

**Institute Evaluation Report
Results of Follow-up Survey**

**Governor's Institute for
Integrating the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening
(RWSL)
(July 23 – July 27, 2007)**

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**Pennsylvania Department of Education
Bureau of Curriculum and Academic Services
Office of Elementary and Secondary Education
Division of School Improvement – Professional Education
Pennsylvania Governor's Institute**

**Center for Professional Development in Career and Technical Education
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Survey Procedures

Six months after the Institute, a survey was sent to participants to determine the extent to which they used the material from the Institute and to determine the impact on student learning. Surveys were mailed (electronically and through regular mail) to 63 participants, along with self-addressed stamped return envelopes. After two weeks an e-mail reminder was sent, followed by a second mailing to those who had not responded. A third e-mail reminder was sent to those who did not respond to the second request. Four surveys were undeliverable and three participants could not complete the survey for a variety of reasons. Of the remaining participants, 42 or 75% provided data. The returned surveys represent 94% of the schools that participated. (All but 1 school was represented. That school had sent only one individual to the Institute.) The survey responses are summarized below.

Survey Results

Table 1 shows that approximately half (66%) reported either "expected level of success" or "exceeded expectations" in integrating the RWSL (reading, writing, speaking, listening) strategies into the curriculum. No respondent reported "no success" in applying the strategies learned in the Institute.

Table 1
1. To what extent were you successful in integrating reading, writing, speaking and listening strategies into your curriculum?

	#	%
a. No success	0	0%
b. Some success; achieved less than what you planned to do.	14	33%
c. Expected level of success; achieved what you planned to do.	27	64%
d. Exceeded expectations; went beyond what you planned to do.	1	2%

Table 2 shows that most respondents (92%) reported either "some success" or "expected" level of success in improving student achievement in reading, writing, speaking and listening. Only one respondent reported no success.

Table 2

2. To what extent have you been successful in improving student achievement in reading, writing, speaking and listening, as a result of your participation at the Governor's Institute?

	#	%
a. No success	1	3%
b. Some success; achieved less than what you planned to do.	17	45%
c. Expected level of success; achieved what you planned to do.	18	47%
d. Exceeded expectations; went beyond what you planned to do.	2	5%

(Responses total to fewer than 42 due to missing data – respondents skipping items.)

Participants were asked the following question, to determine the impact on student achievement:

If you have had success in improving student achievement, what type of evidence demonstrates this improved level of achievement?

Thirty-one respondents wrote comments in response to this question. Twenty focused on improvements in the quality of student work, improved student test performance, better student grades, and students' motivation to read. Six comments focused on students' reactions to the strategies.

Student outcomes

- More student participation in, and more accurate completion of, written homework assignments.
- Improved reading aloud, speaking in front of others, slight improvement in spelling.
- 4 sight testing.
- 4 sight test scores.
- Students know more terminology in order to better evaluate a text using the strategies of the institute.
- Improved test scores & more involvement in classroom theory.
- Grades and participation in Q & A.
- Better test scores.
- Improvement in test scores.
- Improved test scores, increased participation in reading activities, higher level/increased quality of answers on written assignments.
- Improved Tab(e?) scores as well as increased performance in GED testing.
- Better sentence/paragraph structure and improved spelling. Researching topics is resulting in a more complete product.
- My ABE (Adult Basic Education) students participating and passing GED tests.
- Vocabulary improvement; improved test scores; confidence – more class participation.
- Students are showing a higher level of comprehension in their reading in my online class.
- Higher test scores & a higher level of success on projects done in class.
- Improved test scores.
- Students are more willing and able to complete a variety of reading, writing & speaking tasks with proficiency (and less complaining!).
- Higher understanding of material being presented & read; higher test scores.
- Writing samples.

Student reactions

- Students have been able to work productively on group work using the strategies from the institute.
- I have been using a note card approach, with great success (the students want more.)
- My students are writing with more detail in their daily journals. I'm also noticing more students volunteering to read.

- Students applying strategies.
- Students have begun to preview reading.
- Students seem more confident and have enjoyed activities.

Other

- Origin unknown, since I have implemented an online testing as well.
- I am not sure of why success has occurred. It could be for several reasons, one being a new group of students that I am working with this year.
- Progress monitoring.
- Input from the vocational teachers.
- I am assisting teachers in understanding the strategies. I will be more involved as we include teachers who did not attend the Institute. I have helped a couple of teachers who did not attend the conference see the value of the strategies. They are looking forward to implementing some of them in their curriculum.

