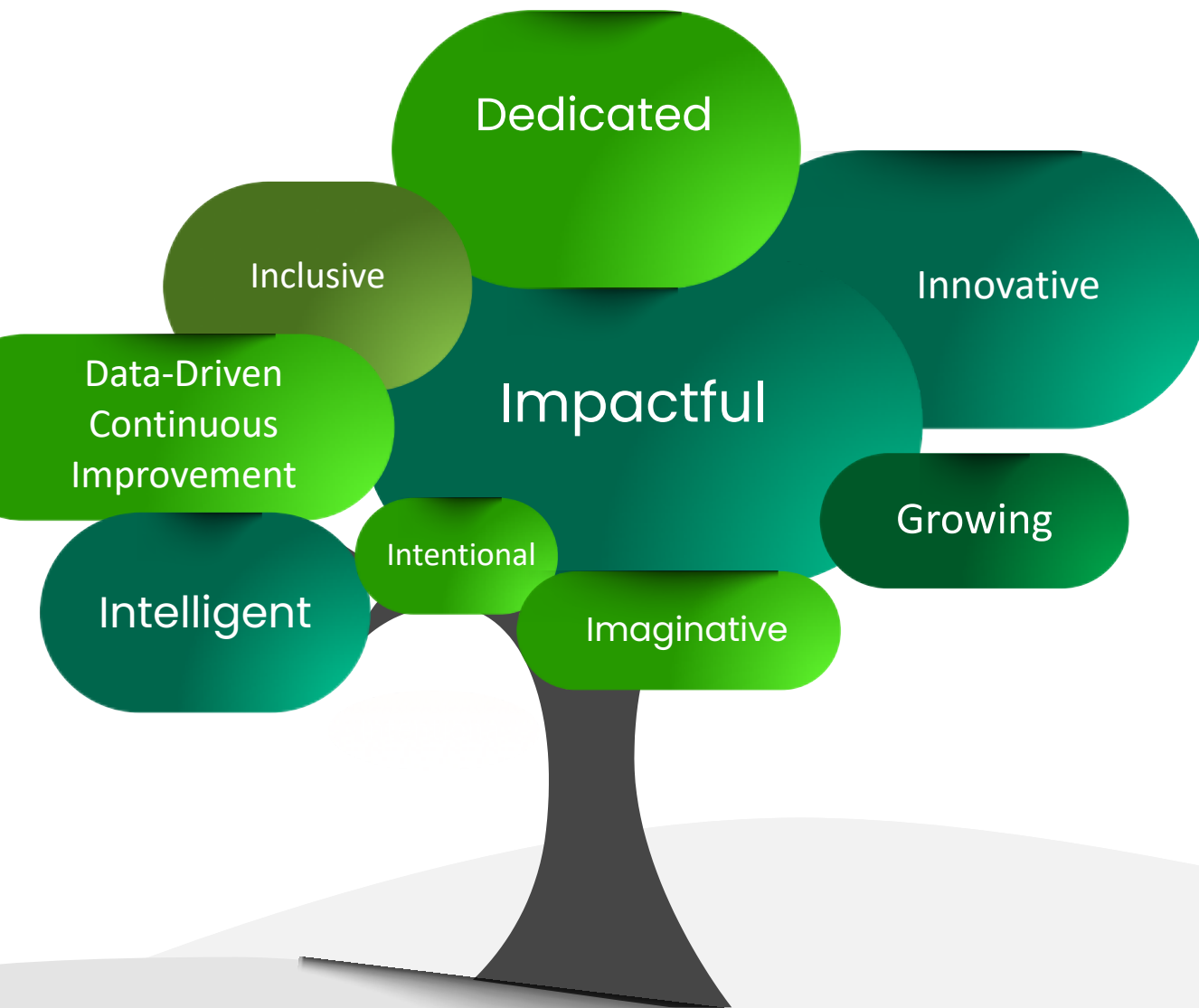




**TOOLS
OF THE
MIND**

2021 - 2022

ANNUAL REPORT





OUR MISSION:

To help all children learn and develop to their full potential by applying developmental theory-based principles of learning to early childhood education.

OUR VISION:

To empower teachers with the understandings and tools they need to create positive classroom cultures, facilitate intentional, playful learning and support the development of self-regulated learners who achieve their full potentials.



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A Letter from Leadership

School year 2021-2022 again presented schools and, in turn, Tools, with ongoing challenges and uncertainties linked to COVID. Recognizing the need for continuing adaptiveness, Tools prioritized communications, intensified our listening for emerging teacher and school needs, and fostered staff initiative to respond. Relationships are central to Tools: we are much more than a curriculum and aspire to serve as a valued partner to teachers and districts. We are proud of the way the Tools team has lived up to those aspirations.

Equally, we are pleased that Tools continued to demonstrate a positive, lasting impact on learning, despite the pandemic. For example, children who had Tools in PreK, compared to children in the same district who did not, had statistically significant stronger beginning-of-year Kindergarten literacy scores.

In the report that follows, we will profile some of the significant innovations and areas of progress in the past year:

Teachers are at the heart of Tools' vision. A major step in empowering teachers to reach their full potential was the development and widespread introduction of **TREE**. TREE – Teachers Reaching Educational Excellence – is an individualized professional development video coaching platform that provides a developmental pathway for teachers to master the capabilities required for classroom excellence based on coaching tailored to the specifics of each teacher's practices. Tools' voluntary process for **Endorsement** provides formal recognition of teachers and coaches who have reached a standard of excellence. Tools invites them to contribute to the community of Tools practitioners and support their fellow Tools educators and the advancement of Tools.

Diversity, equity, and inclusion are fundamental values for Tools that underpin Tools' educational philosophy. These values inform the design of Tools' activities and pedagogy to create inclusive classroom cultures that enable children with diverse backgrounds, skills and abilities to collaborate effectively and learn together. Tools is committed to infusing these values throughout the Tools organization and in all aspects of our work.



A Letter from Leadership

Tools combines effective classrooms that support the development of a community of learners with a curriculum that also provides focused development of the skills needed for success in literacy, math, and future academic studies. This past year culminated in a major effort to distill all we have learned about effective teaching of kindergarten into a revised and expanded **8th Edition of the Tools of the Mind Kindergarten curriculum.**

In addition to enhancing the effectiveness of each teacher and classroom and the curriculum they are using, Tools has also focused on improving outreach to bring Tools to more children and teachers. Through a multi-faceted approach, Tools is building the capabilities needed to sustain the 20%+ rate of average annual growth that Tools has achieved over the past four years, despite the challenges of the pandemic.



DEBORAH LEONG

Co-Founder & President



BARBARA WILDER-SMITH

Executive Director & Co-Developer



NATHANIEL FOOTE

Chair of the Board

In 2021-2022, Tools amplified its commitment to using data to inform continuous improvement in all aspects of our approach to working with teachers and administrators, as well as our organizational decisions related to innovation, content and program development, business development and outreach, and research and evaluation initiatives. We are in an exciting new phase where data is more accessible and reliable than ever. As we grow, using and learning from data will help guide us to meet our mission-driven goals and shape us as influential leaders in our field.

We are energized by the journey ahead and Tools' potential for improving outcomes for an expanding number and diversity of children. We want to thank the staff who have worked so hard to deliver amidst challenging and ever-changing circumstances. We also want to thank our funders who have supported our continuing adaptation, the Board members who have provided wise guidance and counsel, and – most of all – the teachers, assistant teachers, coaches, and administrators who help bring Tools to life every day in their classrooms.





