



# Idaho Training Clearinghouse

## Preliminary Annual Training Evaluation Report for June Staff Meeting

2003



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## Overview of Major Goals and Functions

The Idaho Training Clearinghouse (ITC) was created as part of the State Improvement Grant through the Idaho State Department of Education, Bureau of Special Education to link special educators and parents of students with disabilities with training opportunities 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 Idaho Parents Unlimited, Inc. (Parent Training and Information Center). The ITC website is also compliant with current accessibility issues including the Americans with Disability Act and Section 508 of the Rehabilitation Act standards and recommendations. The site has been specifically designed for people with special needs when browsing the Web.

The ITC has been developed with three primary goals in mind: (1) to inform stakeholders of training opportunities and expedite electronic registration; (2) to gather evaluative feedback on the usefulness and impact of trainings to inform future planning for in-service delivery (continuous needs assessment); and (3) to support distance education by creating online tools (e.g., chat room) to foster a learning communities of trainers and participants across the state. The functions of each goal are described in more detail below.

Utilizing the ITC training calendar all users and stakeholders can search for trainings by topic, location and dates and register by email without depending on receiving a hard-copy flyer. Users of the site can also access “quick reference materials” (one page abstracts of pertinent information and additional resources written by subject matter experts) across various topics such as assistive technology, dyslexia, and transition.

Because evaluation of the impact of inservice training or evidence of change is often lacking in programs, the ITC has developed an evaluation process to gather both short-term and long-term qualitative and quantitative data on the impact of inservice trainings. First, at the conclusion of training events, participants complete standardized evaluation forms assessing satisfaction with the content and delivery of the training. A follow-up email evaluation form is then sent to participants six weeks after the training to discover how the participants have put the new ideas into practice, what barriers they have encountered and what they see as additional training needs.

Online communities of learners facilitate learning before and after trainings and are particularly helpful in bridging the training distance for those in rural areas. To this end, the ITC website also has special communities for trainers and training participants that include chats, bulletin boards, announcements from the trainer, frequently asked questions, and file download/upload capabilities. Trainers can use these features prior to trainings, for example, to distribute handouts, post articles for reading, or gather participant questions to tailor the training to their needs. The online community features can also be used after a training to facilitate knowledge acquisition and support implementation of training materials through chat rooms and bulletin boards or to distribute information to those who could not attend the training.

## Focus of Preliminary Report

The focus of the preliminary 2003 annual training evaluation report encompasses the compilation and analysis of two sets of data: (1) training evaluation summaries completed by participants at the end of training, summarized by the state regional special education offices and submitted to the ITC, and (2) follow-up email evaluations submitted online by participants six-weeks post training. These two data sets have been separated and grouped by training titles for summary and analysis. In addition, a qualitative analysis of future training needs expressed across all trainings has been conducted and included.

This report provides a quantitative summary and qualitative analysis of all training evaluation data conducted as of April 30, 2003 and received in the ITC office by May 9, 2003. The intent of the report is to provide Idaho's State Department of Education, Bureau of Special Education a combined summary and analysis of all training evaluation data so that the Bureau at their June staff meeting may make informed decisions on trainings to offer in the future. An interpretation of the data analysis and any conclusions or recommendations will be included in the final annual training evaluation report.

The following pages provide a listing and pie graphs of the training summaries and sign-in sheets that were sent to the Idaho Training Clearinghouse and, thus, used in the summary and analysis of this report. Regarding follow-up email evaluations, based on sign-in sheets received, a total of 1267 emails were sent and 351 responses were received, resulting in an overall 28% response rate.

As mentioned above, the evaluation data has been grouped into the following training titles. For each training group a summary of analysis is provided for both the training evaluation summaries and follow-up email evaluations.

1. Alternate Assessment
2. Curriculum Based Measures
3. Early Learning Standards
4. Facing Fire (Conflict)
5. Interventions For Struggling Readers
6. New Teacher Orientation
7. Recipes For Reaching Students
8. Results Based Model
9. Self-Assessment and Monitoring

Throughout the summaries of analyses for the above training groups, there are times when the number of respondents may be more or less than the listed frequencies of categories identified. This is a result of some respondents' comments either covering more than one category or not assigning to a common category of analysis.

Lastly, future training needs are broken into three groupings: (1) pop-up needs survey, which users received (once per visit) upon entering the Clearinghouse website; (2) needs expressed on the training evaluation summaries; and (3) needs expressed on the follow-up email evaluations.

## Idaho Training Clearinghouse: Preliminary 2003 Annual Training Evaluation Report

**List of Training Rosters Received (arranged by date)**  
**Bureau of Special Education 2003 Database**  
**Begin Date: July 2002**  
**End Date: April 30, 2003 (and received by May 9, 2003)**

Training Title	Location	Region	Training Date
1 Facing Fire	Boise	Southwest	07/10/02
2 Facing Fire	Coeur d'Alene	North	07/23/02
3 RBM Overview	Boise	Southwest	09/06/02
4 RBM Core Training	Lewiston	North	09/10/02
5 New Teacher Workshop	Twin Falls	Southeast	09/12/02
6 New Teacher Workshop	Boise	Southwest	09/12/02
7 Self-assessment and Monitoring	Boise	Southwest	09/16/02
8 Prereferral Activities	Bovill	North	09/16/02
9 RBM Core Training	Burley	Southeast	09/16/02
10 Self-assessment and Monitoring	Moscow	North	09/18/02
11 Interventions for Struggling Readers	Pocatello	Southeast	09/19/02
12 RBM Core Training	Coeur d'Alene	North	09/19/02
13 Self-assessment and Monitoring	Pocatello	Southeast	09/23/02
14 New Teacher Workshop	Pocatello	Southeast	09/24/02
15 New Teacher Workshop	Coeur d'Alene	North	09/24/02
16 RBM Core Training	Boise	Southwest	09/24/02
17 RBM Core Training	Pocatello	Southeast	09/30/02
18 RBM Core Training	Burley	Southeast	10/08/02
19 RBM Core Training	Boise	Southwest	10/11/02
20 Interventions for Struggling Readers	Worley	North	10/14/02
21 RBM Core Training	Lewiston	North	10/15/02
22 RBM Core Training	Coeur d'Alene	North	10/28/02
23 RBM Core Training	Pocatello	Southeast	10/30/02
24 Recipes for Reaching Students	Shelly	Southwest	11/05/02
25 RBM Core Training	Burley	Southeast	11/12/02
26 Interventions for Struggling Readers	Boise	Southwest	11/12/02
27 Curriculum-Based Measures	Pocatello	Southeast	11/14/02
28 RBM Core Training	Pocatello	Southeast	11/21/02
29 RBM Core Training	Boise	Southwest	12/04/02
30 Curriculum-Based Measures	Twin Falls	Southeast	12/05/02
31 Curriculum-Based Measures	Boise	Southwest	12/12/02
32 RBM Core Training	Lewiston	North	12/16/02
33 RBM Core Training	Boise	Southwest	01/08/03
34 RBM Core Training	Burley	Southeast	01/10/03
35 RBM Core Training	Pocatello	Southeast	01/16/03
36 RBM Core Training	Lewiston	North	01/21/03
37 Paraprofessional Standards	Boise	Southeast	01/24/03
38 Alternate Assessment	Pocatello	Southeast	01/29/03
39 Alternate Assessment	Boise	Southeast	02/03/03
40 Alternate Assessment	Lewiston	North	02/04/03
41 Alternate Assessment	Nampa	Southeast	02/10/03
42 Alternate Assessment	Boise	Southeast	02/14/03
43 Alternate Assessment	Boise	Southeast	02/25/03
44 RBM Advanced Training	Moscow	North	03/13/03
45 Early Learning Standards	Caldwell	Southeast	03/14/03
46 Early Learning Standards	Boise	Southeast	03/17/03
47 Early Learning Standards	Twin Falls	Southwest	04/04/03
48 IEP Workshop	Payette	Southwest	04/14/03
49 Early Learning Standards	Lewiston	North	04/25/03
50 Early Learning Standards	Post Falls	North	04/18/03
51 Early Learning Standards	Idaho Falls	Southeast	05/08/03
52 Early Learning Standards	Pocatello	Southeast	05/09/03

Summaries 15, 36, and 48 not included because need 2 or more summaries to conduct analysis.

