



Idaho Training Clearinghouse

Idaho Training Clearinghouse

Annual Training Evaluation Report for May Staff Meeting

2005

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Acknowledgements

The authors would like to acknowledge three key individuals whose efforts behind the scenes made the production of this report possible. Shawn Wright developed the web-based evaluation survey and supporting database for the collection of participants' responses six-weeks after training. We greatly appreciate his expertise in designing data-based driven systems. Sherry Stanish was responsible for receiving, tracking, and organizing all training evaluation data sent to the Idaho Training Clearinghouse, as well as, the distribution of emails to participants six-weeks after training. Her dependability and reliability resulted in the efficient collection and summarization of all evaluation data. Laurie Danahy aided in the qualitative analysis of all evaluation data. We could not have accomplished this task without her commitment, dependability, and thorough work.

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*No *Follow-up Email Evaluation Analysis* conducted due to less than three responses received or no follow-up emails were sent (given cut-off date for report).

**No *Post Training Evaluation Analysis* conducted because the SDE standardized training evaluation form was not used.

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 standards and recommendations in Section 508 of the Rehabilitation Act.

The ITC has been developed with three primary goals in mind: (1) to inform stakeholders of training opportunities across the state and expedite electronic registration; (2) to gather evaluative feedback on the usefulness and impact of trainings to inform future planning for inservice delivery (continuous needs assessment); (3) to gather a continuous training needs assessment; and (4) to support distance education by creating online tools to foster learning communities of trainers and participants across the state. The functions of each goal are described in more detail below.

(1) Utilizing the ITC training calendar all users and stakeholders can search for trainings by topic, location and dates; download training brochures; and register for trainings by email. Users of the site can also access “quick reference materials” (one page abstracts of pertinent information and additional resources written by state subject matter experts) across various topics such as assistive technology, dyslexia, and transition.

(2) 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 assess how participants have implemented new ideas, what barriers they have encountered, and what they see as additional training needs.

(3) Consistent with number two above, through the short-term and long-term training evaluation processes, the ITC gathers a continuous training needs assessment. Such data is used to guide the selection of statewide training topics for the upcoming year.

(4) Online communities of learners have been developed to facilitate learning before and after trainings and are particularly helpful in bridging the training distance for those in rural areas. All users of the ITC website have access to the online communities that include chat rooms, discussion forums, file library for downloading files posted by trainers, and resource links. Trainers can use the features of the online communities prior to trainings, for example, to distribute handouts, post articles for reading, gather participants' questions, and after trainings to distribute information to those who could not attend the training and/or facilitate knowledge acquisition and support implementation of training materials through chat rooms and discussion forums.

Focus of Report

The 2005 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 after 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.

The report provides a quantitative summary and qualitative analysis of all training evaluation data for the period of March 1, 2004 to March 31, 2005. 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 can make informed decisions on trainings to offer in the future.

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 **1,850 emails were sent** and **669 responses were received**, resulting in an overall **36% response rate**.

As mentioned above, the evaluation data has been grouped into the following training titles. As noted in the table of contents, some trainings have no *Follow-up Email Evaluation Analysis* due to less than three responses received or no follow-up emails were sent (given cut-off date for the report).

- | | |
|--|---------------------------------------|
| 1. CORE Reading Academy Days 1-2 | 9. New Teacher Orientation |
| 2. CORE Reading Academy Days 3-4 | 10. Results Based Model Advanced |
| 3. Differentiation of Instruction | 11. Results Based Model Core Day 1 |
| 4. Disconnected Students | 12. Results Based Model Core Days 2-3 |
| 5. Early Literacy Academy | 13. Results Based Model Core Day 4 |
| 6. Graduation Plan | 14. Results Based Model Core Day 5 |
| 7. Got Teams – Now What? | 15. Recipes for Writing IEPs |
| 8. Idaho Alternate Assessment Technology | 16. Tools for Life Fair |

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

Lastly, for open-ended questions, categories from the qualitative analysis are listed (with the number of responses in that category in parentheses) followed by a sampling of responses that illustrate that category.

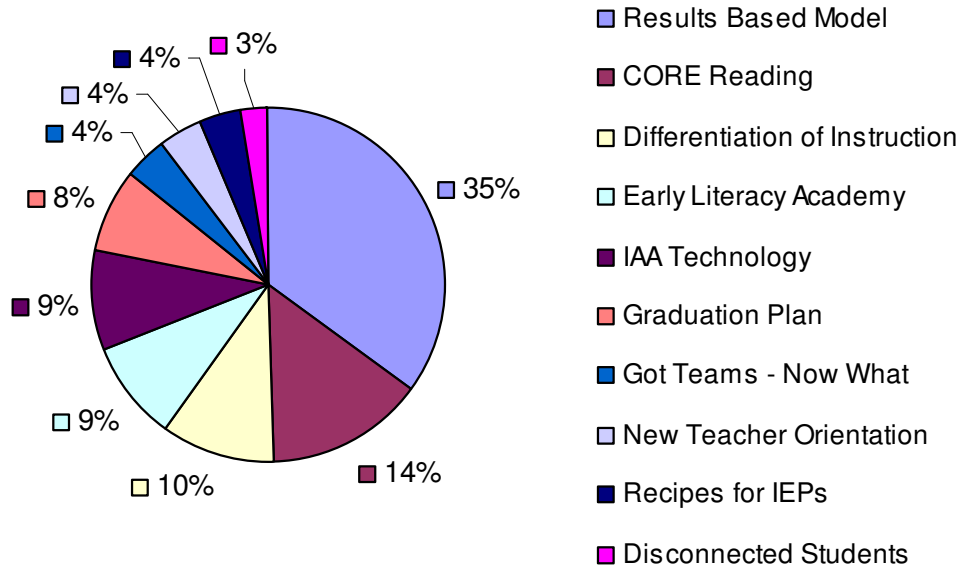
Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

List of Training Summaries and Sign-ins Received (arranged by title)						NE=No Email Addresses
Bureau of Special Education 2004-2005 Database						NSum=No Summary
Begin Date: March 1, 2004						NSign=No Sign-in
End Date: March 31, 2005						NSF=Not Standardized Form
						OLD=Used 03-04 Form
Training Title	Location	Region	Training Date	Training Summary (notes)	Training Sign-in (notes)	
1	Accommodations & Adaptations	Melba	Southeast	08/04/04	NSum	NE
2	Accommodations & Adaptations	Caldwell	Southwest	11/29/04		NE
3	Accommodations & Adaptations	Caldwell	Southwest	11/30/04		NE
4	Accommodations & Adaptations	Caldwell	Southwest	11/29/04		NSign
5	Accommodations & Adaptations	Caldwell	Southwest	11/30/04		NSign
6	CORE Reading Elem & Sec 3-4	Boise	Southwest	02/01/05		
7	CORE Reading Elem & Sec 3-4	Boise	Southwest	02/03/05		
8	CORE Reading Elem & Sec 3-4	Moscow	North	02/15/05		
9	CORE Reading Elem & Sec Cohort One, 1	Boise	Southeast	09/13/04		
10	CORE Reading Elem & Sec Cohort Two 1-	Boise	Southeast	09/15/04		
11	CORE Reading Elem, Track One 3-4	Pocatello	Southeast	02/08/05		
12	CORE Reading Elem, Track Two 3-4	Pocatello	Southeast	02/10/05		
13	CORE Reading Elementary 1-2	Moscow	North	09/27/04		
14	CORE Reading Elementary, Track One 1-2	Pocatello	Southeast	09/27/04	NSF	
15	CORE Reading Elementary, Track Two 1-2	Pocatello	Southeast	09/27/04	NSF	
16	CORE Reading Sec, Track One 3-4	Pocatello	Southeast	02/08/05		
17	CORE Reading Sec, Track Two 3-4	Pocatello	Southeast	02/10/05		
18	CORE Reading Secondary 1-2	Moscow	North	09/27/04		
19	CORE Reading Secondary, Track One, 1-2	Pocatello	Southeast	09/27/04	NSF	
20	CORE Reading Secondary, Track Two, 1-2	Pocatello	Southeast	09/29/04	NSF	
21	DIBELS	Cascade	Southwest	11/22/04		
22	Differentiation of Instruction	Pocatello	Southeast	10/27/04	OLD	
23	Differentiation of Instruction	Lewiston	North	11/09/04		
24	Differentiation of Instruction	Nampa	Southwest	11/15/04		
25	Differentiation of Instruction	Boise	Southwest	01/24/05		
26	Differentiation of Instruction	CDA	North	03/02/05		
27	Differentiation of Instruction	Council	Southwest	08/20/04		NE
28	Differentiation of Instruction Elementary	Jerome	Southeast	11/11/04		
29	Differentiation of Instruction Secondary	Jerome	Southeast	11/12/04		
30	Disconnected Students	Pocatello	Southeast	10/18/04	OLD	
31	Disconnected Students	Grangeville	North	02/15/05		
32	Early Childhood Summer Institute	Boise	Southwest	07/12/04		
33	Early Literacy Academy	Lewiston	North	09/23/04		
34	Early Literacy Academy	Coeur d'Alene	North	09/27/04		
35	Early Literacy Academy	Nampa	Southwest	10/25/04		
36	Early Literacy Academy	Idaho Falls	Southeast	11/02/04		
37	Early Literacy Academy	Pocatello	Southeast	11/04/04		
38	Early Literacy Academy	Boise	Southwest	12/02/04		
39	Early Literacy Academy	Twin Falls	Southeast	01/20/05		
40	Early Literacy Academy Follow-up	Nampa	Southwest	02/10/05		
41	Got Teams - Now What	Moscow	North	04/20/04	OLD	
42	Got Teams - Now What	Idaho Falls	Southeast	08/17/04	OLD	
43	Got Teams - Now What	Boise	Southwest	08/19/04		
44	Graduation Plan	Boise	Southwest	09/29/04	NSum	
45	Graduation Plan	Nampa	Southwest	10/19/04	OLD	
46	Graduation Plan	Pocatello	Southeast	10/21/04	OLD	
47	Graduation Plan	Idaho Falls	Southeast	10/21/04	OLD	
48	Graduation Plan	Twin Falls	Southeast	10/26/04	OLD	
49	Graduation Plan	Coeur d'Alene	North	12/08/04		

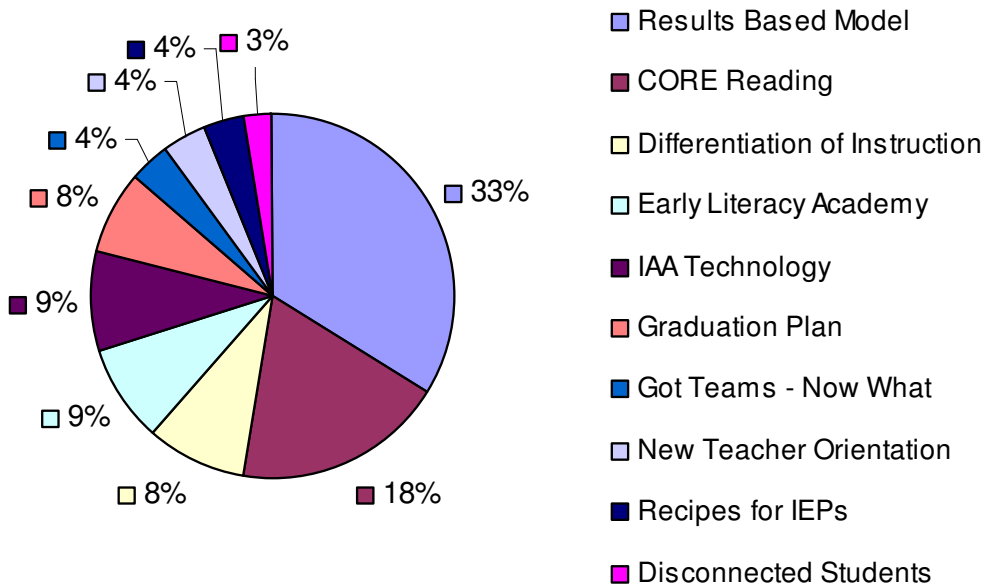
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Begin Date: March 1, 2004						NSign=No Sign-in
End Date: March 31, 2005						NSF=Not Standardized Form
						OLD=Used 03-04 Form
Training Title	Location	Region	Training Date	Training Summary (notes)	Training Sign-in (notes)	
50	Graduation Plan	Sandpoint	North	12/09/04		
51	IAA Technology	Boise	Southwest	12/01/04		
52	IAA Technology	Idaho Falls	Southeast	12/02/04		
53	IAA Technology	Pocatello	Southeast	12/03/04		
54	IAA Technology	Coeur d'Alene	North	12/07/04		
55	IAA Technology	Lewiston	North	12/08/04		
56	IAA Technology	Nampa	Southwest	12/09/04		
57	IAA Technology	Twin Falls	Southeast	12/10/04		
58	Inservice (B.Benge)	Kellogg	North	11/11/04		
59	New Teacher Orientation	Pocatello	Southeast	09/14/04	OLD	
60	New Teacher Orientation	Twin Falls	Southeast	09/21/04	OLD	
61	New Teacher Orientation	Boise	Southwest	09/21/04	OLD	
62	Positive Behavioral Supports	Plummer	North	10/19/04		
63	Proseminar	Moscow	North	11/04/04		
64	RBM Advanced	Moscow	North	03/04/04	OLD	
65	RBM Advanced	Burley	Southeast	03/08/04	OLD	
66	RBM Advanced	Burley	Southeast	02/24/05		
67	RBM Advanced	Pocatello	Southeast	03/02/05		
68	RBM Advanced	Post Falls	North	03/10/05		
69	RBM Advanced	Boise	Southwest	03/15/05		
70	RBM Core 1	Pocatello	Southeast	09/09/04	OLD	
71	RBM Core 1	Coeur d'Alene	North	09/14/04	OLD	
72	RBM Core 1	Moscow	North	09/15/04		
73	RBM Core 2-3	Coeur d'Alene	North	10/21/04		
74	RBM Core 2-3	Pocatello	Southeast	10/25/04	OLD	
75	RBM Core 4	Pocatello	Southeast	12/01/04		
76	RBM Core 4	Moscow	North	12/09/04		
77	RBM Core 4	Coeur d'Alene	North	12/10/04		
78	RBM Core 4	CVHS	Southwest	01/13/05		
79	RBM Core 5	Pocatello	Southeast	01/18/05		
80	RBM Core 5	Moscow	North	01/20/05		
81	RBM Core 5	CDA	North	01/21/05		
82	RBM Core 5	Grangeville	North	03/03/05		
83	RBM Core Elementary 1	Boise	Southeast	09/20/04		
84	RBM Core Elementary 2-3	Boise	Southeast	11/10/04		
85	RBM Core Elementary 4	Boise	Southwest	01/07/05		
86	RBM Core Elementary 5	Boise	Southwest	02/09/05		
87	RBM Core Secondary 1	Boise	Southwest	09/28/04		
88	RBM Core Secondary 2-3	Boise	Southwest	11/01/04		
89	RBM Core Secondary 4	Boise	Southwest	01/12/05		
90	RBM Core Secondary 5	Boise	Southwest	02/10/05		
91	Reading Academy	Coeur d'Alene	North	04/26/04	OLD	
92	Recipes for Writing IEPs	Fruitland	Southwest	11/18/04		
93	Recipes for Writing IEPs	Nampa	Southwest	01/03/05		
94	Recipes for Writing IEPs	Caldwell	Southwest	01/11/05		
95	Tools for Life Fair	Boise	Southwest	01/13/05		

Training Evaluation Summaries Represented in Report



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



Demographics of Respondents: Training Evaluation Summaries

Title: All Trainings Combined Reporting Period: March 1, 2004 – March 31, 2005

Are you a:

<u>331</u>	Parent of a child with disability
<u>36</u>	Other relative
<u>2</u>	Surrogate parent
<u>23</u>	Foster parent
<u>78</u>	Advocate
<u>115</u>	Title 1 teacher
<u>1911</u>	Special educator

<u>984</u>	General Educator
<u>444</u>	School administrator
<u>49</u>	Family service provider
<u>27</u>	Medical/health professional
<u>548</u>	Related service personnel
<u>106</u>	Paraprofessional
<u>603</u>	Other (please specify):

Ethnic Group:

<u>2498</u>	Caucasian
<u>27</u>	African American
<u>61</u>	Hispanic
<u>14</u>	Asian
<u>35</u>	American Indian
<u>13</u>	Other (please specify):

How did you learn of this training?

<u>872</u>	Saw a pamphlet
<u>1604</u>	Administrator or colleague
<u>652</u>	Email announcement

<u>190</u>	Announcement at another conference
<u>52</u>	Posted on the Idaho Training Clearinghouse website
<u>893</u>	Other (please specify):

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.