Table 3 shows that approximately two-thirds (64%) of the respondents were able to begin training/supporting colleagues within 4 months; 36% did so within 5 to 6 months.

Table 3

3. How long did it take until your comfort level with the RWSL strategies enabled you to begin training/supporting your colleagues?

	#	%
a. 1 - 2 months	16	41%
b. 3 – 4 months	9	23%
c. 5 – 6 months	14	36%

(Responses total to fewer than 42 due to missing data – respondents skipping items.)

Table 4 shows that most (78%) of the respondents reported meeting with colleagues 1 to 5 times to train or support them in using the RWSL strategies. Only 17% never met with a colleague.

Table 4

4. How often have you met to train and/or support your colleagues in using the reading, writing, speaking and listening strategies?

	#	%
a. Never	7	17%
b. Once or twice	16	39%
c. 3 – 5 times	16	39%
d. 6 or more times	0	0%
e. Other – please explain	2	5%

(Responses total to fewer than 42 due to missing data – respondents skipping items.)

Explanations of “other” response to this question, other comments related to this question:

- Assigned colleague is retiring. His program curriculum will be changing, and he did not wish to participate in the strategies.
- Haven't set [it] up yet.
- We haven't had in-service time – we plan to implement next school year.
- We need approval from the D. O.
- Literacy team meets once a month.
- Our “team” has met numerous times to discuss strategies, etc., but there has been no time to train our colleagues.

Participants were also asked:

Do you have any comments that your colleagues provided regarding using reading, writing, speaking and listening strategies with their students?

Fourteen respondents wrote comments. Nine indicated that teachers are using the strategies; four described time constraints that hindered progress in this area.

Teachers are interested and are using the strategies

- Many found them useful.
- Several have expressed interest in taking your program next year.
- I have encouraged several teachers to attend your program next year and it is probable that they will attend.
- I found the key element to making any strategy work is to relate it to the students' needs & interests.
- Use what best fits your program – Key!
- Many are using journals, so I am doing the same except that I use 4 x 6 index cards instead of a composition book. The card is perfect for simple paragraph assignments and lazy students have trouble using LARGE print!
- They are eager to learn more & begin trying these strategies in their classrooms.
- Overall, my colleagues have been very positive.
- Received e-mails from some teachers informing me that the process was working.

Time issues

- These strategies take time away from hands-on shop time.
- Our team meets approximately once per month. We have no in-service days left in which to train others. We will do it to start next year.
- My colleagues commented that they needed more time to implement the strategies but the administration has not given us time to meet and to help one another.
- Sorry to say that I just have not had a chance to implement the training as of yet. However, my plans are sitting on the back burner, ready to go as soon as I get a chunk of time.

Training has occurred

- We shared sample documents of implementation and presented to the staff at in-service.

Table 5 shows the number of respondents using each strategy and the average rating on each strategy's contribution to reading skills. The average rating across all strategies was 2.56, closest on the rating scale to "a moderate contribution".

Table 5
Ratings of each Strategy's Contribution to Improving Reading Skills
 (1 = no contribution, 2 = a small contribution, 3 = a moderate contribution, 4 = a large contribution)

Reading Strategy	Average rating	# using the strategy
Reciprocal teaching using:		
Prediction strategy	2.66	29
Clarifying strategy	2.63	27
Questioning strategy	3.00	34
Summarizing strategy	2.82	34
Scaffolding strategies using:		
Two minute preview	2.59	32
The K-W-L chart	2.63	27
Key questions	2.72	32
Note-taking/outlining	2.82	34
Concept question chains	2.00	18
Note taking with the R3 system	2.13	23
Think aloud strategy	2.40	25
The last word guide	2.50	26
Journaling strategy using:		
RAFT guidelines	2.00	15
The process log	2.26	23
The prediction journal	2.50	20
The writing to learn guide	2.38	21
Directed teaching activity	2.88	25
The discussion journal	2.55	20
The learning logs	2.59	22
The reflection journal	2.81	32
The prediction/reflection journal	2.81	27

The most frequently used strategies, with more than 30 respondents using the strategy, were:

Strategy	# using
Questioning strategy	34
Summarizing strategy	34
Note-taking/outlining	34
Two minute preview	32
Key questions	32
The reflection journal	32

The least often used strategies, with 21 or fewer respondents using the strategy, were:

Strategy	# using
The writing to learn guide	21
The prediction journal	20
The discussion journal	20
Concept question chains	18
RAFT guidelines	15

The most highly rated strategies, with an average rating higher than 2.80, were:

Strategy	Average Rating
Questioning strategy	3.00
Directed teaching activity	2.88
Summarizing strategy	2.82
Note-taking/outlining	2.82
The reflection journal	2.81
The prediction/reflection	2.81

Strategies with the lowest average ratings (lower than 2.30), were:

Strategy	Average Rating
The process log	2.26
Note taking with the R3	2.13
Concept question chains	2.00
RAFT guidelines	2.00

Even the lowest average rating (2.00) indicated a small contribution to improving reading skills.

