

THE SCHOOLS ATTUNED® PROGRAM CORE COURSE

2004 PARTICIPANT EVALUATION EXECUTIVE SUMMARY

Generated by All Kinds of Minds®
Research, Program Evaluation and Information Department
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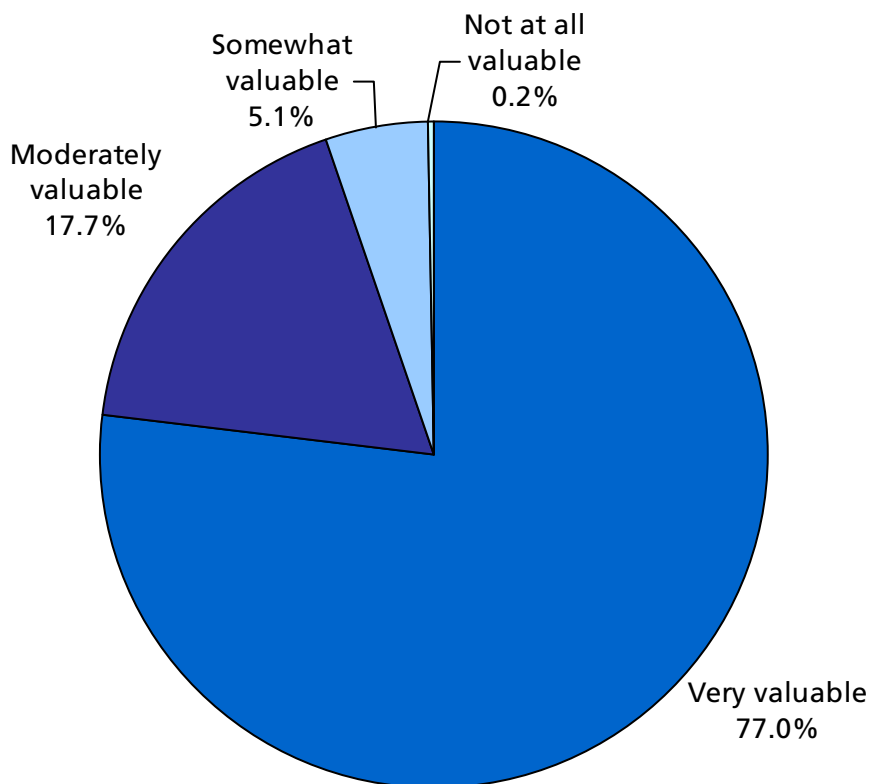
A NON-PROFIT INSTITUTE FOR THE
UNDERSTANDING OF DIFFERENCES IN LEARNING

Ongoing program evaluation is an essential component of high quality professional development (NSDC, 2001)¹. All Kinds of Minds uses evaluation of the Schools Attuned Program to continuously improve its impact upon educators and the students they serve. Feedback from Schools Attuned participants provides documentation of educators' reactions to the program and its facilitators, their assessment of the knowledge and skills they have gained as a result of the program, and their perception of the impact the Schools Attuned Program has on their students, their practice and their school.

This executive summary presents program evaluation outcomes for the Core Course component of the Schools Attuned Program. Core Courses occurred in sites across the United States, Canada and in Zurich, Switzerland throughout 2004. Analyses are based on information from the Schools Attuned Participant Core Course Survey and Schools Attuned Facilitator Profile – Participant's View. The intent of this evaluation is to assure program quality and inform program development.

