

THE SCHOOLS ATTUNED® PROGRAM CORE COURSE

2005 PARTICIPANT EVALUATION EXECUTIVE SUMMARY

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

BACKGROUND

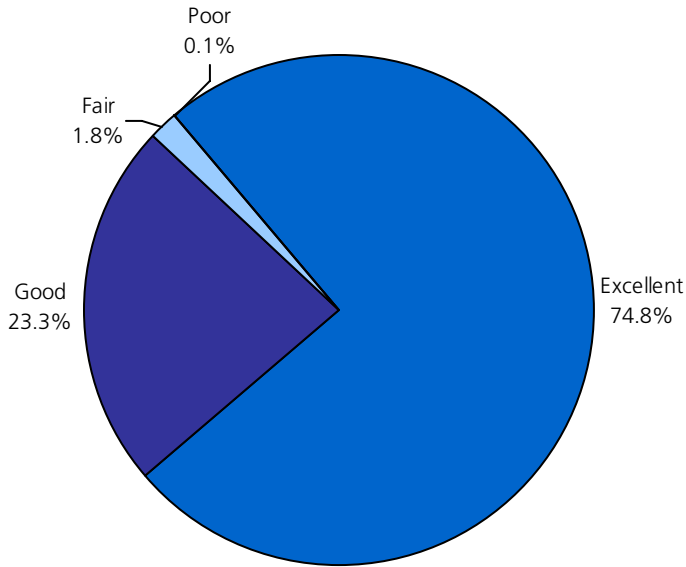
The Schools Attuned Program is a professional development program designed to improve educators' ability to help students with learning differences find success in school. The Schools Attuned Program provides 35 instructional hours (Core Course) plus 10 contact hours of follow-up experiences (Practicum). A new feature for 2005 is the addition of the Subject Specialist Path. Participants are given the option of registering for one of two "paths," Generalist or Subject Specialist. The different paths are designed to address educators' areas of interest or expertise based on the grade levels and/or subject areas they teach. Elementary or middle school educators focusing on multiple subject areas typically enroll in the Generalist Path. Middle or high school educators focusing on one or two subject areas typically enroll in the Subject Specialist Path. Educators who share characteristics of both paths, such as an elementary school Art teacher, have the option of enrolling in either path.

All Kinds of Minds uses evaluation of the Schools Attuned Program to continuously improve its impact upon educators and the students they serve. Feedback from Schools Attuned participants provides documentation of educators' reactions to the program and its facilitators and their assessment of the new knowledge and skills they have gained as a result of the program. To read more about the research and evaluation behind our programs, visit the All Kinds of Minds web site at WWW.ALLKINDSOFMINDS.ORG.

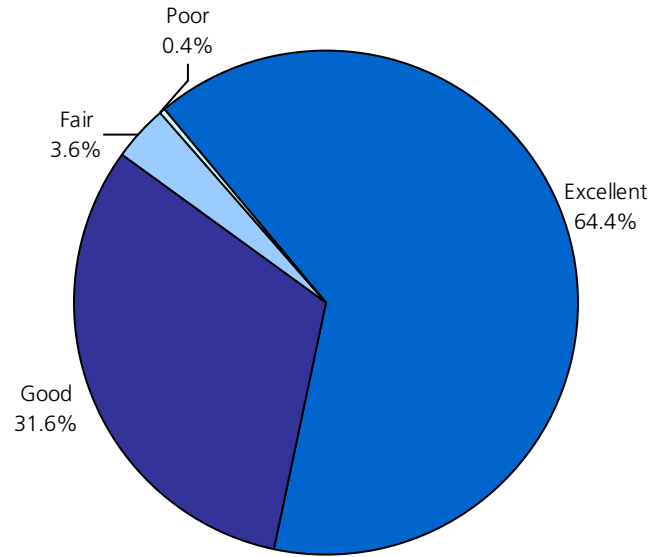
This executive summary presents program evaluation outcomes for the Core Course component of the Schools Attuned Program. Core Courses occurred between January and December 2005 in sites across the United States and Canada, as well as in New Delhi, India and in Zurich and Basel, Switzerland. Analyses are based on information from the Schools Attuned Participant Core Course Survey and Schools Attuned Facilitator Profile – Participant's View. In 2005, a total of 5,474 participants completed program evaluation surveys during 242 Core Course events: 3,991 participants through the Generalist Path, and 1,483 through the Subject Specialist Path. This represents a participant response rate of 91.6%, with surveys returned from 98% of the Core Course events. In the following sections, results are presented for both the Generalist and Subject Specialist Paths.

