

**A SUMMATIVE ANALYSIS OF
THE 2002 SCHOOLS ATTUNED CORE COURSE
EVALUATION REPORTS**

A Report Compiled And Submitted To

All Kinds of Minds

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SECTION I: INTRODUCTION

Background

Schools Attuned is a professional development program designed to improve educators' ability to help students with differences in learning find success in school. The goals of the program are to strengthen educators' understanding and management of differences in learning, help educators to help students become aware of their learning profiles and improve their academic and social achievement, and create schools that respect differences in learning and nurture strengths in students. To achieve these goals, the Schools Attuned Program was designed using principles that reflect standards of professional development from the National Staff Development Council and current research on adult learning (Borasi & Fonzi (National Science Foundation), 2002; Laine & Otto (NCREL), 2000; Little, 1993; Rogers, 2002; Bransford, et al. (National Research Council), 2000). The design of the program was guided by the need to develop content and instructional techniques that respect and use educators' wisdom of professional practice; ensure that educators are actively engaged in learning new content; develop reflection and other professional practices; and provide for classroom-based follow up for at least a year after participation in the Core Course.

The **Schools Attuned Professional Development Program** provides a minimum of 35 instructional hours (**Core Course**) plus a minimum of 10 contact hours for follow-up experiences (**Practicum**). The Core Course has been carefully designed with supporting materials and facilitator preparation programs to assure consistency in implementation at different sites and with a variety of facilitators. The Schools Attuned Program addresses eight neurodevelopmental constructs and provides practice with the Schools Attuned processes. As a preparatory activity for Schools Attuned, participants select a student of their own whom they identify as struggling with learning. Participants gather observational data and work samples to bring to the program. The student becomes the participant's case student throughout the Schools Attuned training. The Schools Attuned Program contains the following elements: (1) *Developing Minds Video Library*, (2) readings from books and articles by Dr. Levine and others, (3) small group work to provide for active assimilation of content and practice of skills, (4) case studies/vignettes to help participants understand the constructs, (5) demonstration and practice sessions to provide opportunities to use complex information and processes simultaneously and fluidly, (6) application of these processes to participants' own case student or to a complex case student provided to them, (7) preparation for implementing Schools Attuned in the school setting, including management strategies, and (8) practicum experiences offered during the school year to help support implementation of Schools Attuned. Online follow-up experiences are available to participants who receive training outside their geographic region as a supplement to enrich the Schools Attuned professional development experience.

Evaluation Model for Schools Attuned

The Schools Attuned program evaluation design is based on the premise that the first step in improving students' lives in school through the professional development of educators is to ensure that educators participate in a program that they value, find useful, and from which they gain knowledge and skills (Guskey, 2002; O'Sullivan & Page, 2000).

Guskey's research on how best to evaluate the impact of professional development on student achievement has resulted in a framework of five critical levels of program evaluation. Each of these five levels is important to providing data on the quality and impact of a professional development program. The **first level** of evaluation involves assessing **participants' reactions** to the professional development experience. The **second level** of the framework focuses on measuring **participants' acquisition of new knowledge and skills**. During the Schools Attuned Core Course, All Kinds of Minds uses daily written reflections and survey questionnaires to gather evidence of participant reaction to the course and its facilitators. The results of these data inform the design and delivery of the Schools Attuned Core Course and follow-up practicums. To investigate the impact of Schools Attuned at level two of the framework, All Kinds of Minds uses written reflections and survey questionnaires during the Core Course and follow-up practicum, as well as portfolio documentation following the completion of the Program. These techniques are intended to assess the knowledge and skills that participants gained as a result of the program. The results of these analyses inform the content, format, and organization of the Schools Attuned Program.

The **third level** of evaluation in Guskey's framework relates to **changes in the organization, procedures, and climate of schools**. Evidence for such changes may be collected through the documentation of school records, structured and semi-structured interviews, and the use of portfolios to investigate organizational changes and enhanced classroom climate in schools implementing Schools Attuned. The **fourth level** of professional development evaluation assesses **participants' use of new knowledge and skills**. The use of questionnaires, interviews, and direct observation may be used to document teachers' classroom applications of the content and processes promoted by Schools Attuned. The **fifth level** of evaluation assesses the impact of Schools Attuned on **students**. Use of student records, questionnaires, interviews, and portfolios may be investigated to establish the overall impact of Schools Attuned on student learning.

Returning to the premise that improving students' lives in school through the professional development of educators begins with a program that participants value, find useful, and from which they gain knowledge and skills, the purpose of this evaluation report is to summarize participant reactions to the Core Course and its facilitators (Level one) as well as participant perceptions of the new knowledge and skills they have gained as a result of the Core Course (Level two). Participants evaluate the Core Course along the following dimensions: (1) Overall **usefulness, value, and impact** of Schools Attuned on their teaching, (2) **Quality of facilitators** and (3) **Quality of materials, activities, discussion, and presentations**. Participants also provide their (4) **Recommendations** for improving the Core Course and (5) **Needs** for follow-up assistance during practicum sessions.

Measures of Quality and Summary Analysis

Participants used the ***Schools Attuned Core Course Participant Survey***, administered near the end of the last day, 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 (see Appendix A).

This document is a summary of results from an analysis of evaluation findings for all Schools Attuned Core Courses implemented between March and August 2002. This analysis included a total of 36 Schools Attuned Core Courses—27 offered at 10 different Regional Training Sites and 9 offered in On-Demand delivery settings.¹

A total of 1,884 educators took part in these courses— 1, 605 at Regional Training Sites and 279 in on-demand workshops. 1,700 participants (1,445 at Regional Training Sites and 255 at on-demand sites) completed the surveys. The majority of participants (92% at Regional Training Sites and 87% at on-demand sites) reported that they volunteered to attend the course.

All quantitative data were compiled directly from surveys submitted by participants at the end of each core course. Data are reported by mode of delivery—Regional Training Site and On-Demand. A two-tailed test of significance was performed on each item to determine whether any observed differences in mean scores across delivery models were statistically significant. The premise was that consistency of quality across delivery models would be supported by non-significant t-tests. Because the two groups were of unequal sizes, t-tests were conducted that did not assume equality of variance (an assumption that may not be met when groups are not of equal size).

Qualitative data summarizing open-ended comments were previously compiled in individual site reports (October 2002). Each of these reports was analyzed, and qualitative data were compiled for this overview of results from all sites.²

The following section reports results from the evaluation data. Some program modifications have already been made based on reports of results from individual evaluation reports. Schools Attuned staff from All Kinds of Minds will use the results and recommendations from this summary report, as will the partners of the regional and on-demand sites, to inform subsequent core course training sessions, guide follow-up practicum experiences, and enhance the professional development of facilitators. In this way, Schools Attuned functions as a professional development program shaped by those who will ultimately live by its philosophy and use its methods – practicing teachers and administrators.

¹ For the purposes of this report, data from Schools Attuned Core Courses offered through state funded programs in Oklahoma and North Carolina were included in analyses with data from Regional Training Sites.

² In the case of one Regional Training Site that included 5 Schools Attuned Core Courses, only quantitative data were available for analysis.

SECTION II: RESULTS

Part 1. Overall Usefulness, Value, And Impact On Teaching

Overall Usefulness of the Core Course

The majority of participants in both On-Demand and Regional Training Site locations (95% and 96%, respectively) reported that *all or most of the core course was useful*. (See Table 1 below.)

Those who rated the workshops less positively (i.e., *“some of it was useful”*) tended to fall into three categories—those who praised the course, but simply selected a lower response rating; those who felt they needed more time to process and implement before they could judge the usefulness of the course, and those who clearly had a specific criticism or reason for the course being limited in its usefulness.

Table 1. Overall Usefulness of the Schools Attuned Core Course

Delivery Model Type	On-Demand	Regional Training Site
Mean Rating (on a scale of 1 – 4, where 4 is “all of it was useful”)	3.67	3.65
Percent by Rating Category		
<i>All of it was useful</i>	72%	68%
<i>Most of it was useful</i>	23%	28%
<i>Some of it was useful</i>	5%	4%
<i>None of it was useful</i>	-	-

Comments on Usefulness of the Course

Across all sites, *positive comments* about ratings focused on three key areas:

- **The course was relevant to teachers’ work with children.**

At almost every site, participants praised the relevance of the core course to their work with children in their classrooms, commenting on its value in helping them to better understand and meet the needs of their students. The following quotes are illustrative of participants’ comments:

“Every single point of information on every single construct was another valuable tool that will aid me in becoming a better teacher, partner with my students, and learn with them.”

“This information was the most powerful I’ve received in any education related course and will certainly heavily impact my thinking and teaching. I’ve got a lot of

work to do to process it all, but it is 100% applicable to my life as teacher and parent.”

“I have had the privilege of attending some excellent workshops in my career and this ranks right up there with the best of them! The cutting edge information about the brain and learning is fascinating and useable in the school setting.”

“Great info—I know so much more! It applies to all content areas and grade levels.”

Interestingly, a sub-theme within this category was the relevance of the content and strategies for *all children*, as demonstrated in the following comments from participants with a variety of roles in their schools:

“While I work with special needs children, I am also in the classroom working with the general population as well. The skills I learned for noticing a child and collecting data can be applied to any student in the grade. I feel empowered by this course!”

“I can incorporate this new knowledge to help my entire class—not just those struggling with learning issues.”

“As an administrator Schools Attuned will play a significant role in helping me facilitate the growth of my faculty as educators. To be more specific, helping them...truly begin to understand how students learn and how they need to be taught. This program cannot help but benefit all kids in a classroom, not just those being attuned.”

- **Deeper understandings and knowledge of students were gained through the course.**

Participants appreciated the new knowledge and understandings of their students and how they learned. These comments are representative of participants’ thoughts about their enhanced understandings of students and student learning:

“I got real understanding about neurological development. I feel I have many new tools to help me help kids.”

“The content of the course has truly changed the way I look at learners and how every individual learns.”

“I hope to become a better teacher because of this course. I know now that many different factors contribute to a student’s weakness. I will be more sensitive to a student’s needs, and now I have strategies that I never had before that I can use.”

In addition, participants commented on enhanced understandings of themselves and their colleagues, as learners:

“Our students have very complex needs, we already know this going into the school year. But, this information has given an even greater understanding of those needs. This course has also helped me to attune my own teaching and has increased my awareness of my own strengths/weaknesses.”