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The Year at a Glance

The Year at a Glance: Our Global Impact

“ I better understand the ‘why’ behind the ‘what.’ ”
- 2022 Workshop Participant

34,108

children served

1,630

Tools classrooms

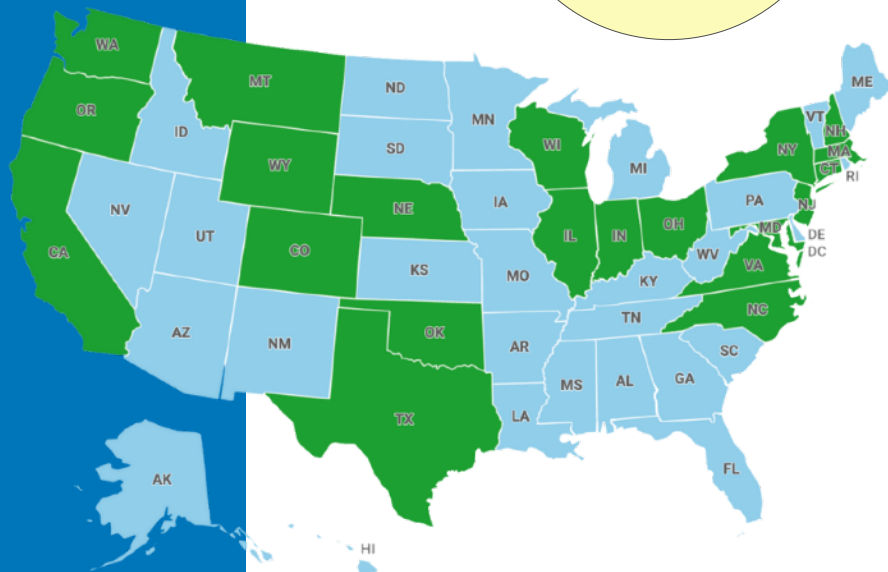
21

states with Tools classrooms

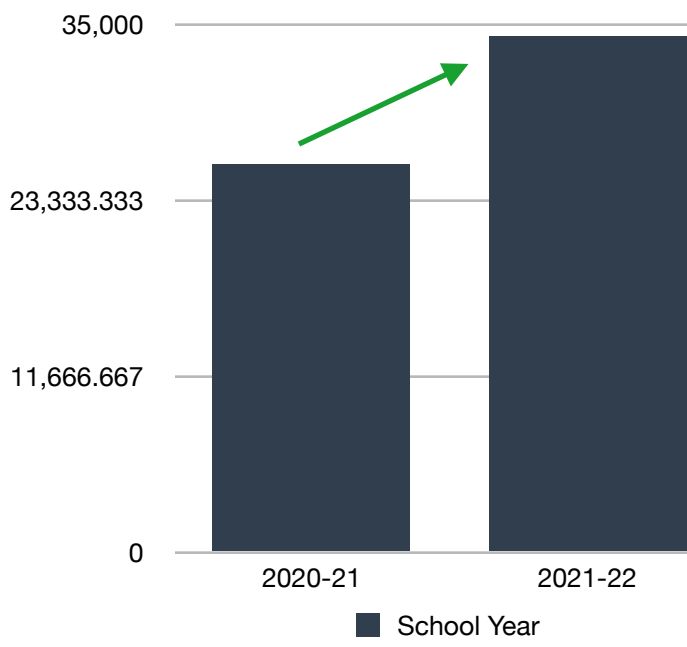
92%

re-engaging school partners

99%
of workshop participants plan to implement what they learned



Growing # of Children Served



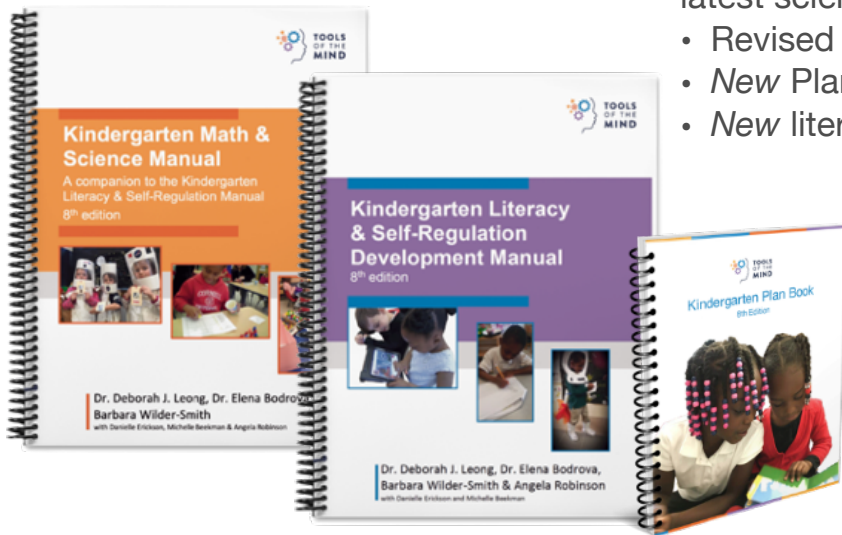
“Very grateful for the support. We don’t feel alone anymore and the platform is wonderful. Every day we are bigger fans of Tools.”

- Tools Teacher, Chile



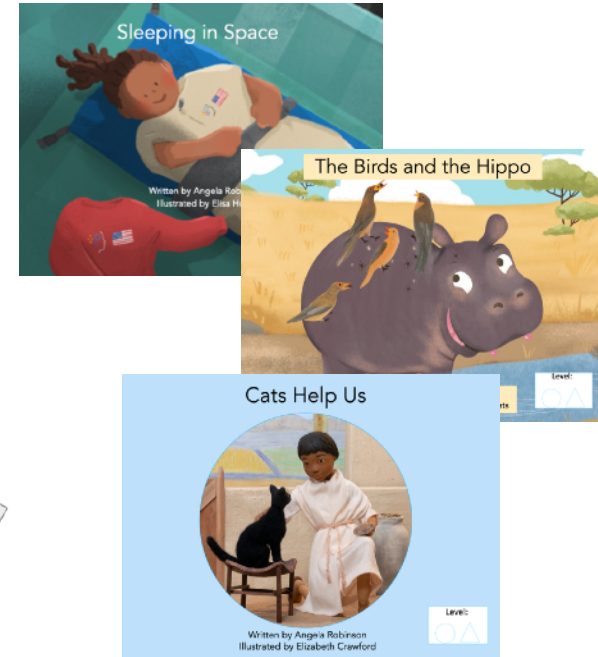
The Year at a Glance: *New Development*

Kindergarten, 8th Edition



The all-new *8th Edition* is aligned with the latest science of reading and includes:

- Revised Manuals
- New Plan Book
- New literacy activities



New PowerTools Books & Video Mini-lessons

TREE Launch

TREE – Teachers Reaching Educational Excellence – is a new video coaching platform allowing us to conduct virtual coaching sessions with teachers.

16,296 minutes of classroom video submitted

8,976 comments exchanged

27 videos uploaded from Chile

Impact in Action: *Spotlight on Family Connect*

Family Connect provides in-app translation to make communicating between teachers and families easy. With **56 LANGUAGES** translated in this year's communications with parents, Tools is breaking down barriers every day.



*"Sana, sana, colita de rana.
Si no sanas hoy, sanarás mañana."*



A Real-Life Scenario



Ineza, a Tools child, heads to the school nurse after scraping her knee.



The school nurse provides an update to Ineza's mother.



Ineza's English-speaking teacher uses Family Connect to provide a positive update to Ineza's Spanish-speaking mother. Her teacher tells her mother that Ineza is looking forward to the special song she sings to her when she gets hurt.



Ineza's mother sends a recording of her singing the special song to ease her child's mind. Her teacher replies with a video of Ineza thanking her mom with a big smile on her face. "Te amo, mama!" Her mom replies with heart emojis.



Just heard about Ineza – am worried; is she okay?