Summaries 51-52 not included in analysis because they occurred after April 30<sup>th</sup>.

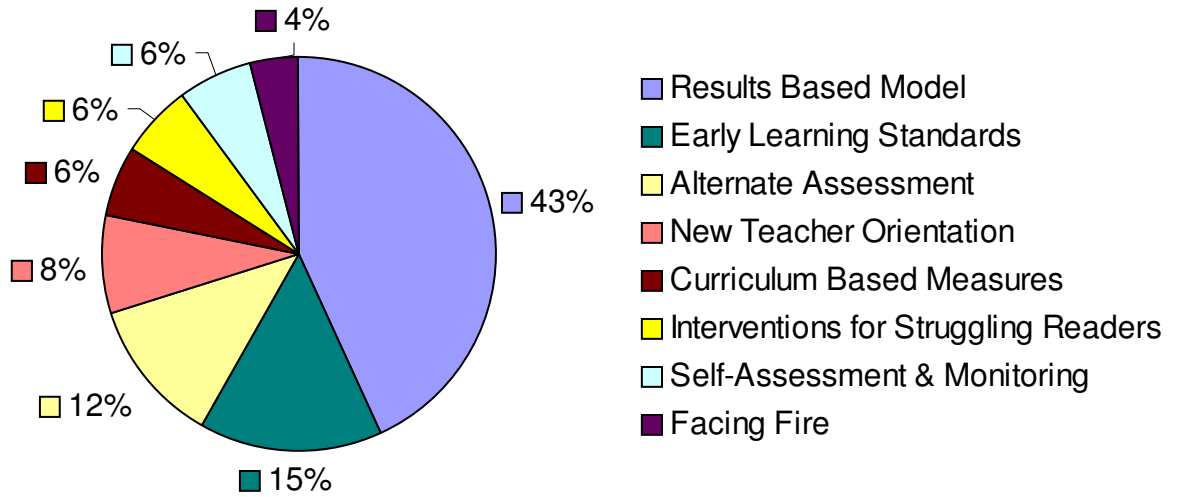
## Idaho Training Clearinghouse: Preliminary 2003 Annual Training Evaluation Report

**List of Training Evaluation Summaries Received (arranged by date)**  
**Bureau of Special Education 2003 Database**  
**Begin Date: July 1, 2002**  
**End Date: April 30, 2003 (and received by May 9, 2003)**

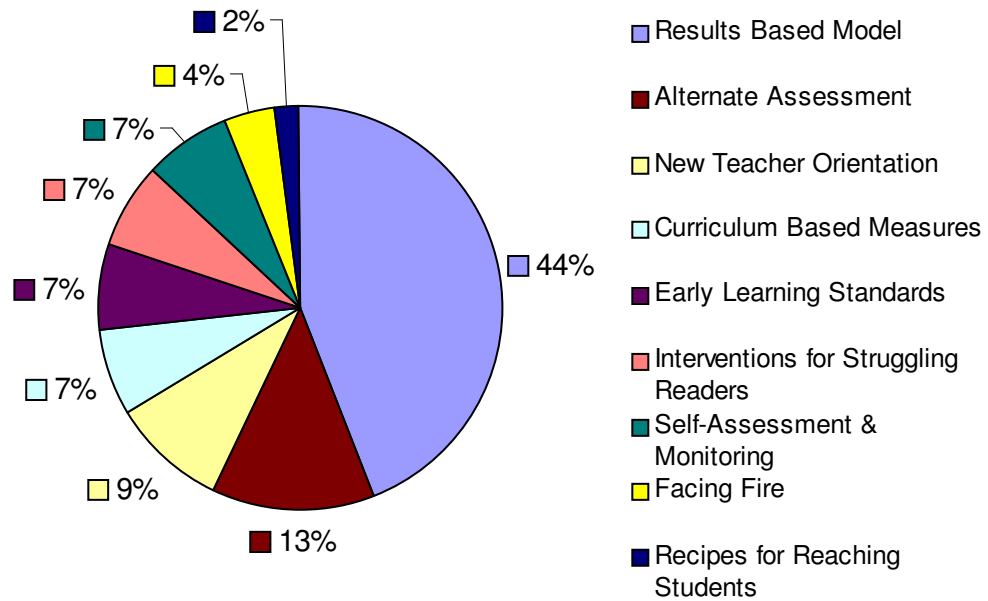
Training Title	Location	Region	Training Date
1 Alternate Assessment	Pocatello	Southeast	01/29/03
2 Alternate Assessment	Lewiston	North	02/04/03
3 Alternate Assessment	Boise	Southeast	02/14/03
4 Alternate Assessment	Boise	Southeast	02/25/03
5 Alternate Assessment	Boise	Southeast	02/03/03
6 Alternate Assessment	Nampa	Southeast	02/10/03
7 Curriculum-Based Measures	Twin Falls	Southeast	12/05/02
8 Curriculum-Based Measures	Pocatello	Southeast	11/14/02
9 Curriculum-Based Measures	Boise	Southwest	12/12/02
10 Early Learning Standards	Caldwell	Southeast	03/14/03
11 Early Learning Standards	Boise	Southeast	03/17/03
12 Early Learning Standards	Twin Falls	Southwest	04/04/03
13 Early Learning Standards	Lewiston	North	04/25/03
14 Early Learning Standards	Post Falls	North	04/18/03
15 Facing Fire	Coeur d'Alene	North	07/23/02
16 Facing Fire	Boise	Southwest	07/10/02
17 IEP Workshop	Payette	Southwest	04/14/03
18 Interventions for Struggling Readers	Pocatello	Southeast	09/19/02
19 Interventions for Struggling Readers	Coeur d'Alene	North	10/14/02
20 Interventions for Struggling Readers	Boise	Southwest	11/12/02
21 New Teacher Workshop	Twin Falls	Southeast	09/12/02
22 New Teacher Workshop	Pocatello	Southeast	09/24/02
23 New Teacher Workshop	Coeur d'Alene	North	09/24/02
24 New Teacher Workshop	Boise	Southwest	09/12/02
25 Paraprofessional Standards	Boise	Southeast	01/24/03
26 RBM Advanced (day 1 of 2)	Moscow	North	03/13/03
27 RBM Advanced (day 2 of 2)	Moscow	North	03/14/03
28 RBM Core Training	Pocatello	Southeast	09/30/02
29 RBM Core Training	Burley	Southeast	10/08/02
30 RBM Core Training	Lewiston	North	10/15/02
31 RBM Core Training	Coeur d'Alene	North	10/28/02
32 RBM Core Training	Burley	Southeast	11/12/02
33 RBM Core Training	Pocatello	Southeast	10/30/02
34 RBM Core Training	Burley	Southeast	09/16/02
35 RBM Core Training	Coeur d'Alene	North	09/19/02
36 RBM Core Training	Lewiston	North	12/16/02
37 RBM Core Training	Boise	Southwest	12/04/02
38 RBM Core Training	Boise	Southwest	10/11/02
39 RBM Core Training	Boise	Southwest	09/24/02
40 RBM Core Training	Boise	Southwest	01/08/03
41 RBM Core Training	Pocatello	Southeast	11/21/02
42 RBM Core Training	Burley	Southeast	01/10/03
43 RBM Core Training	Pocatello	Southeast	01/16/03
44 RBM Core Training	Lewiston	North	01/21/03
45 RBM Core Training	Coeur d'Alene	North	01/23/03
46 RBM Overview	Salmon	Southwest	10/26/02
47 Recipes for Reaching Students	Shelly	Southwest	10/05/02
48 Self-assessment/Monitoring	Pocatello	Southeast	09/23/02
49 Self-assessment/Monitoring	Moscow	North	09/18/02
50 Self-assessment/Monitoring	Boise	Southwest	09/16/02
51 Early Learning Standards	Idaho Falls	Southeast	5/8/2003
52 Early Learning Standards	Pocatello	Southeast	05/09/03