“Getting in touch with myself was eye-opening. As the course was unfolding, I began to realize how I can become a better classroom teacher.”

“The terminology and its explanation are a wealth of information that I can use in all of my classes and relationships with my peers.”

- **The content and strategies learned were valuable, of high quality, and extensive in scope.**

Participants were highly impressed and pleased with the content and strategies they learned in the course. The following comments portray the specific aspects of the content and strategies that participants found particularly useful:

“The content was the most complete presentation of brain function as it relates to learning that I have ever seen or heard. The depth and specificity was powerful, and the focus on serving children was morally compelling.”

“The constructs give me an extensive way to think about a child, which was pretty much missing from my teacher training. The lists of accommodations and interventions are a valuable resource, actually a treasure, which I’ve already added to from suggestions by others in the workshop.”

“I have a number of trainings on multiple intelligences, learning styles and meeting the needs of all students but this workshop took it to a true implementation stage.”

Participants often noted the close link with brain-based research and strategies, as seen in this comment:

“It fits perfectly with brain-based research and my classroom practices.”

Another benefit of the course content noted by participants at several sites was the “common language” that it provided for educators to communicate with one another about students’ learning:

“This is extremely beneficial material and I would like to see the majority of our teachers trained so it becomes common ‘language’ in our school.”

“The taxonomy that I found ‘simplistic’ at first turned out to be a wonderful heuristic device: It reduced an enormous body of research into a manageable series of categories that teachers could share, as a point of departure, to discuss a student’s performance.”

Comments on Limitations of the Course

As noted earlier, a subgroup of participants who reported that some of the Core Course was useful had some specific critiques and limitations to report. Participants’ critiques of the course typically varied from statements that were solely ones of frustration to ones that acknowledged difficulty, but with optimism about future use of what was learned. Across all sites, *critiques and limitations* of the course focused on the following issues:

- **Previous experience with the program, similar pre-service or in-service learning, or type of professional position placed some limits on the usefulness of the course.**

Participants with previous experience with the Schools Attuned program or similar content were likely to select a somewhat lower rating of usefulness. These comments were typical of such participants:

“There were certain things that I felt were somewhat redundant of things I learned in college....”

“Being in the field of special ed for ten years and being a district trainer for functional assessment of behavior, I knew a great deal of the information.”

“It reinforced and validated techniques I currently use in class and really redefined a lot of variables in learning.”

Participants who were not classroom teachers responded in different ways. Some viewed their position as a major limit to the usefulness of the course; others saw a benefit despite their limited contact with students, as evidenced by this comment of a school counselor:

“Most of it was useful. It gives me a language I can use with teachers who are trained and the students. I can also utilize the info when I am in the classrooms teaching the various activities I teach.”

Similarly, a school administrator commented,

“Even though I do not have a classroom, I will use the information in working with teachers, parents and students. It also provided another layer to my training.”

- **The quantity of new material was overwhelming to some participants.**

Some participants expressed only the frustration experienced in having such a large quantity of materials presented in such a compressed timeframe as seen in these participant comments:

“I felt overwhelmed by all the material. The days were also very long—too much information. I feel that a lot of it was lost in the afternoon.”

“..there is so much information to process that it will be hard to implement it.”

Others acknowledged the difficulty but were also positive about the potential usefulness, as in this comment:

“Too much material, too fast. I think once I actually begin to apply the process, things will begin to sink in and then become easier to apply to my teaching situation.”

- **The amount of time required to implement the processes and strategies was perceived as burdensome by some participants.**

Again, there were varied types of responses. Some participants were positive, but anticipated difficulties; others felt such a complex process simply couldn't be done in their particular setting.

“As a classroom teacher, I can't imagine how I'm going to be able to use this in my classroom. It's such an involved process, and I don't usually have much time.”

“I can use it often, yet with the volume of students I work with, it may be difficult due to time constraints.”

Some participants attributed the problem specifically to the paperwork involved, e.g.,

“The overall information was extremely relevant and useful but the mounds of paperwork to attune a student would be overwhelming in light of all the paperwork I do everyday on my students.”

“...too much time is required for just one student. There is too much copying the same information from one form to another.”

Occasionally, competing priorities were noted, as in this participant's comment:

“My chief struggle will be implementing this within the constraints of my school and its frenzied emphasis on test preparation. It will involve some extra time management on my part, and some cooperation that I hope to get from my administrators.”

- **Limitations on the breadth of content application were identified by some participants.**

Participants raised issues about the extent of applicability of the content for two age groups: students at the high school level and very young children. These critiques typically referenced observations that there were fewer examples, tools, and exercises that specifically targeted these age groups. For example, the limited relevance to the high school level was often directly related to the absence of secondary students in the Schools Attuned videos, which were produced prior to the introduction of the secondary focus.

Participants who critiqued the relevance for younger students were often appreciative of the overall course, but noted needs for modifications that specifically target the developmental capacity of younger students, as seen in these comments:

“There is a lot of adapting and adjusting of thinking to suppose how it applies to 1st graders, but much of it does. And even that which doesn’t directly apply, is helpful in order to see the bigger picture.”

“I found the bulk of the material extremely useful, but it was hard to modify for an Early Childhood class (especially the student work analysis booklet).”

“I teach pre-school and K..... Certainly all constructs are applicable. I’ll need to spend some time making them easier to communicate for little ones.”

Overall Value of the Core Course

In both On-Demand and Regional Training Site settings a very high proportion of participants (90% and 89%, respectively) felt that the Core Course was of *high value* to them. The majority of remaining participants (9% and 11%, respectively) reported that the course had *some value*. (See Table 2 below.)

Table 2. Overall Value of the Schools Attuned Core Course

Delivery Model Type	On-Demand	Regional Training Site
Mean Rating (on a scale of 1 – 4, where 4 is “high value”)	3.90	3.89
Percent by Rating Category		
<i>High value</i>	90%	89%
<i>Some value</i>	9%	11%
<i>Little value</i>	1%	1%
<i>No value</i>	-	-

Comments on the Value of the Course

Participants' comments about their ratings of high value were very similar to comments about the overall usefulness. In fact, the same themes emerged as ones most often mentioned by participants.

- **Participants reiterated and elaborated on the themes of relevance, importance of the content learned, and enhanced understandings of their students.**

Participants commented, for example, on the relevance and immediate application of the course to teachers' work, in comments such as these:

"I really enjoyed the material we covered. I find it fascinating to see how the brain works. I can't wait to apply this to my classroom."

"I will implement almost everything I learned this week. I also love having the resource binders at my fingertips for future use."

"I really value going to a training that challenges me—pushes me to absorb new info and where the information is really relevant to the work I do."

Other participants commented on the value and importance of the new information and strategies learned, as seen in these quotes:

"I like to be able to understand and verbalize behaviors that I observe in my students. This class has given me more insight, understanding, and vocabulary to do this.."

"(I am) an administrator who has been searching for a program that would not only align with the already existing programs, but would also help the teachers develop professionally as observers of their students. This was the answer!!!"

"(This course) will enable me to organize my thoughts about a student in a more systematic way...giving me more strategies for intervention."

Finally, many participants commented on their enhanced understandings of students' learning, often describing new ways of seeing their students. These comments were representative of the views participants expressed:

"(My) eyes have been opened to see children—reasons for their behaviors, and how I can better facilitate their learning."

"The content of the course has truly changed the way I look at learners and how every individual learns."

“I have begun to understand the brain and how its different functions truly affect students’ behavior in the classroom as well as learning ability and styles. I will never again say a student is lazy.”

“WOW! I have had several epiphanies—(about) my own learning and teaching, as well as my students”

In addition to these key themes, participants described a variety of other ways in which the course was valuable to them, e.g., reinforcing the validity of their beliefs about students’ learning and strategies already in use to address students’ needs; the direct benefits to students in their classes; and the inspiration and empowerment felt by some as a result of what they had learned in the course. The following comments are reflective of such thoughts:

“Just great information! Reaffirmed my professional direction and beliefs. Left me with resources to support (my) next move/action.”

“Reinforced my values/thoughts of students with learning difficulties. They want to know what to do—but they need a different kind of support/help.”

“What a difference this will make in the life of children and our society as a whole in years to come.”

“Wow! I had no idea so much was involved in learning. I feel so much more informed, competent and knowledgeable about behaviors I see in the classroom and their roots.”

“Before this seminar, my confidence in dealing with learning differences was very low. Now, I feel as though I will be able to handle all learners in my classroom.”

Comments about Limited Value of the Course

Patterns of responses of those who felt the course had “some value” were also similar to comments reported earlier about limited usefulness.

- **Participants expressed needs for more time to process, familiarity with course content, and concern about the time involved in implementing the attuning process.**

Some participants needed “*more time to process*” what they had learned, as expressed by this person:

“I need time to digest all that I have been introduced to. I’m sure with application it will be an essential component in my teaching.”

Others were already familiar with the content or strategies because of previous teacher preparation or professional development experiences:

“I felt that the information presented through practice scenarios, videos, and teacher/student/parent views was very helpful. I saw a lot of management strategies that I incorporate in class already. That makes me feel good about my teaching process.”

Others mentioned the issue of the time involved, e.g.:

“As a counselor of a school, I need quick answers when teachers come and ask for help with a student. Not all teachers would be willing to go through the long, time-consuming process to help a student. . . .”

“I really think it is a great idea; however, it seems (like) a lot of work.”

Impact of the Core Course on Teaching

In both On-Demand and Regional Training Site locations, slightly more than half of the participants anticipated that the Core Course would result in a “*significant change*” in their teaching (54% and 53%, respectively). The majority of remaining participants (42% and 44%) anticipated “*some change*” in their teaching. (See Table 3 below.)

Table 3. Overall Change in Teaching

Delivery Model Type	On-Demand	Regional Training Site
Mean Rating (on a scale of 1 – 4, where 4 is “significant change”)	3.52	3.49
Percent by Rating Category		
<i>Significant change</i>	54%	53%
<i>Some change</i>	42%	44%
<i>Minimal change</i>	2%	3%
<i>No significant change</i>	1%	1%

Comments about Anticipated Changes in Teaching

Most participants who expected *significant change* in their teaching (and some who anticipated *some change*, as well) commented on a number of key areas in which these changes would occur:

- **Teachers would view their students differently, particularly with regard to their increased awareness and understanding of their children as learners.**

Participants often noted dramatic changes in how they would view their students as learners. These comments are typical of the changed perceptions teachers described:

“I will never look at a student in the same way. I will be considering ways in which we can demystify together to make a positive outcome.”