Number of Trainings Posted

For the following periods, the number of State Department of Education trainings posted to the Idaho Training Clearinghouse (ITC) event calendar included:

January – December 2004		January – March 2005	
January	14	January	12
February	20	February	18
March	14	March	14
April	15		
May	15		
June	12		
July	2		
August	2		
September	17		
October	12		
November	17		
December	14		
TOTAL	154	TOTAL	44

Access/Use of ITC Website

For the period of September 2004 through March 2005, the visitor statistics for the ITC website include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Webstats for September: <ul style="list-style-type: none"> - Total visitors = 514 - Total unique/return visitors = 349/165 - Calendar viewed = 2,431 - IEP viewed = 61 - PBS viewed = 41 - Quick references viewed = 63 - RBM viewed = 110 - Staff modules viewed = 69 • Webstats for October: <ul style="list-style-type: none"> - Total visitors = 430 - Total unique/return visitors = 282/148 - Calendar viewed = 1,539 - IEP viewed = 78 - PBS viewed = 52 - Quick references viewed = 61 - RBM viewed = 55 - Staff modules viewed = 72 • Webstats for November: <ul style="list-style-type: none"> - Total visitors = 440 - Total unique/return visitors = 268/172 - Calendar viewed = 1,825 - IEP viewed = 73 - PBS viewed = 88 - Quick references viewed = 59 - RBM viewed = 71 - Staff modules viewed = 39 • Webstats for December: <ul style="list-style-type: none"> - Total visitors = 335 - Total unique/return visitors = 203/132 - Calendar viewed = 934 - IEP viewed = 65 - PBS viewed = 44 - Quick references viewed = 66 - RBM viewed = 41 - Staff modules viewed = 55 | <ul style="list-style-type: none"> • Webstats for January: <ul style="list-style-type: none"> - Total visitors = 545 - Total unique/return visitors = 338/207 - Calendar viewed = 794 - IEP viewed = 39 - PBS viewed = 16 - Quick references viewed = 13 - RBM viewed = 17 - Staff modules viewed = 27 • Webstats for February: <ul style="list-style-type: none"> - Total visitors = 497 - Total unique/return visitors = 303/194 - Calendar viewed = 3,045 - IEP viewed = 83 - PBS viewed = 72 - Quick references viewed = 68 - RBM viewed = 39 - Staff modules viewed = 68 • Webstats for March: <ul style="list-style-type: none"> - Total visitors = 500 - Total unique/return visitors = 312/188 - Calendar viewed = 2,001 - IEP viewed = 67 - PBS viewed = 44 - Quick references viewed = 56 - RBM viewed = 72 - Staff modules viewed = 133 |
|---|---|

The following table is a summary of the access/use data from all respondents to the follow-up email evaluation form.

	2004 Report	2005 Report
How often do you access/use the Idaho Training Clearinghouse (ITC) website?		
Unaware	n/a	52%
Annually	10%	9%
Monthly	10%	14%
Weekly	2%	0%
Daily	0%	0%
Never	77%	25%

Future Training Needs Across All Trainings

Future training needs of training participants are assessed at two points in time: (1) at the end of a training session through a standardized training evaluation form (hereafter referred to as post training evaluations) and (2) six-weeks after training on a web-based evaluation form (hereafter referred to as follow-up email evaluations).

For both data sets, a qualitative categorical analysis was done on the question “**Aside from this training you attended, what other training opportunities do you need?**” resulting in the following expressed needs.

More detailed descriptions (i.e., sub-categories) for each category listed below are available from the Idaho Training Clearinghouse upon request.

Post Training Evaluations	Follow-up Email Evaluations
<u>Math (25)</u> <u>IEPs (22)</u> <u>Special Education (45)</u> <u>Reading (71)</u> <u>Results Based Model (110)</u> <u>POSSE (19)</u> <u>Training for SLPs (5)</u> <u>Idaho Alternate Assessment (27)</u> <u>Assessments and Data Collection (80)</u> <u>Scientifically Based Researched Interventions (13)</u> <u>ISAT (4)</u> <u>ESL/ELL/LEP Issues (6)</u> <u>Teaming and Collaboration (22)</u> <u>Conflict Management (7)</u> <u>Dealing with Change (2)</u> <u>Curriculum Development/Selection/Implementation (7)</u> <u>Time Management (11)</u> <u>Graduation Planning (14)</u> <u>IDEA/Other Federal and State Changes/Updates (11)</u> <u>Behavior/Social/Emotional Management (48)</u> <u>Differentiation of Instruction (14)</u> <u>Supervisor Training (3)</u> <u>Family Involvement (6)</u>	<u>Results Based Model (30)</u> <u>Reading (23)</u> <u>IDEA/Other Federal and State Changes/Updates (18)</u> <u>Behavior/Social/Emotional Management (13)</u> <u>Opportunity to Work/Train/Team with Others (12)</u> <u>Assessments and Data Collection (12)</u> <u>Graduation/Transition Planning/Goals (12)</u> <u>Idaho Alternate Assessment (10)</u> <u>Autism and Other Specific Disorders (10)</u> <u>IEPs (8)</u> <u>Scientifically Based Researched Interventions (7)</u> <u>ISAT (7)</u> <u>Math (7)</u> <u>Early Literacy (6)</u> <u>Teaching Strategies (6)</u> <u>Special Education (5)</u> <u>Curriculum Development/Selection/Implementation (5)</u> <u>Differentiation of Instruction (5)</u> <u>Use of Technology in the Classroom (5)</u> <u>ESL/ELL/LEP Issues (5)</u> <u>Teaming and Collaboration (5)</u> <u>Paraprofessional Training (5)</u> <u>Time Management (5)</u> <u>Early Childhood/Preschool Education (4)</u> <u>Conflict Management (4)</u> <u>Assistive Technology (3)</u> <u>Supervisor Training (2)</u> <u>Pre-referral Process (2)</u> <u>AYP (2)</u> <u>Standards (2)</u> <u>Working with Administration (2)</u> <u>Mentoring (2)</u> <u>Communication/Listening (2)</u>

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: CORE Reading Academy Days 1-2 **Reporting Period:** 03/01/2004-03/31/2005

Are you a:

<u>49</u>	Parent of a child with disability
<u>0</u>	Other relative
<u>0</u>	Surrogate parent
<u>1</u>	Foster parent
<u>2</u>	Advocate
<u>25</u>	Title 1 teacher
<u>93</u>	Special educator

<u>18</u>	General Educator
<u>5</u>	School administrator
<u>0</u>	Family service provider
<u>0</u>	Medical/health professional
<u>3</u>	Related service personnel
<u>8</u>	Paraprofessional
<u>2</u>	Other

Ethnic Group:

<u>49</u>	Caucasian
<u>0</u>	African American
<u>0</u>	Hispanic
<u>1</u>	Asian
<u>0</u>	American Indian
<u>0</u>	Other (please specify):

How did you learn of this training?

14	Saw a pamphlet	5	Announcement at another conference
108	Administrator or colleague	0	Posted on the Idaho Training Clearinghouse website
12	Email announcement	1	Other

<i>Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			3.20		
2.	The training objectives were met.			3.17		
3.	The presenter was knowledgeable about the topic.			3.17		
4.	The training will enable me to include parents in the educational process of their children.			2.98		
5.	Overall, the training was well worth my time.			3.15		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			3.17		
7.	My level of knowledge/ skill on the topic after this training is:			3.10		

What new skills did you gain that will help you to meet the needs of students or your child?

Materials/games/assessments will be useful (27)

- New assessment tools that will help identify learning gaps and drive my instruction
- Effective teaching strategies, resources and assessments to use within my classroom

New/reinforced knowledge of reading and scope/sequence of teaching reading (20)

- As a kindergarten teacher, this helps remind me the process of reading, more activities to put in my portfolio
- Understanding onset & rime better
- A systematic method of teaching reading

Review of previous knowledge/practices and new ideas (11)

- All that was presented reinforced what I am already doing
- New ways to develop skills in the classroom

Importance of phonemic awareness (9)

- More systematic approach to teaching phonemic awareness. I liked the scope and sequence of phonemic awareness.
- Information that can be backed by scientific info and results from research

New understanding of students' perspectives (3)

- I now realize even more how my students must feel when they are put down or made fun of by the instructor. She may think that she is funny, but it is in the wrong place.

CORE Reading Days 1-2, Cont.

What do you feel would make this training better?

More practical and hands-on information/activities (22)

- Interventions to use
- More applications to teaching students
- Actual SRB reading programs that could be shirt-tailed to theoretical presentation
- It would be helpful if we had different intensive intervention programs to look at and they were modeled for us.
- First day more interactive. What districts are represented-we are going to be together for 6 days-it would be nice for later collaboration.

Better environment: More space/heating-cooling issues (8)

- Diet Pepsi!
- Coordinate with other groups re: times for ending and lunch times.
- Better overhead presentations. I couldn't see. Put your overheads on PowerPoint
- Technical Presentation

Secondary session geared toward secondary students, not elementary (6)

Fewer breaks/shorter sessions/faster pace (5)

- Less breaks, shorter lunch in order to get out sooner due to driving long distances to attend the training.
- The overview of the program presented faster the first day.

Have other district personnel attend: Administrator/General Educators/Staff-people (5)

- It would be great to have our K-6 teachers on board w/ us on this.
- Training special ed teachers how to bring ideas to general ed teachers SO THAT THEY LISTEN
- Provide it to more teachers in Idaho. Have team and grade levels be trained.

What is one thing from this training that you plan to implement?

Assessments/diagnostic testing (37)

Phonemic awareness/phonological awareness activities (13)

Games (8)

Reading strategies/activities (8)

- Prepare a classroom chart showing types of syllables

Lesson plans/materials from CORE books (8)

- Elkonin Boxes
- Reading daily
- Five Big Ideas
- Direct Instruction

General comments (8)

- Taking my H.S. students back to basics.
- How science has helped with its research w/ reading
- Would like district/special education department to purchase a program to more effectively deal with intensive interventions. Right now it's more a piecemeal approach.

Additional comments:

General praise, appreciation, thanks (54)

- Super Job! Thank you!
- This was much better than some I've attended.

Praise for presenters, their style, their knowledge (25)

- Karen is very energetic and enthusiastic about subject and presented many texts to support teacher activities that go with various programs.
- You did a great job Nancy!

Usefulness, applicability, practicality of the information (17)

- Most if not all of presented materials/information will be useful!
- A lot of useful... information was presented.
- I am new to Title I and I have been an English classroom teacher for a long time.

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

CORE Reading Days 1-2, Cont.

Challenges/difficulties with this presentation (9)

- Hard time following the presentation today
- I would've like to spend more time on actual decoding practices.
- I have a hard time figuring out how to apply all of this into my school.

Desire to have same presenters for next session (6)

- Would love to see her again in February and April.
- We really hope she is our presenter in February and April.

Suggestions, comments on the book and other materials (5)

- Maybe the only thing that would be helpful to me is to refer back to the book pages. I like to write in the book.
- Please have handouts of all the great stuff/ideas you give during discussion.

Concerns about relevance/application for different grade levels, particularly secondary (4)

- Too much of this session had minimal application to the level of students I work with.
- I am looking for ideas on including reading during a 70 minute English class with students of varying ability levels, without singling out the lower students. Is this possible?

Appreciation of group work and activities (4)

- I enjoyed...those I worked with in small groups.
- I liked the inner/outer circle to exchange ideas. Simple, quick, and effective!

Logistical suggestions (4)

- Leave early rather than longer lunch.
- Pace was excellent! Breaks spaced well.

Concerns about the group work and games (2)

- Some of the group work is quite redundant.
- I didn't enjoy the games presentation for phonological awareness

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: CORE Reading Academy Days 1-2 Reporting Period: 03/01/2004 – 03/31/2005
 # Emails Sent: 393 # Forms Submitted: 75 % of Response: 19%

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

Answer	Percentage
Yes	96%
No	4%

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

Answer	Percentage
Yes	85%
No	15%

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

Used testing or assessment tools (39)

- The use of assessment in diagnosing reading difficulties in struggling students.
- Administered assessments shown in the CORE manual
- Teaching students spelling. Using the assessments to track students' progress and know what skills to teach.
- I have used some of the assessments in the CORE assessment book to assess some

Teaching Phonemic Awareness (11)

- Word building skills - using parts of words to form other words
- Several of my emergent readers lacked phonemic awareness and I wasn't aware of its importance based on research presented at the conference. New approaches and fresh ideas on teaching phonemic awareness are now a part of my repertoire. I often refer to the sourcebook for inspiration.
- The training reminded me of the importance of phonemic awareness, and I have been doing more phonemic awareness drills and activities with my students. As phonemic awareness is the most important factor in a student's learning to read, I know it will benefit my struggling students.

Incorporating Phonics (6)

- incorporated phonics specific centers in lesson plans Bulletin Board for School using topics in CORE Book
- I have used the assessment piece in helping to evaluate 1st grade students in phonological awareness and phonics skills.
- I learned how to better assess my students' ability to use phonics in their reading. I applied this skill by testing low students in order to see which skills they were most lacking.

Vocabulary Development, Word/rhyme/alphabet recognition (3)

- Alphabet Recognition, Use of letter cards (matching upper and lower case letters) Rhyme Recognition (ability to produce rhyming words)
- Words to our secondary students who previously guessed at words. We are in the middle of a process which takes about 40 hours of instruction to master. The students are beginning to stop at these words and start to decode them and are also looking for clues in context as to what the word might be and what it might mean.
- Reviewing vocabulary by word family, sounds, and spelling/phonetic games.

Syllabication(2)

- We learned a variety of ways to use syllabication with 1st grade
- The strategy I am using in the classroom is teaching the decoding of multisyllabic

Observing other teachers (2)

- Observed teacher's use the methods
- I have seen the teachers implementing programs with "Fidelity." (Specifically our Horizons program).

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

CORE Reading Days 1-2, Cont.

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

Answer	Percentage
Opportunity to apply the skill	6%
Time to plan for integrating this into practice/daily life	12%
Support from administration	3%
Support from Individual Education Plan (IEP) team	0%
Time to collaborate with others	6%
Need for further training or technical assistance	3%
Left Blank	70%

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

No, none, n/a (43)

Finish this training/review (13)

- Time to review and evaluate
- I am looking forward to the rest of the CORE training to see what other resources CORE has for me.
- We need to finish this training. There are two more two day sessions scheduled.
- on-going training
- Just continued training

Time to collaborate with others/Implementation (5)

- Time to collaborate with classroom teachers
- Means to get the team all on board.
- We need to know HOW to adapt to secondary level as most was geared to elementary,(even though this was specifically for secondary)

Reading programs (4)

- A master plan for the low level readers in our classes.
- It would be helpful to have additional reading programs available for use with the students in the Title I programs to help them to improve in the areas in which they are deficient.
- More training on how to motivate reluctant readers. More materials that are low level and high interest.
- Ideas for incorporating the Sourcebook into our reading blocks and ways to organize.

Have more money available (2)

Assessments (2)

- The assessments are a good tool to use.
- I need more information about how to use the information acquired from the assessments.

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	65%
Agree	26%
Neutral	6%
Disagree	1%
Strongly disagree	0%
Left Blank	0%

CORE Reading Days 1-2, Cont.

7. Other comments specific to this training you attended?

No, none, n/a (18)

Practical/relevant information (18)

- There was a lot of practical info.
- This helped me to understand best practices in the field.
- I got the first real training I needed since I took this position. I feel like I'm starting to function correctly for the benefit of my students.
- I think if we were using Open Court this year, which was referred to a lot in the training, it would be more applicable, but since we will be using it next year the next training will be more beneficial to me.
- This was one of the best trainings I have attended. It really zones in on what students need to learn in reading.
- I was impressed with this workshop. I felt it was relevant to my needs. I am excited to return to finish the remaining 4 days of this workshop.
- I found it very valuable and have discussed some of the training with our reading specialists and English teachers. It helps me with planning vocabulary to target and how to teach it.

Good Presenter/presentation (14)

- Trainer was knowledgeable and interesting to listen and learn from
- The teacher was wonderful. I hope she does the training for future workshops.
- It was, perhaps, the most well presented workshop I have ever attended.
- presenter was dynamic
- I was especially impressed with the way that the training was conducted; meaning, that the woman in charge involved us in many different types of learning activities that got us up and moving, working with different groups, and kept us interested, awake, and prevented fidgeting. I compare this with a recent Data Conference where we were lectured to for hours on end, and we were only encouraged to move during official breaks.

Training was good in general (10)

- It was one of the best ones I have ever attended
- I really enjoyed the training.
- Well done
- I was very grateful that the State Dept of Ed saw the need for this type of training and provided it for us.
- It was interesting
- I liked that they incorporated all good reading strategies and weren't selling a product.
- Enjoyed being with fellow teachers and collaborate on ideas.
- It was a wonderful eye opener about our educational programming this country. It made the needs to change very clear

Liked the materials (4)

- The text books received are as good as any I have on the subject. I'm not sure how the scheduling (separated training pieces) will help my retention and ability to use the materials - unless we are going to meet in our school and discuss how we might cooperatively apply what we have learned.
- We all have elementary reading material. if we could adapt easily for secondary we would not be attending these sessions. We need help and materials.

Problem with Presenter/presentation (3)

- Speakers could have been more efficient in presenting topics
- I felt that the trainer was very abrasive towards people of different races, and towards people with disabilities. On more that one occasion she mocked people with speech disabilities and with learning disabilities.

This was a review of information (3)

- The training matched very closely other training I have received in pursuit of a masters in reading.
- Most of skill work and phonemic awareness not new

Allowed me to get credits (2)

- I was happy to be able to add the University Of Idaho credit. It was worth my time to attend.
- Not only was the training excellent but it will allow me to fill my Comprehensive Literacy Requirement for my Idaho recertification.

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: CORE Reading Academy Days 3-4 **Reporting Period:** 03/01/2004-03/31/2005

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

Ethnic Group: *(Frequency of responses.)*

<u>20</u> Parent of a child with disability	<u>40</u> General Educator	<u>115</u> Caucasian
<u>3</u> Other relative	<u>11</u> School administrator	<u>0</u> African American
<u>0</u> Surrogate parent	<u>0</u> Family service provider	<u>5</u> Hispanic
<u>2</u> Foster parent	<u>0</u> Medical/health professional	<u>2</u> Asian
<u>3</u> Advocate	<u>8</u> Related service personnel	<u>1</u> American Indian
<u>43</u> Title 1 teacher	<u>23</u> Paraprofessional	<u>0</u> Other
<u>108</u> Special educator	<u>0</u> Other	

How did you learn of this training? *(Frequency of responses.)*

<u>47</u> Saw a pamphlet	<u>14</u> Announcement at another conference
<u>171</u> Administrator or colleague	<u>8</u> Posted on the Idaho Training Clearinghouse website
<u>36</u> Email announcement	<u>0</u> Other

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The training objectives were clear.				3.41		
2. The training objectives were met.				3.62		
3. The presenter was knowledgeable about the topic.				3.67		
4. The training will enable me to include parents in the educational process of their children.				3.44		
5. Overall, the training was well worth my time.				3.35		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6. My level of knowledge/ skill on the topic before this training was:				3.01		
7. My level of knowledge/ skill on the topic after this training is:				3.19		

What new skills did you gain that will help you to meet the needs of students or your child?