Additional comments

Eleven respondents provided additional comments; six gave additional details about the strategies they are using; three described difficulties they had encountered implementing the strategies.

Use of strategies

- I have also implemented reading strategies into all of my math units, by converting my worksheets to reading problems which build upon each previous question/problem. I have integrated the math reading problems into each new unit that the students go over.
- The note card approach has been **GREAT!** They read the required text content, fill out the card & discuss in class, many questions I took for granted. Now content can be discussed in a positive manner. **Thanks** for a great learning experience.
- I cannot implement all the strategies I would like due to the controlling environment but I have to say what I have tried with any students does seem to help. I would like to attend another Governor's Institute if they have one this summer. How could I find information about that?
- Still struggling to integrate into curriculum. I've gotten good at a few strategies & they are working! ☺
- The Governor's Institute helped me to become very aware of the many different strategies which can help me better teach and my students to reach a higher and deeper level of comprehension and focus. It was a great experience. I'm looking forward to having time to share successes with my colleagues who attended as well as to pass on some of these valuable techniques to other staff members. Just haven't gotten there yet!

- I have discovered that my students and I are still learning how to incorporate these strategies into the curriculum. It takes time to become comfortable with using them, but with time they are very helpful!

Difficulty implementing

- My colleagues and I need more time to work together to implement these above strategies. We need common preps and meeting times to effectively work together and implement these strategies.
- Philly switched me from Northeast to West Philly to Northeast and my classes went from health to PE to math. So I wasn't not able to have any consistency with the students.
- I am a math teacher, so some of these strategies are hard to implement.

Other

- As a counselor I just assist the teachers with whichever strategies they want to use – our teachers who attended the conference are all using various strategies within their own curriculum.
- I heard the Institute will not run this year – I am saddened by this news and hope that it gets to run again soon. Lots of flexibility with KWL – my students enjoy it a lot. I love questioning – it's great.

Summary

Implementation of the RWSL strategies was very high: 100% of the respondents had some degree of success in integrating the strategies into the curriculum and 97% had some degree of success in improving student achievement. Over 40% began training/supporting colleagues within 1 – 2 months; 78% percent of the respondents had met with colleagues 1 – 5 times to train or support them in using the strategies. Other respondents have plans to do so. The rate of applying the strategies was high; even the least used strategy was used by 36% of the respondents, and the most used strategy was used by 81% of the respondents. Rating of the strategies ranged from 2.00 to 3.00, indicating that all strategies made small to moderate contributions to improved reading skills. These findings reveal a high level of success in the long term goals of the Institute: actual use of the strategies in the classroom with demonstrated improvements in student outcomes, and teacher involvement in helping colleagues to use the strategies.

FOLLOW-UP SURVEY

GOVERNOR'S INSTITUTE FOR INTEGRATING THE PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING July 23 – July 27, 2007

Introduction:

It has been approximately six months since you participated in the Governor's Institute. The purpose of this follow-up survey is to determine the extent to which you have a) implemented the two Action Plans you developed at the Institute, b) been able to observe improved student achievement, and/or c) trained/supported colleagues to implement the reading strategies..

Please respond to the following questions by circling the letter corresponding to your answer.

1. To what extent were you successful in integrating reading, writing, speaking and listening strategies into your curriculum?
 - a. No success
 - b. Some success; achieved less than what you planned to do.
 - c. Expected level of success; achieved what you planned to do.
 - d. Exceeded expectations; went beyond what you planned to do.

2. To what extent have you been successful in improving student achievement in reading, writing, speaking and listening, as a result of your participation at the Governor's Institute?
 - a. No success
 - b. Some success; achieved less than what you planned to do.
 - c. Expected level of success; achieved what you planned to do.
 - d. Exceeded expectations; went beyond what you planned to do.

If you have had success in improving student achievement, what type of evidence demonstrates this improved level of achievement?