} Sheets 48-52 not included in analysis because either the training did not take place on or before April 30<sup>th</sup> or the sheet was received after May 9<sup>th</sup>.

### Training Evaluation Summaries Represented in Report



### Sign-in Sheets (for Follow-up Emails) Represented in Report



## Demographics of Respondents: Training Evaluation Summaries

Title: All Training Combined Reporting Period: July 1, 2002 – April 30, 2003

**Are you a:** (check all that apply)

**Ethnic Group:** (optional and confidential)

<u>77</u> Parent of a child with disability	<u>297</u> General educator	<u>471</u> Caucasian
<u>17</u> Other relative	<u>96</u> School administrator	<u>6</u> African American
<u>0</u> Surrogate parent	<u>3</u> Family service provider	<u>14</u> Hispanic
<u>2</u> Foster parent	<u>6</u> Medical/health professional	<u>5</u> Asian
<u>9</u> Advocate	<u>115</u> Related service personnel (SLP, PT/OT, psychologist, social worker)	<u>12</u> American Indian
<u>441</u> Special educator	<u>136*</u> Other (please specify)_____	<u>13**</u> Other (please specify)_____

**How did you learn of this training?**

<u>186</u> Saw a Pamphlet	<u>18</u> Announcement at Another Conference
<u>251</u> Word of Mouth	<u>15</u> Posted on Idaho Training Clearinghouse Website
<u>100</u> E-mail Announcement	<u>236***</u> Other

**\*Position: (Total Other = 136)**

- 94 = Not Specified
- 9 = Counselor
- 9 = Title I
- 4 = Paraprofessional
- 4 = Secretary
- 3 = Consulting Teacher
- 3 = ESL
- 3 = RBM Rep./Coordinator
- 3 = Student/Intern
- 2 = Substitute Teacher
- 1 = LEP
- 1 = Principal

**\*Ethnic Group: (Total Other = 13)**

- 11 = Not Specified
- 1 = African American/Caucasian
- 1 = European

**\*\*\*How Did You Learn Of The Training:**

**(Total Other = 236)**

- 131 = Not Specified
- 23 = Principal/Supervisor/Administrator
- 22 = Special Education Director
- 14 = District
- 10 = Grant (condition/part of)
- 10 = RBM Team/School Pilot Program
- 4 = School
- 3 = Dalton School
- 3 = Superintendent
- 3 = Support/Special Services
- 2 = Attended Last Year
- 2 = Faculty Meeting/Presentation at School
- 2 = Mentor
- 2 = Other Colleagues/School Personnel
- 1 = Director's Meeting
- 1 = ISU School Psychology Program
- 1 = Regional Special Education Consultant
- 1 = Student Teaching Placement
- 1 = Task Force

## Demographics of Respondents: Follow-up Email Evaluations

Due to the nature of the survey being anonymous and confidential, demographic data on respondents to the follow-up email evaluations is not available.

## Future Training Needs

### Pop-up Needs Survey

Reporting Period: February 16 – May 21, 2003 (approximately 13 weeks)

Number of Surveys Submitted: 107

The screenshot shows a web browser window with the URL <http://www.educ.uidaho.edu/clearinghouse/survey/ViewSurvey.asp?Mode=normal&Check=True&SurveyNam...>. The page header includes logos for University of Idaho, ITC, Idaho Special Education, Live with CDHD, Idaho Parents Unlimited, and Idaho Training Clearinghouse. Below the header, there is a text box for "What topic or information are you looking for? (list up to five key words)". Underneath, a section titled "Are you a: (select one)" contains radio button options: Parent of a child with disability, Special educator, General educator, School administrator, Family service provider, Medical/health professional, Related service personnel (SLP, PT/OT, psychologist, social worker), and Other: (please specify) with a text input field. At the bottom are "Submit" and "Cancel" buttons.

#### Topic/Information Seeking:

- |  |   |
|--|---|
| 7 = Alternate Assessment                     | 1 = Dyspraxia Apraxia                         |
| 6 = Results Based Model                      | 1 = Early Childhood                           |
| 5 = Assistive Technology                     | 1 = Early Childhood Special Education Program |
| 4 = Special Education Training               | 1 = Employment                                |
| 4 = Intensive Behavioral Intervention        | 1 = Just-in-Time/Quick Reference              |
| 3 = Individualized Education Plan            | 1 = Literacy Standards                        |
| 2 = Fetal Alcohol Syndrome                   | 1 = Non-categorical Special Education         |
| 2 = Fluency/Reading                          | 1 = Parenting Classes                         |
| 2 = Early/Emergent Literacy                  | 1 = Present Level of Performance              |
| 2 = Autism/Asperger Syndrome                 | 1 = Professional Development                  |
| 1 = Add Listing/Training                     | 1 = Testing LEP students                      |
| 1 = Adult Education                          | 1 = Time Out                                  |
| 1 = Attention Deficit Hyperactivity Disorder | 1 = Reacquaint Self With Site                 |
| 1 = Behavior Management                      | 1 = Resources                                 |
| 1 = Bi-polar Schools                         | 1 = Special Education Law                     |
| 1 = Calendar                                 | 1 = Standards Based Instruction               |
| 1 = Curriculum Based Measurement             | 1 = State Standards                           |
| 1 = Curriculum for First Graders             | 1 = Summer Programs                           |
| 1 = Deaf/Hard of Hearing                     | 1 = Traumatic Brain Injury                    |
| 1 = Developmental Disabilities               | 1 = Turrets Syndrome Training                 |
| 1 = Differentiated Instruction               |   |
| 1 = Doula (labor/postpartum support person)  |   |

### Pop-Up Needs Survey, Cont.

#### Types of Respondents:

- 41 = Special Educator
- 29 = Parent of a Child with Disability
- 7 = General Educator
- 7 = Related Service Personnel (SLP, PT/OT, Psychologist, Social Worker)
- 7 = Other (See below for classification of responses)
- 7 = School Administrator
- 1 = Family Service Provider
- 1 = Medical/Health Professional

#### Other: (Total = 7)

- 3 = State Department of Education
- 1 = Idaho Assistive Technology Project (IATP)
- 1 = CSPD from Maine
- 1 = Public Health Professional
- 1 = Hard of hearing person seeking employment in field of facilitating communication between parents and deaf child with sign language

## Future Training Needs Across All Trainings

In addition to the pop-up needs survey, there are two training evaluation data sets. One is considered short-term and involves training participants completing a standardized training evaluation form at the end of the session (hereafter referred to as training evaluation summaries). The other is more long-term in that it asks participants to complete a web-based evaluation form six weeks post training (hereafter referred to as follow-up email evaluations).