Strategies to support vocabulary instruction (72)

- Lessons activities for...vocabulary
- Vocabulary strategies.

Strategies to support spelling instruction (68)

- Spelling instruction
- Deciding what level kids are at for spelling

General reading/instruction/teaching information and strategies (52)

- Looking at reading in a more comprehensive and systematic manner. The breaking down of reading into sub-components and teaching those sub-components in systematic way.
- How to break down process and teach reading in proper order, and how to find gaps and fill them

Assessment/evaluation/placement information/strategies (27)

- Assessing skills for reading
- Methods for assessing spelling

Fluency/comprehension information and strategies (10)

- Knowledge about fluency & instruction
- Fluency importance

Phonological/phonemic/phonics/sound based information and strategies (8)

- Better techniques for teaching sound blending
- Researched based decoding information, strategies

CORE Reading Days 3-4, Cont.

Resource materials/books (10)

- The resource book is the most important reading resource I will have.
- Using CORE Manual.

What do you feel would make this training better?

Works well as is, positive feedback, no changes needed/suggested (29)

- Already great!
- Great as it is

Provide more examples/samples (including videos), hands-on activities and/or practice (19)

- More videos of teachers implementing info in the classroom
- Helping me practice the strategies more so that I am able to be more effective in my tracking.

Increase pace (12)

- I think it could be paced just a little quicker
- Work harder, longer, less time on breaks

Suggestions regarding presenter's style, organization, use of overheads (11)

- For the facilitator to make us use the strategies in the training.
- I feel that this training would have been better if the presenter used engagement strategies rather than reading directly from the source book and the overhead.

More group activities, interaction, sharing among participants (10)

- More group participation and responsibility
- More interaction/sharing ideas with other educators teaching the same things (what works for them).

Offer more for special education students and instructors and knowledge level of participants (10)

- The books and materials need to be geared more to special education students and not so much to regular students when most attendees are special education teachers.
- Instruct on how to teach low level learners.

Review/edit the CORE book and other print materials, make it easier for participants to find/access information (9)

- I would like you and your colleagues tell us the most helpful pages of the core reading book.
- Tell where the overheads/information is located in the book so... may not need to write so much!

Adjust scheduling of the sessions (9)

- Session dates closer together
- Attach dates to a weekend

What is one thing from this training that you plan to implement?

Spelling related activities/strategies/instruction (77)

- Have students identify why they are not spelling a word correctly.
- More meaningful spelling

Vocabulary related activities/strategies/instruction (71)

- Bring more content area vocabulary/word study into special education language arts class
- Vocabulary organization charts

Tools/strategies for assessing/evaluating/placing students (35)

- Using inventory for reading assessments
- How to quickly assess word knowledge.

Activities/instruction/activities for working with words (28)

- Word sorts
- Word part mobiles

General activities/strategies/instruction (23)

- The activities the groups presented at the end of 2nd day will be great.
- Use for pre-referral and remediation services.

Fluency activities/strategies/instruction and decoding activities (21)

- Improving student fluency
- 100 high fluency words – teach all of them by end of school

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

CORE Reading Days 3-4, Cont.

Reading activities/strategies/instruction (14)

- “Book read” ideas.
- Reading skills sequence from K-3rd. Skills mapping.

Additional comments:

General praise and appreciative comments (65)

- The information for this CORE training is what I have been looking for!
- Thanks so much for validating many of my educational philosophies about teaching reading,

Positive comments, specifically about Nancy (12)

Requests/need to make this training available to others (8)

- Please make this available again as others from our school wanted to come, but the class was full once we knew about it. Also, if it is available again it would be nice if it was better advertised.
- Please offer more strands I think all teachers and paraprofessionals should attend.

Concerns about the workshop/suggestions for changes (8)

- I was told by my district that this was a special education core reading academy. Most of the content is too high!
- Many of the overhead transparencies were too small to read. The color of the markers used on the paper charts was too light to read.

Appreciation for resources/materials/book (6)

- There were many great resources on where to find things.
- I love the CORE book. It is a great resource and the workshops have helped me get the most out of it. Thank you.

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: Differentiation of Instruction **Reporting Period:** 03/01/2004-03/31/2005

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

Ethnic Group: *(Frequency of responses.)*

<u>8</u> Parent of a child with disability	<u>171</u> General Educator	<u>164</u> Caucasian
<u>0</u> Other relative	<u>12</u> School administrator	<u>1</u> African American
<u>0</u> Surrogate parent	<u>0</u> Family service provider	<u>2</u> Hispanic
<u>1</u> Foster parent	<u>0</u> Medical/health professional	<u>0</u> Asian
<u>2</u> Advocate	<u>3</u> Related service personnel	<u>4</u> American Indian
<u>5</u> Title 1 teacher	<u>8</u> Paraprofessional	<u>1</u> Other
<u>44</u> Special educator	<u>5</u> Other	

How did you learn of this training? *(Frequency of responses.)*

34	Saw a pamphlet	0	Announcement at another conference
77	Administrator or colleague	2	Posted on the Idaho Training Clearinghouse website
11	Word of mouth	9	Other
22	Email announcement		

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			4.24		
2.	The training objectives were met.			4.17		
3.	The presenter was knowledgeable about the topic.			4.35		
4.	The training will enable me to include parents in the educational process of their children.			3.72		
5.	Overall, the training was well worth my time.			4.06		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			2.45		
7.	My level of knowledge/ skill on the topic after this training is:			3.45		
<i>2003-2004 Questions: Averages of all responses.</i>		Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
1.	The presenter was knowledgeable about the topic.			4.26		
2.	The presenter used visuals and other materials effectively.			3.87		
3.	The presenter handled questions effectively.			3.98		
4.	The presentation was delivered well.			3.98		
5.	Handouts were useful.			3.98		
6.	The content was relevant to my professional and/or personal needs.			4.15		
7.	The physical/room arrangements met my needs.			3.90		
8.	Overall the training was well worth my time.			4.07		

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

Video tapes (24)

- Video – interesting & informative. Interesting useable ideas.

Interaction with other teachers was beneficial (21)

- Interaction with other professionals and the sharing of ideas.
- Time spent together with other teachers from surrounding districts.
- Interacting with other teachers and getting good ideas.
- Collaboration with grade level/subject level/teams to design a sample lesson plan.

Differentiation of Instruction, Cont.

Good ideas (15)

- I got some ideas to use in my classroom. Management ideas, teaching ideas, etc.
- Gave some good ideas on ways of reaching children.
- Ideas to further the success of the students.
- Web sites and ideas.

Differentiation strategies (6)

- I appreciated the information and suggestions for implementing differentiation.
- Awareness of the need for differentiation applied appropriately.
- Grouping is flexible – not static. I need to really apply differentiation in my class to meet student needs.

Dealing with different levels of learners (4)

- How to deal with different levels of students.
- Caused me to give more thought to reading various levels.
- Making me aware of different levels.

What new skills did you gain that will help you to meet the needs of students or your child?

Learned about accommodations /differentiation skills (34)

- Accommodations for special ed – a few new ideas.
- The “how to’s of differential instruction”- I understood the concept, did not know how to apply.
- I now understand Differentiated Instruction and how it is NOT just small groups.
- Insights into differentiating tasks/grouping for interests, students needs.

Student grouping strategies (19)

- Grouping skills, assessment strategies, and interest surveys.
- Confidence to try new teaching strategies, compacting tiered assignments, flexible grouping.
- I learned how to take children’s RIT score and provide differentiated instruction to strengthen that skill.
- Utilizing ISAT data for planning.

Improving students learning by using strategies learned (6)

- I learned skills that will help me ensure student motivation and involvement.
- Clearer plan of how to facilitate instruction while addressing needs of all students.

Understanding physical aspects behind disabilities (3)

- Being aware of how there is physical aspects (chemicals in the brain) to frustration levels.

Confirmed/reinforced knowledge (2)

What do you feel would make this training better?

Include realistic examples/actual teacher data (20)

- People should be asked to bring a lesson to share then talk about how it is or could be differentiated.
- More realistic videos with problems addressed as well as procedures.
- More time, more classroom examples, bring curriculum with to help plan.
- Have a teacher come in and talk with us

Less video (16)

Have more/better handouts/ handouts of overheads (10)

- All overheads should have been handouts as well; examples of practical applications
- Handouts of all overheads.
- More hand out information, name tags.
- A textbook to take home for more through reading or an opportunity to observe in a classroom.

Divide the training into grade levels (8)

- I think it would be better if you had split elementary from middle school & high school.
- More time for grade-level brainstorming.
- The basic group was too large – small groups are better; break up that first video.
- Please readjust training and also teach on a middle school/high school level.

The training was good in general or could not think of anything (7)

Longer time for trainings (7)

- Longer training – to get more specifics instead of just the basics

Differentiation of Instruction, Cont.

More hands-on during training (7)

- Differentiation of Instruction could have been modeled in more of the activities with role playing,
- Make the training more hands-on.
- More colleague time to work through during the presentations.

Include Special Education and Administrators (4)

- Include role of Spec. Ed. and related services.
- It was not for special education.
- I understand that teams from schools were recommended to attend. I feel lack of administration is detrimental to this training – their “buy-in” is needed to make this work. I also think that administration should have assigned teachers that are known to not be good modifiers or adjusting curriculum to students needs to this training rather than/in addition to staff that are interested in the process. Therefore, the right teachers may be encouraged to change their dictatorial teaching style and teach to all students’ needs, not just their own agendas.

What is one thing from this training that you plan to implement?

Using Differentiation Strategies (33)

- Varied instruction, differentiation with colleagues not present.
- Differentiated instruction pieces for every unit I currently teach.
- Using ISAT data to differentiate.
- Differentiates a lesson for my students make learning more fun and exciting..

Student grouping techniques (14)

- More hands-on and smaller groups.
- More/flexible groups throughout classes.
- Helping teachers use flexible grouping in their classrooms

Assessments and Management Strategies (10)

- Evaluating teachers to see if they are using it.
- The one minute reading test.
- Rubrics and evaluations
- Using task cards, exit cards

Student involvement in IEP (5)

Accommodations (5)

- More accommodations for special education.
- Better accommodations for IEP and ELL students.

Communication between Spec Ed teachers and Gen Ed Teachers (2)

- Better communication between special ed and general ed teachers.
- Helping regular education teachers understand accommodations that need to be made in the regular classrooms.

Additional comments:

The training was good to great! (27)

Regular education teachers need this training (2)

- All regular ed teachers should take this class.
- Regular ed teachers need this training.

Have better visual aides (3)

- Videos were difficult to see.
- Relied strongly on video- TV was too small, material was excellent. Might help to stop and discuss intermittently to avoid boredom or reiterate high points.

Problems with the training (4)

- Concern: Aren't we ability grouping when differentiating the instruction? Don't students know low middle & high groups like the old reading groups? Just a thought.
- I feel all of these new “named” classes overlap; a how-to-put-it-together would be nice, a look at how-you-are-doing-this-already type workshop, if you will.....

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

Differentiation of Instruction, Cont.

Good presenters (2)

- Both trainers were good.
- The two presenters were organized. The training flowed smoothly.

Good video (2)

- Tapes were awesome!
- What about a copy of the videos in each school??? It's often difficult to get to ISU to check out your resources.

Copies of the materials (2)

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: Differentiation of Instruction Reporting Period: 03/01/2004-03/31/2005
 # Emails Sent: 208 # Forms Submitted: 49 % of Response: 24%

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

Answer	Percentage
Yes	90%
No	10%

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

Answer	Percentage
Yes	65%
No	35%

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

Used differentiated instruction strategies – general statements (10)

- Providing alternative learning activities and assessment practices for students with different capabilities and learning styles
- It focused my attention on the need to differentiate instruction on a more consistent basis.

Used differentiated instruction strategies in reading, language arts, writing, social studies (10)

- I used short vowels as my area of learning. I give a very brief definition of what I wanted the class to do. They were to make a short vowel book. I then used the finished book as a pre-assessment to form need groups. I came up with a mix of groups different from my reading centers. This was nice. Needs ranged from being able to use the short vowels in a sentence in the book to not fully understanding all the sounds yet. I also was able to identify some kids who fit nicely into a group even though they had the concept. This was because they didn't apply themselves. Interesting.
- I use differentiation in working with fluency instruction

Used differentiated instruction strategies in math, science (9)

- Created two levels of worksheets for the concept of balancing chemical reactions for students in 9th grade Physical Science. I was able to move students to a different level on the second worksheet based on their level of success on the first worksheet. Students seemed to appreciate the opportunity to succeed at the appropriate level.
- I have made time to have some students work with manipulatives in math when they don't understand concepts, while others have done the regular math and others challenge math work.

Used specific differentiated instruction strategies in non-specified subject (5)

- Using the Plato program has given opportunities for differentiation of instruction.
- I gave an assignment that had two options for presentation of the information.

Shared or plan to share information about differentiated instruction with others (4)

- Helped regular educators begin to use it also.
- I am going to order the videos and manuals so that I can inservice our staff.

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

Answer	Percentage
Opportunity to apply the skill	22%
Time to plan for integrating this into practice/daily life	30%
Support from administration	6%
Support from Individual Education Plan (IEP) team	2%
Time to collaborate with others	16%
Need for further training or technical assistance	10%
Left Blank	51%

Differentiation of Instruction, Cont.

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

No, none, n/a (19)

Suggestions/concerns about addressing the training to specific and/or additional audiences – different grade levels, subjects, specialists, all building staff, etc. (9)

- I only see my students one hour a week. So many of the ideas were for reg. teachers rather than for me-a G/T facilitator.
- Yes, I have seen this same presentation given. It really needs to be modified to present to Middle/High school levels--they need to tier their workshop a lot more for these groups.

Concerns about time in general (9)

- Lack of time for some of the items we would like to do.

Concerns about planning time (7)

- I would differentiate curriculum more if there was more time for creating or finding the materials needed for integrating this into my lesson plans

Need additional training/follow up (3)

Opportunity to work /share ideas with other teachers (3)

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	29%
Agree	45%
Neutral	14%
Disagree	12%
Strongly disagree	0%
Left Blank	0%

7. Other comments specific to this training you attended?

Positive comments about the presenters and various aspects of the training (18)

- It was enjoyable and I did enjoy the activities that we did especially how to do differentiated instruction.

No, none, n/a (15)

Concerns about the training (11)

- Not delivered well and most of the stuff we had already had training in
- I felt the instructors were not as knowledgeable as others I have seen.

Appreciation for opportunity to work with other teachers/encouragement to provide more (4)

- We needed more time to work with the people in our area from different schools. I felt that was the most beneficial part and was underutilized

Suggestions for other people who could/should attend the training (4)

- I only saw 1 administrator there. Without their enforcement this will not work

Add more information or provide separate workshop for different levels/types of teachers/staff (3)

- Please promote more middle and high school instructions more. Needs to accommodate for others who don't teach on an elementary level--I have taught on both levels. Way easier to do in elementary school with less interruptions and ability to have more time!

**State Department of Education
Post Training Evaluations – Annual Report**

Title: Disconnected Students Reporting Period: 03/01/2004-03/31/2005

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

<u>6</u>	Parent of a child with disability
<u>0</u>	Other relative
<u>0</u>	Surrogate parent
<u>0</u>	Foster parent
<u>4</u>	Advocate
<u>0</u>	Title 1 teacher
<u>18</u>	Special educator

<u>10</u>	General Educator
<u>6</u>	School administrator
<u>1</u>	Family service provider
<u>2</u>	Medical/health professional
<u>7</u>	Related service personnel
<u>0</u>	Paraprofessional
<u>9</u>	Other

Ethnic Group: *(Frequency of responses.)*

<u>35</u>	Caucasian
<u>0</u>	African American
<u>1</u>	Hispanic
<u>1</u>	Asian
<u>0</u>	American Indian
<u>0</u>	Other

How did you learn of this training? *(Frequency of responses.)*

<u>31</u>	Saw a pamphlet	<u>1</u>	Announcement at another conference
<u>11</u>	Word of mouth	<u>2</u>	Posted on the Idaho Training Clearinghouse website
<u>5</u>	Email announcement	<u>3</u>	Other

<i>2003-2004 Questions: Averages of all responses.</i>		Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
1.	The presenter was knowledgeable about the topic.			4.89		
2.	The presenter used visuals and other materials effectively.			4.56		
3.	The presenter handled questions effectively.			4.78		
4.	The presentation was delivered well.			4.73		
5.	Handouts were useful.			4.69		
6.	The content was relevant to my professional and/or personal needs.			4.82		
7.	The physical/room arrangements met my needs.			4.60		
8.	Overall the training was well worth my time.			4.78		

What new skills did you gain that will help you to meet the needs of students or your child?

- Strengthening connections and promoting positive interactions with students (8)
- Reinforced or reminded participant to use certain skills (5)
- Using a more child-centered, strength based approach (especially as opposed to disability/problem centered) (4)
- Changing/using the environment to support appropriate behavior (2)
- Developing behavior/intervention plans (2)

What do you feel would make this training better?

- Thanks, great/good as is, nothing, n/a (11)
- More concrete, specific ideas and strategies for working with the process and/or students (7)
- Need additional time/longer workshop (7)
- Role-playing, real-life examples and/or scenarios (6)
- Include and/or offer to other staff, especially administrators (4)
- Add/adjust power point and handouts (4)

What is one thing from this training that you plan to implement?

- Strength based and/or learning style based planning and approach (6)
- Build relationships/engagement with students (5)
- More positive, inclusive attitude/approach (3)
- Identify environmental changes and sources of support to enhance process (3)

Disconnected Students, Cont.

