

SCHOOLS ATTUNED® CORE COURSE

2003 PARTICIPANT EVALUATION EXECUTIVE SUMMARY

Generated by All Kinds of Minds®
Research, Program Evaluation and Information Department
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schools attuned®

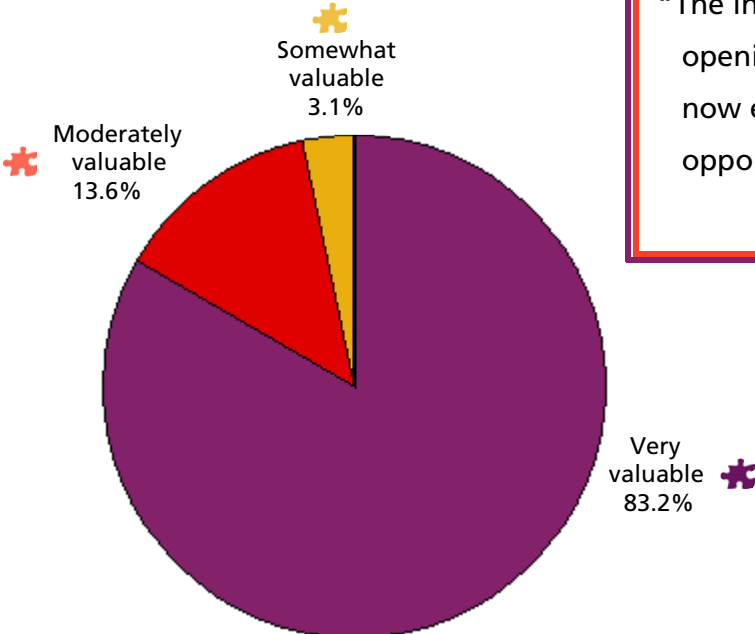
PROGRAMS FOR EDUCATORS
FROM ALL KINDS OF MINDS

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

This executive summary presents program evaluation outcomes for the Core Course component of the Schools Attuned program. Core Courses occurred in sites across the United States and in Ontario, Canada throughout 2003². Analyses are based on information from the Schools Attuned Participant Core Course Survey and Schools Attuned Facilitator Profile – Participant's View. The intent of this evaluation is to assure program quality and inform program development.

HIGHLIGHTS OF CORE COURSE SURVEY RESULTS

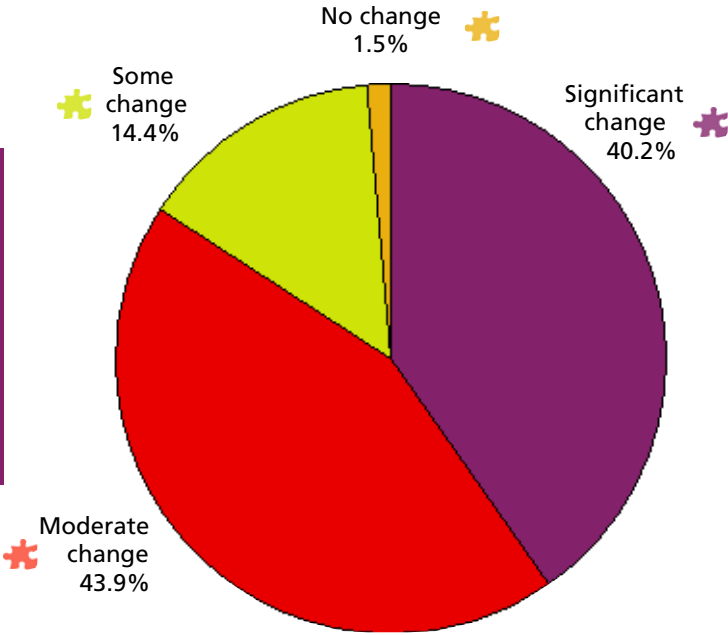
Of the 3,921 participants who completed the survey, more than 96 percent rated their experience in the Course as moderately valuable to very valuable. The high value participants attributed to the course was also consistent with the previous year's feedback. In 2002, over 89 percent of the 1,700 participants surveyed indicated that the Core Course was of high value.



