



**Idaho Training Clearinghouse**

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# Annual Training Evaluation Report

## April 2007

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**Submitted to:  
Idaho State Department of Education  
Division of Student Achievement and School Accountability  
Special Education Section**

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\*No *Follow-up Evaluation Summary* developed due to the six-week lag time of responses falling outside this reporting period. Follow-up summary to be included in the Fall 2007 evaluation report.

## Overview of ITC Goals and Functions

The Idaho Training Clearinghouse (ITC) was created as part of the State Improvement Grant through the Special Education Section of the Idaho State Department of Education (hereafter referred to as ISDE) to link special educators and parents of students with disabilities with statewide training opportunities and resources across multiple agencies and parent groups. The ITC website was developed in collaboration with the Center on Disabilities and Human Development at the University of Idaho and is compliant with the accessibility standards and recommendations in Section 508 of the Rehabilitation Act.

The ITC has three major goals: (1) to inform stakeholders of statewide training opportunities and expedite electronic registration through an online training calendar; (2) to gather evaluative feedback on the usefulness and impact of trainings to inform future planning of inservice trainings in the state; and (3) to support distance education opportunities by creating digital media and online tools that increase accessibility to needed training and foster learning communities where groups of professionals and parents can come together to communicate, collaborate, and support each other in the development of shared knowledge and skills. The functions of each goal are described in more detail below.

(1) **Online Training Calendar and Resources:** With the online ITC training calendar all users can search for trainings by pre-assigned categories, keywords (e.g., subject/content, location), and/or dates; download training brochures and registration forms; and register for trainings online (new function in 2006-2007). Users of the ITC website can also access other online training calendars (e.g., Idaho Division of Family and Community Services) through a links page. Additionally, users have access to other online training materials including (a) quick reference materials (one page abstracts of pertinent information and additional resources written by ISDE subject matter experts) across various topics such as assistive technology, dyslexia, and transition and (b) online training modules from other institutes of higher education, federal agencies, and national organizations (e.g., IRIS Center at Peabody University).

(2) **Training Evaluation Process:** The ITC has developed an evaluation process to gather both short-term and long-term data on the impact of statewide special education inservice trainings. Training attendees are asked via email to complete training evaluations via web-based surveys. There are two phases to the training evaluation process: (1) a post-phase (short-term) in which training participants complete evaluations within 1-2 days after the training and (2) a follow-up phase (long-term) in which participants complete a different evaluation survey 6 weeks after the training. In both phases, participants receive an initial email and a reminder email for completing the online evaluation survey. The post survey focuses on participants' satisfaction with the content and delivery of the training. The follow-up survey focuses on how participants have implemented new ideas, what barriers they have encountered, and what they see as additional training needs.

(3) **Distance Education:** In an effort to increase accessibility to professional development opportunities in a predominately rural state, the ITC supports (a) the offering of statewide webinars and (b) the development and maintenance of electronic learning communities (ELC) on the topics of Alternate Assessment, Assistive Technology, Parent Involvement, Response to Intervention, Secondary Transition, and Technology. An electronic learning community is defined as an online "space" where groups of professionals and parents can come together to communicate, collaborate, and support each other in the development of shared knowledge and skills. The development of ELCs has allowed the ISDE to efficiently organize content information, structure support for implementation, and provide opportunities for networking among geographically dispersed educators, agency representatives, and families.

## Reporting Procedures

The 2007 annual training evaluation report encompasses the compilation and analysis of two sets of data: (1) post training evaluation surveys completed by participants 1-2 days after trainings and (2) follow-up training evaluation surveys completed by participants 6 weeks after trainings. In addition, the annual report provides summaries of the evaluation data on two levels – (a) overall and (b) by training title. The intent of the report is to provide the ISDE with a combined summary and analysis of all training evaluation data so as to make informed decisions on statewide trainings to offer in the future.

For the **reporting period of April 1, 2006 through March 31, 2007**, the following page provides a listing of all training attendance sheets included in this report. All other attendance sheets received, which do not fall within the above reporting period, will be included in the next reporting period.

Regarding the organization of the report, pages 4-10 provide summarized data at the overall level across both the post and follow-up sets of data. The remaining pages provide post and follow-up summaries specific to the following trainings.

### Face-to-Face Trainings

1. CORE Vocabulary Development K-12
2. Creating Strength-Based School Environments
3. Idaho Special Education Manual
4. Improving Middle School Math Performance
5. Measuring Early Childhood Outcomes
6. National Network of Partnership Schools
7. New Teacher Orientation
8. Raising the Bar to Beat the Odds
9. Response to Intervention: Core
10. Secondary Transition
11. Self-Assessment and Monitoring

### Webinar Trainings

12. Webinar: Collaborating with General Educators
13. Webinar: Documenting Evidence of Instructional Practices
14. Webinar: Idaho Alternate Assessment 2007 Administration
15. Webinar: Teaching Students with Significant Cognitive Disabilities

Regarding the above 15 trainings, for a summary to be developed and included in this report, (a) there must have been two or more face-to-face trainings with the same title conducted or (b) the training was conducted via webinar format. Also note, the Response to Intervention: Core (5-day series) training was evaluated at the end of day five only (as opposed to after each day of training). Three of the 15 trainings occurred late enough in the reporting period that follow-up evaluation summaries are not included due to the six-week lag time for responses. These follow-up summaries will be included in the Fall 2007 evaluation report, or they can be requested from the Idaho Training Clearinghouse.

All open-ended questions have been qualitatively analyzed for common categories. Throughout the report, numbers that appear in parentheses denote the frequency of responses for that identified category.

**Training Attendance Sheets Included (arranged by title)****ISDE-Special Education Section, 2006-2007****Begin Date: April 1, 2006****End Date: March 31, 2007**

	<b>Training Title</b>	<b>Location</b>	<b>Region</b>	<b>Training Date</b>
1	Collaborating with Educators	Webinar	Webinar	10/17/2006
2	CORE Vocabulary Development K-12	Coeur d'Alene	North	10/30/2006 & 2/5/2007
3	CORE Vocabulary Development K-12	Boise	Southwest	11/1/2006 & 2/7/2007
4	CORE Vocabulary Development K-12	Idaho Falls	Southeast	11/3/2006 & 2/9/2007
5	Creating Strength-Based School Environments	Idaho Falls	Southeast	11/13-14/2006
6	Creating Strength-Based School Environments	Twin Falls	Southeast	1/22-23/2007
7	Documenting Evidence of Instructional Practices	Webinar	Webinar	2/6/2007
8	IAA 2007 Administration Requirements	Webinar	Webinar	2/20/2007
9	IAA 2007 Administration Requirements	Webinar	Webinar	3/13/2007
10	IAA 2007 Administration Requirements	Webinar	Webinar	3/23/2007
11	Improving Middle School Math Performance	Boise	Southwest	9/12-13/2006
12	Measuring Early Childhood Outcomes (MECO)	Boise	Southwest	5/19/2006
13	Measuring Early Childhood Outcomes	Idaho Falls	Southeast	5/22/2006
14	Measuring Early Childhood Outcomes	Pocatello	Southeast	5/23/2006
15	Measuring Early Childhood Outcomes	Lewiston	North	5/30/2006
16	Measuring Early Childhood Outcomes	Coeur d'Alene	North	5/31/2006
17	Measuring Early Childhood Outcomes	Twin Falls	Southeast	6/6/2006
18	Measuring Early Childhood Outcomes	Caldwell	Southeast	6/8/2006
19	Measuring Early Childhood Outcomes (Make-up)	Boise	Southwest	8/29/2006
20	Measuring Early Childhood Outcomes (Make-up)	Pocatello	Southeast	8/31/2006
21	Measuring Early Childhood Outcomes (Make-up)	Moscow	North	9/6/2006
22	National Network of Partnership Schools (NNPS)	Statewide	Statewide	Statewide
23	New Teacher Orientation	Boise	Southwest	9/18-19/2006
24	New Teacher Orientation	Twin Falls	Southeast	9/18-19/2006
25	New Teacher Orientation	Pocatello	Southeast	9/20-21/2006
26	Raising the Bar to Beat the Odds	Boise	Southwest	10/19-20/2007
27	RTI Core 5-day Series	Idaho Falls	Southeast	1/18/2007 (Day 5)
28	RTI Core 5-day Series	Pocatello	Southeast	1/19/2007 (Day 5)
29	RTI Core 5-day Series	Coeur d'Alene	North	2/20/2007 (Day 5)
30	RTI Core 5-day Series	Moscow	North	2/21/2007 (Day 5)
31	Secondary Transition	Coeur d'Alene	North	11/13/2006
32	Secondary Transition	Sandpoint	North	11/13/2006
33	Secondary Transition	Lewiston	North	12/4/2006
34	Secondary Transition	Moscow	North	12/4/2006
35	Self-assessment & Monitoring	Boise	Southwest	10/16/2006
36	Self-assessment & Monitoring	Moscow	North	10/17/2006
37	Self-assessment & Monitoring	Boise	Southwest	10/18/2006
38	Self-assessment & Monitoring	Twin Falls	Southeast	10/19/2006
39	Self-assessment & Monitoring	Idaho Falls	Southeast	10/20/2006
40	Special Education Manual Training	Boise	Southwest	3/2/2006
41	Special Education Manual Training	Twin Falls	Southeast	3/2/2007
42	Special Education Manual Training	Moscow	North	3/12/2007
43	Special Education Manual Training	Idaho Falls	Southeast	3/12/2007
44	Special Education Manual Training	Post Falls	North	3/14/2007
45	Special Education Manual Training	Nampa	Southeast	3/9/2007
46	Teaching Students with Significant Disabilities	Webinar	Webinar	12/5/2006

## Respondents and Response Rate: Post

The table below is a summary of all responses on the **post** evaluation survey question regarding the position category of respondents.

Position Category	Face-to-Face Trainings		Webinar Trainings	
	Response Total	Response Percent	Response Total	Response Percent
Special educator	406	31.0%	90	72.6%
General educator	280	21.4%	1	0.8%
Related service personnel	228	17.4%	14	11.3%
School/district administrator	185	14.1%	9	7.3%
Other/None of the above	60	4.6%	10	8.1%
Title 1 teacher	33	2.5%		
Parent	33	2.5%		
Paraprofessional	25	1.9%		
Idaho State Department of Education personnel	17	1.3%		
Service Coordinator ( <i>MECO only</i> )	17	1.3%		
Private service provider	13	1.0%		
Regional Consultant ( <i>MECO only</i> )	5	0.4%		
Vocational rehabilitation counselor	4	0.3%		
University student	2	0.2%		
Family Service Provider ( <i>NNPS only</i> )	2	0.2%		
High school student	0	0.0%		
<b>Total Respondents</b>	<b>1,310</b>		<b>124</b>	

The table below is a summary of all responses on the **post** evaluation *optional* survey question regarding the ethnic group of respondents.

Ethnic Group	Face-to-Face Trainings	
	Response Total	Response Percent
White	1,157	93.2%
Hispanic/Latino	31	2.5%
Other/Unknown	27	2.2%
American Indian/Native Alaskan	12	1.0%
Asian	10	0.8%
Native Hawaiian/Other Pacific Islander	4	0.3%
Black/African American	0	0.0%
<b>Total Respondents</b>	<b>1,241</b>	

The table below is a summary of the response rate data for all of the **post** evaluation surveys combined.

	Face-to-Face Trainings	Webinar Trainings	All Trainings
<b>Total Number of Participant Email Addresses:</b>	2,931	210	3,141
<b>Total Number of Invalid Email Addresses:</b>	331	9	340
<b>Total Number of Emails Sent:</b>	2,600	201	2,801
<b>Total Respondents:</b>	1,310	124	1,434
<b>Overall Response Rate:</b>	50.4%	61.7%	51.2%

## Respondents and Response Rate: Follow-up

The table below is a summary of all responses on the **follow-up** evaluation survey question regarding the position category of respondents.

Position Category	Face-to-Face Trainings		Webinar Trainings	
	Response Total	Response Percent	Response Total	Response Percent
General educator	197	33.8%	0	0.0%
Special educator	124	21.3%	34	61.8%
Related service personnel	79	13.6%	6	10.9%
School/district administrator	74	12.7%	7	12.7%
Other/None of the above	27	4.6%	8	14.5%
Title 1 teacher	19	3.3%		
Parent	16	2.7%		
Service coordinator (MECO only)	15	2.6%		
Idaho State Department of Education personnel	13	2.2%		
Paraprofessional	12	2.1%		
Vocational rehabilitation counselor	3	0.5%		
Regional Consultant (MECO only)	2	0.3%		
University student	1	0.2%		
Private service provider	0	0.0%		
High school student	0	0.0%		
<b>Total Respondents</b>	<b>582</b>		<b>55</b>	

The table below is a summary of all responses on the **follow-up** evaluation *optional* survey question regarding the ethnic group of respondents.