“Looking at kids with the idea of specific ways to help them, not just the one problem, but looking at the whole child.”

“What a great reminder—and system to encourage me—to see children’s behavior instead of leaping to assumptions. Thanks for the patience infusion.”

“I will look at student problems in a whole new light and be able to look for concrete solutions.”

For many, the change involved a view of students as learners with individual needs and an enhanced understanding of the variety of learning styles, as illustrated by these comments:

“What it has done has made me aware in a very explicit way the precise nature of student learning differences. What I would have done with intuition is now much more specifically articulated.”

“I now understand more of the learning styles that I encounter each year in my classroom.”

“I’ll be more aware of my children’s special needs.”

Finally, participants described changes in their own attitudes and self-assessments:

“It made me look at how I taught. I thought I was meeting the needs of all of the students but after taking the course I realized I was not.”

“I will take the time to step back and look at the child and the many reports and labels and teacher comments and approach each child from a point of better clarity and less preconceived judgments.”

“It will change my ‘attitude’ towards some students; have more empathy and a willingness to help.”

- **Teachers would make changes in how they instruct their classes.**

Many teachers described new skills and strategies that the Schools Attuned Core Course would bring to their classroom instruction, as seen in these comments:

“You’ve given me a lot of tools to use with struggling students.”

“(I’ll have) empathy for needs, precise tools to analyze precise learning styles, immediate materials and ideas to implement.”

“I already used many of the strategies, but now I understand better why they work; also, there were some constructs that I rarely strengthened in my class.

“I will become a better kid watcher. What may have been very frustrating in the past will be less so. Specific strategies will be implemented.”

“This course makes me proud to be a teacher, a constant learner, and this will show in my classroom as added confidence and new skills.”

One person noted, with some insight about the broad applicability of these newly learned strategies:

“I plan to use many of these strategies this coming year, even with students not being ‘attuned.’”

Participants commented on changes in how they would assess and evaluate their students:

“It will help me locate exact problems instead of just putting a label on the student.”

“Now I will be able to pinpoint weaknesses rather than generalizing and will thus be better equipped to help students overcome these weaknesses and strengthen strengths!”

“I feel like I have an effective framework for evaluating kids; accurate evaluation is ESSENTIAL for effective teaching.”

“It gives me so many options in identifying and meeting the needs of those students that ‘stumped’ me before.”

Teachers also described ways that they would refine their current practice and expand their repertoire of instructional strategies:

“(I) will deepen and expand my approach in working with students with learning differences.”

“I will work to vary my teaching to help all of my students experience success.”

“I will look at my teaching in a different light. I will be more aware of bringing different styles to the same lesson.”

“(I will) teach in multimodalities (and) try to make every child as successful as possible.”

- **Teachers would have a new language and tools for communication with each other, with parents, and with their students.**

As mentioned earlier, participants recognized the value of a common language for identifying and discussing students' learning needs. Several participants expanded this concept as they described anticipated changes in their teaching:

"I have been doing many of the things Schools Attuned has suggested but now I have both a vocabulary and a guide to continue in a much more meaningful and productive sense. I have been validated and given a network of teachers to do this with and I am so pleased."

"I was already aware of learning styles, so I had made some accommodations and interventions; however, I will now do a better job. I'm equipped with vocabulary and other management techniques."

"(I) will be able to use this info in parent conferences/reports to parents—a lot to draw on."

Some teachers recognized the potential to establish connections with students:

"I teach many kids with many of these problems. Now I understand; now they can understand. Now we can create strategies."

"I believe I am a good teacher already, but I know this course will let me develop a deeper connection with students, and therefore help them learn more about their own learning."

Finally, participants noted the increased likelihood of working as a team with others at their school:

"Being a primary teacher, I found I already do many of the strategies suggested. However, I now have a place to reference more ideas and collaborate with my team."

"Since all of us did it (attended the course), we all will use each other to improve the school."

Comments Describing Limited Change to Instruction

Participants who anticipated *some change* or *little change* primarily fell into two groups:

- **Most participants anticipating limited change reported that they already used many of the strategies or had "intuitive" understandings of their students that were reflective of the Schools Attuned constructs.**

The majority of participants in this group referred to the rationale of already using the strategies to explain their rating of “some change”, yet also shared a variety of ways that they expected the core course to enhance what they were doing. Most described changes in their own affect or understanding as seen in these comments:

“‘Some’ only because I already did some of this. This week did a lot to reinforce and validate much of what I do.”

“My manipulatives, hands-on approach won’t be changed, but my confidence in accurately labeling observable phenomena is incredibly enhanced. Thank you! Thank you!”

“I’ve always used a variety of strategies—I’ll understand better why they have or have not worked.”

“Fortunately, I am already using a lot of the recommended strategies because of my training at (a New York) University. However, the Core Course will help me to clarify more specifically what I am observing.”

Others added thoughts about changes in the effectiveness of their current strategies or new ways of using them, as seen in the comments below:

“While I use many of these concepts already, the Schools Attuned forms and management resources will really elevate my effectiveness.”

“I was already pretty attuned to where breakdowns were occurring and freely made accommodations and interventions available to my students. The big change will be in the efficiency and refinement of that work.”

“I am currently using many of these strategies, but now I will involve the student in the process more than I have in the past.”

- **Many of the participants were simply conservative in their estimates of how much their teaching would change, or were aware that they would need some time to gradually implement what they had learned in the course.**

There were numerous comments that succinctly reflected these views:

“It has significantly changed the way I think about areas in which students are struggling and how to help them, but will only change my teaching some the first year because my learning style is such that I need to start small.”

“I say ‘some’ because I’m sure the change will be gradual as I become more comfortable with the attuning process.”

“I still need to process some of the information before truly being able to understand how the course will change my teaching.”

“(I) can only change a small amount at a time until I feel I am confident in what I have learned.”

“(There will be) some change at first, but over time, I’m sure there will be more significant change.”

“I will use the observation techniques, views, profiling and managing a bit at a time and incorporate more as I become more confident.”

A few participants anticipated *minimal* or *no change*. Some attributed their responses to non-teaching positions, e.g.:

“I am not a classroom teacher, but plan to collaborate with teachers, so feel I should be familiar with the language of Schools Attuned.”

Others attributed the rating to previous exposure to and use of the Schools Attuned constructs and strategies, yet, as described above, proceeded to describe ways their behavior, interactions, or attitudes would be modified as a result of their learning. These comments are illustrative of such responses

“I use this type of evaluation all the time. It has just supported my philosophy.”

“(I) am already doing quite a bit; the terminology will have an impact”

Part 2. Description and Quality of Facilitators

In the Schools Attuned Core Courses a variety of relationships and roles of senior facilitators and co-facilitators were evident. These variations appeared to be related primarily to two factors: (a) the extent of experience of the senior and co-facilitators and (b) the number of participants—therefore, the number of groups designated for small group work. So, for example, senior and co-facilitators with equivalent experience might actually co-facilitate a session with little or no discernable difference in their roles. With less experience, a co-facilitator’s role might range from primarily assisting with logistics to various levels and extent of responsibility for leading portions of the course.

Some participant groups were so large that splitting into sub-groups was logistically necessary. It appeared that the trend was to maintain one facilitator with each subgroup throughout the course.

Generally, participants rated the quality of both senior facilitators and co-facilitators very highly. The majority of senior facilitators in both the On-Demand and Regional Training Sites received ratings of “*excellent*” (83% and 84%, respectively). Most of the remaining participants in both delivery settings (14-15%) rated the senior facilitators as “*good*”. Only 1-3% of the participants rated senior facilitators as “*fair*” or “*poor*”. (See Table 4.)

Table 4. Quality of Senior Facilitator

Delivery Model Type	On-Demand	Regional Training Site
Mean Rating (on a scale of 1 – 4, where 4 is “excellent”)	3.80	3.83
Percent by Rating Category		
<i>Excellent</i>	83%	84%
<i>Good</i>	14%	15%
<i>Fair</i>	2%	1%
<i>Poor</i>	1%	-

The ratings of co-facilitators (see Table 5) were more variable than those of senior facilitators both within the delivery settings and between the two types of delivery settings. The majority of co-facilitators received ratings of “*excellent*” within both delivery settings (i.e., 76% in On-Demand courses and 64% at Regional Training Sites), indicating overall satisfaction with the quality of the co-facilitators’ work. The difference between the mean ratings of co-facilitators in the two settings was, however, statistically significant ($p \leq .01$). There was a sizable proportion of participants (20% and 31%, respectively) who rated the quality of co-facilitators as “*good*”. Four to five percent of the participants rated co-facilitators as “*fair*” and “*poor*”.

Table 5. Quality of Co-Facilitator

Delivery Model Type	On-Demand	Regional Training Site
Mean Rating* (on a scale of 1 – 4, where 4 is “excellent”)	3.70	3.58
Percent by Rating Category		
<i>Excellent</i>	76%	64%
<i>Good</i>	20%	31%
<i>Fair</i>	3%	5%
<i>Poor</i>	1%	-

*Mean ratings significantly different, $p \leq .01$

In comments on their ratings, participants described a variety of characteristics of senior and co-facilitators; however, a few qualities emerged as consistently important in the ratings of each type of facilitator.

Attributes of Highly-Rated Senior Facilitators

There was great consistency among participants at all sites in the kinds of qualities highlighted for **senior facilitators**. Key qualities identified for senior facilitators and illustrative quotes, are as follows:

- **Knowledgeable of the content, the materials, and of classroom applications**

“He was eager to help and full of knowledge.”

“The senior facilitator integrated the various segments of the course very well. She is very knowledgeable, yet makes her information practical.”

“Extremely knowledgeable and supportive; Nice to know how she has used some of the info with her own students; Extremely organized.”

“The fact that the senior facilitator is both an experienced teacher as well (as) extremely knowledgeable about the Schools Attuned program really gave her credibility.”

- **Well-organized**

“Well-organized, good sense of humor which made this class enjoyable. He knew the information well and had obviously put it into use in his school. Worked well with (the co-facilitator).”

- **Enthusiastic**

“(The facilitator) is super! Very positive and upbeat as well as knowledgeable.”

“(The facilitator) did a fantastic job—it is clear that he believes strongly in this program and its impact on children, families, teachers, schools. I appreciated his warmth and enthusiasm.”