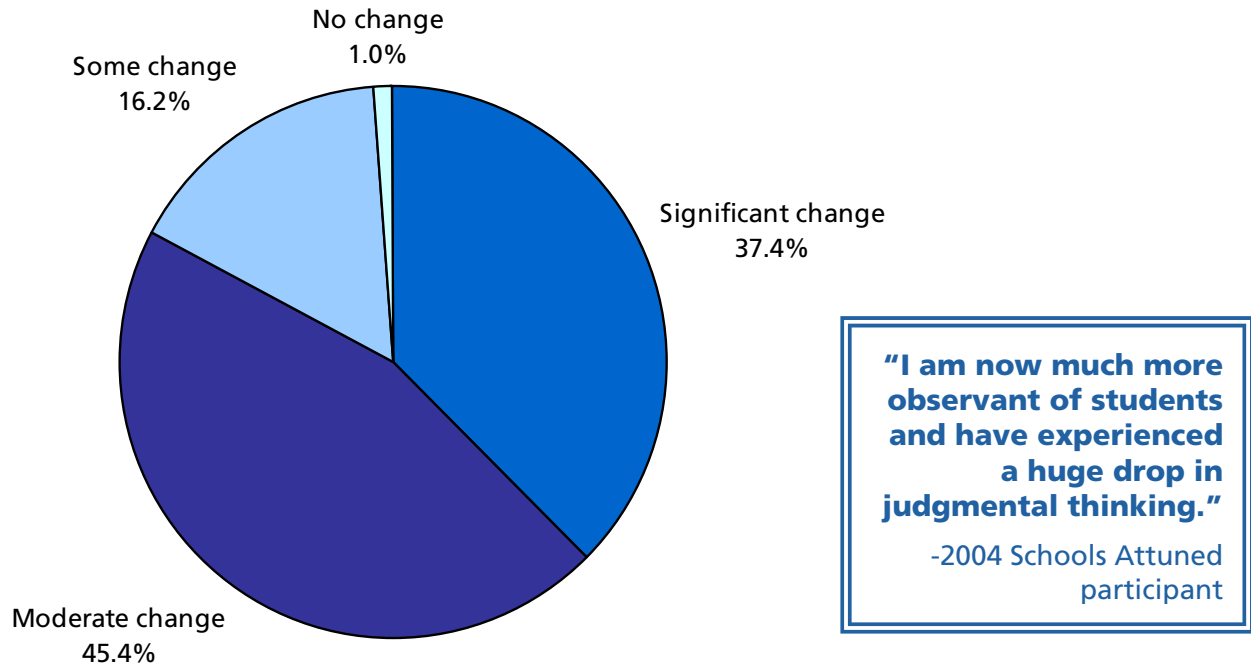
HIGHLIGHTS OF CORE COURSE SURVEY RESULTS

Of the 5,962 participants who completed the survey in 2004, more than 99 percent rated their experience in the Course as valuable. The high value participants attributed to the course was consistent with feedback from more than 5,600 participants 2002 and 2003 in which 96 percent found the Course valuable.