01/03/2022



Intelligent, Individualized, Impactful

What We Offer: Curriculum + Professional Development + Partnership

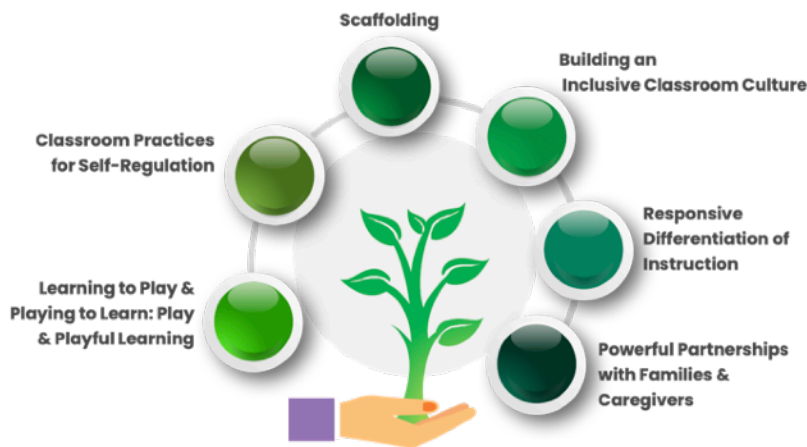
For Tools, successful curriculum implementation and professional development are inextricably linked and necessary to empower teachers to transform outcomes for children.

Comprehensive PreK and Kindergarten Curricula that facilitate playful learning across all content areas are aligned with state and national standards and offer ready-for-implementation classroom materials kits. Teachers receive thoughtfully designed Teacher Manuals, Scaffolded Plan Books, and access to our Portal with teacher learning resources, family resources, and our literacy app dashboards that help teachers track child development and identify actionable next steps.

Professional Development

Our Professional Development team is experienced, with 15-47 years in the field, including firsthand Tools classroom teaching and coaching. They lead our professional development for lead and assistant teachers, which is designed to build a strong understanding of child development, and introduce and support mastery of teaching practices and core capabilities that empower teachers to build inclusive classroom culture and individualize instruction.

Each school is assigned a dedicated Tools team member who provides ongoing individualized support. This professional development is an integral part of Tools and is included in our core offering, giving teachers the tools they need to be successful. This commitment differentiates Tools in the PreK-Kindergarten curriculum space.



Data Share Partnerships create a unique opportunity for teachers, administrators, and coaches to leverage data to inform a plan and develop actionable strategies to improve child outcomes. The Tools team analyzes assessment measures selected by the school and our own assessment data. We then host live feedback sessions and compile data reports that include actionable next steps.



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FY2022 Highlights



FY2022 Highlights: TREE Video Coaching Platform

Teachers Reaching Educational Excellence

Working directly with administrators and teachers grappling with the global pandemic spurred a number of innovations in our approach to sharing the “why” and the “how” of Tools. Perhaps the best example is how we reimagined our delivery model for professional development.

In the fall of 2021, we launched TREE – Teachers Reaching Educational Excellence – a new video coaching platform allowing us to conduct virtual coaching sessions with teachers. These coaching sessions are specifically tied to a set of teacher capabilities that embody the Tools teaching paradigm as it unfolds across the school year.



Michelle Gilbert

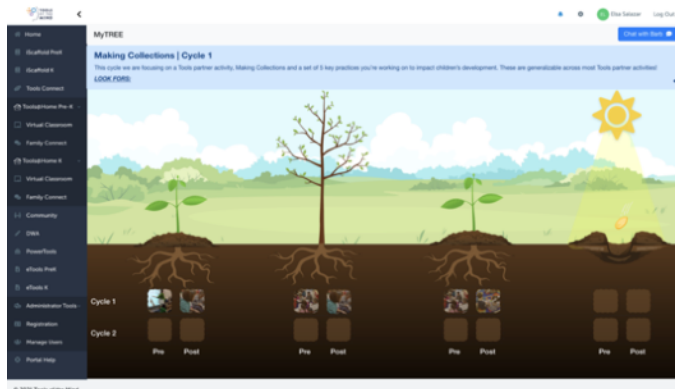
“Tree has been an invaluable tool to me and ultimately, my students. It is easy to use and barely takes any additional time or effort. You won't regret it!”

Building on Tools’ decades-long experience supporting teachers in learning Tools, TREE’s individualized approach provides teachers with consistent, targeted, and frequent input on various aspects of their teaching practices and the ability to iteratively apply their learning through hands-on application of concepts in their classroom.

Anatomy of TREE

In TREE, the school year is divided into two halves, allowing teachers to iteratively refine their classroom

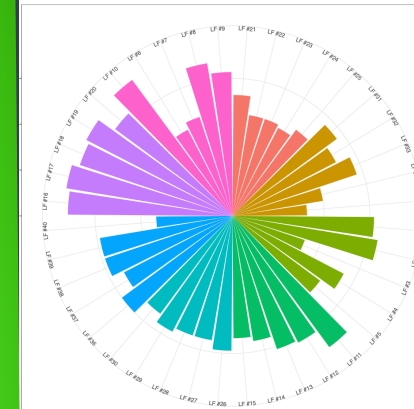
practice, guided through and measured by a set of four key focus areas specific to classroom grade level and year of implementation with Tools.



Using Data to Learn

TREE provides a window into Tools implementation in the field like never before, allowing us to gain unprecedented insights supporting continuous improvement of our core professional development. For example, by analyzing the percentage of videos each Look For was demonstrated across the 2021-2022 school year, we have identified and targeted key areas of Tools practice where teachers would benefit from additional support. Since this data is available in real-time, we can use the data to tailor and target our support for each teacher and school. We are dedicated to responding to TREE data throughout the year to ensure the success of all our partners.

Look For Breakdown



- Focus & Cycle**
- Opening Group | Cycle 1
 - Play Planning | Cycle 1
 - Make-Believe Play | Cycle 1
 - Making Collections | Cycle 1
 - Opening Group | Cycle 2
 - Play Planning | Cycle 2
 - Making Collections | Cycle 2
 - Make-Believe Play | Cycle 2

FY2022 Highlights: Tree Video Coaching Platform

Each focus area has two video submission cycles spanning the year (see Figure 1 for the anatomy of a cycle). Cycles are a means to capture children’s engagement and use of strategies and independent interactions in Tools that support children’s self-regulation, social, and school readiness skill development.

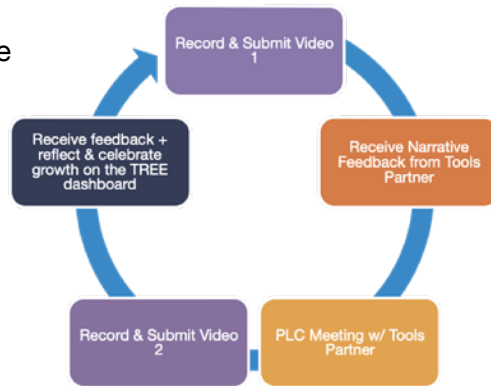


Figure 1

Cycles present an opportunity for teachers to identify and build on their strengths through 1:1 reflections based on video of **their own classroom practices**. With the support of a dedicated Tools coach, teachers then make decisions about the areas they want to focus on next and new strategies they want to try. Teachers then have the opportunity to work on these new activities and approaches for several weeks, after which they submit a second video related to the same focus area.

“I learned a lot through this experience and began looking forward to seeing someone else’s perspective on my teaching and knowing that we were a team trying to get me to be the best teacher I could be for my scholars.”



Hilary Koltes

The teaching practices and strategies covered in our professional development become distilled into select actionable and observable

Look Fors. The Look Fors in a given activity are selected because they are generalizable teaching and learning approaches used in multiple Tools activities across the day. This means that teacher and child mastery of Look Fors in one area extends and correlates with the impact of implementation fidelity in numerous other areas.

Look Fors capture the effect of implementation fidelity by focusing both on child interactions and teaching practices in action.



“It made me better at reflecting on my teaching skills and to ensure I was hitting all the right marks. In a time where education seems so hard and we can’t get it right, it was nice to hear that I was doing well.”