3. How long did it take until your comfort level with the RWSL strategies enabled you to begin training/supporting your colleagues?
 - a. 1 – 2 months
 - b. 3 – 4 months
 - c. 5 – 6 months

4. How often have you met to train and/or support your colleagues in using the reading, writing, speaking, and listening strategies?
 - a. Never
 - b. Once or twice
 - c. 3 – 5 times
 - d. 6 or more times
 - e. Other – please explain: _____

Do you have any comments that your colleagues provided regarding using reading, writing, speaking and listening strategies with their students? (Use the back of this page if you need more space.)

[Please turn over for more questions.]

Using the scale provided, rate each reading strategy listed below in regard to the contribution it has made to your success in helping students increase their reading skills. Circle the number or symbol that corresponds to your answer.

Reading Strategy	Not applicable - did not use this strategy	Don't know/ unable to judge	No contribution	A small contribution	A moderate contribution	A large contribution
Reciprocal teaching using:						
Prediction strategy	0	?	1	2	3	4
Clarifying strategy	0	?	1	2	3	4
Questioning strategy	0	?	1	2	3	4
Summarizing strategy	0	?	1	2	3	4
Scaffolding strategies using:						
Two minute preview	0	?	1	2	3	4
The K-W-L chart	0	?	1	2	3	4
Key questions	0	?	1	2	3	4
Note-taking/outlining	0	?	1	2	3	4
Concept question chains	0	?	1	2	3	4
Note taking with the R3 system	0	?	1	2	3	4
Think aloud strategy	0	?	1	2	3	4
The last word guide	0	?	1	2	3	4
Journaling strategy using:						
RAFT guidelines	0	?	1	2	3	4
The process log	0	?	1	2	3	4
The prediction journal	0	?	1	2	3	4
The writing to learn guide	0	?	1	2	3	4
Directed teaching activity	0	?	1	2	3	4
The discussion journal	0	?	1	2	3	4
The learning logs	0	?	1	2	3	4
The reflection journal	0	?	1	2	3	4
The prediction/reflection journal	0	?	1	2	3	4

Additional comments:

Thank you for taking time to complete this survey!

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**Mary Ann Heverly, Ph. D.
Institute Evaluator**

March 2007

**Pennsylvania Department of Education
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Survey Procedures

Six months after the Institute, a survey was sent to participants to determine the extent to which they were able to use the material from the Institute and to determine the impact on student learning. Surveys were mailed to 48 participants, along with self-addressed stamped envelopes for them to use in returning the surveys. After two weeks an e-mail reminder was sent and then a second mailing was sent to those who had not responded. One survey was returned as undeliverable, and one participant replied that she had been ill and unable to complete the Institute. Of the remaining 46 participants, 39 or 85% of the Institute participants responded to the survey. The returned surveys represent 100% of the schools that sent teams and 73% of the schools that sent individuals. Most respondents (69%) teach in urban schools. Nineteen percent teach in suburban schools and 11% teach in rural schools. The respondents' years of teaching experience ranges from 1 year to 35 years, with an average of 15 years. Sixty-seven percent of the respondents teach vocational subjects, 8% are administrators and 8% teach academic subjects. The survey responses are summarized below.

Survey Results

Table 1 shows that almost half (45%) reported either "expected level of success" or "exceeded expectations" in integrating the RWSL (reading, writing, speaking, listening) strategies into the curriculum. Only one respondent reported "no success" in applying the strategies learned in the Institute.

Table 1

1. To what extent were you successful in integrating reading, writing, speaking and listening strategies into your curriculum?

	#	%
a. No success	1	3%
b. Some success; achieved less than what you planned to do.	20	53%
c. Expected level of success; achieved what you planned to do.	14	37%
d. Exceeded expectations; went beyond what you planned to do.	3	8%

(Responses total to fewer than 39 on items due to missing data – respondents skipping items.)

Table 2 shows that most respondents (71%) reported some success in improving student achievement in reading, writing, speaking and listening; an additional 26% reported achieving the expected level of success. Only one respondent reported no success.

Table 2

2. To what extent have you been successful in improving student achievement in reading, writing, speaking and listening, as a result of your participation at the Governor's Institute?

	#	%
a. No success	1	3%
b. Some success; achieved less than what you planned to do.	24	71%
c. Expected level of success; achieved what you planned to do.	9	26%
d. Exceeded expectations; went beyond what you planned to do.	0	0%

(Responses total to fewer than 39 on items due to missing data – respondents skipping items.)