- **Good pacing, yet flexible and responsive to participants’ needs**

“She was very encouraging and helpful during the activities; interesting and professional during the presentations. She kept the class on time and stuck to the agenda, but was not rigid. No wasted time, but none of the material was rushed or skipped over.”

“She was very responsive to the needs of the group and individuals – addressed all issues in a completely open way. Drew on the collective wisdom of the group.”

- **Created a safe learning environment**

“Precise with great instructions—made us feel safe and secure for group activities.”

“(She) created a safe, enriched learning environment.”

Finally, this comment summarized many of the attributes of strong facilitators:

“Both facilitators were excellent. They were aware of the needs of the group. It is clear that they know the material. Their presentations and directions were very organized and understandable. They have a wonderful sense of humor and comfortable demeanor with the group. I valued hearing observations and knowledge from their professional/work experiences.”

A variety of other qualities came together in distinctive combinations in particular facilitators who were consistently competent, yet distinct in their personalities and approaches to facilitation. Participants were particularly appreciative of a good sense of humor. These comments capture the essence of a number of different facilitators for the Schools Attuned Core Courses and highlight additional qualities that were important for participants:

“She is an excellent active and reflective listener. She listened and made appropriate comments and gave great feedback. She knows the curriculum of Schools Attuned inside and out and conveyed it in a very positive, organized manner. I liked her enthusiasm and the supportive way she moved us along. I would love to work in the school where she teaches! She has a passion for the work that is so obvious and contagious.”

“Excellent presentation/personal skills—he was an expert who shared his knowledge with grace.”

Senior Facilitator Weaknesses

There were very few criticisms of senior facilitators. Critiques in only a couple of areas appeared in multiple courses, indicating aspects to which facilitators must be particularly attentive:

- **Pacing of the course**

The flow of activities was an area in which some facilitators were criticized. It appeared from the original reports that this tended to be a problem for less experienced facilitators. In general, the need appeared to be related to the facilitator’s familiarity with the materials and previous experience leading Schools Attuned Core Courses. These critiques are typical of that type of comment:

“(She was) very excited about the material and its usefulness for the school/children. However, (I) felt the facilitator could have been flexible with the presentation and adapted to the group and their knowledge of the material. Concentrate on those areas that the group needed more information and move quickly on what the group knew or grasped quickly...”

“ I think both facilitators felt very pressured to cover all of the information. (They) tried to stay on schedule.”

- **Tone and volume of voice**

The only other area critiqued by a number of respondents was some facilitators' tone or volume of voice, as noted in the comments below:

“ . . . (She) is softer spoken and will need to be more assertive in managing the audience. Here again, experience with the material will help. She emanates a warmth and caring that is important in a speaker.”

“(The facilitator) responded well to feedback and made adjustments to (the) presentation. She was organized and had a sound knowledge base of material. She was pleasant and enjoyable to work with. As a presenter, she needs to speak up.”

Other critiques were highly idiosyncratic—typically mentioned by a single participant of a particular facilitator. Isolated comments dealt, for example, with the following: a facilitator's ability to summarize information; the need for a facilitator to be more confident in presentation style; management of a “rebellious” group; and providing less “constructivist” and “more concrete” answers to questions.

Attributes of Highly-Rated Co-Facilitators

As noted, the senior and co-facilitator took equal responsibility for leading the Schools Attuned Core Course at some sites. At most sites, however, there was a clear distinction between the senior and co-facilitator roles. In this circumstance, it was typically the co-facilitator's role to assist by taking the lead for selected activities, helping to manage materials and logistics, and helping to support small-group work. In comments about highly-rated **co-facilitators**, two key qualities were consistently described:

- **Knowledgeable of the course materials and activities**

A key attribute described by participants for *all* facilitators was a sound knowledge of the course content and materials and familiarity with the activities. These comments were typical of how participants described effective co-facilitators:

“The (co)-facilitators were both excellent. They were exceptional models for the course content, and had great insights to offer.”

“(The co-facilitators) gave explicit directions for each activity and guided as needed. They moved around and participated when asked. They kept each group on track. They ‘chose’ the groups very well.”

“Knowledgeable and patient. He listens and is always prepared. He answers our questions and is willing to listen.”

“(The co-facilitator) was very helpful and well informed. She knew the information that was presented and had put (it) into practice in her teaching.”

(She) presented information clearly and had clear directions. She was good at community building within our group.”

- **Supportive of participants**

As evidenced in the comments above, supporting the work of participants tended to go hand-in-hand with a sound knowledge of course materials in participants’ descriptions of important co-facilitator traits. Participants elaborated further about this quality in comments such as these:

“(She) was perfect in her role as co-facilitator—adding info in just the right spots, noticing puzzling looks from teachers who needed more guidance!”

“Wonderful at providing us with a safe and friendly environment to learn. (The co-facilitators) were well-organized and very excited about Schools Attuned and what it can do for our classrooms and schools.”

“(She) was especially helpful in processing the information, relating information from her classroom and fleshing out strengths, weaknesses and strategies. Her availability during small group work was essential for my learning.”

Participants seemed to be quite aware of the level of experience of co-facilitators and were very forgiving of those who had limited experience, making comments such as these:

“(The co-facilitator) did well and I think the more she does this, the smoother she will become. Her enthusiasm and passion for the material really shines.”

“(She) did a good job for her first time with all this complex material. She has a certain presence in front of an audience. With maturity and experience with this material, she will be an excellent presenter.. . “

Co-Facilitator Weaknesses

As with the senior facilitators, there were a number of criticisms that isolated individuals tended to target, and again, many of the critiques appeared to be related to limited experience of facilitators. Particularly problematic for a few co-facilitators were unclear presentations or unclear directions, as noted in these comments:

“(The co-facilitator) did not always seem to have a handle on the information. She often read from her notes, and she had difficulty explaining directions clearly.”

“Had knowledge of topic; but wasn’t always able to summarize key points or give concrete examples.”

A few criticisms were more related to personal style—e.g., one participant felt that a co-facilitator used a “*condescending tone*”; another felt the co-facilitator needed to “*be more of a mediator when questions arise. I felt he took control a little too soon in some cases.*”

In some sessions, comments indicated that ratings of the co-facilitator may have been lower because the participants’ exposure to that person was limited, as seen in this comment:

“We didn’t have as much opportunity to see (her) in action. . . . however, I can say that (she) was very helpful.”

Comments on the Teamwork of Senior and Co-Facilitators

As noted earlier, comments of participants indicated that the roles of the senior facilitator and co-facilitator were quite varied at different sites. Whether the facilitators were both so accomplished as to make a “senior” and “co” role indistinguishable or the lead and co-facilitator roles were very distinct, participants had great praise for sound teamwork. Participants reported that complementary qualities led to a balanced, effective team and facilitators with diverse experiences and skills served to address multiple learning needs among participants, as seen in the comments below:

“I had no idea, until they told us, who was senior and who (was) co-(facilitator). They both had equal strengths and complimented each other beautifully.”

“I am impressed with both of the co-facilitators involved. All three (the co-facilitators and senior facilitator) were very different and each person brought their own strengths to the presentations. It worked well to have this interaction and different perspectives to break up the presentations and ensure all learning styles were met.”

“(They) worked seamlessly together—meshing methods and personalities for the benefit of the group.”

Part 3. Quality of the Schools Attuned Core Course

Participants used a 5-point scale to rate each component of the Schools Attuned Core Course. Materials for the course (the Schools Attuned Syllabus and the Management Resource Binder) were very highly rated, with mean ratings of 4.49 – 4.58 within the two types of delivery setting. (See Table 6.) Presentations received the next highest ratings; followed by discussion groups, then activities. While overall satisfaction was indicated by the mean ratings of On-Demand and Regional Training Site activities (4.24 and 4.12, respectively), the difference between these ratings of the activities was statistically significant ($p \leq .05$). (It is possible that this difference in rating may be related to a facilitation issue, as the only other rating that was significantly different

statistically was found between the mean ratings of the quality of co-facilitators at the On-Demand and Regional Training Sites.)

Table 6. Quality of Components of Schools Attuned Core Course

	Delivery Model Type	
	On-Demand	Regional Training Site
Mean Rating (on a scale of 1 – 5, where 1 is “low quality” and 5 is “high quality”)		
Schools Attuned Syllabus	4.50	4.49
Management Resource Binder	4.58	4.57
Activities*	4.24	4.12
Discussion Groups	4.41	4.34
Presentations	4.48	4.44

* Mean ratings significantly different, $p \leq .05$

Participants had the opportunity to explain their ratings of component areas. For each component, there were some comments that were consistently—sometimes almost uniformly—made across all sites. The most frequently mentioned descriptions of the quality and benefits of each component, as well as some critiques are summarized below.

The Schools Attuned Syllabus

The Schools Attuned Syllabus was described, across the board, as well-organized, easy-to-use, and comprehensive despite a frequently mentioned complaint that it was somewhat cumbersome to use due to its large size. Comments such as these were typical of participants’ assessments of the course syllabus:

“Clearly much thought and revision went into this. (The syllabus) is loaded with valuable info. It took a bit of time to navigate through it but with time and practice it became more manageable....”

“It had just enough background support information, with great activities and role play to enhance understanding. It is well indexed and easily referenced—very user friendly.”

“(Syllabus was) highly organized, excellent explanations and cross referencing...”

The Management Resources Binder

The Management Resources Binder was enthusiastically praised as a great resource for accommodations and interventions, and also, very well organized. Despite its bulkiness (e.g., “rather cumbersome to read and digest” and “great info—but a lot of it”)

participants found the Management Resources Binder to be a useful tool, easy to use, and comprehensive. Illustrative comments included the following:

"...(The Resource binder) had excellent explanations, organization and (was) 'teacher friendly'."

"(It is) easy to look for topics and strategies and apply them into our demystifications."

"I like how it (the Resources Binder) is set up—the strategies are very specific for each weakness and there are many to try. Also, they are realistic."

"Great ideas to use in the classroom"

"Complement(s) the information I already access from All Kinds of Minds website."

At the same time, a number of participants also recognized that they had *"just scratched the surface"* in mining this resource and would *"need time to process"* all the information. Participants at some locations commented on a lack of opportunity to use the Resources Binder during the course. Comments such as the following (typically provided as an explanation for a lower rating) highlight the importance of encouraging participants' active engagement with the Resource Binder during their Schools Attuned experience and the potential benefits of an overview of the Binder prior to its use:

"Seldom used during class—it would be helpful to have a guided lesson with this resource. Also, accommodations and interventions were not organized in the same way as the constructs—this made it difficult to set up a management plan using this resource."

