

making a meaningful difference

August 2015

## Community Partnerships Charter School

New York State Education Department (NYSED)  
Charter School Dissemination Grant

### Findings from the 2014–2015 Evaluation

SUBMITTED TO:

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# Introduction and Methods

In July 2013, Community Partnership Charter School (CPCS) and PS 270, an elementary school in which CPCS is housed, received a three-year grant from the New York State Education Department (NYSED)'s Charter School Dissemination Program. The purpose of the NYSED Charter School Dissemination Program is to support knowledge sharing of best practices and instructional techniques between charter schools and district schools. In Year 2 of program implementation—which is the focus of this report—the grant supported a comprehensive professional development initiative that tapped CPCS's expertise with the Strategic Teaching and Evaluation of Progress (STEP) assessment protocol in order to improve PS 270 teachers' use of data-driven literacy instructional practices, with the ultimate goal of increasing the English language arts proficiency in the early childhood grades (K-2). The project also provided intensive literacy instruction training to participating PS 270 teachers through a literacy instruction consultant throughout the course of the school year.

The addition of the literacy consultant was among the key additions to the robust implementation plan in 2014-2015, as well as the addition of a project director, STEP consultant, and external evaluator. Specifically, the new project director, Jamie Truman provided the program with much needed oversight and coordination, especially in the planning of the end-of-year dissemination conference. The literacy consultant from Education Is Power Consulting provided professional development throughout the year in the use of Balanced Literacy, and worked very closely with teachers on their literacy instruction, use of data to inform lesson planning, and helping them with setting up their reading groups and lessons overall. The STEP consultant from UChicago Impact provided training on the administration of the STEP assessment, entering data, and generating reports use to inform instruction.

In August 2014, CPCS contacted Metis Associates to serve as the external evaluator for the second year<sup>1</sup> of its Charter School Dissemination grant. Metis's evaluation was designed to examine the activities the program implemented in order to meet its four major goals, as well as the degree to which these goals were met.

These program's four goals are as follows:

1. P.S.270 students in grades K-2 will improve their academic performance in English Language Arts (ELA). *One year's worth of progress will be measured annually in student ELA skills by STEP (Strategic Teaching and Evaluation of Progress) assessment.*
2. P.S. 270 teachers will improve their data-based decision making skills and improve the quality of their instruction. *As a result, P.S. 270 students' ELA proficiency will improve and individual students will show growth in targeted areas.*
3. Targeted P.S. 270 teachers will become experts in conducting STEP and deliver turn-key training for their colleagues beginning six months after grant start date.

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<sup>1</sup> In Year 1 (2013 – 2014) there was no Project Director, literacy consultant, or third-party evaluation.

4. CPCS will successfully share STEP expertise with P.S. 270 and disseminate expertise across the education community. Annually, CPCS, will issue a dissemination report, organize and host a conference and maintain a website to disseminate best practices knowledge and expertise to the education community.

## Evaluation Design

### Design Overview

Metis conducted an evaluation of the extent to which the project achieved its goals and intended outcomes during Year 2. The evaluation included a process (or formative) evaluation component that reviewed the nature, extent, and quality of implementation of the program activities. The process component of the evaluation yielded formative feedback about the status and quality of professional development offerings and the factors that facilitated and hindered these efforts. The evaluation also included an outcome (or summative) evaluation component designed to provide information on the impact of the initiative on teacher practice (including teachers' ability to implement data-based decision making practices and their use of best practice instructional strategies in literacy for K-2 students), as well as on student achievement in literacy.

Metis's approach to evaluation is highly collaborative overall. All activities, from the development of the evaluation design to the interpretation of findings, are conducted in collaboration with key stakeholders. For the CPCS NYSED Charter School Dissemination Grant this included program staff and school personnel. Below is an overview of the evaluation design and the various methods used to address these questions.

### Data Sources and Evaluation Methods

In order to address the questions listed above, both qualitative and quantitative data were gathered from a variety of respondent groups. This approach enabled Metis to capitalize on the complementary strengths of multiple data sources so that findings can be triangulated to increase the validity of the study.