Ethnic Group	Face-to-Face Trainings	
	Response Total	Response Percent
White	522	94.6%
Hispanic/Latino	14	2.5%
Other/Unknown	6	1.1%
Asian	4	0.7%
Native Hawaiian/Other Pacific Islander	3	0.5%
American Indian/Native Alaskan	3	0.5%
Black/African American	0	0.0%
<b>Total Respondents</b>	<b>552</b>	

The table below is a summary of the response rate data for all of the **follow-up** evaluation surveys combined.

	Face-to-Face Trainings	Webinar Trainings	All Trainings
<b>Total Number of Participant Email Addresses:</b>	1,695	101	1,796
<b>Total Number of Invalid Email Addresses:</b>	210	5	215
<b>Total Number of Emails Sent:</b>	1,485	96	1,581
<b>Total Respondents:</b>	582	55	637
<b>Overall Response Rate:</b>	39.2%	57.3%	40.3%

## How Learn of Trainings

The table below is a summary of all responses on the following **post** evaluation survey question regarding **face-to-face** trainings.

**Question: How did you learn of this training?** *(Select all that apply.)*

Method	Response Total	Response Percent
Administrator or colleague (word of mouth)	741	58.7%
Email announcement	269	21.3%
Flyer/brochure	127	10.1%
Idaho Training Clearinghouse online training calendar	82	6.5%
Announcement at another conference	44	3.5%
<b>Total Respondents</b>	1,263	

## Improvement of Trainings

The table below is a summary of all responses on the following **post** evaluation survey question regarding **face-to-face** trainings.

**Question: The following conditions would have improved or increased the effectiveness of this training. (Select all that apply.)**

Condition	Response Total	Response Percent
Include or provide more <b>specific examples</b> , samples, and/or real-life scenarios	531	46.9%
Allow <b>more time</b> for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)	296	26.2%
<b>Increase pace</b> of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)	282	24.9%
Include or provide more <b>opportunities to share/network</b> with others (e.g., small group activities, breakout sessions)	270	23.9%
Include or provide more <b>application/interactive opportunities</b> (e.g., hands-on activities, role playing, case studies, video demonstrations)	257	22.7%
Provide experienced <b>coaches/mentors</b> to support implementation after training	253	22.4%
Improve <b>organization/quality of training materials</b> /handouts/manuals	238	21.0%
Have <b>other colleagues/staff/team members attend</b> the training	235	20.8%
Have <b>administration attend</b> the training	226	20.0%
Include or provide <b>more resources/references</b>	170	15.0%
Improve <b>organization/quality of overheads/PowerPoint slides</b>	141	12.5%
Improve <b>physical environment/food/sound</b>	139	12.3%
Prepare attendees as to <b>what to bring to the training</b>	99	8.8%
<b>Total Respondents</b>	1,131	

## Application of Trainings

The tables below are a summary of all responses on the following **follow-up** evaluation survey question regarding the application of training content regarding **face-to-face** trainings vs. **webinar** trainings.

<b>As a result of this training/webinar, I learned a new skill or acquired needed information.</b>				
	<b>Face-to-Face Trainings</b>		<b>Webinar Trainings</b>	
	<b>Response Total</b>	<b>Response Percent</b>	<b>Response Total</b>	<b>Response Percent</b>
Yes	523	90.0%	43	78.2%
No	58	10.0%	12	21.8%
<b>Total Respondents</b>	581		55	

<b>I have had an opportunity to apply what I learned from this training/webinar in my professional/personal setting.</b>				
	<b>Face-to-Face Trainings</b>		<b>Webinar Trainings</b>	
	<b>Response Total</b>	<b>Response Percent</b>	<b>Response Total</b>	<b>Response Percent</b>
Yes	468	80.6%	31	56.4%
No	113	19.4%	24	43.6%
<b>Total Respondents</b>	581		55	

<b>As a result of this training/webinar, I have positively changed my professional/personal practices.</b>				
	<b>Face-to-Face Trainings</b>		<b>Webinar Trainings</b>	
	<b>Response Total</b>	<b>Response Percent</b>	<b>Response Total</b>	<b>Response Percent</b>
Yes	419	72.1%	30	54.5%
No	162	27.9%	25	45.5%
<b>Total Respondents</b>	581		55	

## Resources for Implementation

The table below is a summary of all responses on the following **follow-up** evaluation survey question regarding **face-to-face** trainings.

**Question: The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices. (Select all that apply.)**

Condition	Face-to-Face Trainings	
	Response Total	Response Percent
<b>Opportunity/time to apply</b> and/or practice the new skill	376	68.6%
<b>Opportunity/time to collaborate</b> and share ideas with others	325	59.3%
<b>Planning time</b> for integrating the new skill into daily practices	295	53.8%
<b>Support from school and/or district administration</b>	171	31.2%
<b>Further training</b> , follow-up, and/or ongoing support	163	29.7%
<b>Additional funding</b> /financial resources	125	22.8%
<b>Other staff/colleagues attending</b> this training	122	22.3%
<b>Support from Individualized Education Program (IEP) team</b>	71	13.0%
<b>Total Respondents</b>	548	

## Future Trainings Needs

The table below is a summary of all responses on the following **post** and **follow-up** evaluation survey question regarding **face-to-face** trainings. (Note, the following question was not asked on the post or the follow-up webinar training evaluation surveys.)

**Question: What other training opportunities do you need to be successful in providing services to students with disabilities or meeting the needs of your child with a disability?**  
(Select all that apply.)

Content Area	POST		FOLLOW-UP	
	Response Total	Response Percent	Response Total	Response Percent
Behavior/Social/Emotional Management	468	45.4%	207	42.7%
Assessments/Data Collection	336	32.6%	150	30.9%
Autism/Aspergers Syndrome	290	28.2%	148	30.5%
Response to Intervention (RTI)	237	23.0%	106	21.9%
Family Involvement	229	22.2%	119	24.5%
Differentiation of Instruction	227	22.0%	111	22.9%
Scientifically-Based Curricula/Interventions in Math	223	21.7%	108	22.3%
Curriculum Development/Selection/Implementation	204	19.8%	91	18.8%
Scientifically-Based Curricula/Interventions in Positive Behavioral Supports	203	19.7%	107	22.1%
English Language Learners (ELL)/Limited-English Proficient (LEP)	185	18.0%	72	14.8%
Scientifically-Based Curricula/Interventions in Reading/Language Arts	185	18.0%	92	19.0%
Paraprofessional Training	184	17.9%	59	12.2%
Conflict Management	180	17.5%	89	18.4%
Teaming and Collaboration	176	17.1%	90	18.6%
Assistive Technology	175	17.0%	73	15.1%
Early Childhood/Preschool Education	138	13.4%	74	15.3%
Idaho Alternate Assessment (IAA)	134	13.0%	54	11.1%
Individualized Education Program (IEP)	132	12.8%	37	7.6%
Technology Use in the Classroom	118	11.5%	64	13.2%
Secondary Transition	107	10.4%	66	13.6%
Idaho Standards Achievement Test (ISAT)	95	9.2%	35	7.2%
Early Literacy	85	8.3%	57	11.8%
Individuals with Disabilities Education Act (IDEA)	83	8.1%	39	8.0%
No Child Left Behind (NCLB)	83	8.1%	37	7.6%
Idaho State Standards	78	7.6%	40	8.2%
Speech and Language Pathology (SLP)	74	7.2%	33	6.8%
Recruitment/Retention of Teachers	57	5.5%	29	6.0%
Time Management (NNPS and MECO only)	55	5.3%		
<b>Total Respondents</b>	<b>1,030</b>		<b>485</b>	

## Post Evaluation Summary – Annual Report 2007

Training Title: CORE Vocabulary Development K-12

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	220
Number of Participants Attended:	206
Number of Participant Email Addresses:	201
Number of Invalid Email Addresses:	14

Total Number of Emails Sent:	187
Total Number of Survey Responses:	71
Response Rate:	38.0%

**Are you a:** (Frequency of responses.)

<u>15</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>33</u> General educator	<u>0</u> Private service provider
<u>5</u> Title 1 teacher	<u>0</u> University student
<u>3</u> School/district administrator	<u>0</u> High school student
<u>4</u> Related service personnel	<u>1</u> Idaho State Department of Education personnel
<u>4</u> Paraprofessional	<u>6</u> Other/None of the above
<u>0</u> Parent	

Frequencies and averages of all responses.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
	(1)	(2)	(3)	(4)	(5)	
1. The training <b>objectives</b> were <b>clear</b> .	0	0	1	41	28	4.39
2. The training <b>objectives</b> were <b>met</b> .	1	1	4	41	23	4.20
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	0	1	4	32	33	4.39
4. The training will <b>enable me to include parents</b> in the educational process of their children.	3	13	31	17	6	3.14
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	0	1	5	42	22	4.21
	<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	1	8	39	19	3	3.21
7. My level of knowledge/skill on this topic <b>after</b> this training is:	0	1	8	55	6	3.94

8. **The following conditions would have improved or increased the effectiveness of this training:** (Frequency of responses.)

<u>14</u> <b>Increase pace</b> of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
<u>10</u> Allow <b>more time</b> for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
<u>17</u> Include or provide more <b>specific examples</b> , samples, and/or real-life scenarios
<u>8</u> Include or provide more <b>opportunities to share/network</b> with others (e.g., small group activities, breakout sessions)
<u>5</u> Include or provide more <b>application/interactive opportunities</b> (e.g., hands-on activities, role playing, case studies, video demonstrations)
<u>6</u> Improve <b>organization/quality of training materials</b> /handouts/manuals
<u>0</u> Improve <b>organization/quality of overheads/PowerPoint slides</b>
<u>13</u> Include or provide <b>more resources/references</b>
<u>20</u> Have <b>other colleagues/staff/team members attend</b> the training
<u>15</u> Have <b>administration attend</b> the training
<u>12</u> Provide experienced <b>coaches/mentors</b> to support implementation after training
<u>8</u> Prepare attendees as to <b>what to bring to the training</b>
<u>7</u> Improve <b>physical environment/food/sound</b>

CORE Vocabulary Development K-12, cont.

9. **Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (8)
- Suggestions for improvement (5)
  - Increase pace of training (2)
  - Better communication on process/requirements for receiving credit (1)
  - Decrease period between sessions (1)
  - Would like alternate means of completing training due to illness (1)
- CORE vocabulary handbook is a great resource (4)
- Training showed me how to incorporate vocabulary into pullout groups (1)

## Follow-up Evaluation Summary – Annual Report 2007

Training Title: CORE Vocabulary Development K-12

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	220
Number of Participants Attended:	206
Number of Participant Email Addresses:	201
Number of Invalid Email Addresses:	13

Total Number of Emails Sent:	188
Total Number of Survey Responses:	67
Response Rate:	35.6%

Select the category you represent in attending the above training: *(Frequency of responses.)*

<u>13</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>33</u> General educator	<u>0</u> Private service provider
<u>4</u> Title 1 teacher	<u>0</u> University student
<u>2</u> School/district administrator	<u>0</u> High school student
<u>7</u> Related service personnel	<u>1</u> Idaho State Department of Education personnel
<u>2</u> Paraprofessional	<u>5</u> Other/None of the above
<u>0</u> Parent	

1. As a result of this training, I learned a new skill or acquired needed information.

Answer	Response Total	Response Percent
Yes	64	95.5%
No	3	4.5%

2. I have had an opportunity to apply what I learned from this training in my professional/personal setting.

Answer	Response Total	Response Percent
Yes	63	94.0%
No	4	6.0%

3. As a result of this training, I have positively changed my professional/personal practices.

Answer	Response Total	Response Percent
Yes	61	91.0%
No	6	9.0%

4. The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices *(select all that apply): (Frequency of responses.)*

- 41 Opportunity/time to apply and/or practice the new skill
- 42 Planning time for integrating the new skill into daily practices
- 9 Support from school and/or district administration
- 1 Support from Individualized Education Program (IEP) team
- 40 Opportunity/time to collaborate and share ideas with others
- 13 Further training, follow-up, and/or ongoing support
- 13 Other staff/colleagues attending this training
- 11 Additional funding/financial resources