Megan Jazwiecki

Emphasis on – and Visualization of – Growth

As the Tools partner completes the Look Fors and submits their comments to the teacher, the teacher’s TREE dashboard animates to highlight growth in the form of a tree starting from a seed that germinates, sprouts, matures into a sapling, and eventually blossoms and grows fruit in years two and three. TREE follows the teacher throughout each year over a three-year period of professional development, after which teachers have the opportunity to become endorsed.

TREE has been a game-changer, as it has created an unprecedented number of opportunities for connection with each of our partners throughout the year. What’s more, TREE offers a virtual window into classrooms that enables us to tailor our support with even greater responsiveness to drive outcomes for teacher and child learning.



Continuous Improvement FY2022 Highlights: Outreach to Grow Tools

OUTREACH INITIATIVES: Conferences | Email Marketing | Magazines | Radio | Social Media

TOOLS OF THE MIND
Growing Young Learners
PreK-K Kindergarten
Early Childhood Curriculum & Professional Development

Learn to play
Tools of the Mind teachers learn how to build self-regulation, the critical foundation for learning and relationships, through supporting the development of make-believe play in PreK, and translation in kindergarten.

Play to learn
All of Tools learning activities are designed to build social skills and self-regulation. Children engage in playful learning with peers while developing school readiness and content area skills.

Teach with joy
Tools of the Mind knows that it is teachers that impact child outcomes—not a box of materials or a manual. Tools teachers are proud of the inclusive classroom cultures they create. The impact of self-regulation development allows them to individualize instruction, and have meaningful 1:1 interactions with every child across the day. In Tools teacher and child agency matter. Teachers feel invigorated and supported!

www.toolsofthemind.org **Get Tools!** e: inquiry@toolsofthemind.org

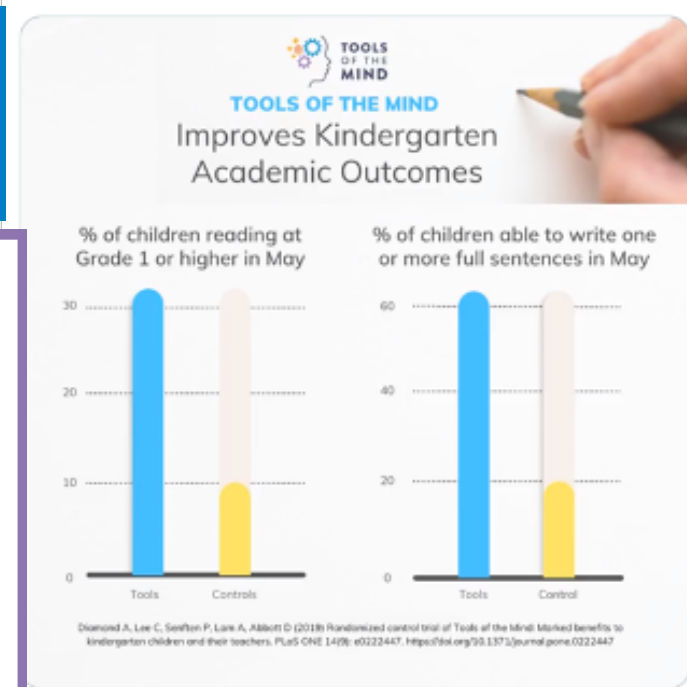


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TOOLS OF THE MIND
Dedicated to **BUILDING SELF-REGULATION** IN PREK AND KINDERGARTEN

[LEARN MORE](#)

FY2022 Highlights: Social Media Impact

32%

increase in social media followers

106%

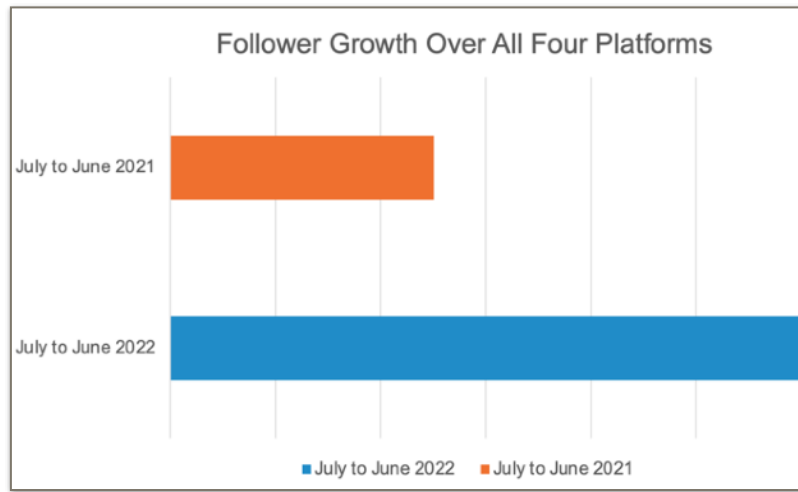
increase in engagement (likes, reactions, shares)

10X

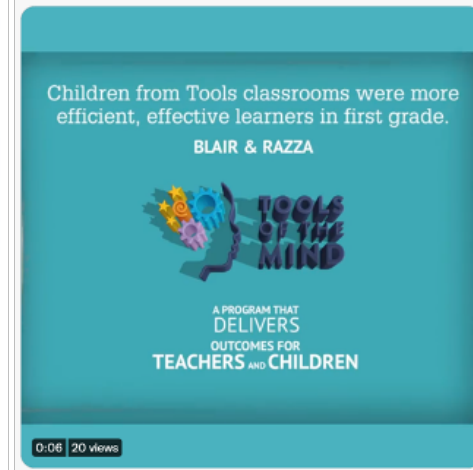
impressions (number of views) across all social platforms

64%

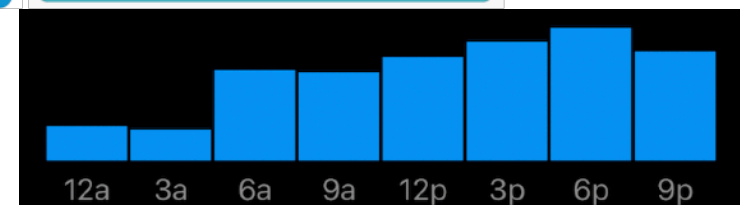
increase in number of social media posts



2021-2022 Top-Performing Social Media Posts



We also observed peak engagement times between 4 and 7 p.m. on Instagram and the noon hour on Twitter.



FY2022 Highlights: Outreach to Grow Tools

Meeting our mission to serve more schools, teachers, and children.

A key aspect of meeting our mission to serve more children is raising awareness of our unique curriculum and approach so we can bring Tools of the Mind to new schools across the country – and beyond.

We put significant investments into building our capacity for development and outreach this year, particularly emphasizing building systems and processes to enable us to measure and refine our efforts to maximize our impact. Additionally, we increased our coordinated formal outreach campaigns that integrated our presence on social media with regional and national digital and print advertising.



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Play is not frivolous.

It enhances brain structure and function and promotes executive function, which allow us to pursue goals and ignore distractions.

—American Academy of Pediatrics Report



TOOLS OF THE MIND

Children don't come in boxes, neither should your curriculum!

It takes more than a box of materials and a scripted manual to transform child outcomes.