Given these two data sets, a qualitative categorical analysis was done on the question “**What other training needs do you have?**” resulting in the following expressed needs. Below and throughout the report are numbers in parentheses that denote frequencies (i.e., the number of times an item was mentioned).

### Training Evaluation Summaries: Future Training Needs Across All Trainings (Total # of Respondents=Unknown)

- RBM Follow-up (38)
- IEPs (14)
- Literacy (11)
- Challenging Behaviors, PBS (8)
- Assistive Technology (7)
- Math (7)
- Data collection and management (7)
- Laws, ISAT and Standards (5)
- Conflict, time management and communication (5)
- Interventions/modifications (4)
- Specific Disabilities (3)
- Assessment (3)
- Working with Parents (2)
- Early Childhood Infant/Preschool (1)

### Follow-up Email Evaluations: Future Training Needs Across All Trainings (Total # of Respondents=303)

- Literacy (18)
- Challenging Behaviors, PBS (16)
- RBM Follow-up (14)
- Early Childhood Infant/Preschool (13)
- Specific Disabilities (13)
- Data collection and management (10)
- Interventions/modifications (9)
- IEPs (8)
- Laws, ISAT and Standards (8)
- Conflict, time management and communication (7)
- Assessment (4)
- Working with Parents (3)
- Math (3)
- Assistive Technology (2)

**State Department of Education  
Training Evaluation Summaries – Annual Report**

Title: Alternate Assessment Reporting Period: July 1, 2002 – April 30, 2003

**Are you a:** (check all that apply)

**Ethnic Group:** (optional and confidential)

<u>12</u> Parent of a child with disability	<u>3</u> General educator	<u>77</u> Caucasian
<u>0</u> Other relative	<u>14</u> School administrator	<u>3</u> African American
<u>0</u> Surrogate parent	<u>0</u> Family service provider	<u>1</u> Hispanic
<u>1</u> Foster parent	<u>0</u> Medical/health professional	<u>1</u> Asian
<u>0</u> Advocate	<u>7</u> Related service personnel (SLP, PT/OT, psychologist, social worker)	<u>0</u> American Indian
<u>131</u> Special educator	<u>4</u> Other (please specify) _____	<u>0</u> Other (please specify) _____

**How did you learn of this training?**

<u>49</u> Saw a Pamphlet	<u>2</u> Announcement at Another Conference
<u>30</u> Word of Mouth	<u>0</u> Posted on Idaho Training Clearinghouse Website
<u>37</u> E-mail Announcement	<u>26</u> Other

	<b>Absolutely (5)</b>	<b>Yes (4)</b>	<b>Average (3)</b>	<b>Ho Hum (2)</b>	<b>Not (1)</b>
	<b>Averages</b>				
1. The presenter was knowledgeable about the topic.	4.41				
2. The presenter used visuals and other materials effectively.	4.01				
3. The presenter handled questions effectively.	4.11				
4. The presentation was delivered well.	3.90				
5. Handouts were useful.	4.42				
6. The content was relevant to my professional and/or personal needs.	4.44				
7. The physical/room arrangements met my needs.	3.95				
8. Overall the training was well worth my time.	4.03				

**What did you like best or find most useful about this training?**

- Online access/computer walk through (34)
- Handouts/step-by-step guide (26)
- Updates of changes (8)
- Standards – criteria/alignment with (4)

**What do you feel would make this training better? OR If you could improve or change this class in any way, what would you do?**

- Computers avail for all participants (11)
- All handouts avail before presentation (8)
- Needs organization (7)
- Give overview of program (5)
- Small group Q & A (4)

**What, if any, additional training on this topic do you need?**

- Small district level trainings (9)
- Basic training on subject (7)
- Online consultation (6)
- Data collection (4)
- Goals/objectives (4)

**State Department of Education  
Follow-up Email Evaluations – Annual Report**

Title: Alternate Assessment Reporting Period: July 1, 2002 – April 30, 2003  
 # Emails Sent: 230 # Forms Submitted: 80 % of Response: 34.78%

1. As a result of the training, did you learn a new skill or acquire additional information?

Answer	Percentage
Yes	91.25%
No	8.75%
Left Blank	0%

2. Have you had an opportunity to apply the new skill or observe it being applied in your school/home?

Answer	Percentage
Yes	46.25%
No	52.50%
Left Blank	1.25%

3. Please give at least one example of how you have applied this new skill/information or seen it applied and the results. (# of respondents=53)

- Implementation of AA/data records (31)
- Software (11)
- Consulting/Resolution with staff/parents (7)

4. What are some additional resources or conditions needed to promote or increase the use of the new skill/information?

Answer	Percentage
Opportunity to apply the skill	56.25%
Time to plan for integrating this into practice/daily life	21.25%
Support from administration	1.25%
Time to collaborate with others	10.00%
Need for further training or technical assistance	3.75%
Other	1.25%
Left Blank	6.25%

5. Looking back, please rate if overall the training was well worth your time.

Answer	Percentage
Absolutely	22.50%
Yes	43.75%
Average	20.00%
Ho Hum	10.00%
Not	1.25%
Left Blank	2.50%

6. Other comments about this training? (# of respondents=45)

- No categories identified – too diverse

Note: Where number of respondents is more or less than the listed frequencies of categories, some respondents' comments either covered more than one category or were not assigned to a common category of analysis.

**State Department of Education  
Training Evaluation Summaries – Annual Report**

Title: Curriculum Based Measures Reporting Period: July 1, 2002 – April 30, 2003

**Are you a:** (check all that apply)

**Ethnic Group:** (optional and confidential)

<u>7</u> Parent of a child with disability	<u>9</u> General educator	<u>21</u> Caucasian
<u>3</u> Other relative	<u>6</u> School administrator	<u>0</u> African American
<u>0</u> Surrogate parent	<u>1</u> Family service provider	<u>1</u> Hispanic
<u>0</u> Foster parent	<u>0</u> Medical/health professional	<u>0</u> Asian
<u>1</u> Advocate	<u>6</u> Related service personnel (SLP, PT/OT, psychologist, social worker)	<u>0</u> American Indian
<u>27</u> Special educator	<u>4</u> Other (please specify) _____	<u>0</u> Other (please specify) _____

**How did you learn of this training?**

<u>19</u> Saw a Pamphlet	<u>3</u> Announcement at Another Conference
<u>13</u> Word of Mouth	<u>0</u> Posted on Idaho Training Clearinghouse Website
<u>8</u> E-mail Announcement	<u>5</u> Other