5. Additional comments: *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (3)
- Need additional resources/support (3)
  - More time in order to implement (1)
  - More parental support with Hispanic population (1)
  - Smaller class sizes in order to implement (1)
- Have made positive changes in teaching approach to vocabulary/spelling/phonemic awareness (1)
- Training did not offer new information (1)

## Post Evaluation Summary – Annual Report 2007

Training Title: Creating Strength-Based School Environments Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	121
Number of Participants Attended:	129
Number of Participant Email Addresses:	117
Number of Invalid Email Addresses:	7

Total Number of Emails Sent:	110
Total Number of Survey Responses:	68
Response Rate:	61.8%

**Are you a:** (Frequency of responses.)

<u>20</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>27</u> General educator	<u>1</u> Private service provider
<u>0</u> Title 1 teacher	<u>0</u> University student
<u>7</u> School/district administrator	<u>0</u> High school student
<u>10</u> Related service personnel	<u>2</u> Idaho State Department of Education personnel
<u>1</u> Paraprofessional	<u>0</u> Other/None of the above
<u>0</u> Parent	

Frequencies and averages of all responses.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
	(1)	(2)	(3)	(4)	(5)	
1. The training <b>objectives</b> were <b>clear</b> .	1	0	7	36	24	4.21
2. The training <b>objectives</b> were <b>met</b> .	1	0	6	36	25	4.24
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	0	0	1	19	48	4.69
4. The training will <b>enable me to include parents</b> in the educational process of their children.	0	0	23	27	18	3.93
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	0	0	2	30	36	4.50
	<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	2	21	26	16	0	2.86
7. My level of knowledge/skill on this topic <b>after</b> this training is:	1	1	22	42	2	3.63

8. **The following conditions would have improved or increased the effectiveness of this training:** (Frequency of responses.)

- 8 **Increase pace** of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
- 11 Allow **more time** for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
- 27 Include or provide more **specific examples**, samples, and/or real-life scenarios
- 2 Include or provide more **opportunities to share/network** with others (e.g., small group activities, breakout sessions)
- 12 Include or provide more **application/interactive opportunities** (e.g., hands-on activities, role playing, case studies, video demonstrations)
- 11 Improve **organization/quality of training materials**/handouts/manuals
- 2 Improve **organization/quality of overheads/PowerPoint slides**
- 16 Include or provide **more resources/references**
- 32 Have **other colleagues/staff/team members attend** the training
- 26 Have **administration attend** the training
- 18 Provide experienced **coaches/mentors** to support implementation after training
- 3 Prepare attendees as to **what to bring to the training**
- 3 Improve **physical environment/food/sound**

*Creating Strength-Based School Environments, cont.*

**9. Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training and/or presenter (16)
- Suggestions for improvement (8)
  - Include more specific examples/case scenarios for demonstrating process (3)
  - Include video examples of working one-on-one with students (1)
  - Bring team to the training (1)
  - Link behavior goals/assessments/management more directly with RTI process (1)
  - Reduce the number of breaks (1)
  - Have larger font and less words per slides on PowerPoints (1)
- Would like more training (3)
  - Need follow-up in order to implement what learned (1)
  - Planning and writing of behavior plans (1)
  - Strategies for planning for different types of children (1)
- Most effective having an established team in place and/or having team attend together (2)

## Follow-up Evaluation Summary – Annual Report 2007

Training Title: Creating Strength-Based School Environments Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	113
Number of Participants Attended:	129
Number of Participant Email Addresses:	117
Number of Invalid Email Addresses:	4

Total Number of Emails Sent:	113
Total Number of Survey Responses:	52
Response Rate:	46.0%

Select the category you represent in attending the above training: *(Frequency of responses.)*

<u>14</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>18</u> General educator	<u>0</u> Private service provider
<u>1</u> Title 1 teacher	<u>0</u> University student
<u>5</u> School/district administrator	<u>0</u> High school student
<u>12</u> Related service personnel	<u>2</u> Idaho State Department of Education personnel
<u>0</u> Paraprofessional	<u>0</u> Other/None of the above
<u>0</u> Parent	

1. As a result of this training, I learned a new skill or acquired needed information.

Answer	Response Total	Response Percent
Yes	50	96.2%
No	2	3.8%

2. I have had an opportunity to apply what I learned from this training in my professional/personal setting.

Answer	Response Total	Response Percent
Yes	47	90.4%
No	5	9.6%

3. As a result of this training, I have positively changed my professional/personal practices.

Answer	Response Total	Response Percent
Yes	46	88.5%
No	6	11.5%

4. The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices *(select all that apply): (Frequency of responses.)*

- 31 **Opportunity/time to apply** and/or practice the new skill
- 21 **Planning time** for integrating the new skill into daily practices
- 27 **Support from school and/or district administration**
- 8 **Support from Individualized Education Program (IEP) team**
- 35 **Opportunity/time to collaborate** and share ideas with others
- 20 **Further training, follow-up, and/or ongoing support**
- 29 **Other staff/colleagues attending** this training
- 11 **Additional funding/financial resources**

5. **Additional comments:** *(Frequency of responses in parentheses.)*

- There's not enough time.
- The training was great.
- Through RTI our school is able to collaborate almost weekly.
- Need positive ways to impact our needy students.

## Post Evaluation Summary – Annual Report 2007

Training Title: Idaho Special Education Manual

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	1,207
Number of Participants Attended:	1045
Number of Participant Email Addresses:	988
Number of Invalid Email Addresses:	123

Total Number of Emails Sent:	865
Total Number of Survey Responses:	459
Response Rate:	53.1%

**Are you a:** *(Frequency of responses.)*

<u>230</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>4</u> General educator	<u>11</u> Private service provider
<u>0</u> Title 1 teacher	<u>2</u> University student
<u>66</u> School/district administrator	<u>0</u> High school student
<u>110</u> Related service personnel	<u>1</u> Idaho State Department of Education personnel
<u>5</u> Paraprofessional	<u>23</u> Other/None of the above
<u>6</u> Parent	

<i>Frequencies and averages of all responses.</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Average
1. The training <b>objectives</b> were <b>clear</b> .	9	19	54	268	104	3.97
2. The training <b>objectives</b> were <b>met</b> .	9	29	87	260	69	3.77
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	11	27	55	269	92	3.89
4. The training will <b>enable me to include parents</b> in the educational process of their children.	7	29	141	222	55	3.64
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	14	27	91	247	75	3.75
	<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	5	60	147	226	16	3.41
7. My level of knowledge/skill on this topic <b>after</b> this training is:	1	33	121	281	18	3.62

8. **The following conditions would have improved or increased the effectiveness of this training:** *(Frequency of responses.)*

<u>87</u> <b>Increase pace</b> of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
<u>136</u> Allow <b>more time</b> for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
<u>222</u> Include or provide more <b>specific examples</b> , samples, and/or real-life scenarios
<u>97</u> Include or provide more <b>opportunities to share/network</b> with others (e.g., small group activities, breakout sessions)
<u>67</u> Include or provide more <b>application/interactive opportunities</b> (e.g., hands-on activities, role playing, case studies, video demonstrations)
<u>69</u> Improve <b>organization/quality of training materials</b> /handouts/manuals
<u>54</u> Improve <b>organization/quality of overheads/PowerPoint slides</b>
<u>39</u> Include or provide <b>more resources/references</b>
<u>43</u> Have <b>other colleagues/staff/team members attend</b> the training
<u>56</u> Have <b>administration attend</b> the training
<u>51</u> Provide experienced <b>coaches/mentors</b> to support implementation after training
<u>29</u> Prepare attendees as to <b>what to bring to the training</b>
<u>47</u> Improve <b>physical environment/food/sound</b>

Idaho Special Education Manual, cont.

**9. Additional comments:** (Frequency of responses in parentheses.)

- Suggestions for improvement (156)
  - More engaging/interactive presenters, instead of reading from the slides (40)
  - Highlight changes to the manual only, instead of overview of everything (36)
  - Better handling of participant questions (21)
    - Allow more time for questions to be asked (9)
    - Provide knowledgeable, direct, and consistent answers (7)
    - Allow for questions during the presentation, rather than only at the end (4)
    - Email participants with an FAQ list (1)
  - Better proofing of slides so that page numbers match with the manual (18)
  - Split presentation into relevant groups (11)
    - Administrators vs. teachers (2)
    - Secondary vs. elementary (1)
    - SLP/OT (1)
    - Experienced teachers vs. new teachers (6)
    - Regular vs. charter schools (1)
  - Better informed/knowledgeable presenters (7)
  - Provide more examples (real-life, completed forms, etc.) (5)
  - Room size/arrangement needs to be able to accommodate the number of people (5)
  - Inform participants beforehand to bring a binder for putting the new manual in ((5)
  - Spend more time on relevant chapters (eligibility/transfer students) and less time on infrequently used topics (surrogate parents/due process) (3)
  - Reduce the amount of information presented (too much information to absorb) (2)
  - Allow time for networking with others (2)
  - Provide more mini-breaks (1)
- General positive, appreciative comments about the training and/or presenters (38)
- Need additional resources/support/information (24)
  - Assessment, eligibility, qualifying for ELL (5)
  - Forms available electronically and/or online (3)
  - Providing OT in schools following state guidelines (2)
  - Providing SLP services (2)
  - RTI and LD eligibility criteria related to discrepancy model (3)
  - Forms available in Spanish (2)
  - Follow-up training on manual (2)
  - Addressing accommodations for district-wide/state-wide assessments (1)
  - More time to review materials (1)
  - Research-based preschool curriculum (1)
  - Knowledge of issues parents have with the process (1)
  - More review of changes to IEP and eligibility reporting (1)
- Would like more training (11)
  - Teaming and collaboration (2)
  - Managing Medicaid billings and compliance issues (1)
  - Alternate assessment (1)
  - Goal writing and secondary transition (1)
  - Section 504 (1)
  - IEPs and eligibility reports (1)
  - Training specific for paraprofessionals re: roles in the classroom (1)
  - Training specific to SLPs (1)
  - Training specific for general educators re: roles, IEP, classroom accommodations, etc. (1)
  - Helping general educators address behavior disorders (1)
- Concern with the process (4)
  - Regulations seem to bind us rather than protect us (1)
  - Overwhelmed with changing expectations (1)
  - Schools being held responsible for a lot of services (1)
  - Conflicting information between presentation and information received from SDE personnel (1)
- Need to recruit trained SLPs and paraprofessionals (1)

## Post Evaluation Summary – Annual Report 2007

Training Title: Improving Middle School Math Performance

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	125
Number of Participants Attended:	120
Number of Participant Email Addresses:	120
Number of Invalid Email Addresses:	13

Total Number of Emails Sent:	107
Total Number of Survey Responses:	66
Response Rate:	61.7%

**Are you a:** *(Frequency of responses.)*

<u>11</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>36</u> General educator	<u>0</u> Private service provider
<u>3</u> Title 1 teacher	<u>0</u> University student
<u>10</u> School/district administrator	<u>0</u> High school student
<u>0</u> Related service personnel	<u>4</u> Idaho State Department of Education personnel
<u>0</u> Paraprofessional	<u>2</u> Other/None of the above
<u>0</u> Parent	

<i>Frequencies and averages of all responses.</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
	(1)	(2)	(3)	(4)	(5)	
1. The training <b>objectives</b> were <b>clear</b> .	1	3	10	42	10	3.86
2. The training <b>objectives</b> were <b>met</b> .	3	3	11	40	9	3.74
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	2	1	0	37	26	4.27
4. The training will <b>enable me to include parents</b> in the educational process of their children.	2	11	28	23	2	3.18
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	2	6	13	36	9	3.67
	<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	1	21	29	15	0	2.88
7. My level of knowledge/skill on this topic <b>after</b> this training is:	0	2	28	36	0	3.52

**8. The following conditions would have improved or increased the effectiveness of this training:** *(Frequency of responses.)*

