A group of approximately 15 people, including men and women of various ages, are standing behind a wooden podium. The podium features the official seal of the United States Department of State, which includes an eagle with wings spread, holding an olive branch and arrows, with a shield on its chest. The seal is encircled by the text "DEPARTMENT OF STATE" at the top and "UNITED STATES OF AMERICA" at the bottom. The background consists of a blue wall with a world map and several American flags. The entire image is overlaid with a semi-transparent blue filter. The text is in a large, white, sans-serif font.

# The Diplomacy Center Foundation: Summer Teacher Workshop

Final Evaluation Report  
March 2023

# **The Diplomacy Center Foundation: Summer Teacher Workshop**

## **Final Evaluation Report**

*Report prepared by Shaffer Evaluation Group*

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**March 2023**



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## Executive Summary

The Diplomacy Center Foundation, a 501(c)(3) private non-profit, is the partner to the United States (US) Department of State National Museum of American Diplomacy (NMAD). The Shaffer Evaluation Group was commissioned in January 2022 by the Diplomacy Center Foundation to conduct an evaluation of the Summer 2022 Teacher Workshop. The evaluation was designed to gain a better understanding of participants' gain in knowledge of the U.S. Department of State and American diplomacy, beliefs and skills related to teaching diplomacy skills using resources such as simulations and primary sources/objects, and experiences with professional learning as a result of their participation in the teacher workshop. This work was supported by a grant to the Diplomacy Center Foundation from the Morris & Gwendolyn Cafritz Foundation. Below is a summary of the findings from the evaluation and associated recommendations:

### Understanding of Diplomacy

- The workshop provided participants an opportunity to gain a better understanding of diplomacy overall. For example, one participant shared how participating in the “Making it Happen: Meet the People Behind Diplomacy” event expanded their understanding. The explained “*the most surprising [thing] was hearing from all of the people in breakout rooms and learning of the diversity of work that goes on at the State Department.*” The opportunities participants experienced through the workshop enabled them to gain a better understanding of diplomats and diplomacy.
- Participation in the workshop improved participants' understanding of diplomacy and diplomats. Prior to the workshop, less than half of participants ( $n=11$ ) understood U.S. Department of State employees could be non-U.S. citizens. This increased to 83% of participants ( $n=15$ ) by the post-survey. Further, only 17% of participants ( $n=3$ ) understood the training requirements and only 19% of participants ( $n=4$ ) understood the education requirements for U.S. diplomats. After the workshop, 89% of participants ( $n=16$ ) understood the education requirements and 44% of participants ( $n=8$ ) understood the training requirements.
- Participants also improved their understanding of the U.S. Department of State and the Secretary of State. Although 89% of participants ( $n=16$ ) could identify the title of the most senior person at the U.S. Department of State, only 67% of participants ( $n=12$ ) demonstrated a general understanding of the selection process (i.e., who selected the Secretary of State and/or the confirmation process). By the end of the workshop, 100% of participants ( $n=18$ ) knew the title of the most senior person the U.S. Department of State and had a general understanding of the selection process.

### Comfort with Primary Sources and Objects

- Participants were provided with scenarios to determine if the source/object in use was a primary or secondary source. While all participants (100%) were able to determine if a copy of a written speech or overview of a historical event were primary or secondary sources, only 72% of participants ( $n=12$ ) were able to identify an article in a current paper about a historical event as a secondary source. By the end of the workshop, 94% of participants ( $n=17$ ) were able to correctly identify this as a secondary source.
- Participants also gained comfort using primary sources and objects through participation in the workshop. Prior to the workshop, 76% of teachers ( $n=16$ ) agreed or strongly agreed they had the ability to use primary sources and/or objects to teach the history of diplomacy. However, after the workshop, 100% of teachers ( $n=18$ ) reported they agreed or strongly agreed.

## Comfort Integrating Diplomacy

- Participants reported they were more confident in their abilities to teach the history, practice, and Skills of Diplomacy after participating in the workshop with the largest increase in response to the statement about teaching the skill of diplomacy. When teachers ( $n=18$ ) were asked to indicate their agreement with statements about their confidence integrating the Skills of Diplomacy into the content area they teach, the average level of agreement was a 4.28 (“Agree”, 5-point scale) prior to the workshop. However, after the workshop the average level of agreement increased to a 4.94 (“Strongly Agree”, 5-point scale).
- Participants’ understanding of where to find resources to integrate diplomacy increased from about a third of participants ( $n=6$ ) agreeing or strongly agreeing they knew where to find resources to 100% of participants ( $n=18$ ) agreeing or strongly agreeing they knew where to find resources.
- Similarly, participants reported they agreed or strongly agreed they had enough resources to integrate diplomacy more frequently after the workshop. Prior to the workshop, only 11% of participants ( $n=2$ ) believed they had enough resources. After the workshop, this increased to 100% of participants ( $n=18$ ).
- Participants also reported an increase in the ability to facilitate simulations to develop diplomacy skills in students and to develop these simulations themselves. Prior to the workshop, 50% of participants ( $n=9$ ) agreed or strongly agreed they could facilitate simulations to allow students to practice the Skills of Diplomacy. After the workshop, this increased to 100% of participants ( $n=18$ ). There was also an increase in participants who strongly agreed they could develop their own simulations; the percentage of participants who strongly agreed increased from 17% of participants ( $n=3$ ) prior to the workshop to 67% of participants ( $n=12$ ) after the workshop.

## Beliefs About Teaching Diplomacy

- As participants chose to register for this workshop, it is expected that the majority of participants would believe that integrating diplomacy into their content areas is beneficial. However, the degree to which participants agreed with this statement changed over time. Prior to the workshop, 62% of participants ( $n=13$ ) strongly agreed. By the end of the workshop 94% of participants ( $n=17$ ) strongly agreed.

## Most Beneficial Components of the Workshop

- Overall, participants were very satisfied with the workshop. They were very thankful for the opportunity, and the workshop was frequently referred to as very “respectful.” Participants believed the workshop met their needs.
- The workshop provided many unique experiences to participants, such as the opportunity to speak with many different diplomats, visit Twin Oaks Estate, and tour the Diplomatic Reception Rooms. Participants felt that these experiences were very beneficial and helped them to learn about different perspectives of diplomats in different areas.

- Participants also noted the opportunities to learn about resources and opportunities available to them were beneficial. They spoke highly of the resources but were even more surprised by potential opportunities for students, such as interning in Germany.
- Networking and collaborating with peers were also highlights of the workshop for many participants.

### Teachers' Instructional Change Following the Workshop

- Integration of the history, practice, and skills of diplomacy varied among teachers who participated in the follow-up study. Despite their strong enthusiasm for integrating more diplomacy content in instruction, some teachers shared during the follow-up focus group discussion needing time to integrate what they learned in the summer workshop into existing instructional units and lesson plans. Finding classroom time for diplomatic content was also reported to be a challenge.
- Eighty percent of teachers responding to the follow-up survey reported integrating the analysis and communication Skills of Diplomacy into instruction.
- Sixty percent of respondents reporting using NMAD resources in their instruction, while 40% reported rarely or sometimes using these resources. Fewer respondents reported use of non-NMAD resources shared at the workshop, with 40% reporting that they often used these resources in instruction and 40% reporting that they rarely used them.
- During the follow-up focus group discussion, teachers commented about needing time to review available resources and figure out how to utilize them in instruction. For teachers with English language learners in their classes, part of this preparation would be to translate materials into other languages, particularly Spanish.
- The majority of participants (60%) surveyed reported that they had not used a NMAD Diplomacy Simulation since attending the workshop. While teachers appreciated the modeling of a Diplomacy Simulation during the summer workshop, some teachers wished they had more structured training in conducting a simulation, such as modeling of a simulation followed by a guided simulation led by teachers.

### Recommendations for the Workshop

Recommendations for future teacher professional development offerings by NMAD are offered in three categories: Workshop Format, Workshop Content, and Teacher Recruitment.

#### Workshop Format:

1. If possible, conduct the workshop over several in-person days.
2. If virtual, consider offering the workshop over more half days as opposed to five full days.
3. Consider offering components of the workshop as a summer series.

#### Workshop Content:

1. Provide time during the workshop for teachers to integrate NMAD resources and content into existing instructional units or lessons.
2. Help teachers learn how to facilitate a Diplomacy Simulation through modeling-practice-and-coaching model.
3. Plan a follow-up meeting during the school year.

Teacher Recruitment:

1. If it is not possible to offer teacher stipends, still consider providing professional development.
2. Use former participants as a recruitment tool.
3. Add a link to sign up for information about future professional learning opportunities to the NMAD Education page.



# Chapter One: Introduction

## Project Background

The Diplomacy Center Foundation, a 501(c)(3) private non-profit, is a partner of the United States (US) Department of State National Museum of American Diplomacy (NMAD). In addition to building the physical space of NMAD, the Diplomacy Center Foundation is also committed to providing educational programs.

The Shaffer Evaluation Group was commissioned in January 2022 by the Diplomacy Center Foundation to conduct an evaluation of the Summer 2022 Teacher Workshop. The evaluation was designed to gain a better understanding of participants' knowledge of the U.S. Department of State and American diplomacy, beliefs and skills related to teaching diplomacy skills using resources such as simulations and primary sources/objects, and experiences with professional learning. This work was supported by a grant to the Diplomacy Center Foundation from the Morris & Gwendolyn Cafritz Foundation.

This report presents the findings from the teacher workshop evaluation, which included data collection prior to and during the workshop (May-July 2022), immediately after the workshop (July 2022), and seven months following the workshop (February 2023).

## Teacher Workshop

The Summer 2022 Teacher Workshop was a 5-day workshop held July 11-15, 2022. Teachers from local districts in Maryland and Virginia (i.e., Alexandria City, Arlington County, the District of Columbia, Fairfax County, Montgomery County, Prince George's County) were invited to attend. Twenty-nine teachers were accepted to participate in the workshop. Seven participants did not respond to the invitation to participate initially and ultimately replied that they could not participate due to work or travel plans. Twenty-two teachers agreed to participate in the workshop, but four had to withdraw after the workshop for various reasons (e.g., family emergency, COVID). The report presents survey and focus group data from the 18 teachers who fully participated in the workshop.

## Data Collection Methods

To conduct the teacher workshop evaluation, the evaluator conducted with participants a pre- and post-survey, a post-workshop reflection session, and a follow-up survey and focus group discussion. The evaluator also conducted an interview with the project director. These methods are described below; copies of data collection instruments and protocols are presented in Appendix A. The evaluator also observed some of the participants' presentations on how they planned to incorporate diplomacy in their classrooms.

### Post-Workshop Reflection Session

The post-workshop reflection session was held during the final day of the summer workshop. The post-workshop reflection session protocol was developed by the evaluator and sent to representatives from the Diplomacy Center Foundation for feedback. The protocol questions were designed to gain an understanding of participants' experiences with the teacher workshop. Participants were asked to reflect on their preparedness to incorporate American diplomacy and the skills of diplomacy, discuss how they believed their instruction would change, reflect on what aspects of the workshop were most valuable, and provide feedback on the workshop itself. The post-workshop reflection session lasted 45 minutes and was held at the end of the final day of the workshop.

## Follow-up Focus Group Discussion

The follow-up focus group discussion was facilitated during February 2023, approximately 7 months following the summer workshop. The protocol questions were designed to gain an understanding of how participating teachers had integrated into classroom instruction what they had learned during the teacher workshop and to probe for possible impacts on student learning. Participants also were asked to reflect on the workshop itself, including what they found most valuable.

## Survey

The pre- and post- workshop surveys were collaboratively developed by representatives from the Diplomacy Center Foundation and the evaluator. The surveys included sections on:

- teachers' understanding of diplomacy, diplomats, and the U.S. Department of State;
- teachers' understanding of primary/secondary sources;
- teachers' use of/understanding of the Skills of Diplomacy;
- teachers' comfort teaching diplomacy.

The pre-survey, administered during May-June 2022, also allowed teachers the opportunity to share what they would like to learn during the workshop or questions they had about teaching diplomacy. The post-survey, administered in July 2022, asked teachers to reflect on the workshop, reporting how likely they would be to recommend the workshop/resources to others and use the resources themselves. It also provided open-ended questions for participants to share the most beneficial aspects of the workshop, the least beneficial aspects of the workshop, and to provide recommendations for future workshops. The follow-up survey, administered during February and early March 2023, inquired about teachers' integration of the Skills of Diplomacy and Diplomacy Simulations into classroom instruction.

An invitation to participate in each survey was sent to the workshop participants. Originally, 25 participants were signed up for the workshop and were sent the pre-workshop survey. One hundred percent of teachers completed the survey. However, surveys for teachers who did not participate in the teacher workshop were removed from analysis. In total, 18 teachers participated in the workshop and completed the pre- and post-workshop surveys. The response rate for the follow-up survey was considerably lower at 28% (5 respondents).

## Data Analysis

The qualitative analysis was conducted in multiple phases. Initially, the reflection session and follow-up focus group discussion were transcribed and checked for accuracy. The evaluator read through the transcript several times and then coded statements by participants, working to capture the main points. Codes were ultimately merged into larger categories.

The quantitative analysis was descriptive in nature. After the pre- and post-workshop were completed, the evaluator removed responses from the pre-survey of teachers who did not participate in the workshop. Descriptive analyses were conducted of all surveys, including the follow-up survey, and data tables generated (Appendix B). Comparative analysis of common question items was conducted across surveys. Finally, a second evaluator reviewed the analyses to verify accuracy.



# Chapter Two: Findings

## Findings

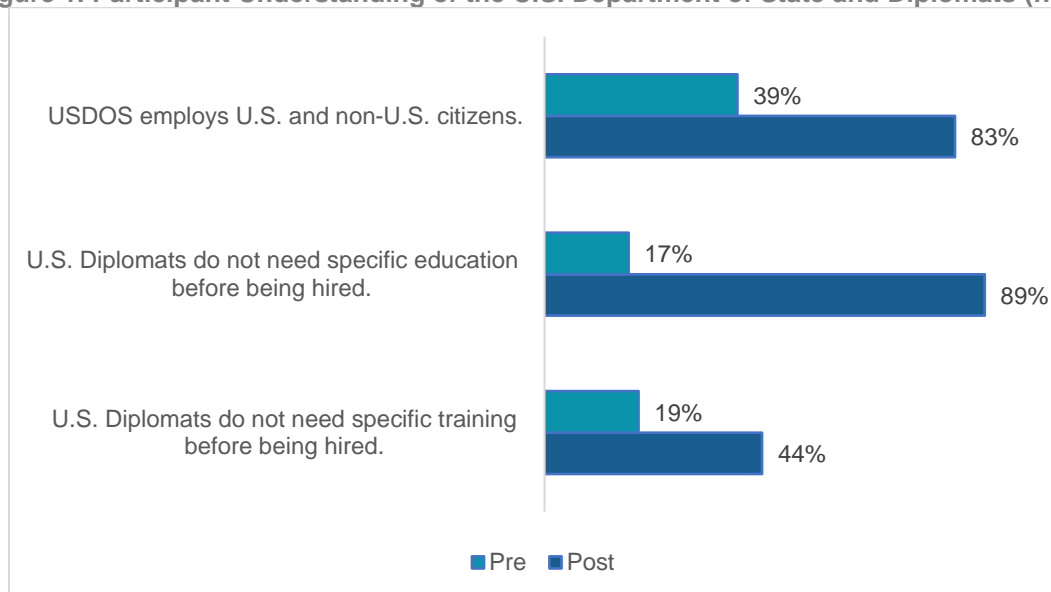
The findings from the evaluation are presented below. Overall, participants were satisfied with the workshop and their experience. They gained knowledge about diplomacy, developed comfort with teaching about diplomacy, and reported they know where to find resources to accomplish this goal. Suggestions about the teacher workshop were limited and included requesting more face-to-face days instead of virtual days and requesting more time for certain components.

### How did participation in the teacher workshop affect teachers' understanding of diplomacy, diplomats, and the United States Department of State?

Prior to and after completion of the teacher workshop, participants were asked several questions to determine their understanding of diplomacy, diplomats, and the United States. These questions indicated participants gained a better understanding of these topics from completing the workshop.

A series of true/false questions asked participants to respond about who the U.S. Department of State (USDOS) employs and if diplomats need specific education or training before being hired. Prior to the workshop, less than half of participants (39%,  $n=11$ ) understood that non-U.S. citizens could be employed by the USDOS. Further, only 17% of participants ( $n=3$ ) understood the training requirements and only 19% of participants ( $n=4$ ) understood the education requirements for U.S. Diplomats. The results of the post-workshop survey indicated that a majority of participants understood who could be hired as USDOS employees (83%,  $n=15$ ) and the requirements for diplomats' education (89%,  $n=16$ ). However, there was a much smaller change in the percentage of participants who understood the training requirements of U.S. Diplomats (44%,  $n=8$ ; Figure 1).

