

2013

School City of East Chicago Evaluation Plan

Prepared for Superintendent: Robert Gall



SCEC
SCHOOL CITY OF
EAST CHICAGO

The School City of East Chicago

Evaluation Plan includes:

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Executive Summary

Purpose of Evaluation

School districts are utilizing high stakes testing and methods that have to be reported to state departments of education. Results of high stakes state testing does impact federal funding given to the schools within the districts. If schools do well on their state-wide test, then the schools receive more federal funding. So, it's very important for school districts to utilize the best educators to utilize the best methods within the classroom, to achieve higher state test scores. This comprehensive evaluation plan has been created for the superintendent of School City of East Chicago by MD Consulting, an evaluation consulting firm to evaluate the effectiveness of the training program: Keys to Literacy. The Keys to Literacy training contains methods that educators can use in the classroom with their students to help increase comprehension results on the state test in English Language Arts. Within the last few years, the state test results for the School City of East Chicago, has been declining. The strategies outlined in this evaluation plan will gather data based on Kirkpatrick & Kirkpatrick's Model of Evaluation that will collect evidence on 4 levels: Reaction, Learning, Behavior, and Results (Kirkpatrick & Kirkpatrick, 2006).

Goal of Evaluation

The main goal of this evaluation is for educators to learn comprehension techniques to use within their classroom to increase comprehension skills for their students on main ideas and text structure by utilizing 4 routine strategies: Top-down topic webs, 2-Column notes, Summary, and Question Generation. The goal of this evaluation will be aligned to the following objectives aligned with Kirkpatrick & Kirkpatrick's Model, a popular and successful evaluation model applied to learning programs (Kirkpatrick & Kirkpatrick, 2006):

Train all 7th grade teachers through the Keys to Literacy Routine (Level 1: Reaction Surveys and Level 2: Assessments for the face-to-face training and checklists), Increase teachers use of the Keys to Literacy routines within the classroom (Level 3: Interviews and Surveys), Increase Student Growth of 7th grade students on the Northwest Evaluation Association (NWEA) formative assessment for comprehension (Level 4: Comparison of NWEA scores comparing students' scores throughout the year in comprehension), Increase School City of East Chicago Indiana Statewide Testing for Educational Progress (ISTEP) scores in seventh grade on the English Language Arts section of the ISTEP by 15% (Level 4: ISTEP scores compared from year to year on 7th grade students and looking for increasing scores and percent passing the English Language Arts portion on the ISTEP), and Reduce money spent on summer and after school programs in two budget areas: general and transportation (Level 4: Analyzing and comparing transportation and general budget for a decrease in money spent on summer and after school programs)

Recommendations

It is recommended to continue with the evaluation for three year period. This will show a trend or a pattern on the impact of the training and its positive or negative effects on the school and school district. It is recommended that for year 2, to train the 8th grade teachers since the 7th grade students will be moving to grade 8. Then the data of students can be compared from one year to the next. In addition, 8th grade shows the third biggest decrease in ISTEP. Once all the data is analyzed between year 1 and 2 and it shows a positive trend, it is recommended to implement this training for all of the teachers from all grade levels and schools within the School City of East Chicago. Also, note that ISTEP results increase gradually and it will take a longer period of time to see significant increases in scores.

Data

Since data is still being compiled for this evaluation, after data is received after each evaluation level it will be shared with the administrators of the School City of East Chicago. A report with findings will also be completed after each year data is collected with the results updated. A final comprehensive report will be given to all stakeholders within the School City of Chicago at the completion of the evaluation. Data will be collected, analyzed, and reported on the following:

Kirkpatrick & Kirkpatrick Level	Data
1	a. Summary of Survey Outcomes from the Keys to Literacy fact-to face training
1	b. Summary of Survey Outcomes from the Keys to Literacy online trainings
2	c. Summary of checklists for Performance Skills
2	d. Summary of online learning assessments (modules 2-5)
2	e. Summary of question by question comparison of assessments
3	f. Summary of interview answers
3	g. Summary of surveys and the outcomes compared at 6 & 9 months
3	h. Demographics of teachers utilizing the Keys to Literacy Routine
3	i. Summary of training routines in practice, most relevant, and not utilized
4	j. Summary of NWEA results for 1 year
4	k. Comparison of NWEA results from year 1 to year 3
4	l. Summary of 7 th grade ISTEP, ELA
4	m. Comparison of 7 th grade ISTEP, ELA for a 3 year period
4	n. Summary of 8 th grade ISTEP, ELA
4	o. Comparison of 8 th grade ISTEP, ELA for a 3 year period
4	p. Summary and Comparison of the general and transportation budget for a 3 year period

Overview and Needs Analysis

The School City of East Chicago located in East Chicago, Indiana, a kindergarten to twelve grade district comprised of six elementary schools, one freshman campus of ninth graders, one middle school, and one high school. Three-hundred and fifteen teachers and 5,609 students are located within the School City of East Chicago. The districts’ demographics of students are 50% African American, 48% Hispanic, and 2% Caucasian. Within the last few years, the School City of East Chicago’s Indiana Statewide Testing for Educational Progress (ISTEP) scores decreased in Mathematics and English Language Arts (ELA). The ISTEP is given to students in grades 4-8 and the district’s 2012 scores were 58.6% passing the ELA portion and 54.3% passing the mathematics portion. When comparing ISTEP scores between the year 2011 and 2012, the School City of East Chicago test scores decreased between the 2 years except for grade 5. **Table 1** shows the difference of ISTEP scores between the 2011 and 2012 school year and the levels highlighted in blue show a decrease of test scores. When comparing the ISTEP scores in ELAs for grades 3-8, the ELA scores decrease every grade level from 78.6% in grade 3 down to 47.7% in grade 8 for a difference of 30.9% showing that proficiency of skills of students are decreasing as the grade level increases (Indiana Department of Education, 2013). The following, **Table 2**, shows the pass scores for ISTEP in English Language Arts for grades 3-8. **Table 3** also shows the cut scores for 7th grades ISTEP with a passing score of 501 and this equates to only 44.6 % of 7th grade students passed the ELA- ISTEP with a score of 501 or higher.

Table 1: ISTEP-ELA School City of E. Chicago-Decreasing scores in every grade but 5th.

School City of East Chicago ISTEP Scores 2011 & 2012: percentage of students passing			
Grade	2012	2011	Difference in %
3	78.6 %	80.9 %	- 2.3
4	69.3 %	78.5 %	- 9.2
5	55.8 %	47.3 %	+ 8.5
6	50.5 %	52.6 %	- 2.1
7	44.6 %	58.4 %	- 13.8
8	47.7 %	41.1 %	- 6.6

Note. Adapted from Indiana Department of Education, 2013. Retrieved from <http://www.doe.in.gov/assessment/istep-results>.

Table 2: 7th grade cut scores for passing on ISTEP for ELA 2012

English Language Arts ISTEP Cut Scores		
Grade	Pass	Pass+
3	417	521
4	437	535
5	468	548
6	478	579
7	501	584
8	508	627

Note. Adapted from Indiana Department of Education, 2013. Retrieved from: <http://www.doe.in.gov/sites/default/files/assessment/cut-scores-minimum-and-maximum.pdf>

Table 3: Passing cut scores for ISTEP

ISTEP+ Cut Scores								
Grade	English / Language Arts		Mathematics		Science		Social Studies	
	Pass	Pass +	Pass	Pass	Pass	Pass +	Pass	Pass +
3	417	521	413	513				
4	437	535	445	541	463	535		
5	468	548	463	556			483	550
6	478	579	487	590	488	549		
7	501	584	511	603			486	545
8	508	627	537	641				

Note: Adapted from the Indiana Department of Education (2013). Retrieved from:
<http://www.doe.in.gov/sites/default/files/assessment/cut-scores-minimum-and-maximum.pdf>

This is a big concern for the administrators within the School City of East Chicago, especially since the ISTEP is a weighted portion of the school wide measure given from the Indiana Department of Education in the form of an A-F grade. In addition, the Common Core State Standards, adopted by 45 states and soon to be implemented by the year 2014, puts an emphasis on rigor in reading and comprehending complex texts including informational and literature across all grade levels and content areas that will impact English Language Arts for the teachers teaching the content and the students learning the content. Furthermore, when students don't pass ISTEP, they are entitled to extra help as in after- school programs and remediation, and summer school. The extra help and remediation costs the school district money in the form of teachers' salaries, transportation costs for bus driver salaries, and for students in summer school. If students need help during school, an aide is used to help tutor the student to proficiency, and that is an added cost for the school district.

The School City of East Chicago has contracted training with Keys to Literacy is to provide training for teachers in grades 4-8 in routines or instructional strategies to use within their classroom to increase student comprehension and to help increase their test scores in English Language Arts. The administrators from the School City of East Chicago are interested in the Keys to Literacy program because it's not just a "one and done" workshop but rather a continuous blended learning workshop over weeks at a time. The Keys to Literacy provides face-to-face training for educators for 6 hours, followed by 4.5 hours of online work in the form of 4 e-learning modules. In the past, teachers have attended professional development for one day only to come back to the school building and push aside what has been learned and continuing with their old instructional strategies. Therefore the new instructional strategies are not utilized to the fullest. The Keys to Literacy program trains educators to utilize their literacy routines over time. So it's important for the district to measure how many the Keys to Literacy routines are being utilized by teachers to impact their knowledge and skills, and student assessments in reading comprehension for grades 4-8. It is the district's objectives to increase the ISTEP scores in ELA and prepare for the Common Core State Standards for 2014. Furthermore, the School City of East Chicago wants the evaluation of the Keys to Literacy program to also measure the outcomes on the district level such as impact on the knowledge and skills learned in the training and if it impacts the district down to the school budget to save money. If the training proves to be successful with positive outcomes, the School City of East Chicago would like to incorporate this training fully in every content area and grade level within the school district. The School City of East Chicago hired MD Consulting to evaluate the training of the Keys to Literacy training program and its value to the district.

Key Participants

The key participants for this evaluation are: administrators-the Middle School Principal and the Superintendent, 7th grade teachers, business manager, and school board of School City of East Chicago, Keys to Literacy trainer and Engage the management company of the online portion of Keys to Literacy program. These participants or stakeholders will also play a part in collecting data for the evaluation. The Administrator and Middle School Principal will provide MC Consulting data from the school assessments: ISTEP and NWEA in a timely manner. MC Consulting will analyze that data further for reports. Also, the facilitator of the training program will provide level 1 reaction data to MC Consulting to input, and analyze. Likewise, the Keys to Literacy management company, Engage, will provide the level 2 online data assessments to MC Consulting. In addition the business manager of the School City of East Chicago will provide all general and transportation budget reports to MC Consulting for a three year period.