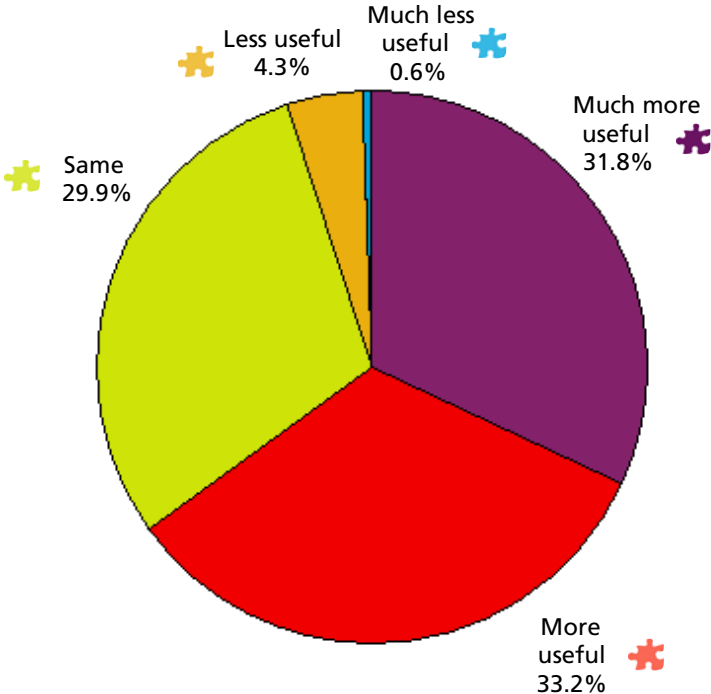
“The information presented was ‘eye opening’ and enlightening...I am now equipped to provide better opportunities for my students.”
-2003 SA PARTICIPANT

Over 98 percent of participants felt their teaching would change as a result of their experience in the Course. Fewer than 2 percent of participants indicated that they did not expect changes in their teaching as a result of the Core Course. This reflects previous survey results; in 2002 over 96 percent of participants anticipated some change in their practice due to the Course.

"I'm leaving with a tool that will help me help children in a way that will impact their lives long after the year that I'm their teacher."
 -2003 SA PARTICIPANT



When asked to compare Schools Attuned to other professional development programs, 65 percent of participants found Schools Attuned to be more useful than other programs.



"This is the most professionally conducted and most worthwhile course I have ever attended."
 -2003 SA PARTICIPANT

SUMMARY OF CORE COURSE SURVEY RESULTS

Participants used the Core Course Survey, administered near the end of the last day of the Course, to rate the quality of various dimensions of the program and to provide their comments and recommendations for the Core Course and follow-up assistance. A total of 3,921 educators completed the survey in 2003. A summary of the questions and participant responses follow.

Did you volunteer to participate in Schools Attuned?

Volunteered	86.3%
Did not Volunteer	13.7%

Overall, please rate how valuable your experience in the Core Course has been.

Very Valuable	83.2%
Moderately Valuable	13.6%
Somewhat Valuable	3.1%
Not at All Valuable	0.1%

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

Significant Change	40.2%
Moderate Change	43.9%
Some Change	14.4%
No Change	1.5%

Please rate the overall usefulness of the Core Course with regard to your teaching in comparison to other professional development programs that you have attended.