**Figure 1. Participant Understanding of the U.S. Department of State and Diplomats ( $n=18$ )**



Participants were also asked to report who the most senior person in the U.S. Department of State was and how the person was selected. Participants demonstrated some growth in their understanding from the pre- to post- survey. After the workshop, 100% of participants ( $n=18$ ) knew the title of the most senior person in the United States (Figure 2). While there was not a change in the percentage of participants who knew the Secretary of State was selected by the president and confirmed by the U.S. Senate after

participating in the workshop, 100% of participants ( $n=18$ ) demonstrated a partial (i.e., selected by the president) or full (i.e., selected by the president and confirmed by the Senate) understanding of the selection process (Figure 3).

Figure 2. Understanding of the Secretary of State ( $n=18$ )

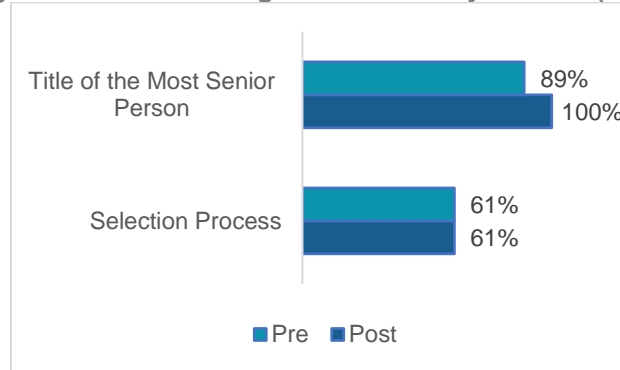
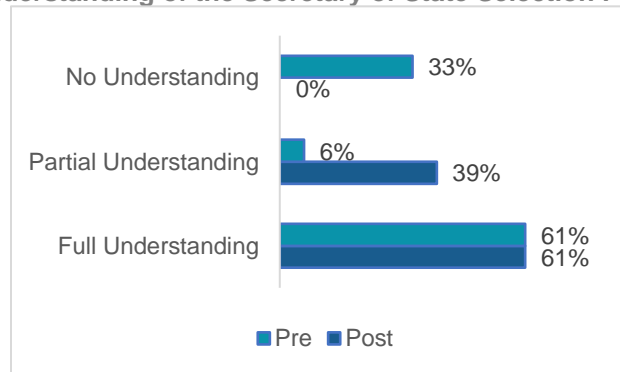


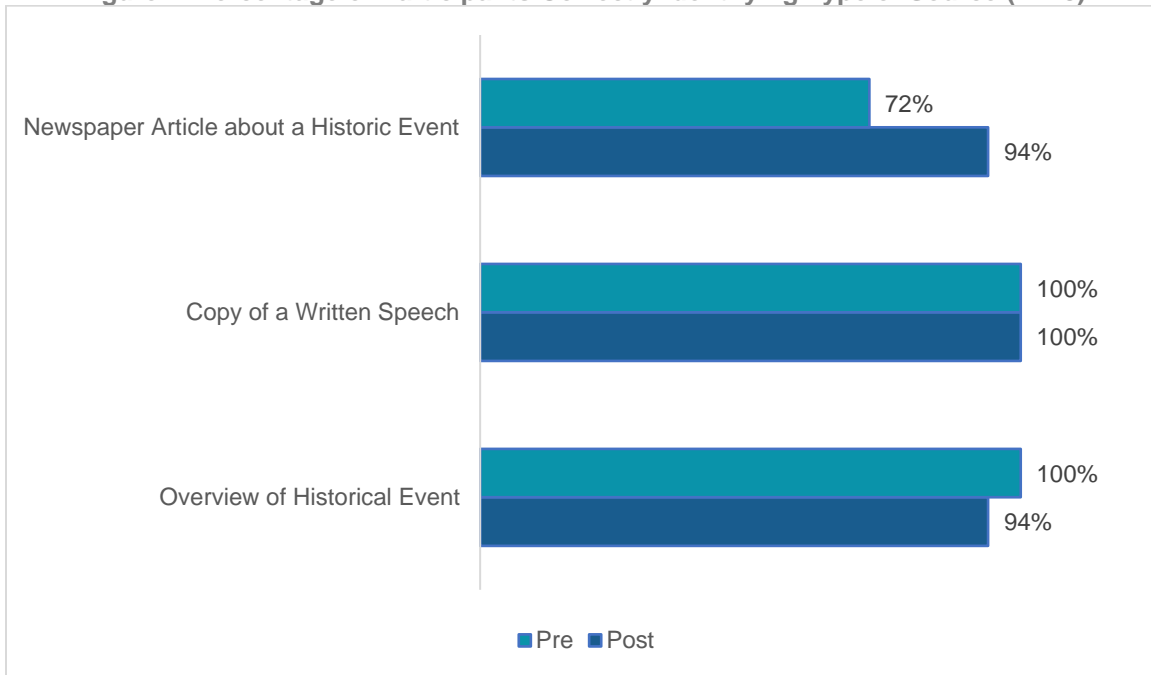
Figure 3. Understanding of the Secretary of State Selection Process ( $n=18$ )



How did participation in the teacher workshop affect teachers' understanding and comfort with primary sources?

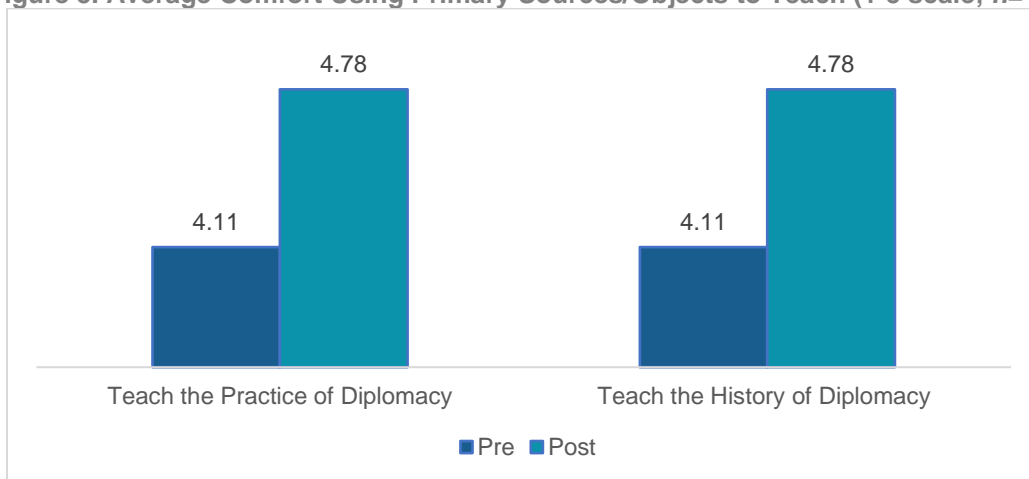
When assessed after attending the workshop, teachers also demonstrated an increase in understanding of primary/secondary sources. On the pre-survey, teachers demonstrated a general understanding of primary sources by selecting if scenarios were presenting primary or secondary sources. However, 28% of teachers ( $n=5$ ) believed that a newspaper article written today about a historical event was a primary source. After the workshop, a majority of teachers were able to correctly determine whether scenarios presented primary or secondary sources (Figure 4).

**Figure 4. Percentage of Participants Correctly Identifying Type of Source (n=18)**



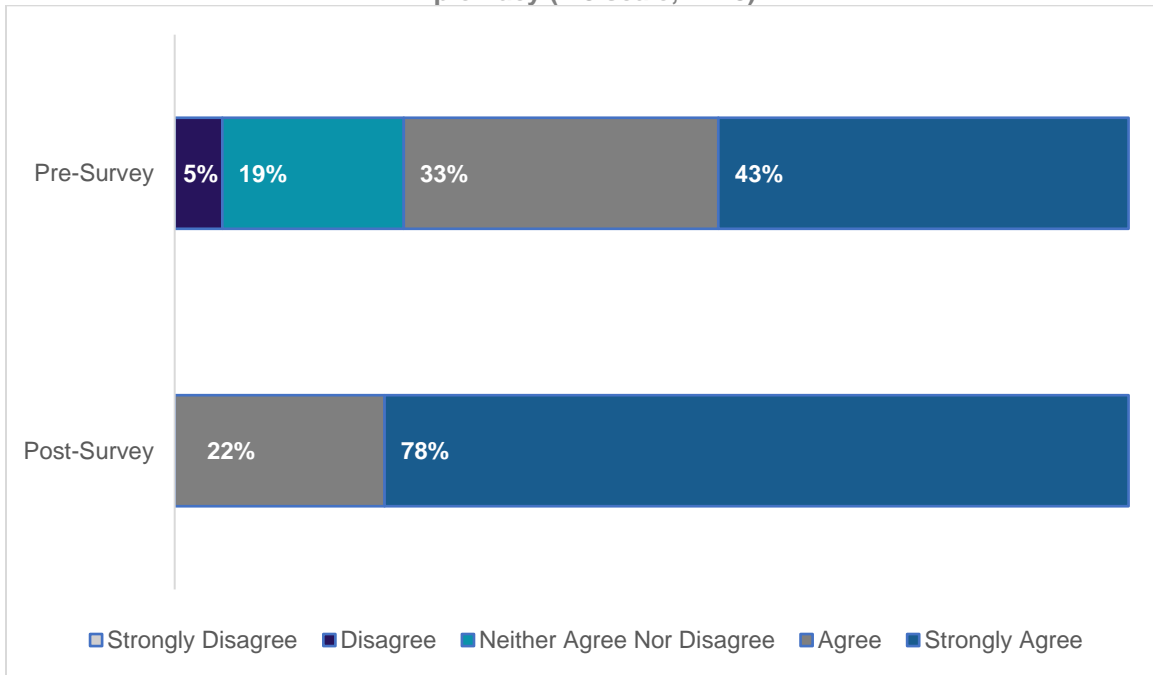
Teachers were also asked to rate their agreement with statements describing their comfort level using objects and primary sources to teach the history and practice of diplomacy. Their level of agreement with statements about comfort level increased from “Agree” to “Strongly Agree” from the pre- to post-survey (Figure 5).

**Figure 5. Average Comfort Using Primary Sources/Objects to Teach (1-5 scale; n=18)**

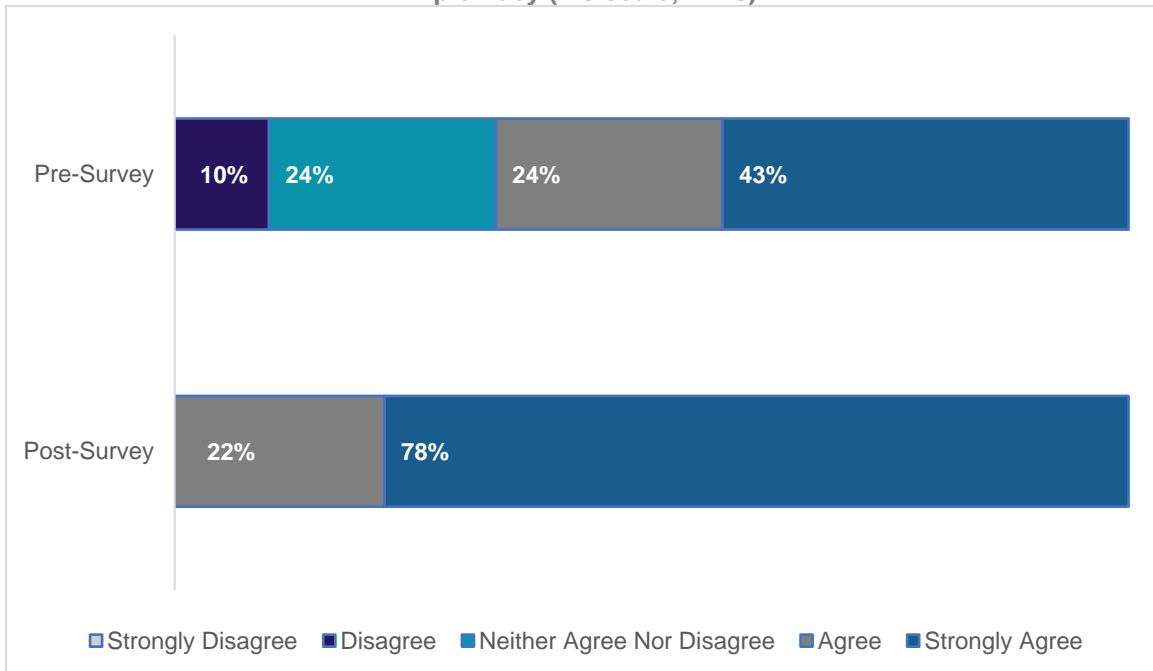


However, an analysis of teacher responses to each question demonstrates a more substantial change. Prior to the teacher workshop, 76% of teachers (n=13) agreed or strongly agreed they had the ability to use primary sources and/or objects to teach the history of diplomacy. However, after the workshop, 100% of teachers (n=18) reported they agreed or strongly agreed (Figure 6). Teachers responded similarly about the practice of diplomacy, with only 67% of teachers (n=12) who agreed or strongly agreed. By the end of the workshop, 100% of teachers (n=18) reported they agreed or strongly agreed they had the ability to use primary sources and/or objects to teach the practice of diplomacy (Figure 7).

**Figure 6. Teacher Perceptions of Ability to Use Primary Sources/Objects to Teach the History of Diplomacy (1-5 scale, n=18)**



**Figure 7. Teacher Perceptions of Ability to Use Primary Sources/Objects to Teach the Practice of Diplomacy (1-5 scale; n=18)**

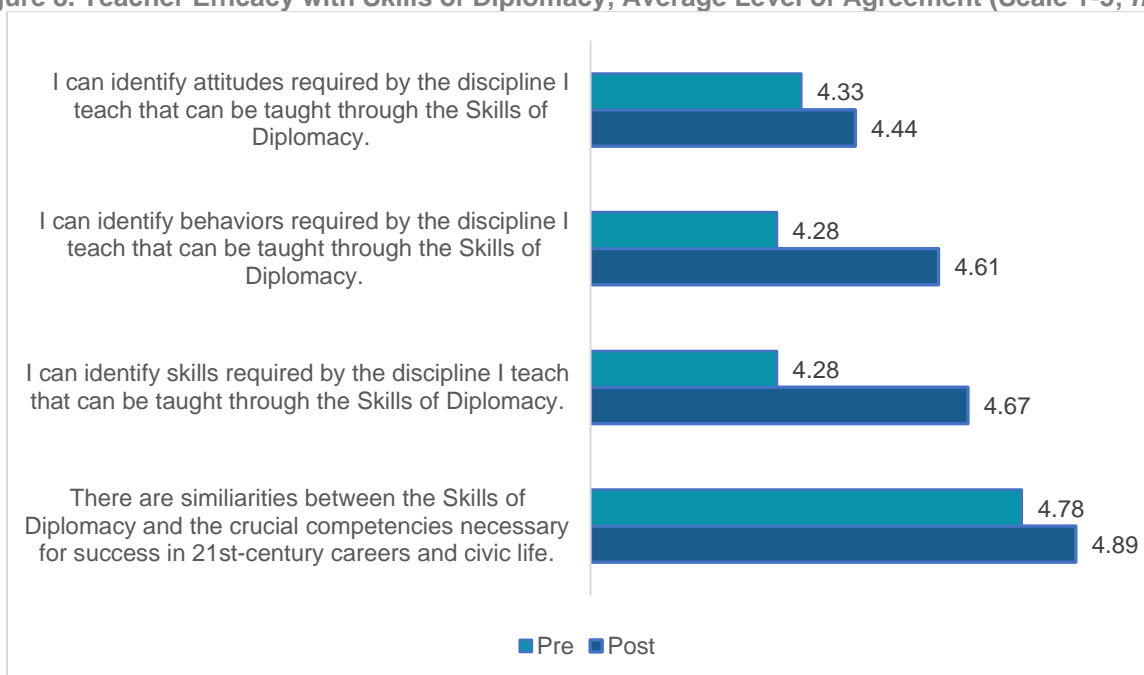


## How did participation in the teacher workshop affect teachers' beliefs about the Skills of Diplomacy?

Findings suggest that teachers participating in the workshop gained an understanding of the Skills of Diplomacy and reported confidence integrating them into their content areas.

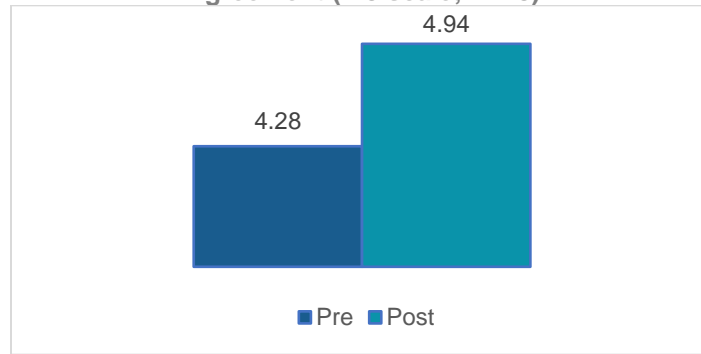
Teachers were asked to indicate their agreement with several statements regarding their efficacy with the Skills of Diplomacy. The average level of agreement slightly increased from the pre-survey to the post-survey, as teachers had indicated a strong level of efficacy with the Skills of Diplomacy prior to the workshop (Figure 8). Using a 5-point scale, the reported change in level of agreement with a statement about identifying skills from pre- (4.28, "Agree") to post-survey (4.67, "Strongly Agree") was the largest change.

