OSLIS
TECHNOLOGY LITERACY
CHALLENGE FUND
PROJECT

EVALUATION PACKET

2000-2001

INTRODUCTION TO THE EVALUATION OF THE OSLIS
TECHNOLOGY LITERACY CHALLENGE FUND PROJECT

This project is designed to provide high quality continuing professional development (CPD) activities that will lead to both changes in practices and eventually student performance.

To document our success we will employ a five-level evaluation framework tied to project objectives and implementation. Specifically we want to determine whether:

1. **CPD activities are adequate and appropriate**. A description of the project CPD activities will be developed to ensure continued appropriateness of content, format, participants, and equity of opportunity;

2. **Participants are satisfied with the content, format, quality, and likely impact of the CPD activities**. Participants will fill out a survey at the end of each CPD activity. Results will be analyzed and used to modify future activities **(OSLIS FORM # 6)**;

3. **Participants gain valuable and usable knowledge and skills**. Content-specific goals and objectives for each CPD activity will be developed. These will be assessed during, and at the end of, each session. Results will be analyzed and used to modify future activities **(OSLIS FORM #6)**;

4. **Participants implement the knowledge and skills they acquire through the CPD sessions.** Surveys will be administered to participants asking what they are doing differently as a result of training, what challenges they face, and what additional knowledge or skills they need. These surveys will collected on a schedule that will be useful for planning subsequent training sessions **(OSLIS FORM #7)**;

5. **Student performance improves on assignments and projects making use of information-literacy skills.** Current versions of state assessments - both the multiple-choice, and performance assessments in writing and mathematics problem solving - do not directly measure information-literacy knowledge or skills. Instead, impact on student learning through OSLIS will most directly be seen in the quality of student work both on school projects and the samples of student work collected to demonstrate CIM, CAM, and/or PASS proficiency. A teacher survey will be used to address the following questions related to student performance on teacher assignments and projects: 1) Were the "online" products available through OSLIS informative and user friendly? 2) Did lower-performing students have success in completing this project? 3) Were all students successful in completing this project? 4) Did students find *more* information related to their projects than in past years? 5) Was the information students found ***more relevant*** to their projects than in past years? 6) Overall, have students experienced greater success in locating information than in past years? 7) Overall, is the quality of work by students on this project better than it has been in past years? **(OSLIS FORM #8)**

SCHEDULE OF EVALUATION ACTIVITIES

Level of Evaluation	Time Line			
	Summer, 2000	**Fall, 2000**	**Winter, 2001**	**Spring, 2001**
Level 1. Description	Ongoing throughout the year ➔			
Level 2. Satisfaction	Fill out and return the **OSLIS TRAINING EVALUATION FORM #6** at the training session.			
Level 3. Knowledge & Skill Acquisition	Fill out and return the **OSLIS TRAINING EVALUATION FORM #6** at the training session.			
Level 4. Knowledge & Skill Implementation		Fill out and return the **OSLIS IMPACT EVALUATION FORM #7** before December 15, 2000.		Fill out and return the **OSLIS IMPACT EVALUATION FORM #7** before May 15, 2001.
Level 5. Student Change			Administer, collect, & return the **TEACHER SATISFACTION FORM #8** by the end of the 1st semester.	Administer, collect, & return the **TEACHER SATISFACTION FORM #8** by the end of the 2nd semester.

DIRECTIONS FOR USING OSLIS EVALUATION FORMS

Step-by-step directions for the various evaluation forms to be used in the TLCF project are provided below.

All forms will be available online at the OSLIS Secondary Web site (http:/www.oslis.k12.or.us/secondary.html). Click the **LMS Desk** link, and then select **OSLIS Evaluation Tools** and you will find them.

OSLIS TRAINING EVALUATION FORM #6

This form is designed to determine whether or not you were satisfied with the training sessions conducted by the project and whether or not you gained knowledge and skills you think will be useful.

As a "pretest" we will ask you to list the questions you have, or the kinds of knowledge and/or skills you are seeking, in a number of content areas listed in the **left-hand column**. If you do not have any questions in a content area, leave this column blank.

After the session we will ask you to: 1) rate how we did in answering your questions or providing the knowledge and/or skills you sought; 2) list any **additional** questions you might have as a result of the session in each of the content areas; and, 3) tell us how satisfied you were with the session by providing ratings on a number of items.

You will be asked to hand in the completed form at the end of the training session. We will use this information to help design subsequent training sessions to best meet your needs.

OSLIS IMPACT EVALUATION FORM #7

This form is designed to determine whether or not you were able to actually use any ideas, strategies, skills, etc. that were shared at the training sessions with students and/or teachers in your building(s).

This form is to be used **after** you have provided orientation and training for teachers and students in your building on using the OSLIS site and online materials.

First, circle the ratings that best describe your level of agreement with each of the four statements on the first page.