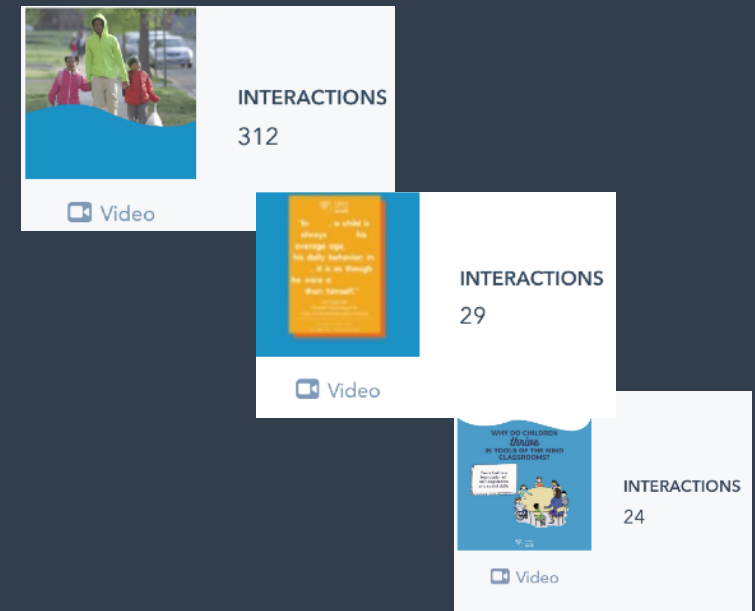
Learn about how we support authentic teacher development and inspire children's intrinsic motivation while reaching strong child outcomes in Kindergarten and PreK!

Get in touch

bit.ly/ContactToolsToday

Using Data to Learn

In 2021-2022, Tools measured the success of our social media channels using Hubspot. Notably, we experienced a 32% increase in followers across all social platforms. Engagements (likes, reactions, and comments) increased by 106%, while impressions (number of views) increased ten times across all platforms. Data revealed that our top-performing posts focused on self-regulation, playful learning and social skills topics, and integrated audio and video. Applying our knowledge from this data, we pivoted to integrate these into the majority of our posts across all platforms.



FY2022 Highlights: Endorsement

The Tools of the Mind Endorsement Process is part of a three-year professional development trajectory for Tools educators. It is designed to engage teachers and school-based coaches in a meaningful reflective process about their instructional impact and to recognize excellence in Tools' teaching and coaching practices. Endorsement, while optional for Tools educators, is the pathway to building a community of highly-skilled Tools practitioners to engage and support their fellow Tools educators and contribute to the work of the Tools of the Mind organization.

In SY21-22, 100 educators – a mix of lead teachers, paraprofessionals, and coaches – completed the Tools of the Mind Endorsement process. To date, 80% have become endorsed Tools of the Mind educators. The remaining 20% are in the process of receiving the endorsement.

“ I believe that using Tools has made me a better and more creative educator. I am able to scaffold support to my students wherever their needs are to meet them at their level and help them to continue to grow and succeed. ”

— Tools Endorsed Teacher

A wide variety of educators and classroom types participated in the process this year, representing 22 districts across six U.S. states. Educators from PreK and Kindergarten classrooms, special education classrooms, and those who teach languages other than English were represented in this group.

Using Data to Learn

We are seeing tremendous growth in educator participation in our Endorsement Process, with registrations more than doubling in SY21-22 from the prior year. In the past year, we were thrilled to see new interest from Assistant Teachers. At Tools of the Mind, we highly value Assistant Teachers as instructional leaders in the classroom. They take charge of small group activities and play a critical supporting role in whole group activities. In response to their interest in becoming endorsed, we created a new pathway for Assistant Teachers focused on the activities in which they serve as instructional leaders.

School Year	# of Educators registered	# Assistant Teachers registered	# of Coaches registered
SY19-20	32	0	5
SY21-22	67	20	13

Data Source: Annual Endorsement Process

Endorsement



FY2022 Highlights: Endorsement

“Tools has reignited my passion for teaching kindergarten after all of these years!”

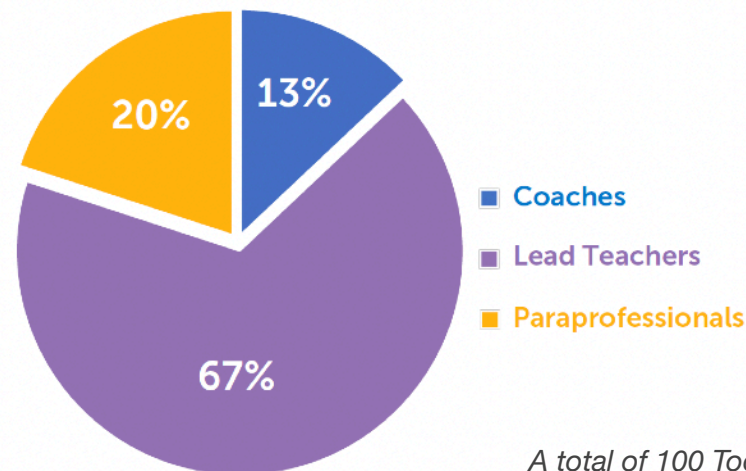
—Tools Endorsed Teacher

All of the participants represented in the below pie chart attended an Endorsement Workshop, where they learned about the Endorsement Rubric and were invited to submit videos of their classroom practices to showcase their masterful Tools teaching practice they refined through their professional development journey with Tools. After submission, the Tools Endorsement Team viewed the videos, using the rubric as the scoring guide, providing feedback to educators about their practice, and determining Endorsement status. Those who met the criteria became Tools Endorsed Educators. Educators who received provisional endorsement will continue to reflect and refine their Tools practice with the support of individualized feedback and 1:1 coaching from a member of the Endorsement Team before their resubmission in the fall.

“My favorite thing about the Tools of the Mind program is that it allows so much creativity for all students from various educational backgrounds. During make-believe play, children are able to progress from parallel play to cooperative play. It also provides so many opportunities for children to master academic skills and be successful. Play-based learning is crucial for our youngest learners, and Tools enables them to build on their background knowledge. This is so important.”

—Tools Endorsed Teacher

Percent of Educators Submitting for Endorsement



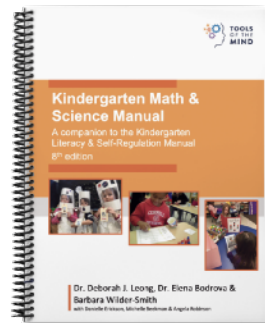
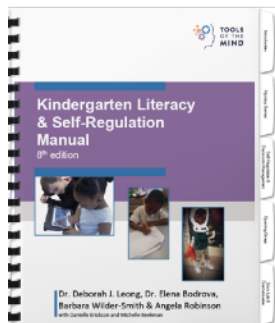
A total of 100 Tools Educators submitted for endorsement in SY 21/22.

FY2022 Highlights: Kindergarten 8th Edition

When we created the revised and expanded 8th Edition of the Tools of the Mind Kindergarten program, we had several objectives in mind. First, given the current climate of attention to the science of reading movement, we wanted to highlight and further strengthen Tools' alignment with a systematic approach to phonics instruction. Second, we wanted to respond to feedback from master Tools Kindergarten teachers about ways we could strengthen our program. Finally, we saw opportunities to streamline the daily schedule and make the program easier to implement.

We engaged more than 20 master Kindergarten teachers in two survey cycles to gather information about what is happening in classrooms implementing Tools. How often did teachers fit in activity blocks and specific activities we consider key to the program's success? Was enough time devoted to introducing children to decoding as a group through guided practice? Were children receiving small group literacy instruction five days a week in the fall and Scaffolded Reading practice four days per week in the spring? The resulting data helped us understand that we needed a simplified schedule to ensure teachers had time to get to key activities.

After gathering teacher feedback and reviewing the literature in the field, we set about modifying the schedule and creating various new games in the phonological awareness and phonics domains. We increased small-group, systematic instruction in all learning domains, particularly in phonics. Endorsed Tools Kindergarten teachers volunteered to pilot the new schedule and activities in their classrooms in the 2021-2022 school year and offered helpful feedback. An ongoing cycle of research and feedback led to the release of the Kindergarten 8th Edition Literacy & Self-Regulation Manual, the Kindergarten 8th Edition Math & Science Manual, and a new Kindergarten Plan Book that provides highly detailed activity and pacing suggestions across the school year.