**Figure 8. Teacher Efficacy with Skills of Diplomacy, Average Level of Agreement (Scale 1-5; n=18)**



Teachers were also asked to indicate their agreement with statements about their confidence integrating the Skills of Diplomacy into the content area they teach. Prior to the workshop, the average level of agreement was a 4.28 ("Agree") on a 5-point scale. However, after the workshop the average level of agreement increased to a 4.94 ("Strongly Agree"; Figure 9), with 94% of participants ( $n=17$ ) strongly agreeing they were confident they could incorporate the Skills of Diplomacy into their content area.

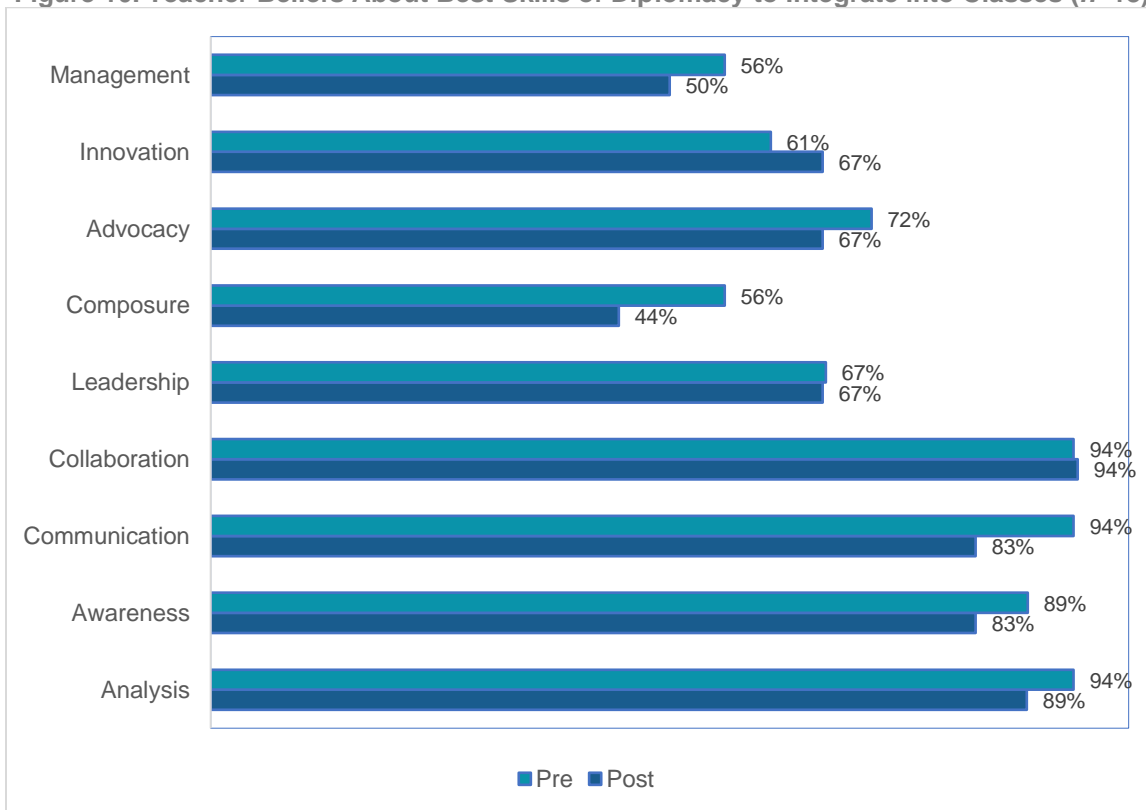
**Figure 9. Confidence Incorporating the Skills of Diplomacy into Content Area, Average Level of Agreement (1-5 scale; n=18)**



Teachers were also asked to indicate which of the Skills of Diplomacy would be best to integrate into classes and develop with students. Teachers were able to select all that applied from the list of the Skills of Diplomacy. The results from the pre-survey to the post-survey indicated slight decreases in the percentage of teachers who thought many of the Skills of Diplomacy could be integrated. The reasons for this decline are unclear. An exception was the skill of innovation, which more teachers after the workshop believed would be best to integrate into classes.

While we do not see increases in the percentage of teachers, we can see that skills that teachers considered best to integrate into classes included collaboration, communication, awareness, and analysis (Figure 10).

**Figure 10. Teacher Beliefs About Best Skills of Diplomacy to Integrate into Classes (n=18)**



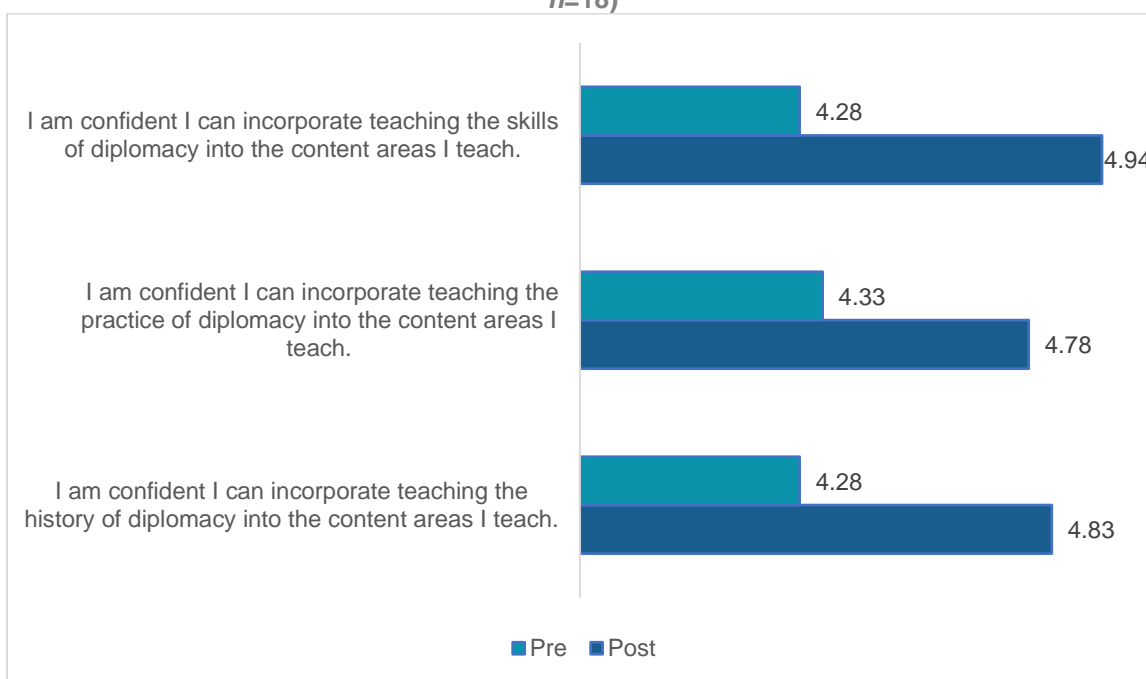
## How did participation in the teacher workshop affect participants' comfort with teaching diplomacy?

Immediately after attending the workshop, participants reported they were more confident incorporating the teaching of diplomacy into their content areas, that they had a better understanding of where to find resources, and an increased comfort level with simulations to support teaching diplomacy.

### Confidence

Teachers were asked about their confidence incorporating the history, practice, and skills of diplomacy into the content areas they taught. Teachers' agreement with statements about their confidence in their ability to incorporate diplomacy increased from "Agree" to "Strongly Agree" in all three areas (Figure 11).

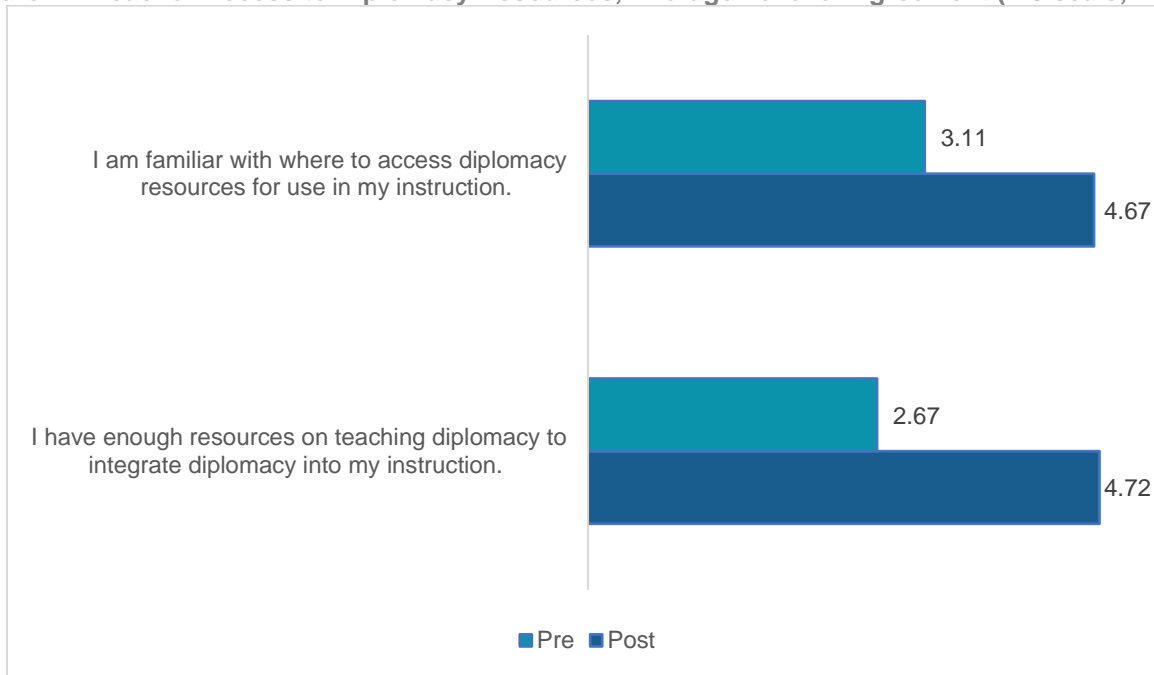
**Figure 11. Teacher's Confidence Integrating Diplomacy, Average Level of Agreement (1-5 Scale; n=18)**



### Resources

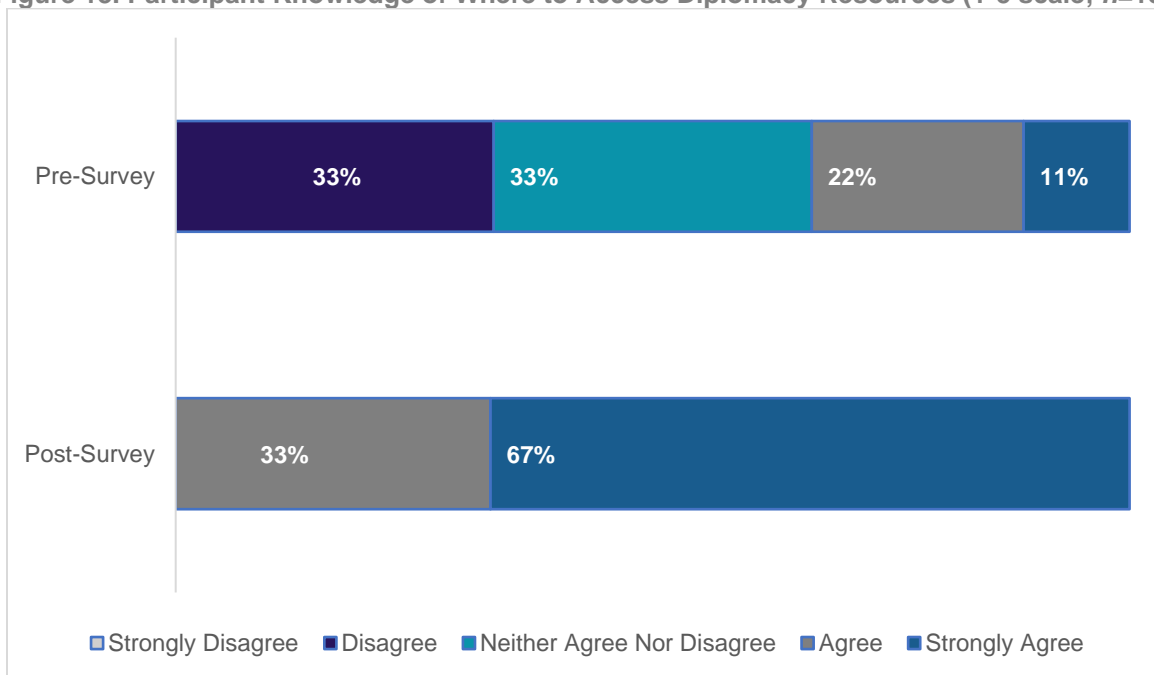
Teachers were asked to report their level of agreement with statements about their familiarity with where to find resources to teach diplomacy and whether they had enough resources to teach diplomacy. The average response of teachers strongly increased from "Neither Agree nor Disagree" on the pre-survey to "Strongly Agree" on the post-survey (Figure 12).

Figure 12. Teacher Access to Diplomacy Resources, Average Level of Agreement (1-5 scale; n=18)



In fact, prior to the workshop only 33% of participants (n=6) agreed or strongly agreed they knew where to access diplomacy resources for use in instruction. The post-workshop survey indicated that 100% of participants (n=18) agreed or strongly agreed they knew where to access diplomacy resources for use in instruction (Figure 13).

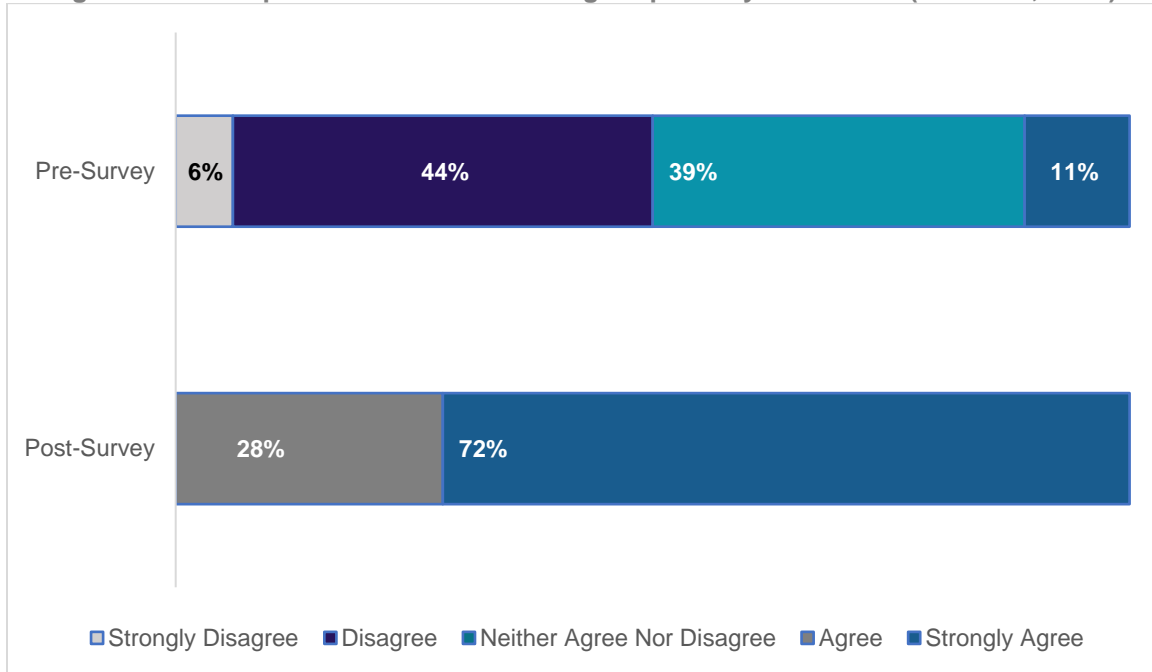
Figure 13. Participant Knowledge of Where to Access Diplomacy Resources (1-5 scale; n=18)



Similarly, participants were asked for their level of agreement with a statement that they had access to enough diplomacy resources to integrate into instruction. Only 11% of participants (n=2) strongly agreed or agreed they had enough diplomacy resources to integrate into instruction prior to the workshop. After

participating in the workshop, 100% of participants ( $n=18$ ) strongly agreed or agreed they had enough diplomacy resources to integrate into instruction prior to the workshop (Figure 14).

