

Field Guide

#5: CHECKING THE PULSE

Ultimately, the whole internalization, where almost unconsciously, you don't even realize that you have now adopted this whole body of knowledge into your mind, into your being, into your work process. Made it a part of how you think and how you work.

Melvin L. Musick, California
Enduring Communities Five-State Convening
October 6–7, 2006

Talking to someone helps.

Billy Allen, Arizona
National Institute for Educators
July 18–21, 2007

It is important to set up mechanisms for formal feedback while informally touching bases with project partners and stakeholders throughout the course of the project. These feedback mechanisms provide the project partners and stakeholders a voice—so the importance of seeking and listening to this feedback cannot be emphasized enough. Even if the feedback comes too late to be incorporated into the current project, constructive comments can be used when planning future projects.

- Establish formal feedback loops, including stakeholder surveys

Sample Documents

- 5-1 Assessment of Project Partnership Structure and Process
 - 5-2 Survey for National Institute for Educators
 - 5-3 Curriculum Field Testing by Classroom Teachers
 - 5-3.a Educator Field Test Survey #1
 - 5-3.b Educator Field Test Survey #2
 - 5-3.c Educator Field Test Survey #3
 - 5-4 National Conference Evaluation Form
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- Take advantage of informal feedback loops, using social and political capital wisely
 - Recognize that feedback is sometimes found in unlikely places and from unlikely sources
 - Gauge how the group is feeling
 - Create a blog, discussion group, or listserve for the project
 - Don't panic if something unexpected occurs
 - Be honest, but do not overshare
 - Review the project goals
 - Reach out for help
 - Don't take it personally



ASSESSMENT OF PROJECT PARTNERSHIP STRUCTURE AND PROCESS
(Final Draft as of October 16, 2007)Purpose of Interim Interviews by Project Evaluator

- 1) To document current progress and pace of project;
- 2) To document current lessons learned as a “snapshot” to be reviewed at time of final evaluation

Original Design

1. How did you learn about the *Enduring Communities* initiative? What was the substance of your early conversations with the National Museum? What were the general expectations with which the partnership was launched, as you recall them?
2. How has the actual activity differed, if it has? From the National Museum’s perspective, if you’re aware of it?
3. How does this project relate to your institution’s mission? Has it been a good “fit”? Have you had to make any adjustments to your original goals?
4. What were the complementary objectives you and the National Museum both held, as you saw them? What are the mechanisms you established to help focus on them?
5. Have you experienced any “cultural differences?” (Institutional, geographical, specialty/discipline, ethnic, etc.) Have they created opportunities or obstacles? If so, how are you addressing them?
6. Is there anything in the original concept and design that you would alter if you had the opportunity?

Roles and Relationships

7. What role have you personally played in conceptualizing and/or implementing the initiative?
8. How well have you and the National Museum collaborated in developing the educational materials, and outreach to the community? Are there documents that articulate roles and relationships?
9. Where, if anywhere, have problems of authority or responsibility arisen?



10. Within your state, have you developed a formal or informal advisory group for this project? If so, is this group helpful? How did you determine who was part of this group?
11. Is there anything in the roles and relationships as originally conceived that you would change if you had the opportunity?

Implementation

12. Please describe the communications systems on which you are relying in developing activities – those with whom you are communicating and the means you are using. Are there challenges?
13. How is mutual consultation (input) being handled? Review of draft curriculum? Has the time for your review been adequate?
14. What opportunities are you seeing for real collaboration – i. e., shared development of ideas and materials?
15. Is there anything about the implementation process that you would change right now if you had the opportunity?

Other

16. How would you describe your approach to building a “community of understanding” on the issues being explored by *Enduring Communities*? Does it differ from that of the National Museum? If so, how are you handling that? How are you seeking to build a constituency for public education on such issues? Are you and JANM in accord on that?
17. How do you think the partnership will affect the public’s ultimate understanding of the availability and relevance of the educational materials, if at all in both the long-term and the short-term?
18. How does this partnership compare with other joint projects, partnerships, and collaborations with which you have been involved?
19. Did you envisioning partnering as a learning process? If so, what did you hope to learn? What *are* you learning?
20. Is there anything else that you can add that might help strengthen the initiative in any way at this, its mid-point?

**Survey for National Institute for Educators
(Final Draft as of September 1, 2007)**

This survey is one of the tools used to collect data from you and other educators who participated in the Institute and the *Enduring Communities* project. Please share your candid thoughts about your participation. There are no correct, incorrect, or preferred responses to the questions on this survey. The survey is confidential. Your responses will inform three distinct processes: (1) the project evaluation; (2) internal decision-making at the National Museum; and (3) providing reports to the project's generous resource providers. Please be assured that the National Museum will not connect your comments to your identity for any promotional purpose. We ask that you send your responses directly to <EVALUATOR> at <EMAIL ADDRESS> by November 15, 2007.