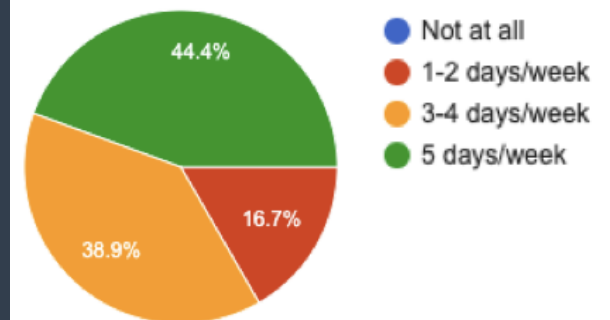
Using Data to Learn

In this section of the survey, we learned that fewer than half of our teachers could fit in our key Literacy Skill Building Block daily due to time constraints. These insights prompted us to redesign the core Literacy Block to make it easy to fit in daily teacher-directed literacy activities consistently.

Literacy Skill Building

In Semester 1, how many days/week are you and your colleagues able to consistently get in the full 15 minutes of Literacy Skill Building?

18 responses



Data Source: Tools Fall and Winter 2021 Veteran Tools K Teacher Surveys



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A CONTINUED
COMMITMENT TO
DIVERSITY, EQUITY, AND
INCLUSION



A Continued Commitment to Diversity, Equity, and Inclusion

In 2021, Tools launched its official Diversity, Equity, and Inclusion (DEI) Advisory Group to provide guidance and structure for Tools' ongoing commitment to centering values of diversity, equity, and inclusion. As part of this initiative, Advisory Group members have developed an organizational Vision Statement, included below. Pilot projects for the DEI group include launching a reading group, revising our recommended book lists for PreK and K, and more.

Our Vision Statement:

Tools of the Mind recognizes that supporting Diversity, Equity, and Inclusion efforts as an organization is the right and just way to increase acceptance and belonging and to foster social justice in education and beyond.

Tools will take actions to be, and continually improve in becoming, an explicitly welcoming and respectful community for people of all racial identities, gender identities, cultural backgrounds, languages, family compositions, abilities, sizes, religious beliefs, ethnicities, and socio-economic statuses; creating a culture of belonging.

The development process for Tools will be built on the foundation of the Tools philosophical approach – through the incorporation of Vygotskian Theory and ideas surrounding the Zone of Proximal Development (ZPD), scaffolding, understanding differences in developmental readiness and levels, and application of strategies for learning and creating inclusive cultures.

In the world of education and beyond, Tools will become a model of awareness and acceptance through internal education, equitable opportunities for all, and a shared commitment to enacting powerful practices in Diversity, Equity, and Inclusion.



Using Data to Learn

Data Sources: Tools DEI Advisory Group winter, 2021 Seminar Post-Event Survey and DEI Forging Tools of Inclusion Survey spring, 2022

Our Tools DEI Advisory Group took part in a DEI training in December 2021. Following the training seminar, we surveyed our DEI Advisory Group members to gather input on the training and group processes.

Survey reflections from DEI training seminar participants:

“The giraffe and the elephant exercise was impactful – especially in looking at how we can incorporate the lessons or “ahas” from it into our work.”

“The variation of discussion models was powerful – the combination of whole group discussion and small breakouts gave us all a chance to connect and reflect with the whole group in a few different ways. This model feels really impactful and I'm excited about what comes next!”

A Continued Commitment to Diversity, Equity, and Inclusion

What does DEI mean for Tools?

By virtue of this commitment, Tools will become a model for teachers in how we create a culture of belonging: in the design and language of our Professional Development offerings and materials, and in the ongoing development of classroom materials and our website, which will reflect our DEI values. We believe this requires a commitment to a balance of thoughtfully communicated constructive criticism, and an explicit offering of grace. We recognize our efforts are in development in a cultural context that is itself changing rapidly, and no matter how hard we try, we will fall short in some dimension and always need to improve. We believe it is critical to establish this balance and intentionality to develop changes organization-wide and beyond.

Spanish Language Initiatives

In SY 21-22, we launched an initiative to expand our professional development and resources for native Spanish speakers and teachers who lead Spanish-speaking classrooms. Tools theory is critical to teacher practices; by making it available to teachers in their native language, we aim to deepen their understanding of the pedagogical approach in support of improving outcomes for children. This initiative contributes to our organizational commitment to equity and support of children from diverse cultural, demographic, geographic, and economic backgrounds.

Feedback from teachers that reinforce our commitment includes this from a teacher in Chile:

“THANK YOU VERY MUCH. It was my dream one day to communicate with you — Tools — for training. I love TREE. I am very excited and very happy. I love this methodology and I feel that you never finish learning. Best regards and grateful forever.”

Using Data to Learn

In spring, 2022, we surveyed the DEI Advisory Group with our Forging Tools of Inclusion Survey to reflect on our work together and establish shared vision and priorities.

Survey reflections from DEI Advisory Group members:

“A priority going forward: Building organization-wide shared understanding of how systematic oppression acts in our schools and the lives of the children and teachers we serve.”

“I appreciated the conversations with team members to outline the ideas and goals of the advisory group. We were able to dive into very key ideas that not only help the Tools team but also will transcend the work we have done with teachers, students and schools.”



**TOOLS
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Data & Evaluation



Continuous Improvement

Data & Evaluation

Data & Evaluation

Tools of the Mind Data Partnerships are a unique opportunity available to Tools' programs to help identify data and assessment needs to support strong outcomes for children and teachers. These partnerships are built on bi-directional data sharing to examine data regarding Tools' impact on children, teachers, and classrooms and thus improve that impact in each district.

In SY21-22, Tools launched data partnerships with two new school districts implementing Tools in PreK classrooms. Program A, located in the northeastern U.S., and Program B, located in the mid-Atlantic region of the U.S., each had a unique set of goals and data objectives for the school year with Tools.

Program A utilized Tools' Developmental Writing Assessment (DWA), a tablet-based app, to aid their objective. Their data goals were to collect Scaffolded Writing data and determine if there is a relationship between teacher-reported survey data and a child's self-regulation development. Results from this partnership (Figure 1) demonstrated a significant relationship between an individual child's self-regulation and their Scaffolded Writing levels: children with higher teacher-reported self-regulation had more advanced writing levels. This finding demonstrates the connection between children's self-regulation (e.g., ability to regulate emotions, take turns, follow the rules, etc.) and an academic skill such as writing. It supports the idea that helping children develop self-regulation skills through a program like Tools of the Mind can impact academic outcomes.

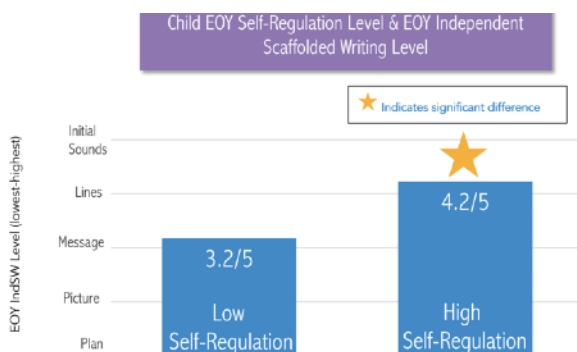


Figure 1: Program A's Relationship between End of Year Self-Regulation Scores and Scaffolded Writing Levels

Using Data to Learn

In the winter of 2022, the Tools Data & Evaluation Team presented data to teachers in one of our Data Share Partnership Districts and followed up with a survey to request feedback on teachers' experiences to date.

Data Partnership Feedback Survey

Thank you in advance for sharing your insights about the data partnership process so far. This survey is optional and anonymous so we invite you to share your honest feedback with us!

If you have any questions, please feel free to reach out to us at datasupport@toolsofthemind.org

1. How helpful was it for you to see the results today from the beginning and middle of the year data collection? *

1 2 3 4 5
Not Very Helpful ○ ○ ○ ○ ○ Very Helpful

2. Which findings in particular were the most helpful for you to see as it relates to you and your teaching? *

Classroom Self-Regulation Survey

Continuous Improvement

Data & Evaluation

Program B's data goals were to make connections between individual child self-regulation development, as reported by teachers, and academic outcomes as measured by state assessments of literacy and math. Preliminary literacy data from this district showed that children with higher Scaffolded Writing levels at the end of the year were significantly more likely to be at or above grade level on every sub-scale of the PALS (Phonological Awareness Literacy Screening) assessment (see Figure 2). This finding indicates a relationship between children's writing and their performance on a standardized measure of phonological awareness – a vital literacy sub-skill.

