

# Evaluation Question 1

## SRE Project

### Evaluation Question

To what extent have Middle School teachers effectively used *Thinking Reader* as a technology-based tool within the context of the school's balanced literacy and reciprocal teaching initiatives?

### Indicator Rubric

<b>Basic Indicator</b>	<i>Teachers at the Middle School have used Thinking Reader software on laptop computers to successfully engage students reading below grade level. Through this approach, as integrated with the existing balanced literacy ("Making Meaning") initiative, it is apparent that targeted ELL and SPED students are more included in their grade-level appropriate mainstream ELA (English Language Arts) curriculum. Teachers report that their participating students are more self-confident, motivated, and on the whole better prepared with the skills necessary to succeed in reading comprehension tasks.</i>
<b>Level 4</b>	<p>All 5 and 6 grade ELA teachers participating in the SRE project have effectively integrated Thinking Reader software into reading instruction with all students identified as requiring assistance. Teachers have identified and implemented an appropriate mode for use of the software that works best with their individual class situations. Additional grade-level teachers and specialists have made use of Thinking Reader as an intervention with struggling readers and as a result find that students show improved use of the comprehension strategies introduced by the program.</p> <p>Every student involved has increased his or her interest and motivation to read, and has demonstrated greater comprehension of the literature being studied. Struggling readers have, through the use of Thinking Reader, shown solid understanding of texts previously considered too advanced for their comprehension.</p> <p>By the conclusion of the first project year, with the assistance and strategies introduced in Thinking Reader, all targeted students have become integrally involved in classroom discussions of literature, and demonstrate the ability to analyze, synthesize, and make meaning of what they read. These students' teachers are able to make strong connections between the use of Thinking Reader and improved literacy outcomes for their students.</p>

(continued)

<p><b>Level 3</b></p>	<p>All grade-level ELA teachers participating in the SRE project have used Thinking Reader as an integrated intervention with targeted students in ELA classes. Participating teachers have considered various modes of use for the software in their classes.</p> <p>Many participating students show greater motivation to read, and through the use of scaffolding provided by Thinking Reader software, demonstrate greater comprehension of more advanced literature..</p> <p>The majority (80% or more) of participating targeted students using Thinking Reader software are able to participate meaningfully in discussions of literature with the entire class.</p> <p>By the conclusion of the first project year, many (80% or more) of the participating targeted students demonstrate successful use of comprehension strategies as a means toward understanding what they read. Teachers can attribute some changes in student outcomes to the use of Thinking Reader.</p>
<p><b>Level 2</b></p>	<p>Some grade level teachers and specialists have used Thinking Reader with struggling students, primarily in pull-out class settings.</p> <p>Through the use of Thinking Reader, some number of participating students are more engaged in the reading process, and have demonstrated somewhat greater understanding of the books they read using Thinking Reader.</p> <p>Teachers and/or specialists report that at least half of the participating targeted students have demonstrated some improvements in their ability to apply comprehension strategies for making meaning of what they read. Some teachers can attribute changes in student literacy to the use of Thinking Reader, but there is little uniformity of teacher opinion (across the group of participating teachers) as to the particular value of the software program.</p>
<p><b>Level 1</b></p>	<p>Specialists have used Thinking Reader software as a pull out intervention with struggling readers, with only minimal involvement of grade level teachers.</p> <p>Specialists report that participating targeted students are engaged in the reading process, and are beginning to demonstrate better grasp of the strategies necessary for successful reading. The consensus of participating teachers is that there is little evidence that Thinking Reader made any particular difference in student literacy outcomes.</p>

**Evidence**

<b>Evidence</b>	<b>Data Collection Method</b>
Numbers of participants, students, and participant perceptions of project impact	<ul style="list-style-type: none"><li>• Project records</li><li>• Training session observations</li><li>• Participant focus groups and interviews</li><li>• Project staff and school administrator interviews</li></ul>
Project staff (and school administrator) perceptions of project progress and impact	<ul style="list-style-type: none"><li>• Participant focus groups and interviews</li><li>• Project staff and school administrator interviews</li></ul>
Evaluators' independent assessment of the degree to which project work is manifest at the classroom level	<ul style="list-style-type: none"><li>• Classroom observations</li><li>• Participant focus groups and interviews</li><li>• Project staff and school administrator interviews</li></ul>

## Evaluation Question 2

### SRE

#### Evaluation Question

To what extent have SRE project participants been effectively supported in their efforts to implement a technology-infused solution to improving reading comprehension among targeted students at the Middle School?

