

**Evaluation Survey Results**  
**FDR Memorial Legacy Committee’s 2023 Teacher Professional Development Workshop:**  
**“A Disability Legacy: The FDR Presidency and Memorial”**

The Methodology and Data Set

In July 2023, a week-long professional development (PD) workshop was repeated for 2 cohorts of educators from around the country. Twenty-seven educators attended the first session of the PD; thirty-one teachers attended the second session. A total of 30 states were represented.

- 62% of the attendees were high school educators (grades 9-12)
- 25% were middle school educators (grades 6-8)
- 39% reported that their primary academic fields taught were history or social studies, 17% reported that their primary academic field taught was special education.
- 12% reported that their primary academic field was English
- 8% reported that their primary academic field was Administration and Library Services
- 6% reported that their primary academic field was Science
- 18% reported that their primary academic field was one of the following: Art, Economics, Engineering, Psychology, Speech, Life Skills, and Math

Project evaluation data was collected from PD participants using a quasi-experimental, pre-post test design. Two instruments were used. The first, a self-evaluation instrument, required PD attendees to rate their level of knowledge in key workshop content areas prior to and following their participation in the workshop. The second, a global program evaluation instrument, required PD attendees to rate critical areas of the workshop experience (e.g., content, presenters, accommodations, field trips, etc.).

The participant self-evaluation instrument consisted of seven 5-point Likert scale items (1=very low; 2= low; 3= moderate; 4 = high; 5= very high). Respondents were expected to operationalize each rating response option for themselves; response options were not defined for them.

The program evaluation instrument consisted of 28, 4-point Likert scale items (4=excellent; 3=good, 2=fair; 1=poor). Respondents were expected to operationalize each rating response option for themselves; response options were not defined for them.

**KEY FINDINGS - RATING KNOWLEDGE**

**1. Knowledge level about the rights of persons with disabilities:**

- At the conclusion of the PD, 78% of Week 1 participants rated their *knowledge level about the rights of persons with disabilities* as “high” and “very high” as opposed to 19%

before the PD. This reflects an increase of 59% in participants' combined “high” and “very high” ratings of their knowledge about the rights of persons with disabilities.

- At the conclusion of the PD, 93% of Week 2 participants rated their knowledge level about the rights of persons with disabilities as “high” and “very high” as opposed to 36% before the PD. This reflects an increase of 57% in participants' combined “high” and “very high” ratings of their knowledge about the rights of persons with disabilities.

*Thus, the high/very high ratings for knowledge about the rights of persons with disabilities increased by an average of 58% for all participants (week 1 and week 2).*

## **2. Knowledge level about the fight for the FDR Memorial wheelchair statue**

- At the conclusion of the PD, 91% of Week 1 participants rated their knowledge level about the fight for the FDR Memorial wheelchair statue as “high” or “very high” as opposed to 23% before the PD. This reflects an increase of 68% in participants' combined “high” and “very high” ratings of their knowledge about the fight for the FDR Memorial wheelchair statue.
- At the conclusion of the PD, 93% of Week 2 participants rated their knowledge level about the fight for the FDR Memorial wheelchair statue as “high” or “very high” as opposed to 10% before the PD. This reflects an increase of 83% in participants' combined “high” and “very high” ratings of their knowledge about the fight for the FDR Memorial wheelchair statue.

*Thus, regarding all participants' (week 1 and week 2) knowledge about the fight for the FDR Memorial wheelchair statue, there was an average increase of 75.5% in high/very high ratings.*

## **3. Knowledge level about the Universal Design for Learning (UDL) approach and technology for developing accessible lesson plans**

- At the conclusion of the PD, 72% of Week 1 participants rated their knowledge level about the Universal Design for Learning (UDL) approach and technology for developing accessible lesson plans as “high” or “very high” as opposed to 26% before the PD. This reflects an increase of 46% in participants' combined “high” and “very high” ratings of their knowledge about their knowledge of the UDL approach and technology for developing accessible lesson plans.
- At the conclusion of the PD, 76.6% of Week 2 participants rated their knowledge level about the Universal Design for Learning (UDL) approach and technology for developing

accessible lesson plans as “high” or “very high” as opposed to 33% before the PD. This reflects an increase of 43.6% in participants' combined “high” and “very high” ratings of their knowledge about the UDL approach and technology for developing accessible lesson plans,

*Thus, regarding all participants' (week 1 and week 2) knowledge about the UDL approach and technology for developing accessible lesson plans, there was an average increase of 44.8% in high/very high ratings.*