- 10 **Increase pace** of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
- 13 Allow **more time** for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
- 34 Include or provide more **specific examples**, samples, and/or real-life scenarios
- 13 Include or provide more **opportunities to share/network** with others (e.g., small group activities, breakout sessions)
- 27 Include or provide more **application/interactive opportunities** (e.g., hands-on activities, role playing, case studies, video demonstrations)
- 5 Improve **organization/quality of training materials**/handouts/manuals
- 5 Improve **organization/quality of overheads/PowerPoint slides**
- 16 Include or provide **more resources/references**
- 22 Have **other colleagues/staff/team members attend** the training
- 19 Have **administration attend** the training
- 25 Provide experienced **coaches/mentors** to support implementation after training
- 8 Prepare attendees as to **what to bring to the training**
- 7 Improve **physical environment/food/sound**

*Improving Middle School Math Performance, cont.*

**9. Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (11)
- Suggestions for improvement (8)
  - Access to the AIMSweb website (2)
  - More information about recourses and grants available (1)
  - Clear instructions about assignment for credit and how to submit (3)
  - Provide detailed information about “best practices” (1)
  - Provide training for available curriculum (1)

## Follow-up Evaluation Summary – Annual Report 2007

Training Title: Improving Middle School Math Performance

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	125
Number of Participants Attended:	120
Number of Participant Email Addresses:	120
Number of Invalid Email Addresses:	22

Total Number of Emails Sent:	98
Total Number of Survey Responses:	39
Response Rate:	39.8%

**Are you a:** *(Frequency of responses.)*

<u>5</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>22</u> General educator	<u>0</u> Private service provider
<u>0</u> Title 1 teacher	<u>0</u> University student
<u>7</u> School/district administrator	<u>0</u> High school student
<u>0</u> Related service personnel	<u>5</u> Idaho State Department of Education personnel
<u>0</u> Paraprofessional	<u>0</u> Other/None of the above
<u>0</u> Parent	

1. **As a result of this training, I learned a new skill or acquired needed information.**

Answer	Response Total	Response Percent
Yes	34	87.2%
No	5	12.8%

2. **I have had an opportunity to apply what I learned from this training in my professional/personal setting.**

Answer	Response Total	Response Percent
Yes	29	74.4%
No	10	25.6%

3. **As a result of this training, I have positively changed my professional/personal practices.**

Answer	Response Total	Response Percent
Yes	28	71.8%
No	11	28.2%

4. **The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices (select all that apply):** *(Frequency of responses.)*

- 26 **Opportunity/time to apply** and/or practice the new skill
- 25 **Planning time** for integrating the new skill into daily practices
- 13 **Support from school and/or district administration**
- 4 **Support from Individualized Education Program (IEP) team**
- 25 **Opportunity/time to collaborate** and share ideas with others
- 14 **Further training, follow-up, and/or ongoing support**
- 7 **Other staff/colleagues attending** this training
- 14 **Additional funding/financial resources**

5. **Additional comments:** *(Frequency of responses in parentheses.)*

<ul style="list-style-type: none"> <li>• General positive, appreciative comments about the training (2)</li> <li>• Suggestions for improvement (2)                             <ul style="list-style-type: none"> <li>○ Send email confirmation when receive credit materials (1)</li> <li>○ Hold trainings in both Northern and Southern Idaho (1)</li> </ul> </li> <li>• Would like more training (1)                             <ul style="list-style-type: none"> <li>○ AIMSweb</li> </ul> </li> <li>• Increased implementation (2)                             <ul style="list-style-type: none"> <li>○ Focusing on students learning math facts (1)</li> <li>○ Implementation phase of AIMSweb (1)</li> </ul> </li> </ul>
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## Post Evaluation Summary – Annual Report 2007

Training Title: Measuring Early Childhood Outcomes

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	NA
Number of Participants Attended:	575
Number of Participant Email Addresses:	525
Number of Invalid Email Addresses:	56

Total Number of Emails Sent:	469
Total Number of Survey Responses:	214
Response Rate:	45.6%

**Are you a:** *(Frequency of responses.)*

<u>0</u> Parent of a child with disability	<u>9</u> School/district administrator
<u>55</u> Infant toddler staff	<u>31</u> Speech language pathologist
<u>17</u> Service coordinator	<u>3</u> Physical therapist
<u>4</u> Head Start staff	<u>8</u> Occupational therapist
<u>49</u> Preschool teacher	<u>6</u> Psychologist
<u>3</u> Consulting teacher	<u>2</u> Social worker
<u>5</u> Regional consultant	<u>4</u> Paraprofessional
<u>0</u> Title 1 teacher	<u>13</u> Other/None of the above

<i>Frequencies and averages of all responses.</i>						
	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Average
1. The training <b>objectives</b> were <b>clear</b> .	6	19	25	123	35	3.78
2. The training <b>objectives</b> were <b>met</b> .	6	20	40	116	26	3.65
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	7	18	29	109	45	3.80
4. The training will <b>enable me to include parents</b> in the educational process of their children.	20	21	72	78	17	3.25
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	28	35	69	60	16	3.00
	<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	56	68	42	37	5	2.36
7. My level of knowledge/skill on this topic <b>after</b> this training is:	2	39	79	82	6	3.25

**8. The following conditions would have improved or increased the effectiveness of this training:** *(Frequency of responses.)*

- 48 **Increase pace** of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
- 25 **Allow more time** for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
- 68 Include or provide more **specific examples**, samples, and/or real-life scenarios
- 42 Include or provide more **opportunities to share/network** with others (e.g., small group activities, breakout sessions)
- 43 Include or provide more **application/interactive opportunities** (e.g., hands-on activities, role playing, case studies, video demonstrations)
- 47 Improve **organization/quality of training materials**/handouts/manuals
- 29 Improve **organization/quality of overheads**/PowerPoint slides
- 24 Include or provide **more resources/references**
- 29 Have **other colleagues/staff/team members attend** the training
- 44 Have **administration attend** the training
- 42 Provide experienced **coaches/mentors** to support implementation after training
- 8 Prepare attendees as to **what to bring to the training**
- 18 Improve **physical environment/food/sound**

Measuring Early Childhood Outcomes, cont.

9. **Additional comments:** (Frequency of responses in parentheses.)

- Suggestions for improvement (51)
  - Remove redundancy and make training shorter (13)
  - Provide clearer and more knowledgeable answers to participants' questions (11)
  - More time beforehand to better prepare materials and/or presenters (8)
  - Better organization of training materials and/or presentation (4)
  - Allow more time for questions (3)
  - More breaks (2)
  - Allow more time to talk with team (2)
  - Spend more time going through the form (2)
  - Have anchor assessments available at the training (2)
  - Provide paperwork for clock hours (1)
  - Inform administrators beforehand of requirements and expenses (1)
  - Provide a glossary of acronyms (1)
  - Have handouts available for how to inform parents about assessments (1)
- Concerns about the assessment (25)
  - Scale is subjective, lacks validity and reliability (8)
  - Process is redundant with IEP and/or Part B data collection processes (5)
  - Required to test all areas regardless of needs or screening results (5)
  - Unclear on reporting requirements/deadlines (2)
  - Evaluating the child rather than the program (2)
  - Materials not tested beforehand in school environment (1)
  - Need anchor evaluations (1)
  - Need one approved statewide test (1)
- General positive, appreciative comments about the training (20)
- Concerns about workload (17)
  - Increased paperwork and time resulting in less time to teach children (14)
  - Under tight time constraints to complete requirements (3)
- Would like more training (8)
  - Follow-up training after implementation (1)
  - Follow-up training specific to private service coordinators and exit data collection/reporting (1)
  - Writing IEP goals and objectives (1)
  - Paraprofessional (1)
  - Data collection (1)
  - Behavior/social/emotional management (1)
  - Family involvement (1)
  - Sensory processing (1)

## Follow-up Evaluation Summary – Annual Report 2007

Training Title: Measuring Early Childhood Outcomes

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	NA
Number of Participants Attended:	575
Number of Participant Email Addresses:	525
Number of Invalid Email Addresses:	87

Total Number of Emails Sent:	438
Total Number of Survey Responses:	164
Response Rate:	37.4%

Select the category you represent in attending the above training: *(Frequency of responses.)*

<u>0</u> Parent of a child with disability	<u>10</u> School/district administrator
<u>37</u> Infant toddler staff	<u>23</u> Speech language pathologist
<u>15</u> Service coordinator	<u>1</u> Physical therapist
<u>3</u> Head Start staff	<u>5</u> Occupational therapist
<u>52</u> Preschool teacher	<u>3</u> Psychologist
<u>4</u> Consulting teacher	<u>0</u> Social worker
<u>2</u> Regional consultant	<u>3</u> Paraprofessional
<u>0</u> Title 1 teacher	<u>5</u> Other/None of the above

1. As a result of this training, I learned a new skill or acquired needed information.

Answer	Response Total	Response Percent
Yes	132	82.0%
No	29	18.0%

2. I have had an opportunity to apply what I learned from this training in my professional/personal setting.

Answer	Response Total	Response Percent
Yes	112	69.6%
No	49	30.4%

3. As a result of this training, I have positively changed my professional/personal practices.

Answer	Response Total	Response Percent
Yes	68	42.2%
No	93	57.8%

4. The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices *(select all that apply): (Frequency of responses.)*

<u>114</u> Opportunity/time to apply and/or practice the new skill
<u>78</u> Planning time for integrating the new skill into daily practices
<u>40</u> Support from school and/or district administration
<u>25</u> Support from Individualized Education Program (IEP) team
<u>82</u> Opportunity/time to collaborate and share ideas with others
<u>43</u> Further training, follow-up, and/or ongoing support
<u>20</u> Other staff/colleagues attending this training
<u>34</u> Additional funding/financial resources

Measuring Early Childhood Outcomes, cont.

5. **Additional comments:** (Frequency of responses in parentheses.)

- Concerns about workload (24)
  - Increased paperwork and time resulting in less time to teach children (19)
  - Need more staff resources in order to complete assessments (3)
  - Under tight time constraints to complete requirements (2)
- Concerns about the assessment (12)
  - Required to test all areas regardless of needs or screening results (3)
  - Difficult to score (2)
  - Need better way of measuring outcomes that meets national requirements (2)
  - Need better system for transitioning exit assessment data from I/T programs (2)
  - Unethical for SLPs to rate children outside of speech and language (1)
  - Assessment is too lengthy, time consuming (1)
  - Unclear on reporting requirements/deadlines (1)
- Suggestions for improvement (9)
  - Better organization of training materials and/or presentation (3)
  - Provide clearer and more knowledgeable answers to participants' questions (1)
  - Remove redundancy and make training shorter (1)
  - Require special education directors to attend training (1)
  - Provide more information on how to complete ECOS in realistic situations (1)
  - Avoid scheduling trainings in overloaded May, June would be better (1)
  - Avoid using Part C/B terminology and instead designate funding differences (1)
- Would like more training (7)
  - Follow-up training on this process (3)
  - Children with severe disabilities (1)
  - Sensory integration techniques for preschool and elementary age children with disabilities (1)
  - Any early childhood/preschool training opportunities (1)
  - Entry assessment/preschool (1)
- Family complaints (4)
  - Too much testing (3)
  - Takes time away from families and treatment (1)
- SLP concerns (3)
  - Because SLPs do not have training in cognitive and motor areas, others are needed to complete measurements (1)
  - SLP role with speech only children should be reviewed (1)
  - Unclear as to how SLPs are to accomplish this with their speech only children (1)
- Our Head Start program is analyzing how we can support these data collection efforts (1)
- As an occupational therapist, this training helped increase awareness/understanding of changes and data needs (1)
- As a service coordinator, still confused as to how to use this information (1)

## Post Evaluation Summary – Annual Report 2007

Training Title: National Network of Partnership Schools

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	NA
Number of Participants Attended:	481
Number of Participant Email Addresses:	477
Number of Invalid Email Addresses:	69

Total Number of Emails Sent:	408
Total Number of Survey Responses:	160
Response Rate:	39.2%

**Are you a:** (Frequency of responses.)

<u>6</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>33</u> General educator	<u>0</u> Private service provider
<u>22</u> Title 1 teacher	<u>0</u> University student
<u>49</u> School/district administrator	<u>0</u> High school student
<u>22</u> Related service personnel	<u>0</u> Idaho State Department of Education personnel
<u>5</u> Paraprofessional	<u>2</u> Family service provider
<u>2</u> Parent of a child with disability	<u>13</u> Other/None of the above
<u>6</u> Advocate	

<i>Frequencies and averages of all responses.</i>		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Average
1.	The training <b>objectives</b> were <b>clear</b> .	6	8	17	93	31	3.87
2.	The training <b>objectives</b> were <b>met</b> .	8	12	20	86	29	3.75
3.	The <b>presenter</b> was <b>knowledgeable</b> about the topic.	6	8	18	77	46	3.96
4.	The training will <b>enable me to include parents</b> in the educational process of their children.	3	11	31	78	32	3.81
5.	Overall, this training will <b>positively influence</b> my professional and/or personal practices.	8	10	30	79	28	3.70
		<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6.	My level of knowledge/skill on this topic <b>before</b> this training was:	2	39	69	44	1	3.02
7.	My level of knowledge/skill on this topic <b>after</b> this training is:	1	4	48	101	1	3.63

**8. The following conditions would have improved or increased the effectiveness of this training:** (Frequency of responses.)