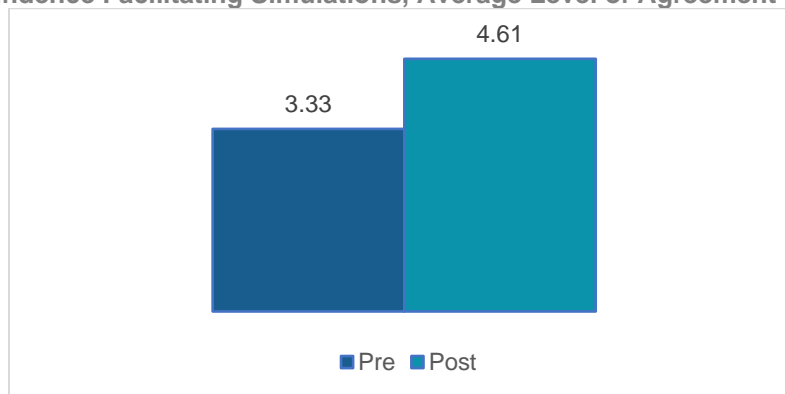
**Figure 14. Participant Has Access to Enough Diplomacy Resources (1-5 scale;  $n=18$ )**



### Use and Development of Simulations

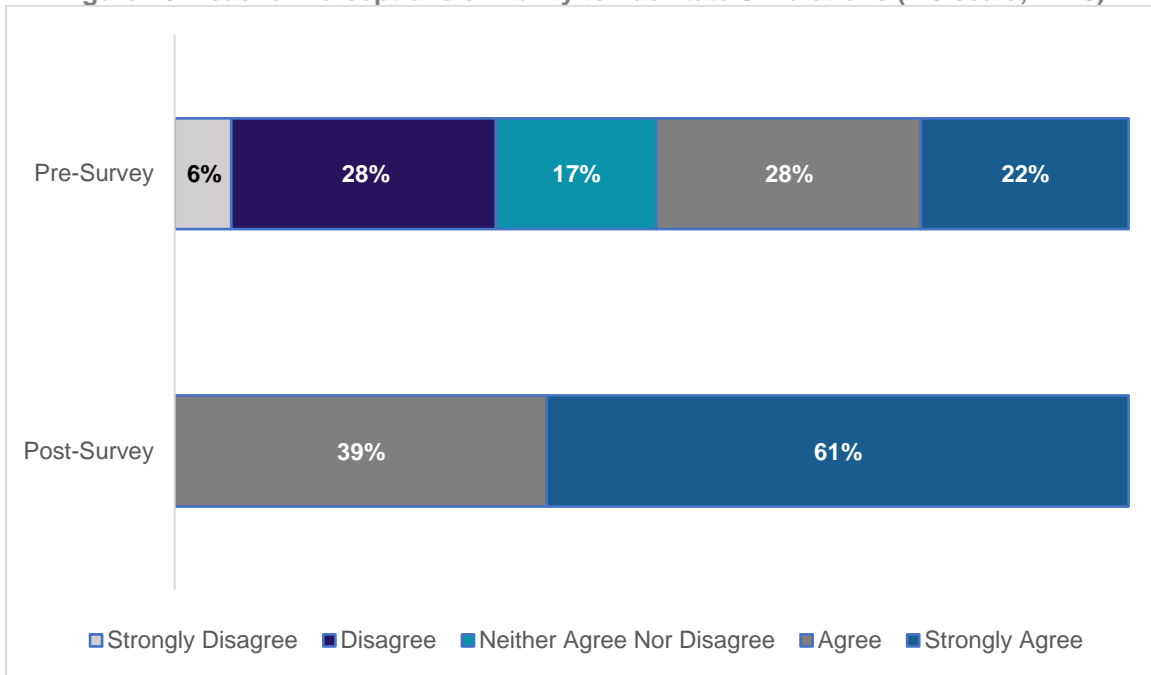
Simulations are one of the resources the National Museum of American Diplomacy has created for teachers to use with students to integrate diplomacy. Teachers were asked to rate their level of agreement regarding their knowledge of how to facilitate simulations to allow students to practice the skills of diplomacy. There was an increase in the average teacher agreement from “Neither Agree nor Disagree” prior to the workshop to “Strongly Agree” on the post-survey (Figure 15).

**Figure 15. Confidence Facilitating Simulations, Average Level of Agreement (1-5 scale;  $n=18$ )**



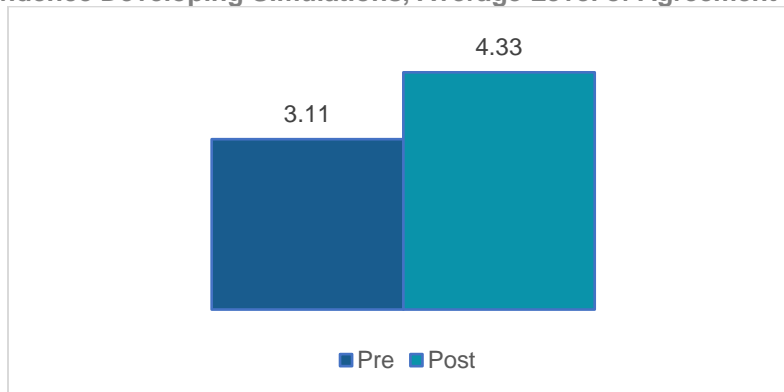
Prior to the workshop, 50% of participants ( $n=9$ ) agreed or strongly agreed they could facilitate simulations to allow students to practice the Skills of Diplomacy. After the workshop, this increased to 100% of participants ( $n=18$ ; Figure 16).

**Figure 16. Teacher Perceptions of Ability to Facilitate Simulations (1-5 scale; n=18)**



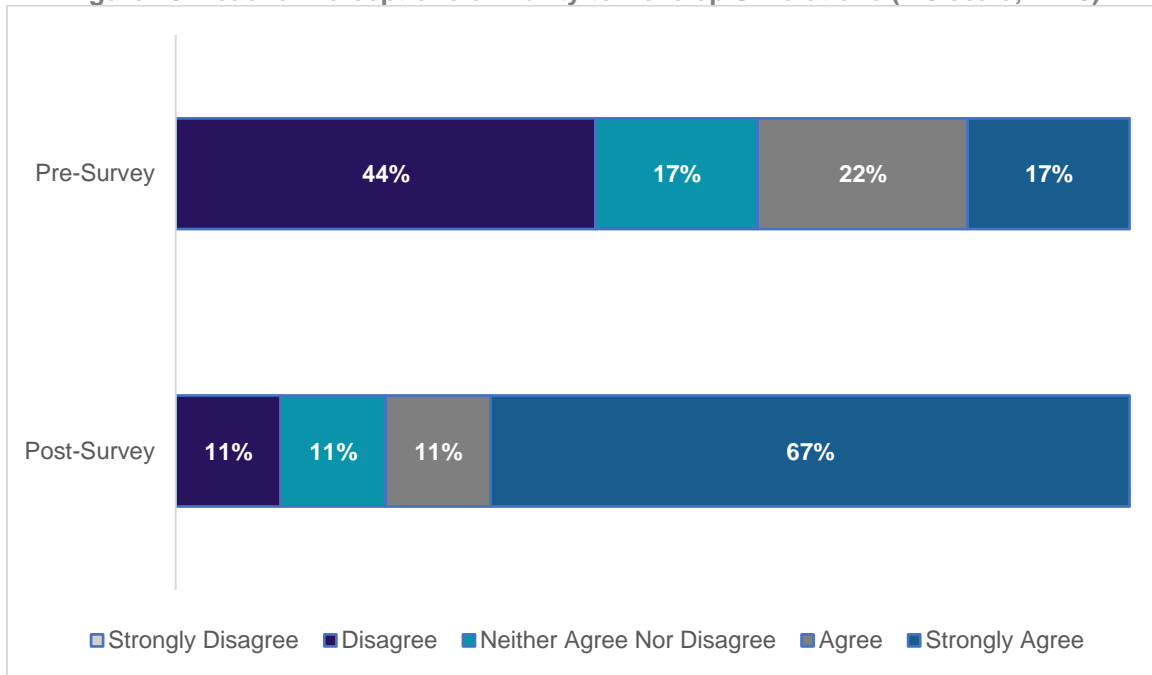
In addition to asking if participants were able to facilitate simulations, participants were also asked for their level of agreement with a statement about their confidence developing their own simulations to allow students to practice the Skills of Diplomacy. Participants’ level of agreement increased from “Neither Agree nor Disagree” on the pre-survey to “Agree” on the post-survey (Figure 17).

**Figure 17. Confidence Developing Simulations, Average Level of Agreement (1-5 scale; n=18)**



Prior to the workshop, 17% of participants (n=3) strongly agreed they could develop simulations to allow students to practice the skills of diplomacy. After the workshop, this increased to 67% of participants (n=12; Figure 18).

Figure 18. Teacher Perceptions of Ability to Develop Simulations (1-5 scale; n=18)



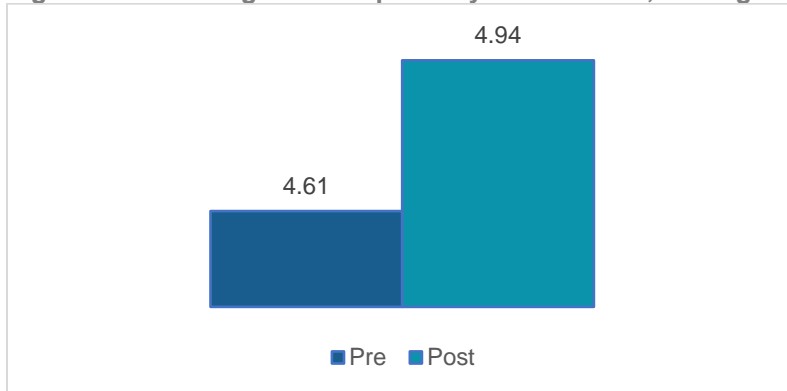
### How does teachers’ instruction change after participating in the workshop?

From the reflection session, it was apparent that teachers believed their instruction would change as a result of their workshop participation. Teachers spoke of the resources they now had access to and how excited they were to use these with their students (See Section “What Aspects Did Teachers Find Beneficial?”, p. 22). Actual implementation during the following school year was somewhat mixed, as teachers faced challenges such as insufficient time for lesson preparation and limited availability of instructional time.

#### Teaching about Diplomacy

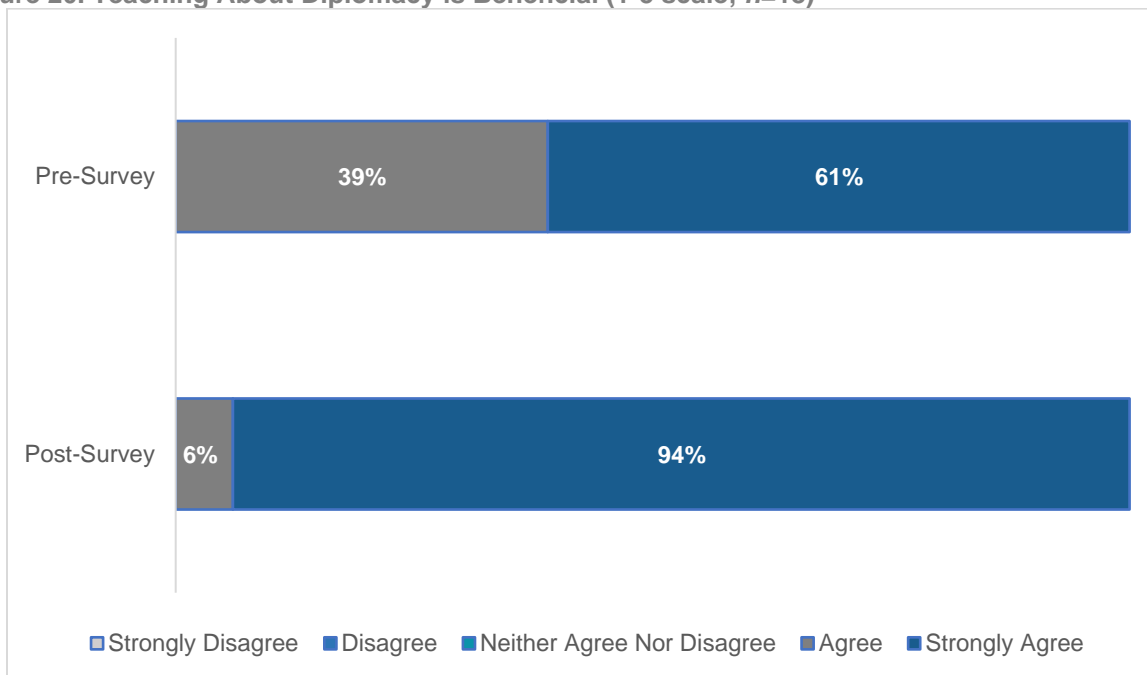
Analysis of the pre- and post-workshop surveys found stronger belief in the benefits of teaching about diplomacy. Participants were asked to indicate their agreement with the statement “Teaching students about diplomacy is a beneficial use of instructional time.” The participants’ average level of agreement on the pre-survey was high (4.61; “Strongly Agree”). However, this increased to an average of 4.94 on the 5-point scale on the post-survey (Figure 19).

Figure 19. Teaching About Diplomacy is Beneficial, Average Level of Agreement (1-5 scale; n=18)



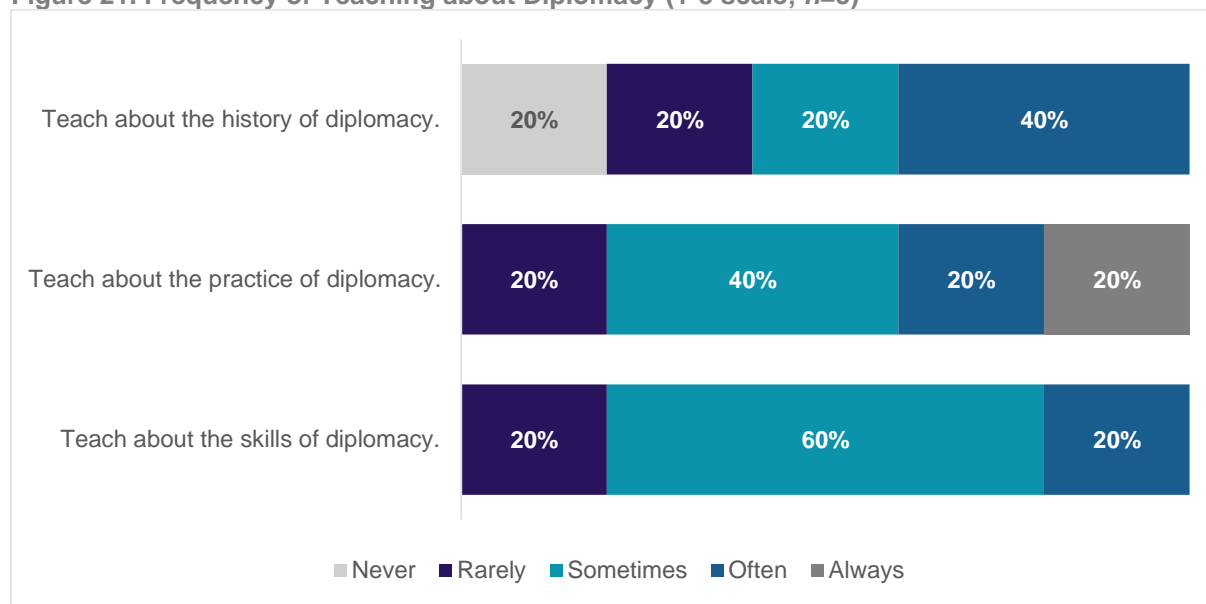
Considering participants chose to register for the workshop, it is expected they would agree that teaching students about diplomacy was a beneficial use of instructional time. However, the degree to which participants agreed with this statement changed over time. Prior to the workshop, 61% of participants (n=11) strongly agreed. By the end of the workshop this increased to 94% of participants (n=17; Figure 20).

Figure 20. Teaching About Diplomacy is Beneficial (1-5 scale; n=18)



Seven months after the workshop, the evaluator followed up with participants to assess the degree to which they were integrating into classroom instruction what they had learned during the previous summer. When asked how frequently they taught about the history, practice, and skills of diplomacy, participants' responses varied. Forty percent of participants reported never or rarely teaching about the history of diplomacy, while 40% reported that they often or always taught about this subject. The practice of diplomacy was taught often or always by 40% of participants, with another 40% reporting that they sometimes taught about diplomatic practice. Sixty percent of participants reported sometimes teaching about the skills of diplomacy (Figure 21).

Figure 21. Frequency of Teaching about Diplomacy (1-5 scale; n=5)\*



\*Caution is advised in interpreting these findings given the small number of respondents.

Despite their strong enthusiasm for integrating more diplomacy content in instruction, some teachers shared that they needed time to integrate what they had learned into existing instructional units and lesson plans. During the follow-up focus group discussion, teachers discussed the challenge of finding the time after the workshop to internalize what they had learned and “figure out implementation.” One teacher noted that while she felt well-prepared for this task immediately after the workshop, after seven months she felt like she had to “refamiliarize” herself with the NMAD workshop content “and how to use it” prior to adjusting her lessons.

Finding classroom time for instruction on diplomacy was also reported to be a challenge. Teachers commented that curriculum pacing in their school districts left little opportunity to add new content. One teacher commented that she felt “pulled in so many ways and with testing and . . . other priorities,” which made her less confident about integrating diplomatic content in her classroom. Addressing the pandemic’s impacts on student learning also contributed to this time pressure for some teachers, with one teacher commenting that “we’re still recovering from the pandemic . . . so we’re not quite [back] to a regular paced time frame.”

