

2005-2021 Yale National Initiative Fellow Questionnaire Results

Overview

Annual data collected by the Yale National Initiative now constitute a rich record of participants' experiences.

The Yale National Initiative has since 2005 required participating teachers (National Fellows) to complete a questionnaire at the end of their seminar. Prior to 2014, National Fellows completed the questionnaire on paper. Starting in 2014, the National Fellow questionnaire was expanded and administered online using Qualtrics. The emphasis in education on deeper learning, Common Core Standards, and school improvement led to the expansion of teaching and learning strategies examined and the addition of school context questions. A desire to understand how the Teacher Institute fits with other teacher professional development opportunities at Fellows' schools led to the addition of questions about the availability of professional development opportunities at Fellows' Schools and their receipt of other professional development.

For a core set of questions, Fellow questionnaire data are available for more than 15 years (2005-2021). For an additional set of questions added in 2014, data are now available for eight years (2014-2021). References to Fellows throughout the report include the dates to which the findings pertain.

The Yale National Initiative typically brings participating teachers to the Yale University campus for an Organizational Session in May and for a two-week Intensive Session in July. In 2020 and 2021, because of the COVID-19 pandemic, both the Organizational Session and Intensive Session were conducted online. The Fellow questionnaire administered in 2020 remained largely the same, but some questions were altered to refer to teachers' school context prior to the pandemic and a couple new essay questions were added to learn about the Fellows' experiences in the online program. In 2021, several school context questions were omitted due to pandemic-related disruptions in schools. In the summary of findings following this overview, omissions in 2021 and differences in findings in 2020 that may reflect the shift to online seminars are noted.

This document presents tabulations of these longitudinal data to serve as a reference document and foundation for future summary reports on important topics. The unit of analysis is the Fellow-seminar combination; that is, individual National Fellows are represented in the data each time they participated in a seminar. Altogether, the data include 987 Fellow-seminar combinations.

During the 17-year period from 2005 through 2021, 572 different teachers have participated in the Yale National Initiative once or more. All National Fellows completed a questionnaire about their experiences each time they participated. Individual National Fellows participated in 1 to 15 seminars between 2005 and 2021. Two thirds of the 2005-2021 National Fellows (65%) participated once, nearly one fifth (18%) participated twice, and 17% participated more than twice. A few Fellows have participated many times; these Fellows are leaders from existing and developing local Teachers Institutes who also have leadership roles in the Yale National Initiative.

The questionnaire results are presented in two ways: (1) aggregated findings across all years, and (2) findings disaggregated by year. In both cases, for simplicity, the discussion refers to Fellows, but it should be kept in mind that in the aggregated findings, repeating Fellows are represented each time they participated in a seminar. In sensitivity analyses conducted in 2020, we determined that alternate approaches that include each Fellow only once in the aggregated analyses yield very similar findings. Details of these sensitivity analyses are included in the appendix to this report.