- 47 **Increase pace** of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
- 28 Allow **more time** for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
- 53 Include or provide more **specific examples**, samples, and/or real-life scenarios
- 46 Include or provide more **opportunities to share/network** with others (e.g., small group activities, breakout sessions)
- 33 Include or provide more **application/interactive opportunities** (e.g., hands-on activities, role playing, case studies, video demonstrations)
- 31 Improve **organization/quality of training materials**/handouts/manuals
- 17 Improve **organization/quality of overheads/PowerPoint slides**
- 25 Include or provide **more resources/references**
- 44 Have **other colleagues/staff/team members attend** the training
- 27 Have **administration attend** the training
- 45 Provide experienced **coaches/mentors** to support implementation after training
- 21 Prepare attendees as to **what to bring to the training**
- 19 Improve **physical environment/food/sound**

National Network of Partnership Schools, cont.

9. **Additional comments:** (Frequency of responses in parentheses.)

- Suggestions for improvement (29)
  - Presenter needs to be more engaging, less reading of slides (10)
  - Remove the "sales pitch" slant to the presentation (5)
  - Needed more time to cover all of the material (3)
  - Do not refer to deficiencies in specific school districts (2)
  - Better organization of training materials (2)
  - Needed information/translation for Spanish speaking parents in attendance (2)
  - Needed to have more principals in attendance (1)
  - Inform districts ahead of time what and why they need to attend (1)
  - Smaller sessions (i.e., less people) would have been beneficial to learning (1)
  - Include samples of parent packets (1)
  - Present material at a higher level consistent with professionals having worked in the field (1)
- General positive, appreciative comments about the training and/or materials provided (27)
- Would like follow-up training (2)
- Plan to implement materials in the upcoming school year (1)
- Material was not applicable because school population is very transient (1)
- Parents of children without disabilities need to also be included/involved in children's education (1)
- Some parent volunteers are not effective due to making students feel forced/uncomfortable (1)

## Follow-up Evaluation Summary – Annual Report 2007

Training Title: National Network of Partnership Schools

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	NA
Number of Participants Attended:	481
Number of Participant Email Addresses:	477
Number of Invalid Email Addresses:	54

Total Number of Emails Sent:	423
Total Number of Survey Responses:	111
Response Rate:	26.2%

Select the category you represent in attending the above training: *(Frequency of responses.)*

<u>4</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>27</u> General educator	<u>0</u> Private service provider
<u>14</u> Title 1 teacher	<u>0</u> University student
<u>35</u> School/district administrator	<u>0</u> High school student
<u>13</u> Related service personnel	<u>0</u> Idaho State Department of Education personnel
<u>3</u> Paraprofessional	<u>6</u> Other/None of the above
<u>8</u> Parent	

1. As a result of this training, I learned a new skill or acquired needed information.

Answer	Response Total	Response Percent
Yes	97	89.8%
No	11	10.2%

2. I have had an opportunity to apply what I learned from this training in my professional/personal setting.

Answer	Response Total	Response Percent
Yes	78	72.2%
No	30	27.8%

3. As a result of this training, I have positively changed my professional/personal practices.

Answer	Response Total	Response Percent
Yes	78	72.2%
No	30	27.8%

4. The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices *(select all that apply): (Frequency of responses.)*

- 68 **Opportunity/time to apply** and/or practice the new skill
- 59 **Planning time** for integrating the new skill into daily practices
- 42 **Support from** school and/or district **administration**
- 8 **Support from** Individualized Education Program (IEP) team
- 70 **Opportunity/time to collaborate** and share ideas with others
- 15 **Further training**, follow-up, and/or ongoing support
- 26 **Other staff/colleagues attending** this training
- 27 **Additional funding/financial resources**

5. **Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (3)
- Suggestions for improvement (1)
  - Increase quality by presenting more ideas and including short discussion times between strands (1)
- Would like more training (1)
  - Writing plops, goals/objectives (1)
- Increased implementation (4)
  - Used information in conducting successful parent nights (2)
  - As an administrator, heightened awareness of and generated ideas for increasing parent involvement (1)
  - We're listening more carefully to parents and actively seeking their input (1)
- Helpful to have had team in attendance (2)

## Post Evaluation Summary – Annual Report 2007

**Training Title:**     New Teacher Orientation    

**Reporting Period:**     April 1, 2006 – March 31, 2007    

<b>Number of Registrants:</b>	99
<b>Number of Participants Attended:</b>	97
<b>Number of Participant Email Addresses:</b>	93
<b>Number of Invalid Email Addresses:</b>	11

<b>Total Number of Emails Sent:</b>	82
<b>Total Number of Survey Responses:</b>	51
<b>Response Rate:</b>	62.2%

**Are you a:** *(Frequency of responses.)*

<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: right; width: 10%;">36</td><td>Special educator (teachers and consulting teachers)</td></tr> <tr><td style="text-align: right;">1</td><td>General educator</td></tr> <tr><td style="text-align: right;">0</td><td>Title 1 teacher</td></tr> <tr><td style="text-align: right;">0</td><td>School/district administrator</td></tr> <tr><td style="text-align: right;">10</td><td>Related service personnel</td></tr> <tr><td style="text-align: right;">1</td><td>Paraprofessional</td></tr> <tr><td style="text-align: right;">0</td><td>Parent</td></tr> </table>	36	Special educator (teachers and consulting teachers)	1	General educator	0	Title 1 teacher	0	School/district administrator	10	Related service personnel	1	Paraprofessional	0	Parent	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: right; width: 10%;">1</td><td>Vocational rehabilitation counselor</td></tr> <tr><td style="text-align: right;">0</td><td>Private service provider</td></tr> <tr><td style="text-align: right;">0</td><td>University student</td></tr> <tr><td style="text-align: right;">0</td><td>High school student</td></tr> <tr><td style="text-align: right;">0</td><td>Idaho State Department of Education personnel</td></tr> <tr><td style="text-align: right;">2</td><td>Other/None of the above</td></tr> </table>	1	Vocational rehabilitation counselor	0	Private service provider	0	University student	0	High school student	0	Idaho State Department of Education personnel	2	Other/None of the above
36	Special educator (teachers and consulting teachers)																										
1	General educator																										
0	Title 1 teacher																										
0	School/district administrator																										
10	Related service personnel																										
1	Paraprofessional																										
0	Parent																										
1	Vocational rehabilitation counselor																										
0	Private service provider																										
0	University student																										
0	High school student																										
0	Idaho State Department of Education personnel																										
2	Other/None of the above																										

<i>Frequencies and averages of all responses.</i>	<b>Strongly Disagree</b> (1)	<b>Disagree</b> (2)	<b>Neutral</b> (3)	<b>Agree</b> (4)	<b>Strongly Agree</b> (5)	<b>Average</b>
1. The training <b>objectives</b> were <b>clear</b> .	0	1	3	25	21	4.32
2. The training <b>objectives</b> were <b>met</b> .	0	2	6	28	14	4.08
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	1	0	0	24	25	4.44
4. The training will <b>enable me to include parents</b> in the educational process of their children.	0	0	9	27	14	4.10
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	0	0	3	29	18	4.30
	<b>None</b> (1)	<b>Basic</b> (2)	<b>Good</b> (3)	<b>Sound</b> (4)	<b>Expert</b> (5)	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	2	14	22	11	1	2.90
7. My level of knowledge/skill on this topic <b>after</b> this training is:	0	1	15	32	2	3.70

**8. The following conditions would have improved or increased the effectiveness of this training:** *(Frequency of responses.)*

- |    |   |
|----|---|
| 13 | <p><b>Increase pace</b> of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)</p> <p>Allow <b>more time</b> for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)</p> |
| 19 | <p>Include or provide more <b>specific examples</b>, samples, and/or real-life scenarios</p>  |
| 22 | <p>Include or provide more <b>opportunities to share/network</b> with others (e.g., small group activities, breakout sessions)</p>  |
| 7  | <p>Include or provide more <b>application/interactive opportunities</b> (e.g., hands-on activities, role playing, case studies, video demonstrations)</p>   |
| 10 | <p>Improve <b>organization/quality of training materials</b>/handouts/manuals</p>   |
| 4  | <p>Improve <b>organization/quality of overheads/PowerPoint slides</b></p>   |
| 4  | <p>Include or provide <b>more resources/references</b></p>  |
| 10 | <p>Have <b>other colleagues/staff/team members attend</b> the training</p>  |
| 14 | <p>Have <b>administration attend</b> the training</p>   |
| 7  | <p>Provide experienced <b>coaches/mentors</b> to support implementation after training</p>  |
| 8  | <p>Prepare attendees as to <b>what to bring to the training</b></p>   |
| 4  | <p>Improve <b>physical environment/food/sound</b></p>   |

*New Teacher Orientation, cont.*

**9. Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (8)
- Suggestions for improvement (7)
  - Separate training days/content based on relevancy for experienced vs. new teachers (3)
  - Eliminate game activities (2)
  - Eliminate "hot topics" (1)
  - Spend more time on forms for new teachers (1)
- Would like more training (2)
  - On everything (1)
  - On RTI interventions in all subject areas (1)

## Follow-up Evaluation Summary – Annual Report 2007

Training Title: New Teacher Orientation

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	99
Number of Participants Attended:	97
Number of Participant Email Addresses:	93
Number of Invalid Email Addresses:	14

Total Number of Emails Sent:	79
Total Number of Survey Responses:	46
Response Rate:	58.2%

Select the category you represent in attending the above training: *(Frequency of responses.)*

<u>30</u> Special educator (teachers and consulting teachers)	<u>2</u> Vocational rehabilitation counselor
<u>1</u> General educator	<u>0</u> Private service provider
<u>0</u> Title 1 teacher	<u>0</u> University student
<u>0</u> School/district administrator	<u>0</u> High school student
<u>5</u> Related service personnel	<u>0</u> Idaho State Department of Education personnel
<u>1</u> Paraprofessional	<u>4</u> Other/None of the above
<u>0</u> Parent	

1. As a result of this training, I learned a new skill or acquired needed information.

Answer	Response Total	Response Percent
Yes	45	97.8%
No	1	2.2%

2. I have had an opportunity to apply what I learned from this training in my professional/personal setting.

Answer	Response Total	Response Percent
Yes	45	97.8%
No	1	2.2%

3. As a result of this training, I have positively changed my professional/personal practices.

Answer	Response Total	Response Percent
Yes	44	95.7%
No	2	4.3%

4. The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices *(select all that apply): (Frequency of responses.)*

- 30 **Opportunity/time to apply** and/or practice the new skill
- 25 **Planning time** for integrating the new skill into daily practices
- 12 **Support from school and/or district administration**
- 6 **Support from Individualized Education Program (IEP) team**
- 18 **Opportunity/time to collaborate** and share ideas with others
- 17 **Further training**, follow-up, and/or ongoing support
- 10 **Other staff/colleagues attending** this training
- 4 **Additional funding/financial resources**

5. **Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (3)
- Suggestions for improvement (2)
  - More time spent on second day materials (1)
  - Conduct onsite training with general educators to increase understanding of special education (1)
- Would like more training (5)
  - Anything to enhance abilities as a facilitator to my students (1)
  - RTI – vision for future use (1)
  - How manage/support paraprofessionals (1)
  - Math curricula (1)
  - IEP development – goals, objectives, standards, etc. (1)

## Post Evaluation Summary – Annual Report 2007

Training Title: Raising the Bar to Beat the Odds

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	113
Number of Participants Attended:	104
Number of Participant Email Addresses:	96
Number of Invalid Email Addresses:	8

Total Number of Emails Sent:	88
Total Number of Survey Responses:	46
Response Rate:	52.3%