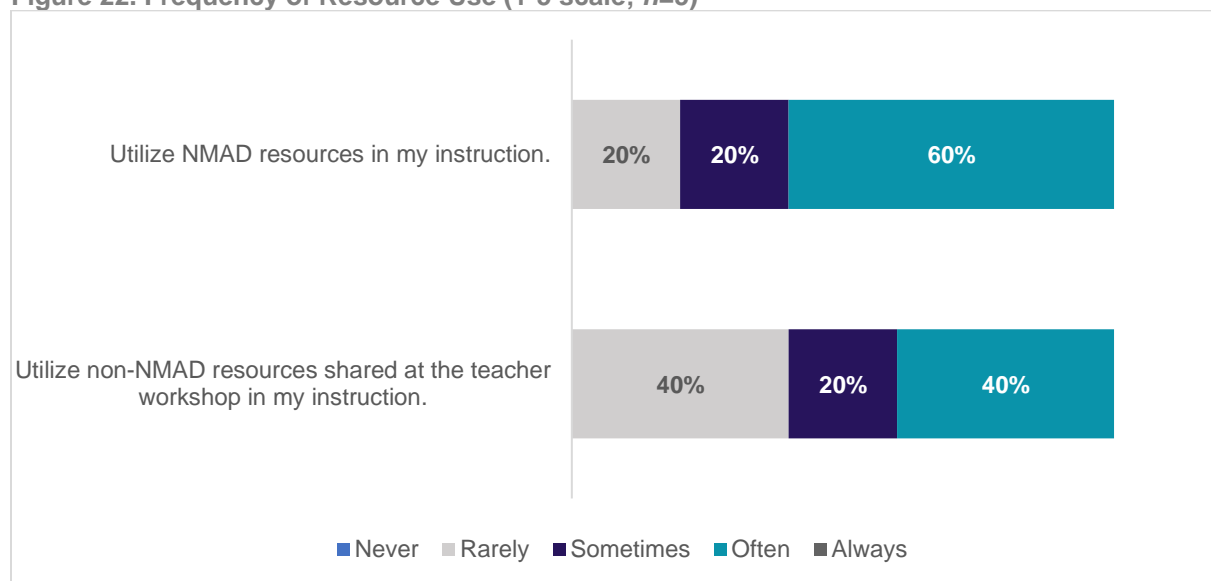
A few teachers participating in the focus group and responding to the survey mentioned that although they had not yet integrated diplomacy content into instruction, they planned to do so by the end of this school year. For some teachers, they planned to add diplomacy content after this school year’s standardized assessments had been completed.

*We don't have a lot of time to do the financial literacy. . . And now they made the [standardized] test like 2 weeks earlier than it usually is. So I'm thinking like I have those two weeks to play with after the test, I could go back and actually do a simulation or something fun with them about diplomacy and foreign policy, because we will have just finished that unit.*

### Use of Resources

There were similar mixed responses on the follow-up survey to questions about use of diplomacy-related resources in instruction, including resources provided by NMAD and non-NMAD resources shared at the teacher workshop. Sixty percent of respondents reporting using NMAD resources in their instruction, while 40% reported rarely or sometimes using these resources. Fewer respondents reported use of non-NMAD resources shared at the workshop, with 40% reporting that they often used these resources in instruction and 40% reporting that they rarely used them.

**Figure 22. Frequency of Resource Use (1-5 scale; n=5)\***



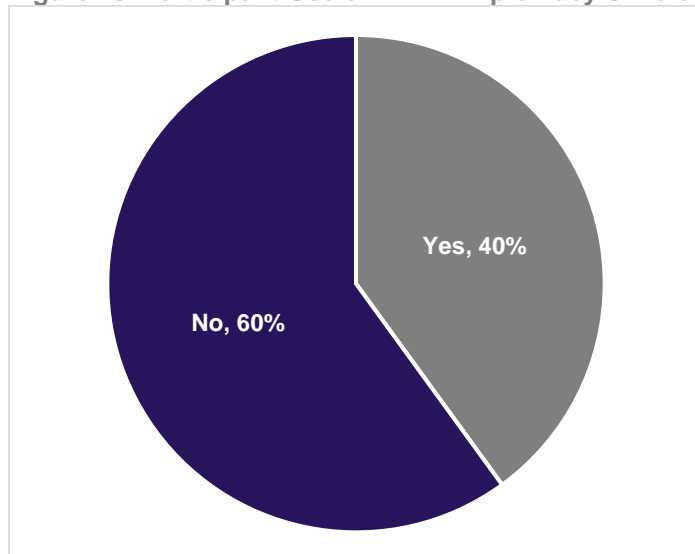
\*Caution is advised in interpreting these findings given the small number of respondents.

During the follow-up focus group discussion, teachers commented about needing time to review available resources and figure out how to utilize them in instruction. One teacher noted that while she felt prepared by the summer workshop, she still needed “*time to go through all the resources that were shared to develop how I am going to use them in my classroom.*” For teachers with English language learners in their classes, part of this preparation would be to translate materials into other languages. Having NMAD instructional resources available in Spanish would be an asset for these teachers.

*One of the interesting conversations that we all shared was that for language . . . all the materials are in English. So one of the challenges is going to be for us to generate the materials in another language, and we were all brainstorming with, all of the you know, great intent of like let's put all this together in transit but it truly is something that's going to take a little bit of time to get into place.*

### Use of Diplomacy Simulations

Three questions on the follow-up survey probed about participants’ use, perceived value, and impact of the NMAD Diplomacy Simulations. A majority of participants (60%) surveyed reported that they had not used a NMAD Diplomacy Simulation since attending the workshop (Figure 23).

Figure 23. Participant Use of NMAD Diplomacy Simulations (1-5 scale;  $n=5$ )\*

\*Caution is advised in interpreting these findings given the small number of respondents.

Teachers that had conducted a Diplomacy Simulation spoke highly of the experience. During the follow-up focus group discussion, one teacher described a very successful implementation of a Diplomacy Simulation in her classroom during this past school year.

*My students really enjoyed the simulation. . . I think it allowed them to pull together some of the ideas. So we had talked about to, as we've said, step into the shoes of what it actually means to do diplomacy and some of the results that you can get. Some of them got really into their parts and it was, it was great.*

Teachers who had not implemented a Diplomacy Simulations discussed some of the reasons why during the follow-up focus group discussion. While teachers appreciated the modeling of a Diplomacy Simulation during the summer workshop, some teachers wished they had more structured training in conducting a simulation, such as modeling of a simulation followed by a guided simulation led by teachers or additional resources, such as a video. Two teachers during the focus group discussion shared ideas of how this might be implemented in a future training program.

*Teacher 1: For me, like I wish I had more, like direction. . . I was like, OK, so what should I say? What should I do? . . . Maybe like if they could have a little piece like let me see it and then we do it. Maybe like with us when we're introducing a lesson is like I do, and then it's like the guided part we do. And then it's you do. So I wish I had more of that. . . A guided one first like we see them do and then the guided and then release us like now you try to emulate what they did.*

*Teacher 2: At the end when we did the summary, like everybody, the pieces came [together], but I just wish I had more modeling first. . . I was just thinking like maybe they could film a group doing the simulation, or at least a portion of the simulation. Show that video first so you can see it working and then actually do it.*

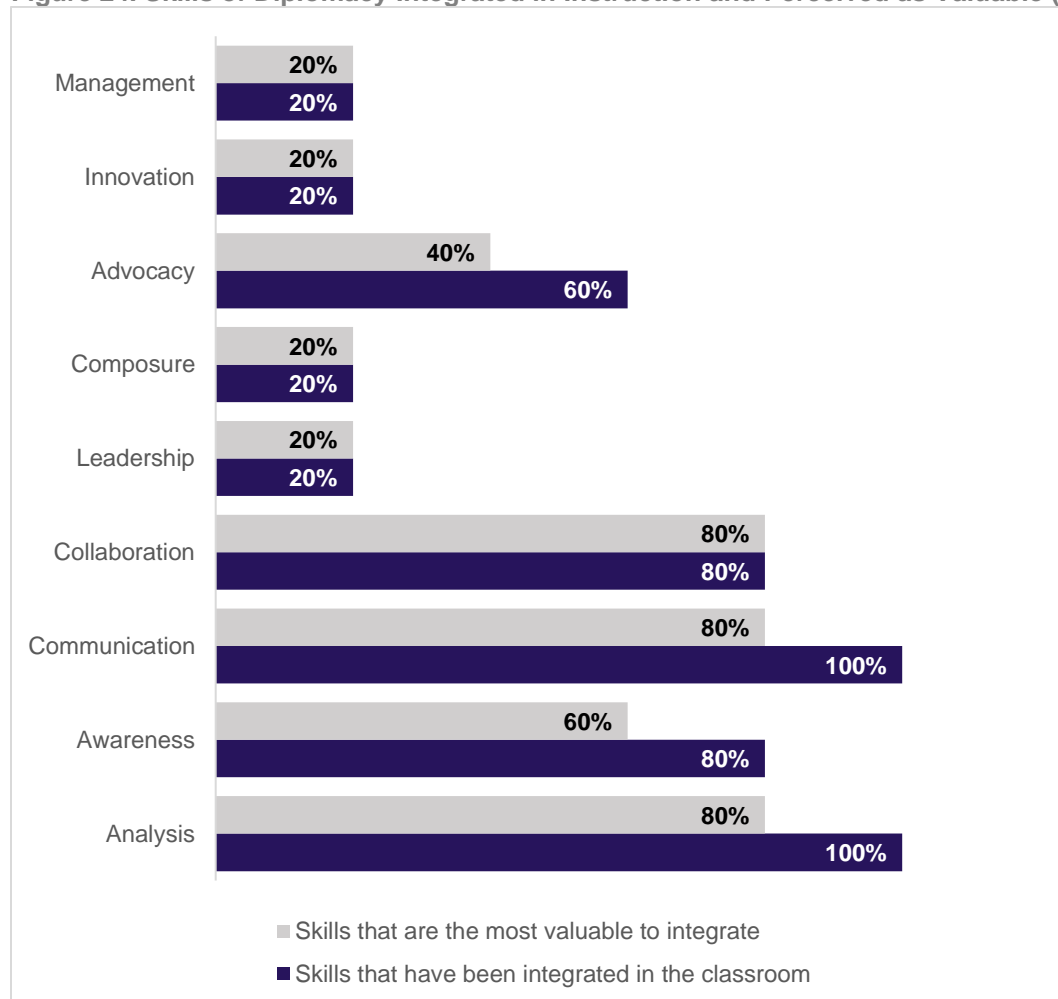
### Integration of Skills of Diplomacy in Instruction

Seven months after attending the workshop, teachers shared which Skills of Diplomacy they had integrated into instruction and which had been the most valuable to develop with students. All follow-up survey respondents reported integrating analysis and communication skills into instruction, while 80% reported integrating awareness and collaboration into instruction. Only one respondent reported

integrating leadership, composure, innovation, and management into instruction. Similarly, analysis, communication, collaboration, and, to a lesser extent, awareness were reported as the most valuable Skills of Diplomacy to integrate into instruction. Leadership, composure, innovation, and management were reported as valuable by one respondent only (Figure 24).

During the follow-up focus group discussion, one teacher discussed how she linked the Skills of Diplomacy to positive behavioral support programs, such as PBIS (Positive Behavior Intervention and Supports). Diplomacy skills, offered one teacher, are essentially “*crucial life skills.*” She added that “*analytical critical thinking, collaboration, and just all of those [skills] are incredibly crucial*” for the “*academic or professional rooms that [students are] about to enter.*”

Figure 24. Skills of Diplomacy Integrated in Instruction and Perceived as Valuable (1-5 scale; n=5)\*



\*Caution is advised in interpreting these findings given the small number of respondents.

### What aspects of the workshop did teachers find to be most beneficial?

Overall, teachers were very satisfied with the workshop. They reported wanting to participate in a Museum workshop again in the future. During the reflection session and in the post-survey, teachers shared their overall thoughts about the workshop. One teacher explained:

*The highlight for me is all the wealth of information that I am just eager [to use]. I can't wait to pass this to my students because I am here not for me, because I enjoy having a great time. But I am here because I want to be like a facilitator of these to my students. . . I want my students. . . to use all of these opportunities, all of these resources, all of these tools in their lives, like right away.*

Another participant shared similar thoughts, noting:

*Incredible professionalism and dedication and inspiration from all involved. Thank you so very much in hosting and inspiring us to include such important concepts with our students to provide key concepts to participate as engaged citizen diplomats!*

The concept of professionalism and respect was discussed frequently by participants. There was a sense that this was a very “respectful” professional development that took teachers’ needs into account. One participant shared:

*This was very well done and one of the most professional classes I have participated in. We were treated like the knowledgeable professionals we are and not talked down to. The resources were wonderful. Can't thank you enough!*

Another participant’s comment elaborated on this challenge with typical professional development:

*I also wanted to highlight how everyone from the State Department treated us like professionals. We know we are professionals, but so often both in our schools and at other professional development we are not treated the same way. I really appreciated that!*

While participants were pleased by the workshop in general, there were several aspects that teachers reported as being the most beneficial. These included the experiences they were offered, finding out about resources and future opportunities, and networking with others.

### Experiences

One of the main aspects of the workshop teachers reported as being beneficial were the unique experiences that were part of the workshop. The experiences they had were diverse, such as a visit to Twin Oaks Estate (i.e., the Taipei Economic and Cultural Representative Office) or the “Making it Happen: Meet the People Behind Diplomacy” event. These components allowed the participants to experience a variety of different viewpoints. One participant explained their highlight:

*The highlight for me was listening to the stories that were shared with us from the different people we came in contact with. I appreciate the amount of effort that was put into making sure all of different perspectives were brought to us in a short amount of time.*

One of the most spoken of experiences was the visit to Twin Oaks Estate, which happened during the in-person day of the workshop. When speaking of the visit, one participant shared “*I was struck by the openness with which they shared their perspectives with us at Twin Oaks!*”

The openness and sharing of experiences were also present in other aspects of the workshop, such as the “Making it Happen: Meet the People Behind Diplomacy” event. One participant shared how this expanded their understanding, stating “*the most surprising was hearing from all of the people in breakout rooms and learning of the diversity of work that goes on at the State Department.*”

The opportunities participants experienced enabled them to gain a better understanding of diplomats and diplomacy.

## Resources and Future Opportunities

Another important component was the opportunity to learn about all of the resources and opportunities participants had access to. During the workshop, participants had the opportunity to participate in activities such as a diplomacy simulation and resource fair. One participant noted:

*I feel much more prepared now and I have a ton of resources. It's going to be hard to actually pare down now because it's not the only unit I teach. But yeah, the resources, being able to go through the resources to interact and to see how people interact with some of them is really helpful.*

Another participant also spoke of the resources and explained “*The most beneficial aspect for me is all the information I realized is already available from institutions. Also, all the opportunities for teachers and especially students to take advantage of.*” Another participant agreed, elaborating “*no one would have thought we were going to be talking about kids going over to Germany and doing internships and stuff.*” While participants learned about a lot of resources available to them through the museum, what frequently was discussed during feedback were the future opportunities they had access to, such as internships for students.

## Networking

Finally, having the opportunity to connect with other participants was remarked on as a beneficial aspect of the workshop. Teachers spoke positively of the opportunity to meet others in the teaching field and collaborate with them throughout the workshop.

## What recommendations do teachers have about the workshop?

Overall, teachers were very pleased with the workshop. The recommendations offered by teachers were limited but related to the continuing pandemic or a request for more time.

### More In Person Time

Ultimately, the participants requested more time in person. They enjoyed the interactive components of the workshop and valued being able to see and experience things, such as the Twin Oaks Estate, the Museum, and the Diplomatic Reception Rooms.

Although two days were scheduled to be offered in person, the second day had to be moved virtual due to the ongoing pandemic. Participants noted they understood why the workshop had to be virtual, but also felt that if it was virtual, it was important for there to be more breaks/processing time added in. One participant described a challenge with some of the longer presentations. The participant explained that they did fine with one of the longer presentations, but “*the other days I was suffering Zoom fatigue and could not pay full attention or get a lot out of it.*”

Other participants shared similar reactions to the challenge of being on Zoom for an extended period of time and offered suggestions. One suggestion was to “*extend the workshop but shorten the days.*” The participant explained the benefit, stating “*This may include raising the stipend, but the shorter days allow for the participants to be checked in longer.*”

### More Time

Along with requesting more in-person days, participants also noted they would like more time in general. One participant discussed providing more time in the breakout rooms if they were online and making sure they were at least “*20 minutes per speaker*” if the sessions were held face-to-face. Similarly, another participant noted that they believed the third day of the session could have easily been split into two days. Another request was for more time for networking with other participants, which for many was an

important aspect of the workshop experience. One participant noted they understood the workshop had a strict schedule but would have liked “*more time to talk one on one with other participants and learn their stories.*”



# Chapter Three: Recommendations

## Recommendations

Based on the findings from the focus group and survey, the evaluation team prioritizes the following recommendations:

### Workshop Format

- 1. If possible, conduct the workshop over several in-person days.** Understandably, the ongoing pandemic necessitated the 5-day workshop to be in-person for only one day. However, participants are eager to participate in an in-person setting. The components participants considered to be “most beneficial” were the opportunities to visit and experience things. Providing an in-person workshop allows for more of these opportunities.
- 2. If virtual, consider offering the workshop over more half days as opposed to five full days.** Participants reported feeling “Zoom fatigue” and being unable to pay attention or get as much out of it. While the schedule allowed for breaks and had many interactive components, it can still be difficult to sit for such a long time. Spreading out the workshop across a longer time period with shorter sessions may allow participants to be more engaged.
- 3. Consider offering components of the workshop as a summer series.** Offering components of the workshop as individual sessions would allow teachers who are interested to participate in sessions on topics of their choice and would be less of a time commitment, as these would take place for short (e.g., 1 to 3-hour sessions) across the summer as opposed to five full days. Offering a mix of virtual and in-person opportunities would allow for teachers in the Washington, D.C. metro area and beyond the opportunity to participate.