#### Indicator Rubric

<b>Basic Indicator</b>	<i>Teacher participants in the SRE project have benefited from a training initiative that has provided the technology training, technology resources, and integration assistance necessary to create comfort in the implementation of Thinking Reader as an effective literacy intervention. Through the work of this initiative, participating teachers and administrators, have learned how to use data on the initiative's impact to guide further and ongoing implementation of technology-infused instructional supports.</i>
<b>Level 4</b>	<p>All teachers involved with the SRE project as well as additional instructional specialists and SPED staff have attended training sessions offered on Thinking Reader and Mac OS X. The professional development sessions were found to be of high quality and appropriately focused for the successful implementation of Thinking Reader.</p> <p>Sessions have fully prepared teachers to be able to use Thinking Reader in the classroom in a variety of modes, including full-class instruction and individualization. Through professional development offerings, teachers have become proficient at using data from Thinking Reader to monitor student progress and to customize the software for use with each student involved.</p> <p>All participating teachers and specialists have received timely and relevant support from TSP and school technology and instructional staff in the form of small group sessions aimed at modeling the use of the software with a class of students. All teachers have attended question-and-answer sessions provided by TSP trainers as follow-up to the in-class demonstration. Classroom support and temporary substitutes have been made available, enabling teachers to fully engage with all training and professional development events.</p> <p>Laptops, wireless carts, projection devices, and headphones have been made available when and where needed for the use of Thinking Reader with targeted students. Network facilities allow for the flexible use of the software, as needed by teachers to monitor student progress and customize instruction.</p> <p>Technical support staff has been readily available to assist teachers in the use of Mac OS X and Thinking Reader software on laptops, and wireless carts.</p>

<p><b>Level 3</b></p>	<p>All participating SRE teachers have attended training sessions on Thinking Reader and Mac OS X. The professional development offerings were found to be effective and appropriately focused to make use of Thinking Reader as an Intervention with struggling readers in a variety of settings.</p> <p>Participating teachers received timely and relevant support from TSP in the form of small group sessions modeling classroom integration of Thinking Reader. Project teachers were able to attend these demonstrations, as well as follow-up Q&amp;A sessions and were relieved of normal classroom responsibilities for that purpose.</p> <p>Laptops, wireless carts, projection devices, and headphones have largely been available when and where needed for the use of Thinking Reader with targeted students. Network facilities allow for the flexible use of the software as needed by the teachers to monitor student progress and customize instruction.</p> <p>Technical support staff has been generally accessible to assist teachers in the use of Mac OS x and Thinking Reader.</p>
<p><b>Level 2</b></p>	<p>Many SRE project teachers have attended professional development sessions to learn the use of Thinking Reader software with struggling readers, and to be introduced to the ways in which this program can be used with students in whole class or individualized settings.</p> <p>The majority of project participants have also benefited from demonstrations of Thinking Reader software as offered by TSP trainers. Many were relieved of regular teaching responsibilities, enabling them to attend question and answer sessions following demonstrations to gain better clarity on the specifics of classroom implementation.</p> <p>Laptops, wireless carts, projectors, and headphones have been available some of the time they were needed to assist struggling readers in the classroom. Teachers have had generally adequate access to the technology needed to monitor student progress and to adjust levels of support within Thinking Reader.</p> <p>Technical support has occasionally been available to assist in the implementation of Thinking Reader and use of Mac OS X</p>
<p><b>Level 1</b></p>	<p>Some of the SRE project teachers have participated in professional development sessions on Thinking Reader software and Mac OS X. They were introduced to the ways in which this program can be used with students in whole class or individualized settings.</p> <p>Some participating teachers have also benefited from demonstrations of Thinking Reader software as offered by TSP trainers.</p> <p>Laptops, projectors, and headphones have been available only periodically for student use of Thinking Reader, and for teacher adaptation.</p>

## Evidence

Evidence	Data Collection Method
Numbers of participants and participant satisfaction with all types of project training sessions	<ul style="list-style-type: none"> <li>• Participant evaluations of project training sessions</li> <li>• Evaluator observations of sessions</li> <li>• Participant interviews/focus groups</li> <li>• Interviews with project trainers</li> </ul>
Availability of project resources – hardware, software, support – to project participants	<ul style="list-style-type: none"> <li>• Participant interviews/focus groups</li> <li>• Participant classroom observations</li> <li>• Interviews with project staff/director and school staff/administrators</li> </ul>
Content of the training (all types) as mapped onto project goals, objectives, participant expectations, and evaluators' perceptions of project needs	<ul style="list-style-type: none"> <li>• Evaluator observations of sessions</li> <li>• Participant evaluations of project training sessions</li> <li>• Participant interviews/focus groups</li> <li>• Interviews with project trainers</li> <li>• Interviews with project staff, etc.</li> </ul>
Quantity of training sessions (mapped against expectations set by the project calendar)	<ul style="list-style-type: none"> <li>• Review of project documentation</li> <li>• Interviews with project staff, etc.</li> </ul>