**Are you a:** *(Frequency of responses.)*

<u>17</u> Special educator (teachers and consulting teachers)	<u>3</u> Vocational rehabilitation counselor
<u>2</u> General educator	<u>1</u> Private service provider
<u>0</u> Title 1 teacher	<u>0</u> University student
<u>3</u> School/district administrator	<u>0</u> High school student
<u>0</u> Related service personnel	<u>0</u> Idaho State Department of Education personnel
<u>4</u> Paraprofessional	<u>10</u> Other/None of the above
<u>6</u> Parent	

<i>Frequencies and averages of all responses.</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Average
1. The training <b>objectives</b> were <b>clear</b> .	1	0	5	25	13	4.11
2. The training <b>objectives</b> were <b>met</b> .	1	0	8	26	9	3.95
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	0	1	3	16	24	4.43
4. The training will <b>enable me to include parents</b> in the educational process of their children.	0	1	13	19	11	3.91
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	0	1	9	12	22	4.25
	<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	3	12	11	15	3	3.07
7. My level of knowledge/skill on this topic <b>after</b> this training is:	0	3	12	25	4	3.68

8. **The following conditions would have improved or increased the effectiveness of this training:** *(Frequency of responses.)*

- 4 **Increase pace** of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
- 21 Allow **more time** for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
- 14 Include or provide more **specific examples**, samples, and/or real-life scenarios
- 13 Include or provide more **opportunities to share/network** with others (e.g., small group activities, breakout sessions)
- 18 Include or provide more **application/interactive opportunities** (e.g., hands-on activities, role playing, case studies, video demonstrations)
- 7 Improve **organization/quality of training materials**/handouts/manuals
- 2 Improve **organization/quality of overheads/PowerPoint slides**
- 10 Include or provide **more resources/references**
- 13 Have **other colleagues/staff/team members attend** the training
- 7 Have **administration attend** the training
- 9 Provide experienced **coaches/mentors** to support implementation after training
- 2 Prepare attendees as to **what to bring to the training**
- 9 Improve **physical environment/food/sound**

*Raising the Bar to Beat the Odds, cont.*

**9. Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (10)
- Suggestions for improvement (17)
  - More in-depth information about working with students with visual impairments (3)
  - Eliminate role-playing activities (1)
  - Provide an agenda before the conference (1)
  - More information on a paraprofessional's role, being an advocate, expectations for student and family (1)
  - More information on available technology and training (2)
  - Ban cell phones and computers during conference (1)
  - Eliminate personal feelings and political opinions (1)
  - Provide other solutions, alternative ideas and experiences besides NFB (3)
  - Give equal opportunity to presenters to present their information (1)
  - Provide health snacks (1)
  - More instructions related to visual impaired students in the classroom (1)
  - Provide a second day broken up into different programs such as Parent programs, adults with visual impairments programs, and school personal programs (1)
- Would like more training (4)
  - More training for teacher and paraprofessionals (2)
  - Sensory Disabilities (1)
  - Assistive technology (DynaVox-MT4, Braille Note Bt, Duxbury, Jaws, Scientific Notebook) (1)

## Follow-up Evaluation Summary – Annual Report 2007

Training Title: Raising the Bar to Beat the Odds

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	113
Number of Participants Attended:	104
Number of Participant Email Addresses:	96
Number of Invalid Email Addresses:	2

Total Number of Emails Sent:	94
Total Number of Survey Responses:	42
Response Rate:	44.7%

Select the category you represent in attending the above training: *(Frequency of responses.)*

<u>15</u> Special educator (teachers and consulting teachers)	<u>1</u> Vocational rehabilitation counselor
<u>4</u> General educator	<u>0</u> Private service provider
<u>0</u> Title 1 teacher	<u>0</u> University student
<u>3</u> School/district administrator	<u>0</u> High school student
<u>1</u> Related service personnel	<u>0</u> Idaho State Department of Education personnel
<u>3</u> Paraprofessional	<u>6</u> Other/None of the above
<u>8</u> Parent	

1. As a result of this training, I learned a new skill or acquired needed information.

Answer	Response Total	Response Percent
Yes	37	88.1%
No	5	11.9%

2. I have had an opportunity to apply what I learned from this training in my professional/personal setting.

Answer	Response Total	Response Percent
Yes	34	81.0%
No	8	19.0%

3. As a result of this training, I have positively changed my professional/personal practices.

Answer	Response Total	Response Percent
Yes	36	85.7%
No	6	14.3%

4. The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices *(select all that apply): (Frequency of responses.)*

<u>19</u> Opportunity/time to apply and/or practice the new skill
<u>11</u> Planning time for integrating the new skill into daily practices
<u>10</u> Support from school and/or district administration
<u>7</u> Support from Individualized Education Program (IEP) team
<u>17</u> Opportunity/time to collaborate and share ideas with others
<u>20</u> Further training, follow-up, and/or ongoing support
<u>5</u> Other staff/colleagues attending this training
<u>10</u> Additional funding/financial resources

*Raising the Bar to Beat the Odds, cont.*

**5. Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (3)
- Need additional resources/support (2)
  - Have not been able to access life skills resources from Washington School of Blind website (1)
  - Support from ISDB in implementing IEP goals (1)
- Would like more training (6)
  - Scientifically based curriculum for low functioning students in life skills at elementary age (1)
  - Scientifically based curriculum for blind/visually impaired (1)
  - Braille beyond the basics (1)
  - More in-state hands-on training for teachers of visually impaired (1)
  - Seminar on Autism/Aspergers Syndrome/PDD (1)
  - Seizure disorders (1)
- Training impacted my approach in terms of Braille vs. enlarged print (1)

## Post Evaluation Summary – Annual Report 2007

**Training Title:** Response to Intervention: Core (5-day series) **Reporting Period:** April 1, 2006 – March 31, 2007

<b>Number of Registrants:</b>	NA
<b>Number of Participants Attended:</b>	247
<b>Number of Participant Email Addresses:</b>	243
<b>Number of Invalid Email Addresses:</b>	19

<b>Total Number of Emails Sent:</b>	224
<b>Total Number of Survey Responses:</b>	90
<b>Response Rate:</b>	40.2%

**Are you a:** (Frequency of responses.)

<u>16</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>36</u> General educator	<u>0</u> Private service provider
<u>3</u> Title 1 teacher	<u>0</u> University student
<u>22</u> School/district administrator	<u>0</u> High school student
<u>8</u> Related service personnel	<u>0</u> Idaho State Department of Education personnel
<u>1</u> Paraprofessional	<u>3</u> Other/None of the above
<u>0</u> Parent	

Frequencies and averages of all responses.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
	(1)	(2)	(3)	(4)	(5)	
1. The training <b>objectives</b> were <b>clear</b> .	1	20	14	42	9	3.44
2. The training <b>objectives</b> were <b>met</b> .	4	17	22	35	8	3.30
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	2	11	18	38	17	3.66
4. The training will <b>enable me to include parents</b> in the educational process of their children.	2	5	20	48	11	3.71
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	4	9	18	41	14	3.60
	<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	20	40	17	8	1	2.19
7. My level of knowledge/skill on this topic <b>after</b> this training is:	0	14	32	35	5	3.36

**8. The following conditions would have improved or increased the effectiveness of this training:** (Frequency of responses.)

<u>45</u> <b>Increase pace</b> of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
<u>12</u> Allow <b>more time</b> for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
<u>41</u> Include or provide more <b>specific examples</b> , samples, and/or real-life scenarios
<u>27</u> Include or provide more <b>opportunities to share/network</b> with others (e.g., small group activities, breakout sessions)
<u>30</u> Include or provide more <b>application/interactive opportunities</b> (e.g., hands-on activities, role playing, case studies, video demonstrations)
<u>53</u> Improve <b>organization/quality of training materials</b> /handouts/manuals
<u>27</u> Improve <b>organization/quality of overheads/PowerPoint slides</b>
<u>17</u> Include or provide <b>more resources/references</b>
<u>12</u> Have <b>other colleagues/staff/team members attend</b> the training
<u>7</u> Have <b>administration attend</b> the training
<u>33</u> Provide experienced <b>coaches/mentors</b> to support implementation after training
<u>9</u> Prepare attendees as to <b>what to bring to the training</b>
<u>20</u> Improve <b>physical environment/food/sound</b>

Response to Intervention: Core, cont.

**9. Additional comments:** (Frequency of responses in parentheses.)

- Suggestions for improvement (70)
  - Better organization of training materials, particularly the manual (14)
  - Increase pace, interaction, and engagement in presentation (12)
  - Provide the “big picture” first on day one (11)
  - Provide clearer and more knowledgeable answers to participants’ questions (9)
  - Remove redundancy and make training shorter (e.g., 2-3 days) (8)
  - Make POSSE presentation optional to attend (3)
  - Need better examples of what is expected in terms of assignments (3)
  - More hands-on practice (4)
  - Include correct (required) forms in the binder (1)
  - Provide more concrete directions/examples (1)
  - Spend less time on graphing (1)
  - Have training for administrators or require them to attend this training (1)
  - CBM section was redundant because we already use CBMs (1)
  - Need to clarify triangle model in terms of percentages (1)
- General positive, appreciative comments about the training (18)
- Concerns with the process (12)
  - Process is too complicated and/or cumbersome (6)
  - Paperwork is redundant and too time-consuming (6)
- Need additional resources/support (5)
  - Would like follow-up/refresher training (2)
  - More focus on building an effective team (1)
  - Need interventions for 4th-6th grade math and reading (1)
  - Need behavioral intervention strategies and monitoring (1)
- Need better examples of what is expected in terms of assignments (2)
- Increased implementation (2)
  - Used charting measures for students to be aware of own progress (1)
  - Used skills with team to monitor children’s progress and learning (1)
- Would like more training on mainstreaming of Downs Syndrome children (1)

## Post Evaluation Summary – Annual Report 2007

Training Title: Secondary Transition

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	75
Number of Participants Attended:	58
Number of Participant Email Addresses:	58
Number of Invalid Email Addresses:	4

Total Number of Emails Sent:	54
Total Number of Survey Responses:	35
Response Rate:	64.8%

**Are you a:** *(Frequency of responses.)*

<u>23</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>0</u> General educator	<u>0</u> Private service provider
<u>0</u> Title 1 teacher	<u>0</u> University student
<u>5</u> School/district administrator	<u>0</u> High school student
<u>7</u> Related service personnel	<u>0</u> Idaho State Department of Education personnel
<u>0</u> Paraprofessional	<u>0</u> Other/None of the above
<u>0</u> Parent	

<i>Frequencies and averages of all responses.</i>	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Average
1. The training <b>objectives</b> were <b>clear</b> .	0	0	2	25	6	4.12
2. The training <b>objectives</b> were <b>met</b> .	0	0	2	25	6	4.12
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	1	0	0	12	20	4.52
4. The training will <b>enable me to include parents</b> in the educational process of their children.	1	0	8	16	8	3.91
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	0	0	4	21	8	4.12
	<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	1	12	7	13	0	2.97
7. My level of knowledge/skill on this topic <b>after</b> this training is:	0	3	8	19	3	3.67

**8. The following conditions would have improved or increased the effectiveness of this training:** *(Frequency of responses.)*

- 3 **Increase pace** of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
- 5 Allow **more time** for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
- 20 Include or provide more **specific examples**, samples, and/or real-life scenarios
- 8 Include or provide more **opportunities to share/network** with others (e.g., small group activities, breakout sessions)
- 7 Include or provide more **application/interactive opportunities** (e.g., hands-on activities, role playing, case studies, video demonstrations)
- 1 Improve **organization/quality of training materials**/handouts/manuals
- 0 Improve **organization/quality of overheads/PowerPoint slides**
- 1 Include or provide **more resources/references**
- 4 Have **other colleagues/staff/team members attend** the training
- 6 Have **administration attend** the training
- 3 Provide experienced **coaches/mentors** to support implementation after training
- 0 Prepare attendees as to **what to bring to the training**
- 2 Improve **physical environment/food/sound**

Secondary Transition, cont.