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

Presenter's knowledge and style (14)

Opportunities to learn through interaction (games and activities) (11)

Focus on positive, re-energizing, FUN examples, approaches and strategies (10)

Usefulness, relevance, practicality of what was being shared (9)

Additional comments:

Praise, enjoyment and/or appreciation for the workshop/presenter (30)

Would like more on this topic and/or presented by Jerry; would be good to offer this training to others (8)

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: Early Literacy Academy **Reporting Period:** 03/01/2004-03/31/2005

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

Ethnic Group: *(Frequency of responses.)*

<u>13</u>	Parent of a child with disability
<u>5</u>	Other relative
<u>0</u>	Surrogate parent
<u>1</u>	Foster parent
<u>2</u>	Advocate
<u>7</u>	Title 1 teacher
<u>38</u>	Special educator

<u>26</u>	General Educator
<u>6</u>	School administrator
<u>10</u>	Family service provider
<u>0</u>	Medical/health professional
<u>17</u>	Related service personnel
<u>29</u>	Paraprofessional
<u>24</u>	Other

<u>90</u>	Caucasian
<u>6</u>	African American
<u>4</u>	Hispanic
<u>0</u>	Asian
<u>0</u>	American Indian
<u>0</u>	Other

How did you learn of this training? *(Frequency of responses.)*

48	Saw a pamphlet	17	Announcement at another conference
100	Administrator or colleague	5	Posted on the Idaho Training Clearinghouse website
21	Email announcement	9	Other

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			4.39		
2.	The training objectives were met.			4.42		
3.	The presenter was knowledgeable about the topic.			4.74		
4.	The training will enable me to include parents in the educational process of their children.			4.25		
5.	Overall, the training was well worth my time.			4.33		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			3.27		
7.	My level of knowledge/ skill on the topic after this training is:			3.91		

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

Practical ideas and hands on activities (7)

- The hands on materials – ideas we can implement in our classrooms.

Information about curricula, opportunities to look at curricula (4)

- Having the opportunity to look through the different curriculums & supplements was awesome.
- Curriculum ideas and sample curriculum programs

What new skills did you gain that will help you to meet the needs of students or your child?

General language/literacy knowledge and information (60)

- I gained a lot of resources (activities, ideas, etc.) to use in my classroom
- Ideas for a literacy curriculum.
- New ideas to present literacy. I was able to get information about other materials available to use in our classroom and our school

Understanding/evaluating/selecting appropriate curricula (17)

- Learned a lot about the different curriculums and what to look for in them.
- Ideas for a literacy curriculum.

Understanding/addressing standards, expectations, developmentally appropriate learning at the Pre-K level (15)

- Other ways to meet the standards
- Understanding that we have to take time and “teach” reading skills and realizing that it is not “emergent”, but it doesn’t mean it is not fun or also child directed

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

Early Literacy Academy, Cont.

Knowledge/information/activities related to phonological/phonemic awareness (15)

- Levels of phonological awareness.
- More ideas to increase phonological process. A better understanding of the phonological sequence.

Knowledge/information/activities related to reading aloud, books & stories (10)

- Reading aloud strategies.
- I learned new ways to read to my students to allow for a more literary experience.

Knowledge/information/activities related to writing and dictation (7)

- That writing is a very valuable area that needs more focus.
- More items for children to start pre-writing available.

Including/embedding/integrating literacy across programs/in daily activities (7)

- A variety of ideas and concepts to incorporate in daily activities that that work together for a comprehensive and complete literacy program
- Incorporating literacy into things I already do.

Supporting program improvement/training of others (7)

- I would use this as a resource and reference to e.c. providers I work with and mentor. I gained numerous resource materials and sites to enhance further study and construction of materials for use with teachers and in turn with children.

Using graphic organizers (6)

Family information/involvement related to early literacy (6)

- A bit more information I can share with families I serve for parents to expand upon reading to their child and improving thought and predictions.
- Daily news narrative to draw up with kids and send home for them to share w/family.

Knowledge/information/activities related to print awareness/alphabet knowledge/phonics (5)

Scaffolding strategies (5)

Utilizing screenings and/or assessments (5)

Knowledge/information/activities related to language and vocabulary (5)

Room arrangement/environmental set-up strategies (4)

Working with English language learners (3)

- I need support families' primary language. All English "submerge" treatment is NOT the way to go. I need to match primary language with English in my instruction.

Group/circle time strategies (2)

What do you feel would make this training better?

More time/emphasis on practical/hands-on activities, things to take and use (21)

- Some time to actually make one of the project ideas to take with us.
- More hands on group activities.

Nothing, well presented, wonderful as is (19)

- Materials are good as is the info.
- It has been wonderful.

Need more time – too much information (19)

- More time-two days were not enough
- More time to soak in all the information and plan how to implement.

Provide more opportunities for interaction (10)

- More discussion between attendees & exchanging ideas on what specific things they do that work.
- Name tags, introductions.

Less lecture, less reliance on slides, less reading of overheads/materials to the group (10)

- It was difficult to sit and listen-for almost the entire day.
- Different format than lecture

Provide/add more videos, photos, actual examples of environments, activities, practices, and/or materials (9)

Include actual resources, references, bibliography (7)

Provide more time for/earlier exposure to information that was presented on Day 2 (6)

Make overheads and module more user friendly (5)

Separate workshop for teachers/non-teachers; may not be appropriate for all types/levels of participants (4)

Early Literacy Academy, Cont.

What is one thing from this training that you plan to implement?

Drawing attention to/focusing on print through activities such as... (35 total),

Word, alphabet, or letter walls and name games (24)

- Word wall alphabet games
- Letter wall
- Name...games

Environmental print/print awareness (11)

- Print awareness (environmental)
- More print awareness.

Literacy activities – general or non-specified (32)

- Literacy awareness
- More literacy centers and activities

Using books including big books, class books, child made books - and read aloud activities/strategies such as the before-during-after process and repeated readings (22)

- I will incorporate children-made books into our day.
- I really need to work on better implementing before, during, and after reading strategies.

Embedding literacy by reorganizing or adapting room arrangement, centers, materials; including literacy activities throughout the classroom day (21)

- Many new ideas and resources to use throughout the day.
- More literacy in the classroom other than the library. For example, grocery lists & recipes in the dramatic play section.

Sharing information with and/or involving families (21)

- more family involvement
- Increased parent awareness in therapy room and classroom

Writing activities/centers (14)

Phonological/phonemic awareness activities (14)

Using graphic organizers, including story road maps and KWL chart (12)

Language/vocabulary activities (12)

Evaluating, selecting, purchasing, and/or implementing literacy curricula or other materials/resources (10)

Addressing/using the state standards and/or IRI, using assessment/observation techniques (8)

News of the day, daily news, and/or morning news (8)

Sharing information/training other staff members/child care providers (7)

- Share several new literacy activities with Head Start teachers;
- Training for staff

Scaffolding and/or questioning techniques (6)

Small group literacy activities (3)

Additional comments:

General positive comments about the training and the presenters (55)

- The training did make our group look at some regrouping and focusing on what we are already implementing in our classroom.
- The trainers were well versed in this venue.

Materials/resources were appreciated, useful (15)

- Very good/great materials to use in classroom and to share with parents.
- I can share some of the activities with my families to do with their children

Questions or concerns about the target audience, content, level of the training (9)

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: Early Literacy Academy Reporting Period: 03/01/204-03/31/2005
 # Emails Sent: 171 # Forms Submitted: 45 % of Response: 26%

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

Answer	Percentage
Yes	100%
No	0%

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

Answer	Percentage
Yes	80%
No	20%

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

Many activities/ideas (general) (12)

Using/ordering new materials and/or resources (7)

- More emphasis on modeling writing skills, more writing materials available, ordered Toni Linder curriculum, read, play, learn!
- I have used some of the material as handouts for both staff and parent trainings. I also sent for some free info in Spanish which I learned about at this training.
- We are using a chart for children to choose their job during clean up time. Children are "reading" the job and learning their classmates written name

Print rich environment, letter wall (7)

- I have used many activity ideas and am currently using a Letter Wall to help students learn the alphabet.
- Incorporation of more prereading skills in the classroom. (e.g., using letters to mark sitting/standing areas of the classroom)

Shared info with others (4)

- I've begun implementing new ideas for home-school connection. Also, the information from the workshop has helped me communicate with teachers and connect speech/language goals with classroom literacy goals.
- Have shared some of the information with teachers whom I have supervised. Am ordering some of the materials that were there to preview.

Reinforced/strengthened previous knowledge (4)

Writing Activities (3)

- I have been giving students more opportunities to explore writing in the preschool classroom.

Story time/read-aloud (2)

- I know get more out of my story time, because I use some of the techniques we learned at the training.

Graphic organizers (2)

- I would need to go back over notes and information because I have attended several workshops this year and get them mixed up, but I did enjoy and add ideas from this one.

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

Answer	Percentage
Opportunity to apply the skill	11%
Time to plan for integrating this into practice/daily life	22%
Support from administration	2%
Support from Individual Education Plan (IEP) team	0%
Time to collaborate with others	13%
Need for further training or technical assistance	2%
Left Blank	50%

Early Literacy Academy, Cont.

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

No, none, n/a (18)

Time (12)

- Time and the ability to separate the 3's from the 5's for part of the day
- Team time

Money, assistance with or more reasonable costs for materials (4)

- The research based curriculum is excellent but it is very expensive even for a private Pre-school. I would like to have access to used material at a more reasonable price.
- The materials presented at the training all had to be purchased, and money seems to be a tight

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	49%
Agree	47%
Neutral	4%
Disagree	0%
Strongly disagree	0%
Left Blank	0%

7. Other comments specific to this training you attended?

No, none, n/a (19)

General appreciation/praise for the presentation/presenters (18)

- I teach in a severe disabilities k-6 class and some of the info was helpful since many of my students are functioning at a preschool level.
- The extent of information was so impressive I offered The Head Start staff an hour training to share with them some of the activities in Wendell.

Concerns/suggestions for doing things differently (6)

- We sent all our Day Care help to the training. We felt the only one that is able to use the information is the Preschool leader.

Appreciated resources/materials (3)

- The resource of information was extremely helpful and observing material that was on hand. I was able to find and order assessment curriculum.
- I really appreciated the opportunity to look at materials. Not only did I get ideas for great resources, but had a chance to view them before purchasing to make sure they would be beneficial and useful I did feel that the training was rushed - a lot of information for the amount of time.
- The handbook was a good resource for materials and programs, activities, ideas, etc.

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: Got Teams—Now What? **Reporting Period:** 03/01/2004-03/31/2005

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

<u>7</u>	Parent of a child with disability
<u>0</u>	Other relative
<u>0</u>	Surrogate parent
<u>1</u>	Foster parent
<u>4</u>	Advocate
<u>1</u>	Title 1 teacher
<u>14</u>	Special educator

<u>10</u>	General Educator
<u>7</u>	School administrator
<u>3</u>	Family service provider
<u>1</u>	Medical/health professional
<u>8</u>	Related service personnel
<u> </u>	Paraprofessional
<u>11</u>	Other

Ethnic Group: *(Frequency of responses.)*

<u>14</u>	Caucasian
<u>0</u>	African American
<u>1</u>	Hispanic
<u>0</u>	Asian
<u>2</u>	American Indian
<u>1</u>	Other

How did you learn of this training? *(Frequency of responses.)*

<u>15</u>	Saw a pamphlet	<u>1</u>	Announcement at another conference
<u>13</u>	Administrator or colleague	<u>2</u>	Posted on the Idaho Training Clearinghouse website
<u>7</u>	Word of mouth	<u>2</u>	Other
<u>11</u>	Email announcement		

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			4.72		
2.	The training objectives were met.			4.77		
3.	The presenter was knowledgeable about the topic.			4.96		
4.	The training will enable me to include parents in the educational process of their children.			4.89		
5.	Overall, the training was well worth my time.			4.72		
<i>2003-2004 Questions: Averages of all responses.</i>		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			2.84		
7.	My level of knowledge/ skill on the topic after this training is:			3.77		
<i>2003-2004 Questions: Averages of all responses.</i>		Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
1.	The presenter was knowledgeable about the topic.			5.00		
2.	The presenter used visuals and other materials effectively.			4.80		
3.	The presenter handled questions effectively.			4.90		
4.	The presentation was delivered well.			4.96		
5.	Handouts were useful.			4.83		
6.	The content was relevant to my professional and/or personal needs.			4.89		
7.	The physical/room arrangements met my needs.			4.57		
8.	Overall the training was well worth my time.			4.94		

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

Practical, relevant, readily applicable; provided clear, specific and useful techniques (25)

- Seems very practical
- All of the information was clear. Designing team strategy was helpful. All of it was food for thought and I am still digesting it all.
- Relevant information, style I will use!

Presenter's style, skill and knowledge (20)

- The style of presenter.
- Stacey's willingness to talk one on one with workshop participant.
- Frequent breaks
- Overall wonderful!

Got Teams—Now What?, Cont.

Quality, helpful, useful visuals, handouts and materials (7)

- Good overheads to match workbook
- Lots of printed information for future reference
- Surveys, notebook, and workbook manual

People skills, understanding psychology/attitude (6)

- Working with other people not just students that's where I have most problems.
- Climate-how people work together
- The characteristics and assessment tool related to leadership and climate.

Information regarding teams, team building (5)

- Team building: dealing with angry people on personal and professional levels
- More information on teams.

Information on meetings (5)

- The idea that there would be many kinds of leadership needed in a meeting.
- process of conducting and participating in scheduled meetings
- Six steps for a meeting

What do you feel would make this training better?

No changes, wouldn't change it, positive about the way it is (11)

Make it longer, give it more time (11)

- Give it a little more time.
- 3 days—well worth it. Do this “team building” training more often.

Vary, add or subtract certain activities (8)

- If she moved around the room more, otherwise everything she presented was helpful.
- I would like to get credit for every class we take with you even if it means writing a paper etc.
- Varied activities for practice, assimilation and reflection of information multiple intelligences? Or multi-sensory?.

Include other members of participants team, more people (4).

- I thing that having my team here would have been helpful. A suggestion of this on the flyer may have gotten other members to come to this group.
- If my entire team was here.
- If the administrator of our building had been presented today.

What is one thing from this training that you plan to implement?

Strategies for effective meetings (8)

- The 4 P's
- Specific agenda components to encourage special education case manageable to folks.
- How to run effective meetings.

Assessments and forms, such as the communication and climate survey (7)

- Communication and climate survey
- Climate goals and communication.
- Assessment tools for back home with team

Teaming or team-related skills (6)

- Involving team members when decision outcomes involve them.
- Trust-trusting other's that you want to trust you

Leadership(2)

- Better management
- Improve leadership skills.

Got Teams—Now What?, Cont.

Additional comments:

Praise/thanks for the presenter/training (20)

- Great presenter! Sense of humor helped us learn the info.
- As always, Stacey's trainings are the very best that the State Dept. of Ed. offers.
- Stacey Holloway makes the world a better place.
- Stacey did a wonderful job answering many complex questions

Would like additional training/workshops/work with this presenter (4)

- We would love to have you come to our school.
- Would like to hear about future workshops.
- I would love to attend any workshop held by Stacey.
- Can't wait for another of Stacey's workshops.

Feeling motivated, energized, enthusiastic as a result of the training (2)

- I feel so enthused about this topic.
- It was a great way to recharge my batteries.

More on meetings (2)

- Maybe it would be useful to discuss a meeting presented on a video.

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: Got Teams—Now What? Reporting Period: 03/01/2004 – 03/31/2004
 # Emails Sent: 57 # Forms Submitted: 14 % of Response: 25%

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

Answer	Percentage
Yes	100%
No	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%
No	7%

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

Implemented skills needed for more effective, focused, efficient, collaborative team meetings. (8)

- We redid our dates of our meetings, so every one had access to them.
- Used some of the time setting suggestions in IEP meetings

Used communication techniques and/or conflict resolution skills to work more effectively with others (3)

- With a team member that kept talking in my ear while I was trying to listen to the rest of the team.

Used non-specified/general skills in various team settings (3)

- I have used the skills and ideas while working with several school teams - the RBM teams and Self-Evaluation teams.

Increased collaboration, participation, “buy in” among team or family members (2)

- Stacey said that people resist change that is imposed. They can adjust to change that they help to create. I have used this with my teenage daughters. I let them help make the decision on how we can make things better instead of telling them what we will do.

Able to evaluate team/climate (2)

- As a result of the information covered related to evaluating the climate and the effects a troubled climate could have on a group, I have instituted a facility wide tool to begin to access the climate and identify possible areas of need. The results of the survey will be the basis for future work.

Used problem-solving model (1)

- Used the problem solving model given in the class when preparing to meet about a student.

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

Answer	Percentage
Opportunity to apply the skill	14%
Time to plan for integrating this into practice/daily life	14%
Support from administration	7%
Support from Individual Education Plan (IEP) team	7%
Time to collaborate with others	7%
Need for further training or technical assistance	7%
Left Blank	44%

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

Got Teams—Now What?, Cont.

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

More/other team members or whole teams should attend. (5)

- The difficult people need to attend as well. This helps us learn to deal with them as well as the team, but more team members need attendance at these seminars.

More training on this topic and/or by this trainer. (4)

Nothing/no suggestions. (4)

Time and opportunity to implement/practice (2)

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	75%
Agree	25%
Neutral	0%
Disagree	0%
Strongly disagree	0%
Left Blank	0%

7. Other comments specific to this training you attended?

Praise for Stacey Holloway (11)

- Stacey is a dynamic knowledgeable speaker who not only knows how to keep her audiences engaged, but is a top notch teacher as well.

Received useful info/skills to apply (3)

- I have come away from her workshops with ideas, tools and strategies that I can use immediately each time.