	<b>Absolutely</b> (5)	<b>Yes</b> (4)	<b>Average</b> (3)	<b>Ho Hum</b> (2)	<b>Not</b> (1)
	<b>Averages</b>				
1. The presenter was knowledgeable about the topic.	4.70				
2. The presenter used visuals and other materials effectively.	4.43				
3. The presenter handled questions effectively.	4.46				
4. The presentation was delivered well.	4.39				
5. Handouts were useful.	4.53				
6. The content was relevant to my professional and/or personal needs.	4.49				
7. The physical/room arrangements met my needs.	4.24				
8. Overall the training was well worth my time.	4.47				

**What did you like best or find most useful about this training?**

- Functional/practical information (7)
- Computer/website (6)
- Review curriculum implementation (5)
- Use of data collection (4)

**What do you feel would make this training better? OR If you could improve or change this class in any way, what would you do?**

- More effective lab (5)
- Math/spelling/writing requirements (4)
- Quick overview of why needed (2)

**What, if any, additional training on this topic do you need?**

- More training on computers (4)
- Data management/presentation (3)
- Follow-up (3)

**State Department of Education  
Follow-up Email Evaluations – Annual Report**

Title: Curriculum Based Measures Reporting Period: July 1, 2002 – April 30, 2003  
 # Emails Sent: 57 # Forms Submitted: 30 % of Response: 52.63%

1. As a result of the training, did you learn a new skill or acquire additional information?

Answer	Percentage
Yes	93.33%
No	6.67%
Left Blank	0%

2. Have you had an opportunity to apply the new skill or observe it being applied in your school/home?

Answer	Percentage
Yes	56.67%
No	36.67%
Left Blank	6.67%

3. Please give at least one example of how you have applied this new skill/information or seen it applied and the results. (# of respondents=30)

- CBMS useful intervention (12)
- Reading assessment (3)
- AIMS Program (3)

4. What are some additional resources or conditions needed to promote or increase the use of the new skill/information?

Answer	Percentage
Opportunity to apply the skill	36.67%
Time to plan for integrating this into practice/daily life	46.67%
Support from administration	0%
Time to collaborate with others	6.67%
Need for further training or technical assistance	3.33%
Other	0%
Left Blank	6.67%

5. Looking back, please rate if overall the training was well worth your time.

Answer	Percentage
Absolutely	43.33%
Yes	26.67%
Average	20.00%
Ho Hum	0%
Not	6.67%
Left Blank	3.33%

6. Other comments about this training? (# of respondents=19)

- Training beneficial for novice users ( 6)
- Beneficial training (3)
- Computer lab training unproductive (3)

Note: Where number of respondents is more or less than the listed frequencies of categories, some respondents' comments either covered more than one category or were not assigned to a common category of analysis.

**State Department of Education  
Training Evaluation Summaries – Annual Report**

Title: Early Learning Standards Reporting Period: July 1, 2002 – April 30, 2003

**Are you a:** (check all that apply)\*

**Ethnic Group:** (optional and confidential)\*

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Parent of a child with disability | <input type="checkbox"/> General educator  | <input type="checkbox"/> Caucasian                    |
| <input type="checkbox"/> Other relative                    | <input type="checkbox"/> School administrator  | <input type="checkbox"/> African American             |
| <input type="checkbox"/> Surrogate parent                  | <input type="checkbox"/> Family service provider   | <input type="checkbox"/> Hispanic                     |
| <input type="checkbox"/> Foster parent                     | <input type="checkbox"/> Medical/health professional   | <input type="checkbox"/> Asian                        |
| <input type="checkbox"/> Advocate                          | <input type="checkbox"/> Related service personnel (SLP, PT/OT, psychologist, social worker) | <input type="checkbox"/> American Indian              |
| <input type="checkbox"/> Special educator                  | <input type="checkbox"/> Other (please specify) _____  | <input type="checkbox"/> Other (please specify) _____ |

**How did you learn of this training?\***

- |  |   |
|--|---|
| <input type="checkbox"/> Saw a Pamphlet      | <input type="checkbox"/> Announcement at Another Conference             |
| <input type="checkbox"/> Word of Mouth       | <input type="checkbox"/> Posted on Idaho Training Clearinghouse Website |
| <input type="checkbox"/> E-mail Announcement | <input type="checkbox"/> Other  |

\*Note: Numbers for these categorical areas were not reported on the summaries sent to the Idaho Training Clearinghouse.

**Note: The following statements are different from the set of items on the standardized evaluation form.**

<b>Absolutely</b>	<b>Yes</b>	<b>Average</b>	<b>Ho Hum</b>	<b>Not</b>
(5)	(4)	(3)	(2)	(1)
Averages*				

1. Sufficient time was available to accomplish each agenda item.	3.18
2. Meeting facilitation was effective in helping us cover agenda items.	3.50
3. My objectives for participating in the meeting were met.	3.46
4. Participants had ample opportunities to discuss their views and resolve differing opinions.	3.34
5. The results of this meeting were satisfactory.	3.48
6. Needed materials and resources were available.	3.66
7. The meeting room was satisfactory.	3.42
8. The food and beverages were satisfactory.	3.72

\* Note: On the summaries sent to the Idaho Training Clearinghouse, averages were reported using a 1-4 scale.

**What did you like best or find most useful about this training?**

- Organization/Handouts/Manual (17)
- Presenter/presentation (12)
- Networking w/colleagues (8)
- Group discussions (4)
- Q & A (4)

**What do you feel would make this training better? OR If you could improve or change this class in any way, what would you do?**

- More time for Q & A/discussions (9)
- More group activities/hands-on (5)
- More time on standards/information (3)

**What, if any, additional training on this topic do you need?**

- Question not asked on summaries submitted to ITC

**State Department of Education  
Follow-up Email Evaluations – Annual Report**

Title: Early Learning Standards Reporting Period: July 1, 2002 – April 30, 2003  
 # Emails Sent: 70 # Forms Submitted: 36 % of Response: 51.43%

1. As a result of the training, did you learn a new skill or acquire additional information?

Answer	Percentage
Yes	94.44%
No	5.56%
Left Blank	0%

2. Have you had an opportunity to apply the new skill or observe it being applied in your school/home?

Answer	Percentage
Yes	63.89%
No	33.33%
Left Blank	2.78%

3. Please give at least one example of how you have applied this new skill/information or seen it applied and the results. (# of respondents=28)

- Writing IEPs/Lesson Plans (linked to standards) (14)
- Curriculum alignment (7)
- Assessment alignment (3)

4. What are some additional resources or conditions needed to promote or increase the use of the new skill/information?

Answer	Percentage
Opportunity to apply the skill	44.44%
Time to plan for integrating this into practice/daily life	30.56%
Support from administration	2.78%
Time to collaborate with others	8.33%
Need for further training or technical assistance	0%
Other	11.11%
Left Blank	2.78%

5. Looking back, please rate if overall the training was well worth your time.

Answer	Percentage
Absolutely	30.56%
Yes	44.44%
Average	13.89%
Ho Hum	8.33%
Not	2.78%
Left Blank	0%

6. Other comments about this training? (# of respondents=22)

- Presenters (flexibility, Q & A, organized) (7)
- Colleague connections (3)
- Development of standards (who/how) (2)

Note: Where number of respondents is more or less than the listed frequencies of categories, some respondents' comments either covered more than one category or were not assigned to a common category of analysis.