SA is Much More Useful	31.8%
SA is More Useful	33.2%
SA is the Same	29.9%
SA is Less Useful	4.3%
SA is Much Less Useful	0.6%

Please rate the quality of the following aspects of the Core Course:

	EXCELLENT	GOOD	ADEQUATE	POOR
SA Preparation Packet	42.9%	43.5%	11.3%	2.2%
SA Syllabus	69.9%	27.2%	2.6%	0.3%
Management Resources Binder	78.4%	19.0%	2.3%	0.2%
Presented Materials	52.3%	38.0%	8.7%	1.0%
Logistics	59.3%	29.1%	9.6%	2.0%

SUMMARY OF FACILITATOR PROFILE RESULTS

An important key to a successful Schools Attuned program is the quality of the facilitators. The content is complex, activities are multi-layered, and participants are diverse. Facilitators must possess a strong knowledge base about the content, have experience implementing Schools Attuned in the classroom, and have a high degree of facilitation skills. The Facilitator Profile is used to gather detailed participant reaction to the facilitators of the Schools Attuned Program. The results of this evaluation serve to inform an ongoing professional development plan for the facilitators. A total of 6,174 surveys were completed in 2003.

The following chart shows summary results of the mean rating for the four dimensions measured:

On a 4-point scale (1 = poor, 2 = fair, 3 = good, 4 = excellent), please rate facilitators along four dimensions: Managing the Event, Managing Groups and Individuals, Managing Content and Activities, and Managing Self.

Managing the Event	3.80
Managing Groups and Individuals	3.78
Managing Content and Activities	3.78
Managing Self	3.85

"These facilitators are superb! They were positive, supportive, well informed and caring... making for a good working environment."

-2003 SA PARTICIPANT

"The presenters were outstanding. They kept things moving without ever being overbearing. They were professional and always treated us as professionals too."

-2003 SA PARTICIPANT

The quality of Schools Attuned facilitators indicated by 2003 Core Course participants was consistent with ratings from the previous year's survey, where facilitators received average overall ratings ranging from 3.58 to 3.83 (out of 4).

ADDITIONAL PARTICIPANT COMMENTS

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

"This has been the best experience of my professional career. I would have loved having this at the beginning of my teaching experience."

"I think this course is different than most in that the necessary balance of theory, application and practice are all there."

"Not only did I learn an incredible amount about the way students learn differently, I also learned about teaching."

"I didn't realize that even though I had good curriculum management skills, I was really lacking in engaging students in different techniques that would allow the learning to actually take place."

"I have been given a language, tools, strategies, insights and a philosophy that I can use in the classroom and life."

"I have enjoyed the opportunity to expand my knowledge base for education.... As a counselor, Schools Attuned will enable me to relate better to students, help parents understand their student's learning style, and aid the teacher as well as others."

"So many workshops end up not being relevant. This one was right on target.... This is something I can take back and use immediately."

"Now that I have a better understanding of how children learn and what I can do to help them understand their differences, I can use this information to be a more effective teacher."

PARTICIPANT RECOMMENDATIONS

Participants were also asked to provide specific recommendations for improving the Core Course. Themes emerged which allowed participants' recommendations to be grouped within five general topics: content of the course, logistics and timing of the course, activities during the course, course materials, and facilitation of the course. Examples of the most frequently cited recommendations include:

- Guide participants in applying the course to **different students and settings**
- Provide additional guidance on the **use of Neurodevelopmental terminology**
- Provide more specific **guidelines for Implementation**
- Allow **more time** for learning content and conducting activities
- Ensure the **timely delivery of Pre-Course materials** to participants
- Provide **online versions** of additional Views Keys
- **Consolidate forms** used in the Attuning a Student process
- Use **PowerPoint** rather than overheads during presentations

The Schools Attuned staff from All Kinds of Minds uses the results included in this report to inform subsequent Core Course training sessions, guide follow-up Practicum, and enhance the professional development of facilitators. In this way, 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 National Staff Development Council [NSDC] (2001). Standards for staff development – Revised. Author: Oxford, OH.

² This analysis does not include 237 participants who attended Schools Attuned Core Courses prior to May 2003, during which time previous versions of the *Core Course Survey* and *Facilitator Profile* were in use.

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