- **Project documentation review.** At the outset of the project, Metis collected all available project documentation, including existing evaluation plans and all relevant project implementation materials. These included professional development agendas and attendance information for all training, coaching, and turnkey activities, and sample instructional artifacts (e.g., teacher action plans, sample lesson plans, etc.).
- **Interviews with key project staff.** Metis conducted initial interviews in fall 2014 with key staff including the Project Coordinator, the STEP Coach, the Literacy Consultant, the principals of both CPCS and PS 270, the CPCS teacher leaders, and the target PS 270 teachers to obtain information about ongoing implementation; their feedback regarding buy in; and their perceptions regarding challenges faced, expectations, and ongoing needs. Follow-up interviews were also conducted in the winter and spring to gather data about ongoing implementation successes and challenges. Final, end-of-year interviews focused on overall perceived impacts, challenges, and lessons learned.

- **Site Visits.** In order to gain a better understanding of implementation at the school level, Metis conducted three site visits (fall 2014, and winter & spring 2015) to observe program activities and conduct interviews or focus groups with key stakeholders, including CPCS and PS 270 administrators and participating teachers, to obtain in-depth qualitative data on their experiences. Site visit activities included:
  - *Observations.* Across the three annual visits, Metis researchers conducted observations of training activities (e.g., literacy coaching meetings and/or STEP Coach training activities) and of classroom instruction of participating PS 270 teachers.
  - *Interviews with school administrators.* Metis researchers conducted individual interviews with the principals of both CPCS and PS 270 in the fall and spring of the academic year in order to gather information on school context and school-level factors that supported or hindered implementation, their efforts in supporting ongoing program implementation, the expected and observed impacts on school practices, perceived changes in teacher pedagogy and student learning, and their sustainability plans going forward.
  - *Focus groups with participating teachers.* Metis researchers conducted focus groups with participating teachers in the fall and spring (two with PS 270 teachers and two with CPCS expert teachers) of the academic year in order to gather information regarding their ongoing experience in implementing the program, their areas of continued need, their concerns and the challenges they faced, their perceptions of student impact, and their perceived professional growth resulting from the ongoing training and support received through grant-funded activities.
  - *Interviews with the Literacy Consultant.* The Metis team conducted three interviews with the Literacy Consultant throughout the school year to learn more about the training provided to teachers and their perceptions of teachers' ongoing growth and areas of continued need, as well as challenges to implementation.
- **Professional development feedback forms.** At the conclusion of each training activity provided to PS 270 teachers, feedback forms were administered to assess participants' satisfaction with these activities, and to gather their perceptions about quality, usefulness, and effectiveness of the sessions, as well as their suggestions for improvements.
- **Analyses of STEP assessment data.** The project's ultimate goal is to improve students' reading achievement. Therefore, a critical component of the evaluation was to assess the effectiveness of the project in improving the reading skills and performance of students in participating PS 270 classrooms. At three points during the school year, Metis researchers collected and analyzed participating students' STEP assessment scores to determine the extent to which students demonstrated change in their literacy skills. The STEP program developers state that participating students should achieve a minimum of one year's growth (i.e., three STEP levels) between the first and final administrations.

Metis was responsible for the collection, data entry (where necessary), and analysis of the results of evaluation data in order to examine implementation and outcomes. The scope and schedule of the

data collection activities was developed in coordination with project staff and designed so that, to the extent possible, there is minimal intrusion to the target schools, staff, students, and partners.

### Reporting and Dissemination

Over the course of the project year, Metis conducted ongoing meetings with project staff to discuss the progress of the evaluation activities, including formative findings as they became available. Metis also assisted the program in the preparation of the interim report. Finally, Metis participated as a presenter at the program's annual Dissemination Conference on June 3<sup>rd</sup>, facilitating the sharing of successes, accomplishments, and lessons learned from the project.