**State Department of Education  
Training Evaluation Summaries – Annual Report**

Title: Facing Fire (Conflict) Reporting Period: July 1, 2002 – April 30, 2003

**Are you a:** (check all that apply)\*

- |  |   |
|--|---|
| <input type="checkbox"/> Parent of a child with disability | <input type="checkbox"/> General educator             |
| <input type="checkbox"/> Other relative                    | <input type="checkbox"/> School administrator         |
| <input type="checkbox"/> Surrogate parent                  | <input type="checkbox"/> Family service provider      |
| <input type="checkbox"/> Foster parent                     | <input type="checkbox"/> Medical/health professional  |
| <input type="checkbox"/> Advocate                          | <input type="checkbox"/> Related service personnel    |
| <input type="checkbox"/> Special educator                  | <input type="checkbox"/> Other (please specify) _____ |

**Ethnic Group:** (optional and confidential)\*

- |   |
|---|
| <input type="checkbox"/> Caucasian                    |
| <input type="checkbox"/> African American             |
| <input type="checkbox"/> Hispanic                     |
| <input type="checkbox"/> Asian                        |
| <input type="checkbox"/> American Indian              |
| <input type="checkbox"/> Other (please specify) _____ |

**How did you learn of this training?\***

- |  |   |
|--|---|
| <input type="checkbox"/> Saw a Pamphlet      | <input type="checkbox"/> Announcement at Another Conference             |
| <input type="checkbox"/> Word of Mouth       | <input type="checkbox"/> Posted on Idaho Training Clearinghouse Website |
| <input type="checkbox"/> E-mail Announcement | <input type="checkbox"/> Other _____                                    |

Note: Numbers for these categorical areas were not reported on the summaries sent to the Idaho Training Clearinghouse due to standardized form having not yet been developed and approved for use.

	<b>Absolutely (5)</b>	<b>Yes (4)</b>	<b>Average (3)</b>	<b>Ho Hum (2)</b>	<b>Not (1)</b>
Averages					
1. The presenter was knowledgeable about the topic.	Note: Averages for these questions were not reported on the summaries sent to the Idaho Training Clearinghouse due to standardized form having not yet been developed and approved for use.				
2. The presenter used visuals and other materials effectively.					
3. The presenter handled questions effectively.					
4. The presentation was delivered well.					
5. Handouts were useful.					
6. The content was relevant to my professional and/or personal needs.					
7. The physical/room arrangements met my needs.					
8. Overall the training was well worth my time.					

**What did you like best or find most useful about this training?**

- Strategies/skills/stories (20)
- Presentation/presenter (13)
- Modeled behavior/techniques (11)

**What do you feel would make this training better? OR If you could improve or change this class in any way, what would you do?**

- More role playing (7)
- Time issues (6)
- Overheads/handouts (5)
- Follow-up (2)
- Class farther north (2)

**What, if any, additional training on this topic do you need?**

- Course Refreshers (10)
- Handouts (9)
- More exercises/practice/role play (4)
- More coaches during session (3)
- Various personality characteristics (3)
- Resources for emotional disturbance (3)
- Application to teens (3)
- Mediation (3)

**State Department of Education  
Follow-up Email Evaluations – Annual Report**

Title: Facing Fire (Conflict) Reporting Period: July 1, 2002 – April 30, 2003  
 # Emails Sent: 68 # Forms Submitted: 15 % of Response: 22.06%

1. As a result of the training, did you learn a new skill or acquire additional information?

Answer	Percentage
Yes	100%
No	0%
Left Blank	0%

2. Have you had an opportunity to apply the new skill or observe it being applied in your school/home?

Answer	Percentage
Yes	93.33%
No	6.67%
Left Blank	0%

3. Please give at least one example of how you have applied this new skill/information or seen it applied and the results. (# of respondents=13)

- Used techniques w/ parents, students, staff, family (6)
- Communication skills advanced (3)

4. What are some additional resources or conditions needed to promote or increase the use of the new skill/information?

Answer	Percentage
Opportunity to apply the skill	40.00%
Time to plan for integrating this into practice/daily life	26.67%
Support from administration	0%
Time to collaborate with others	6.67%
Need for further training or technical assistance	0%
Other	0%
Left Blank	26.67%

5. Looking back, please rate if overall the training was well worth your time.

Answer	Percentage
Absolutely	73.33%
Yes	26.67%
Average	0%
Ho Hum	0%
Not	0%
Left Blank	0%

6. Other comments about this training? (# of respondents=9)

- Presenter (fantastic, enjoyable, real, knowledgeable) (6)

Note: Where number of respondents is more or less than the listed frequencies of categories, some respondents' comments either covered more than one category or were not assigned to a common category of analysis.

**State Department of Education  
Training Evaluation Summaries – Annual Report**

Title: Interventions for Struggling Readers Reporting Period: July 1, 2002 – April 30, 2003

**Are you a:** (check all that apply)

**Ethnic Group:** (optional and confidential)

<u>16</u> Parent of a child with disability	<u>128</u> General educator	<u>118</u> Caucasian
<u>3</u> Other relative	<u>4</u> School administrator	<u>1</u> African American
<u>0</u> Surrogate parent	<u>0</u> Family service provider	<u>1</u> Hispanic
<u>1</u> Foster parent	<u>0</u> Medical/health professional	<u>1</u> Asian
<u>5</u> Advocate	<u>11</u> Related service personnel (SLP, PT/OT, psychologist, social worker)	<u>2</u> American Indian
<u>80</u> Special educator	<u>26</u> Other (please specify) _____	<u>3</u> Other (please specify) _____

**How did you learn of this training?**

<u>95</u> Saw a Pamphlet	<u>1</u> Announcement at Another Conference
<u>99</u> Word of Mouth	<u>5</u> Posted on Idaho Training Clearinghouse Website
<u>19</u> E-mail Announcement	<u>33</u> Other

	Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
	Averages				
1. The presenter was knowledgeable about the topic.	4.99				
2. The presenter used visuals and other materials effectively.	4.91				
3. The presenter handled questions effectively.	4.89				
4. The presentation was delivered well.	4.99				
5. Handouts were useful.	4.97				
6. The content was relevant to my professional and/or personal needs.	4.95				
7. The physical/room arrangements met my needs.	4.74				
8. Overall the training was well worth my time.	4.99				

**What did you like best or find most useful about this training?**

- Strategies for improving reading/comprehension/fluency (52)
- Presentation/presenter's style (23)
- Immediate classroom implementation (17)
- Practice (7)
- Demonstration of info/techniques (6)
- Practical application (6)

**What do you feel would make this training better? OR If you could improve or change this class in any way, what would you do?**

- Bring her back for more (15)
- Not a thing (13)
- Room – smoky (8)
- Q & A time (4)
- Credit should be offered (3)
- More vocab/comprehension (2)
- Separate middle school/high school training (2)

**What, if any, additional training on this topic do you need?**

- Follow-up/review (20)
- Writing workshop (5)
- K-3 Interventions workshop (3)
- Connection to ISAT expectations (2)
- Whole school come on board (2)

**State Department of Education  
Follow-up Email Evaluations – Annual Report**

Title: Interventions for Struggling Readers Reporting Period: July 1, 2002 – April 30, 2003  
 # Emails Sent: 192 # Forms Submitted: 74 % of Response: 38.54%