### Workshop Content

- 1. Provide time during the workshop for teachers to integrate NMAD resources and content into existing instructional units or lessons.** Classroom implementation was challenging for teachers, who expressed that they did not have time to “*figure out implementation.*” While teachers were provided time to develop a lesson plan, it may be beneficial for teachers to spend additional time thinking through when diplomacy can be taught. Consider providing teachers time during the workshop to identify where to insert within their course scope and sequence the Skills of Diplomacy, a Diplomacy Simulation, or other NMAD educational content.
- 2. Help teachers learn how to facilitate a Diplomacy Simulation through use of a modeling-practice-coaching model.** The teachers we spoke with did not have strong confidence in their ability to plan and facilitate a Diplomacy Simulation. The modeling-practice-coaching training model recommended by Joyce and Showers<sup>1</sup> is a practical method for building teachers’ confidence and skill in a new instructional method. Training begins with modelling the new skills, followed by teachers’ practice of the skill under the guidance of an instructor. Finally, peer coaching is the collaborative work of teachers in planning and developing the lessons and materials to implement the training effectively.
- 3. Plan a follow-up meeting during the school year.** A low-cost way to boost the effectiveness of a teacher training program is to add a follow-up meeting. Teachers can share their experiences

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<sup>1</sup> Joyce, B. R., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

implementing what they learned during the summer workshop and receive feedback from their peers and NMAD program facilitators. Follow-up sessions also aid implementation by offering some accountability: teachers are more likely to implement new practices if they know they will need to report on how it went to their peers and program facilitators.

## Teacher Recruitment

- 1. If it is not possible to offer teacher stipends, still consider providing professional development.** The Summer 2022 Teacher Workshop was funded by a grant from the Morris and Gwendolyn Cafritz Foundation. The grant provided funding for different components of the workshop, including teacher stipends. If the National Museum of American Diplomacy is unable to obtain another grant, the museum should still consider offering professional development without a stipend as it was positively received by teachers. If offered without a stipend, the museum may wish to provide shorter sessions instead of a five-day workshop.
- 2. Use former participants as a recruitment tool.** One of the challenges experienced by staff were recruiting participants for this opportunity. In some cases, it was difficult to get in touch with school division leadership to share the opportunity with teachers. The museum can email future information to former participants and ask them to share with others in their districts. Because the professional development opportunities do not conflict with school hours, it is not necessary to go through school division leadership.
- 3. Add a link to sign up for information about future professional learning opportunities to the NMAD Education page.** As the museum continues to develop their new website and promote new educational resources, more teachers will be visiting the website. Adding a link to a side bar or in another prominent location on the page may allow the museum to collect contact information of teachers who are interested in hearing about future professional development opportunities.



# Appendices

## Appendix A: Instruments

### National Museum of American Diplomacy Summer 2022 Teacher Workshop: Preparing Students for College, Career, and Civic Life with Diplomacy Skills

#### Pre-Survey

As a participant in the National Museum of American Diplomacy Summer 2022 Teacher Workshop, you are invited to complete this survey.

This survey is being conducted by Shaffer Evaluation Group, an independent educational evaluation firm commissioned by the Diplomacy Center Foundation to gain a better understanding of participants' knowledge of the U.S. Department of State and American diplomacy, their beliefs and skills related to teaching diplomacy skills using resources such as simulations and primary sources/objects, and their experiences with professional learning. This survey is part of a comprehensive evaluation of the Summer 2022 Teacher Workshop, the results of which will be used to make recommendations regarding future professional learning offered by the National Museum of American Diplomacy.

#### Confidentiality and Participation

Your decision to participate or not participate will not affect your participation in the teacher workshop or your relationship with the National Museum of American Diplomacy in general. However, choosing not to participate, including skipping questions on either survey, means that you will forfeit the \$500 stipend.

Your survey responses will be held in confidence. All information that would permit identification of an individual respondent will be reviewed and used only by Shaffer Evaluation Group and will not be disclosed or released to others, including the staff of the National Museum of American Diplomacy. Information from the study will be reported only in the aggregate at the program level, and teachers' names will not appear in any report of survey results. Museum staff will know which teachers participated in the survey, since this information will be shared so that participating teachers can receive the \$500 stipend.

#### Completing the Survey

We estimate that it will take approximately 15 minutes to complete the survey. If you have questions about the survey, please contact Stacy Hayden, the evaluation study Research Associate ([stacy@shafferevaluation.com](mailto:stacy@shafferevaluation.com)). By completing this survey, you acknowledge that you are at least 18 years of age and voluntarily grant permission for the use of your survey responses as part of the evaluation of the National Museum of American Diplomacy Summer 2022 Teacher Workshop.

#### Consent

I agree to participate in the pre- and post-workshop surveys as part of the evaluation of the National Museum of American Diplomacy Summer 2022 Teacher Workshop as described above.

Yes, I agree to participate in the pre- and post-workshop survey as part of the National Museum of American Diplomacy Teacher Workshop evaluation.

No, I do not agree to participate in the pre- and post-workshop survey as part of the National Museum of American Diplomacy Teacher Workshop evaluation. I understand that I will not receive the \$500 stipend if I do not participate.

### Demographic Information

1. Name (First, Last):
2. School District:
3. Email Address:
4. What is your role?
  - a. Classroom Teacher
  - b. Specialist (please specify)
  - c. Other (please specify)
5. [If Classroom Teacher] What content area do you teach? (Please select all that apply)
  - a. History/Social Studies
  - b. Civics/Government
  - c. Geography
  - d. Economics
  - e. Politics
  - f. World Languages
  - g. English
  - h. Other (please specify)
6. What courses do you teach?
7. What grades do you teach? (Please select all that apply)
  - a. Grade 6
  - b. Grade 7
  - c. Grade 8
  - d. Grade 9
  - e. Grade 10
  - f. Grade 11
  - g. Grade 12
8. Gender Identity:
  - a. Male
  - b. Female
  - c. Nonbinary
  - d. I'd prefer not to answer
9. Ethnicity (Please select all that apply):
  - a. American Indian or Alaska Native
  - b. Asian
  - c. Black or African American
  - d. Hispanic or Latino
  - e. Native Hawaiian or Other Pacific Islander
  - f. White
  - g. Other (please specify)

**Pre-Workshop Assessment**

We would like to understand your current level of knowledge about diplomacy, diplomats, and the United States Department of State. Please respond to the following questions.

1. What is the mission or purpose of the United States Department of State?
2. What is the name and title of the most senior person in the U.S. Department of State? How is this person selected?
3. What part of the government does the U.S. Department of State belong to?
4. What is diplomacy?
5. The U.S. Department of State only employs U.S. Citizens (T/F)
6. U.S. diplomats must have specific education before being hired (T/F)
7. U.S. diplomats must have specific training before being hired (T/F)

**Teaching Diplomacy with Primary Sources**

We would like to understand your current level of comfort and ability in teaching with primary sources. Please respond to the following questions.

For each of the following scenarios, select whether the source described is a primary or secondary source.

	Primary Source	Secondary Source
1. In teaching a unit about the Spanish-American Conflict of 1898, you begin with an overview from the textbook. Is the textbook you are using a primary or secondary source?		
2. While teaching a lesson about the diplomatic career of Frederick Douglass, you share a copy of the written speech delivered by Douglass at the World’s Columbian Exposition in Chicago in 1893. Is the written speech a primary or secondary source?		
3. In reading this Sunday’s newspaper, you come across an article about the Barbary Pirates Hostage Crisis. Would this article be considered a primary or secondary source for studying this historical event?		

4. What is a primary source? Please write a brief definition of a primary source for your students.

5. What is an effective thinking routine/instructional strategy for using objects/primary sources?

6. Please describe how you would use an object, such as the photograph below, in your class to connect students to their prior knowledge about American diplomacy or diplomacy skills. Also, provide an example of a question you might ask to stimulate higher-level thinking.



**President Carter encouraged Israeli Prime Minister Begin, left, and Egyptian President Sadat, right, to speak directly to each other on the second day of peace talks at Camp David in 1978. (Source:<https://diplomacy.state.gov/spotlight-on-diplomacy-camp-david>).**

7. What teaching strategies might help students use the above source to build and express their knowledge about this topic?

### **Skills of Diplomacy**

We would like to know your beliefs about diplomacy skills. As you respond to the following questions, please consider the Skills of Diplomacy which are presented in the graphic below.



8. Which skills would be best to integrate into classes and develop with students? Please select all that apply.
- a. Analysis
  - b. Awareness
  - c. Communication
  - d. Collaboration
  - e. Leadership
  - f. Composure
  - g. Advocacy
  - h. Innovation
  - i. Management

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
9. There are similarities between the Skills of Diplomacy and the crucial competencies necessary for success in 21st-century careers and civic life.					
10. I can identify skills required by the discipline I teach that can be taught through the Skills of Diplomacy.					

11. I can identify behaviors required by the discipline I teach that can be taught through the Skills of Diplomacy.					
12. I can identify attitudes required by the discipline I teach that can be taught through the Skills of Diplomacy.					

13. Are you familiar with the NMAD Diplomacy Simulations, which are instructional resources available on the NMAD website?

- a. Yes
- b. No

14. The NMAD Diplomacy Situations will allow my students to develop the Skills of Diplomacy.

- a. Strongly disagree
- b. Disagree
- c. Neither agree nor disagree
- d. Agree
- e. Strongly agree

**Teaching Diplomacy**

We would like to know about your comfort with teaching diplomacy. Please respond to the following statements by indicating your level of agreement.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
15. I am confident I can incorporate teaching the history of diplomacy into the content areas I teach.					
16. I am confident I can incorporate teaching the practice of diplomacy into the content areas I teach.					
17. I am confident I can incorporate teaching the skills of diplomacy into the content areas I teach.					
18. I am familiar with where to access					

diplomacy resources for use in my instruction.					
19. I have enough resources on teaching diplomacy to integrate diplomacy into my instruction.					
20. Teaching students about diplomacy is a beneficial use of instructional time.					
21. There are many opportunities to integrate teaching about diplomacy in the content areas I teach.					
22. I know how to facilitate simulations to allow my students to practice the skills of diplomacy.					
23. I feel confident developing simulations to allow my students to practice the skills of diplomacy.					
24. I am confident that I could successfully use objects and/or primary sources to teach the history of diplomacy.					
25. I am confident that I could successfully use objects and/or primary sources to teach the practice of diplomacy.					
26. I am confident that I could successfully use objects and/or primary sources to teach the skills of diplomacy.					
27. I am aware of resources to support the development of global civic competencies in teachers and students.					
28. I am confident I can support the development of global civic competencies in my classroom/within my students.					
29. I am confident I can develop my own global civic competencies.					
30. I am confident I can support the development of global civic competencies within my colleagues.					

### **Final Questions**

31. What do you hope to learn during the National Museum of American Diplomacy Teacher Workshop?
32. What questions do you have about integrating diplomacy in the classroom?
33. What questions do you have about teaching the Skills of Diplomacy?

## **National Museum of American Diplomacy Summer 2022 Teacher Workshop: Preparing Students for College, Career, and Civic Life with Diplomacy Skills**

### **Post-Survey**

As a participant in the National Museum of American Diplomacy Summer 2022 Teacher Workshop, you are invited to complete this survey.

This survey is being conducted by Shaffer Evaluation Group, an independent educational evaluation firm commissioned by the Diplomacy Center Foundation to gain a better understanding of participants' knowledge of the U.S. Department of State and American diplomacy, and their beliefs and skills related to teaching diplomacy skills using instructional strategies such as simulations and primary sources. This survey is part of a comprehensive evaluation of the Summer 2022 Teacher Workshop, the results of which will be used to make recommendations regarding future professional learning offered by the National Museum of American Diplomacy.

The Diplomacy Center Foundation has made attendance of the full workshop (i.e., all five days) and completion of two surveys – the pre-workshop survey and this survey – a requirement in order to receive the \$500 stipend associated with this teacher workshop.

### **Confidentiality and Participation**

Your decision to participate or not participate in the pre- and post-workshop surveys will not affect your participation in the Summer 2022 Teacher Workshop or your relationship with the National Museum of American Diplomacy in general. However, choosing not to participate, including skipping questions on either survey, means that you will forfeit the \$500 stipend.

Your survey responses will be held in confidence. All information that would permit identification of an individual respondent will be reviewed and used only by the Shaffer Evaluation Group and will not be disclosed or released to others, including the staff of the National Museum for American Diplomacy. Information from the study will be reported only in the aggregate at the program level, and teachers' names will not appear in any report of survey results. Museum staff will know which teachers participated in the survey, since this information will be shared so that participating teachers can receive the \$500 stipend.

### **Completing the Survey**

We estimate that it will take approximately 15 minutes to complete the survey. If you have questions about the survey, please contact Stacy Hayden, the evaluation study Research Associate ([stacy@shafferevaluation.com](mailto:stacy@shafferevaluation.com)). By completing this survey, you acknowledge that you are at least 18 years of age and voluntarily grant permission for the use of your survey responses as part of the evaluation of the National Museum of American Diplomacy Summer 2022 Teacher Workshop.

### **Consent**

1. Name (First, Last):

As part of the evaluation, participants will be asked to complete a follow-up survey in early 2023. Shaffer Evaluation Group will contact participants via email to request participation in the follow-up survey.

Consenting does not require you to participate in the follow-up survey; it allows the evaluator to contact you and request your participation.

Yes, I agree that Shaffer Evaluation Group can contact me in early 2023 to request my participation in the follow-up survey.

No, I do not agree to have Shaffer Evaluation Group contact me in early 2023 to request my participation in the follow-up survey.

As part of the evaluation, a sample of participants will be asked to participate in a brief, online focus group in early 2023. Shaffer Evaluation Group will contact participants via email to request participation in the focus group. Consenting does not require you to participate in the focus group; it allows the evaluator to contact you and request your participation.

Yes, I agree that Shaffer Evaluation Group can contact me in early 2023 to request my participation in the focus group.

No, I do not agree to have Shaffer Evaluation Group contact me in early 2023 to request my participation in the focus group.

### **Post-Workshop Assessment**

Now that you've completed the National Museum of American Diplomacy Teacher Workshop, we would like to understand what you have learned. Please answer the following questions.

#### **U.S. Department of State**

1. What is the mission or purpose of the United States Department of State?
2. What is the name and title of the most senior person in the U.S. Department of State?
  - a. How is this person selected?
3. What part of the government does the U.S. Department of State belong to?
4. What is diplomacy?
5. What do diplomats do?
6. The U.S. Department of State employs U.S. citizens and citizens from other countries (T/F)
7. U.S. diplomats don't require specific education before being hired (T/F)
8. U.S. diplomats must have specific training before being hired (T/F)

#### **Teaching Diplomacy with Primary Sources**

1. For each of the following scenarios, select whether the source described is a primary or secondary source.
  - a) In teaching a unit about the Cold War, you begin with an overview from a website. Is the

website you are using a primary or secondary source?

- Primary source
- Secondary source

b) While teaching a lesson about African American Trailblazers in diplomacy, you share a copy of a written speech by Dr. Ralph J. Bunche. Is the written speech a primary or secondary source?

- Primary source
- Secondary source

c) While scrolling the internet, you come across an article about the Suez Canal Crisis. Would this article be considered a primary or secondary source for studying this historical event?

- Primary source
- Secondary source

2. What is a primary source? Please write a brief definition of a primary source for your students.
3. What is an effective thinking routine/instructional strategy for using objects/primary sources?
4. Please describe how you would use an object, such as the photograph below, in your class to connect students to their prior knowledge about American diplomacy or diplomacy skills. Provide an example of a question you might ask to stimulate higher-level thinking.



Secretary Rice and Indian Foreign Minister Pranab Mukherjee, shake hands after signing the U.S.-India Agreement for Cooperation Concerning Peaceful Uses of Nuclear Energy at the State Department, Oct. 10, 2008.. (Source: <https://diplomacy.state.gov/exhibits/diplomacy-is-our-mission/>)

5. What teaching strategies might help students use the above source to build and express their knowledge about this topic?

### **Skills of Diplomacy**

Now that you have completed the National Museum of American Diplomacy Teacher Workshop we would like to know your beliefs about diplomacy skills. As you respond to the following questions, please consider the Skills of Diplomacy which are presented in the graphic below.