9. **Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (2)
- Suggestions for improvement (2)
  - More examples of how to write transition goals (1)
  - Provide this training with the new secondary IEP forms (1)
- Would like more training (4)
  - On the standards, NCLB and secondary course requirements with differentiated curriculum and modifications (1)
  - On identifying essential learning s and collaborate with teachers to supervise instruction for SWD (1)
  - On writing proficiencies for another route around the ISAT for SWD who will not be taking the ISAT of an IAA (1)
  - On goals, objectives and benchmarks for social skills development for LD kids (1)

## Follow-up Evaluation Summary – Annual Report 2007

Training Title: Secondary Transition

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	75
Number of Participants Attended:	58
Number of Participant Email Addresses:	58
Number of Invalid Email Addresses:	1

Total Number of Emails Sent:	57
Total Number of Survey Responses:	25
Response Rate:	43.9%

Select the category you represent in attending the above training: *(Frequency of responses.)*

14 Special educator (teachers and consulting teachers)	0 Vocational rehabilitation counselor
0 General educator	0 Private service provider
0 Title 1 teacher	0 University student
6 School/district administrator	0 High school student
5 Related service personnel	0 Idaho State Department of Education personnel
0 Paraprofessional	0 Other/None of the above
0 Parent	

1. As a result of this training, I learned a new skill or acquired needed information.

Answer	Response Total	Response Percent
Yes	24	96.0%
No	1	4.0%

2. I have had an opportunity to apply what I learned from this training in my professional/personal setting.

Answer	Response Total	Response Percent
Yes	21	84.0%
No	4	16.0%

3. As a result of this training, I have positively changed my professional/personal practices.

Answer	Response Total	Response Percent
Yes	22	88.0%
No	3	12.0%

4. The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices *(select all that apply): (Frequency of responses.)*

- 17 **Opportunity/time to apply** and/or practice the new skill
- 14 **Planning time** for integrating the new skill into daily practices
- 8 **Support from** school and/or district **administration**
- 8 **Support from** Individualized Education Program (**IEP**) team
- 14 **Opportunity/time to collaborate** and share ideas with others
- 11 **Further training**, follow-up, and/or ongoing support
- 6 **Other staff/colleagues attending** this training
- 8 **Additional funding**/financial resources

5. **Additional comments:** *(Frequency of responses in parentheses.)*

<ul style="list-style-type: none"> <li>• More information on how to transition students to programs such as TESH and other vocational programs when money is an issue (1)</li> </ul>
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## Post Evaluation Summary – Annual Report 2007

Training Title: Self-Assessment and Monitoring

Reporting Period: April 1, 2006 – March 31, 2007

Number of Registrants:	NA
Number of Participants Attended:	98
Number of Participant Email Addresses:	98
Number of Invalid Email Addresses:	7

Total Number of Emails Sent:	91
Total Number of Survey Responses:	57
Response Rate:	62.2%

**Are you a:** *(Frequency of responses.)*

<u>29</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>0</u> General educator	<u>0</u> Private service provider
<u>0</u> Title 1 teacher	<u>0</u> University student
<u>11</u> School/district administrator	<u>0</u> High school student
<u>7</u> Related service personnel	<u>9</u> Idaho State Department of Education personnel
<u>0</u> Paraprofessional	<u>1</u> Other/None of the above
<u>0</u> Parent	

Frequencies and averages of all responses.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Average
	(1)	(2)	(3)	(4)	(5)	
1. The training <b>objectives</b> were <b>clear</b> .	3	1	4	27	19	4.07
2. The training <b>objectives</b> were <b>met</b> .	2	2	6	28	16	4.00
3. The <b>presenter</b> was <b>knowledgeable</b> about the topic.	2	0	0	23	29	4.43
4. The training will <b>enable me to include parents</b> in the educational process of their children.	2	1	13	29	9	3.78
5. Overall, this training will <b>positively influence</b> my professional and/or personal practices.	1	1	4	30	18	4.17
	<b>None (1)</b>	<b>Basic (2)</b>	<b>Good (3)</b>	<b>Sound (4)</b>	<b>Expert (5)</b>	
6. My level of knowledge/skill on this topic <b>before</b> this training was:	4	19	18	13	0	2.74
7. My level of knowledge/skill on this topic <b>after</b> this training is:	0	2	16	32	4	3.70

8. **The following conditions would have improved or increased the effectiveness of this training:** *(Frequency of responses.)*

- 3 **Increase pace** of training (e.g., fewer breaks, shorter session, stay on task, reduce repetition)
- 16 Allow **more time** for training (e.g., more time on certain topics, cover less material, make training longer, add additional sessions)
- 13 Include or provide more **specific examples**, samples, and/or real-life scenarios
- 7 Include or provide more **opportunities to share/network** with others (e.g., small group activities, breakout sessions)
- 5 Include or provide more **application/interactive opportunities** (e.g., hands-on activities, role playing, case studies, video demonstrations)
- 4 Improve **organization/quality of training materials**/handouts/manuals
- 3 Improve **organization/quality of overheads/PowerPoint slides**
- 5 Include or provide **more resources/references**
- 6 Have **other colleagues/staff/team members attend** the training
- 5 Have **administration attend** the training
- 8 Provide experienced **coaches/mentors** to support implementation after training
- 3 Prepare attendees as to **what to bring to the training**
- 3 Improve **physical environment/food/sound**

Self-Assessment and Monitoring, cont.

9. **Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (15)
- Suggestions for improvement (10)
  - Larger room (1)
  - More time spent on information presented (7)
  - Detailed expectation from the SDE in writing(1)
  - Being able to view website while working through presentation (1)
- Would like more training (2)
  - More training on how to incorporate the results into the CIP (1)
  - On Dyslexia, where to get help and testing (1)

## Follow-up Evaluation Summary – Annual Report 2007

Training Title: Self-Assessment and Monitoring

Reporting Period: April 1, 2006 – March 31, 2007

<b>Number of Registrants:</b>	NA
<b>Number of Participants Attended:</b>	98
<b>Number of Participant Email Addresses:</b>	98
<b>Number of Invalid Email Addresses:</b>	13

<b>Total Number of Emails Sent:</b>	85
<b>Total Number of Survey Responses:</b>	43
<b>Response Rate:</b>	50.6%

Select the category you represent in attending the above training: *(Frequency of responses.)*

<u>25</u> Special educator (teachers and consulting teachers)	<u>0</u> Vocational rehabilitation counselor
<u>0</u> General educator	<u>0</u> Private service provider
<u>0</u> Title 1 teacher	<u>1</u> University student
<u>6</u> School/district administrator	<u>0</u> High school student
<u>4</u> Related service personnel	<u>5</u> Idaho State Department of Education personnel
<u>0</u> Paraprofessional	<u>1</u> Other/None of the above
<u>0</u> Parent	

1. As a result of this training, I learned a new skill or acquired needed information.

Answer	Response Total	Response Percent
Yes	40	97.6%
No	1	2.4%

2. I have had an opportunity to apply what I learned from this training in my professional/personal setting.

Answer	Response Total	Response Percent
Yes	39	95.1%
No	2	4.9%

3. As a result of this training, I have positively changed my professional/personal practices.

Answer	Response Total	Response Percent
Yes	36	87.8%
No	5	12.2%

4. The following conditions are needed for me to incorporate (or further incorporate) the skills/information from this training into my professional/personal practices *(select all that apply): (Frequency of responses.)*

- 30 **Opportunity/time to apply** and/or practice the new skill
- 20 **Planning time** for integrating the new skill into daily practices
- 10 **Support from school and/or district administration**
- 4 **Support from Individualized Education Program (IEP) team**
- 24 **Opportunity/time to collaborate** and share ideas with others
- 10 **Further training**, follow-up, and/or ongoing support
- 6 **Other staff/colleagues attending** this training
- 6 **Additional funding/financial resources**

5. **Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (2)
- Would like more training (2)
  - Accessing adult and mental health services from rural areas
  - Inclusion training for general education staff
- Question re: change in practices was not applicable to my situation

## Post Evaluation Summary – Annual Report 2007

**Training Title:** Webinar: Strategies to Find and Effectively Use Time to Collaborate with General Educators  
**Date:** October 17, 2006

<b>Number of Registrants:</b>	NA
<b>Number of Participants Attended*:</b>	26
<b>Number of Participant Email Addresses:</b>	26
<b>Number of Invalid Email Addresses:</b>	4

<b>Total Number of Emails Sent:</b>	22
<b>Total Number of Survey Responses:</b>	17
<b>Response Rate:</b>	77.3%

\*Attendance is based on individuals who logged into the webinar; however, this figure is low due to the probability that groups of individuals viewed the webinar under one login

**Are you a:** *(Frequency of responses.)*

- 12 Special educator teacher
- 0 General educator teacher
- 1 Administrator
- 2 Support personnel

- 2 Other, please specify:
  - o University personnel
  - o Teacher, visually impaired and blind

<i>Frequencies and averages of all responses.</i>	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>	<b>Average</b>
1. The content of the presentation was relevant to my needs	0	0	1	10	6	4.29
2. I gained new knowledge.	0	0	1	10	6	4.29
3. I learned enough to implement new strategies with my students	0	1	5	8	3	3.76
4. The training reinforced or refined my present skills.	0	0	4	9	4	4.00
5. The information presented in the training will be useful to me:	0	0	4	9	4	4.00
6. I feel confident I have knowledge to share this information with others.	1	2	2	8	4	3.71

**7. Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (5)
- Suggestions for improvement (5)
  - o Coordinate materials and presentation with slide presented (2)
  - o Increase energy and speed at the beginning to maintain participants' interest (2)
  - o Clear directions for installing RealPlayer (1)
- Would like more training (2)
  - o Ecological inventories and using the information to adapt or make supports in environment (1)
  - o Billing for Medicaid (1)

## Follow-up Evaluation Summary – Annual Report 2007

**Training Title:** Webinar: Strategies to Find and Effectively Use Time to Collaborate with General Educators

**Date:** October 17, 2006

<b>Number of Registrants:</b>	NA
<b>Number of Participants Attended*:</b>	26
<b>Number of Participant Email Addresses:</b>	26
<b>Number of Invalid Email Addresses:</b>	1

<b>Total Number of Emails Sent:</b>	25
<b>Total Number of Survey Responses:</b>	19
<b>Response Rate:</b>	76.0%

\*Attendance is based on individuals who logged into the webinar; however, this figure is low due to the probability that groups of individuals viewed the webinar under one login

**Select the category you represent:** *(Frequency of responses.)*

- 14 Special educator teacher  
0 General educator teacher  
2 Administrator  
2 Support personnel

- 1 Other, please specify:  
 o Deaf-blind project director

**1. As a result of this webinar, I learned a new skill or acquired needed information.**

Answer	Response Total	Response Percent
Yes	15	78.9%
No	4	21.1%

**2. I have had an opportunity to apply what I learned from this webinar in my professional/personal setting.**

Answer	Response Total	Response Percent
Yes	11	57.9%
No	8	42.1%

**3. If you answered yes to the above question, please give at least one example of how you have applied what you learned from this webinar.** *(Frequency of responses in parentheses.)*

- Have worked in a team fashion with regular education teachers and parents to effectively plan for the needs of special education students (4)
- Ideas regarding effective team roles and responsibilities were useful (1)
- Doing more networking and planning with general education (1)
- Better “pre” open-communication with general education teachers (1)
- Used the agenda form with team roles identified for participants (1)
- Use skills monthly at Parent Teacher Conferences (1)
- Meet as a team to discuss, plan, and evaluate progress of each student (1)
- Adapted lesson on liquids, solids, and gases so students can freeze hot water vs. cold water to observe different rate (1)
- Developed a grading contract to be used to determine student’s grade (1)

**4. I have shared this webinar information with other professionals.**

Answer	Response Total	Response Percent
Yes	14	73.7%
No	5	26.3%

**5. As a result of this webinar, I have positively changed my professional/personal practices.**

Answer	Response Total	Response Percent
Yes	14	73.7%
No	5	26.3%

Webinar: *Strategies to Collaborate with General Educators, cont.*

**6. Comments and/or ideas for future webinars:** *(Frequency of responses in parentheses.)*

- Ideas for future webinars (3)
  - How to record necessary paperwork for Medicaid billing (1)
  - How to coordinate when the team is so large (1)
  - Best practices (1)
- Suggestions for improvement (1)
  - Engage participants quickly in the beginning to avoid losing them (1)
- Have not implemented due to lack of time in current position (1)
- More appreciative of general educators who support special education students (1)
- Webinars gaining credibility as teachers have found benefits from forms, handouts, and resources offered (1)
- Difficulty participating in webinar due to RealPlayer requirement (1)

## Post Evaluation Summary – Annual Report 2007

**Training Title:** Webinar: Documenting Evidence of Effective Instructional Practices: Taking Meaningful, Ongoing Data  
**Date:** February 6, 2007

<b>Number of Registrants:</b>	102
<b>Number of Participants Attended*:</b>	44
<b>Number of Participant Email Addresses:</b>	44
<b>Number of Invalid Email Addresses:</b>	2