Participants were asked the following question, to determine the impact on student achievement:

If you have had success in improving student achievement, what type of evidence demonstrates this improved level of achievement?

Twenty-nine respondents wrote comments in response to this question. Twenty-one of them focused on improvements in the quality of student work, improved student test performance, better student grades, and students' reading more "on their own". Four comments focused on students' reactions to the strategies.

Student outcomes

- Article summaries, presentations
- I have seen students organizing reading material better and using more vocabulary words.
- My students complete a journal and there is evidence that their ability to communicate through writing has improved. I feel the students have improved in reading also.
- Slight improvement in test scores. Major improvement in READING DIRECTION! Yeah!
- Students are reading more articles on their own without being prompted.
- My learning disabled students understand better and seem to comprehend better. They are doing better on tests.
- Writing and interpreting appears to have improved. There is some apparent motivational benefit also.
- I have had my students keep a daily journal to help them with their writing skills. I have seen some improvement in legible handwriting. It has also helped them to organize their thought process into writing skills.
- Improved test scores.
- Students' confidence in reading, students' demonstration of research skills and recall of information.
- (1) Better discussions with detail attained from reading passages; (2) better sentences, paragraphs.
- I use progress monitoring with the students and can see their words per minute increasing.
- Students' journal writing has improved. Fewer complaints this year on PSSA's.
- Students seem to understand material better and do better on tests.
- Performance on knowledge/reading/writing tasks have improved, students working more independently.
- My theory test scores have improved. Oral questioning has increased student response.
- Academic scores and outside course applications.
- Some of my students have demonstrated a better understanding of the material they have read. A better comprehension.
- Pre-assessment and post assessment with STAR reading program.
- Students understanding word math problems.
- Students are reading more than previous years. We have started a "class library".

Student reactions

- Students are more aware of the need to improve reading skills.
- Student awareness. Student demonstrations.
- Student attack unfamiliar words.
- Better participation in reading activities.

Other – no information yet available

- Do not know at this time. We do pre and post assessment. Also, we have begun to use 4Sight assessment. Our district began using write tools as a basis for being consistent in all disciplines as to how to evaluate students progress.
- Only see students for 1 semester at a time; don't see much change within that time.
- Suggestions made to individual staff members have been utilized by some instructors.
- I wanted to do more with "last word", but students did not like the idea as much as I did.

Table 3 shows that almost half of the respondents (45%) were able to begin training/supporting colleagues within 1 or 2 months; 38% did so within 3 to 4 months.

Table 3

3. How long did it take until your comfort level with the RWSL strategies enabled you to begin training/supporting your colleagues?

	#	%
a. 1 - 2 months	13	45%
b. 3 - 4 months	11	38%
c. 5 - 6 months	5	17%

Table 4 shows that almost two-thirds (64%) of the respondents reported meeting with colleagues once or twice to train or support them in using the RWSL strategies; 19% met with colleagues three to five times. Only one respondent never met with a colleague.

Table 4

4. How often have you met to train and/or support your colleagues in using the reading, writing, speaking and listening strategies?

	#	%
a. Never	1	3%
b. Once or twice	23	64%
c. 3 - 5 times	7	19%
d. 6 or more times	1	3%
e. Other – please explain	4	11%

Explanations of "other" response to this question, other comments related to this question:

- We conduct bi-monthly meeting to share strategies.
- Inservice day is being planned.
- Still in infancy.
- (met 3 - 5 times) with limited # of colleagues.
- We are working on a class proposal to offer to our district teachers.
- Not applicable – guidance counselor.
- We have presented to our colleagues during inservice.
- No one, including administration, is very receptive to the program.

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- I am working on a class proposal to send to Dept. of Ed. where teachers would get Act 48 hours or even a credit.
- Work in an IU classroom situated in the Vo-Tech school. Director of school has not invited me to faculty meetings. Political atmosphere precludes such cooperation.
- Our staff is presently going through Reading Apprenticeship so we have not done any specific training with our staff. Within our academy one of us has presented a strategy to our group. Some of the RA strategies are the same.
- Inservice program 3/9/07 training for entire staff.
- Plan to implement schoolwide next year with reading integration coach.
- I am still trying to incorporate these ideas to the faculty.

Participants were also asked:

Do you have any comments that your colleagues provided regarding using reading, writing, speaking and listening strategies with their students?

Ten respondents wrote comments. Half indicated that teachers are using the strategies; only one reported frustration with progress in this area.