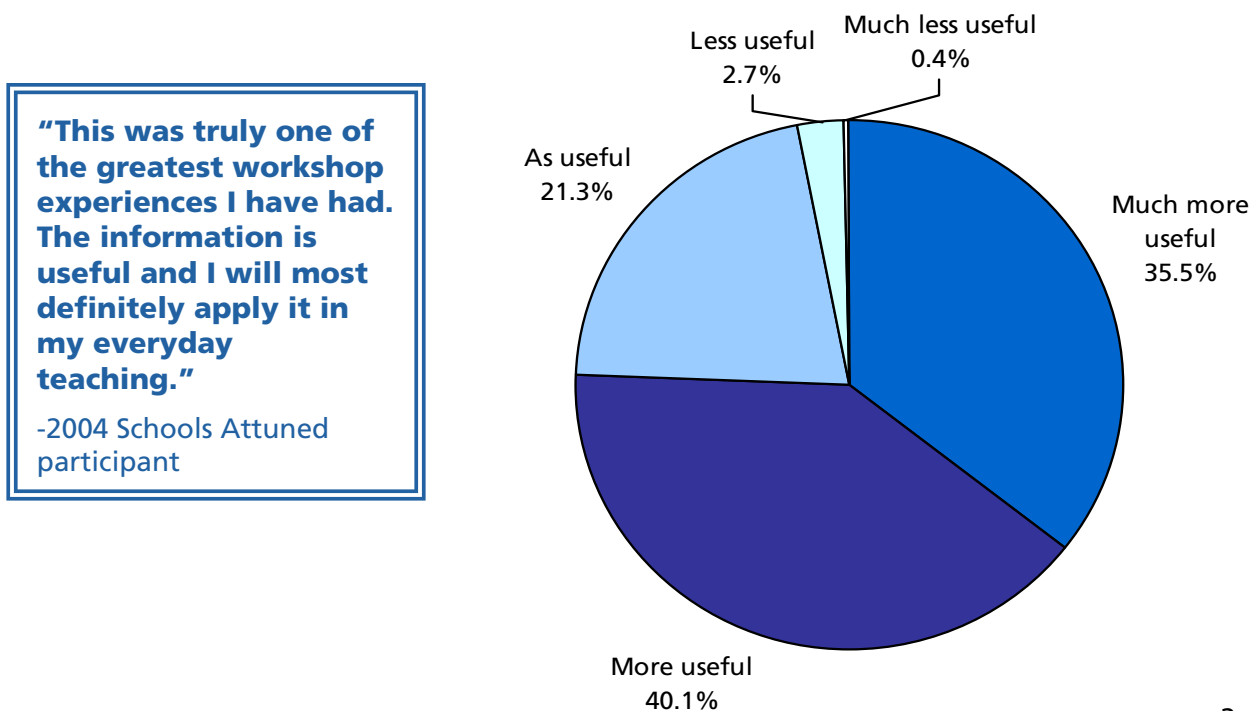


"I can't think of anything more valuable than being given a way to thoroughly know students and manage their needs."
-2004 Schools Attuned participant

In 2004, 99 percent of participants reported that their teaching would change as a result of their experience in the Course; more than 82 percent expected moderate to significant change. This result reflects previous survey trends as well. In 2002, over 96 percent of participants anticipated change in their practice due to the Course; that number increased to more than 98 percent in 2003.



When asked to compare the Schools Attuned Program to other professional development programs, more than 75 percent of participants found Schools Attuned to be more useful to their work than other programs they had attended. This number is up from 65 percent in 2003.



SUMMARY OF CORE COURSE SURVEY RESULTS

Participants used the Core Course Survey, administered near the end of the last day of the Course, to rate the quality of various dimensions of the program and to provide their comments and recommendations for the Core Course and follow-up assistance. A total of 5,962 educators completed the survey in 2004. A summary of the questions and participant responses follow.

Did you volunteer to participate in the Core Course?

Volunteered	80.2%
Did not volunteer	19.8 %

How valuable has your experience in the Core Course been?

Very Valuable	77.0 %
Moderately Valuable	17.7 %
Somewhat Valuable	5.1 %
Not at all Valuable	0.2 %

How significantly will your teaching/work change as a result of the Core Course?

Significant Change	37.4 %
Moderate Change	45.4 %
Some Change	16.2 %
No Change	1.0 %

How useful to your work is the Core Course compared to other professional development programs you have attended?

SA is Much More Useful	35.5 %
SA is More Useful	40.1 %
SA is As Useful	21.3 %
SA is Less Useful	2.7 %
SA is Much Less Useful	0.4 %

Rate the quality of the following aspects of the Core Course:

	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>
Preparation Packet	41.8 %	44.9 %	11.0 %	2.3 %
Schools Attuned Syllabus	64.8 %	30.5 %	4.3 %	0.4 %
Management Resources Binder	73.2 %	22.6 %	3.4 %	0.8 %
Presented materials	53.6 %	36.9 %	8.5 %	1.1 %
Logistics	61.3 %	29.0 %	8.3 %	1.4 %