9. Which skills would be best to integrate into classes and develop with students? Please select all that apply.
- Analysis
  - Awareness
  - Communication
  - Collaboration
  - Leadership
  - Composure
  - Advocacy
  - Innovation
  - Management

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
10. There are similarities between the Skills of					

Diplomacy and the crucial competencies necessary for success in 21st-century careers and civic life.					
11. I can identify skills required by the discipline I teach that can be taught through the Skills of Diplomacy.					
12. I can identify behaviors required by the discipline I teach that can be taught through the Skills of Diplomacy.					
13. I can identify attitudes required by the discipline I teach that can be taught through the Skills of Diplomacy.					

14. The NMAD Diplomacy Simulations will allow my students to develop the Skills of Diplomacy.
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly Disagree

**Teaching Diplomacy**

Now that you have completed the National Museum of American Diplomacy Teacher Workshop we would like to know about your comfort with teaching diplomacy. Please respond to the following statements by indicating your level of agreement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I am confident I can incorporate teaching the history of diplomacy into the content areas I teach.					
2. I am confident I can incorporate teaching the practice of diplomacy into the content areas I teach.					

3. I am confident I can incorporate teaching the skills of diplomacy into the content areas I teach.					
4. I am familiar with where to access diplomacy resources for use in my instruction.					
5. I have enough resources on teaching diplomacy to integrate diplomacy into my instruction.					
6. Teaching students about diplomacy is a beneficial use of instructional time.					
7. There are many opportunities to integrate teaching about diplomacy in the content areas I teach.					
8. I know how to facilitate simulations to allow my students to practice the skills of diplomacy.					
9. I feel confident developing simulations to allow my students to practice the skills of diplomacy.					
10. I am confident that I could successfully use objects and/or primary sources to teach the history of diplomacy.					
11. I am confident that I could successfully use objects and/or primary sources to teach the practice of diplomacy.					
12. I am confident that I could successfully use objects and/or primary sources to teach the skills of diplomacy.					
13. I am aware of resources to support the development of global civic competencies in teachers and students.					
14. I am confident I can support the development of global civic competencies in my classroom/within my students.					
15. I am confident I can develop my own global civic competencies.					

16. I am confident I can support the development of global civic competencies within my colleagues.					
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**Workshop Reflection**

1. What were the most beneficial aspects of the workshop?
2. What aspect(s) of the workshop did you find least beneficial?
3. What suggestions do you have to improve the workshop?

Please respond with how likely you are to do the following.

	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very Likely
4. Recommend this workshop to colleagues.					
5. Recommend NMAD educational resources to colleagues.					
6. Use NMAD educational resources in my teaching in the future.					

7. Is there anything else you think we should know?

**National Museum of American Diplomacy Summer 2022 Teacher Workshop: Preparing Students for College, Career, and Civic Life with Diplomacy Skills**

**Post-Workshop Reflection Questions**

Thank you for taking time today to speak with me today about the National Museum of American Diplomacy Teacher Workshop.

My name is \_\_\_\_\_ and I am an external evaluator from Shaffer Evaluation Group. We are an independent educational evaluation firm commissioned by the Diplomacy Center Foundation to gain a better understanding of participants' experiences with the teacher workshop. Today I would like to engage you in a reflection session to understand your experience with the workshop.

I am audio-recording today's discussion for the purpose of transcribing your comments for analysis. Please know we will ensure that any information we include in our report does not identify you as the respondent.

Did you have any questions for me before we begin?

**Discussion Questions**

1. Now that you have completed the workshop, I would like to ask you some questions about your experience.
  - a. What were the highlights of your experience?
  - b. Now, I would like you to discuss how prepared or not prepared you feel to incorporate American diplomatic history and practice into your curriculum. On a scale of 1 to 10, how prepared do you feel?
    - i. How has your preparedness changed since before the workshop?
  - c. I would also like to discuss your preparedness to teach the skills of diplomacy. On a scale of 1 to 10, how prepared do you feel?
    - i. How has your preparedness changed since before the workshop?
2. As you reflect on your participation, which workshop components did you find most valuable in developing your skills and confidence to integrate diplomacy and the skills of diplomacy, and why.
  - a. Probe as to what each component/aspect contributed to the participant's development
    - i. Information on diplomacy and the State Department
    - ii. Presentations from special guests including the NMAD historian, State Department Senior Official Richard Buangan, Political Officer Chris Smith, the speaker in migration and refugee issues at the U.S. Department of State, and Ambassador (ret.) Barbara Bodine
    - iii. The Diplomacy is Our Mission exhibit
    - iv. Behind the Scenes tour at State, including the Diplomatic Reception Rooms and the Press Briefing Room
    - v. Visit to Taiwan's Twim Oaks Estate
    - vi. Interactive diplomacy simulations
    - vii. Introductions to object-based and primary source learning

- viii. Overview of the NMAD resources/Teacher Resource Fair
  - ix. Best practices for facilitating simulations presentation
  - x. The session “Making it Happen: Meet the People Behind Diplomacy (speed meetings with the State and USAID Staff in Zoom Breakout Rooms)
  - xi. The Teacher Resource Fair: Building Global Civic Competence
  - xii. Opportunities to informally share ideas for incorporating diplomacy into the classroom
  - xiii. Developing a presentation for integrating diplomacy in the classroom
3. Now I would like to discuss how participating in the workshop will affect your instruction.
- a. What is the biggest change you anticipate you’ll make to your instruction now that you’ve participated in this workshop?
  - b. What challenges do you expect to experience in integrating teaching about diplomacy and the skills of diplomacy?
  - c. What questions do you still have about integrating teaching about diplomacy and the skills of diplomacy?
  - d. What resources do you need to support you in integrating teaching about diplomacy and the skills of diplomacy?
4. Thank you for sharing. I would now like to ask you some final questions.
- a. Would you participate in something like this again? If so, how would you want your experience to be similar or different?
  - b. Would you recommend this experience to colleagues? If not, what would need to change in order for you to want to recommend it?
  - c. What else would you like to share?

## National Museum of American Diplomacy Summer 2022 Teacher Workshop: Preparing Students for College, Career, and Civic Life with Diplomacy Skills

### Follow-up Focus Group Protocol

Thank you for taking time today to speak with me today about the National Museum of American Diplomacy Teacher Workshop you participated in during July 2022.

My name is \_\_\_\_\_ and I am an external evaluator from Shaffer Evaluation Group. We are an independent educational evaluation firm commissioned by the Diplomacy Center Foundation to gain a better understanding of participants' experiences with the teacher workshop and how participation has affected teachers. This will help in part with the development of the final evaluation report.

Please know that there is no "right" answer, and we encourage you to respond to each question. We deeply appreciate your time. Our conversation today will last no longer than one hour. I am audio-recording today's discussion for the purpose of transcribing your comments for analysis. Please know that all responses will remain confidential. This means that your responses will only be shared with other members of the evaluation team, and we will ensure that any information we include in our report does not identify you as the respondent. You are free to withdraw from this discussion at any time without penalty.

Did you have any questions for me before we begin?

#### Discussion Questions

5. Since it has been some time since we've been together, please introduce yourself and tell us your name and your position.

#### Implementation

Thank you for sharing that. First, I'd like for us to talk about how the professional development may have affected your teaching.

1. First I'd like to know about integration of teaching about diplomacy and the skills of diplomacy. I'll ask about these two topics separately.
  - a. Have you been able to integrate teaching about diplomacy in your classroom?
    - i. What successes have you had?
    - ii. What challenges have you experienced?
    - iii. At this point of time on a scale of 1 to 10 how prepared do you feel to teach about diplomacy in your classroom?
  - b. Now, I'd like to ask about teaching the skills of diplomacy in your classroom.
    - i. Have you been able to integrate this into your classroom?
    - ii. What successes have you had?
    - iii. What challenges have you experienced?
    - iv. At this point of time on a scale of 1 to 10 how prepared do you feel to teach the skills of diplomacy in your classroom?
2. What resources (if any) have been most valuable as you've begun teaching about diplomacy and/or the skills of diplomacy in your classroom?
  - a. Probe:

- i. Was the resource easy to use?
  - ii. Is there anything the Diplomacy Center Foundation could do to improve the resource?
3. Are there any resources that you've found you need as you've begun teaching about diplomacy and/or the skills of diplomacy in your classroom?

### **Impact**

1. Now I'd like to discuss how integrating the skills of diplomacy and teaching about diplomacy has impacted your students. How have your students responded to integrating diplomacy into your instruction?
2. Do you believe integrating diplomacy into your instruction has affected your students?
3. Thank you for sharing about your students. Have you shared any information from the workshop with colleagues?

### **Reflections**

1. Thinking back to the workshop, what was your biggest takeaway?
2. What workshop component did you find most valuable in developing your skills and confidence to integrate diplomacy and the skills of diplomacy? Why?
3. Would you participate in something like this again? If so, how would you want your experience to be similar or different?
4. Would you recommend this experience to colleagues? If not, what would need to change in order for you to want to recommend it?
5. What else would you like to share?

## **National Museum of American Diplomacy Summer 2022 Teacher Workshop: Preparing Students for College, Career, and Civic Life with Diplomacy Skills**

### **Follow-up Survey**

As a participant in the National Museum of American Diplomacy Summer 2022 Teacher Workshop, you are invited to complete this survey.

This survey is being conducted by Shaffer Evaluation Group, an independent educational evaluation firm commissioned by the Diplomacy Center Foundation to gain a better understanding of participants' knowledge of the U.S. Department of State and American diplomacy, and their beliefs and skills related to teaching diplomacy skills using instructional strategies such as simulations and primary sources. This survey is part of a comprehensive evaluation of the Summer 2022 Teacher Workshop, the results of which will be used to make recommendations regarding future professional learning offered by the National Museum of American Diplomacy.

### **Confidentiality and Participation**

Your decision to participate or not participate in the follow-up survey will not affect your relationship with the National Museum of American Diplomacy in general.

Your survey responses will be held in confidence. All information that would permit identification of an individual respondent will be reviewed and used only by the Shaffer Evaluation Group and will not be disclosed or released to others, including the staff of the National Museum for American Diplomacy. Information from the study will be reported only in the aggregate at the program level, and teachers' names will not appear in any report of survey results.

### **Completing the Survey**

We estimate that it will take approximately 15 minutes to complete the survey. If you have questions about the survey, please contact Stacy Hayden, the evaluation study Research Associate ([stacy@shafferevaluation.com](mailto:stacy@shafferevaluation.com)). By completing this survey, you acknowledge that you are at least 18 years of age and voluntarily grant permission for the use of your survey responses as part of the evaluation of the National Museum of American Diplomacy Summer 2022 Teacher Workshop.

### **Information**

1. Please provide your first and last name.

### **Skills of Diplomacy**

Since you completed the National Museum of American Diplomacy Teacher Workshop we would like to know your beliefs about diplomacy skills. As you respond to the following questions, please consider the Skills of Diplomacy, which are presented in the graphic below.



15. Which skills would be best to integrate into classes and develop with students? Please select all that apply.

- a. Analysis
- b. Awareness
- c. Communication
- d. Collaboration
- e. Leadership
- f. Composure
- g. Advocacy
- h. Innovation
- i. Management

16. Which skills have you integrated into classes and develop with students? Please select all that apply.

- a. Analysis
- b. Awareness
- c. Communication
- d. Collaboration
- e. Leadership
- f. Composure
- g. Advocacy
- h. Innovation
- i. Management

17. Which skills have been the most valuable to integrate into your instruction and develop with students? Please select all that apply.

- a. Analysis
- b. Awareness
- c. Communication
- d. Collaboration
- e. Leadership
- f. Composure
- g. Advocacy
- h. Innovation
- i. Management

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
18. There are similarities between the Skills of Diplomacy and the crucial competencies necessary for success in 21st-century careers and civic life.					
19. I can identify skills required by the discipline I teach that can be taught through the Skills of Diplomacy.					
20. I can identify behaviors required by the discipline I teach that can be taught through the Skills of Diplomacy.					
21. I can identify attitudes required by the discipline I teach that can be taught through the Skills of Diplomacy.					

22. Have you used any of the NMAD Diplomacy Simulations since participating in last summer’s workshop?

- a. Yes
- b. No
- c. I’m not sure

23. [If Yes to 8] The NMAD Diplomacy Simulations have allowed my students to develop the Skills of Diplomacy.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree

24. [If Yes to 8] The NMAD Diplomacy Simulations are a valuable use of instructional time.

- a. Strongly agree

- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree

**Teaching Diplomacy**

Since you completed the National Museum of American Diplomacy Teacher Workshop, we would like to know about your comfort with teaching diplomacy. Please respond to the following statements by indicating your level of agreement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
17. I am confident I can incorporate teaching the history of diplomacy into the content areas I teach.					
18. I am confident I can incorporate teaching the practice of diplomacy into the content areas I teach.					
19. I am confident I can incorporate teaching the skills of diplomacy into the content areas I teach.					
20. I am familiar with where to access diplomacy resources for use in my instruction.					
21. I have enough resources on teaching diplomacy to integrate diplomacy into my instruction.					
22. Teaching students about diplomacy is a beneficial use of instructional time.					
23. There are many opportunities to integrate teaching about diplomacy in the content areas I teach.					
24. I know how to facilitate simulations to allow my students to practice the skills of diplomacy.					
25. I feel confident developing simulations to allow my students to practice the skills of diplomacy.					

26. I am confident that I could successfully use objects and/or primary sources to teach the history of diplomacy.					
27. I am confident that I could successfully use objects and/or primary sources to teach the practice of diplomacy.					
28. I am confident that I could successfully use objects and/or primary sources to teach the skills of diplomacy.					
29. I am aware of resources to support the development of global civic competencies in teachers and students.					
30. I am confident I can support the development of global civic competencies in my classroom/within my students.					
31. I am confident I can develop my own global civic competencies.					
32. I am confident I can support the development of global civic competencies within my colleagues.					

Now we'd like to learn about the frequency with which you teach about diplomacy. Please respond to the following statements by indicating the frequency in which you do the following.

	Never	Rarely	Sometimes	Often	Always
1. Teach about the history of diplomacy.					
2. Teach about the practice of diplomacy.					
3. Teach about the skills of diplomacy.					
4. Utilize NMAD resources in my instruction.					
5. Utilize non-NMAD resources shared at the teacher workshop in my instruction.					

**Workshop Reflection**

Please respond with how likely you are to do the following.

	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very Likely
1. Recommend this workshop to colleagues.					
2. Recommend NMAD educational resources to colleagues.					
3. Use NMAD educational resources in my teaching in the future.					