Second, provide short answers to each of the six open-ended questions.

Third, **mail**, **fax**, or **e-mail** the completed form no later than December 15, 2000, to:

Mark Schalock
Teaching Research Division
Western Oregon University
345 N Monmouth Ave.
Monmouth, OR 97361
phone: (503) 838-8777 ; e-mail: schalom@wou.edu   ; fax: (503) 838-8150

Fourth, **mail**, **fax**, or **e-mail** a second completed form no later than May 15, 2001, to reflect the ongoing mentor sessions and outcomes.

OSLIS TEACHER SATISFACTION FORM #8

This form is designed to determine what difference training on (and access to) OSLIS materials has made in the quality of student work.

After a major student project that has made use of OSLIS resources has been completed, please ask your selected teachers to fill out the survey and return it to you.

We would suggest you identify 3-5 teachers you feel comfortable working with to collect this information. We would like to gather 3-5 completed surveys from **each** school **each** semester.

At the end of the first semester (and again at the end of the year) please mail or fax the completed surveys to:

Mark Schalock
Teaching Research Division
Western Oregon University
345 N Monmouth Ave.
Monmouth, OR 97361
phone: (503) 838-8777
e-mail: schalom@wou.edu
fax: (503) 838-8150

OSLIS IMPACT[1] EVALUATION FORM #7

Name:_____ **Date:**_____ **School:**_____
Training/Orientation Activity:

INSTRUCTIONS: Please fill out this self report on the impact of the training/orientation activity you took part in. Not all activities are likely to lead to an immediate impact, so do not hesitate to say that there has been none to date if that is the case. Also, please answer questions (5) and (6) to the best of your ability. If there are obstacles that do not let you implement what you learned, we need to know about them.

You will need to rate the following four questions on a scale from 1 to 4: 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree). Circle your rating. If the question is not applicable, put in (NA). The final six questions require you to write a short response.

	Rating				
	4	**3**	**2**	**1**	**N/A**
At this time, I think the training/orientation provided me with useful information.	**4**	**3**	**2**	**1**	**N/A**
I have been able to implement strategies that were discussed at the training/orientation.	**4**	**3**	**2**	**1**	**N/A**
There has been an impact on the teachers I work with as a result of implementing what I learned at the training/orientation.	**4**	**3**	**2**	**1**	**N/A**
There has been an impact on the students I work with as a result of implementing what I learned at the training/orientation.	**4**	**3**	**2**	**1**	**N/A**

1. **What <u>are you doing</u> differently as a result of the information you received from the training/orientation?**

    ⇒ **With Teachers:**

    ⇒ **With Students:**

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2. What <u>are you planning</u> to do differently as a result of the information that you received during the training/orientation?

    $\Rightarrow$ **With Teachers:**

    $\Rightarrow$ **With Students:**

3. What impact have you had on <u>students</u> as a result of implementing what you learned?

4. What impact have you had on <u>teachers</u> as a result of implementing what you learned?

5. Have there been any problems in implementing strategies or information that you received? (Please describe.)

6. Please describe any additional training needs <u>you</u> (or those you have helped) may have in this area.

Thank You!

OSLIS EVALUATION FORM # 8

TEACHER SATISFACTION SURVEY

Name:_____ (Optional)   **School:**_____

We would like to know your reactions to the online resources available through the OSLIS project and your perceptions about whether or not they have had any effect on the work of your students in conducting research projects you have assigned.

Have you assigned this project before?   Yes_____ **No**_____   If you answered NO, please respond to just the first three (3) statements. If you answered YES, please respond to all nine (9) statements. THANK YOU.

INSTRUCTIONS: Please fill out this survey on your satisfaction with the resources provided through the OSLIS project. You will need to rate the following questions on a scale from 1 to 5: 1 (strongly disagree), 2 (disagree), 3 (uncertain at this time), 4 (agree), 5 (strongly agree). Circle your rating. If you are unable to answer the question at this time, please circle (NA).

Statement	Rating					
1. The online products available through OSLIS are informative and user friendly.	1	2	3	4	5	N/A
2. Lower-performing students have been successful in completing this project.	1	2	3	4	5	N/A
3. All students have been successful in completing this project.	1	2	3	4	5	N/A
4. Students found *more* information related to their project than in past years.	1	2	3	4	5	N/A
5. The information students found was *more relevant* to their project than in past years.	1	2	3	4	5	N/A
6. Overall, students have experienced *greater success* in locating information than in past years.	1	2	3	4	5	N/A
7. Overall, the quality of work by students on this project was better than it has been in past years.	1	2	3	4	5	N/A
8. Report bibliographies include a broader range of resources pertinent to the topic.	1	2	3	4	5	N/A
9. Working with the media specialist has been informative and improved the results of students' projects.	1	2	3	4	5	N/A

Comments: