	.	
	Strongly Agree	.	.	48%	55%	20%	53%	33%	67%	75%	49%	38%	100%	100%	