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: Graduation Plan **Reporting Period:** 03/01/2004-03/31/2005

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

<u>9</u>	Parent of a child with disability
<u>1</u>	Other relative
<u>0</u>	Surrogate parent
<u>0</u>	Foster parent
<u>1</u>	Advocate
<u>3</u>	Title 1 teacher
<u>155</u>	Special educator

<u>5</u>	General Educator
<u>36</u>	School administrator
<u>0</u>	Family service provider
<u>0</u>	Medical/health professional
<u>23</u>	Related service personnel
<u>0</u>	Paraprofessional
<u>22</u>	Other

Ethnic Group: *(Frequency of responses.)*

<u>102</u>	Caucasian
<u>1</u>	African American
<u>3</u>	Hispanic
<u>1</u>	Asian
<u>1</u>	American Indian
<u>0</u>	Other

How did you learn of this training? *(Frequency of responses.)*

<u>62</u>	Saw a pamphlet	<u>11</u>	Announcement at another conference
<u>43</u>	Administrator or colleague	<u>1</u>	Posted on the Idaho Training Clearinghouse website
<u>29</u>	Word of mouth	<u>23</u>	Other
<u>68</u>	Email announcement		

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			3.86		
2.	The training objectives were met.			3.74		
3.	The presenter was knowledgeable about the topic.			4.16		
4.	The training will enable me to include parents in the educational process of their children.			3.78		
5.	Overall, the training was well worth my time.			3.81		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			2.65		
7.	My level of knowledge/ skill on the topic after this training is:			3.45		
<i>2003-2004 Questions: Averages of all responses.</i>		Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
1.	The presenter was knowledgeable about the topic.			4.28		
2.	The presenter used visuals and other materials effectively.			4.07		
3.	The presenter handled questions effectively.			4.10		
4.	The presentation was delivered well.			4.08		
5.	Handouts were useful.			4.48		
6.	The content was relevant to my professional and/or personal needs.			4.36		
7.	The physical/room arrangements met my needs.			4.25		
8.	Overall the training was well worth my time.			4.14		

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

Information was practical and useful (23)

- Practical information.
- Information and PP slide handouts.

The handouts/materials (18)

Learning about what is needed for graduation plans (17)

- Specifically addressing graduation for students with IBD.
- Learning what my school needs to do for graduation planning.
- Graduation requirements re. ISAT proficiency for IEP students.

It was good in general (10)

- This is one of the best trainings I've been to. Info was given in a reasonable amount of time; I didn't feel like she was "filling" time, or skipping info.

Graduation Plan, Cont.

Time to talk with other professionals (7)

- Networking with other professionals and finding solutions for kids graduating.
- Several questions were answered for me. Educators were allowed to visit and share ideas.

Question and answer sessions (6)

- The question & answer sessions of the discussions.
- Chance to discuss issues.

Learning about assessments/alternate assessment (5)

- Learning about policies for Alternate Assessment.
- There is hope for those not able to pass the ISAT.

State Board regulations and rules (3)

- Clarification of Board Rules on thoroughness.
- Review of state board regulations.
- IDAPA regulations.

Power standards (2)

- Clarification on the importance of power standards rather than ISAT questions.
- Power standards – rules made clear – references to go back to. Thank you.

Forms (2)

- Forms.
- Current documents & forms; discussion.

What new skills did you gain that will help you to meet the needs of students or your child?

Better Understanding of the process/Clarification (25)

- I understand the process a little more than I did when it came.
- Better understanding of graduating requirements and the role ISAT yearly growth plays in the total picture.
- More confident with what I've read and learned to being better equipped to share with parents and others working with the student.
- Better understanding of Transition and Grad Planning.

Alternative methods/assessment (7)

- Options of alternative assessments..
- Ideas for coming up with alternative methods for students to demonstrate skills.
- Outlined some steps to begin implementing alternative grad plans.
- Starting skills to address this. Alternative to ISAT.

All of it was useful (5)

- All of it was new to me therefore, I will be better informed in order to share with my students and meet their needs.
- I will be able to pass on information that I've learned to my students.

Resources/Materials (4)

- Contacts to help my district.
- Local mechanisms – school board.
- I will read the material and access the internet.
- Handouts

What do you feel would make this training better?

More Examples/samples (30)

- Examples of completed plans.
- Some real-life examples of an IEP containing a graduation plan, and a transitional plan.
- Specific examples re. case studies of individual students.
- Give us an actual standard that is being used or one that could be used.
- I would like to have had a graduation plan modeled. A mock plan completed.
- Repeat questions. Encourage SPED people to use voc. rehab! Sample graduation plan, examples.
- Samples of what the IEP graduation plan should look like.

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

Graduation Plan, Cont.

Better training materials/presenter (20)

- Power Points were too busy. Need to simplify.
- A check-list of what to do and when, by grade level.
- Break things down. Information was too confusing. As I think about how a special needs student or especially an emotionally disturbed student trying to understand what he needs to graduate, they will choose to give up/quit.

Smaller Groups/Discussion (16)

- Smaller group so more discussion is available.
- To divide participants into smaller groups for activities.

More Direct Answers (7)

- I think many questions did not have clear, direct answers. Too many gray areas.
- As an overview of the direction the state is going, it was alright. However, there are too many unanswered questions.
- Shorter discussions more questions and answers.

Good in general (7)

- Excellent training session and materials.
- Nothing – Great Job!
- Nothing – good as is.

Things are still unclear (7)

- Still very unclear what is acceptable for alternate grad plans.
- Just give people time to work on issues specific to their sites instead of hypothetical problems.

Have district teams work together (district to district) (5)

- Allow teams from districts to work together to develop a plan to approach “local mechanisms”.
- Work within district groupings.
- Hear the impact on individual schools/districts.

Have more co-workers/admin present (4)

- Invite administration, general education teachers.
- All directors should be required to receive this training, maybe they already are. I feel this “mechanism” should be consistent state-wide.

Have a Review/follow-up (3)

- Meet again after districts have in place for academic proficiencies and local mechanisms that we can discuss and share.

Have a copy of the district plan (3)

- If I had my Districts Grad Plan in hand.
- A copy of the district plan in hand.
- Have district within state plan together so there is consistency within state..

Larger room (3)

What is one thing from this training that you plan to implement?

Graduation Plan (13)

- The grad plan- talk to administrators about special ed. Students graduation.
- Individualized graduation plan.
- Develop a brainstorming time for discussing the process of graduation for each child.
- Getting together within districts to write plan for aligning to standards to provide local plan.
- Look in depth at individualized graduation plan.

IEP (8)

- Use of IEP-graduation plan.
- Alternate mechanisms – document on IEP’s and or transition plans at middle school level.
- I’m going to put together a “hierarchy of optimal mechanisms” to be discussed @ meetings, interested parties- perhaps than point values will be assigned to each option, then we can use this as a guideline at IEP meetings knowing it has been approved by the Board.

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

Graduation Plan, Cont.

Plan to implement everything (11)

- IEP writing. Continue with CORE reading academies, add math and lang arts. SDE parent friendly letter (undated) outlining grad requirements, etc.
- All of it- over time (next year).
- Share info w/other admin and staff.

Alternative Assessment (7)

- Looking closer at alternative assessment.
- Development of a clear mechanism whereby students who do not pass the ISAT have opportunities to demonstrate proficiency in other ways.

Rubric/Transition Plan (5)

- I will use the rubric contained in the information given.
- Alternate mechanisms – document on IEP's and or transition plans at middle school level.
- The sample grad plan with our local mechanisms-into new transition services plans.
- Re-work transition documentation.

Parent information (2)

- Talking to parents about applied or ways of applying knowledge and performance to demonstrate mastering using community experiences as part of the evaluation (using more power point).

Additional comments:

Presentation was good in general/thank you (28)

- Very good conference- it made the whole process more understandable and doable- Thanks!
- I like the organization of the power point with the Rules Governing Thoroughness. It helped my ability to understand the rules better. It can seem so overwhelming. I am impressed with all the resource information provided.
- Thanks. It helped to clarify issues more.

Confusing issues (7)

- As a parent, this whole process is confusing. I believe that all districts should be on the same page. I feel that some expectations are unreal! I believe that these students need to be exposed to job potentials starting as early as 5th-6th grade.
- I am really confused about the word "aligned" with the standards (10th grade?), when we adapt our methods to fit the evaluation AND abilities of each student.

Who will be able to graduate? (5)

Presenter did a good job (4)

- Good job, Jacque.
- The presenter did a good job with answering questions.

This information is not new (2)

- This doesn't seem a whole lot different than what we are already doing!
- The info given (most of it) I already knew, I needed examples.

Who will be trained? (2)

- Who will be getting this training? Administrators? Superintendents? School Board?
- Do our school district boards know about these requirements? Who will be presenting this info to them?

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: Graduation Plan Reporting Period: 03/01/2004-03/31-2005
 # Emails Sent: 364 # Forms Submitted: 84 % of Response: 23%

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

Answer	Percentage
Yes	88%
No	12%

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

Answer	Percentage
Yes	60%
No	40%

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

Incorporated into IEP meetings/process (23)

- Completing the IEP to include the new requirements for paperwork concerning standards and graduation
- Used the information in writing IEP for students.

Developing and/or implementing graduation plans/alternate routes to graduation for school/district (19)

- We used the graduation plan format to design our alternate route to graduation for our district.
- It prompted the district to begin working on our graduation plan.

Presented/shared information with colleagues, administrators, policy makers and/or parents (9)

- PowerPoint presentations to administrators and teacher groups.
- I have had one meeting with the IEP coordinator, special ed director, and principal to discuss procedures ISDB wishes to pursue in making graduation plans better in future years.

Used information to address ISAT issues (6)

- We took special education students out of ISAT math classes, where we felt that it wasn't going to help the student learn the skills that would meet their individual needs.
- Determining graduation requirements in regards to the ISAT test for students with IEP's

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

Answer	Percentage
Opportunity to apply the skill	24%
Time to plan for integrating this into practice/daily life	16%
Support from administration	18%
Support from Individual Education Plan (IEP) team	2%
Time to collaborate with others	15%
Need for further training or technical assistance	19%
Left Blank	54%

Graduation Plan, Cont.

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

No, none, n/a (22)

Confused and/or need additional training/information/examples (14)

- Need further understanding as it is still a little vague to me.
- Jacque is planning to do another training session with us to include transition plans.

Involvement of and/or decisions made at district or schoolwide level (12)

- Our district did not have the graduation plan in place at the time of the inservice.
- The District needs to finish its plan so I can get the information and new forms out to special educators.

Clarification from the SDE with follow-up review/support as the process is implemented (11)

- I need to practice and then have work reviewed to insure fidelity to the regulations
- I think we need to just do what we are doing and try to start doing it. Once we get into the process we may have more questions.

N/A or training didn't apply to the participant's work at this time (6)

- I have no students that would need the plan at this time.
- Working at the District Office on a part time basis, My involvement with the process is limited.

Time/case load issues (4)

- Time to collaborate with others
- Time! This is additional paperwork for me

ISAT related issues (3)

- 3 years of ISAT testing- will be completed in April of 2005

IDEA related issues (2)

- New IDEA authorization

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	35%
Agree	44%
Neutral	6%
Disagree	12%
Strongly disagree	3%
Left Blank	0%

7. Other comments specific to this training you attended?

Positive comments regarding the presentation/presenters (28)

Need for additional information or examples, clear guidelines, follow-up, and/or ongoing support for implementation (10)

- I would like a follow-up session.
- I would like to attend this training again and relate our district's plan to the information presented.

Concerns about lack of consistency/guidance /participation from major decision-makers at the state and/or local level (8)

- The dog is still out on what exactly we are using to qualify students for Graduation. Our district has still to do a policy for this.

Concerns about the audience size, timing, location and level of the training (7)

- It would be helpful to send out a questionnaire before the training or have very clear specifications as to the goals and level of instruction.
- As a special education teacher I felt that the information that applied to me could have been relayed in a different setting and in much less time.

Presentation confusing, needed more time (5)

- Topic was overwhelming for the time allotted
- Needed more time to ask questions, collaborate with colleagues and get ideas, talk with people from State Department

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: IAA Technology **Reporting Period:** 03/01/2004-03/31/2005

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

6	Parent of a child with a disability
2	Other relative
0	Surrogate parent
1	Foster parent
1	Advocate
2	Title 1 teacher
99	Special educator

3	General Educator
8	School administrator
1	Family service provider
0	Medical/health professional
7	Related service personnel
9	Paraprofessional
3	Other

Ethnic Group: *(Frequency of responses.)*

92	Caucasian
2	African American
3	Hispanic
0	Asian
3	American Indian
1	Other

How did you learn of this training? *(Frequency of responses.)*

41	Saw a pamphlet	5	Announcement at another conference
106	Administrator or colleague	0	Posted on the Idaho Training Clearinghouse website
33	Email announcement	4	Other

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.	4.25				
2.	The training objectives were met.	4.18				
3.	The presenter was knowledgeable about the topic.	4.64				
4.	The training will enable me to include parents in the educational process of their children.	3.80				
5.	Overall, the training was well worth my time.	4.07				
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:	2.47				
7.	My level of knowledge/ skill on the topic after this training is:	3.39				

What new skills did you gain that will help you to meet the needs of students or your child?

Accessing/using the website, doing the assessment properly (47)

- I have learned how to correctly give the AA.
- When doing the alternative assessment. I will be able in input info properly.
- All the skills needed to rate an AA.

General knowledge/understanding about IAA/alternative assessment (36)

- Understand the IAA better.
- Real understanding of what it is about.

Using the assessment as part of IEPs and graduation/transition plans, including alignment with standards and graduation requirements (13)

- Align IEP with standards.
- A new understanding of the non-in? (couldn't read writing) of mastery of IEP. Goals, objectives, complaints to progress toward standards.

Generating/using reports based on the assessment 7)

- The explanation of the report for the individual student will help me develop better IEP objectives and to decide with the IEP team, what the most important goal should be.
- How to obtain a report.

Understanding/communicating which children should take the assessment (6)

- Learned that in a kindergarten transition meeting, need to note in IEP what assessment child is going to participate in. (IAA or IRI)

Improving record keeping (2)

- Organizing and tracking students work samples.

IAA Technology, Cont.

Knowing where to get help/information (3)

- Where to find answers to questions.

What do you feel would make this training better?

Hands-on practice/computers for everyone to use (26)

- Hands on with computer and IEP to walk through assessment.
- Actual laptops to use.

More information/knowledge/background/rationale for the IAA, more time for Q &A (14)

- What do you use this data for? Many of the parents we work with don't feel this is necessary. As teachers with many students this is very time consuming and takes away from instructional time.
- more discussion of purposes,

Fine as is/no suggestions, don't know (11)

- I can't think of anything you could improve on – excellent handouts.
- It was fine.

Improving/adding to the materials/handouts (7)

- A copy of the IAA standards in the packet.
- A handout that highlights changes from 03-04 to 04-05.

Providing more examples/samples (6)

- More examples of aligning and scoring actual IEP goals.
- sample of students & teams that enter info on paper as if doing the assessment

Adjust pacing of the session (5)

- Move a little faster, dragged at the start.

Offering different sessions for beginning and experienced practitioners (3)

- Have 2 different sessions. 1 for 1st time administrators and one for repeat administrators.

What is one thing from this training that you plan to implement?

The IAA (20)

- Try to be more accurate and consistent when completing each assessment.
- Practice IAA and administering IAA.

Accessing the web site for training/practice/support; using the demo site (17)

- How to access all training and practice. Online training.
- Experiment and play with demo to build mastery of program.

Utilizing IAA/standard in IEPs, goals and objectives process (14)

- Beginning to tie IAA goals and planning to future IEPs and planning curriculum/standards
- I will definitely be looking at the samples and the data collected to aide in writing a students future IEP.

All/everything (13)

Sharing information/consult with/assist colleagues (9)

- I plan to disseminate hints, reminders, and changes to Special Ed teachers.
- Clarification of process to other administrators.

Reports (8)

- Parent reports.
- Sharing information with parents.

Working with 2nd rater (3)

- Explain more to 2nd rater how I evaluate levels.

Data collection (2)

- Collecting data beginning March 1.
- Obtaining necessary materials (1)
- Find power standards and red manual.

Computer tricks (2)

- Using pop-up windows!

Having appropriate people entering data (2)

- That the correct people take part in entering data

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

IAA Technology, Cont.

Additional comments:

Praise, thanks and expressions of appreciation (33)

- Good job done by Liz. It appears a lot of work has been done over the past year to make the IAA better!
- It was good to be here and get acquainted with your face and position.

Concerns about the pace/style of training (4)

- Having ADHD this training was painful and did not fit my learning style it moved too slowly.

Need additional information on IAA/testing (4)

- When I get certified in special education, I would want a deeper understanding of rating standards. The teacher (rater) alone determines proficiency – wow!
- We need examples of what the achievement and progress might look like for each standard.

Concerns about the IAA process/assessment (2)

- I am not real fond of this type of assessment. I think there could be a better way to assess this. It is a lot of work and time to complete along with our regular duties.

Concerns about getting questions answered/specifics (2)

- Some frustration was apparent from Liz! Sorry. – Although Liz has great knowledge, she doesn't answer specifics.

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: IAA Technology Reporting Period: 03/01/2004-03/31/2005
 # Emails Sent: 220 # Forms Submitted: 51 % of Response: 23%

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

Answer	Percentage
Yes	85%
No	15%

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

Answer	Percentage
Yes	12%
No	88%

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

Working with alternate graduation requirements, alignment of goals/objectives with standards (3)

- We are currently working on alternate graduation requirements

Working with student data (2)

- I have used Excel extensively in creating databases for my students.

Sharing info/training others (2)

- Gave short overview to Sp Ed teachers - Meeting planned to go over the process

Not yet time for IAA (2)

- IAA's have not yet been done

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

Answer	Percentage
Opportunity to apply the skill	65%
Time to plan for integrating this into practice/daily life	20%
Support from administration	0%
Support from Individual Education Plan (IEP) team	0%
Time to collaborate with others	0%
Need for further training or technical assistance	0%
Left Blank	15%

IAA Technology, Cont.

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

No, none, n/a (24)

Comments/concerns about relationship/timeliness of training and testing window (9)

- IAA assessment has not been given. I question having training so far from the assessment date. I believe late January or early February would be more appropriate.
- There is a testing window. The data that is collected has to be within 6 weeks of that window.