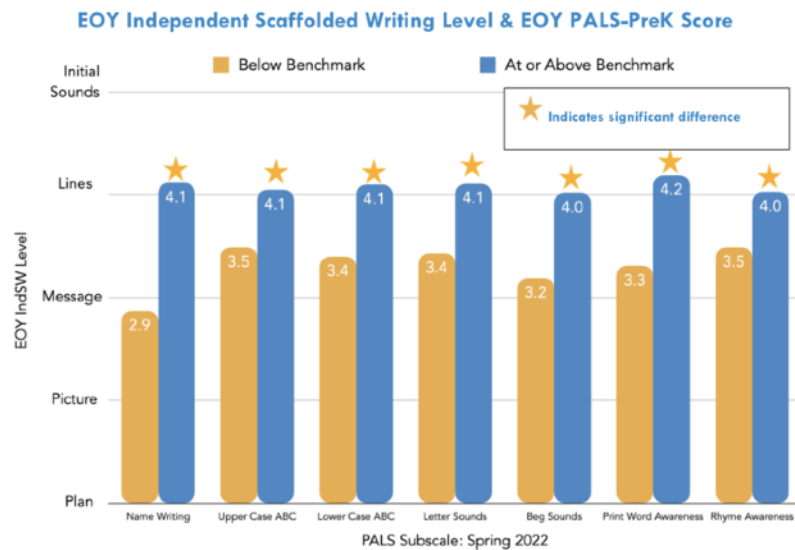


Figure 2: Program B's Relationship between End of Year Literacy Scores & Scaffolded Writing Levels

We also received SY21-22 data from a large southwest school district we have partnered with for the past four years (Program C). This program demonstrated that children who attended Tools PreK the year before were significantly more likely to meet or exceed grade-level literacy expectations at the beginning of Kindergarten than those who did not attend a Tools PreK (see Figure 3). These data show the power of our PreK program and the importance of the work Tools teachers do every day to support their students and prepare them for Kindergarten and beyond.

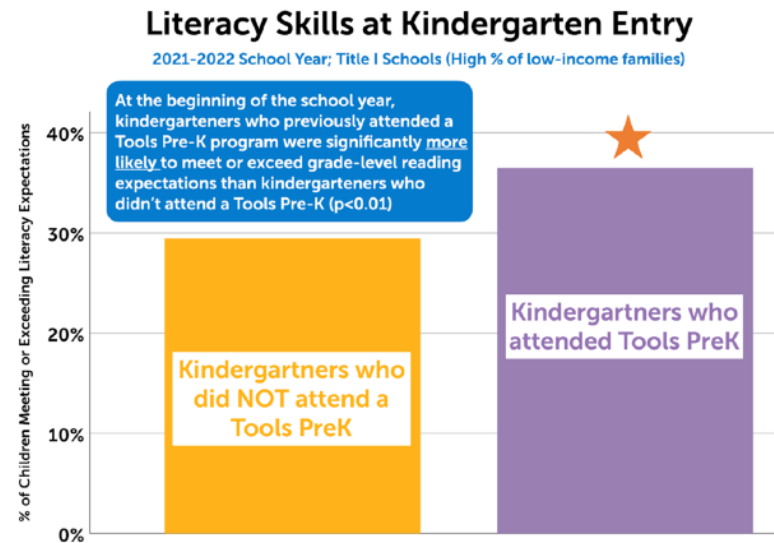


Figure 3: Program C's Tools PreK Attendance Impact on Beginning of Year Kindergarten Literacy Scores



TOOLS
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With Gratitude to Our
Supporters, Board of
Directors, Advisors, and Team

With Gratitude to Our FY22 Supporters



The Peierls Foundation

Thank you to all the teachers, coaches, and administrators with whom we learn and partner to improve outcomes for all teachers and children.

Congratulations to all Tools of the Mind Educators Endorsed this school year! We have immense pride in and gratitude to you for investing in and mastering the application of the Tools approach with the children in your community. We love learning from and with you. Our Endorsed Tools of the Mind Teachers and Coaches are spotlighted on the Tools website – please visit toolsofthemind.org to learn more about these outstanding educators.

We want to express our appreciation to the teachers who have served in advisory roles this past school year. We thank you for your invaluable participation in strengthening our program and resources. This year, teachers in advisory roles contributed profoundly to the development of the 8th edition of our Kindergarten manual. Their reflections led to the development of new ways to shape key blocks in the day to streamline implementation, and they piloted all our new activities and schedule and gave feedback. We could not have done it without you! Thank you to the PreK teacher advisors who weighed in on the content of each item in our curriculum materials kits; we're using your input to refine and improve the kit materials.

And thank you to our wonderful Administrator Advisory Board, on whom we rely for input, feedback, and advice. We value you and your important role in our continuous improvement.

Board of Directors



Thomas Aaro
Director

Tom Aaro is a business executive with more than 35 years' experience with leading Fortune 500 companies in marketing, sales, strategic planning, and entrepreneurship. He has been a corporate executive with Kraft/General Foods, Cadbury Schweppes, and Nestle. He was a partner and CEO of a marketing consulting/ promotional agency (MGR-Marketing Drive) with numerous top consumer packaged goods clients, and the Founder/Managing Partner of BlueBlack, an agency that provided strategic consulting, promotional marketing, and training. He has been a member of the Tools of the Mind Board of Directors since 2021, after serving on its business advisory board for two years, assisting in the development of its positioning, strategic planning, marketing, and sales strategies. Mr. Aaro has an M.B.A. from the J.L. Kellogg Graduate School of Management at Northwestern University and a B.S.B. in Business from the University of Minnesota.



Ellen Galinsky
Director

Ellen Galinsky is the President of Families and Work Institute, where she's conducted some of the most comprehensive studies of the workforce and workplace and children's development. She also served as Chief Science Officer of the Bezos Family Foundation. Over her career, her research has focused on the changing workforce, workplace and community, work-family, youth voice, child-care, parent-professional relationship, and parental development. She is currently at work on a book about adolescence called *The Breakthrough Years*. Ellen is the author of the best-selling *Mind in the Making*, and more than 90 books/reports and 360 articles. Other highlights include serving as a parent expert in the Mister Rogers Talks to Parents TV series; as child care expert on Dr. T. Berry Brazelton's TV series *What Every Baby Knows*; being the elected President of the National Association for the Education of Young Children (NAEYC); being elected to the National Academy of Human Resources; and receiving a number of awards including the Distinguished Achievement Award from Vassar College, 40 over 40 by Forbes Magazine, 7 Wonders of the WorkLife World by Working Mother; and speaking at five White House conferences. She is the recipient of the 2022 Lifetime Achievement Award by the Work & Family Researcher Network, a global organization of work and family scholars.



Nathaniel Foote
Director and Board Chair

Nathaniel Foote is Chairman of TruePoint, a consulting firm, and a founding Board member of the Center for Higher Ambition Leadership, a 501(c)(3) non-profit. He also serves as a Director of CitiesRISE and as a Senior Fellow of the Center on the Developing Child at Harvard University. From 2014-2018, he served as Chairman of Activate Healthcare, a private equity-backed healthcare venture that grew 30%+ per year during that period, while achieving industry leadership on patient outcomes, cost control, and customer satisfaction. A former partner at McKinsey & Co., Mr. Foote brings 35 years of experience helping organizations improve performance and accelerate growth through sharpened strategic direction, greater organizational alignment, and increased leadership team effectiveness.