Goal and Objectives

After analyzing the data and needs for the School City of East Chicago, the following goal was created for the training program:

The 7th grade teachers at the School City of East Chicago will learn comprehension techniques to use within their classroom to increase comprehension skills for their students on main ideas and text structure by utilizing 4 routine strategies: Top-down topic webs, 2-Column notes, Summary, and Question Generation. The objectives are stated below in **Table 4** showing the organizational goal and the objectives for the evaluation.

Table 4 Organizational Goals and Objectives aligned with methods of Data Collection

Organizational Goal	Objectives	Data Collection Method
Learn comprehension techniques to use within their classroom to increase comprehension skills for their students on main ideas and text structure by utilizing 4 routine strategies: Top-down topic webs, 2-Column notes, Summary, and Question Generation.	<ol style="list-style-type: none"> 1. Train all 7th grade teachers through the Keys to Literacy Routine: Session 1 2. Increase teacher’s use of the Keys to Literacy routines within the classroom 3. Increase Student Growth of 7th grade students on the NWEA formative assessment for comprehension 4. Increase School City of East Chicago ISTEP scores in seventh grade on the English Language Arts section of the ISTEP 5. School City of East Chicago will reduce money spent on summer and after school programs in two budget areas: general and transportation 	<ol style="list-style-type: none"> 1. Level 1: Reaction Surveys Level 2: Assessments for the face-to-face training and checklists 2. Level 3: Interviews and Surveys 3. Level 4: Comparison of NWEA scores comparing students’ scores throughout the year in comprehension 4. Level 4: ISTEP scores compared from year to year on 7th grade students and looking for increasing scores and percent passing the English Language Arts portion on the state test (ISTEP). 5. Level 4: Analyzing and comparing transportation and general budget for a decrease in money spent on summer and after school programs.

Target Audience

The target audience for the training will be the 7th grade teachers within the School City of East Chicago. The 7th grade teachers were chosen for this evaluation because when students get to the 7th grade there is a large decrease in ISTEP, ELA scores. The ISTEP, ELA scores from the year 2011 to 2012 dropped by

13.8 points showing that an immediate need exists for instructional strategies in comprehension in this grade level. The school involved in this evaluation, Joseph L Block Jr. High School, 7th and 8th grade school with 400 students and 45 classrooms. 20 classrooms belong to the 7th grade, so twenty 7th grade teachers will be involved with this evaluation of training for Keys to Literacy. Most of the 7th grade teachers are female at 85% and the rest are male at 15%. All of the teachers have a Bachelor's in Elementary Education with a certificate and a specialty to teach middle school students. The specialties of the middle school teachers include mathematics, social studies, English language arts, and science. All 7th grade teachers from all content areas will be involved in the evaluation. The average teaching experience of the teachers is 9 years. Since all of the teachers have a degree from a major college or university, no prior skills are needed to use the technology in this training such as a computer, laptop, or e-learning modules. All of the classrooms already utilized technology with their teachers and students as they have incorporated the 1 computer per one student within the district.

Processes and Timeline

The following evaluation will utilize Kirkpatrick and Kirkpatrick's 4 Level Evaluation Model in order to measure Level 1: Reaction, Level 2: Learning, Level 3: Behavior, and Level 4: Results (Kirkpatrick & Kirkpatrick, 2006). The Kirkpatrick model will be used to measure the effectiveness and the outcomes of the Keys to Literacy Training and if improvements need to be made to the training. *Table 4*, page 3 shows the Kirkpatrick and Kirkpatrick levels aligned with the objectives of the evaluation. Project plan and evaluation timeline can also be viewed in a Gantt chart by utilizing the following link:

<https://tomsplanner.com/public/eastchicagoevaluation>

The password to view the School City of East Chicago evaluation plan is: *evaluation*

See **Appendix A** for the visual of the evaluation of the training in the form of a Gantt chart.

Evaluation Instruments and Procedures

Level 1-Reaction:

The reaction level is a predictor to Kirkpatrick's learning level 2. When Level 1: Reaction has positive outcomes, then participants are more motivated to learn in level 2 (Kirkpatrick & Kirkpatrick, 2006). The 7th grade educators will be measured on their reaction to the Keys to Literacy face-to-face training and the online learning modules.

Level 1-Evaluation Instruments: 2 reaction surveys: one after the face-to-face training, and one after the online modules

Face-to-Face Training Reaction

After participants complete the Keys to Literacy face-to-face session 1, a survey in regards to their reaction and satisfaction to the Keys to Literacy program will be provided to them. One survey will be completed after the face-to-face training. The survey that will be used for the face-to-face training will be physically given to participants by the facilitator. The participants will respond to the survey questions in a paper/pencil format, and place the surveys on a table within the training room face down, before leaving the training. Providing the reaction surveys in person to the participants will allow for a 100% return rate (Kirkpatrick & Kirkpatrick, 2006). This survey will be completed anonymously so the participants will provide honest responses without negative repercussions (Kirkpatrick & Kirkpatrick, 2006).

The data extracted from the face-to-face reaction survey will be typed into an Excel Spreadsheet that is formulated to calculate with the appropriate rating from a four-point Likert Scale to receive the final rating.

Online Training Reaction

One survey in regards to reaction to the online training will be completed after each online portion for modules 2-5. The reaction survey for the completing modules 2-5 will be automatically appear after the participant finish the module on the online learning program. Whenever a module is completed, the reaction survey will appear to the participant for input for each module. The survey provided after the online modules will be automatically upload into Engage, the Keys to Literacy online management system. This will make it easier to manage such as sending, resending, viewing completion, and analyzing results. The results can be exported into an Excel format in order to sort data and provided to the founders of the company to improve the program for the future.

Once educators complete the reaction surveys for both the face-to-face training and the online portions they will receive a certification of completion in the Keys to Literacy program along with Professional Growth Points that are needed to renew an education license. Once participants complete the surveys from all the modules within the program, a professional development certificate with the professional growth points earned on the certificate will be issued. If the participant does not complete the surveys, then a Professional Growth Certificate will not be provided to the participant. This will help guarantee a 100% return rate for the surveys.

The surveys for both the face-to-face training and the online training will be comprised of questions that will measure how effective the Keys to Literacy program is or what needs to be improved. The majority of these questions will be learner centered with a few questions in regards to the facilitator for the face-to-face portions and a few questions in regards to the structure on the e-learning modules. A total of 10 questions will be utilized using the 4- point Likert rating system for each question defined by the following terms: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). A neutral rating will not be used in the Likert Scale. In order to avoid any negativity to the neutral rating, a 4 point scale will be used for a more accurate rating. Lines will be incorporated after the questions for participants to input comments. All responses will be quantifiable, and a standard score of 4.0 will be issued whether the Keys to Literacy tool is successful. When any responses fall below a 4.0, the Keys to Literacy program will be revised to achieve a positive outcome. If responses fall below a score of 3.0, than that particular portion of the training will not be incorporated into the Keys to Literacy tool or it will be revise to be improved. See **Appendix B** for reaction surveys to both the face-to-face and online trainings.

Level 2: Learning

Learning needs to successful and measured to find out if knowledge and skills were developed and learned. It's important to have positive outcomes in the learning level so participants will apply it to 7th grade students in the classroom environment to increase their literacy skills (Kirkpatrick & Kirkpatrick, 2006). A control group will not be used for Level 2: Learning due to the urgency to help all 7th grade teachers immediately with comprehension techniques in order to make an impact on their ISTEP testing between the months of March to May. In addition, only one principal resides at the school and that is the only person available to visit classrooms to verify learning. Twenty 7th grade teachers will be given a pretest/post-test to check for learning of the content. Test scores of the 7th grade teachers will be compared to show gains in knowledge, skills, and attitudes.

Level 2-Evaluation Instruments: Checklists for the face-to-face training, and assessments for the Keys to Literacy online training for modules 2-5.

Level 2 Procedure:

Checklists will be used for the Face-to-Face trainings to assess performance of skills. When participants complete activities in the face-to-face trainings, the instructor will place a check next to their name for that particular objective, as a skill learned or unlearned, and to check their progress. If the instructor sees that the participant did not complete the activity correctly, then the instruction will correct the learner in real-time. See **Appendix C** for the checklist for performance skills.

The next learning level 2 data that will be collected will be from assessments after each online learning module for modules 2-5. After the participant completes each online module, an assessment will be provided. The learner will have to pass with an 80% score in order to move forward to the other module. Participants in the e-learning module that cannot pass after two tries with an 80% score will be directed to review the lesson again in the e-learning module for that particular objective to obtain mastery. After reviewing the lesson again, the participant can take the assessment again. Attempts will be recorded as well as the average scores of the participant. This data will be stored in the online management system. See **Appendix D** for Level 2 online learning assessments for modules 2-5.

Reporting: Level 1

Results from the face-to-face trainings will be shared with the School City of East Chicago superintendent, the principal of the middle school, and the trainer of the program. The results from the online training will be shared only with the superintendent and the middle school principal.

Level 1 reporting for the reaction survey provided after the face-to-face training will include the average ratings from the four- point Likert Scale on a 10 statement survey. The following scale will be used to rate the responses on the reaction form:

Strongly agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1

Each response will be tabulated for each individual question or statement and for each category. The participants' responses will be inputted electronically into an Excel spreadsheet that is numerically formatted by the number of responses and the corresponding weights on the four-point scale in order to find the average rating of the responses. A standard rating 3 or above in all categories will be acceptable and show a positive outcome for the Keys to Literacy Training for each statement. Each response will be analyzed on the 10 statement survey to find the strengths or weaknesses within each category. Also the comments and suggestions from the participants will be grouped under each category. The comments and will be stated as a frequency such as 5 out of 8 participants enjoyed the facilitator's examples, or 3 out of 8 participants didn't understand the facilitator's examples. See **Appendix E** for Level 1 reporting and reaction survey results for the face to face training and online learning modules.

Reporting Level 2

Reports will also be generated from Engage, the online management system, on tabulations of participants' responses to the online assessments for each module. For example, if the majority of the participants keep missing the same question number, then that portion of the training needs revised, or further aids need to be developed to enhance learning. Or, the question itself needs to be revised or

eliminated as it might be a poorly written question that is not comprehensible to learners. See **Appendix F** for a Level 2, question by question analysis.

After all results are analyzed and formatted in a table and chart, the founding partners will decide what categories need improvement to produce positive results in the following face-to-face categories: program objectives, program materials, content relevance, the facilitator, and/or the facility. In addition, the following categories can be analyzed to make positive changes for the online program: program objectives, online materials, content relevance, and the online program itself. The founding partners will make decisions on any rating below a 3.0 such as if the objectives need to be rewritten a new facilitator incorporated, an update needed for the materials, or to eliminate parts of the training. A positive reaction to the training will keep participants interested, motivated, engaged, and satisfied in order for participants to move to the next level of learning (Kirkpatrick & Kirkpatrick, 2006).