## Findings

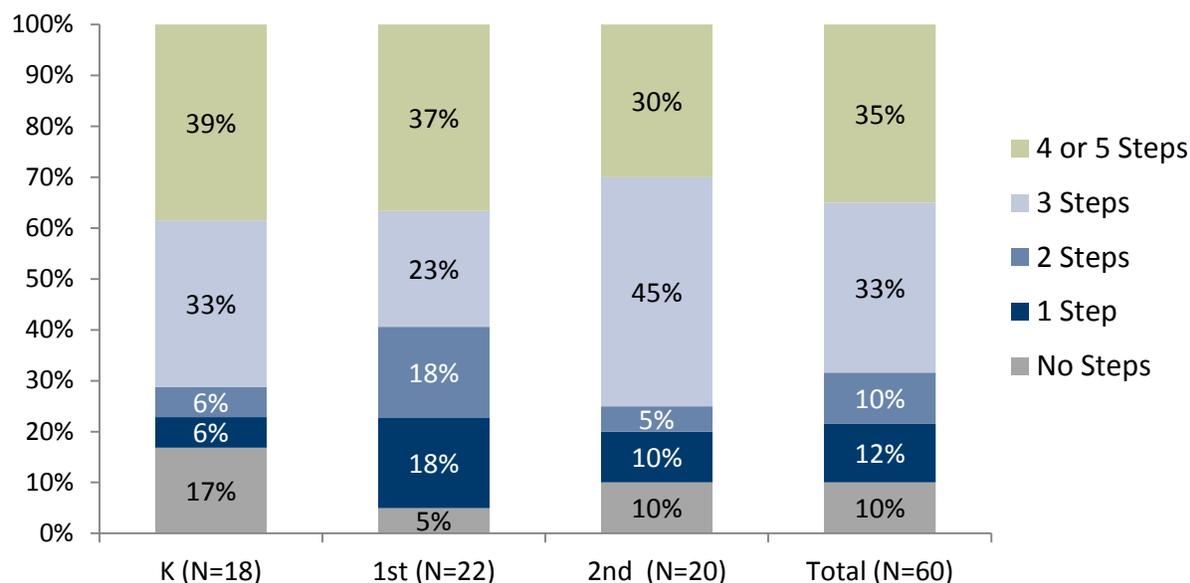
As described above, the evaluation addressed the project's four key goals for the 2014–2015 school year. The sections below provide the findings according to each of these goals.

### Goal 1: Improvement of Student Academic Growth

#### *Goal 1 Assessment: Substantial Progress Made*

All project activities and professional development provided had the ultimate goal of impacting student growth in literacy skills. STEP assessment findings were the key component used to measure student growth and to address the project's progress toward meeting Goal 1. Specifically, STEP Goal 1 states that participating students in grades K through 2 would make the equivalent of one year's worth of progress, measured as gains of "3 steps" on the assessment. As can be seen in the figure below, over two-thirds (68%) of K-2 students in PS 270 made gains of 3 steps on the assessment, while another 10 percent made gains of 2 steps from the beginning to end of the school year. Less than a quarter of the students (22%, N=13) made no gains or a gain of only 1 step.

**Figure 1: Assessment Steps Gained by Target Students Between Fall and Spring (STEP Assessment)**



Beyond the findings of the STEP assessment, teachers also added that their students were more motivated to participate in reading lessons, shared reading and read-alouds. As one teacher indicated, “my students now can’t wait to read to everyone in the class.” Teachers also were very positive regarding their students’ growth in their critical thinking skills and improved responses to inferential questions. Teachers also expressed that some of their students still continued to struggle to show growth. There were challenges in students’ beginning reading level and phonemic awareness, and teachers reported needing to provide a great deal of intervention to struggling students so that they are at the basic required level for the curriculum resources that were being provided to them.