Teachers are using the strategies

- Teachers have made use of various RWSL strategies that work. Aligning the strategies with academic standards has proven to be the most challenging.
- Some of them use the strategies quite frequently and are having much success with them.
- One of my fellow teachers uses many of these strategies. She is an English teacher and she feels they are great for any of the classes.
- I gave them a binder of strategies; they found some of them very useful.
- We are using the strategies as part of a four teacher 9th grade exploratory voc-ed curriculum.

Training has occurred or is planned

- Worked on RAFT techniques during an inservice, had a blast with it.

Other

- Just a frustration level in integrating academics into the CTE curricula.
- The Governor's Institute was very helpful and we plan to encourage more teachers to attend,
- I have shared the information with colleagues and I want to return with a team to stir more interest of wanting to implement.
- Extremely useful.

Table 5 shows the number of respondents using each strategy and the average rating on each strategy's contribution to reading skills. The average rating across all strategies was 2.67, closest on the rating scale to "a moderate contribution".

Table 5
Ratings of each Strategy's Contribution to Improving Reading Skills
 (1 = no contribution, 2 = a small contribution, 3 = a moderate contribution, 4 = a large contribution)

Reading Strategy	Average rating	# using the strategy
Reciprocal teaching using:		
Prediction strategy	2.88	24
Clarifying strategy	2.67	27
Questioning strategy	2.89	27
Summarizing strategy	2.94	33
Scaffolding strategies using:		
Two minute preview	2.79	19
The K-W-L chart	2.65	23
Key questions	3.00	26
Note-taking/outlining	2.73	26
Concept question chains	2.00	13
Note taking with the R3 system	2.17	12
Think aloud strategy	2.50	20
The last word guide	2.76	17
Journaling strategy using:		
RAFT guidelines	2.59	17
The process log	2.93	15
The prediction journal	2.59	17
The writing to learn guide	2.53	17
Directed teaching activity	2.64	22
The discussion journal	2.75	16
The learning logs	2.67	15
The reflection journal	2.81	27
The prediction/reflection journal	2.50	18

The most frequently used strategies, with more than 25 respondents using the strategy, were:

Strategy	# using
Summarizing strategy	33
Clarifying strategy	27
Questioning strategy	27
Reflection journal	27
Key questions	26
Note-taking/outlining	26

The least often used strategies, with 12 - 16 respondents using the strategy, were:

Strategy	# using
Discussion journal	16
Learning logs	15
Process log	15
Concept question chains	13
Note taking with the R3 system	12

The most highly rated strategies, with an average rating higher than 2.87, were:

Strategy	Average Rating
Key questions	3.00
Summarizing strategy	2.94
Process log	2.93
Questioning strategy	2.89
Prediction strategy	2.88

Strategies with the lowest average ratings (lower than 2.55), were:

Strategy	Average Rating
Writing to learn guide	2.53
Think aloud strategy	2.50
Prediction/reflection journal	2.50
Note taking – R3 system	2.17
Concept question chains	2.00

Even the lowest average rating (2.00) indicated a small contribution to improving reading skills.

Additional comments

Fifteen respondents provided additional comments. Eight gave additional details about the strategies they are using; three described difficulties they had encountered implementing the strategies.

Use of strategies

- I have used the summarizing strategy in my Keyboarding class. The students are becoming better readers, writers, and speakers from applying this technique.
- I cannot say specifically which strategies are more beneficial. Our English teachers use many of these on a regular basis.
- Some of the above mentioned items I don't remember. I marked "unable to judge" because I did not employ them. During the workshops there were items for one reason or another I didn't like so I didn't take notes on them. I outlined the strategies I liked in my notes and kept the handouts in a small usable folder.
- I have only done some guidance activities in the classroom.
- I hope to use more of the strategies in the future. The strategies that I have implemented in the classroom have worked well.
- I teach Life Skills, so because of the level my students are functioning at, the note taking & journaling strategies didn't really apply to my students, but some of the other reading strategies have been helpful.
- Have done some activities with metacognition, trying to have students think about how they think while they are reading. I have adapted some of Bob Lacavita's forms to use with my students –

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- critical reading worksheet, field trip response, article review, video response, video information sheet. I have not incorporated as many activities into my classes as I would have liked, but as I am rewriting my curriculum, I am hoping to incorporate different strategies into the curriculum.
- The RAFT guideline really gave an in-depth study when used with hair lightening curriculum. I also use the prediction strategy with every lesson introduced. It really sparked continual interest into each of the lessons, which helped to raise grades on theory tests.