Level 2 reporting for performance in the face-to-face training will be incorporating the checklists of the learners into one excel chart. The excel chart will show the total number of participants that completed the performance tasks to those participants that did not complete the performance tasks in a percentage format. These percentages should show learners at a 90% completion rate. If the percentages do not show 90% completion rate, than the activities need to be revised to be more engaging to the learner. See **Appendix G** for the chart on performance skills.

Level 2 reporting will include the percentage correct on the online learning modules and checklist of activities completed correctly in the face-to-face training. The participants will have to complete the online assessments for each module with a total of 80% accuracy. The participants have two attempts to achieve 80% on each module assessment. If participants take the online module assessments twice, an average of the two assessments will be given. As long as the participant receives an average of 80%, the participant can move forward in the online learning program. If the participant does not receive an 80% average on the online module, the online program will lead the participant to review the content in the module again. After going through the content again, the participant can retry the assessment. The learners will be able to repeat this process of reading the content and taking the quizzes to 80% accuracy, unlimited times. The participant's length of time for each module, number of attempts on the online quizzes, assessment score for each quiz, and total assessment score for each module will be recorded. All quizzes will have to be completed for each module. The results of the quizzes will gauge how much knowledge has been learned in the training and the increase in the assessment scores between attempt 1 and attempt 2 and will be shown as a comparison of percent of increase in the assessment scores.

After all the quizzes have been analyzed, a report in graph-bar format will be provided to the School City of East Chicago administrators. These results will show the total average quiz scores from all participants for each module. See **Appendix H** for assessment results and attempts for online modules.

Level 3: Behavior

A control group will not be used for Level 3: Behavior, again due to the urgency to help all 7th grade teachers immediately with comprehension techniques in order to make an impact on ISTEP-ELA assessment scores. In addition, time constraints of the training program exist due to the school year being 9 months long and testing being completed during the months of March to May. Level 3: Behavior will be measured after the training only. An evaluation of behavior will not be done prior to the training due to time constraints and teachers do not report to school until the 2nd week in August. The span of

time to send the behavior evaluations to the participants is every 3 months due to the school year is only 9 months in length and the evaluation is to be completed within the school year. It's important to measure this behavior to verify that teachers understand the routines in the Keys to Literacy training so it can be applied to their students and the students can make the cut scores on the 2013 ELA, ISTEP.

Level 3-Evaluation Instruments: Learner Interviews and Learner Surveys

Level 3 Evaluation Procedure:

An interview will be conducted with 7th grade teachers, participants of the training, 3 months or 90 days after the end of the Keys to Literacy training and will last only 30 minutes in length. A face-to-face interview will be used first as an opportunity to collect more information and quantify the data (Kirkpatrick & Kirkpatrick, 2006). Providing time to elapse at the end of training with the Keys to Literacy modules, allows the teacher time to practice the content and routines used within their classroom. In order to achieve a high participation rate on the interview, the teachers will be provided with 1 Professional Growth Point that can be used for their recertification of their teaching license. Interviews are time consuming for the interviewee and the interviewer, so a sample of the total of teachers will be permitted (Kirkpatrick & Kirkpatrick, 2006). The goal of the interview is to achieve 100% participation but 85% will be allowable as full participation might not be attainable. The interviews will be conducted by MD Consulting as the principal will not be able to spend an abundant time in the classroom of the teacher to view behavior change for this particular method. Therefore the principal will not be given an interview. See **Appendix I** for the Interview Questionnaire.

Another evaluation in the form of a survey will be sent electronically to participants anonymously, 3 months after the interview survey or 6 months after the initial training. The same survey will be sent via email again 3 months after the last survey, or 9 months after the initial training. The purpose of sending the same survey twice, allows tracking of the use of the content and routines provided in the training and to check if participants have increased or decrease their use of the routines and content taught in the training. Also, it allows for more time to pass since the training, giving participants more time to utilize the concepts and routines. Each routine taught in the training will be tracked such as: "if they are using it, planning to use it, starting to use it, using it routinely or were already using it." If participants are not utilizing the content and routines from the training, then their responses will be tracked as why they are not utilizing the new routines. The participants will be given 1 Professional Growth Point for completing each survey and this will provide the participants with motivation to take the survey. Again, the Professional Growth Points can be used to renew the teaching license in Indiana. See **Appendix J** for the survey to be used 3-6 months after the interview questionnaire.

Level 3: Reporting and Results-Interview

Data from the interview will be typed into Excel and categorized into quantifiable data. For example males will be assigned a number 1, females a 2. Also inputted into Excel will be the grade level taught, content taught such as Sc=science, SS=social studies, M=math, and ELA=English language arts. The highest level of education and years as a teacher will also be inputted into the spreadsheet in numerical format. This will allow the tracking similarities between groups of teachers if changes need to be made in the future for the improvement of this training. **Appendix K** shows the demographic results of the educators.

Question 1 on the interview asks what routines the teachers put into practice from the trainings. The answers will be put into a percent format based on the total amount of teachers involved in the

interview process. Data will be shown in a percent format for the following: “nothing”, “a few things”, “a lot of things”, “almost/everything”. An average acceptance for change of behavior for interview question 1 will be 80% or higher in the category of “almost /everything put into practice” to show the routines from training are utilized within the classroom. Results will be shown in a pie chart as seen in **Appendix L**. The relevancy of the methods taught will also be broken down by routine to view what routines are most relevant to teachers. Results will be presents visually in a bar chart as shown in **Appendix M**. If the teachers are not utilizing any of the routines such as: “it wasn’t practical, no support, no time, it doesn’t work, or other,” their answers will illustrated as a percent of those finding the routines: “very significant”, “somewhat”, or “not at all”, in a bar chart format. Again, for the behavior to be changed, the percent has to show 80% or higher in the “not at all category” as shown in **Appendix N**.

Open answer responses will be grouped into categories. The comments will be stated as a frequency such as 17 out of 20 teachers found the two-column notes the most relevant to apply within their classroom, 3 out of 20 teachers found top down topic webs were the most relevant to apply within their classroom. Once the reporting of the interviews are compiled and analyzed in Excel, the results will be shown visually in a bar graph to show average responses to the interview questions as well as the frequency of the open responses.

Level 3: Reporting and Results-Surveys

The surveys provided to participants of the training contain statements or questions that are learner-centered that will be into frequencies based on the participant’s responses. Each question or statement has subcategories based on each concept or routine taught in the training. Participants will check their best response to the questions and/or statements. Question 1 consists of 18 subcategories and is based on how often the routines from the training are being utilized within the classroom. The scale is set-up with the following terms: “Not Using”, “Planning to Use”, “Starting to Use”, “Using Routinely”, and “Was Using Before”. Each response will be tabulated and input electronically into an Excel Spreadsheet that is numerically formatted by the number of the participants out of 100%. Each response will be averaged and the range for acceptance for the subcategories of question 1 will be a range of 80% to 100%. Once the second survey is sent, this procedure will be repeated again.

Question 2 of the survey deals with participants who are not using the routines or methods taught within the training. The responses will be tabulated by category for each subcategory of question 2. The responses that can be selected are: “Not relevant in my instruction”, “Need more training”, “Need administrator support”, “Need more resources and technology to utilize”, and “Need assistance in my classroom to use”. Again the results will be compiled in an Excel Spreadsheet and be reported visually in the form of a bar graph. The bar graph will show the average for each subcategory. This section will actually show what the barriers are in the classroom for the teacher and analyze for example, if it’s climate, or content of the training that are causing the teacher to not use the new routines taught in the training so training and climate can be improved. See **Appendix O** for examples of the survey report at 6 and 9 months, showing one sub-category: main idea.

The two sets of surveys will also be illustrated in a bar graph to show change over time between the survey sent 6 months after the training and the survey sent 9 months after the training. These results will be analyzed to show if certain routines taught have increased, decreased, no change, or became extinct. The bars in the bar graph will show each routine that will show the changes on average. If increases in the routines are shown, then it shows a positive behavior change among the participants. If a no change or a decrease exists then improvements need to be made to that particular category for the

training. All of the results of Level 3: Behavior will be shared with the Superintendent of School City of East Chicago and the Middle School Principal. **Appendix P** shows the percent of growth of teachers utilizing the routines from training between the 6 to 9 month surveys.

Level 4: Results

All previous 3 levels of Kirkpatrick's Model of Evaluation need to be analyzed to determine the results and impact on Joseph L Block Jr. High School and the School City of East Chicago School District. In order to track the results at this level, results will be measured with the objectives in mind. Evaluating the results of the Keys to Literacy Training in order to determine how much quality improved in the teacher's strategies in comprehension and how much of the training contributed to decreases in the transportation and general budget, and increase of student's test scores on the ISTEP- ELA portion for comprehension (Kirkpatrick & Kirkpatrick, 2006). In addition, Level 4 results are important to measure the overall effectiveness of the training and if the teachers are utilizing comprehension techniques within their classroom to increase comprehension skills for their students on main ideas and text structure by utilizing 4 routine strategies: Top-down topic webs, 2-Column notes, Summary, and Question Generation. If the teachers learned new ways to incorporate comprehension instructional strategies by utilizing the Keys to Literacy Routines without any other changes to ELA, and the students' assessments on ISTEP start increasing, then the training is a direct relation to the increase of the students' scores in ISTEP at Joseph L Block Jr. High School.

Level 4-Evaluation Instruments: ISTEP Assessments, NWEA Assessments, General School and District Budget, and Transportation School and District Budget

Level 4: Procedure

The ISTEP scores for ELA will be one of the measures to measure results. The ISTEP scores will not be available until the end of the 2014 school year. A measurement will take place comparing the 7th grade ISTEP-ELA scores for 2013 school year and compared to the 2014 school year. Once the 2014 data is available for 2014 it will be shown in a bar chart comparing it the 2013 ISTEP-ELA results.

Since students only take the ISTEP once per year, it will be important to utilize another formative assessment to measure skills in comprehension such as using NWEA to get more data points to assess the training program. NWEA (Northwest Evaluation Association), formative assessments, are aligned to the Common Core State Standards that measure Reading and Writing in English Language Arts. The NWEA formative assessments have over 29,000 test items formatted in multiple choice and open response for grades K-12. In August, the students will be given NWEA as a baseline when school starts in just reading comprehension. Then, NWEA will be given every 4 months or twice a year, to measure student's improvement or growth in reading comprehension.