<b>Total Number of Emails Sent:</b>	42
<b>Total Number of Survey Responses:</b>	36
<b>Response Rate:</b>	85.7%

\*Attendance is based on individuals who logged into the webinar; however, this figure is low due to the probability that groups of individuals viewed the webinar under one login

**Are you a:** *(Frequency of responses.)*

- 22 Special educator teacher
- 0 General educator teacher
- 2 Administrator
- 6 Support personnel

- 6 Other, please specify:
  - o Developmental specialist (2)
  - o IBI specialist (3)
  - o SDE special education consultant

<i>Frequencies and averages of all responses.</i>	<b>Strongly Disagree</b> (1)	<b>Disagree</b> (2)	<b>Neutral</b> (3)	<b>Agree</b> (4)	<b>Strongly Agree</b> (5)	<b>Average</b>
1. The content of the presentation was relevant to my needs	0	1	6	18	11	4.08
2. I gained new knowledge.	0	4	13	16	3	3.50
3. I learned enough to implement new strategies with my students	1	3	16	12	4	3.42
4. The training reinforced or refined my present skills.	0	0	5	25	6	4.03
5. The information presented in the training will be useful to me:	1	2	8	18	7	3.78
6. I feel confident I have knowledge to share this information with others.	2	0	8	23	3	3.69

**7. Additional comments:** *(Frequency of responses in parentheses.)*

- Suggestions for improvement (12)
  - o Needed access to PowerPoint slides and handouts (4)
  - o Include more advanced data collection methods/techniques (2)
  - o Spend less time on preliminary information, more time on content (1)
  - o More interaction (1)
  - o Provide examples of completed forms (1)
  - o Would like to be able to listen over the Internet instead of the phone (1)
  - o Increase advertising of these webinar opportunities (1)
  - o Increase pace of presentation (1)
- Would like more training (3)
  - o New laws regarding Medicaid billing procedures (1)
  - o Aligning standard with IEP goals and report cards (1)
  - o Modifying general education curriculum for severe/profound learners (1)
- General positive, appreciative comments about the training (2)
- Plan to review the webinar again (2)
- Had trouble hearing the presentation (1)

## Follow-up Evaluation Summary – Annual Report 2007

**Training Title:** Webinar: Documenting Evidence of Effective Instructional Practices: Taking Meaningful, Ongoing Data  
**Date:** February 6, 2007

<b>Number of Registrants:</b>	102
<b>Number of Participants Attended*:</b>	44
<b>Number of Participant Email Addresses:</b>	44
<b>Number of Invalid Email Addresses:</b>	2

<b>Total Number of Emails Sent:</b>	42
<b>Total Number of Survey Responses:</b>	22
<b>Response Rate:</b>	52.4%

\*Attendance is based on individuals who logged into the webinar; however, this figure is low due to the probability that groups of individuals viewed the webinar under one login

**Select the category you represent:** (Frequency of responses.)

- |                                    |                                 |
|------------------------------------|---------------------------------|
| <u>12</u> Special educator teacher | <u>5</u> Other, please specify: |
| <u>0</u> General educator teacher  | ○ SDE personnel (2)             |
| <u>1</u> Administrator             | ○ IBI specialist (2)            |
| <u>2</u> Support personnel         | ○ Head Start teacher            |

1. **As a result of this webinar, I learned a new skill or acquired needed information.**

Answer	Response Total	Response Percent
Yes	16	72.7%
No	6	27.3%

2. **I have had an opportunity to apply what I learned from this webinar in my professional/personal setting.**

Answer	Response Total	Response Percent
Yes	11	50.0%
No	11	50.0%

3. **If you answered yes to the above question, please give at least one example of how you have applied what you learned from this Webinar.** (Frequency of responses in parentheses.)

- Have improved quality of data collected (1)
- Used data on IEP objectives to report at parent teacher conference (1)
- Have used tips for taking data as you work with students – bracelet, wristband (1)
- Have reviewed data for alternate route to graduation (1)
- Shared graphs with special education teacher needing support in documenting student progress (1)
- Have used the graphing/charting forms with several different children (1)
- Incorporated levels of prompts for Idaho Alternate Assessment (IAA) materials (1)
- Shared information with special education teachers re: data collection re: IAA student performance (1)
- Better able to align documentation to IEP goals (1)

4. **I have shared this webinar information with other professionals.**

Answer	Response Total	Response Percent
Yes	15	68.2%
No	7	31.8%

5. **As a result of this webinar, I have positively changed my professional/personal practices.**

Answer	Response Total	Response Percent
Yes	10	45.5%
No	12	54.5%

Webinar: Documenting Evidence of Instructional Practices, cont.

6. **Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (1)
- Ideas for future webinars (2)
  - Practical classroom ideas (1)
  - Working with bilingual students (1)
- Suggestions for improvement (3)
  - Spend less time getting started, more time on content of presentation (1)
  - Need more interaction (1)
  - Needed to have access to the presenter's slides (1)
- Now do more graphing/charting of students' performance to inform interventions (1)

## Post Evaluation Summary – Annual Report 2007

**Training Title:** Webinar: Idaho Alternate Assessment 2007 Administration

**Dates:** February 20, 2007; March 13, 2007; and March 23, 2007

<b>Number of Registrants:</b>	254
<b>Number of Participants Attended*:</b>	109
<b>Number of Participant Email Addresses:</b>	109
<b>Number of Invalid Email Addresses:</b>	1

<b>Total Number of Emails Sent:</b>	108
<b>Total Number of Survey Responses:</b>	53
<b>Response Rate:</b>	49.1%

\*Attendance is based on individuals who logged into the webinar; however, this figure is low due to the probability that groups of individuals viewed the webinar under one login

**Are you a:** (Frequency of responses.)

- 45 Special educator teacher
- 0 General educator teacher
- 2 Administrator
- 2 Support personnel

- 4 Other, please specify:
  - Paraeducator (2)
  - State Consultant
  - Consulting Teacher

<i>Frequencies and averages of all responses.</i>	<b>Strongly Disagree</b> (1)	<b>Disagree</b> (2)	<b>Neutral</b> (3)	<b>Agree</b> (4)	<b>Strongly Agree</b> (5)	<b>Average</b>
1. The content of the presentation was relevant to my needs	2	2	9	23	17	3.96
2. I gained new knowledge.	1	1	7	34	10	3.96
3. I learned enough to implement new strategies with my students	1	5	18	25	4	3.49
4. The training reinforced or refined my present skills.	1	1	12	29	9	3.85
5. The information presented in the training will be useful to me:	1	1	7	32	11	3.98
6. I feel confident I have knowledge to share this information with others.	1	6	15	25	5	3.52

**7. Additional comments:** (Frequency of responses in parentheses.)

- Suggestions for improvement (8)
  - Ensure PowerPoint slides are sent to attendees ahead of time (2)
  - Ensure PowerPoint slides are complete with all information presented (2)
  - Provide samples of original work for including with IAA paperwork (1)
  - More about defining performance (1)
  - Detailed expectation from the SDE in writing(1)
  - Being able to view website while working through presentation (1)
- General positive, appreciative comments about the training (4)
- Technology difficulties (4)
  - Unable to hear presentation over the Internet (3)
  - Unable to ask questions (1)
- Need additional resources/support (2)
  - Information (work samples) needed for students performing in 2nd and 3rd grade level in reading and math (1)
  - More time, less paperwork (1)
- Did not receive logon information (2)
- Would like more training (2)
  - Webinar on Response to Intervention (RTI) (1)
  - RTI for early childhood – early literacy, behavior, assessment (1)
- Plan to review the webinar again (1)

## Post Evaluation Summary – Annual Report 2007

**Training Title:** Webinar: Teaching Language Arts, Math and Science to Students with Significant Cognitive Disabilities  
**Date:** December 5, 2006

<b>Number of Registrants:</b>	91
<b>Number of Participants Attended*:</b>	31
<b>Number of Participant Email Addresses:</b>	31
<b>Number of Invalid Email Addresses:</b>	2

<b>Total Number of Emails Sent:</b>	29
<b>Total Number of Survey Responses:</b>	18
<b>Response Rate:</b>	62.1%

\*Attendance is based on individuals who logged into the webinar; however, this figure is low due to the probability that groups of individuals viewed the webinar under one login

**Are you a:** *(Frequency of responses.)*

- 11 Special educator teacher
- 1 General educator teacher
- 4 Administrator
- 0 Support personnel

- 2 Other, please specify:
  - Psychosocial rehabilitation specialist
  - Paraprofessional – special education

<i>Frequencies and averages of all responses.</i>	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Neutral (3)</b>	<b>Agree (4)</b>	<b>Strongly Agree (5)</b>	<b>Average</b>
1. The content of the presentation was relevant to my needs	0	1	2	5	10	4.33
2. I gained new knowledge.	0	0	1	11	6	4.28
3. I learned enough to implement new strategies with my students	0	1	4	11	2	3.78
4. The training reinforced or refined my present skills.	0	0	2	10	6	4.22
5. The information presented in the training will be useful to me:	0	0	4	6	8	4.22
6. I feel confident I have knowledge to share this information with others.	0	1	5	9	3	3.78

**7. Additional comments:** *(Frequency of responses in parentheses.)*

- General positive, appreciative comments about the training (2)
- Suggestions for improvement (2)
  - Some more resources and more practical ideas (1)
  - More information about how the webinar will be presented before webinar begins (1)
- Would like more training (1)
  - Information on how to reduce the time for Medicaid billing

## Follow-up Evaluation Summary – Annual Report 2007

**Training Title:** Webinar: Teaching Language Arts, Math, and Science to Students with Significant Cognitive Disabilities  
**Date:** December 5, 2006

<b>Number of Registrants:</b>	91
<b>Number of Participants Attended*:</b>	31
<b>Number of Participant Email Addresses:</b>	31
<b>Number of Invalid Email Addresses:</b>	2

<b>Total Number of Emails Sent:</b>	29
<b>Total Number of Survey Responses:</b>	14
<b>Response Rate:</b>	48.3%

\*Attendance is based on individuals who logged into the webinar; however, this figure is low due to the probability that groups of individuals viewed the webinar under one login

**Are you a:** *(Frequency of responses.)*

- 8 Special educator teacher  
0 General educator teacher  
4 Administrator  
0 Support personnel

- 2 Other, please specify:  
 Paraeducator  
 Psychosocial rehabilitation therapist

**1. As a result of this webinar, I learned a new skill or acquired needed information.**

Answer	Response Total	Response Percent
Yes	12	85.7%
No	2	14.3%

**2. I have had an opportunity to apply what I learned from this webinar in my professional/personal setting.**

Answer	Response Total	Response Percent
Yes	9	64.3%
No	5	35.7%

**3. If you answered yes to the above question, please give at least one example of how you have applied what you learned from this webinar.** *(Frequency of responses in parentheses.)*

- Able to support students in general education classes by making recommendations to general education teachers (1)
- Modified a general education assignment for one students (1)
- Learned new techniques/teaching strategies at the high school level for helping students be more successful in the general education environment (1)
- Currently rewriting a novel from 3rd, 4th and 5th grade and will present the novel units in our self contained class (1)
- Presented at staff meeting on how to include special needs children in the classroom reading by simplifying materials so they could participate in the story (1)
- Next year will place a CP student in a regular World History/Humanities class and Earth Science class (1)
- Team meeting regarding data collection on a student (1)
- Will provide special education teachers and paras with time to link designed activities for their developmentally disabled students with general education standards (1)
- Have used the "Writing with Symbols" program and samples to create materials for working with an autistic student (1)

**4. I have shared this webinar information with other professionals.**

Answer	Response Total	Response Percent
Yes	12	85.7%
No	2	14.3%

**5. As a result of this webinar, I have positively changed my professional/personal practices.**

Answer	Response Total	Response Percent
Yes	10	71.4%
No	4	28.6%

Webinar: Teaching Students with Significant Cognitive Disabilities, cont.

**6. Comments and/or ideas for future webinars:** *(Frequency of responses in parentheses.)*

- Ideas for future webinars (6)
  - How to motivate an ED and/or cognitively impaired student to do schoolwork (1)
  - Autism/Aspergers (1)
  - Visual communications (1)
  - Graduation requirements (1)
  - Working with students with severe cognitive disabilities (1)
  - More of the same (1)
- Difficulty participating due to listening over a speaker phone (1)