OVERALL PROGRAM QUALITY

The majority of participants in both program paths rated the overall quality of the Core Course as good or excellent. In 2005, 98 percent of the Generalist Path participants and 96 percent of the Subject Specialist Path participants rated the overall quality of the Core Course as good or excellent. These results are consistent with participant ratings of course value in 2004, where 99 percent of more than 5,900 participants found the course valuable.



Generalist Path
Overall Quality

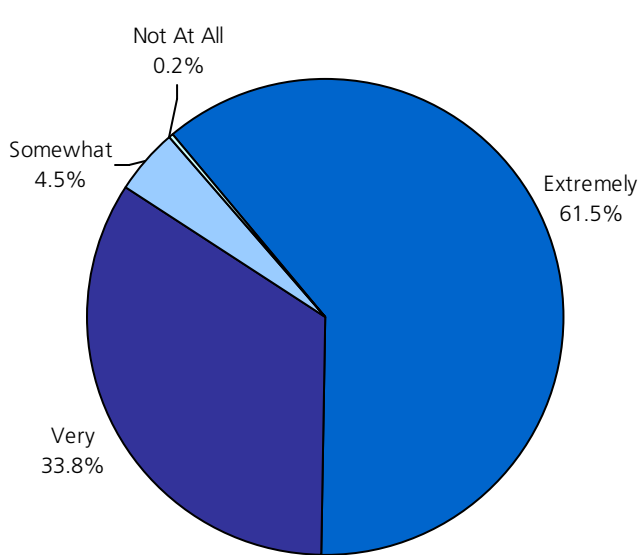


Subject Specialist Path
Overall Quality

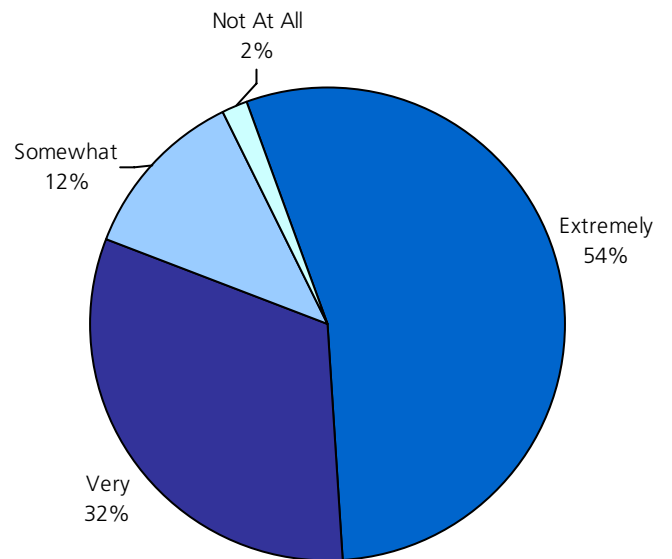
"This has been one of the most valuable professional development courses I've attended. It has made me aware of strategies to use with ALL learners."

-2005 Schools Attuned participant

When asked about recommending the course, 92 percent of Generalist Path and 86 percent of Subject Specialist Path participants were extremely or very likely to recommend Schools Attuned to their colleagues.



Likely to Recommend
Generalist Path



Likely to Recommend
Subject Specialist Path

"I would like this training to be offered at my school, so the rest of the faculty could benefit."

"Schools Attuned is a very useful course for teachers. Every educator should attend this program."

-2005 Schools Attuned Participants

COURSE OBJECTIVES

More than 90 percent of participants from both program paths agreed that the course supported their ability to understand and use each of the Schools Attuned concepts listed in Table 1 below.