The procedure, to analyze if transportation costs have been decreased due to a lower number of students taking summer school because of passing ISTEP- ELA, will include: the budget for transportation, the amount of money spent on buses for summer school. The transportation budget will have to be analyzed every year for three years to see if the training had a positive effect on decreasing costs for summer school.

The budget for the general fund will also be analyzed to see if a surplus will be created due to the reduced number of after school programs to tutor on comprehension. If more students pass ELA-ISTEP,

then a lower number of students will need tutoring for comprehension in after school programs. This budget will also have to be analyzed over a three year period to see if a positive trend exists.

Results

The ISTEP-ELA results will be shown in a table comparing the results of 7th grade students from the school year 2013-2014 to show an increase in ISTEP scores. These results will also be shown over a three year period as similar to **Table 1, page 3**.

The results of the NWEA assessments will be compiled electronically by NWEA's system for each student and compared to the other NWEA reading assessments taken every 4 months to measure positive student growth in comprehension. NWEA will compile a bar chart for each student to show increases or decreases in comprehension along with a bar chart showing average increases or decreases in comprehension every 4 months. The results will be shown in bar graph to illustrate the changes of the student's test scores over period of three years. The three years will comprise of the student's past 2 years of NWEA test scores, and the current year when the Keys to Literacy Routine was introduced within the classroom. See **Appendix Q** for the NWEA results by student over a period of time with the red vertical line illustrating when the Keys to Literacy Routine training were introduced to the educators. If the Keys to Literacy program was the only method that was introduced into the classroom with an unchanging curriculum, and the student's scores on NWEA increases after the teacher introduced the method, then Key's to Literacy can be rated a positive impact.

The budget for transportation for buses for summer school will be analyzed for 3 years. Data will be provided by the business manager for the School City of East Chicago. Correlations will be made between students passing ISTEP ELA and summer school and the need for transportation for summer school. If more students pass the ISTEP, ELA than less students will need summer school thus decreasing the transportation budget. If less tutoring programs are needed, than less money will also be spent on teachers to provided tutoring in comprehension. A bar chart for transportation for three years will be the visual to show this data.

The general budget for the line item of after school programs will be analyzed for 3 years. Data again will be provided by the business manager for the School City of East Chicago. Correlations will be made between the number of students passing ISTEP ELA and the tutoring needed for after school programs. Results will be compared year to year shown in a bar chart along with increased ISTEP scores for 7th grade students, and the number of students not needing tutoring. Again the years: 2012, 2013, and 2014 will be compared for gains and losses in reaction to this training when data is complete. See **Appendix R** for the general and transportation budget.

References

Indiana Department of Education, (2013). *ISTEP Cut Scores*. Retrieved from <http://www.doe.in.gov/sites/default/files/assessment/cut-scores-minimum-and-maximum.pdf>

Indiana Department of Education, (2013). *ISTEP+ Results*. Retrieved from <http://www.doe.in.gov/assessment/istep-results>.

Kirkpatrick, D.L., & Kirkpatrick, J.D. (2006). *Evaluating Training Programs*. San Francisco: Berret-Koehler Publishers, Inc.

Appendices

Appendix A: Evaluation Plan and Timeline Gantt Chart

Appendix B: Reaction Surveys: Face-to-Face and Online, Level 1

Appendix C: Checklist for Performance Skills, Level 2

Appendix D: Online Learning Assessments-Modules 2-5, Level 2

Appendix E: Reactions Survey Results, Level 1

Appendix F: Question by Question Analysis, Level 2

Appendix G: Performance Skills Chart, Level 2

Appendix H: Assessment Results for Online Learning Modules, Level 2

Appendix I: Interview Questionnaire, Level 3

Appendix J: Survey, Level 3

Appendix K: Demographics, Level 3

Appendix L: Routines in Practice, Level 3

Appendix M: Routines Most Relevant, Level 3

Appendix N: Routines Not Utilized, Level 3

Appendix O: Surveys: 6 & 9 months, Level 3

Appendix P: Comparison of Surveys: 6 & 9 months, Level 3

Appendix Q: NWEA results, Level 4

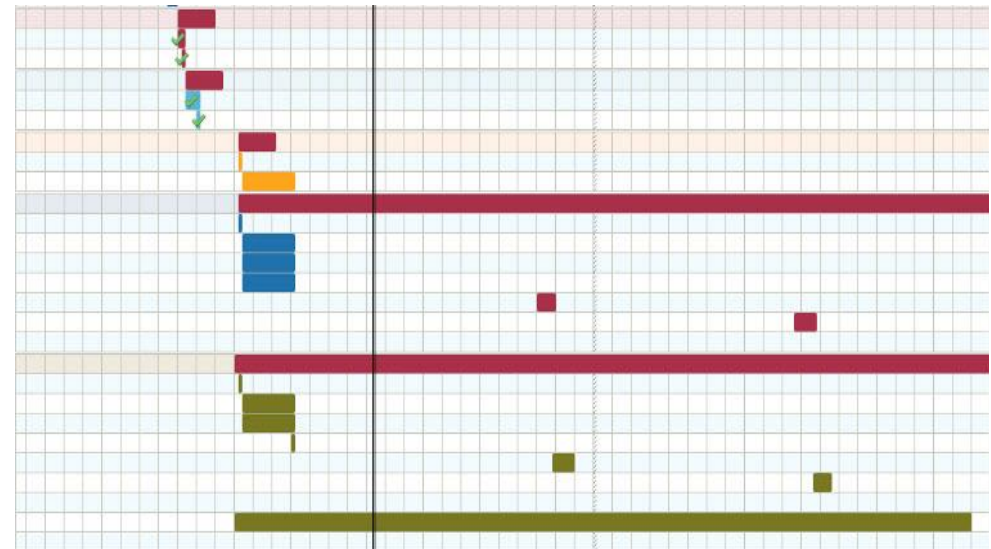
Appendix R: Budget: General and Transportation: Level 4

Appendix A: Evaluation Plan and Timeline

Activity	Status	Start	End	Responsibilities
Identify Business Goals	% Complete	06-05-13	06-17-13	
Meet with Superintendent & MS Principal	100	06-05-13	06-06-13	MD Consultant, Superintendent, & MS Principal
Draft Goals and Objectives of Evaluation	100	06-10-13	06-14-13	MD Consultant
Get sign off from Superintendent & MS Principal	100	06-14-13	06-17-13	MD Consultant
Assess Needs	Complete	06-14-13	06-26-13	
Meet with Superintendent & MS Principal	100	06-14-13	06-17-13	MD Consultant, Superintendent, & MS Principal
Evaluate Data: ISTEP and NWEA scores	100	06-18-13	06-25-13	Evaluation Team
Get sign off from Superintendent & MS Principal	100	06-25-13	06-26-13	MD Consultant, Superintendent, & MS Principal
Analyze Learners and Context	Complete	07-05-13	07-11-13	
Meet with Principal and 7th grade Teachers	100	07-05-13	07-08-13	MD Consultant, 7th grade teachers, MS princip...
Identify existing skills	100	07-08-13	07-10-13	MD Consultant, MS Principal
Get sign off from Superintendent & MS Principal	100	07-10-13	07-11-13	MD Consultant
Write Performance Objectives	Complete	07-11-13	07-18-13	
Write and email objectives to Super. and MS Princip...	100	07-11-13	07-15-13	MD Consultant
Revise and Solidify Objectives	100	07-15-13	07-17-13	Evaluation Team
Email final objectives to MS Principal	100	07-17-13	07-17-13	MD Consultant
Get sign off from Superintendent & MS Principal	100	07-16-13	07-18-13	MD Consultant
Develop Assessment Instruments	Complete	07-18-13	08-02-13	
Develop Level 1 Reaction Face to Face	100	07-18-13	07-22-13	Evaluation Team
Develop Level 1 Reaction Online	100	07-19-13	07-23-13	Evaluation Team
Develop Level 2 Assessment Module 1-5	100	07-22-13	07-25-13	Evaluation Team
Develop Level 2 Learning Checklist	100	07-24-13	07-26-13	Evaluation Team
Develop Level 3 Behavior Interview	100	07-29-13	07-31-13	Evaluation Team
Develop Level 3 Surveys: 1 & 2	100	07-30-13	08-02-13	Evaluation Team



Develop Instructional Strategy	Complete	08-02-13	08-16-13	
Meet with MS Principal	Complete	08-02-13	08-06-13	MD Consultant, MS Principal
Get Sign Off	Complete	08-05-13	08-06-13	MD Consultant
Develop & Select Instructional Materials	Complete	08-07-13	08-20-13	
Meet with MS Principal	Complete	08-07-13	08-12-13	MD Consultant, MS Principal
Get Sign Off	Complete	08-12-13	08-12-13	MD Consultant
Implement Keys to Literacy Training		08-27-13	09-16-13	
Face to Face Training		08-27-13	08-27-13	Gretchen L.
Online Modules 1-5		08-28-13	09-16-13	Engage and Evaluation Team
Conduct Evaluations for Levels 1-3		08-27-13	07-07-14	
Level 1 Reaction Face to Face		08-27-13	08-27-13	Gretchen L.
Level 1 Reaction Online		08-28-13	09-16-13	Engage and Evaluation Team
Level 2 Online		08-28-13	09-16-13	Engage and Evaluation Team
Level 2 Face to Face		08-28-13	09-16-13	Gretchen L.
Level 3 Interview	25%	12-16-13	12-20-13	Evaluation Team
Level 3 Survey 1		03-20-14	03-27-14	Evaluation Team
Level 3 Survey 2		06-27-14	07-07-14	Evaluation Team
Collect Data & Input		08-26-13	05-22-15	
Level 1 Face to Face		08-27-13	08-27-13	Evaluation Team
Level 1 Online		08-28-13	09-16-13	Engage and Evaluation Team
Level 2 Modules 1-5		08-28-13	09-16-13	Engage and Evaluation Team
Level 2 Checklist		09-16-13	09-16-13	Evaluation Team
Level 3 Interviews		12-20-13	12-27-13	Evaluation Team
Level 3 Survey 1		03-27-14	04-02-14	Evaluation Team
Level 3 Survey 2		07-17-14	07-24-14	Evaluation Team
Level 4 NWEA results		08-26-13	05-23-14	MD Consultant & MS Principal
Level 4 ISTEP results 2014		08-25-14	05-22-15	MD Consultant & MS Principal



Appendix B: Reaction Survey for Face to Face Training for Modules 1-5

Modules 1-5: Overview of the Routine, Main Idea Skills, Text Structure, Top-Down Topic Webs, and Two-Column Note Taking.

Please complete this form to let us know your reaction to the face-to-face training for Modules 1-5. Your input will help us evaluate our efforts and will help us plan and improve our future programs that will meet your needs.