Additional information, training, clarification and/or time, opportunity to practice (8)

- I need the training and information about how to administer the IAA. It's used here on campus, but I haven't had an opportunity to observe it.
- It would be helpful if the criteria for alternate assessment were not a moving target.

Computers, computer programs & other technology issues (4)

- Adequate tech equipment
- New PC units for the class room that have upgraded software.

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	20%
Agree	53%
Neutral	22%
Disagree	2%
Strongly disagree	3%
Left Blank	0%

7. Other comments specific to this training you attended?

No, none, n/a (22)

Positive comments about the presentation/presenter (13)

- It was good and we have been able to contact the teacher since the training for clarifications and other help

Logistics - timing, environment, training site technology etc. (5)

- Get appropriate equipment for presentations, Make sure it works

Need for additional training/information (4)

- I thought this training would teach me how to use the Idaho Alternate Assessment. However, all she did was show us how to access it on the web. I still do not know how to use the assessment.

Suggested dividing/tailoring training for beginning and experienced staff (2)

- This training was very general info about the IAA. Some people in the training were experienced, some were not. It would have been helpful to have 2 different trainings: one as an intro to the IAA and a second to be review or more in-depth info. It is hard to meet the needs of both groups in 1 training session.

**State Department of Education
Post Training Evaluations – Annual Report**

Title: New Teacher Orientation Reporting Period: 03/01/2004-03/31/2005

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

<u> 7 </u>	Parent of a child with disability
<u> 3 </u>	Other relative
<u> 0 </u>	Surrogate parent
<u> 1 </u>	Foster parent
<u> 0 </u>	Advocate
<u> 0 </u>	Title 1 teacher
<u> 89 </u>	Special educator

<u> 10 </u>	General Educator
<u> 3 </u>	School administrator
<u> 0 </u>	Family service provider
<u> 0 </u>	Medical/health professional
<u> 0 </u>	Related service personnel
<u> 0 </u>	Paraprofessional
<u> 43 </u>	Other

Ethnic Group: *(Frequency of responses.)*

<u> 62 </u>	Caucasian
<u> 0 </u>	African American
<u> 1 </u>	Hispanic
<u> 1 </u>	Asian
<u> 1 </u>	American Indian
<u> 0 </u>	Other

How did you learn of this training? *(Frequency of responses.)*

<u> 24 </u>	Saw a pamphlet	<u> 4 </u>	Announcement at another conference
<u> 22 </u>	Word of mouth	<u> 4 </u>	Posted on the Idaho Training Clearinghouse website
<u> 12 </u>	Email announcement	<u> 45 </u>	Other

<i>2003-2004 Questions: Averages of all responses.</i>		Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
9.	The presenter was knowledgeable about the topic.			4.86		
10.	The presenter used visuals and other materials effectively.			4.76		
11.	The presenter handled questions effectively.			4.72		
12.	The presentation was delivered well.			4.72		
13.	Handouts were useful.			4.75		
14.	The content was relevant to my professional and/or personal needs.			4.84		
15.	The physical/room arrangements met my needs.			4.65		
16.	Overall the training was well worth my time.			4.74		

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

IEP related information (20)

- Legalities of IEP issues
- Specific guidelines for writing an IEP
- An example of a well written IEP

Positive general comments (18)

- Getting the overall “big” picture laid out and seeing how all parts should fit together.
- Very informative. I learned more in two days than I have learned in a month on the job.

Materials/manual (17)

- The notebook with handouts
- Going through binder-helped to understand all the information
- The manual
- Hands on with the special education manuals – power points to follow

Using/preparing forms and paperwork (9)

- Going through the forms and receiving explanations for what belongs on each
- Going through legal paperwork was VERY helpful

It was readily applied, useful (7)

- The fact that I can use the information, etc. in my classroom tomorrow! Lots of great information that directly relates to my job

Meeting/networking with other teachers (6)

- Meeting other teachers

New Teacher Orientation, Cont.

Getting answers to questions (6)

- Being able to bring up & discuss specific scenarios & situations.
- Question/answer time.

Presentation style (6)

- Presentation using differing materials (visual, oral, etc.)
- Knowledgeable presenters were exceptional.

Information on rules, regulations (5)

- Overview of Idaho qualification requirements
- The Idaho Special Education laws, etc.

Hearing parent perspective (3)

- Parent's perspective! (Emma especially).
- IPUL rep. Parent's perspective

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 allowed, additional days and separation of ages for training (20)

- One extra day for questions.
- Make it 3 days! I had more questions to ask, but felt I couldn't due to the time limit.
- Separate the training based on grade level and needs.
- Break into elementary and secondary groups for afternoon session.

Good, great, no changes needed (8)

- The inservice itself is awesome.
- It was great.

Address physical conditions/comfort issues (8)

- More space at the tables.
- Too long to sit through in one day sorry for lack of attention at times!

Maintain better focus (7)

- Eliminate/reduce names/introduction/acronyms at beginning (wasted time)
- Clearer coverage of questions (simplify answers)

Provide more hands-on work/activities (6)

- More hands-on searching through the SPED Manual; activities.
- Maybe a little more activity-based and not just reading a book with lecture.

Improve the organization of the manual/binder (6)

- Put section dividers in notebook
- Tie informational materials directly to the actual special education manual. The layout of the new notebook is difficult to connect.

Provide additional information, activities or focus on IEP's (4)

- Sticking to the IEP process and different components that make up the IEP – create a checklist of form that could be used for each student to ensure all forms are filled out.
- Also, actually writing an IEP the entire process.
- Show and write an actual IEP from start.

What is one thing from this training that you plan to implement?

Language and Literacy Activities (14)

- News of the day.
- Story road map and KWL chart. Writing workshops.
- I like the ideas under Alphabetic Principle.
- A lot of the Read Aloud.

Classroom/center organization and arrangement strategies (4)

- Classroom organization
- Environmental changes

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

New Teacher Orientation, Cont.

Family/parental involvement (4)

- Increased parent awareness in therapy room and classroom.
- Multiple school parent connections

Idaho Standards (3)

- Going into the classrooms with the Idaho Standards.
- The Idaho Early Learning Standards

Small group instruction (3)

- New way to group our kids in smaller groups
- Focusing on smaller activity groups.

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

IEPs and Transition Plans (8)

- Hands-on practice at writing a good IEP with good measurable goals. For example, write an IEP with help of qualified instructor on review one that I have written and get constructive feed back.
- More samples of what not to have in IEPs. IEPs on the computer.

Behavioral/emotional related issues (5)

- Behavior Intervention Plans, working with behaviorally & emotionally disturbed children.
- I would appreciate any ideas/suggestions on dealing with an ED student who is a real challenge.

Time to absorb, practice and update these skills (5)

- Just time to read manual and review now. No immediate needs
- I am new so I just practice with the whole process.

Assessments (5)

- Curriculum based assessments.
- How to assess reading fluency.
- Alternate Assessment.

Procedures, paperwork, forms (3)

- Better understanding of paperwork.

Teaming/Working with other staff (3)

- Team building
- Ideas on how to involve general education teachers in the pre-referral process

Additional comments:

Positive general comments (33)

- This was very helpful informative and eye opening! Thanks for all your time and efforts!
- This has been fun and filled with useful information.
- Great presentation.
- Thank you for presenting this workshop & training. I feel this was well worth my time. I learned a lot & hope to put it all in motion. Thank you again for allowing me to attend.

Restructure presentation/suggestions for improvement (11)

- People with personal questions should ask at more appropriate times. .
- Hold conference closer to beginning of school year. I already fumbled through most that was taught.
- It should have been done in at least two days.
- I felt we were of task way to much! People asked questions that were not important to the entire group. I felt in those situations that my time was being wasted.
- Add RBM

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: New Teacher Orientation Reporting Period: 03/01/2004-03/31/2005
 # Emails Sent: 84 # Forms Submitted: 17 % of Response: 20%

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

Answer	Percentage
Yes	100%
No	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%

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

Applied skills/information to writing/completing IEPs, pre-referrals and paperwork (13)

- I am implementing the paper work regarding the pre-referral process.

Shared information from the workshop with colleagues and others (3)

- I have given a presentation to the faculty regarding the pre-referral process

Improved knowledge, understanding and access to necessary information (3)

- This was a very good review of information which I had not applied to that time. Most importantly was the information on where to find import information. As an example the power goals needed for IEPs.

Applied skills/information about state standards (2)

- State Standards helped to put things into perspective

Stress Relief (1)

Testing info (1)

4. What additional resources or conditions are 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	0%
Support from administration	0%
Support from Individual Education Plan (IEP) team	0%
Time to collaborate with others	6%
Need for further training or technical assistance	0%
Left Blank	94%

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

New Teacher Orientation, Cont.

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

General requests for additional/further training and/or ongoing support in this area (6)

- I would really like to be part of an online network in the form of bulletin board or newsgroup or regular emails about procedural reminders and ideas for effective teachers. I learn from others' questions, and I would like the opportunity to give/receive feedback from other professionals.

More time to learn and/or apply what was taught (5)

No, none, n/a (5)

Information/support on pre referral strategies, testing and evaluation (3)

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	71%
Agree	29%
Neutral	0%
Disagree	0%
Strongly disagree	0%
Left Blank	0%

7. Other comments specific to this training you attended?

Positive comments on presenter's knowledge, style, format (11)

- Pat and Kendall did a great job. They are easy to talk to and they have good answers

No, none, n/a (4)

Increase information/relevance for different grade levels and different types of teachers/specialists, staff members, administrators (3)

Provide more time (2)

- I wish the time had been spread over a few more days so that we could have had more in-depth discussion times.

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: RBM Advanced **Reporting Period:** 03/01/2004-03/31/2005

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

Ethnic Group: *(Frequency of responses.)*

<u>6</u> Parent of a child with disability	<u>77</u> General Educator	<u>129</u> Caucasian
<u>1</u> Other relative	<u>32</u> School administrator	<u>3</u> African American
<u>0</u> Surrogate parent	<u>0</u> Family service provider	<u>4</u> Hispanic
<u>2</u> Foster parent	<u>0</u> Medical/health professional	<u>1</u> Asian
<u>0</u> Advocate	<u>34</u> Related service personnel	<u>1</u> American Indian
<u>13</u> Title 1 teacher	<u>2</u> Paraprofessional	<u>0</u> Other
<u>53</u> Special educator	<u>4</u> Other	

How did you learn of this training? *(Frequency of responses.)*

<u>3</u> Saw a pamphlet	<u>6</u> Announcement at another conference
<u>92</u> Administrator or colleague	<u>0</u> Posted on the Idaho Training Clearinghouse website
<u>17</u> Word of mouth	<u>31</u> Other
<u>52</u> Email announcement	

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			4.34		
2.	The training objectives were met.			4.18		
3.	The presenter was knowledgeable about the topic.			4.53		
4.	The training will enable me to include parents in the educational process of their children.			4.00		
5.	Overall, the training was well worth my time.			4.25		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			3.12		
7.	My level of knowledge/ skill on the topic after this training is:			3.67		
<i>2003-2004 Questions: Averages of all responses.</i>		Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
1.	The presenter was knowledgeable about the topic.			4.69		
2.	The presenter used visuals and other materials effectively.			4.41		
3.	The presenter handled questions effectively.			4.54		
4.	The presentation was delivered well.			4.32		
5.	Handouts were useful.			4.55		
6.	The content was relevant to my professional and/or personal needs.			4.61		
7.	The physical/room arrangements met my needs.			3.94		
8.	Overall the training was well worth my time.			4.45		

What new skills did you gain that will help you to meet the needs of students or your child?

- Math strategies and reading strategies (12)
- Behavior related concepts/strategies (9)
- Contributed to better understanding of overall aspects of the RBM (7)
- Reviewed, refreshed or reinforced use of appropriate skills (5)
- Evaluation, assessment, and/or progress monitoring (5)
- Information on autism (5)
- Information regarding non-categorical issues (5)
- I-Plans, general and specific intervention strategies (4)

RBM Advanced, Cont.

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

Presenters' knowledge, style and/or the materials (handouts) they shared (26)

Strategies for working with behavioral, social, emotional issues (20)

Info/clarification on I-Plans and interventions (9)

Strengthened knowledge of the RBM process (8)

Strategies for working with reading issues (7)

Opportunity to work with/as SLP's (4)

Strategies for working with math issues (3)

What do you feel would make this training better?

Work on starting on time, staying on schedule, pacing, and other time related issues (18)

Specific suggestions/comments for Wayne (16)

- Stay on task, do not have an agenda if it is not followed
- Stay on schedule
- Relate to real situations rather than theory
- More examples

Specific suggestions/comments for Amy (CBE Presenter) (13)

- Too fast
- Could not hear
- Content did not match presentation

Be more specific, especially about interventions (12)

Fine, great, good as is, no changes suggested (9)

Increase or provide separately information for secondary (8)

Suggestions regarding the breakout sessions so they could learn from others (8)

What is one thing from this training that you plan to implement?

Assessments, CBMs, progress monitoring, and other strategies that include collecting/using data (18)

Adjusting/strengthening the RBM team, teaming, and other collaborative efforts (14)

Strategies for working with reading issues (13)

Strategies for working with behavioral, social, emotional issues (12)

Adjusting/strengthening I-plans and interventions (11)

Using POSSE, getting additional POSSE training (6)

Strategies for working with math issues (5)

Strategies for working with non-categorical issues and Autism (5)

Additional comments:

Expressions of praise, thanks, appreciation (59)

Suggestions for changing the order/emphasis of RBM training (15)

Keep training on track/focused, consider streamlining (4)

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**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: RBM Core Day 1 **Reporting Period:** 03/01/2004-03/31/2005

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

<u>10</u>	Parent of a child with disability
<u>4</u>	Other relative
<u>1</u>	Surrogate parent
<u>0</u>	Foster parent
<u>0</u>	Advocate
<u>4</u>	Title 1 teacher
<u>35</u>	Special educator

<u>44</u>	General Educator
<u>18</u>	School administrator
<u>0</u>	Family service provider
<u>2</u>	Medical/health professional
<u>39</u>	Related service personnel
<u>0</u>	Paraprofessional
<u>10</u>	Other

Ethnic Group: *(Frequency of responses.)*

<u>68</u>	Caucasian
<u>7</u>	African American
<u>1</u>	Hispanic
<u>2</u>	Asian
<u>1</u>	American Indian
<u>1</u>	Other

How did you learn of this training? *(Frequency of responses.)*

<u>1</u>	Saw a pamphlet	<u>0</u>	Announcement at another conference
<u>72</u>	Administrator or colleague	<u>2</u>	Posted on the Idaho Training Clearinghouse website
<u>21</u>	Word of mouth	<u>34</u>	Other
<u>7</u>	Email announcement		

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			4.31		
2.	The training objectives were met.			4.23		
3.	The presenter was knowledgeable about the topic.			4.61		
4.	The training will enable me to include parents in the educational process of their children.			4.30		
5.	Overall, the training was well worth my time.			4.36		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			2.10		
7.	My level of knowledge/ skill on the topic after this training is:			3.12		
<i>2003-2004 Questions: Averages of all responses.</i>		Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
1.	The presenter was knowledgeable about the topic.			4.69		
2.	The presenter used visuals and other materials effectively.			4.51		
3.	The presenter handled questions effectively.			4.48		
4.	The presentation was delivered well.			4.56		
5.	Handouts were useful.			4.67		
6.	The content was relevant to my professional and/or personal needs.			4.67		
7.	The physical/room arrangements met my needs.			4.36		
8.	Overall the training was well worth my time.			4.50		

What new skills did you gain that will help you to meet the needs of students or your child?

Concepts/strategies related to looking at results (36)

- Summarizing data-a great analysis – whole school and individual classroom.
- Looking at our data to find the needs of our school
- Looking at data to evaluate a system.
- Specific interventions

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

RBM Core Day 1, Cont.

Understanding/using the general RBM process (23)

- The formats, forms, power point- all great ideas to use as a specialist. I'm ready to begin the process. Thanks!
- I learned the overall structure of the RBM Model. The skills are needed to begin to implement the RBM in our school.
- Information and training in the Results Based Model
- Many ideas to begin looking @ different ways to meet ALL needs.
- Understanding how the RBM process works and a comparison to the traditional system

Concepts/strategies related to identifying the concern and pre-planning (18)

- Identification; places to implement change
- Procedures for pre-planning
- Pre-plan for the purpose of problem solving.
- Utilization of ICEL/RIOT to pre-plan before problem solving.
- Identifying the main problem

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

Opportunities for teaming, collaboration, working with others (16)

- Team approach.
- Time to talk within group.
- Break out time to complete tasks within group
- Collaboration with colleagues was helpful.

Practicality, usefulness of the information (12)

- So applicable-we know it's going to be a lot of work, and in the long run, such a dynamite system.
- Relates to each school.
- Will help us come on line re: RBM

General praise for information about, exposure to RBM and materials (27)

- The general concept of RBM is great.
- The forms will be useful
- To learn about the process that schools are using.
- Based on focusing on outcome measures
- Stressing the fact that it is a process to help all students and review of how the process can work with case study.

Organization, style of the presentation, presenters (6)

- Stayed on schedule according to agenda.
- Structure of presentation.
- It was very well organized and clearly explained.
- I liked the presentation
- Training was very understandable, information was clear
- Knowledgeable speakers.

Working with the data (9)

- Meeting benchmarks & levels of benchmarks.
- Data analyses.
- Data analysis

Addressing special education issues and student needs (4)

- Hopefully fewer students started into sped
- Early intervention

RBM Core Day 1, Cont.

What do you feel would make this training better?