"Very good ideas. However, not much time was spent going through it during the week"

The Core Course Activities

The Core Course Activities were regarded as a good mix of different types of activities that met a variety of different learning styles. Activities were consistently praised for their active, constructivist approach and their relevancy. Participants also found the activities to be engaging, thought provoking, and fun. Comments such as these were typical:

"Most activities were useful learning tools. Also, they appealed to many different types of learners."

"I liked the activities because I truly felt to my core how many of the students must feel when there were activities that were difficult or frustrating for me."

"Varied, most applied recently gained knowledge to practical cases or studies."

“(It was) fun elaborating and collaborating with colleagues.”

Participants valued the activities for the deepened understanding of concepts that came through the practice, processing, and reinforcement of concepts. They also appreciated the opportunity to hear other views, work with colleagues, and observe/participate in the modeling of effective instructional strategies. Illustrative comments are as follows:

“The activities were worthwhile and they either helped to experience a construct or clarify information. They also allowed participant practice.”

“(It was) great practice to put new verbiage into use, as well as how to specifically explain a child’s strengths/weaknesses.”

“The activities helped us consolidate information. I liked the variety of activities, the movement, and the chance to work with different people.”

The most frequently mentioned critique of the activities was the lack of time available to complete them, or feeling rushed to do so—e.g., *“(The activities) kept group engaged and informed—I only wish I’d had more time.”*

Other critiques appeared to be related to potential pitfalls for less-experienced facilitators, including a lack of clarity of purpose and/or directions; issues with length of time; or lack of structure, as noted by these participants:

“Some (activities) were too long or not structured enough.”

“Many were confusing due to lack of information given before activity.”

Participants had divergent reactions to role-playing activities. Some were highly enthusiastic about the experience; some valued the opportunity to practice; and others expressed great discomfort with that mode of learning. One participant shared this personal insight:

“Although I prefer learning independently, the activities forced me out of my comfort zone, just like we do with our students.”

Discussion Groups

Discussion Groups were very much appreciated—often cited as a favorite part of the course because of the opportunity to share ideas, network, and hear a variety of viewpoints from peers. Participants noted, for example:

“This was a great forum to talk about the practical application with regard to specific scenarios.”

“Topics had significant applicability and varying perspectives were greatly beneficial.”

“I enjoyed working with other educators. By processing together, we were able to gain a deeper understanding. Also, the core discussion groups got very comfortable working together.”

Some participants noted the benefits of practice and using the language of Schools Attuned constructs and processes. Participants at a few sites were particularly cognizant of the thoughtful way that they had been assigned to groups and appreciative of the supportive climate established for group interactions, as illustrated in this comment:

“I have never participated in a session where I felt more comfortable, supported and valued in interactive groups.”

The greatest critique was, again, the limited time available. Some participants felt that the time allotted restricted their ability to prepare for and/or process the discussions. As is typically the case, the quality of specific small groups was influenced by the character of participants in the group—e.g., their level of engagement and sensitivity to equal opportunities for all to contribute to the group conversation. Comments indicated that participants particularly needed assistance from facilitators in providing some guidance and feedback on progress of the groups as well as being attuned to dominating individuals or tendencies for the group to stray from the key tasks:

“I would like to know if we were on the right track or if we were going off on some tangent in the wrong direction.”

Opinions varied with regard to participants’ preferences in working with others from their own schools—e.g., “... since this will need to be a team effort in (our) school, I think we needed to be able to work more with our school teams during discussion times” versus having the opportunity to interact with a variety of participants—e.g., “Great! Wide array of people, good use of mixing and matching perspectives.” One participant explicitly confronted this dilemma, commenting:

“I’m torn between wanting more wider groups, i.e., different groups, and staying with my school group. New ideas and different perspectives versus learning together as a group who will work together.”

Presentations

Presentations were consistently praised for their clarity and organization. Participants tended to describe presentations as interesting; well paced—though sometimes fast; enjoyable; and worthwhile. These comments are illustrative of their views:

“(Presentations) were clear; the rationale for something was always stated; accommodations were made.”

“Very clear and to the point, using plenty of examples with ample time for oral discussion.”

“(The) pace (was) very fast – necessarily fast—but still fast, until nearer the end when things started coming together.”

“Great opportunity to critically analyze the program and (one’s) individual understanding of its implementation.”

There were a few complaints about “*too many videotapes*”; however, many participants singled out the Developing Minds videotapes as an aspect of the presentations that they especially liked, as illustrated in these comments:

“The quality of the videos was excellent, the facilitators kept the process moving, and the different means of learning kept the experience fresh.”

“The videos’ use of real students in the classroom made things easier to understand because you had something to relate it to.”

Limited time was a common critique for this program component as well—e.g., “*Well organized and clear, but found pacing to be somewhat challenging.*” Other critiques tended to be closely linked to the skill and experience of the facilitator. Comments indicated, for example, that less experienced facilitators should be careful to provide an overview of sessions and clearly communicate the purposes of presentations to participants. The value of this aspect of facilitation was demonstrated by participants’ praise of facilitators, as well, as seen in the comment below:

“(The facilitator) is an excellent presenter. He is organized and always was clear about the goals for the day and the steps we were going to take to get there.”

Part 4. Most and Least Useful Activities

Participants were asked to list up to three activities that they considered most and least useful for learning. There was an extensive degree of individual variation and preference; however, those most frequently mentioned across all sites are described below.

Most Useful Activities

Participants were generally quite responsive to the evaluation item in which they were asked to select “up to three activities you found to be the **most** useful for enhancing your learning of Schools Attuned content or processes and state why.” While someone selected virtually every activity, there were three groups of activities that were clearly favored by the majority of participants across all of the sites.

1. Demystification Activities

At every site, the Demystification activities were selected as ones most useful. When participants explained their choices, there was a high level of consistency in the

rationales behind this selection. Key benefits of these activities and illustrative comments are as follows: Participants reported that these activities:

- Provided valuable practice:

“It was helpful to do a role play to actually imagine how I might do this myself.”

“Being forced to implement (the) process—determining strengths and weaknesses, building the profile, coming up with the management plan, etc. provided the practice so necessary to understand the process better.”

- Helped to build confidence and comfort with the processes and the language of Schools Attuned:

“(It helped) to learn the language, to feel comfortable with new concepts, etc.”

“It helped me realize that it wasn’t that hard—it could be done.”

“Practice demystification gave me confidence to approach this for real.”

- Allowed participants to get feedback from each other:

“Attuning my student (provided) real experience preparing for my real student—support (was) there for me when I needed to work through gaps in my understanding or needed ideas/opinions.”

“Helps us see ourselves —plus others—in this role with practical—and constructive— feedback.”

- Provided an opportunity to watch others’ styles of interacting and hear others’ ideas about attuning a student:

“It helped me to work through how I will talk with the students. It also helped to hear others role play.”

- Helped to “pull everything together” and understand how each step fit together.

“It helped me mentally organize or ‘put it all together’ and get comfortable relaying the info to the student.”

“I felt like this gave me practice in putting it all together. It helped make more sense of all the steps and how they work in determining a starting plan.”

"I may dislike role-playing, but it helped me understand what I need to do."

"(An) excellent tool to test understanding of the process."

2. Social Cognition—School Visits and Action Labs

The majority of comments about these activities focused on two key areas:

- The nature of the activity itself—i.e., the pace of the activity, as well as the opportunity to physically move around and to collaborate with peers:

"...it moved quickly and I felt successful."

"(It was) multi-sensory –involved movement, used teamwork and provided specific examples."

- The importance and relevance of what was learned:

"The tour of the school...remind(ed) me that constructs permeate the whole school day."

"It made explicit feelings and attitudes of students who are experiencing difficulties with peers. This is SO important!"

Also noted by a number of participants were:

- The adaptability of the activity for use with students in their own classrooms:

"Not only were the descriptions on the money, describing and capturing kids, but this activity could easily be adapted in class..."

- The opportunity to collaborate, and the sheer fun of doing the activity:

"It was fun—like a puzzle, figuring a student out in certain situations."

3. Knot-Tying And Note-Taking Activities

The major appeal of these activities was their effectiveness in helping participants to understand students' difficulties in learning. Numerous comments from participants revealed a new awareness and empathy for the struggles their students face each day in class:

"(I) experienced the anxiety/frustration that struggling students experience daily."

"This activity was incredible and really helped me to understand more fully what it must be like for a student who is struggling here--wow."

“Very useful. I saw some of my students’ writing emerge from my pencil when I wrote with my non-dominant hand! I realized how hard they struggled.”

“I became very frustrated and wanted to quit which I am sure happens to some students regularly.”

Least Useful Activities

Participants were asked to select “up to three activities you found to be the **least** useful for enhancing your learning of Schools Attuned content or processes and state why.” Often, participants did not respond to this item. Many only selected one activity and frequently, participants specifically made comments such as “*none applied*” or “*all activities were useful*”.

By far, the activity mentioned most often by participants as “least useful” was the Higher Order Cognition Scavenger Hunt. This activity required participants to complete a fast-paced, higher-order activity themselves as they viewed the video on the topic. There was very little consensus on other “least useful” activities. Responses often appeared to be fairly idiosyncratic to participants’ own preferences for learning—e.g., they had difficulty with the format, such as dance steps or “*didn’t get the point of (an activity) as quickly as I would have from a verbal explanation*”. In some cases, comments suggested a somewhat isolated problem with implementation of a particular activity at a particular site.

Caveats, aside, the activities selected most often by those who did respond to the item are described below.

1. Higher Order Cognition³

Participants used very similar adjectives to describe their reactions to this activity: “*stressful*”, “*confusing*”, “*frustrating*”.

“This activity generated so much brain drain we really didn’t learn very much about Higher Order Cognition except not to wear kids’ minds out.”

“I only superficially processed the info—I enjoyed the increased pace...of the material, but I’m not sure how much I’ll retain.”

“(It) illustrated (the) point, as understanding of (the) construct was reduced.”

“It was too fast-paced and therefore too stressful to process on a deep enough level. Maybe you could make the point ...with less vital material or re-teach or do a different activity afterwards.”

³ This activity has since been modified in response to feedback from participants.