Please check the choice that best represents your role:		
<input type="radio"/> Classroom Teacher <input type="radio"/> Building Administrator <input type="radio"/> District Administrator <input type="radio"/> Other		
Program Objectives		
1. I understood the learning objectives	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
2. I found this program met the defined objectives	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
Program Materials		
3. I found the handouts helpful	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
4. I found the material covered in the program was relevant to my job	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
5. I found the audio visual aids were effective	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
Content Relevance		
6. I will be able to apply what I learned immediately in the classroom	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Neither Agree or Disagree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
7. I found a good balance between the presentation of the facilitator and small group work	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
Facilitator		
8. My learning was enhanced by the instructor's knowledge and understanding of the topics.	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
9. I found the instructor presented the information in a clear and presentable manner	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
Facility		
10. I was pleased with the room set-up	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:

Appendix B: Reaction Survey for Online Training Module 1-5-Level 1

Modules 1-5: Overview of the Routine, Main Idea Skills, Text Structure, Top-Down Topic Webs, and Two-Column Note Taking.

Please complete this form to let us know your reaction to the face-to-face training for Modules 1-5. Your input will help us evaluate our efforts and will help us plan and improve our future programs that will meet your needs.

Instructions: Please check the appropriate response for each statement.

Please check the choice that best represents your role:		
<input type="radio"/> Classroom Teacher <input type="radio"/> Building Administrator <input type="radio"/> District Administrator <input type="radio"/> Other		
Program Objectives		
1. I understood the learning objectives for the online course	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
2. I found the online program met the defined objectives	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
Online Materials		
3. I found the Microsoft Word activities helpful in the online modules	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
4. I found the self-check activities covered in the program was relevant to my job	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
5. I found the online quizzes after each module helped me confirm my learning of the content.	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
Content Relevance		
6. I will be able to apply what I learned immediately in the classroom	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
7. I found a good balance of learning online content and activities in the online module.	<input type="radio"/> Strongly Agree <input type="radio"/> Agree <input type="radio"/> Disagree <input type="radio"/> Strongly Disagree	Comments or Suggestions:
Online Program		
8. I found it easy to navigate	<input type="radio"/> Strongly Agree	Comments or Suggestions:

within the Keys to Literacy online program	<ul style="list-style-type: none"><input type="radio"/> Agree<input type="radio"/> Disagree<input type="radio"/> Strongly Disagree	
9. I found the repetitiveness of the content delivered in the face-to-face training and online modules helpful to my learning	<ul style="list-style-type: none"><input type="radio"/> Strongly Agree<input type="radio"/> Agree<input type="radio"/> Disagree<input type="radio"/> Strongly Disagree	Comments or Suggestions:
10. I was pleased online learning modules.	<ul style="list-style-type: none"><input type="radio"/> Strongly Agree<input type="radio"/> Agree<input type="radio"/> Disagree<input type="radio"/> Strongly Disagree	Comments or Suggestions:

Appendix C: Checklist for Face-to-Face trainings for Keys to Literacy Routines-Level 2

Using Keys to Literacy Routines		
Name:	Yes	No
Module 1: Overview of the Routine		
1. Write instructional strategies used for main idea in the classroom		
1.1 Writes strategies used before a lesson		
1.2 Writes strategies used during a lesson		
1.3 Writes strategies used after a lesson		
Module 2: Main Idea Skills		
2. Categorize 10 vocabulary words.		
2.1 Write 10 vocabulary words from the reading the Keys to Literacy pages 25-33		
2.2 Write 10 definitions for the 10 vocabulary words		
2.3 Write 2 or more categories for 10 vocabulary words		
2.4 Write 1 or more scaffolding exercise for categorization		
3 Module 3: Text Structure		
Write main ideas and subtopics from sample paragraphs		
3.1 Write a list of main and sub-topics for text on pages 13-15 in the Keys to Literacy Grades 4-12 book from the bold face headings		
3.2 Write B for Beginning, M for Middle, E for end, and I for implied on the location of the main idea in the sample paragraph		
4 Module 4: Top-Down Topic Webs		
Draw a top-down topic web, labeled with subheadings and details with sample passage		
4.1 Draws a top-down topic web with shapes showing the same idea		
4.2 Writes subheadings on the top-down topic web		
5 Module 5: 2-Column Notes		
Write		
5.1 Write main ideas on the left side of the page in the 2-column note format from the reading sample "Fishes"		
5.2 Write details (phrases) on the right side of the page in the 2-column note format from a reading sample, "Fishes"		
5.3 Write questions from main ideas on the left side of a 2-column note format and create 5 questions		

Appendix D: Online Level 2-Learning (Modules 2-5)

Module 2 Assessment	
Directions: This test consists of 9 true and false questions and 3 multiple-choice questions. Place a check mark next to the correct answer for true and false questions and circle the correct answer for the multiple choice questions.	
1. The scope and sequence for teaching main idea skill should start with identifying chapter main ideas.	<input type="radio"/> True <input type="radio"/> False
2. Main ideas skills are used before, during, and after reading by students who are strong readers.	<input type="radio"/> True <input type="radio"/> False
3. The concept of grouping items or information into categories is not a natural way of organizing.	<input type="radio"/> True <input type="radio"/> False
4. The most basic, foundational comprehension skill is identifying and stating main ideas.	<input type="radio"/> True <input type="radio"/> False
5. There is one sing best answer and choice of words for stating the main idea.	<input type="radio"/> True <input type="radio"/> False
6. The best way to learn main idea skills is to practice finding them in content reading.	<input type="radio"/> True <input type="radio"/> False
7. Content-specific vocabulary is a good source of words to practice categorizing, while the same time teaching vocabulary knowledge.	<input type="radio"/> True <input type="radio"/> False
8. The ideal paragraph includes more than one idea.	<input type="radio"/> True <input type="radio"/> False
9. The three techniques discussed in this course for finding the main idea are Goldilocks, Bucket, and Self-Cuing.	<input type="radio"/> True <input type="radio"/> False
10. An implied main idea of a paragraph <ul style="list-style-type: none"> a. Must be inferred by determining what the detail sentences have in common. b. Is found in the topic sentence at the end of the paragraph c. Is the easiest type of main idea to identify d. Is easy to find because it is written directly in the text 	
11. The main idea of a paragraph <ul style="list-style-type: none"> a. Is always at the beginning in a topic sentence. b. Can be located anywhere in the paragraph. c. Is always clearly stated. d. Can cross over and apply to other paragraphs. 	
12. Which item is not a technique for finding the main idea <ul style="list-style-type: none"> a. Goldilocks b. Copying text c. Labeling the bucket d. Self-cuing 	

Module 3 Assessment

Directions: This test consists of 4 true and false questions and 1 multiple-choice question. Place a check mark next to the correct answer for true and false questions and circle the correct answer for the

multiple choice questions.	
1. Narrative text provides information and expository text tells a story.	<input type="radio"/> True <input type="radio"/> False
2. A story map is a type of graphic organizer.	<input type="radio"/> True <input type="radio"/> False
3. Which of the following is NOT an activity to scaffold text for students?	
a. Underlining paragraph main ideas b. Providing letter clues such as B, M, and E next to paragraphs about location of main ideas. c. Having students read the text silently d. Providing brackets, arrows and other visual clues	
4. The "I" in the BMEI letter clues stands for "implied" main idea.	<input type="radio"/> True <input type="radio"/> False
5. Chapter titles, section headings, and sub-headings can be used to identify main ideas in text.	<input type="radio"/> True <input type="radio"/> False

Module 4 Assessment

Directions: This test consists of 7 true and false questions and 1 multiple-choice question. Place a check mark next to the correct answer for true and false questions and circle the correct answer for the multiple choice questions.

1. The Key Comprehension Routine uses topic webs only as a "during" strategy.	<input type="radio"/> True <input type="radio"/> False
2. Topic webs are only useful if the student already knows the main idea in a passage.	<input type="radio"/> True <input type="radio"/> False
3. Topic webs work best for the standard content classes, like math and history, but they are not useful for other disciplines such as physical education and music.	<input type="radio"/> True <input type="radio"/> False
4. Topic webs can be used to provide the big picture from reading, classroom discussions, and lecture.	<input type="radio"/> True <input type="radio"/> False
5. One way to scaffold a top-down topic web is to fill in some of the items in the shapes on a topic web and have students fill in the rest.	<input type="radio"/> True <input type="radio"/> False
6. There is no difference between a brainstorming web and a Key Comprehension topic web.	<input type="radio"/> True <input type="radio"/> False
7. A sub-web is used when the teacher wants to provide more detail about a topic.	<input type="radio"/> True <input type="radio"/> False
8. Which of the following is not used in a Key Comprehension topic web to emphasize the relationship between main ideas:	
a. Color b. Shape c. Position d. Number of items	

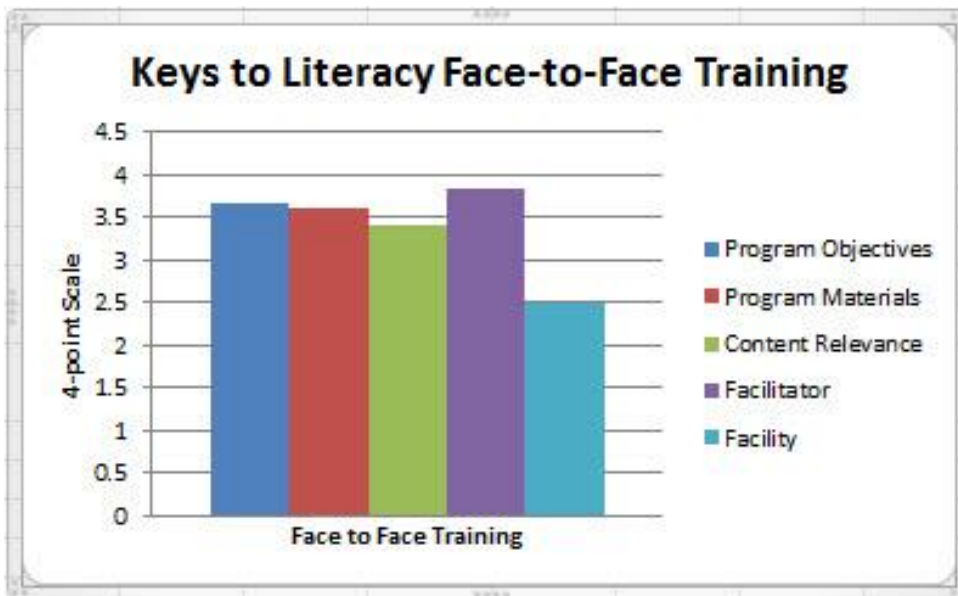
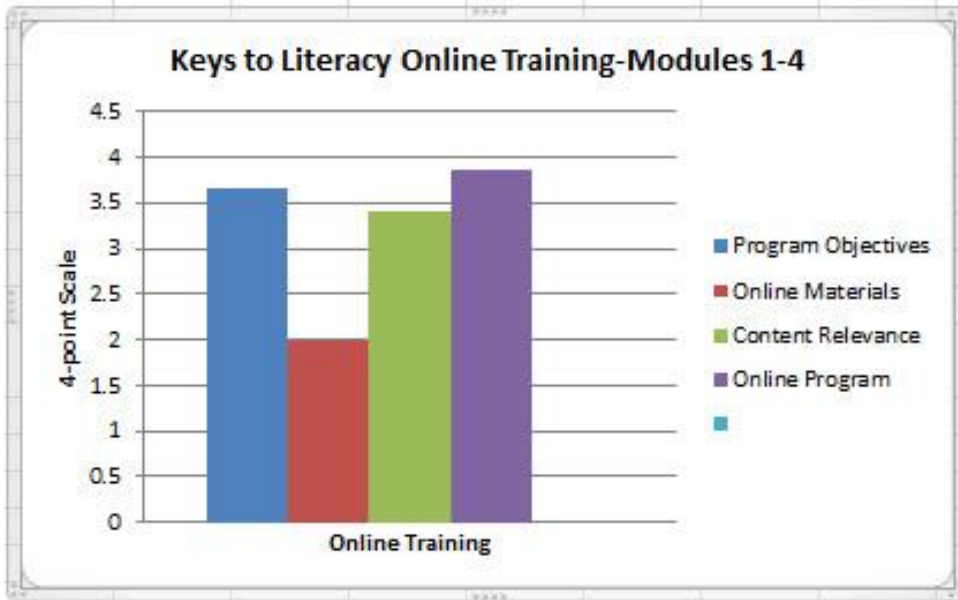
Module 5 Assessment