## Goal 2: Improved Teacher Data-Based Decision Making Skills, Teacher Instruction, and Student Proficiency

### *Goal 2 Assessment: Moderate Progress Made*

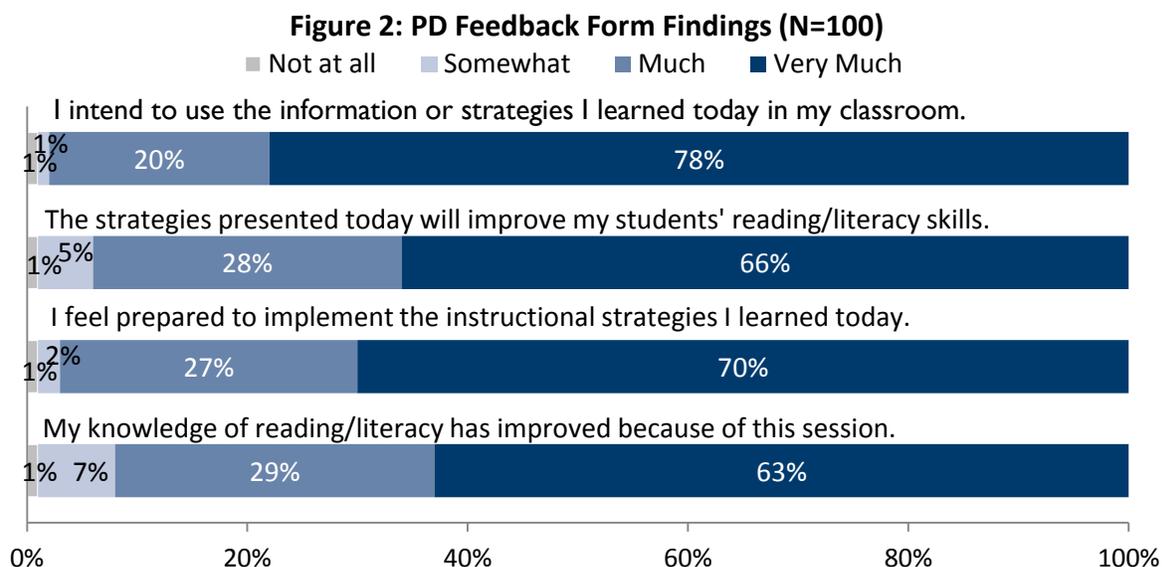
A series on targeted professional development activities were provided to teachers throughout the 2014–2015 school year that targeted teacher’s decision making skills and the quality of their literacy instruction. Specifically, the literacy consultant’s ongoing trainings on the use of Balanced Literacy, trainings on using STEP data to inform lesson plan development and instructional differentiation, classroom observations with feedback, and ongoing one-on-one meetings with participating teachers all provided teachers with support in reaching students in their areas of need and improving their reading comprehension and literacy growth and proficiency. Below is a summary of the PD provided during the 2014–2015 school year.

**Table 1: PD Schedule**

Facilitator	Date	Training Agenda Items
Literacy Consultant	November 12-13, 19-20	<ul style="list-style-type: none"> <li>• Meetings with administrative teams</li> <li>• Classroom observations</li> </ul>
	December 11	<ul style="list-style-type: none"> <li>• Action planning</li> <li>• Project team meeting (including Project Director, school principals from CPCS and PS 270, and the literacy and STEP consultants)</li> </ul>
	January 14-15, 21-22	<ul style="list-style-type: none"> <li>• Co-observation planning</li> <li>• Model lesson observation and feedback</li> <li>• Teacher leader planning session</li> <li>• School leadership debrief</li> <li>• Independent work planning</li> <li>• Analysis of comprehension questions</li> </ul>
	February 11-12, 25-26	<ul style="list-style-type: none"> <li>• Assessment modeling and feedback</li> <li>• Teacher leader planning session</li> <li>• Utilizing STEP data to drive instruction</li> </ul>
	April 2, 29-30	<ul style="list-style-type: none"> <li>• Balanced Literacy and structuring the day</li> <li>• Teacher Leader planning session: Building comprehension skills</li> <li>• Foundations co-planning</li> <li>• Book organization</li> <li>• Shared reading co-planning</li> <li>• Lesson share-out</li> <li>• Leadership debrief</li> </ul>
	May 4, 6-7, 11, 13, 19-20	<ul style="list-style-type: none"> <li>• Co-planning sessions</li> <li>• Book organization</li> <li>• Lesson observations &amp; feedback</li> <li>• Teacher leaders planning session</li> <li>• Leadership debrief</li> <li>• Shared reading &amp; Foundations planning</li> <li>• Preparing for final STEP assessment round</li> <li>• STEP administration observation &amp; feedback</li> <li>• Teacher leader: Conference planning</li> </ul>
STEP consultant	November 18-19	<ul style="list-style-type: none"> <li>• STEP assessment administration training for participating teachers</li> </ul>
	January 7-8	<ul style="list-style-type: none"> <li>• Co-observation planning</li> <li>• Observations and feedback</li> <li>• Folder review procedures for school leaders</li> </ul>
	March 25-26	<ul style="list-style-type: none"> <li>• Follow-up STEP training</li> </ul>

Teachers expressed a very high level of satisfaction with the instruction provided by the literacy and STEP consultants throughout the year, as well as the leadership provided by the Project Director.