4. Is there anything else you think we should know?

## Appendix B: Survey Data Tables

### Pre-workshop Survey

**Table 1. Participant characteristics.**

Characteristic	Frequency	Percentage
<i>Gender</i>		
Female	15	83%
Male	3	17%
<i>Race/Ethnicity*</i>		
White	9	47%
Black or African American	4	21%
Hispanic or Latino	4	21%
American Indian or Alaska Native	1	5%
Other	1	5%
<i>Teaching Grade Level</i>		
High school	10	56%
Middle school	8	44%
<i>Position</i>		
Teacher	16	89%
Specialist	1	6%
Other	1	6%
<i>Content Area</i>		
Social Studies	11	65%
World Languages	6	35%

**Table 2. Best skills to integrate and develop in classrooms.**

Skills	Frequency	Percentage
Analysis	17	94%
Awareness	16	89%
Communication	17	94%
Collaboration	17	94%
Leadership	12	67%
Composure	10	56%
Advocacy	13	72%
Innovation	11	61%
Management	10	56%

**Table 3. Teachers' ability to identify the Skills of Diplomacy.**

Statements	Agreement	Frequency	Percentage
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There are similarities between the Skills of Diplomacy and the crucial competencies necessary for success in 21st-century careers and civic life.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	4	22%
	Strongly Agree	14	78%
I can identify skills required by the discipline I teach that can be taught through the Skills of Diplomacy.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	3	17%
	Agree	7	39%
	Strongly Agree	8	44%
I can identify behaviors required by the discipline I teach that can be taught through the Skills of Diplomacy.	Strongly Disagree	0	0%
	Disagree	1	6%
	Neither	3	17%
	Agree	4	22%
	Strongly Agree	10	56%
I can identify attitudes required by the discipline I teach that can be taught through the Skills of Diplomacy.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	1	6%
	Agree	10	56%
	Strongly Agree	7	39%

**Table 4. Usage of the NMAD Diplomacy simulations.**

Statement	Agreement	Frequency	Percentage
The NMAD Diplomacy Simulations will allow my students to develop the Skills of Diplomacy.	Strongly Disagree	1	20%
	Disagree	0	0%
	Neither	0	0%
	Agree	1	20%
	Strongly Agree	0	0%

**Table 5. Level of comfort with teaching diplomacy I.**

Statement	Agreement	Frequency	Percentage
I am confident I can incorporate teaching the history of diplomacy into the content areas I teach.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	3	17%
	Agree	7	39%
	Strongly Agree	8	44%
I am confident I can incorporate teaching the practice of diplomacy into the content areas I teach.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	2	11%
	Agree	8	44%
	Strongly Agree	8	44%
I am confident I can incorporate teaching the skills of diplomacy into the content areas I teach.	Strongly Disagree	0	0%
	Disagree	1	6%
	Neither	2	11%
	Agree	6	33%
	Strongly Agree	9	50%
I am familiar with where to access diplomacy resources for use in my instruction.	Strongly Disagree	0	0%
	Disagree	6	33%
	Neither	6	33%
	Agree	4	22%
	Strongly Agree	2	11%
I have enough resources on teaching diplomacy to integrate diplomacy into my instruction.	Strongly Disagree	1	6%
	Disagree	8	44%
	Neither	7	39%
	Agree	0	0%
	Strongly Agree	2	11%
Teaching students about diplomacy is a beneficial use of instructional time.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	7	39%
	Strongly Agree	11	61%

**Table 6. Level of comfort teaching diplomacy II.**

Statement	Agreement	Frequency	Percentage
There are many opportunities to integrate teaching about diplomacy in the content areas I teach.	Strongly Agree	7	39%
	Agree	6	33%
	Neither	5	28%
	Disagree	0	0%
	Strongly Disagree	0	0%
I know how to facilitate simulations	Strongly Agree	4	22%
	Agree	5	28%

to allow my students to practice the skills of diplomacy.	Neither	3	17%
	Disagree	5	28%
	Strongly Disagree	1	6%
I feel confident developing simulations to allow my students to practice the skills of diplomacy.	Strongly Agree	3	17%
	Agree	4	22%
	Neither	3	17%
	Disagree	8	44%
	Strongly Disagree	0	0%
I am confident that I could successfully use objects and/or primary sources to teach the history of diplomacy.	Strongly Agree	8	44%
	Agree	5	28%
	Neither	4	22%
	Disagree	1	6%
	Strongly Disagree	0	0%
I am confident that I could successfully use objects and/or primary sources to teach the practice of diplomacy.	Strongly Agree	9	50%
	Agree	3	17%
	Neither	5	28%
	Disagree	1	6%
	Strongly Disagree	0	0%
I am confident that I could successfully use objects and/or primary sources to teach the skills of diplomacy.	Strongly Agree	8	44%
	Agree	5	28%
	Neither	4	22%
	Disagree	1	6%
	Strongly Disagree	0	0%

**Table 7. Level of comfort teaching diplomacy III.**

Statement	Agreement	Frequency	Percentage
I am aware of resources to support the development of global civic competencies in teachers and students.	Strongly Agree	1	20%
	Agree	2	40%
	Neither	1	20%
	Disagree	1	20%
	Strongly Disagree	0	0%
I am confident I can support the development of global civic competencies in my classroom/within my students.	Strongly Agree	0	0%
	Agree	4	80%
	Neither	1	20%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Strongly Agree	1	20%

I am confident I can develop my own global civic competencies.	Agree	3	60%
	Neither	0	0%
	Disagree	1	20%
	Strongly Disagree	0	0%
I am confident I can support the development of global civic competencies within my colleagues.	Strongly Agree	1	20%
	Agree	2	40%
	Neither	1	20%
	Disagree	1	20%
	Strongly Disagree	0	0%

**Table 8. Frequency of teaching diplomacy.**

Statement	Agreement	Frequency	Percentage
Teach about the history of diplomacy.	Never	1	20%
	Rarely	1	20%
	Sometimes	1	20%
	Often	2	40%
	Always	0	0%
Teach about the practice of diplomacy.	Never	0	0%
	Rarely	1	20%
	Sometimes	2	40%
	Often	1	20%
	Always	1	20%
Teach about the skills of diplomacy.	Never	0	0%
	Rarely	1	20%
	Sometimes	3	60%
	Often	1	20%
	Always	0	0%
Utilize NMAD resources in my instruction.	Never	0	0%
	Rarely	1	20%
	Sometimes	1	20%
	Often	3	60%
	Always	0	0%
Utilize non-NMAD resources shared at the teacher workshop in my instruction.	Never	0	0%
	Rarely	2	40%
	Sometimes	1	20%
	Often	2	40%
	Always	0	0%

**Table 9. Likelihood of sharing knowledge.**

Statement	Agreement	Frequency	Percentage
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Recommend this workshop to colleagues.	Very Unlikely	0	0%
	Unlikely	0	0%
	Neither	0	0%
	Likely	1	20%
	Very Likely	4	80%
Recommend NMAD educational resources to colleagues.	Very Unlikely	0	0%
	Unlikely	0	0%
	Neither	1	20%
	Likely	0	0%
	Very Likely	4	80%
Use NMAD educational resources in my teaching in the future.	Very Unlikely	0	0%
	Unlikely	0	0%
	Neither	1	20%
	Likely	0	0%
	Very Likely	4	80%

### Post-workshop Survey

**Table 10. Best skills to integrate and develop in classrooms.**

Skills	Frequency	Percentage
Analysis	16	89%
Awareness	15	83%
Communication	15	83%
Collaboration	17	94%
Leadership	12	67%
Composure	8	44%
Advocacy	12	67%
Innovation	12	67%
Management	9	50%

**Table 11. Teachers' ability to identify the Skills of Diplomacy.**

Statements	Agreement	Frequency	Percentage
There are similarities between the Skills of Diplomacy and the crucial competencies necessary for success in 21st-century careers and civic life.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	1	6%
	Agree	0	0%
	Strongly Agree	17	94%
I can identify skills required by the discipline I teach	Strongly Disagree	1	6%
	Disagree	0	0%

that can be taught through the Skills of Diplomacy.	Neither	0	0%
	Agree	2	11%
	Strongly Agree	15	83%
I can identify behaviors required by the discipline I teach that can be taught through the Skills of Diplomacy.	Strongly Disagree	1	6%
	Disagree	0	0%
	Neither	0	0%
	Agree	3	17%
	Strongly Agree	14	78%
I can identify attitudes required by the discipline I teach that can be taught through the Skills of Diplomacy.	Strongly Disagree	1	6%
	Disagree	0	0%
	Neither	1	6%
	Agree	4	22%
	Strongly Agree	12	67%

**Table 12. Usage of the NMAD Diplomacy simulations.**

Statement	Agreement	Frequency	Percentage
The NMAD Diplomacy Simulations will allow my students to develop the Skills of Diplomacy.	Strongly Disagree	2	11%
	Disagree	0	0%
	Neither	0	0%
	Agree	3	17%
	Strongly Agree	13	72%

**Table 13. Level of comfort with teaching diplomacy I.**

Statement	Agreement	Frequency	Percentage
I am confident I can incorporate teaching the history of diplomacy into the content areas I teach.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	3	22%
	Strongly Agree	15	83%
I am confident I can incorporate teaching the practice of diplomacy into the content areas I teach.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	4	22%
	Strongly Agree	14	78%
I am confident I can incorporate teaching the skills of diplomacy into the	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	1	6%

content areas I teach.	Strongly Agree	17	94%
I am familiar with where to access diplomacy resources for use in my instruction.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	6	33%
	Strongly Agree	12	67%
I have enough resources on teaching diplomacy to integrate diplomacy into my instruction.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	5	28%
	Strongly Agree	13	72%
Teaching students about diplomacy is a beneficial use of instructional time.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	1	6%
	Strongly Agree	17	94%

**Table 14. Level of comfort teaching diplomacy II.**

Statement	Agreement	Frequency	Percentage
There are many opportunities to integrate teaching about diplomacy in the content areas I teach.	Strongly Agree	14	78%
	Agree	4	22%
	Neither	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
I know how to facilitate simulations to allow my students to practice the skills of diplomacy.	Strongly Agree	11	61%
	Agree	7	39%
	Neither	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
I feel confident developing simulations to allow my students to practice the skills of diplomacy.	Strongly Agree	12	67%
	Agree	2	11%
	Neither	2	11%
	Disagree	2	11%
	Strongly Disagree	0	0%
I am confident that I could successfully use objects and/or primary sources to	Strongly Agree	14	78%
	Agree	4	22%
	Neither	0	0%
	Disagree	0	0%

teach the history of diplomacy.	Strongly Disagree	0	0%
I am confident that I could successfully use objects and/or primary sources to teach the practice of diplomacy.	Strongly Agree	14	78%
	Agree	4	22%
	Neither	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
I am aware of resources to support the development of global civic competencies in teachers and students.	Strongly Agree	14	78%
	Agree	2	11%
	Neither	2	11%
	Disagree	0	0%
	Strongly Disagree	0	0%

**Table 15. Level of comfort teaching diplomacy III.**

Statement	Agreement	Frequency	Percentage
I am confident I can support the development of global civic competencies in my classroom/within my students.	Strongly Agree	15	83%
	Agree	2	11%
	Neither	1	6%
	Disagree	0	0%
	Strongly Disagree	0	0%
I am confident I can develop my own global civic competencies.	Strongly Agree	12	67%
	Agree	5	28%
	Neither	1	6%
	Disagree	0	0%
	Strongly Disagree	0	0%
I am confident I can support the development of global civic competencies within my colleagues.	Strongly Agree	10	56%
	Agree	5	28%
	Neither	2	11%
	Disagree	1	6%
	Strongly Disagree	0	0%

**Table 1. Likelihood of sharing knowledge.**

Statement	Agreement	Frequency	Percentage
Recommend this workshop to colleagues.	Very Unlikely	1	6%
	Unlikely	0	0%
	Neither	0	0%
	Likely	0	0%
	Very Likely	17	94%
	Very Unlikely	1	6%

Recommend NMAD educational resources to colleagues.	Unlikely	0	0%
	Neither	0	0%
	Likely	2	11%
	Very Likely	15	83%
Use NMAD educational resources in my teaching in the future.	Very Unlikely	1	6%
	Unlikely	0	0%
	Neither	0	0%
	Likely	1	6%
	Very Likely	16	89%

### Follow-up Survey

**Table 27. Best skills to integrate and develop in classrooms.**

Skills	Frequency	Percentage
Analysis	4	80%
Awareness	3	60%
Communication	5	100%
Collaboration	5	100%
Leadership	3	60%
Composure	1	20%
Advocacy	2	40%
Innovation	2	40%
Management	2	40%

**Table 18. Skills that have been integrated in the classroom.**

Skills	Frequency	Percentage
Analysis	5	100%
Awareness	4	80%
Communication	5	100%
Collaboration	4	80%
Leadership	1	20%
Composure	1	20%
Advocacy	3	60%
Innovation	1	20%
Management	1	20%

**Table 19. Skills that are the most valuable to integrate.**

Skills	Frequency	Percentage
Analysis	4	80%
Awareness	3	60%
Communication	4	80%

Collaboration	4	80%
Leadership	1	20%
Composure	1	20%
Advocacy	2	40%
Innovation	1	20%
Management	1	20%

**Table 20. Teachers' ability to identify the Skills of Diplomacy.**

Statements	Agreement	Frequency	Percentage
There are similarities between the Skills of Diplomacy and the crucial competencies necessary for success in 21st-century careers and civic life.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
I can identify skills required by the discipline I teach that can be taught through the Skills of Diplomacy.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	4	80%
	Strongly Agree	1	20%
I can identify behaviors required by the discipline I teach that can be taught through the Skills of Diplomacy.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	4	80%
	Strongly Agree	1	20%
I can identify attitudes required by the discipline I teach that can be taught through the Skills of Diplomacy.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	1	20%
	Agree	3	60%
	Strongly Agree	1	20%

**Table 21. Whether or not the NMAD Diplomacy simulations were used.**

Yes	2	40%
No	3	60%
I'm not sure	0	0%

**Table 22. Usage of the NMAD Diplomacy simulations.**

Statement	Agreement	Frequency	Percentage
The NMAD Diplomacy Simulations have allowed my students to develop the Skills of Diplomacy.	Strongly Disagree	1	20%
	Disagree	0	0%
	Neither	0	0%
	Agree	1	20%
	Strongly Agree	0	0%
The NMAD Diplomacy Simulations are a valuable use of instructional time.	Strongly Disagree	1	20%
	Disagree	0	0%
	Neither	0	0%
	Agree	1	20%
	Strongly Agree	0	0%

**Table 23. Level of comfort with teaching diplomacy I.**

Statement	Agreement	Frequency	Percentage
I am confident I can incorporate teaching the history of diplomacy into the content areas I teach.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	1	20%
	Agree	3	60%
	Strongly Agree	1	20%
I am confident I can incorporate teaching the practice of diplomacy into the content areas I teach.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	1	20%
	Agree	3	60%
	Strongly Agree	1	20%
I am confident I can incorporate teaching the skills of diplomacy into the content areas I teach.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	2	40%
	Agree	2	40%
	Strongly Agree	1	20%
I am familiar with where to access diplomacy resources for use in my instruction.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	0	0%
	Agree	3	60%
	Strongly Agree	2	40%
I have enough resources on teaching diplomacy to integrate	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	2	40%

diplomacy into my instruction.	Agree	3	60%
	Strongly Agree	0	0%
Teaching students about diplomacy is a beneficial use of instructional time.	Strongly Disagree	0	0%
	Disagree	0	0%
	Neither	1	20%
	Agree	2	40%
	Strongly Agree	2	40%

**Table 24. Level of comfort teaching diplomacy II.**

Statement	Agreement	Frequency	Percentage
There are many opportunities to integrate teaching about diplomacy in the content areas I teach.	Strongly Agree	1	20%
	Agree	2	40%
	Neither	1	20%
	Disagree	1	20%
	Strongly Disagree	0	0%
I know how to facilitate simulations to allow my students to practice the skills of diplomacy.	Strongly Agree	1	20%
	Agree	3	60%
	Neither	0	0%
	Disagree	1	20%
	Strongly Disagree	0	0%
I feel confident developing simulations to allow my students to practice the skills of diplomacy.	Strongly Agree	1	20%
	Agree	1	20%
	Neither	2	40%
	Disagree	1	20%
	Strongly Disagree	0	0%
I am confident that I could successfully use objects and/or primary sources to teach the history of diplomacy.	Strongly Agree	1	20%
	Agree	3	60%
	Neither	1	20%
	Disagree	0	0%
	Strongly Disagree	0	0%
I am confident that I could successfully use objects and/or primary sources to teach the practice of diplomacy.	Strongly Agree	1	20%
	Agree	2	40%
	Neither	2	40%
	Disagree	0	0%
	Strongly Disagree	0	0%
I am confident that I could successfully use objects and/or	Strongly Agree	1	20%
	Agree	2	40%
	Neither	2	40%

primary sources to teach the skills of diplomacy.	Disagree	0	0%
	Strongly Disagree	0	0%

**Table 25. Level of comfort teaching diplomacy III.**

Statement	Agreement	Frequency	Percentage
I am aware of resources to support the development of global civic competencies in teachers and students.	Strongly Agree	1	20%
	Agree	2	40%
	Neither	1	20%
	Disagree	1	20%
	Strongly Disagree	0	0%
I am confident I can support the development of global civic competencies in my classroom/within my students.	Strongly Agree	0	0%
	Agree	4	80%
	Neither	1	20%
	Disagree	0	0%
	Strongly Disagree	0	0%
I am confident I can develop my own global civic competencies.	Strongly Agree	1	20%
	Agree	3	60%
	Neither	0	0%
	Disagree	1	20%
	Strongly Disagree	0	0%
I am confident I can support the development of global civic competencies within my colleagues.	Strongly Agree	1	20%
	Agree	2	40%
	Neither	1	20%
	Disagree	1	20%
	Strongly Disagree	0	0%

**Table 26. Frequency of teaching diplomacy.**

Statement	Agreement	Frequency	Percentage
Teach about the history of diplomacy.	Never	1	20%
	Rarely	1	20%
	Sometimes	1	20%
	Often	2	40%
	Always	0	0%
Teach about the practice of diplomacy.	Never	0	0%
	Rarely	1	20%
	Sometimes	2	40%
	Often	1	20%
	Always	1	20%

Teach about the skills of diplomacy.	Never	0	0%
	Rarely	1	20%
	Sometimes	3	60%
	Often	1	20%
	Always	0	0%
Utilize NMAD resources in my instruction.	Never	0	0%
	Rarely	1	20%
	Sometimes	1	20%
	Often	3	60%
	Always	0	0%
Utilize non-NMAD resources shared at the teacher workshop in my instruction.	Never	0	0%
	Rarely	2	40%
	Sometimes	1	20%
	Often	2	40%
	Always	0	0%

**Table 27. Likelihood of sharing knowledge.**

Statement	Agreement	Frequency	Percentage
Recommend this workshop to colleagues.	Very Unlikely	0	0%
	Unlikely	0	0%
	Neither	0	0%
	Likely	1	20%
	Very Likely	4	80%
Recommend NMAD educational resources to colleagues.	Very Unlikely	0	0%
	Unlikely	0	0%
	Neither	1	20%
	Likely	0	0%
	Very Likely	4	80%
Use NMAD educational resources in my teaching in the future.	Very Unlikely	0	0%
	Unlikely	0	0%
	Neither	1	20%
	Likely	0	0%
	Very Likely	4	80%