2. Nine principals of Schools Attuned

Comments were most often focused on the limited understandings of the material upon completion of this activity, suggesting there may be some fine-tuning needed with regard to the structure and/or facilitation of the activity. These comments were typical of what participants had to say:

“(This activity was) done without context or sufficient understanding of the whole program.”

“(It) didn’t reinforce learning of the new information.”

“It was fun, hands-on, collaborative, etc. but it took too long for the amount of discovery it yielded to our faculty.”

3. Social Cognition School Visits

Interestingly, this activity was among those in the Social Cognition Group that a large proportion of participants designated as “most useful” for reasons described earlier. In general, participants who selected this activity as “least useful” found that it was fun and interesting, but dispensable, if necessary; and some felt “the answers” were somewhat obvious. These comments were typical of participants who selected this activity as “least useful”:

“(The School Visits Activity was) fun” but was “too much time for the benefit.”

“The scenarios were a good break, but a mere repetition.”

“(It was) not too difficult to identify the construct and functions.”

Part 5. Recommendations

Participants were asked to make recommendations for improving the course. They also tended to offer recommendations as they explained ratings, and those suggestions are included in this section, as well. Recommendations focused on four key areas: issues of logistics and timing, recommendations about activities and presentations, specific suggestions for content changes, and ideas for modifications of materials used in the course.

Recommendations Regarding Logistics and Timing

- **A need for more time was the recommendation resoundingly expressed most frequently by participants.**

Schools Attuned presents an enormous quantity of information during the weeklong course, and the course is clearly valued by participants. However, the long days, complex material, and homework assignments created an uncomfortable level of

intensity for some. When asked for recommendations, comments such as these were heard at almost every site:

“(The) Monday through Wednesday schedules were very rushed. I would have liked a more relaxed pace—longer breaks—more time to share informally. It was difficult to work at breakneck pace and then have homework.”

“...maybe make it longerWe had to cram so much information that by the end of the morning we were feeling burned out but still had so much important content to cover after 2:00 p.m.”

“I think that the course content was very strong. However, I would improve the course by considering the timing. Five consecutive days of seven hours each day was very intense in terms of content. I think that some consolidation time is required between the days for better and more effective understanding of the Schools Attuned program.”

Potential modifications to provide more time in the schedule were often suggested, and generally included spreading the course out in a way that (a) allowed slightly more total time (ranging from another ½ - 1 day to suggestions that Schools Attuned be offered as a semester course) and (b) numerous ideas about how to add time between sessions—e.g.,

“There is a lot of process in a short period of time. Some days between sessions would give more time for more study, review and consolidation of knowledge. More days, but less hours per session might also be more helpful.”

“Spread out the schedule – it is so intense – my brain was exhausted by the end of each day. . . Thank heaven for the weekend between or I wouldn’t have made it. My suggestion is two days, a week off, two days, a week off, two days, completion!”

Other suggestions included meeting two days per week for three weeks, and *“incorporate a half-day or a day off in the middle of a week to provide time to rest/regroup/relax/re-evaluate and process all of the info.”*

It is apparent that too much time between sessions may be problematic, as well, based on comments of a number of participants at a site in which the course was spread out over several months. The sessions were scheduled one per month March through May, and three consecutive days in June after the school year had ended. Seven people recommended having the days scheduled “*closer together*” or held on consecutive days.

Themes emerged from participants’ comments with regard to how additional time might be used, and included the following:

Opportunities for reflection.

Often, participants described a desire for more time to reflect on what they were learning in the course. The thoughts of many are reflected in these comments:

“. . . It sometimes seemed that I had a struggle processing the information because we were quickly led to another activity in order to ‘get all the information conveyed’.”

“I would have benefited from more time to reflect and ponder ways to incorporate (it) in my classroom. I felt my brain racing sometimes and I wish I could have had permission to dig deeper and ‘consolidate’.”

In addition to incorporating time for reflection, this comment suggested that it would perhaps be beneficial to explicitly assist participants with strategies for noting ideas that they would like to reflect on more deeply at a later time:

“(I’d recommend) more time—or some time to reflect after we learn a new construct. There were times when I needed to just jot down ideas immediately after seeing it. By the end of the day I had lost the ‘ahaa’ ideas or moments. By the end of the day my brain was mush!!”

Time for individual work.

Occasionally, participants expressed the desire for time to engage and reflect during quiet time on their own, as in the case of one person who requested more time *“spent with the binder materials; time to read and acquaint quietly.”* This suggests that additional reflection time incorporated into the course might best be structured in a way that accommodates variations in individuals’ preferences for small group or independent reflection.

Additional time for feedback on work.

A number of participants were bothered by the absence of a “check” on their work, expressing some concern that their own conclusions or those of their groups may not be accurate. Generally, these participants requested on-going feedback as facilitators circulated or the opportunity for sharing and discussion in the larger group, following small group activities. As one participant expressed it:

“Please – more feedback on group activities – while I respect fellow teachers opinions, they’re not ATTUNED! The facilitators are.”

Additional time for preparation for presentations and study group work.

Finally, some participants were anxious about their preparation for activities that engaged them as “experts”. Various participants noted, for example, that they felt *“too much pressure”* with presenting *“newly learned and very complex material”* to their colleagues and some wanted more time to *“think through an activity before getting into a study group”*.

“There was a large range of familiarity with the constructs. Perhaps if all participants had to read A Mind at a Time before coming then we could move through the first day a little more quickly.”

Among the numerous comments about the packed agenda and intense pace, there were occasionally participants who took a longer-range view of the course. These participants thought the time was appropriate considering that it was “*an introductory course*” and that practice and implementation would serve to reinforce and review what was learned. One person summarized this view in this way:

“It would be difficult to provide more time on any topic. The 5 days were very intense as it was. In order to cover everything you had to keep a rapid (pace). I viewed this as an introductory session—more time to be spent later in follow-up and self study/implementation at school.”

- **Pre-course materials and communications were the second most frequently mentioned area in need of improvement.**

It is critical that participants receive pre-course materials in a timely way to allow adequate time to collect student work and prepare for the course. One participant made this recommendation:

“Pass out the information two months ahead of time. Then have a short meeting to discuss it with teachers so they have enough information to complete an accurate evaluation.”

At some sites (possibly due to delays in scheduling) participants did not receive materials until late in the school year, or even after school had ended. As one person commented,

“Need to get data collection materials to participants much earlier. We got the materials the day after our school dismissed for the summer! And not having the full set of data limits the practical aspects of the week-long course.”

When unavoidable delays occur in sending out materials, special communications with participants, to acknowledge and address the issue of timing may be helpful.

While receipt of orientation materials is a standard part of preparing participants for the Schools Attuned Core Course, one group was particularly appreciative of a pre-session orientation meeting conducted for participants. Said one,

“I can’t think how to improve the dispersion of so much information at once—but it is overwhelming! Pre-workshops were great and informative and mapped out the work ahead—Thanks (to the co-facilitator)....”

A participant at another site suggested the idea of “*an ‘intro’ shorter course for teachers to get their feet wet first, then follow-up with the full course*”. Others suggested that

videotapes or readings prior to session be recommended for participants to become familiar with terminology prior to the course.

Finally, in reference again to the rapid pace, there was a recommendation that participants simply be advised of what to expect, as expressed in this comment:

“I can’t (make a recommendation). There is so much information that participants need! What does one leave out? Folks just need to know they will get fried for a while.”

- **Attention to materials management was an area of need.**

Schools Attuned is a materials intensive course, and the comments of participants indicated the importance of attending to issues of managing the binders and handouts associated with the course. It was clear that the course must be held in a facility with adequate space to maneuver the resources. Comments such as “...I had too many things spread out and it was very hard to be organized” as well as difficulties in navigating the binders indicated that working with the variety of materials and binders was a challenge for some participants. In fact, one person suggested, “There should be a little lesson on managing all the materials given out.” Another recommended pocket folders to help organize the materials distributed during the course.

Recommendations Regarding Activities and Presentations

- **Increased opportunities for reflection and feedback were frequently recommended by participants to enhance the effectiveness and impact of activities and presentations.**

As noted earlier, participants often recommended more time for reflection and feedback. The Schools Attuned Core Course is designed to strike an appropriate balance of breadth and depth of content through a variety of activities and presentations, so there is a constant tension between keeping on-track with the program and allowing the reflection time needed to process and deeply understand the concepts. Facilitators must make sound judgments about when to move on to other activities and when to let a discussion progress further. Not surprisingly, many participants expressed a desire for more time to reflect on the work, to be engaged in activities, and to simply have time to jot down ideas. This highlights the importance of facilitators being attuned to the needs of the participants and being responsive to participant needs, yet also assuring that the course is implemented, as designed.

Similarly, as facilitators circulate and monitor individual or group activities, they must determine when to provide participants with opportunities to explore and discover concepts on their own and when to interject or guide participants’ work. Overall, facilitators appeared to achieve an appropriate balance; however, some participants mentioned a need for more concrete guidance in their work. One person commented, for example:

“At times I yearned for either an answer key or a discussion about which answers were correct. I understand that some activities were designed to have multiple answers, but it was frustrating not knowing if we were on the ‘right track.’ I voiced this frustration to the facilitators and they made adjustments accordingly—yeah!”

- **The importance of overviews was emphasized.**

Participants frequently recommended incorporating overviews of both the entire course and specific components—particularly the course binders.

Regarding the course overview, participants wanted to understand the end goal at an early stage, with a clear sense of how they would be building knowledge and capacity to develop a management plan for students over the course of the week. One person, for example, requested early examples of the end products (i.e., the student management plan) to ground participants’ understanding of *“where you are going and how you use materials along the way.”* Another suggested a *“flow chart of the paper work...big and on the wall so I can see where I am and where I am going.”*

Numerous participants requested an overview of the materials, to become more familiar with their content. This was particularly true of the Management Resource Binder, which participants often had difficulty rating because of limited exposure to and use of its contents during the course. One suggestion was to incorporate *“perhaps a 10 minute chunk of time when Resources Binder comes out to peruse (it).”* Another participant who elaborated on the rationale, recommended that they *“walk through the resource notebook earlier...my study group didn’t use it as efficiently in the beginning of the course as they did at the end.”*

Finally, the importance of on-going communication to set the stage and provide a framework for up-coming activities was evident in a couple of ways. Participants both praised facilitators who clearly communicated the purposes of various activities and presentations, and they requested more adequate overviews—e.g., *“more explanation up front”* when purposes were not made clear.