They attributed a significant part of what they have learned to the one-on-one sessions with the literacy consultant and the direct feedback they received after the consultant conducted an observation of their instruction. The PS 270 principal also supported this feedback by adding that, “the individual sessions with [the literacy consultant] were the most effective this year.” She also noted that after the one-on-one sessions, teachers would approach her and say, “that was excellent.” The feedback forms completed by teachers across all 2014–2015 training also showed very high participant ratings in a number of questions around the effectiveness of the various professional development activities. The figure below provides data for four questions on the form (also see Appendix for complete feedback form data).



As can be seen in Figure 2, a total of 100 feedback forms<sup>2</sup> were returned across the various professional development opportunities offered throughout the school year. Respondents were asked to rate each question on a scale of *Not at all*, *Somewhat*, *Much*, and *Very Much*. The data revealed a very high level of satisfaction with the PD provided by the grant, including the following key findings:

- ❖ 98% of respondents responded *Much* or *Very Much* that they intend to use the information or strategies provided in the session
- ❖ 97% responded *Much* or *Very Much* that they feel prepared to implement the strategies they learned at the session
- ❖ 94% responded *Much* or *Very Much* that the strategies they learned at the session will improve their students' literacy skills

Feedback was also obtained through interviews and focus groups with the literacy consultant and participating teachers. Data gathered through these sources indicated that participants feel strongly that the training provided through the grant made a notable difference in teachers' ability to

<sup>2</sup> The feedback forms were completed by the same set of respondents across multiple sessions.

support students' literacy growth. When asked the areas where they feel they have grown the most, teachers mentioned the following areas:

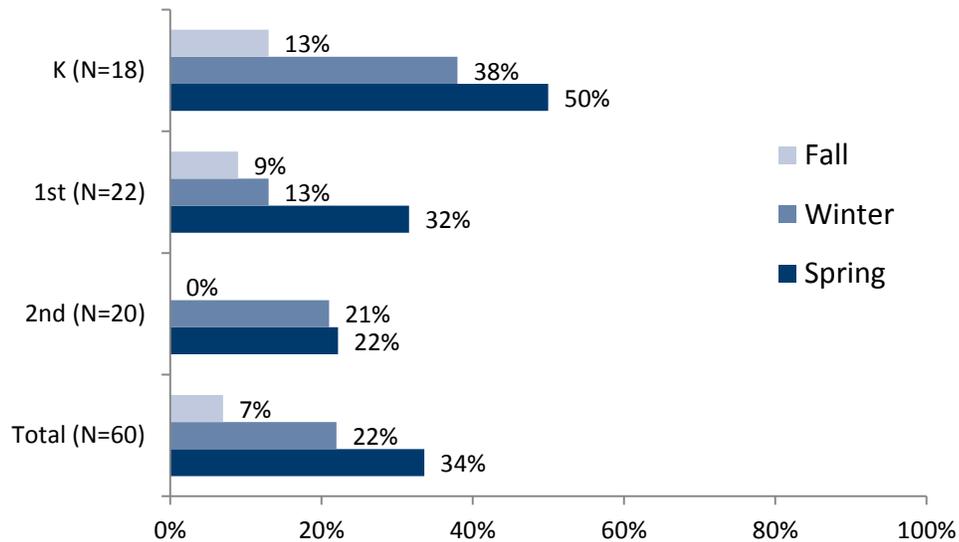
- ❖ Learning the basics and gaining expertise in the implementation of Balanced Literacy
- ❖ Leading differently leveled small groups
- ❖ Extracting material from the various literacy resources at their disposal in order to build effective lessons
- ❖ Using data to inform lesson planning and knowing what the data mean about their students' skills