Board of Directors



Elsa Holguin

Director

Elsa Holguin is President and CEO of Denver Preschool Program (DPP), which champions, funds and increases access to quality preschool across the City and County of Denver. Previously, as senior program officer at Rose Community Foundation, she directed the Foundation's Child and Family Development area, which supports the development and improvement of early childhood education, parent education programs that help strengthen families. Ms. Holguin is a former member and chair of the Early Childhood Leadership Commission. She currently serves on the board of the Latino Community Foundation of Colorado.



Jacqueline Jones

Director

Jacqueline Jones was the President and CEO of the Foundation for Child Development for eight years. She has been a policy maker, researcher, and educator. In the first term of the Obama administration, Jacqueline served as the Senior Advisor on Early Learning to Secretary of Education Arne Duncan and as the country's first Deputy Assistant Secretary for Policy and Early Learning in the U.S. Education Department. Prior to federal service, she was the Assistant Commissioner for the Division of Early Childhood Education in the New Jersey State Department of Education. Jacqueline worked for more than 15 years as a Senior Research Scientist at the Educational Testing Service in Princeton, NJ, where her work focused on documentation and assessment of young children's learning. She has been a visiting faculty member at the Harvard Graduate School of Education and a full-time faculty member at the City University of New York. Jacqueline received both M.A. and Ph.D. degrees from Northwestern University.



Deborah Leong

Director, Co-founder, and President

Deborah Leong is a leading authority on the development of executive functions, Vygotskian approach, early childhood assessments, and author of numerous books and articles on these topics. She is a Professor Emerita of Cognitive Developmental Psychology at Metropolitan State University of Denver, where she served as the director of the Auraria Early Learning Center for three years. Deborah developed the Tools of the Mind approach with Elena Bodrova, with whom she has written numerous books, articles, and educational videos on the Vygotskian Approach to Psychology, early literacy, and the development of play. She received a B.A. in Psychology from Stanford University; a M.ed. from Harvard University; and a Ph.D. in Psychological Studies in Education and Developmental Psychology from Stanford University.



Leadership Team

Barbara Wilder-Smith

**Executive Director &
Co-Developer**

Barbara Wilder-Smith has more than 30 years of experience working with early childhood educators and programs across the country. She is a former teacher, teacher-educator, coach, program director, researcher, and Tools trainer. Barb now leads the overall execution of Tools strategy and operations and the management and development of all staff. Prior to this she led the Tools program's Content Development Team from 2013-2018, developing new editions of the PreK and K manuals, and the Tools program's technology resources including iScaffold, PowerTools, the DWA, Tools@Home, Family Connect and TREE. She received a B.S. in Education and a Ed.M. from Harvard University Graduate School of Education.

Mara Viana

Director of Operations, Systems & Innovation

Mara Viana joined Tools of the Mind in July of 2019 with more than 10 years of experience in socially beneficial design, research, and education. She is committed to participatory research practices that value diverse ways of experiencing the world, that are co-constructed and mutually respectful, and that contribute to radically inclusive futures. In her role at Tools, Mara takes a systems-level view of the experience of all stakeholders in the Tools ecosystem and works to improve their workflows and access to data. Since joining Tools, Mara has collaboratively overseen the redesign of the organization's Salesforce environment, developed and implemented systems and processes that support Tools as it scales, and developed accessible solutions for data access across the organization. Mara received degrees from the University of Colorado and Rhode Island School of Design.

Moira S. Rodgers

**Director of Partnership &
Business Development**

Moira S. Rodgers has broad experience across education sectors. From public schools, to the Massachusetts Department of Education, to educational publishing, Moira brings a unique set of skills to the team. Over the past 25 years, she has been a teacher, curriculum developer, elementary curriculum director, director of professional development, and a principal. She brings significant grant writing, project management, and communications experience to the organization. Moira has a long history with Tools of the Mind, having led its implementation in her school system, and using it as a focus for her doctoral thesis. She has both a B.A. and an M.B.A. from the University of Massachusetts at Amherst, an M.Ed. from Boston College, and an Ed.D. from Northeastern University.

Megan Siebert Spacciapoli

Director of Evaluation & P-3 Partnerships

Megan Spacciapoli is the Director of Evaluation & P-3 Partnerships with a passion for early childhood and extensive experience managing research and evaluation projects. Prior to joining Tools of the Mind, Megan worked as an Early Childhood Researcher at SRI International, supporting the design and implementation of a Kindergarten Entry Assessment in multiple states. Megan also spent a number of years working as a Research Manager at D.C. Public Schools, helping support the implementation of early childhood assessments and a blended Head Start Model and managing a large-scale program evaluation. She earned her M.A. and Ph.D. in Applied Developmental Psychology from Fordham University and a B.S. in Psychology from Virginia Polytechnic Institute and State University.

Leadership Team

Oliver Saunders Wilder

Director of Technology

Over the past 10 years, Oliver Saunders Wilder has been responsible for the creation and development of a number of technology solutions that are major products for Tools of the Mind, including iScaffold and PowerTools. He has also served as a Simons Postdoctoral Fellow at the MIT Media Lab and the Simons Center for the Social Brain at MIT. He previously served as Product Manager at Affectiva, and helped to found the business with a faculty member from the MIT Media Lab. While there, he was responsible for taking the iCahn technology from a university prototype to a high-quality commercial product and holds 12 patents related to this work. He has a Ph.D. in a joint program between the College of Computer and Information Science and the Bouve College of Health Science at Northeastern University, and a B.A. from Harvard (cum laude) with a concentration in Psychology and a citation in Engineering.

Elena Bodrova

Co-Founder and Knowledge Advisor

Elena Bodrova is a leading authority on the Vygotskian approach to education and she is the co-founder of Tools of the Mind. She began her work at the Institute for Preschool Education in Moscow, Russia, where she worked with Vygotsky's direct students. She was a visiting faculty member at Metropolitan State University of Denver and then a principal researcher at McREL International for 14 years. She and Deborah Leong have co-written books and articles on Vygotskian theory, early literacy, play, child assessment, and child development. She holds a Ph.D. in Child Development and Educational Psychology from Russian Academy of Pedagogical Sciences and an M.A. in Child Development and Educational psychology from Moscow State University.

Cyndi Cadigan

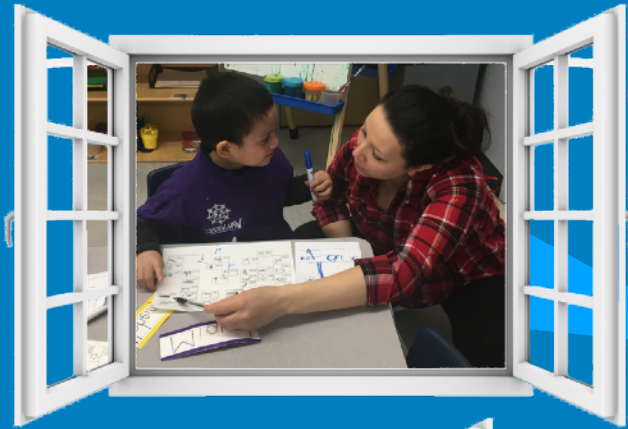
Associate Director of Finance and Administration

Cyndi Cadigan has been with Tools of the Mind for more than three years. Prior to joining Tools, she spent 17 years as a Grants and Finance Manager at TSNE MissionWorks/Third Sector New England, managing a portfolio of Fiscal Sponsor clients. Cyndi also headed the federal compliance initiatives within the accounting department and developed internal processes, resources, and policies. Previously, she was an auditor with PriceWaterhouseCoopers. She received a B.S. and an M.B.A. in Accounting from the Indiana University Kelley School of Business.





Building a Network of Dedicated Teachers



“ Since using the Tools of the Mind curriculum, I feel more confident as a teacher. I also love that there has been so much support, even after trainings have been completed, from my coach and peers in other districts that use the same program. ”

— Tools Endorsed Teacher