- **Develop a video that “puts it all together”.**

Somewhat related to the recommendation for overviews and examples of the end goals, was the request at several sites that a video be produced that puts together the various steps in the Attuning process. One person described the rationale in this way:

“(You) may want to give a video example of the whole process and the results. For those who need ‘big picture’ it may be useful to see what happens. I know the videos give examples, but (they are) parts of the whole picture.”

- **Rotate facilitators for multiple perspectives.**

At some sites—notably, one in which a less experienced facilitator was assigned to one of the groups, participants recommended *“rotating facilitators”* so that groups could have

the benefit of multiple perspectives. At another site, the suggestion was made that there simply be *“a meeting to introduce all facilitators and their backgrounds before leaving”*.

- **Schedule more intensive activities early in the day.**

A number of participants recommended some shifting of activities. Two types of activities were highlighted as ones that would benefit from being scheduled early in the day while focus and mental energy were at their peak: activities that tended to be more challenging, such as the Higher Order Cognition activity and the Attuning Activities, that participants felt were especially important, but regularly occurred in the afternoons when they were more likely to be tired. As one participant noted,

“Some things done at the end of the day seemed rather important to be imparted when everyone was exhausted.”

Recommendations Regarding Content of the Course

- **Information that targets other grade levels would be helpful.**

Many of the participants who taught very young students—especially Kindergarten and 1st grade—and secondary school teachers desired more information and examples that targeted their grade levels. The following comments were reiterated by many:

“...I feel the materials are excellent but geared to elementary mostly. I feel that the movement into secondary would be enhanced if the materials used more secondary examples, role-plays, video sequences, reading, etc....”

“More pre-k through two adaptations and materials would be helpful. Modifying the management resources to indicate age range would make our work back at school more efficient.”

- **Incorporate information that targets special populations.**

Participants requested assistance in working with second-language learners. Based on the related recommendation for Spanish-language materials, this was a wide-spread need.⁴ Other requests tended to be more site-specific and reflective of the particular population served by the targeted schools, but widely shared among the participants present at the session. At one site, several participants mentioned the need for assistance in working with disadvantaged students and their families. They were particularly concerned about parents whose own limited ability to read could interfere with completing the Parent’s View. Also raised as a concern at one site, was the issue of working with highly transient student populations.

⁴ Since these sessions, Spanish-language versions of the Parent’s View, the Student’s View, the Secondary School Parent’s View, and Secondary School Student’s View have all been developed.

“(I would recommend) addressing inner-city students who have non-cooperating parent(s) or live in shelters; are here for a couple months and gone; have mental, emotional, and academic problems...”

Recommendations Regarding Course Materials

- **Changes to participant materials.**

One of the most frequently made suggestions from participants was to simply color-code the covers of the binders to better distinguish between the Syllabus and the Resource Materials Binder.⁵

Video guides received praise as an aid to viewing the videotapes, but a number of participants recommended changes to facilitate note taking—e.g., definitions included on the guide, so that participants could focus more closely on notes on strategies; pausing the tape periodically to take notes; or an outline to complete while viewing.

As previously noted, many participants requested a brief orientation to the course binders to facilitate their navigation and use during the course. Several other binder modifications were recommended—e.g., an index to interventions and strategies or page numbers in the glossary to more readily locate specific topics; aids to correlating interventions and accommodations; blank copies of forms and views; and examples of completed forms.

Finally, a number of participants recommended putting course materials into electronic formats for ease of access and processing, as described below:

“(Create a) CD ROM copy of syllabus/management book, so we can do text searches for info”.

“Make Parent and Student View forms so that they can be processed by computer like the Teacher’s View.”

- **Changes to student materials.**

As mentioned, requests for materials for Spanish speaking students and parents occurred frequently and at a variety of sites and participants also suggested the development of materials to explain Schools Attuned concepts to younger children. One participant, for example, had these recommendations:

“(Provide) kid friendly (i.e., age appropriate language) materials for explaining the constructs (and) a form for the child to keep after demystification, e.g., their own copy of strategies to work on”.

One participant suggested the development of an “*end-of-year follow-up checklist for a final discussion/close-up with student*”.

⁵ This change has since been made to both the Syllabus and Management Resources Binder.

- **Changes to parent materials.**

The single most common request with regard to parent materials was to provide a Spanish version of Parent Views.

- **Changes to evaluation materials.**

While the legitimacy and need for evaluation of the course was not questioned, participants did comment on ways to streamline or alter the process. Some of the recommendations included consolidation of forms to reduce paperwork and providing an activity summary for completing the assessment of “most and least useful activities”.⁶

Other Comments About the Course

Despite concerns expressed by a large number of participants, the value of the course was still acknowledged by many of these same people. One particularly expansive comment represented the tenor of others. After offering many recommendations regarding the time and complexity issues, this respondent said:

“I really enjoyed this course. Thank you for preparing this in a short amount of time. You all are obviously caring colleagues who want to make the difference in the lives of our children.”

Another commented:

“The strength of this program is that the assessment—(i.e.) information-gathering process—is linked to interventions and accommodations. Most training programs/workshops are long on describing the problem(s) but short—i.e., weak—on how or where to intervene. The resources provided are well organized and will greatly facilitate implementing this ‘approach’.”

Part 6. Needs for Follow-up and Additional Information in Practicum

Participants were asked to share thoughts about continuing needs or activities that would be helpful in follow-up or Practicum sessions. Most responses focused on three areas: sharing experiences and lessons learned as they implemented concepts and strategies in their classrooms; reinforcing the concepts and attuning processes they had learned in the course; and additional content needs—including some that were directly related to course content, and others that extended the course content into related areas and needs for effective implementation. A summary of participants’ ideas for follow-up are presented below:

⁶ The Core Course Survey has since been revised in order to consolidate particular questions and to provide a list from which to select “most” and “least useful” activities. (See Appendix B.)

- **Explore the effectiveness of strategies.**

Participants at a large proportion of sites expressed interest in follow-up discussions about the extent of success of interventions and accommodations. Participants suggested, for example, sharing *“how we are implementing Schools Attuned in our school—successes as well as roadblocks”*, exploring the question of *“strategies that didn’t work—what next?”*, and *“reevaluation of our original hypothesis on neurodevelopmental needs.”* One person anticipated a need for *“assistance with hard to identify students or students who are not progressing using strategies.”* Various participants suggested that these discussions occur within different venues—with each other, with grade level groups, and individually with facilitators.

- **Provide opportunities to share ideas with colleagues and experienced practitioners.**

Participants felt that it would be instructive in follow-up sessions to talk with teachers experienced in applying Schools Attuned strategies, accommodations and interventions. Some mentioned, specifically, a desire to hear more from the facilitators about what they have found to work and detailed examples of real-life cases. For example, one participant expressed this need for additional work:

“...We did a lot of work to develop our own strategies, which is helpful, but after that point, I would like to go beyond and hear what the facilitators suggest or what has worked well for them in the past....”

Several participants suggested sharing information about grade-appropriate materials, sharing knowledge of commercial resources that would work well to introduce Schools Attuned accommodations into the curriculum, and sample activities from other teachers that addressed various learning needs of students.

- **Learn more about how to integrate Schools Attuned in classroom settings.**

Several participants were interested in learning more about integrating Schools Attuned strategies into their classrooms. At one site, for example, a participant observed that s/he knew how to think about how to generalize some strategies but thought others may not be aware of how they might incorporate some procedures routinely into their instruction such as *“...using multiple neural pathways to introduce and practice learning. Give one direction at a time when at all possible. Allow kids time to process and make meaning, etc.”*

Some participants were particularly concerned about how they would add these strategies into the on-going demands of teaching, wondering, for example, about *“how to manage and organize this so that a regular classroom teacher doesn’t feel bogged down.”* Similarly, participants expressed needs for assistance in *“implementing management strategies in the classroom”* especially *“when there are more than six or seven children requiring to be attuned”* and a desire for information on how to *“review and then modify, if needed, strategies—when teaching 70 students to standards.”*

- **Reinforce content and/or processes of attuning a student.**

At almost every site, participants expressed the need for continued work in understanding the Schools Attuned content and the demystification process. Often, participants targeted specific constructs that they would like to focus on in more depth. Mentioned most often were the areas of Higher Order Cognition, Social Cognition, Attention, and Memory. Some felt a need for *“continued discussion of constructs, functions and components until they become a working vocabulary which is addressed and utilized on a daily basis.”*

Participants routinely requested that follow-up focus on the process of attuning a student, with some specifically asking for *“more practice”* with *“real students,”* and *“review of forms”* completed for actual students as reflected in this comment:

“(I need) more time to ‘attune’ (an) actual student to develop confidence with (my) ability to identify constructs/functions when facilitator feedback is available.”

A few participants clearly felt comfortable with what they had learned in the introductory course and were anxious to delve more deeply into integrating their understandings, exploring, for example, *“how the constructs converge and affect one another”*.

- **Explore additional content areas.**

Participants described a number of additional content areas which they would like to explore within the Schools Attuned program, including writing, mathematics, fine arts, and reading. Also, a number of people expressed interest in knowing more about affective and emotional domains and how those areas impact and interact with the Schools Attuned constructs. Occasionally, participants referred to integrating the Schools Attuned information and strategies with issues of testing, including learning more about assisting students with study and testing skills.

- **A variety of extensions to the content were recommended.**

Participants described a variety of areas—most involving issues of implementation and integration of the Schools Attuned strategies into their school settings—that they would like to explore in future sessions. These areas of anticipated need and illustrative quotes are as follows:

- Working with other colleagues to identify and address children’s needs
- Explaining or making the case for Schools Attuned with administrators and other colleagues—i.e., encouraging buy-in, *“selling the concept”*, presenting evidence of the effectiveness of the program in schools.
- Communicating and encouraging the involvement of parents—e.g., the need for *“ideas for helping parents in our community play active role”* and attention to *“parents that don’t get involved—what to do then?”*

- Making decisions about when to involve other professionals in the process of assessing a student—e.g., *“(I need to know) when to call in (the) specialist. How to integrate the specialist into demystification.”*
- School-wide implementation and integration with existing programs, especially assessment/testing procedures already in place—e.g., *“How to work with (the) person in charge of testing? How to share with colleagues.”* and *“plugging the core course into standardized testing”* because that system also requires teachers to provide information about each child’s strengths and weaknesses.