When asked specifically about their growth in using data to make informed decisions around their instruction and lessons, the feedback was mixed. Overall, teachers believed they had grown considerably from the start to end of the school year, but acknowledge needing additional support to gain a higher level of expertise. Other stakeholders indicated that teachers began demonstrating the ability to do this more effectively in the late spring, but still had much to gain from additional training and support. Specifically, the teachers, the consultants and the principal of PS 270 also indicated a number of areas where teachers need the most support going forward:

- ❖ STEP action planning and using STEP data to inform instruction
- ❖ Lesson planning from the core curriculum
- ❖ Ways to effectively help student work independently
- ❖ Developing effective inferential questions
- ❖ Interpreting syntax and analyzing visual miscues
- ❖ Building anchor charts

In terms of specific student achievement, in Goal 1, the analysis aimed to show student growth over the course of the school year. In response to Goal 2, the STEP data is being analyzed to indicate the percentage of students who have reached "grade level" scores (or reached proficiency) on the STEP assessment by the end of the school year according to their grade level standard. As can be seen in the figure below, a notably higher percentage of students (34%) across the target grades (K-2) tested 'at grade level' at the end of the school year as compared to the start of the school year (7%). However, this only accounted for one third of all targeted students. Kindergarten students seemed to make the most progress, as half (50%) had tested "at grade level" during the final administration of the STEP.

**Figure 3: Percentage of Target Students At or Above Grade Level**



### **Goal 3: Teachers Will Obtain Expertise in STEP Administration**

*Goal 3 Assessment: Moderate Progress Made*

PS 270 teachers received two formal visits by the STEP consultant in 2014–2015. This training was viewed as very effective by teachers who participated in the focus groups and by the PS 270 principal during her interview. The visits were also viewed as providing a firm starting point for teachers to administer this assessment. However, while teachers administered the tool three times during the school year, they were only formally observed administering the assessment in the spring when they received formal feedback from the literacy consultant. As a result, the teachers reported that they did not begin to feel confident in using the assessment and in also using the data to inform their instruction until late spring. These opinions were echoed by other stakeholders, including the principal and literacy consultant who also believed that teachers have made moderate progress, but need additional practice and support in order to effectively use STEP.

The grant also proposed to provide support to PS 270 teachers by providing additional expertise via the collaboration with the teacher leaders from CPCS. Data from various sources indicate that this area was among the least developed of the implementation plan. Meetings between PS 270 teachers and the CPCS teacher leaders were inconsistent, and mostly happened during the fall. In addition, although the PS 270 principal was very supportive of the grant’s efforts, the grant was mostly driven by the work of the Project Director and literacy consultant in 2014–2015, and the principal was less active in its implementation. In 2015-2016, with the absence of the Literacy Consultant, it will be important for the principal to take additional ownership of the grant’s

implementation. Furthermore, the PS 270 teacher leaders will also take a larger role, according to the PS 270 principal.

## Goal 4: Dissemination of Expertise

### Goal 4 Assessment: Met

As planned, the Project Director along with CPCS and PS 270 staff planned and hosted a one-day dissemination conference, which took place on June 4, 2015. A total of 115 individuals registered for the PS 270, CPCS, neighboring elementary schools, other NYC charter schools, NYC Department of Education staff, and members of local organizations. The agenda from the event included a keynote address, panel discussion, and two blocks of concurrent breakout sessions, as displayed below.



**Table 2. Conference Agenda**

Time	Session Title	Presenter(s)
8:00 – 9:00 a.m.	Arrival, Registration, Coffee/Tea Service	
9:00 – 9:15 a.m.	Overview of Dissemination Grant	Project Director: Jamie Truman
9:15 – 9:30 a.m.	Charting our Success	Project Evaluator: Otoniel Lopez
9:30 – 9:45 a.m.	Building a Community of Literacy Teachers	Literacy Consultant: Kanika Mobley
9:45 – 10:05 a.m.	STEP: A Framework of Assessment and Coaching	STEP Consultants: Nicole Temple and Cara Farber
10:05 – 10:20 a.m.	<i>SNACK BREAK</i>	
10:20 – 11:00 a.m.	Panel Conversation and Questions: Lessons Learned	Project Director (& Moderator) CPCS Principal and Teacher Leaders P.S. 270 Principal Literacy Consultant STEP Consultants
11:00 – 12:00 p.m.	Breakout Session #1 Topics: <ul style="list-style-type: none"> <li>– What Does the Data Say?</li> <li>– Setting Goals and Sharing Goals with Families</li> <li>– Enhancing Inference</li> <li>– Getting The Most Out of Evaluation</li> <li>– The Dance of Co-Location</li> </ul>	Literacy Consultant, evaluator, school principals, and STEP consultants
12:00 – 1:00 p.m.	<i>LUNCH BREAK</i>	
1:00 – 2:00 p.m.	Breakout Session #2 Topics: <ul style="list-style-type: none"> <li>– Action Planning: Moving from Analysis to Action</li> <li>– Power of Questioning</li> <li>– Revising to Learn</li> <li>– Teaching Literacy Through Task-</li> </ul>	Literacy Consultant, CPCS teacher leaders, CPCS Dean, and guest presenters from Capacity Education Consulting