- What is your reaction to having participated in the National Institute for Educators?
- What is your opinion of the protocol on sharing your curriculum and/or student work with your peers?
- What skills and knowledge do you now attribute to your participation in the Institute?
- Summarize what you are sharing with your friends and colleagues about your participation in the Institute.
- How do you plan to use your new knowledge with your students or others?
- How many students do you teach each year?
- What specific features of the Institute had the most effect on your experience?
- Would you like the National Museum to send a letter of commendation to your principal? Yes___ / No___

If yes, please include your name, your principal's name, position, and mailing address. Or, you can email this information to <TEACHER PROGRAM MANAGER> at <EMAIL ADDRESS>.

Please return this completed survey by November 15, 2007 to <NAME OF EVALUATOR> at <EMAIL ADDRESS>.

Thank you.

EDUCATOR FIELD TEST SURVEY #1 (Final Draft as of November 2007)

This survey is to be completed by the field-testing teacher prior to reviewing the unit.

This instrument is one of three assessment tools used to collect data from you in your role as a field-tester of a new unit. This unit is the product of a colleague from your state who is participating in the multi-year project, *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah*.

The project is collaboration between the Japanese American National Museum; Arizona State University's Asian Pacific America Studies Program; University of Colorado, Boulder; University of New Mexico; UTSA's Institute of Texan Cultures, and Davis School District, Utah. For more information about this multi-year project, please visit the website www.janm.org/projects/ec.

This initial—baseline—survey is for completion **before** you review the new unit, which should be **before** you conduct the field test. This document is confidential. Please be assured that no one will publish your responses or use your comments for any promotional purpose. Depending on the arrangements made during your selection, colleagues in your state may read your responses and comments before sending them to the project evaluator located in Los Angeles.

There are no correct, incorrect, or preferred responses to the ten statements below. Use the five point scale below to indicate to what extent you: Strongly Agree = 1, Agree = 2, Neutral = 3, Disagree = 4, or Strongly Disagree = 5 with each of the statements below. You may include additional comments on the back page.

1	2	3	4	5
		Neither		
		Agree Nor		
Strongly Agree	Agree	Disagree	Disagree	Strongly Disagree

Guidelines in my state emphasize the internalizing of learning by presenting materials that draw on the personal experiences of students.

1	2	3	4	5
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A unit based on the real life experience of Japanese Americans during World War II would be a valuable resource.

1	2	3	4	5
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A unit that is effective with students includes the use of visual aids to teach content.

1 2 3 4 5

I have sufficient content knowledge to teach my students about the Japanese American experience in World War II.

1 2 3 4 5

The learning of students is greater when their teachers increase their own learning.

1 2 3 4 5

The goals of an educator should include connecting historical events to the life experience of students.

1 2 3 4 5

The portrayal of minority groups in curricular materials has an influence on the thinking of students.

1 2 3 4 5

Intellectual freedom derives, in part, from the knowledge of the traditions of struggle, resistance, and achievement.

1 2 3 4 5

I have experience using essential questions as the organizing method to teach students.

1 2 3 4 5

I have experience field-testing new units with my students.

1 2 3 4 5

Additional Comments (please use the back of the page, if necessary):

Note: Within five days, please return this survey to the educator who recruited you to participate in the field test. THANK YOU!

EDUCATOR FIELD TEST SURVEY #2 (Final Draft as of November 2007)

This survey is to be completed by the field-testing teacher upon initial review of the unit.

This document is the second in a series of three surveys that we ask that you complete in your role as a field-tester of a new curricular unit developed for *Enduring Communities: The Japanese American Experience in Arizona, Colorado, New Mexico, Texas, and Utah*. If you have not completed Survey #1, please do so before completing this document. As you know, the unit that you are field-testing is the product of a colleague in your state. Each of the statements below deals with some aspect or a closely related issue of the curricular unit.

At this time, please review the unit before using it with your students. We would like you to share your candid thoughts about the appearance, content, and organization of the unit **before** you test it with your students. There are no correct, incorrect, or preferred responses to the questions below. The survey is confidential.

1. What date did you receive the field-test materials? _____
(Date)
2. Is the writing in the unit clear (readability)? Yes [] No []
3. Does an essential question guide the unit? Yes [] No []
4. Is the unit's content developmentally appropriate? Yes [] No []
5. Do you like the layout of the unit? Yes [] No []
6. Do you like the visuals that accompany the unit? Yes [] No [] N/A []
7. Does the unit reflect the use of primary sources? Yes [] No []
8. At this time, does the unit appear to be easy to use? Yes [] No []

9. At this time, are you satisfied with the way the unit is presented? Yes [] No []

10. What state do you teach in? _____

11. How many students do you teach per year? _____

12. What grade(s) do you teach? _____

13. Which class will you field-test this unit in? _____

14. What is the name of the unit you will be using? _____

15. Do you have other comments that you would like to share? Yes [] No []
If yes, please do so below and continue on to the back page.