Directions: This test consists of 9 true and false questions and 3 multiple-choice questions. Place a check mark next to the correct answer for true and false questions and circle the correct answer for the multiple choice questions.

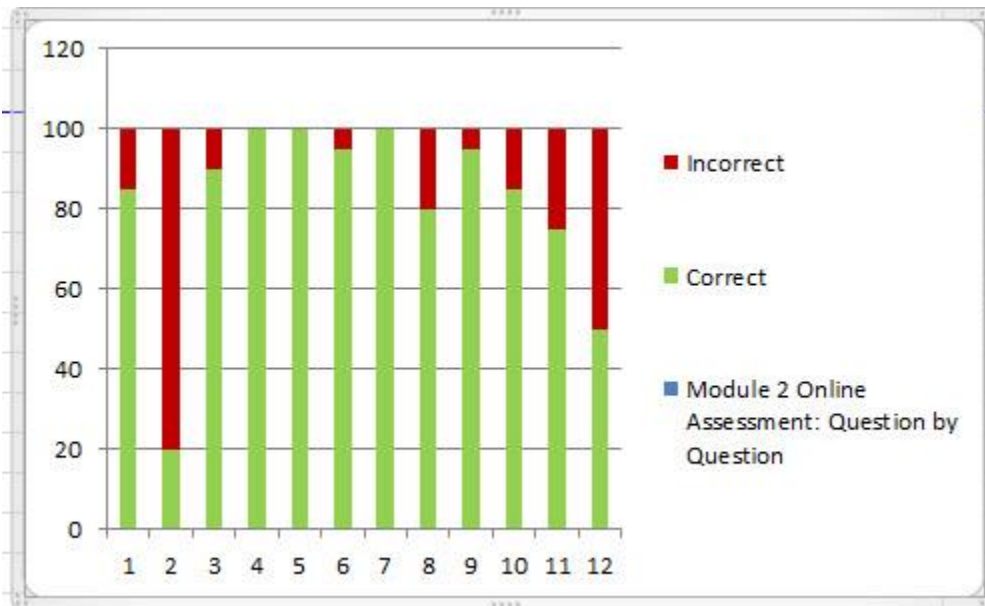
1. The two-column note format provides a clear visual distinction between main ideas and details.	<input type="radio"/> True <input type="radio"/> False
2. In the two-column format, main ideas go in the right hand column and details go in the left.	<input type="radio"/> True <input type="radio"/> False
3. For many students, two-column notes are easier to use than outlines when taking notes from a lecture.	<input type="radio"/> True <input type="radio"/> False
4. Two-column notes can be used for: <ul style="list-style-type: none"> a. Taking notes from a lecture b. Studying vocabulary c. Taking notes with narrative text d. Answering comprehension questions e. All of the above 	
5. Note taking is so easy for students to understand that teachers will not need to model it for their students.	<input type="radio"/> True <input type="radio"/> False
6. For lengthy reading selections, two-column notes are modified to have section main ideas in the left hand column and paragraph main ideas in the right.	<input type="radio"/> True <input type="radio"/> False
7. Students should take notes using full sentences.	<input type="radio"/> True <input type="radio"/> False
8. Note making involves active strategies for learning and remembering information to help improve reading comprehension.	<input type="radio"/> True <input type="radio"/> False
9. The note editing steps include which of the following? <ul style="list-style-type: none"> a. Rewriting notes into an outline format b. Making sure all main ideas are included and clearly stated in the left column c. Expanding all concise phrases into full sentences d. Rewriting notes in pen rather than pencil 	
10. Students should practice taking notes while reading text before practicing taking notes from lectures.	<input type="radio"/> True <input type="radio"/> False
11. One way to scaffold a lecture for note taking is to repeat the lecture.	<input type="radio"/> True <input type="radio"/> False
12. Speakers often give cues that help with note taking, including: <ul style="list-style-type: none"> a. Pausing before moving on to a new topic or main idea b. Jiggling the change in their pockets c. Using a PowerPoint d. Turning their back to the audience 	

Appendix E: Reaction Survey Results-Level 1

Level 1 Reaction Results



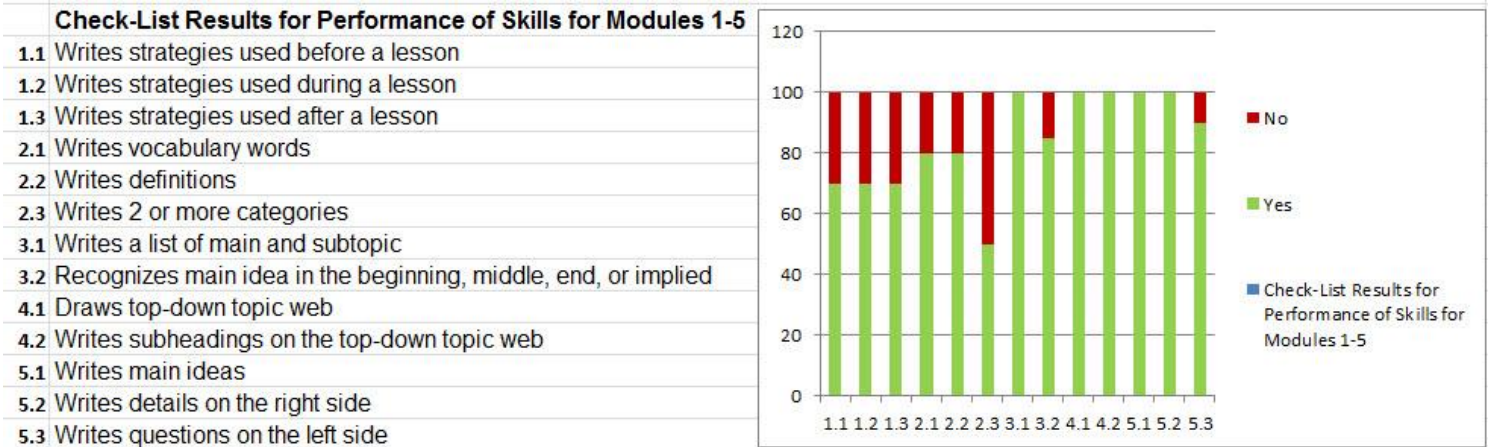
Appendix F: Questions by Question Analysis-Level 2



Questions/Topics for Online Module 2

- 1 The scope and sequence for teaching main idea skill should start with identifying chapter main ideas.
 - 2 Main ideas skills are used before, during, and after reading by students who are strong readers.
 - 3 The concept of grouping items or information into categories is not a natural way of organizing.
 - 4 The most basic, foundational comprehension skill is identifying and stating main ideas
 - 5 There is one single best answer and choice of words for stating the main idea
 - 6 The best way to learn main idea skills is to practice finding them in content reading.
 - 7 Content-specific vocabulary is a good source of words to practice categorizing, while the same time teaching vocabulary knowledge.
 - 8 The ideal paragraph includes more than one idea.
 - 9 The three techniques discussed in this course for finding the main idea are Goldilocks, Bucket, and Self-Cuing.
 - 10 An implied main idea of a paragraph
 - 11 The main idea of a paragraph
 - 12 Which item is not a technique for finding the main idea
-

Appendix G: Reporting for Performance Skills-Checklists-Level 2

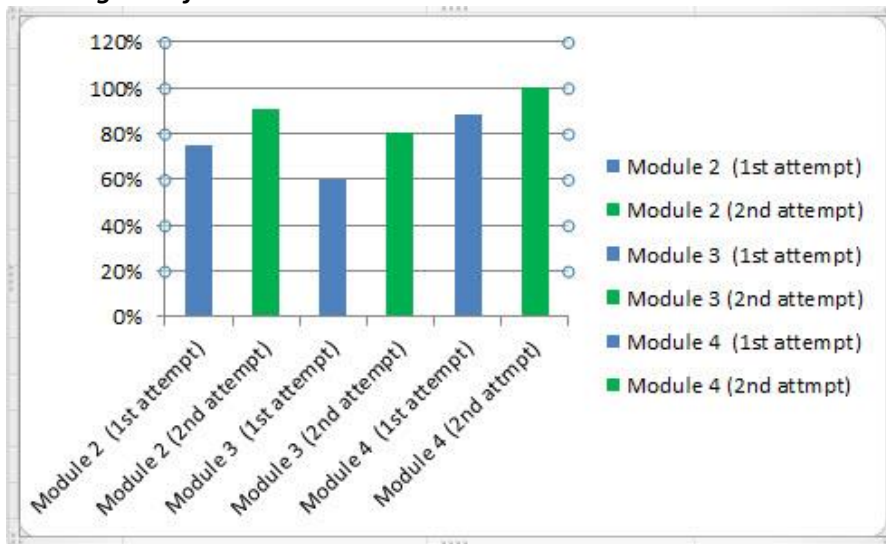


Appendix H: Assessment Results from Online Modules-Level 2

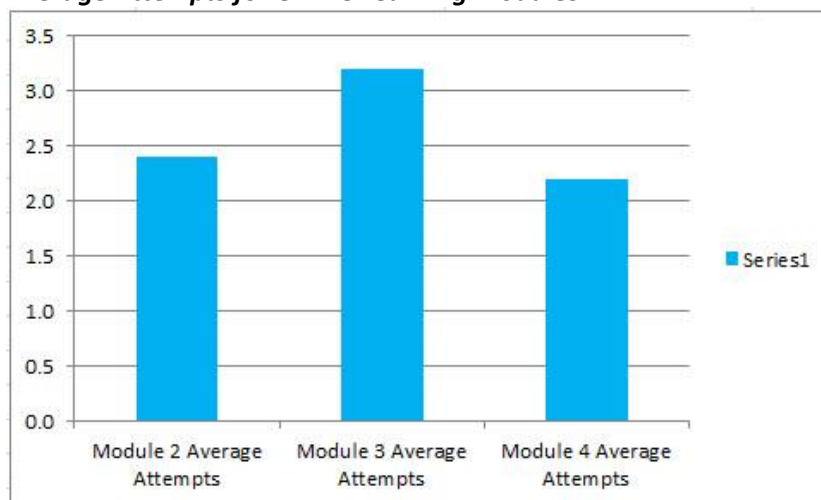
To see the detailed results of your prior submissions, click on your *Final Score* next to the test or quiz title.