Adapt the pacing, presentation style, and/or amount of time spent on various issues (17)

- Instead of spending so much time telling us what our problems are (which we already know) spend more time on solutions or giving us the tools to fix the problems and give us practice forms.
- Less sitting time, less lecture, more discussion time.
- More case studies.
- A better model of school wide analysis-complete example.
- I would have liked to practice on a fictitious child before we jumped in and worked with real kids.
- Too much information given for an extended amount of time

Positive comments, no changes/ideas suggested (11)

Clarify assignments (9)

- Explain assignments more in depth.
- A better understanding of our assignment.
- When we were to analyze scores, it would have been helpful to do an example –group first and then turn teams loose with their own data next.

Adapt the physical setting/environment/logistics (7)

- Microphone for Amy might be helpful
- Arrangements and/or # of people per room as it became difficult to hear within group during working/activity time.
- Bigger square tables,

Add or show video (6)

- Watch the process-see a video, just to see what it looks like.
- A video of a team going through the process.
- I would like to view a school that is using RBM

More preparation as to what to bring to the session/clarification of assignments (4)

- Knowing ahead of time that we needed some testing data to work with.
- Include information to bring school data to first meeting in email message.
- Make sure each school has all materials needed.
- More prep of what info to bring.

Include more colleagues/team members and/or more time to work with colleagues/team (3)

- More members from our school represented
- More time to discuss w/ colleagues how this might look at our school.
- All teachers involved

What is one thing from this training that you plan to implement?

The process in general (23)

- The whole thing
- The RBM.
- All the assigned work, through regular RBM meetings.
- Everything!

Specific identifying the concern strategies - especially ICEL/RIOT (13)

- Forms for interviewing parents, students; One page is always great!
- The interviews – Parent and Child; interviews early in the process really makes sense.
- Involving parents earlier in the process.
- ICEL/RIOT

General pre-planning strategies (8)

- Start the pre-planning idea soon.
- Begin pre-planning
- The steps of pre-planning

Teaming/sharing information with others strategies (7)

- Team meetings
- Presenting to staff-overview

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

RBM Core Day 1, Cont.

Defining the problem strategies (6)

- Analyze testing data to help us see specific needs of students.
- Taking better baseline data.
- Looking at data from testing at our school,

Assessment strategies (5)

- DIBESLS and CBM's

Exploring interventions strategies (5)

- Prepare a plan,
- Streamline interventions-so they the results are more specified.

Additional comments:

Recommendations for future/further training, timing of training (7)

- It would be helpful to have more info on assessment tools early so that we can begin to implement this more effectively EARLIER.
- I want to know about specific functional assessments and specific reading interventions for the "intensive" need students-I want to know about CBE/CBM NOW, not on Oct. 19th.
- We'd like to start using the POSSE software sooner than March.

General thanks, appreciation (6)

Presenters/presentation (6)

- Wayne and Shelley are knowledgeable presenters.
- When the presenter didn't know the answer to a question he used lunch to find the answer and bring it to group. Shows dedication & concern – he wanted us to have all info.

Practicality, planning to apply (5)

- I'm looking forward to trying some of the ideas
- This should inspire great discussion in our bldg. on how to best implement this program.
- I'm excited at the prospect of using this process. We will be able to help these children who have not qualified for help in the past.

Edit, proofread, or make alterations to the materials (4)

- Please proofread your material
- Some editing of forms looks necessary.
- Might your power point studies slides be provided via a CD so that we could then provide ongoing training for staff and teachers?

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: RBM Core Day 1 Reporting Period: 03/03/2004-03/31/2005
 # Emails Sent: 160 # Forms Submitted: 49 % of Response: 31%

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

Answer	Percentage
Yes	100%
No	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%
No	7%

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

Improved services for students using RBM format (9)

- Those of us attending from our school are working as a team to use the skills we are learning in the RBM workshops to improve providing services for all students. We have used the new forms and methods suggested in September.
- Using RBM information to select students at school to implement interventions with.
- My school RBM core team has been applying skills learned in training to develop programs for at risk students. The skill acquired at the training was a way to analyze instructional systems as well as focusing on the student's skills.
- our team is trying to apply the skills learned -1) with a first grade student who has not been referred for special education, and 2) with a 5th grade student who has an IEP but is making very little progress in reading and is quite low compared to grade-mates

Assessing student's needs (8)

- We are using what we learned to gain new data and new ways of utilizing student assessment data.
- We assessed to get baseline data, one third grade classroom in reading and math. We also reinforced our learning of Curriculum Based Measures by reading student passages and calculating Total Written Words and Words Spelled Correctly
- Used the procedure in MDT with our first two students.
- CBM assessments, increased parental involvement in academic progress and monitoring

Identifying/Referral Process (7)

- Utilizing the techniques in referring a child to RBM
- I have been working with others from the school to use the RBM process to identify and assist students in the school with areas of concern. These students are demonstrating difficulties in specific areas and the RBM is helping us identify how we can best serve these students.
- We are in the process of adopting the RBM process and each week we meet as a team. We have implemented the core system of the training and use it weekly to help students through our pre-referral process.

Using DIBELs (4)

ICEL/RIOT (4)

- Our team completed an ICEL/RIOT on two students
- As a team, we were able to begin the referral process for two students using the forms and examples given at the workshop which included observations of teacher-classroom-student and interviews of parents-students-teachers as we completed the ICEL-RIOT Matrix.

I-Plans (3)

Meetings (2)

- I have used the skills in our weekly RBM meetings.
- Regular RBM meetings are working better than the MDT process

RBM Core Day 1, Cont.

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

Answer	Percentage
Opportunity to apply the skill	17%
Time to plan for integrating this into practice/daily life	14%
Support from administration	5%
Support from Individual Education Plan (IEP) team	3%
Time to collaborate with others	17%
Need for further training or technical assistance	9%
Left Blank	35%

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

No, none, n/a (17)

More time (9)

Materials need to be more organized (3)

- The RBM Core Training manual should have the pages numbered consecutively or with a section designation on the footnotes. Specific pages are hard to find and many are similar.
- In general it seems unorganized. The materials we received at the training are hard to follow. They do not seem to be organized sequentially. The idea sounds easy to put into practice, but when we get back to our building and talk about what we need to do, there is mostly confusion. It might have been helpful to have "hands on" time with the actual probes, DIBELS materials, etc. so that we could make more sense of them. We feel like we are floundering when we try to put together the pieces of our assignments.
- The workshop notebook and forms were hard to identify and handle once we were back at our individual school. We found ourselves having to reorganize and review the assignment several times to be sure that we were doing it correctly.

More training on this (3)

- We definitely need more training. It is a very complicated process to learn, but even more difficult to implement.
- We will have continued training throughout the school year. Two more days of training will help us to be more proficient.

CBM's (2)

- Some of the resources the CBM's say to refer to for corrective lessons, need to be purchased. Do we have money for this?
- I still have not received the red CBM (DIBELS) notebook.

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	31%
Agree	65%
Neutral	3%
Disagree	0%
Strongly disagree	0%
Left Blank	0%

RBM Core Day 1, Cont.

7. Other comments specific to this training you attended?

No, none, n/a (15)

A lot to learn in that amount of time/overwhelming (7)

- A lot of information to process in the time allowed. I like the opportunity to attend follow up training on RBM to clarify questions.
- The training was helpful. The second day of training was a bit overwhelming.
- It is difficult to assimilate all of the information given in a short period of time.

Good information (6)

- It has been very useful to the special education needs in our building.
- It would be helpful (and I could 'listen' more effectively) if asides about the former process of referrals, all the foibles of that process, etc. wouldn't be referred to as much; certain ancillary personnel (psychs) in particular seem to be getting hit. Since Wayne was a psych in the past, he refers to the supposed ways that psychs conduct business--it's often offensive since I, for one, don't operate that way, e.g. develop behavior plans and hand them to teachers, expecting them to carry them out!

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: RBM Core Days 2-3 **Reporting Period:** 03/01/2004-03/31/2005

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

<u>5</u>	Parent of a child with disability
<u>0</u>	Other relative
<u>0</u>	Surrogate parent
<u>0</u>	Foster parent
<u>0</u>	Advocate
<u>8</u>	Title 1 teacher
<u>31</u>	Special educator

<u>52</u>	General Educator
<u>15</u>	School administrator
<u>0</u>	Family service provider
<u>2</u>	Medical/health professional
<u>36</u>	Related service personnel
<u>2</u>	Paraprofessional
<u>10</u>	Other

Ethnic Group: *(Frequency of responses.)*

<u>84</u>	Caucasian
<u>1</u>	African American
<u>2</u>	Hispanic
<u>0</u>	Asian
<u>0</u>	American Indian
<u>0</u>	Other

How did you learn of this training? *(Frequency of responses.)*

<u>2</u>	Saw a pamphlet	<u>2</u>	Announcement at another conference
<u>90</u>	Administrator or colleague	<u>0</u>	Posted on the Idaho Training Clearinghouse website
<u>12</u>	Word of mouth	<u>17</u>	Other
<u>8</u>	Email announcement		

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			4.15		
2.	The training objectives were met.			4.05		
3.	The presenter was knowledgeable about the topic.			4.42		
4.	The training will enable me to include parents in the educational process of their children.			4.01		
5.	Overall, the training was well worth my time.			4.17		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			2.41		
7.	My level of knowledge/ skill on the topic after this training is:			3.35		
<i>2003-2004 Questions: Averages of all responses.</i>		Absolutely (5)	Yes (4)	Average (3)	Ho Hum (2)	Not (1)
1.	The presenter was knowledgeable about the topic.			4.78		
2.	The presenter used visuals and other materials effectively.			4.31		
3.	The presenter handled questions effectively.			4.42		
4.	The presentation was delivered well.			4.19		
5.	Handouts were useful.			4.55		
6.	The content was relevant to my professional and/or personal needs.			4.53		
7.	The physical/room arrangements met my needs.			4.06		
8.	Overall the training was well worth my time.			4.25		

What new skills did you gain that will help you to meet the needs of students or your child?

Applying various assessment/testing strategies and tools such as the DIBELS, CBM, CBE (47)

- Learning about new-assessments I haven't used.
- How to test for reading and math skills.

Problem identification strategies and instructional ideas (26)

General positive comments about the process/training (17)

- Great process and information.
- Got so much of the RBM process cleared up for me.

Expectations/benchmarks (3)

Using resources (3)

Still struggling (3)

RBM Core Days 2-3, Cont.

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

DIBELS, probes and assessment tools/info (12)

- DIBELS and other tools that I can use and understand.
- The probes and the numbers for cut-off for each grade.

RBM/CBM/CBE info/process (10)

- I was looking for an overall understanding of the RBM process.
- It helped me to understand the steps needed to make the RBM process successful.

Presentation style (6)

- It was refreshing to see the behavioral model be presented in a positive light. (Amy).
- I appreciated the brief review from the previous day each time.

Hands on practice, examples and case studies (6)

- The hands-on doing especially with our own students.

Strategies for helping students with problems or who are struggling/at-risk (4)

- Strategies for at-risk students that don't qualify for special education

Pinpointing/defining problems (5)

Notebooks/materials (3)

- The notebooks with handouts were very useful and made it easier to follow along.

Behavior format (2)

What do you feel would make this training better?

Less lecture, more hands-on/practice activities, role playing, case studies and opportunities to work with team (29)

- I think more role playing with us in a team situation, especially at the end, so we could have a better handle on "how" to do this.
- More interactive as group. We can not sit and absorb that long.

Difficulty with the amount of information, problems staying on task and/or engaged (21)

- I wanted to follow along with Amy, she had so much great information, but it was lot. I asked questions no one else seemed to know where we were either. The entire room was disengaged.
- There is so much information to cover and absorb. I wish this could be a 3-day class.

Materials (manual, forms, books, binders, etc.) needed to be organized better, edited, improved, made more user friendly (17)

- Less flipping back & forth through materials.
- Number the forms or have outline of where to find specific forms in the notebook.

Needs more time, information, practice, emphasis on assessment, including DIBELS, CBM, CBE (12)

- The presentation on Functional Assessment (Amy) was very good. She is a good & knowledgeable speaker. However, it just wasn't what I expected. Interventions for specific error patterns were discussed but not a clear explanation of how to do a functional assessment. Both are valuable – don't get me wrong. It just wasn't exactly what I expected. If methods were to be the focus, some more in-depth discussion & practice on teaching procedures might be useful to audience. The overview provided was so brief, I'm not sure how many useful tools teachers were able to take away.
- More practice and knowledge on DIBELS.

Change timing, order, amount of repetition and/or pacing of training segments (12)

- Cover testing before define problem pieces (switch days 2 and 3.)
- Decrease amount of time given for group discussion during review time. Stay on time with agenda.

Improve sound/food/break logistics (8)

- Better sound system at silver lake.
- Shorter breaks so it doesn't run so late.

Done well, no changes needed (4)

Use the video differently (3)

Provide overheads on how to score assessments (3)

- Having a transparency for scoring the writing passage would have been helpful.

RBM Core Days 2-3, Cont.

What is one thing from this training that you plan to implement?

Assessment/testing/progress monitoring strategies and tools such as the DIBELS, CBM, CBE (61)

- I will use the DIBELS with my struggling students to help confirm their instructional level.
- Math probes and quick phonics screener.

The entire process (18)

Planning and problem solving strategies, including ICEL, RIOT and I-Plans (10)

- I-PLANS to get students without support help in the area's of need.
- Using Benchmarks to assist with planning for students' needs.

Collaboration and teamwork (3)

- Teacher collaboration

Elements of the IDEAL process (2)

- We will be implementing the processes for I and D of the IDEAL acronym.

Additional comments:

Thanks, general positive comments (34)

- Good over-all information. Following good teaching practices will increase usability of information.
- Thank you. You both were terrific. Thanks for all the usable information, forms, examples, etc.

Suggestions/concerns re Amy and/or functional assessment portion (9)

- The presentation would have been more beneficial if Amy's part was more interactive and hands-on.
- Amy was way too fast – massive overload!

Concerns about the printed material (9)

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: RBM Core Days 2-3 Reporting Period: 03/01/2004-03/31/2005
 # Emails Sent: 217 # Forms Submitted: 29 % of Response: 13%

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

Answer	Percentage
Yes	100%
No	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%

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

Applied general or non-specified RBM techniques/process to their work with students (11)

- I used information obtained to gather information from students and from their parents in a more organized and efficient manner than I would have without the training.
- Our team completed the plan for our two students

Used I-Plan process/planned interventions (7)

- We determined specific level of functioning of a student compared to his class on a CBE. We found interventions to teach the target deficits.

Used assessments (5)

- Use of different assessments to measure ongoing student progress better understanding of developing the intervention plan
- DIBELS benchmark assessments were administered to norm a 2nd grade class

Used ICEL/RIOT (4)

- We used the ICEL/RIOT pre planning matrix, checklist and summary matrix to pre-plan an implementation plan for two students.

Used strategies related to identifying the problem (4)

- Use the CBE's to identify problems. We like this tool but feel we could really use more effective training on how to use it. The training that we received on this for Day 3 went too quickly and was too much information to learn and apply in one setting. We would love to have another training session to discuss how to use this again

Used research-based curriculum, strategies (3)

- We have started to use Read Naturally for Fluency and I have started to use some lessons from Read Well for my students that are not receiving additional reading help outside the classroom.

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

Answer	Percentage
Opportunity to apply the skill	7%
Time to plan for integrating this into practice/daily life	7%
Support from administration	3%
Support from Individual Education Plan (IEP) team	3%
Time to collaborate with others	7%
Need for further training or technical assistance	3%
Left Blank	70%

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

RBM Core Days 2- 3, Cont.

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

No, none, n/a (10)

More time/practice/putting it to use (6)

- Just more time to practice and more time in a day

Mentoring/site visits and support at local/building level (6)

- "Mentoring" input would be helpful during initial implementation
- Our team has not yet been visited by a representative from the class as I thought was going to happen.

Continued/additional training on various aspects of RBM (6)

- My understanding is that this year's training has been significantly different than last year's--that is, we have not gotten as much detailed information. I think we still have gaps in places and are unsure if we're on the right track or not.

POSSE software/training (2)

- Give us the POSSE software and training sooner

Resources to buy new/specific curriculum or reading program (2)

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	34%
Agree	58%
Neutral	7%
Disagree	0%
Strongly disagree	0%
Left Blank	0%

7. Other comments specific to this training you attended?

No, none, n/a (13)

Miscellaneous concerns, suggestions for improvement (9)

- I have no understanding at all of the term "noncategorical" or how it fits into RBM, although I do know it's a big deal. It would help to have an explanation of that at some point.
- As a Counselor, I don't feel that I'm an integral part of the RBM Team.

Positive comments about the training/trainers (7)

- The trainers are doing a good job
- Explanation of graphing was helpful

Overwhelming, difficult to absorb (3)

Suggestions regarding computer software (2)

Suggestions regarding the manual (2)

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: RBM Core Day 4 **Reporting Period:** 03/01/2004-03/31/2005

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

<u>6</u>	Parent of a child with disability
<u>2</u>	Other relative
<u>0</u>	Surrogate parent
<u>0</u>	Foster parent
<u>4</u>	Advocate
<u>12</u>	Title 1 teacher
<u>37</u>	Special educator

<u>52</u>	General Educator
<u>14</u>	School administrator
<u>0</u>	Family service provider
<u>2</u>	Medical/health professional
<u>39</u>	Related service personnel
<u>5</u>	Paraprofessional
<u>6</u>	Other

Ethnic Group: *(Frequency of responses.)*

<u>69</u>	Caucasian
<u>0</u>	African American
<u>3</u>	Hispanic
<u>1</u>	Asian
<u>1</u>	American Indian
<u>1</u>	Other

How did you learn of this training? *(Frequency of responses.)*

<u>3</u>	Saw a pamphlet	<u>3</u>	Announcement at another conference
<u>89</u>	Administrator or colleague	<u>0</u>	Posted on the Idaho Training Clearinghouse website
<u>3</u>	Email announcement	<u>11</u>	Other

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			4.34		
2.	The training objectives were met.			4.27		
3.	The presenter was knowledgeable about the topic.			4.50		
4.	The training will enable me to include parents in the educational process of their children.			4.20		
5.	Overall, the training was well worth my time.			4.31		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			2.45		
7.	My level of knowledge/ skill on the topic after this training is:			3.52		

What new skills did you gain that will help you to meet the needs of students or your child?