1. As a result of the training, did you learn a new skill or acquire additional information?

Answer	Percentage
Yes	100%
No	0%
Left Blank	0%

2. Have you had an opportunity to apply the new skill or observe it being applied in your school/home?

Answer	Percentage
Yes	95.95%
No	4.05%
Left Blank	0%

3. Please give at least one example of how you have applied this new skill/information or seen it applied and the results. (# of respondents=67)

- Fluency/Word/Spelling strategies (34)
- REWARDS curriculum (11)
- “Read Naturally” program (6)

4. What are some additional resources or conditions needed to promote or increase the use of the new skill/information?

Answer	Percentage
Opportunity to apply the skill	44.59%
Time to plan for integrating this into practice/daily life	24.33%
Support from administration	1.35%
Time to collaborate with others	12.16%
Need for further training or technical assistance	4.05%
Other	8.11%
Left Blank	5.41%

5. Looking back, please rate if overall the training was well worth your time.

Answer	Percentage
Absolutely	81.08%
Yes	5.41%
Average	1.35%
Ho Hum	0%
Not	0%
Left Blank	12.16%

6. Other comments about this training? (# of respondents=49)

- Informative/Useful (21)
- Presenter (20)

Note: Where number of respondents is more or less than the listed frequencies of categories, some respondents' comments either covered more than one category or were not assigned to a common category of analysis.

**State Department of Education  
Training Evaluation Summaries – Annual Report**

Title:     New Teacher Orientation     Reporting Period:     July 1, 2002 – April 30, 2003    

**Are you a:** (check all that apply)

**Ethnic Group:** (optional and confidential)

<u>  9  </u> Parent of a child with disability	<u>  4  </u> General educator	<u> 47 </u> Caucasian
<u>  2  </u> Other relative	<u>  4  </u> School administrator	<u>  0  </u> African American
<u>  0  </u> Surrogate parent	<u>  1  </u> Family service provider	<u>  1  </u> Hispanic
<u>  0  </u> Foster parent	<u>  1  </u> Medical/health professional	<u>  0  </u> Asian
<u>  1  </u> Advocate	<u>  9  </u> Related service personnel (SLP, PT/OT, psychologist, social worker)	<u>  3  </u> American Indian
<u> 50 </u> Special educator	<u>  4  </u> Other (please specify) _____	<u>  1  </u> Other (please specify) _____

**How did you learn of this training?**

<u> 14 </u> Saw a Pamphlet	<u>  1  </u> Announcement at Another Conference
<u> 10 </u> Word of Mouth	<u>  1  </u> Posted on Idaho Training Clearinghouse Website
<u>  9  </u> E-mail Announcement	<u> 45 </u> Other

	Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
	Averages				
1. The presenter was knowledgeable about the topic.	4.66				
2. The presenter used visuals and other materials effectively.	4.57				
3. The presenter handled questions effectively.	4.60				
4. The presentation was delivered well.	4.39				
5. Handouts were useful.	4.64				
6. The content was relevant to my professional and/or personal needs.	4.56				
7. The physical/room arrangements met my needs.	4.56				
8. Overall the training was well worth my time.	4.41				

**What did you like best or find most useful about this training?**

- Handouts (25)
- Presentation/presenter (18)
- Q & A (11)
- IEP breakdown (10)
- SE Manual clarification (7)
- Networking (6)

**What do you feel would make this training better? OR If you could improve or change this class in any way, what would you do?**

- Need two-day training/more time (13)
- Hands-on/practical application (9)
- Sample IEP (5)
- Panel/group discussions (4)
- Organization of handbook (4)
- Use SE Manual more (4)

**What, if any, additional training on this topic do you need?**

- Writing goals/objectives/benchmarks (20)
- Curriculum based assessments (6)
- Accent Training (5)
- Hands-on/case studies (4)

**State Department of Education  
Follow-up Email Evaluations – Annual Report**

Title: New Teacher Orientation Reporting Period: July 1, 2002 – April 30, 2003  
 # Emails Sent: 84 # Forms Submitted: 14 % of Response: 16.67%

1. As a result of the training, did you learn a new skill or acquire additional information?

Answer	Percentage
Yes	92.86%
No	7.14%
Left Blank	0%

2. Have you had an opportunity to apply the new skill or observe it being applied in your school/home?

Answer	Percentage
Yes	85.71%
No	14.29%
Left Blank	0%

3. Please give at least one example of how you have applied this new skill/information or seen it applied and the results. (# of respondents=11)

- IEPs (5)
- Measurable (2)
- Interventions (2)
- Referrals (2)

4. What are some additional resources or conditions needed to promote or increase the use of the new skill/information?

Answer	Percentage
Opportunity to apply the skill	28.57%
Time to plan for integrating this into practice/daily life	42.86%
Support from administration	14.28%
Time to collaborate with others	0%
Need for further training or technical assistance	0%
Other	0%
Left Blank	14.29%

5. Looking back, please rate if overall the training was well worth your time.

Answer	Percentage
Absolutely	35.71%
Yes	42.86%
Average	14.29%
Ho Hum	0%
Not	0%
Left Blank	7.14%

6. Other comments about this training? (# of respondents=5)

- Informative (4)
- Intense (2)

Note: Where number of respondents is more or less than the listed frequencies of categories, some respondents' comments either covered more than one category or were not assigned to a common category of analysis.

**State Department of Education  
Follow-up Email Evaluations – Annual Report**

Title: Recipes for Reaching Students Reporting Period: July 1, 2002 – April 30, 2003  
 # Emails Sent: 11 # Forms Submitted: 5 % of Response: 45.45%

1. As a result of the training, did you learn a new skill or acquire additional information?

Answer	Percentage
Yes	100%
No	0%
Left Blank	0%

2. Have you had an opportunity to apply the new skill or observe it being applied in your school/home?

Answer	Percentage
Yes	100%
No	0%
Left Blank	0%

3. Please give at least one example of how you have applied this new skill/information or seen it applied and the results. (# of respondents=5)

- Used techniques w/ parents, students, staff, family (5)
- Communication skills advanced (3)

4. What are some additional resources or conditions needed to promote or increase the use of the new skill/information?

Answer	Percentage
Opportunity to apply the skill	20.00%
Time to plan for integrating this into practice/daily life	80.00%
Support from administration	0%
Time to collaborate with others	0%
Need for further training or technical assistance	0%
Other	0%
Left Blank	0%

5. Looking back, please rate if overall the training was well worth your time.

Answer	Percentage
Absolutely	80.00%
Yes	20.00%
Average	0%
Ho Hum	0%
Not	0%
Left Blank	0%

6. Other comments about this training? (# of respondents=5)

- Presenter (fantastic, enjoyable, real, knowledgeable) (5)

Note: Where number of respondents is more or less than the listed frequencies of categories, some respondents' comments either covered more than one category or were not assigned to a common category of analysis.