Part 7: Participants’ Concluding Statements

Finally, participants were queried about additional comments that they would like to add about the Schools Attuned Core Course. Some took the opportunity to reiterate or add comments about strengths—e.g., the appreciation of the facilitators’ availability; how much had been learned. Some participants restated issues about course improvements that they would like to see or added other thoughts about improvements—e.g., requests for snacks, observations about facilities. Others repeated recommendations similar to those described earlier in this report.

By far, the majority of participants took this opportunity to praise and express appreciation for the course, reiterating many of the sentiments previously expressed or summarizing the benefits of participation:

“This was an intense week, a little overwhelming at times, but I really learned a lot, gained insight, and will be able to use all of this information!”

“I loved this week. It has renewed me professionally and has validated a lot of what I instinctively do and has helped me see how I can clearly improve my efforts to help students. Thank you.”

“I am anxious to implement the program. . . thrilled to bring the element of social cognition and make it okay to discuss strengths and weaknesses, empowering a student with information that they may not have even known and strategies to improve relations with others.”

“Thank you for (the) training. I know it will make a difference in my life and the lives of the children I teach. “

“ SA (Schools Attuned) is the conductor for all other programs to be enacted within my classroom. . . I now realize that those (other workshops) are strategies to use after I have identified strengths and weaknesses in the individual child’s neuromotor functioning using SA. I got the BIG PICTURE now!! Thanks so much.”

Particularly complementary of the design and implementation of the course was this participant’s observation:

“A wonderful course, an excellent philosophy which has given me an infusion of optimism for the future of my students. The greatest strength of the course is that the philosophy it espouses is truly embedded in the way it is taught.”

Part 8: Summary and Conclusions

Participants’ ratings and feedback on various dimensions of the Schools Attuned Core Course indicate that this is a high quality course that is greatly valued by and inspiring to those who attend.

The course presents an enormous quantity of information to enhance participants’ understanding of variations in how students learn; to prepare them to assess the strengths and weaknesses of learning for individual students; and to develop a Management Plan to build on students’ strengths and address their areas of weakness. Participants emerge from the five days of professional development with a solid foundation of knowledge and strategies, great enthusiasm, and recognition of how much more there is to learn through additional work, follow-up sessions, and putting the assessment and intervention strategies into practice.

The greatest hindrance confronted by participants and facilitators appears to be the limited amount of time available for enhancing the breadth and depth of understanding about the neurodevelopmental constructs and learning/practicing the processes of attuning and demystification, as well. Thus, the judicious use of time and careful reading of the participants’ needs is critical to the success of the course. As a result, well-prepared and experienced facilitators are required to implement the program. Facilitators must be thoroughly familiar with the content and activities; organized in their presentations and implementation of activities; careful to keep activities moving, yet flexible enough to accommodate the needs of particular groups of participants. The very high ratings and positive comments about the leaders of the course suggests that high standards are in place for the selection and preparation of Schools Attuned facilitators. The consistency of ratings between the two types of delivery settings also indicates sound implementation of the program, as designed.

As noted throughout this report, Schools Attuned staff members have already introduced changes to the Core Course in response to feedback from participants. Participants put forward a variety of thoughtful comments and recommendations that Schools Attuned staff may continue to consider and respond to as appropriate or feasible for the further improvement of this excellent learning opportunity for grades K – 12 education professionals.

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Appendix A

The 2002 Schools Attuned Core Course Participant Survey

Last 4 digits of Social Security Number: _____

Schools Attuned Core Course

Participant Survey

The purpose of this survey is to elicit your feedback on the usefulness and quality of the Schools Attuned Core Course. Please provide as much information as you feel is necessary to help us so improve the Core Course. You may use the back of each sheet to continue writing your comments. Please number the comments on the back of the sheet with its corresponding number from the front.

1. Name of **Senior Facilitator**: _____

2. Name of **Co-Facilitator(s)**: _____

3. Overall, rate the usefulness of the Core Course for your teaching.

**None of it was
Useful**

**Some of it was
Useful**

**Most of it was
Useful**

**All of it was
Useful**

Explanation of Rating

4. Overall, rate the quality of the **senior** facilitator for your discussion group.

Poor

Fair

Good

Excellent

Explanation of Rating

5. Overall, rate the quality of the **co-facilitator** for your discussion group.

Poor

Fair

Good

Excellent

Explanation of Rating

6. Overall, please rate how much you valued what you learned during the Core Course.

No Value

Little Value

Some Value

High Value

Explanation of Rating

7. Overall, please rate how significantly the Core Course will change your teaching.

No Significant Change

Minimal Change

Some Change

Significant Change

Explanation of Rating

Rate the quality of the following aspects of the Core Course using the following scale: **1 (low quality) – 3 (adequate quality) – 5 (high quality)**.

	Low 1	2	Adequate 3	4	High 5
<p>8. Quality of Schools Attuned Syllabus</p> <p><i>Explanation of Rating:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. Quality of Management Resources Binder</p> <p><i>Explanation of Rating:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Quality of activities</p> <p><i>Explanation of Rating:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>11. Quality of discussion groups</p> <p><i>Explanation of Rating:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>12. Quality of presentations</p> <p>(e.g., clarity, organization)</p> <p><i>Explanation of Rating:</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please review your agenda and list up to three activities you found to be the **most** useful for enhancing your learning of Schools Attuned content or processes and state why.

Activity 1 –

Why was the activity useful?

Activity 2 –

Why was the activity useful?

Activity 3 –

Why was the activity useful?

14. Please review your agenda and list up to three activities you found to be the **least** useful for enhancing your learning of Schools Attuned content or processes and state why.

Activity 1 –

Why was the activity not useful?

Activity 2 –

Why was the activity not useful?

Activity 3 –

Why was the activity not useful?

15. Please rate the usefulness of other professional development programs in to your teaching that you have attended in comparison to the Schools Attuned Course. Write the name of the other professional development programs in the space provided.

Name of Professional Development Program	Much Less Useful	Less Useful	Same	More Useful	Much More Useful
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

16. Did you volunteer to participate in Schools Attuned? Circle One YES NO

17. Please provide us with recommendations for improving the Core Course.

18. Please provide us with a list of topics or activities that need more time during the Core Course.

19. Please provide us with a list of topics or activities that need to be addressed during practicum or other follow-up sessions.

20. Please provide additional comments or concerns.

Appendix B

The Schools Attuned Core Course Participant Survey—Revised Version

Schools Attuned Core Course Participant Survey

This section to be provided by Facilitator:

- Delivery Model:
 - Regional-Training
 - On-Demand
 - State-Funded
- Operating Site: _____
- Location of this Core Course: _____
- Date of this Core Course: _____

The purpose of this survey is to elicit feedback on the usefulness and quality of the Schools Attuned Core Course. Please provide as much information as you feel is necessary to help us improve the Course.

Please list the last 4 digits of your Social Security Number: ____ ____ ____ ____
(This is for our data tracking only; all survey responses are confidential)

Directions: Please fill in the appropriate circles carefully so that the information you provide can be interpreted by the scanner. You may use pencil or pen. Thank you.

1. Did you volunteer to participate in Schools Attuned? Yes No

2. Overall, please rate how valuable your experience in the Core Course has been.
 - Not at all Valuable
 - Somewhat Valuable
 - Moderately Valuable
 - Very Valuable

Explanation of rating

3. Overall, please rate how significantly your teaching will change as a result of the Core Course.

- No Change
- Some Change
- Moderate Change
- Significant Change

Explanation of rating

4. Please rate the overall usefulness of the Schools Attuned Core Course with regard to your teaching **in comparison to** other professional development programs that you have attended. Write the name of the other professional development program(s) in the space(s) provided.

Name of other Professional Development Program	Schools Attuned is Much Less Useful	Schools Attuned is Less Useful	Schools Attuned is the Same	Schools Attuned is More Useful	Schools Attuned is Much More Useful
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please rate the quality of the following aspects of the Core Course using the following scale:

Poor 1	Adequate 2	Good 3	Excellent 4
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a. **SA Preparation Packet**

Explanation of rating:

b. **Schools Attuned Syllabus**

Explanation of rating:

c. **Management Resources Binder**

Explanation of rating:

d. **Presented materials** (e.g.,
overheads, Power Points)

Explanation of rating:

e. **Logistics** (e.g., adequacy of
facility, food)

Explanation of rating:

6. Please use the following activity bank:

<ul style="list-style-type: none"> • Use of Own Student (or Case Study Student) for Attuning a Student Activities • Use of Developing Minds Construct Videos • Building Community/Ground Rules Activity • Nine Principles Activity • Demystification Demonstration Role Play • Establishing Professional Development Goals • Ordering Systems: Which Way to Go Activity • Ordering Systems: Lesson Plan Analysis • Ordering Systems: Dance Activity (or Knot Tying Activity) • Attuning a Student Stage III: Data Analysis • Neuromotor: Gross Motor Visualization • Neuromotor and Ordering Systems: Stacy, Tyler, Norman Activity • Language: Receptive/Expressive Activity • Language: Everyday vs. Classroom Language Activity • Attuning a Student Stage III: Student Work Sample Analysis • Memory: Short Term Memory Word List • Memory: Active Working Memory Problem • Memory: Long Term Memory Worksheet 	<ul style="list-style-type: none"> • Memory: Four Case Studies Jigsaw • Attuning a Student Stage IV: Profile Building • Higher Order Cognition: Understanding and Teaching the Functions Activity • Attention: Conductor Activity (or Concentration Cockpit Activity) • Attention: Carmen Case Study Activity • Attention: Carmen Demystification • Social Cognition: School Visits Activity • Social Cognition: Action Labs • Attuning a Student Stages V, VI and VII: Linking the Profile with School Performance, Management Plan Development and Implementation planning • Demystification Role Plays • SA Action Plan Activity <p><u>Custom activities indicated by Facilitator:</u></p> <ul style="list-style-type: none"> • _____ • _____ • _____
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6a. Which activity was **most useful** for enhancing your learning of Schools Attuned content or processes? _____

Explanation of Rating:

6b. Which activity was **least useful** for enhancing your learning of Schools Attuned content or processes? _____

Explanation of Rating:

7. Please provide us with recommendations for improving the Core Course.

8. Please indicate topics or activities that you would like to be addressed during Practicum or other follow-up sessions.

9. Please provide any additional comments.

Thank You for Completing this Survey!