Progress monitoring/graphing (38)

- Graphing results was very helpful!
- Using the graph to determine intervention/modify interventions

Educational and behavioral interventions, I-plans (22)

- How to write an I-Plan-focus is on the kid and the intervention.
- Learning what core, supplemental, intervention programs are recommended.

Overall RBM process (21)

- Helped me review the RBM process learned in graduate school several years ago.
- I am beginning to get a better picture of how this might look at our school.

Scientific based research instruction, curriculum and programs (16)

- How to identify researched based material
- A better understanding of the importance of using scientific based researched reading materials in my classroom.

CBE/CBM information (11)

- CBE/CBM Interviews
- The difference between a curriculum based education and a curriculum based measure.

Assessments, evaluations, probes (7)

- Increased knowledge on evaluations and how to better use them.

Strategies for working with struggling students (4)

- How better to look at needs of child who is not achieving.
- How to identify students needed extra help, what to look for

RBM Core Day 4, Cont.

Working as a team (4)

- The time spent with my team in figuring out the glitches was quite helpful. The time spent at other tables was also valuable.

Problem solving strategies (3)

- How to define problem to quickly help kids.
- Procedures for problem solving team.

Forms and materials (4)

What do you feel would make this training better?

Less lecture, more opportunities to practice, discuss, do activities, work with teams, etc. (13)

- More breaks doing activities or group discussions. Break up the listening.
- Need to do some activities after lunch instead of lecturing for more than an hour-stay on break schedule.

More time (10)

- The information would be more useful to me if I had more time to study and implement it.
- Time to review three new manuals.

Changes to the scheduling of the training or order of presentation (9)

- I would like charting progress monitoring (with curves, trends, etc.) presented in session 2. This would be extremely helpful for application.

Improvements to the manual, materials available (4)

- Materials available to all, including overheads

More on behavior (4)

- Include more info on managing student behavior – my area of expertise as school counselor.

Positive comments (4)

Suggestions regarding the graphing component (3)

- Continue with more time for graphing, etc.

What is one thing from this training that you plan to implement?

Graphing/charting/progress monitoring (36)

- Using the graphs to chart progress.
- Progress monitoring for strategic and intensive students with student involvement.

Improving the “team” – meetings, roles, problem-solving strategies, etc. (18)

- The concept of best practice of helping students at the lowest level as a team – form, on specific problem.
- Involving wider variety of people to assess needs.

General RBM process/all/everything (16)

- I’m on the RBM team in our school, so much of this will be implemented
- Getting kids into the RBM program that need help.

Interventions/I-plans (15)

Aspects of scientifically based research (9)

- Sharing the information regarding adequate research based intervention programs instead of “hodge-podge” programs with our administrations.
- Obtain and implement some of the SBR materials discussed in the training.

CBE/CBM/DIBELS (13)

Behavior management (3)

- Ideas with behavioral modification

System change (2)

- Look at system changes

Reading programs (2)

- Learn more about reading programs

Case manager (2)

- We will change our case manager set-up.

RBM Core Day 4, Cont.

Additional comments:

Thanks/positive comments about the trainers/training (20)

- The group activity was good!
- The hand out this afternoon was great! SBR: list of accepted interventions.

More time needed (4)

- More time needs to be allocated to team discussions.
- Information given at a fast pace without relevant dialogue is often lost to an effective application.

Concerns about having an audience with different levels of experience/training on RBM (3)

- Would it be more beneficial for teachers with an established RBM team process in place to attend a workshop that could move through the info quicker? I am finding a lot of redundancy. We already have "experts" on our team to share this same info.

On-site support (2)

- It would help to have someone come out to our school.

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: RBM Core Day 4 Reporting Period: 03/01/2004-03/31/2005
 # Emails Sent: 92 # Forms Submitted: 27 % of Response: 29%

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

Answer	Percentage
Yes	96%
No	4%

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

Answer	Percentage
Yes	85%
No	15%

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

Progress monitoring and assessments have been implemented (8)

- Using the Aim line to plot the progress of the monitoring status of students.
- I watched the process happen during a CST meeting.
- The graphing part of the growth activity has been very useful. In one RBM meeting we determined that the student was ready for a new goal because his growth was sustained for a period of time and had been recorded on a graph.

Interventions/I-plans have been implemented (6)

- Using the strategies given to improve reading and math skills.
- Used DIBELS to do norming using I=plans in team meeting every week

RBM teams are now up and running in the school(s) (3)

- We are working as a building team with four students helping them more than we would have otherwise to improve their reading and/or school behavior. We are focusing on specific problems and recording their progress as we apply various interventions.
- All 4 of our elementary schools are now running RBM teams.

RBM process/system has been used to improve educational outcomes/services for students (2)

- We further designed our RBM system and more importantly, helped kids increase their skills in reading and math.

Pre-referral process has been implemented (2)

- We are accepting referrals from other teachers and proceeding with the RBM process.

Research based programs are being implemented (1)

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

Answer	Percentage
Opportunity to apply the skill	7%
Time to plan for integrating this into practice/daily life	4%
Support from administration	7%
Support from Individual Education Plan (IEP) team	0%
Time to collaborate with others	0%
Need for further training or technical assistance	0%
Left Blank	82%

RBM Core Day 4, Cont.

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

No, none, n/a (7)

More/additional/advanced RBM training (6)

- RBM is providing additional training and each school is eligible for advanced training.
- More training for staff that are not currently in the training.
- More information on different programs. More funds to apply these programs in the classroom!

Time/opportunities to practice (5)

- Time to collaborate with others.
- The main resource needed is more time; our principal has established a period once a week during the school day, and we are also meeting before school the same day; an extra day with subs allowed for greater planning and attempts to figure out exactly what was desired!

Onsite/school based coaching, support, fine-tuning (3)

- We are looking forward to an on site visit from one of the presenters to help us fine tune our work.
- A coach from a working RBM school to consult with on an ongoing basis

Clarify materials, directions for using the process (2)

- More coherent and organized explanation of the process. The material was good but handbook was poorly organized and confusing.
- Defining the roles of each team member more clearly. That even though we are a team, we each have our strengths and areas of expertise that should be utilized and not mixed with others.

Examples or observation of others successfully using the process (2)

- I think we need to observe a school that is using this RBM model.

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	30%
Agree	55%
Neutral	11%
Disagree	0%
Strongly disagree	4%
Left Blank	0%

7. Other comments specific to this training you attended?

General praise for the training/presenters (10)

- This training is long over due. If applied it will help improve the quality of our school programs more than any other one thing that I can think of.
- Wayne and Amy have done a great job.
- The presenters were wonderful. There was plenty of time for discussion and program development.
- I enjoyed learning the complete program. I have worked with RBM before but not had the training.

No, none, n/a (8)

Amount of information was overwhelming; need more training/time to process (3)

- A lot of information was presented, need time to discuss and process.

Reorganize/clarify presentation or materials (2)

- Better organization. Confusing handouts that did not help with carrying out tasks. On assignments, they often referred to the number of the form we were supposed to fill out but the forms were not numbered. Poorly sequenced in terms of not having the information to fulfill assignments.
- These comments apply to all sessions I have attended. There was only a new book with new names for what we already had in place. I do not appreciate being called from my students to attend a series of meetings with so little value.

Appropriate for some staff, but not others (2)

- It was very beneficial for teachers and administration to attend but for ancillary staff who would serve on the team but not provide a direct role in testing or applying intervention strategies, it was not as useful.

Idaho Training Clearinghouse: 2005 Annual Training Evaluation Report

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: RBM Core Day 5 **Reporting Period:** 03/01/2004-03/31/2005

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

4	Parent of a child with disability
0	Other relative
0	Surrogate parent
0	Foster parent
0	Advocate
6	Title 1 teacher
25	Special educator

44	General Educator
16	School administrator
0	Family service provider
2	Medical/health professional
11	Related service personnel
7	Paraprofessional
2	Other

Ethnic Group: *(Frequency of responses.)*

63	Caucasian
0	African American
0	Hispanic
0	Asian
0	American Indian
0	Other

How did you learn of this training? *(Frequency of responses.)*

2	Saw a pamphlet	0	Announcement at another conference
81	Administrator or colleague	0	Posted on the Idaho Training Clearinghouse website
5	Email announcement	9	Other

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.	4.34				
2.	The training objectives were met.	4.28				
3.	The presenter was knowledgeable about the topic.	4.69				
4.	The training will enable me to include parents in the educational process of their children.	4.26				
5.	Overall, the training was well worth my time.	4.25				
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:	2.13				
7.	My level of knowledge/ skill on the topic after this training is:	3.37				

What new skills did you gain that will help you to meet the needs of students or your child?

- How to qualify students and/or utilize waivers (21)
- Understanding issues related to non-categorical eligibility (21)
- Collecting, handling and analyzing data/ using progress monitoring and assessment strategies (i.e. DIBELS) (15)
- Working on behaviors/behavior management (12)
- Using the RBM process; building/supporting stronger RBM teams (12)
- New strategies/ideas for interventions (9)
- Working with I-Plans and IEPs (10)
- Working with ICELs &/or RIOT (1)

What do you feel would make this training better?

- Change instructional/presentation style (more interaction, less sitting, more hands-on, etc.) (19)
- Slowing down, providing more time/information for various aspects of the training (10)
- Provide examples of different forms and procedures and opportunities to practice using them (10)
- Providing experienced coaches and/or other forms of support to work with individual teams (7)
- Avoid jargon and/or provide a list of acronyms and their meanings (3)
- Edit, improve, organize manual and materials; make it easier to find things (7)
- Nothing, no specific suggestions, satisfied with the way it is (4)

RBM Core Day 5, Cont.

What is one thing from this training that you plan to implement?

RBM in general: getting others aware/involved with RBM (30)

Probes, progress monitoring/testing/assessment/using norms (23)

I-Plans, Interventions (23)

Working/practicing with RBM team (9)

Information on non-categorical issues (5)

IDEAL, ICEL, RIO, POSSE (5)

Additional comments:

Praise, thanks, appreciation for the training (17)

Comments or concerns about logistics (scheduling, location, room environment, food, etc.) (7)

Praise, thanks, appreciation for the trainers (6)

Overwhelming, cumbersome, lots to absorb, lots to do (esp. paperwork) (5)

Need support/training/resources for bringing other staff members/administrators on-board (buy-in) (3)

**State Department of Education
Post Training Evaluations – Annual Report 2005**

Title: Recipes for Writing IEPs **Reporting Period:** 03/01/2004-03/31/2005

Are you a:

Ethnic Group:

<u>7</u> Parent of a child with disability	<u>0</u> General Educator	<u>68</u> Caucasian
<u>0</u> Other relative	<u>2</u> School administrator	<u>1</u> African American
<u>0</u> Surrogate parent	<u>0</u> Family service provider	<u>1</u> Hispanic
<u>0</u> Foster parent	<u>4</u> Medical/health professional	<u>2</u> Asian
<u>1</u> Advocate	<u>12</u> Related service personnel	<u>3</u> American Indian
<u>1</u> Title 1 teacher	<u>4</u> Paraprofessional	<u>0</u> Other
<u>90</u> Special educator	<u>6</u> Other	

How did you learn of this training?

<u>7</u>	Saw a pamphlet	<u>0</u>	Announcement at another conference
<u>70</u>	Administrator or colleague	<u>0</u>	Posted on the Idaho Training Clearinghouse website
<u>36</u>	Email announcement	<u>6</u>	Other

<i>2004-2005 Questions: Averages of all responses.</i>		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1.	The training objectives were clear.			4.06		
2.	The training objectives were met.			3.82		
3.	The presenter was knowledgeable about the topic.			4.07		
4.	The training will enable me to include parents in the educational process of their children.			3.37		
5.	Overall, the training was well worth my time.			3.54		
		Expert (5)	Sound (4)	Good (3)	Basic (2)	None (1)
6.	My level of knowledge/ skill on the topic before this training was:			3.31		
7.	My level of knowledge/ skill on the topic after this training is:			3.59		

What new skills did you gain that will help you to meet the needs of students or your child?

- Knowledge/skill with PLOP process (14)
- Better goals and objectives (12)
- Addressing state/IDEA regulations, expectations, standards and benchmarks (8)
- Reviewed/reinstated previous procedures/knowledge (5)
- Increased knowledge of IEP (general) (5)
- Assessment (3)
- Better able to deal with paperwork (1)

What do you feel would make this training better?

- More examples, specificity on writing goals (9)
- Address the needs of different levels/types of professionals (elem/mid/sec, & specialists) and/or those working with students with various special needs (8)
- Examples of actual PLOPs and IEP's, perhaps templates (6)
- More time to share, interact (4)
- Adjustments to the food or environment (3)
- Adjust pace (3)

Recipes for Writing IEPs, Cont.

What is one thing from this training that you plan to implement?

Improving/enhancing PLOPS (13)

Improving/enhancing goals, especially in regards to appropriate levels, standards, benchmarks, etc. (12)

Utilizing assessments/ISAT/evaluation (9)

Collaborate with other professionals (1)

Additional comments:

Expressions of appreciation, praise, thanks (16)

Appreciated opportunity to connect with others in the field, could be enhanced by providing more opportunities for interaction/collaboration (12)

Lack of clarity/consistency on some definitions/requirements (6)

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: Recipes for Writing IEPs Reporting Period: 03/01/2004-03/31/2005
 # Emails Sent: 131 # Forms Submitted: 23 % of Response: 18%

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

Answer	Percentage
Yes	57%
No	43%

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

Answer	Percentage
Yes	39%
No	61%

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

IEP goals & objectives are more accurate, measurable and/or aligned with standards (5)

- Teachers in my district are writing more measurable IEP goals more closely aligned with the standards.
- Better alignment of IEP Goals

Better PLOPs on IEPs (3)

- Writing more complete PLOP's on IEPs

Writing better IEPs (general) (2)

- Wrote an IEP recently and included how same-age peers are achieving. The parent was appreciative of this comparison to given them a better grasp of where their student is.

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

Answer	Percentage
Opportunity to apply the skill	9%
Time to plan for integrating this into practice/daily life	22%
Support from administration	13%
Support from Individual Education Plan (IEP) team	9%
Time to collaborate with others	26%
Need for further training or technical assistance	4%
Left Blank	17%

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

No, none, n/a (12)

Consider participants situations and backgrounds, as well as the status of the state situation/requirements so that the presentation better matches everyone's needs. (5)

- This was directed more toward teachers and those that actually write the IEP's. I deal with the health portions which weren't dealt with at all.
- I already knew most of the information presented. A presenter from within the district would have been more apt to know more precisely what instruction was needed. There also could have been break-out groups for different skill levels. One size definitely doesn't fit all.
- The State of Idaho needs to decide how the new Special Ed laws are going to be implemented and changed for Idaho. It is a waste of my time to hear about changes from the Feds. Get Idaho's re-writing finished, and then invite me to a training that tells me what I need to do.

More (especially examples) on IEP (3)

- Real examples of a well written IEP with all the components would be helpful

Time (2)

Recipes for Writing IEPs, Cont.

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	5%
Agree	30%
Neutral	30%
Disagree	13%
Strongly disagree	22%
Left Blank	0%

7. Other comments specific to this training you attended?

No, none, n/a (9)

Need more explanation, specificity, examples of what the state expects (5)

- Had positive feedback from the teachers. They felt Rene Rohr was very down to earth and informative. They felt they learned from her.

General positive comments about the training (4)

- The handouts were helpful. I would have been lost without them.

Suggestions/concerns about the presenter's knowledge/style (2)

- I want definite answers to given questions not maybes. Specific answers ensure that I am compliant to the state and federal mandates in special education.
- The training seemed to drag on and at times was redundant. I don't like trainings where everything that is presented is pre-written on a hand out. Why bother spending my time in a closed up room; give me the information and let me read it on my own.

Workshop covered/reviewed material that was already known by the participants (2)

- I took a class at NNU on IEP's, so this was more of a review.

**State Department of Education
Follow-up Email Evaluations – Annual Report 2005**

Title: Tools For Life Fair Reporting Period: 03/01/2004-03/31/2005
 # Emails Sent: 162 # Forms Submitted: 33 % of Response: 20%

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

Answer	Percentage
Yes	96%
No	4%
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	73%
No	27%
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.

- Change in attitude toward children/students with ADHD/disabilities (5)**
- Use of assistive technology supports/materials (4)**
- Transition/graduation plans (4)**
- Shared information with other colleagues/agencies (3)**
- Self-determination skills (2)**
- Student/child-focused accommodations (2)**
- Understanding services for adult life (SSI, DD waiver, Voc Rehab) (2)**

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

Answer	Percentage
Opportunity to apply the skill	12%
Time to plan for integrating this into practice/daily life	12%
Support from administration	0%
Support from Individual Education Plan (IEP) team	0%
Time to collaborate with others	15%
Need for further training or technical assistance	0%
Left Blank	61%

5. Are there other resources or conditions needed (not listed above) to promote or increase the use of the new skill/information?

- Time (3)**
- Funding (3)**
- Just need to act on/implement what was learned (2)**
- Awareness of resources (assistive technology, service providers, housing) (2)**
- More in-depth/follow-up training (2)**
- Networking/collaboration with others (2)**

Tools for Life Fair, Cont.

6. Looking back, please rate the statement: The training was well worth my time.

Answer	Percentage
Strongly agree	75%
Agree	15%
Neutral	4%
Disagree	6%
Strongly disagree	0%
Left Blank	0%

7. Other comments specific to this training you attended?

- Excellent keynote speaker (7)**
- Excellent/good/informative conference (5)**
- Plan to attend again, please make it an annual event (4)**
- Format of breakout sessions was good (3)**
- Good vendors (2)**
- Well organized (2)**
- Liked having sessions for students/young adults (2)**