**State Department of Education  
Training Evaluation Summaries – Annual Report**

Title: Results Based Model Reporting Period: July 1, 2002 – April 30, 2003

**Are you a:** (check all that apply)

**Ethnic Group:** (optional and confidential)

<u>23</u> Parent of a child with disability	<u>142</u> General educator	<u>166</u> Caucasian
<u>7</u> Other relative	<u>51</u> School administrator	<u>2</u> African American
<u>0</u> Surrogate parent	<u>1</u> Family service provider	<u>10</u> Hispanic
<u>0</u> Foster parent	<u>5</u> Medical/health professional	<u>2</u> Asian
<u>2</u> Advocate	<u>74</u> Related service personnel (SLP, PT/OT, psychologist, social worker)	<u>6</u> American Indian
<u>101</u> Special educator	<u>81</u> Other (please specify) _____	<u>9</u> Other (please specify) _____

**How did you learn of this training?**

<u>4</u> Saw a Pamphlet	<u>7</u> Announcement at Another Conference
<u>83</u> Word of Mouth	<u>9</u> Posted on Idaho Training Clearinghouse Website
<u>3</u> E-mail Announcement	<u>96</u> Other

	Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
	Averages				
1. The presenter was knowledgeable about the topic.			4.53		
2. The presenter used visuals and other materials effectively.			4.26		
3. The presenter handled questions effectively.			4.15		
4. The presentation was delivered well.			4.10		
5. Handouts were useful.			4.35		
6. The content was relevant to my professional and/or personal needs.			4.42		
7. The physical/room arrangements met my needs.			4.05		
8. Overall the training was well worth my time.			4.28		

**What did you like best or find most useful about this training?**

- Working with teams (42)
- POSSE (14)
- Discussing/Networking (13)
- ICEL/RIOT (13)
- DIBEL (11)

**What do you feel would make this training better? OR If you could improve or change this class in any way, what would you do?**

- Pace/move more quickly/stay within the time guidelines/less redundancy (70)
- Activities and practical time for teams (53)

**What, if any, additional training on this topic do you need?**

- Follow-up/site visits (33)
- More training (33)
- Practical applications (33)
- Time to process/practice information (31)
- Training on Interventions (18)
- Training for all school staff (12)
- See successful teams in action (5)

**State Department of Education  
Follow-up Email Evaluations – Annual Report**

Title: Results Based Model Reporting Period: July 1, 2002 – April 30, 2003  
 # Emails Sent: 448 # Forms Submitted: 96 % of Response: 21.43%

1. As a result of the training, did you learn a new skill or acquire additional information?

Answer	Percentage
Yes	97.92%
No	2.08%
Left Blank	0%

2. Have you had an opportunity to apply the new skill or observe it being applied in your school/home?

Answer	Percentage
Yes	91.67%
No	6.25%
Left Blank	2.08%

3. Please give at least one example of how you have applied this new skill/information or seen it applied and the results. (# of respondents=90)

- Help child in classroom/new referrals (30)
- Working with a team (28)
- POSSE, DIBELs, ICEL/RIOT, I-Plans in use (17)

4. What are some additional resources or conditions needed to promote or increase the use of the new skill/information?

Answer	Percentage
Opportunity to apply the skill	35.42%
Time to plan for integrating this into practice/daily life	43.75%
Support from administration	3.12%
Time to collaborate with others	9.38%
Need for further training or technical assistance	0%
Other	2.08%
Left Blank	6.25%

5. Looking back, please rate if overall the training was well worth your time.

Answer	Percentage
Absolutely	43.75%
Yes	37.50%
Average	14.58%
Ho Hum	3.13%
Not	0%
Left Blank	1.04%

6. Other comments about this training? (# of respondents=69)

- RBM useful for our school (10)
- Organize training materials (9)
- More time for hands-on facilitator help (7)

Note: Where number of respondents is more or less than the listed frequencies of categories, some respondents' comments either covered more than one category or were not assigned to a common category of analysis.

**State Department of Education  
Training Evaluation Summaries – Annual Report**

Title: Self-Assessment and Monitoring Reporting Period: July 1, 2002 – April 30, 2003

**Are you a:** (check all that apply)

**Ethnic Group:** (optional and confidential)

<u>3</u> Parent of a child with disability	<u>1</u> General educator	<u>26</u> Caucasian
<u>0</u> Other relative	<u>8</u> School administrator	<u>0</u> African American
<u>0</u> Surrogate parent	<u>0</u> Family service provider	<u>0</u> Hispanic
<u>0</u> Foster parent	<u>0</u> Medical/health professional	<u>0</u> Asian
<u>0</u> Advocate	<u>8</u> Related service personnel (SLP, PT/OT, psychologist, social worker)	<u>0</u> American Indian
<u>21</u> Special educator	<u>1</u> Other (please specify) _____	<u>0</u> Other (please specify) _____

**How did you learn of this training?**

<u>1</u> Saw a Pamphlet	<u>3</u> Announcement at Another Conference
<u>9</u> Word of Mouth	<u>0</u> Posted on Idaho Training Clearinghouse Website
<u>10</u> E-mail Announcement	<u>14</u> Other

	<b>Absolutely (5)</b>	<b>Yes (4)</b>	<b>Average (3)</b>	<b>Ho Hum (2)</b>	<b>Not (1)</b>
	<b>Averages</b>				
1. The presenter was knowledgeable about the topic.	4.78				
2. The presenter used visuals and other materials effectively.	4.58				
3. The presenter handled questions effectively.	4.61				
4. The presentation was delivered well.	4.60				
5. Handouts were useful.	4.77				
6. The content was relevant to my professional and/or personal needs.	4.74				
7. The physical/room arrangements met my needs.	4.34				
8. Overall the training was well worth my time.	4.66				

**What did you like best or find most useful about this training?**

- Presentation/presenter (18)
- Manual (15)
- Handouts (6)
- Organization (6)
- Q & A (4)

**What do you feel would make this training better? OR If you could improve or change this class in any way, what would you do?**

- Flow of manual with presentation (4)
- Practice with blank forms/role play (4)
- Overwhelmed (3)

**What, if any, additional training on this topic do you need?**

- Consultants available/follow-up (5)
- Same workshop again – too much (2)

**State Department of Education  
Follow-up Email Evaluations – Annual Report**

Title: Self-Assessment and Monitoring Reporting Period: July 1, 2002 – April 30, 2003  
 # Emails Sent: 53 # Forms Submitted: 3 % of Response: 5.66%

1. As a result of the training, did you learn a new skill or acquire additional information?

Answer	Percentage
Yes	100%
No	0%
Left Blank	0%

2. Have you had an opportunity to apply the new skill or observe it being applied in your school/home?

Answer	Percentage
Yes	100%
No	0%
Left Blank	0%

3. Please give at least one example of how you have applied this new skill/information or seen it applied and the results. (# of respondents=3)

- It helped me to prepare for our monitoring by the State Department this past fall. We were also able to apply for and receive the mini review as a result of my participation.
- Working with staff to prepare goals for upcoming evaluation

4. What are some additional resources or conditions needed to promote or increase the use of the new skill/information?

Answer	Percentage
Opportunity to apply the skill	0%
Time to plan for integrating this into practice/daily life	33.33%
Support from administration	0%
Time to collaborate with others	33.33%
Need for further training or technical assistance	33.33%
Other	0%
Left Blank	0%

5. Looking back, please rate if overall the training was well worth your time.

Answer	Percentage
Absolutely	33.33%
Yes	66.67%
Average	0%
Ho Hum	0%
Not	0%
Left Blank	0%

6. Other comments about this training? (# of respondents=1)

- No categories identified – too few responses

Note: Where number of respondents is more or less than the listed frequencies of categories, some respondents' comments either covered more than one category or were not assigned to a common category of analysis.