SUMMARY OF FACILITATOR PROFILE RESULTS

Key to a successful Schools Attuned program is the quality of the facilitators. Facilitators must possess a strong knowledge base about the content, have experience implementing the Schools Attuned Program in the classroom, and have a high degree of facilitation skills. Participants used The Facilitator Profile – Participant’s View to rate Course facilitators on a 4-point scale (**1=poor, 2=fair, 3=good, 4=excellent**) based on 11 fundamental skills. Participants are also given the opportunity to provide additional comments. A total of 10,444 surveys were completed in 2004. The following table presents a summary of the average participant rating (mean), the most frequently calculated rating (mode), and a measure of how participants’ ratings were dispersed around the mean (standard deviation) for each item.

	<u>Mean Rating</u>	<u>Mode</u>	<u>Standard Deviation</u>
Promotes a positive, safe, and engaging environment	3.83	4.00	.42
Uses time effectively to achieve objectives	3.75	4.00	.50
Prepares, organizes, and manages materials and equipment effectively	3.79	4.00	.46
Promotes participation by all while respecting individual styles	3.80	4.00	.47
Supports and participates in small group work appropriately	3.74	4.00	.50
Explains purpose and structure of activities effectively	3.68	4.00	.56
Demonstrates knowledge of Course content	3.82	4.00	.43
Exhibits respect and enthusiasm for Schools Attuned methods and philosophy	3.89	4.00	.35
Uses debriefing and reflective activities as tools to enhance learning	3.77	4.00	.48
Displays a professional and friendly demeanor	3.88	4.00	.37
Uses expertise to support participants in developing their own insights and conclusions	3.79	4.00	.47

The quality of Schools Attuned facilitators indicated by 2004 Core Course participants was consistent with ratings from the two previous years’ surveys, in which facilitators received average overall ratings ranging from 3.58 to 3.85 (out of 4).

“The facilitator had a strong background in education and brought useful real world examples in to the learning.”

“It is evident that the facilitators strongly believe in the program, and are knowledgeable on its content. It makes learning much easier when the enthusiasm for the content shows through the instructor.”

“The facilitator was well versed in the work, and was a skillful and supportive leader.”

ADDITIONAL PARTICIPANT COMMENTS

Participants were asked to provide additional comments on numerous aspects of the Course. When comments were analyzed for content, several themes emerged including the **quality and value of the Course** and the **impact of the Course on professional practice**. A sampling of participant comments, which are illustrative of these particular themes, is presented below:

"I'm feeling a renewed optimism that I can help children in a way that will stay with them long after they have left my class."

"The Schools Attuned Program helps us to see the big picture. It enables us, as teachers, to search for recurring themes, implement strategies, and address strengths and weaknesses for improving a student's learning."

"The Core Course will enable me to be a more effective, active teacher."

"Finally somebody has given me the tangible, useable, practical, teacher-friendly resources and strategies I have been asking for."

"The Schools Attuned Program goes straight to the core of learning; it is a philosophy that once embraced, becomes a part of you as a teacher."

"I want my students to have the best possible chance of success in school. Schools Attuned gives me the opportunity to help them have that success. "

"Schools Attuned reaches beyond the surface to the core of what strengths and weaknesses a child has, how s/he learns, and how we can support her/him."

"The course provides the most comprehensive method of student evaluation that I've encountered."

The Schools Attuned staff from All Kinds of Minds uses the results included in this report to inform subsequent Core Course training sessions, guide follow-up Practicum, and enhance the professional development of facilitators. In this way, the Schools Attuned Program functions as a professional development program shaped by those who will ultimately live by its philosophy and use its methods – practicing educators.

Full Participant Evaluation Summary Reports for Schools Attuned 2002, 2003 and 2004 Core Courses can be requested from the Research, Program Evaluation and Information Department of All Kinds of Minds by contacting research@allkindsofminds.org.

¹ National Staff Development Council [NSDC] (2001). Standards for staff development – Revised. Author: Oxford, OH.

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