#### **4. Ability to plan and execute an accessible (UDL) plan that focuses on the disability history related to the FDR Memorial and Presidency**

- At the conclusion of the PD, 81.8% of Week 1 participants rated their ability to plan and execute an accessible (UDL) plan that focuses on the disability history related to the FDR Memorial and Presidency as “high” or “very high” as opposed to 40.7% before the PD. This reflects an increase of 41.1% in participants' combined “high” and “very high” ratings of their knowledge about their ability to plan and execute an accessible plan focused on the disability history related to the FDR Memorial and Presidency.
- At the conclusion of the PD, 76.7% of Week 2 participants rated their ability to plan and execute an accessible (UDL) plan that focuses on the disability history related to the FDR Memorial and Presidency as “high” or “very high” as opposed to 23.3% before the PD. This reflects an increase of 53.4% in participants' combined “high” and “very high” ratings of their knowledge about their ability to plan and execute an accessible plan focused on the disability history related to the FDR Memorial and Presidency.

*Thus, regarding all participants' (week 1 and week 2) assessment of their ability to plan and execute an accessible (UDL) plan that focuses on the disability history related to the FDR Memorial and Presidency, there was an average increase of 47.2% in high/very high ratings.*

#### **5. Confidence in their ability to teach students with diverse backgrounds and characteristics**

- At the conclusion of the PD, 86.3% of Week 1 participants rated their confidence in their ability to teach students with diverse backgrounds and characteristics as “high” or “very high” as opposed to 77.7% before the PD. This reflects an increase of 8.6% in participants' combined “high” and “very high” ratings of their confidence in their ability to teach students with diverse backgrounds and characteristics.

- At the conclusion of the PD, 93.4% of Week 2 participants rated their confidence in their ability to teach students with diverse backgrounds and characteristics as “high” or “very high” as opposed to 63.4% before the PD. This reflects an increase of 30% in participants' combined “high” and “very high” ratings of their confidence in their ability to teach students with diverse backgrounds and characteristics.

*Thus, regarding all participants' (week 1 and week 2) assessment of their confidence in their ability to teach students with diverse backgrounds and characteristics, there was an average increase of 19.3% in high/very high ratings.*

**In summary:** The increases in self reported ratings suggests the PD was an effective tool to promote:

1. Teacher knowledge on disability rights and the disability movement.
2. Teacher knowledge about Universal Design for Learning
3. Teacher confidence about meeting the learning needs of their diverse students.

### **KEY FINDINGS - RATING WORKSHOP EXPERIENCE**

The following statistics are the combined responses for some of the key questions asked of participants in week 1 and 2.

1. 90% of the participants ratings of speakers/presenters were “good” or “excellent”.
2. 93% of the participants ratings of the PD field trips were “good” or “excellent.”
3. 72% of the participants ratings of the PD instructional activities were “good” or “excellent.”
4. 72% of the participants ratings of the PD resources received, regarding their usefulness for classroom instruction were “good” or “excellent.”
5. 72% of the participants ratings of the PD required readings were “good” or “excellent.”
6. 85% of the participants (week 1 and 2) ratings of the content/topics covered during the PD were “good” or “excellent.”
7. 83% of the participants (week 1 and 2) ratings of the relevance of the PD approach to central theme and topics for the K-12 humanities curricula were “good” or “excellent.”
8. 86% of the participants (week 1 and 2) ratings of the PD's experiential learning opportunities provided by the PD were “good” or “excellent.”
9. 76% of the participants (week 1 and 2) ratings of the PD preparation they received to use monuments (or other place-based approaches) as tools for teaching and learning were “good” or “excellent.”
10. 83% of the participants ratings for the entire PD workshop were “good” or “excellent”.
11. 77% of the participants ratings on the chances they will recommend this PD workshop to colleagues were “good” or “excellent”.

**In summary:** The high ratings for key aspects of the PD (speakers/presenters, field trips, instructional activities, required readings, PD content, and curricula relevance, etc.) indicate that the program was well received. Teacher feedback indicated that:

- The PD was an enjoyable experience.
- Teachers were pleased with the PD experiential learning opportunities
- Teachers approved of the PD approach to K-12 humanities curricula
- Instructional activities were relevant and useful for teachers' classroom instruction.
- PD made most teachers feel prepared to use monuments (and other place-based approaches) as tools for teaching and learning

**In closing:** Overall, participants rated the PD very favorably (83% good or excellent ratings). Most (77%) indicated that they would recommend the PD to their colleagues. All of this suggests that the PD contributed to teachers' professional development and provided direct resources that help them meet the demands of today's classrooms.