Thank you!

Note: Within five days, please return this survey to the educator who recruited you to participate in the field test. THANK YOU!



EDUCATOR FIELD TEST SURVEY #3 (Final Draft as of November 2007)

This survey is to be completed by the field-testing teacher after teaching the unit.

This is the final assessment tool used to collect data from you in your role as a field-tester of a new curricular unit. Complete the survey soon after presenting the curricular unit to students in your class. Remember that this survey is confidential and that no one will publish your responses or make use of any comment that you provide for any promotional purpose. Depending on the arrangements made during your selection as a field-tester, colleagues in your state may read your responses before sending them to the project evaluator.

SECTION ONE

Class Name: _____ Grade level: _____

Date(s) presented: _____ Number of students: _____

Unit title: _____

SECTION TWO – You may include additional comments on the back page.

Describe student interaction & participation:

Summarize student feedback:

SECTION THREE

There are no correct, incorrect, or preferred responses to the ten statements below. Use the five point scale below to indicate to what extent you: Strongly Agree = 1, Agree = 2, Neutral = 3, Disagree = 4, or Strongly Disagree = 5 with each of the statements below. Include any additional comments on the back.

1	2	3	4	5
		Neither		
		Agree Nor		
Strongly Agree	Agree	Disagree	Disagree	Strongly Disagree

Students were aware that they are participating in a field test of the unit.

1	2	3	4	5
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The content of the curricular unit is fully developed.

1 2 3 4 5

Essential questions within the unit stimulated student learning.

1 2 3 4 5

The flow of student learning activities was consistent throughout the unit.

1 2 3 4 5

The unit effectively connects a historical event to the life experience of students.

1 2 3 4 5

Primary sources are evident throughout the unit.

1 2 3 4 5

Writing within the unit is clear.

1 2 3 4 5

There are no apparent inaccuracies in the content of the unit.

1 2 3 4 5

The unit meets state learning standards.

1 2 3 4 5

The unit requires the skill of an experienced educator to present it effectively.

1 2 3 4 5

SECTION FOUR – You may include additional comments on the back page.

Summarize the adjustments needed in the unit:

Describe your experience field-testing the unit:

May we contact you if we have any questions about your responses? If so, please provide your name, telephone number, and email below:

Rate your overall experience as a field-tester: **1** **2** **3** **4** **5**

Will you continue to use the unit with students? ☐ Yes ☐ No

Would you like the Japanese American National Museum to send your principal a thank you note for your participation in the field test? If so, please provide your name, your principal's name, and mailing address below:

Field testing Teacher Name:

Principal Name:

School Name:

School Address:

City/State/Zip:

Thank you!

Note: Within five days, please return this survey to the educator who recruited you to participate in the field test. THANK YOU!

2008 NATIONAL CONFERENCE EVALUATION FORM
(Final Draft as of July 6, 2008)

Thank you for participating in the conference! Please tell us about your experience.

1. What made you want to attend this conference? (check all that apply)

☐ topic ☐ visit Denver ☐ family reunion ☐ Amache Visit ☐ support Museum ☐ sessions/workshops
☐ learn more about the Japanese American story ☐ other _____

2. Which of the following were key conference highlights for you? (check all that apply)

☐ Amache Visit ☐ July 4 Program ☐ sessions/workshops ☐ Luncheon Program ☐ Dinner Program
☐ Youth Expo ☐ *Beyond the Call of Duty* Display ☐ Mini Media Festival ☐ Community Marketplace
☐ other _____

3. What were the three most memorable sessions that you attended? (please list)

a. Session Title: _____
Comments: _____

b. Session Title: _____
Comments: _____

c. Session Title: _____
Comments: _____

4. Please check the activities you attended and provide comments about what you liked/didn't like:

☐ Youth Expo: Comments _____

☐ Community Marketplace: Comments _____

☐ University of Denver Reception: Comments _____

☐ Yasui Exhibit: Comments _____

☐ U.S. Navy Language School Walking Tour: Comments _____

☐ National Archives Workshop: Comments _____

☐ Amache Camp Site Visit: Comments _____

5. What types of programs that help to share the Japanese American story would you be interested in attending?

☐ conferences ☐ exhibitions ☐ workshops ☐ lecture series ☐ on-line programs

6. Tell us about yourself:

National Museum Member: ☐ yes ☐ no State Traveled From: _____

Age Range: ☐ 6-18 years ☐ 19-29 years ☐ 30-50 years ☐ 50-64 years ☐ 65+

What did you learn about the Japanese American experience that you didn't know before the conference?

Please use the back of this form to provide any additional comments. Completed forms can be returned to the JANM Booth (Centennial Foyer, 3rd Level) or you may return it by mail or fax to the Japanese American National Museum at 369 E. First Street, Los Angeles, CA 90012, Fax 213.625.1770.