Title	Final Score	Date Taken	Time Spent	Attempt
2.6b Self-Assessment	82/100	2013-08-19 13:03	10m 36s	1 out of unlimited
2.6b Self-Assessment	92/100	2013-08-19 13:07	1m 27s	2 out of unlimited
3.4 Self-Assessment	100/100	2013-08-19 13:23	3m 55s	1 out of unlimited
4.6 Self-Assessment	100/100	2013-08-19 13:34	4m 48s	1 out of unlimited
5.4b Self-Assessment	100/100	2013-08-19 13:56	5m 16s	1 out of unlimited
6.4b Self-Assessment	100/100	2013-08-19 14:10	4m 17s	1 out of unlimited
7.3b Self-Assessment	100/100	2013-08-19 14:23	4m 47s	1 out of unlimited

Learning Data for Online Assessments



Average Attempts for Online Learning Modules



Appendix I: Interview Questionnaire-Level 3

Keys to Literacy Interview Questions

The purpose of this interview is to evaluate the effectiveness of the Keys to Literacy training so that improvements can be made to the program in the future. This interview will also be used determine the extent to which the suggested behaviors have been applied in the classroom.

Instructions for Interviewer: Ask the following questions and record interviewee's responses. Record each interview using the I-Pad, so no responses are missed. All interviewee's have the option to remain anonymous.

Name (optional): _____

Personal Particulars

_____ Male _____ Female

Grade taught _____

Class (Content) taught _____

Highest level of education _____

Years of Experience as a teacher _____

1. In the last few months, you attended a face-to-face and online training on the Keys to Comprehension Routine Training, what have you been able to put into practice what you learned?

Nothing	A few things	A lot of things	Almost everything /everything
1	2	3	4

2. What specific methods did you learn in the Keys to Comprehension Routine that were relevant to use in the classroom?
3. When you finished the 8 modules of the Keys to Comprehension Routine, how eager were you to utilize these methods within the classroom with your students?
4. What have you learned from the Keys to Comprehension Routine that have you been able to apply within your classroom?
5. What has been the effect of applying what you learned in terms of:
 - a. Students' understanding of main idea
 - b. Students' understanding of text structure
 - c. Students' use of taking notes
 - d. Students' use of creating top-down topic webs
 - e. Students' use asking Bloom's taxonomy or Depth of Knowledge Questions
 - f. Students' use of creating a summary
 - g. Increasing students' scores of formative assessments in comprehension
6. If you are not utilizing any of the methods or routines that you were taught in the training, why not?

	How Significant?		
	Very significant	Somewhat significant	Not at all
It wasn't practical for my classroom			
My administrator does not support me in these methods			
I don't have time to implement these routines			
I tried the routines, but they don't work			
Other			
List "other" reasons			

7. What suggestions do you have for making the training more helpful for you?

Appendix J: Survey at 6 & 9 Months-Level 3

Survey on reflections on “The Key Comprehension Routine”

You participated in the workshop: The Key Comprehension Routine on (date). Four weeks has passed since the conclusion of the workshop, which has provided time for you to transfer your new knowledge into your middle school or high school classroom. We would like you to take the following survey to reflect on the outcomes of the workshop and how it has influenced using technology within the classroom. The comments of this survey are anonymous, and all comments will be used to improve the workshop.

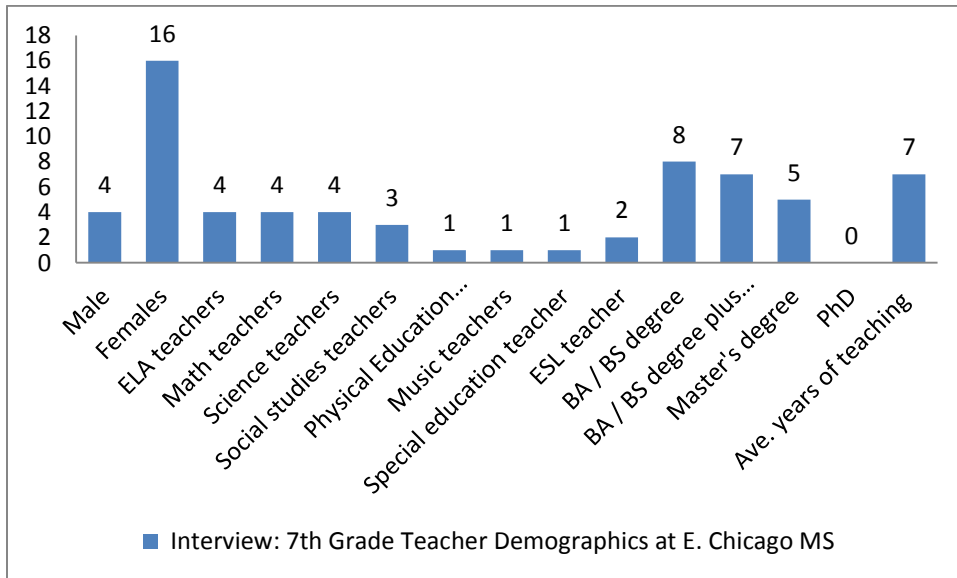
		Not Using	Plannin g to Use	Starting to Use	Using routinely	Was using before
1. To what degree do you using the following within your classroom?						
Main Ideas	Categorizing activities to learn main ideas and details					
	Using the “Goldilocks” method to find the main idea					
	Using the “Labeling the Bucket” method to find the main idea					
	Using “Self-Cuing” method to find the main idea					
Text Structure	Using letter clues: B for beginning, M for Middle, E for end, and I for implied for labeling the main idea in a paragraph					
	Using Story Maps for narrative text					
	Underlining or highlighting main ideas and key supporting details in text					
	Practicing modeling and think alouds with your students to find main idea and supporting details in text					
Routines Top Down Topic Webs	Using top-down topic webs before, during or after reading to organize ideas					
	Using a top-down topic web and turning into 2-					

	column notes					
	Using sub-webs to add more details to the top-down topic webs					
2-Column Notes	Using two-column notes to record information from reading, lectures, or class lessons					
	Using two-column notes and turning into a top down topic web					
Summary	Utilizing the summary template					
	Utilizing transition words and phrases to write a summary					
Question Generation	Using all levels to generate questions from Bloom's taxonomy or the Depth of Knowledge chart					
	Utilizing the Question prompts from Bloom's Taxonomy					
	Utilizing 2-4 routines (top-down topic webs, 2-column notes, summary, or question generation) in one classroom lesson					
		Not relevant in my instruction	Need more training	Need administrator support	Need more resources and technology to utilize	Need assistance in my classroom to use
2. If any of your responses were "not using" to the questions or statements above, please indicate your reasons. Choose any many reasons as applies.						
Main Ideas	Categorizing activities to learn main ideas and details					
	Using the "Goldilocks" method to find the main idea					
	Using the "Labeling the Bucket" method to find the main idea					

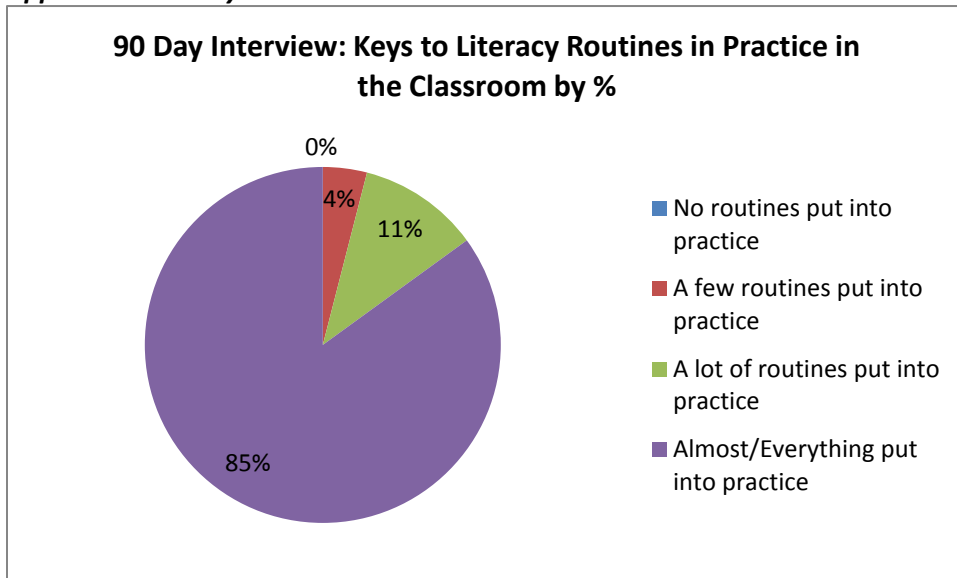
	Using "Self-Cuing" method to find the main idea					
Text Structure	Using letter clues: B for beginning, M for Middle, E for end, and I for implied for labeling the main idea in a paragraph					
	Using Story Maps for narrative text					
	Underlining or highlighting main ideas and key supporting details in text					
	Practicing modeling and "think alouds" with your students to find main idea and supporting details in text					
Routines Top Down Topic Webs	Using top-down topic webs before, during or after reading to organize ideas					
	Using a top-down topic web and turning into 2-column notes					
	Using sub-webs to add more details to the top-down topic webs					
2-Column Notes	Using two-column notes to record information from reading, lectures, or class lessons					
	Using two-column notes and turning into a top down topic web					
Summary	Utilizing the summary template					
	Utilizing transition words and phrases to write a summary					
Question Generation	Using all levels to generate questions from Bloom's taxonomy or the Depth of Knowledge chart					
	Utilizing the Question prompts from Bloom's Taxonomy					
	Utilizing 2-4 routines (top-					

	down topic webs, 2-column notes, summary, or question generation) in one classroom lesson					
3. Add any comments in the space provided on why you are not currently using the skills learned in the workshop.						
5. Please comment on the strengths and suggestions for improvement on the following.		Strengths		Areas for Improvement		
Main Ideas						
Text Structure						
Top-down topic webs						
2-column notes						
Summary						
Question Generation						