Time	Session Title	Presenter(s)
	Based Math – Planning Around Close Reading	

The project personnel also collaborated on the development of a dissemination website for the grant (<http://www.cpcsschool.org/dissemination-grant/>). This site provides general information about the implementation and design of the project; individual links to materials provided at the various breakout sessions presented at the June 4 Dissemination Conference; and project-related materials, such as the annual implementation work plan, the interim report, and the end of year annual reports.

## Challenges to Implementation

The CPCS NYSED Dissemination Grant project faced a number of challenges during the 2014-2015 school year that are not uncommon in high-need urban education settings. The initial challenges were establishing an understanding of the expectations for teachers in the implementation of the new approach to literacy instruction (i.e., balanced literacy), the commitment to ongoing student monitoring using the STEP assessment, and the time necessary to use STEP data to inform literacy instruction. Based on data gathered through observations and focus groups, it appears that buy-in took some time, but as the year progressed, teachers began to see the benefit of the new methods and supported the ongoing trainings that were provided.

Scheduling also seemed to create some difficulties for the staff at PS 270. Two of the STEP administrations (fall and spring) occurred during the times that teachers were required to administer other state-mandated student assessments, and it created some stress for staff and was a burden to ongoing classroom instruction.

Moreover, another challenge the grant faced relates to the entry reading level of students, which did not align to the starting level of the core curriculum at each grade level. Teachers reported spending time at the start of the school year helping students reach the minimum reading level expected by the curriculum, which took time away from implementing the new literacy instruction as intended. Other challenges noted during the school year included: having the appropriate resources and materials to meet students' needs; classroom management and having students work independently; and student attendance.

Furthermore, creating a new culture of literacy instruction that would produce lasting change was a key challenge faced by the grant. It was largely due to the leadership of the Project Director and the strong professional support by the two consultants that the grant was implemented completely in 2014-2015. However, this support will not continue into 2015–2016 beyond one additional STEP training session in fall 2015. Therefore, PS 270 will be faced with the challenging goal of sustaining that effort through the oversight of the principal and the work of their two teacher leaders. The Project Director will still be available to support the grant, but in a much more limited capacity. The principal at CPCS is also leaving her position in the upcoming school year, so a new relationship with new leadership at CPCS will need to be forged for continued collaboration between the schools.

## Conclusions & Recommendations

Review of the full set of data, including the PD Feedback Forms, focus groups, interviews, observations, student achievement data and program documentation revealed a set of key takeaways and recommendations for ongoing implementation of the program.