Table 1

Schools Attuned Core Course Objectives

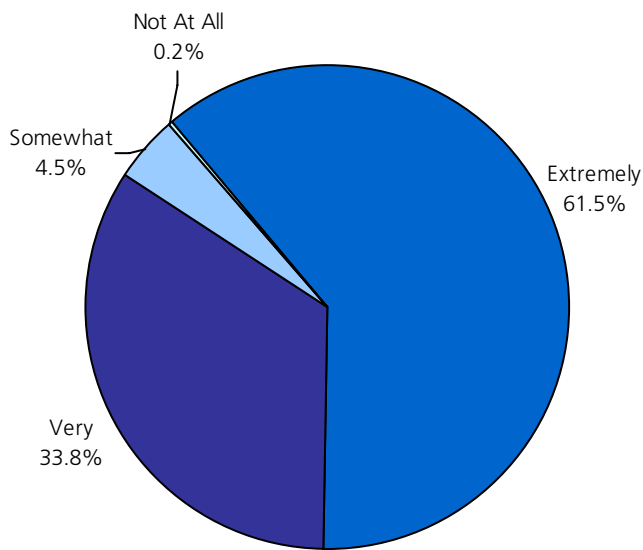
The Core Course will support participants' ability to:

- Understand differences in learning
 - Identify students' strengths and areas in need of improvement
 - Develop strategies to enhance the learning of students
 - Make instructional decisions based on neurodevelopmental understanding of students
 - Infuse optimism in students regarding their ability to learn
 - Help students understand their own learning
 - Create a classroom climate that protects students from humiliation
 - Communicate with parents about students' learning
 - Collaborate with colleagues about students' learning
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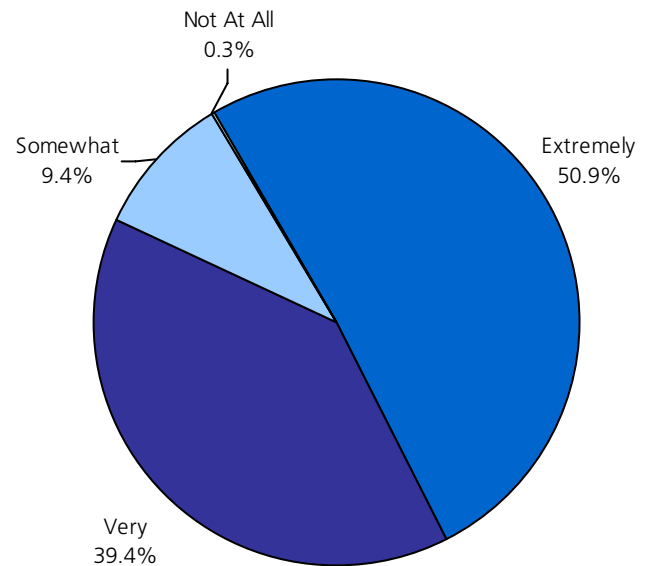
**"Every teacher should be exposed to this information.
As our classrooms become more populated
with children experiencing learning difficulties,
teachers require more expertise."**

-2005 Schools Attuned Participant

Participants also rated the degree to which they anticipated using Schools Attuned concepts in their educational practice. More than 95 percent of Generalist Path participants and 90 percent of Subject Specialist Path participants were either extremely or very likely to use what they learned in Schools Attuned.



Likely to Use
Generalist Path



Likely to Use
Subject Specialist Path

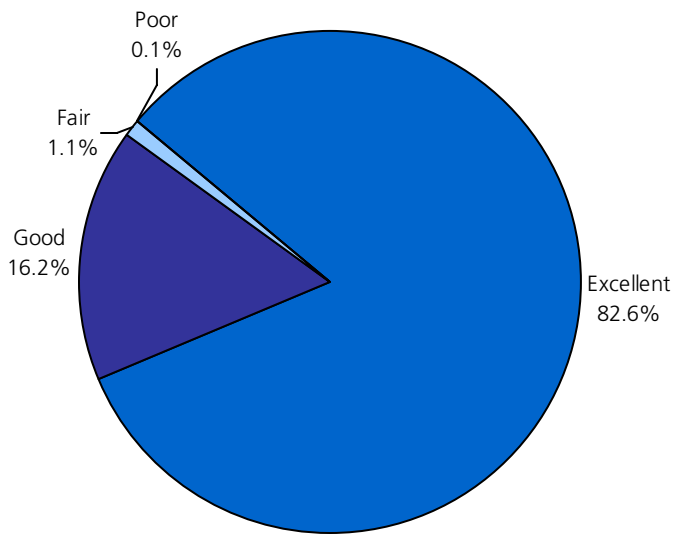
"I can't wait to put everything in place. I hope that someday all children with learning difficulties will feel that success is attainable."