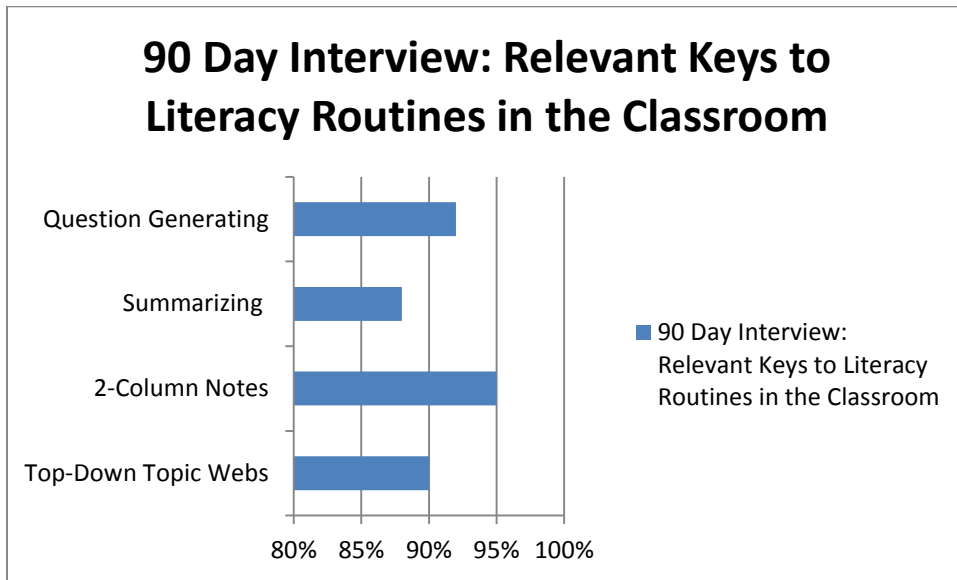
Appendix K: Demographics-Level 3 Results



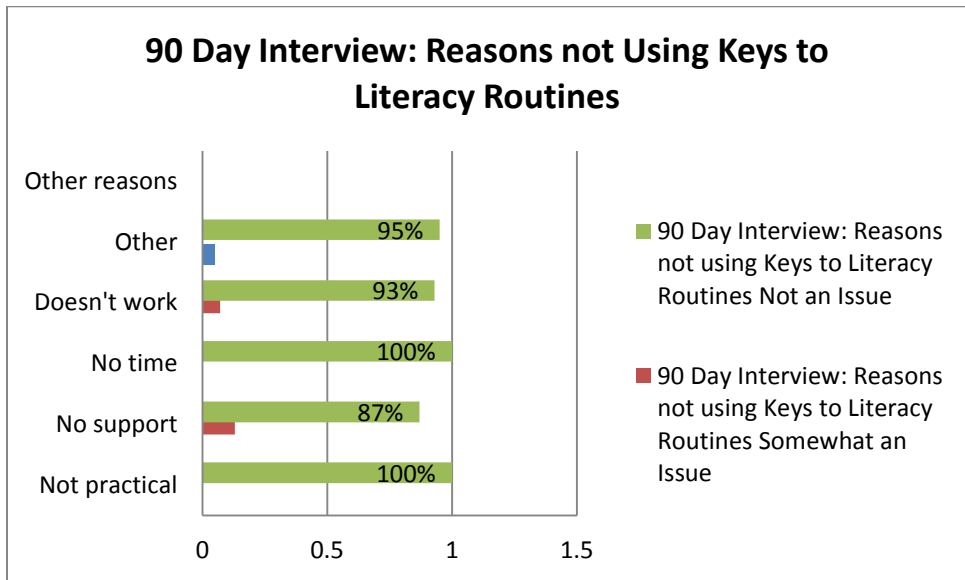
Appendix L: 90 Day Interview Routines in Practice-Level 3 Results



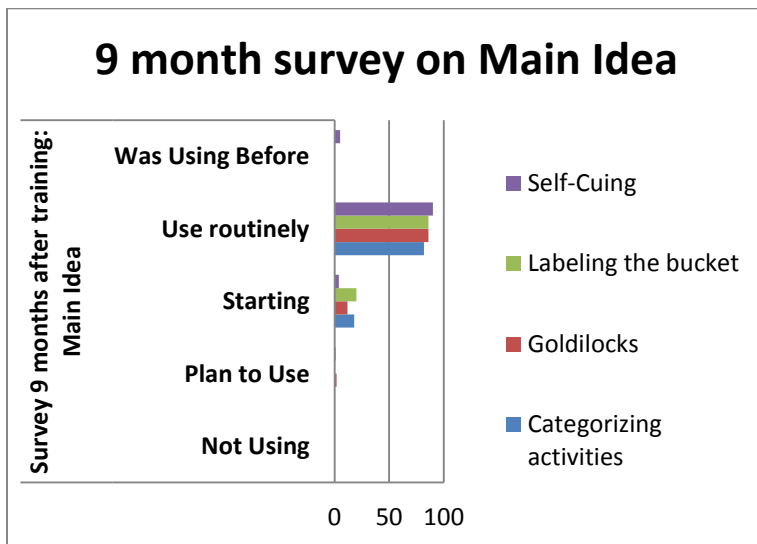
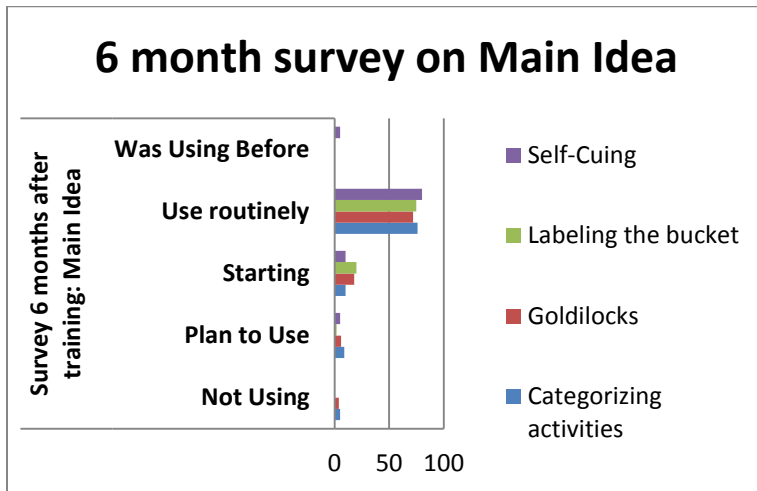
Appendix M: Routines Most Relevant-Level 3 Results



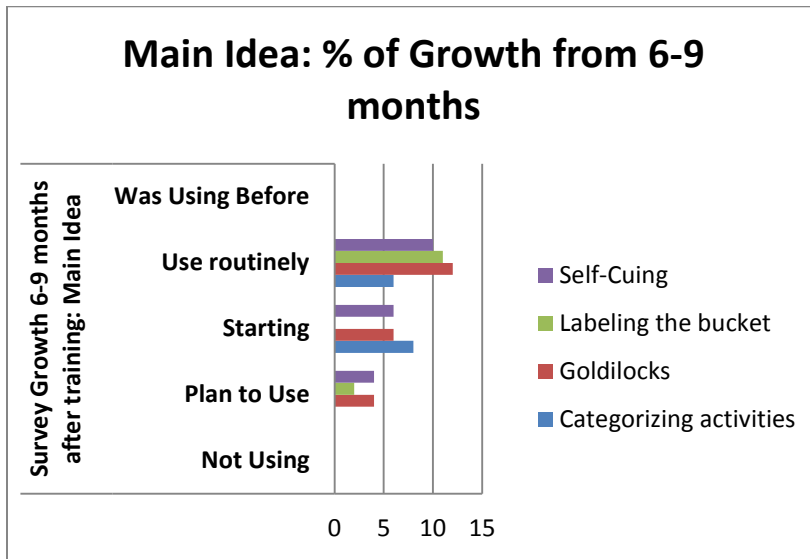
Appendix N: Routines Not Utilized-Level 3 Results



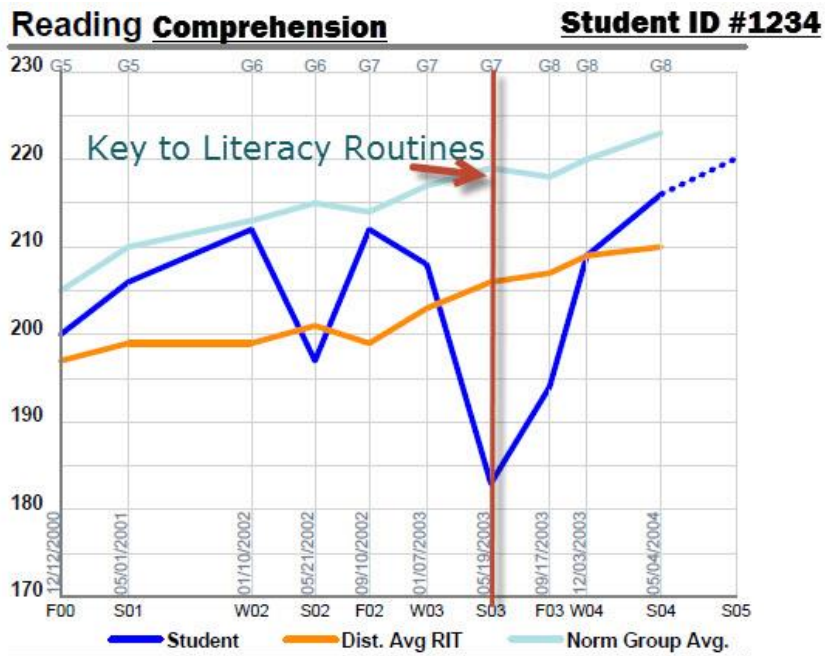
Appendix O: Survey Results at 6 & 9 Months-Level 3 Results



Appendix P: Comparison of Survey Results between 6 & 9 Months-Level 3



Appendix Q: NWEA Results-Level 4



Appendix R: Budget- General and Transportation, Level 4