### Key Takeaways and Overall Findings

- Teachers reported feeling highly satisfied with the professional development they received during the year, especially from the Literacy Consultant. The individualized training sessions were especially helpful. Professional development feedback form data also revealed very positive perceptions of the effectiveness of the professional development sessions that were provided throughout the school year by the various facilitators.
- Students showed considerable growth in their literacy skills. Over two-thirds of students in the target grades made gains of 3 steps on the STEP assessment, considered one-year's progress, while another 10 percent made gains of 2 steps from the beginning to end of the school year.
- Having a Project Director during Year 2 of this grant had a very strong impact on the implementation of the project. All stakeholders believed that without the Director coordinating the PD and communicating with staff and the two principals, the project would have made as much progress toward its goals as it did in 2014–2015.
- The findings suggest that project implementation in 2014–2015 only provided the groundwork that will hopefully create lasting change in PS 270's overhaul of their approach to literacy instruction and student assessment, but continued implementation is critical. Stakeholders agree that it took most of the year for teachers to feel comfortable in using STEP data to make informed decisions in developing lesson plans, but that additional support and training are needed to continue to develop the expertise of teachers.
- The collaboration between CPCS and PS 270 was not executed to the degree that was planned. Teacher leaders from CPCS and the target teachers from PS 270 only met occasionally during the fall and did not continue to work together in the second half of the school year.
- The end-of-year dissemination conference was a notable success for the project. Over 100 individuals registered, and the concurrent breakout sessions were also well-attended. The project also developed a website that contains conference materials and general information regarding the grant, including the various grant reports written.
- Going forward, teachers need the most support in using STEP data to inform instruction, planning lessons from the core curriculum, helping students to work independently, and in helping them gain addition strategies and skills in their literacy instruction.

### Recommendations

The following are a set of recommendations based on key findings from the Year 2 evaluation:

- There was quite a bit of concern from various stakeholders around the continued growth and sustainability of the balanced literacy approach. Teachers need continued support in this area

and also need time to prepare and develop data-driven lessons. It would be useful to capitalize on the existing built-in PD time to continue to reinforce the skills required, via ongoing weekly coaching and targeted PD. It would also be helpful to continue to allow teachers to observe one another and provide feedback.

- Although the leadership at CPCS is changing, it would be of benefit to PS 270 to continue to build their collaboration with the school and use their expertise to support teacher development at PS 270. The implementation plan indicated the sharing of libraries and lesson resources by CPCS. While this type of sharing did not occur during the school year, there is still an opportunity to do so going forward.
- The school leadership at PS 270 must take ownership of the literacy instruction and the strategies being employed by teachers. The use of balanced literacy and data-based instruction was led by the efforts of the Literacy Consultant in 2014–2015. In her absence, the responsibility falls upon the PS 270 principal in large part, but also on the teacher leaders and the remaining teachers to continue to implement what was gained during the school year.
- Continue to survey teachers on their critical needs throughout the following year. Teachers were very clear about what they need most to continue to implement the literacy program as intended, and it would provide them confidence to know that the school is supporting their efforts and responding to their areas of need.
- Research other dissemination conferences in 2015-2016 and encourage staff to register, perhaps providing incentives. The CPCS/PS 270 dissemination conference in June was very successful and effective. These schools could benefit from another project's dissemination conference, with little or no cost incurred by the school.

# Appendix: Annotated PD Feedback Form

## PS 270/Community Partnership Charter School – NYSED Dissemination Grant Staff Development Feedback Form (2014–2015)

Note: There were 100 feedback forms completed across all workshops offered between December 2015 and May 2015.

Please circle your preferred rating:	Respondent Ns	Not at all	Some-what	Much	Very Much
1. The information was clearly presented.	100	-	1%	25%	74%
2. The session was engaging.	99	-	4%	23%	73%
3. The information presented was useful.	100	-	1%	22%	77%
4. This training covered the topics I expected.	100	1%	1%	24%	74%
5. My knowledge of reading and literacy has increased as a result of this session.	99	1%	7%	29%	63%
6. As a result of my participation in this training, I feel prepared to implement the literacy instructional strategies in my classroom.	99	1%	2%	27%	70%
7. The strategies presented today will improve my students' reading and literacy skills.	100	1%	5%	28%	66%
8. There were sufficient opportunities to ask questions and express ideas.	100	-	2%	21%	77%
9. I intend to use the information or strategies that I learned in my teaching.	99	1%	1%	20%	78%

10. Do you feel you need or would like additional training in the topic presented at this training session?

- 50% Yes
- 50% No

11. What types of obstacles do you think you might encounter in implementing the information presented as it relates to teaching reading and literacy? (only relevant and common responses shared below)

- Finding appropriate resources and materials to meet students' needs
- Ensuring that students are able to work independently
- Time for planning instruction and collaborating with colleagues
- Modeling activities multiple times so that students will grasp concepts
- Teaching specific challenging skills like phonemic segmentation
- Student behavior and challenges around classroom management