-2005 Schools Attuned Participant

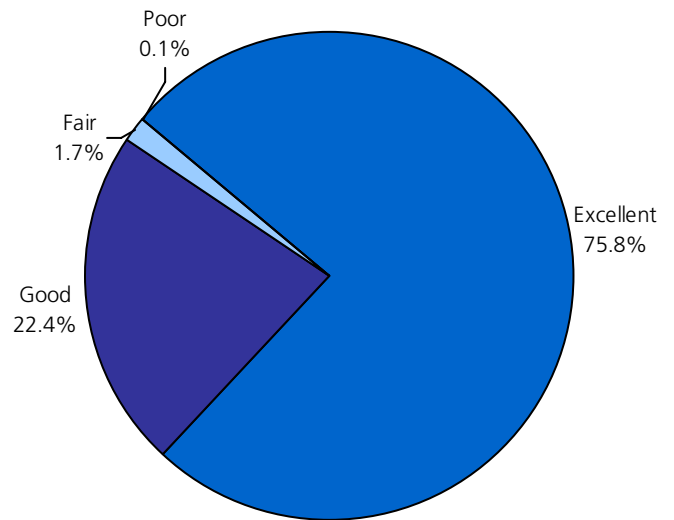
RATINGS OF FACILITATOR SKILL AND QUALITY

Key to the success of the Schools Attuned program is the quality of the facilitators. Facilitators must possess a strong knowledge base about the content, have experience implementing the Schools Attuned Program in the classroom, and have a high degree of facilitation skills.

When asked to rate the skill and quality of course facilitation, participants provided positive responses. More than 98 percent of participants in both program paths rated the overall facilitation quality as good or excellent.



Overall Facilitator Skill
Generalist Path



Overall Facilitator Skill
Subject Specialist Path

"The facilitator was very well-versed in the fundamental principles of Schools Attuned. She often gave concrete examples of how she incorporated strategies in her classroom."

"I appreciated how organized the facilitators were."

"The facilitator respected all learning styles and created a very comfortable environment."

-2005 Schools Attuned Participants

In addition to providing overall ratings of facilitator quality, participants complete a Schools Attuned Facilitator Profile. The Profile expands upon the overall rating of facilitator quality by including items for 11 fundamental facilitation skills. A total of 9,915 Facilitator Profile surveys were completed in 2005. Results for both program paths were analyzed and are presented in summary in Table 2 below.

Table 2

Schools Attuned Facilitator Profiles				
<i>The Core Course Facilitator.....</i>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
	%	%	%	%
Promotes a positive, safe, and engaging environment	85.3	13.3	1.3	0.1
Uses time effectively to achieve objectives	75.3	21.5	2.9	0.3
Prepares, organizes, and manages materials and equipment effectively	80.7	17.0	2.0	0.2
Promotes participation by all while respecting individual styles	83.1	14.6	2.0	0.3
Supports and participates in small group work appropriately	78.5	19.1	2.1	0.3
Explains purpose and structure of activities effectively	71.9	22.9	4.4	0.8
Demonstrates knowledge of Course content	84.9	13.2	1.7	0.2
Exhibits respect and enthusiasm for Schools Attuned methods and philosophy	90.2	9.2	0.5	0.1
Uses debriefing and reflective activities as tools to enhance learning	79.1	18.4	2.1	0.3
Displays a professional and friendly demeanor	89.2	9.7	0.9	0.2
Uses expertise to support participants in developing their own insights and conclusions	83.5	14.4	1.9	0.2

“Each step on this journey I felt we had the best coach possible.”

-2005 Schools Attuned Participant

ADDITIONAL PARTICIPANT COMMENTS

Participants were asked to provide additional comments on numerous aspects of the Schools Attuned Core Course. Comments were analyzed for content, and 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, illustrative of these particular themes, is presented below:

"This course offered wonderful insights into all the components a child uses in learning."

"I expected the course would be helpful but it far exceeded my expectations. Although the course covers a very challenging set of constructs, it offers practical strategies."

"This is one of the best courses I've ever taken. The material is rich, the activities are varied, and the interaction was insightful."

"The information was broken down into ways that will help me better understand student behavior."

"I found it extremely helpful and beneficial. I will definitely use it in my classroom."

"Not only did this course give me tools to diagnose areas where a student might be struggling, it offered tools to accommodate and support a student's progress."

"I am a subject certified teacher. The Core Course gave me the piece I needed to become a great teacher."

"This course had given me the confidence that a student can succeed, regardless of the area of need."

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

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

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