Difficulty implementing

- I believe in the RWSL program, but I feel like I'm alone on this. No one is very receptive of the program. I am not going to give up on this, I will keep trying.
- Because our district has made so many changes, it has been difficult to implement many of the strategies listed above. I am using a few of them and have had some success with them. The poster project was not a hit with my principal because there is not room in the computer lab for the students to spread out and be grouped together. I had to borrow other classrooms, etc. to make this work!
- We did not renew Plato program, we are instituting Keytrain and hope to do reading levels soon, but will not have progress for this year, which is disappointing to me.

Other

- You will probably see me back in a couple of years!
- Great workshop! Can't wait to attend another Governor's Institute!
- Will assess after in-service program.
- I am an administrator...my teachers have been using the strategies they learned this summer. Their responses should provide the information you are seeking.

Summary

Implementation of the RWSL strategies was very high: 97% of the respondents had some degree of success in integrating the strategies into the curriculum and 97% had some degree of success in improving student achievement. Almost half began training/supporting colleagues within 1 – 2 months. Eighty-three percent of the respondents had met with colleagues 1 – 5 times to train or support them in using the strategies. Other respondents have plans to do so. The rate of applying the strategies was high; even the least used strategy was used by 31% of the respondents, and the most used strategy was used by 85% of the respondents. Rating of the strategies ranged from 2.00 to 3.00, indicating that all strategies made small to moderate contributions to improved reading skills. These findings reveal a high level of success in the long term goals of the Institute: actual use of the strategies in the classroom with demonstrated improvements in student outcomes, and teacher involvement in helping colleagues to use the strategies.

**Institute Evaluation Report
Results of Follow-up Survey**

**Governor's Institute for
Integrating the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening
(RWSL)
(August 7 – August 12, 2005)**

**Mary Ann Heverly, Ph. D.
Institute Evaluator**

April 2006

**Pennsylvania Department of Education
Bureau of Curriculum and Academic Services
Office of Elementary and Secondary Education
Division of School Improvement – Professional Education
Pennsylvania Governor's Institute**

**Center for Professional Development in Career and Technical Education
Temple University**

Survey Procedures

Six months after the Institute, participants were sent a survey to determine the extent to which they were able to use the material from the Institute and to determine the impact on student learning. Surveys were mailed to participants, along with self-addressed stamped envelopes for them to use in returning the surveys. After two weeks an e-mail reminder was sent and then a second mailing was sent to those who had not yet responded. A total of 57 or 82% of the Institute participants responded to the survey. The returned surveys represent 100% of the schools that sent teams and 74% of the schools that sent individuals. Sixty-four percent of the respondents teach vocational subjects, 15% are administrators and 11% teach academic subjects. The survey responses are summarized below.

Survey Results

Over half (55%) reported either "expected level of success" or "exceeded expectations" in integrating the RWSL (reading, writing, speaking, listening) strategies into the curriculum. Only one respondent reported "no success" in applying the strategies learned in the Institute.

Table 1

1. To what extent were you successful in integrating reading, writing, speaking and listening strategies into your curriculum?

	#	%
a. No success	1	2%
b. Some success; achieved less than what you planned to do.	21	43%
c. Expected level of success; achieved what you planned to do.	22	45%
d. Exceeded expectations; went beyond what you planned to do.	5	10%

(Responses total to fewer than 57 on items due to missing data – respondents skipping items.)

Almost half (47%) reported either "expected level of success" or "exceeded expectations" in improving student achievement as a result of participating in the Governor's Institute; 44% reported "some success" and only one respondent reported no success.

Table 2

2. To what extent have you been successful in improving student achievement in reading, writing, speaking and listening, as a result of your participation at the Governor's Institute?

	#	%
a. No success	2	4%
b. Some success; achieved less than what you planned to do.	20	44%
c. Expected level of success; achieved what you planned to do.	17	38%
d. Exceeded expectations; went beyond what you planned to do.	4	9%
e. Other	2	4%

(Responses total to fewer than 57 on items due to missing data – respondents skipping items.)

Participants were asked the following question, to determine the impact on student achievement:

If you have had success in improving student achievement, what type of evidence demonstrates this improved level of achievement?

Forty-one respondents wrote comments in response to this question. Twenty-four of them focused on improvements in the quality of student work, student test performance, and/or student grades. Most of the remaining comments focused on student reaction to the strategies.

Student outcomes

- We have presented strategies at faculty professional development meetings. Some faculty members have provided me with documents that they have used in their classrooms. I have seen increased student achievement in my classroom on mathematics vocabulary. Students are doing better on the quizzes and tests because they understand the vocabulary of the questions.
- Improved discussions of material contained in reading. Improved scores on tests/quizzes.
- Success in student activities & assignments. SRI reading scores.
- Test scores. Understanding.
- Ability to comprehend instruction manuals.
- Test scores & comprehension of reading.
- STAR reading assessment.
- Better test scores, students do daily progress report involving writing.
- Improved PSSA for seniors doing retake. Discussions of reading assignments fiction & nonfiction & responses on written evaluation showed improvement from beginning of year.
- Better test scores and attention span for lectures increased.
- Fluency rate has increased, as well as comprehension scores.
- Journals, portfolio growth, writing/reading assessments, oral fluency improvement: timed tests: words per minute.
- Some of the students who have written Focused Free Writes, and a paragraph to place in their portfolio are indicating an improvement in their writing skills.
- Some evidence that demonstrates this improved level is daily journaling and three week journals. Also improved test scores.
- Theory test scores.
- Improved test scores and small group activities involving reading aloud followed by discussion of content use of strategies as individual and group activities.
- Improved writing assignments.
- Home school grades. Reading comprehension improved.
- The writing sample did improve writing as evidenced by the samples.
- Better response to instructor's questions. Students appear to have better understanding of chapter content by having better overall grades in theory assignments.
- After analyzing the results, overall the students' A&P grades [in Clinical Assistant program] improved from last year's class. As an experiment to confirm the results of using the journaling question methods, one week the students were not assigned to read the lecture and they struggled with that lesson. The students themselves commented on how much more difficult it was to follow along. This helped to show both the instructor and student how important it was to read before the lecture. Through using this method the instructor was able to help students improve their sentence structure by reviewing their journals. The questions doubled as a review for the covered content.
- Improvement in reading aloud in class, better test scores.
- While using the different strategies, the students' interests in the topics increased. As their interests increased, their skills improved.
- Student test – comprehension when reading.

Student reactions

- 100% student participation of home work assignments and essay writing.
- I had hoped to do some activities in my Foods I class but actually did more in the Family Living class than I had planned. Students recognized some of the strategies from elementary school and were first put off that I was using some of the same strategies, but after discussing the success they'd experienced with the strategies at the elementary level the students were receptive and cooperative. My students created lesson plans which was more work than they had hoped for, but when the final books containing all their plans were published and distributed they shared a great sense of accomplishment.
- My students are more willing to read, write, speak & listen in class because I provided tools to make them more comfortable in the process – it is no longer a struggle.

- 1. The quality of questions asked by students has improved. 2. Students have the ability to focus on the major points of material more quickly.
- Teachers have commented that students are receptive to using the reciprocal teaching and scaffolding strategies with their technical reading.
- Working with the speech therapist with several students that really need help. One-on-one seems to work well. Keeping them focused on listening
- Better understanding for students of required needs for reading & writing strategies.
- The instructor chose scaffolding as an instructional support strategy. Before reading an assigned chapter the students must first complete TWO MINUTE PREVIEW. The students will additionally do the K-W-L worksheet. The students will write questions for the entire class to discuss. The instructor found when following the Governor's Institute RWSL recommendations the students struggle with this method. Progress is slowed by special education needs and ESL needs, compounded by the students' low reading and writing level abilities, makes this method time consuming for both the students and instructor. The successful scaffolding techniques experienced by the students include having to use a textbook by deciphering vocabulary from the chapters, be able to use headings and subheadings, charts, graphs and underlined and bolded information. The outcome was the students began to ask questions about the content with ease and felt comfortable in approaching the instructor and other students to discuss unknowns. The special needs and ESL students are being helped tremendously by the IU13 facilitators and the ESL instructor reinforcing this process.
- There are huge gaps between students who take notes and those who don't. Those that do, have better time or personal management skills.

Other – no information yet available

- Just incorporated it and still working on it. Not detectable yet.
- Other than implementing a few strategies in my academic English class, I have not yet worked at implementing these strategies in the Career Center.
- Too soon to tell – PSSA writing tests are being administered this week, 2/14-2/14/06.
- Teachers are required to develop lesson plans using the reading strategies introduced in our in-service programs this year. Early for me to assess the level of success achieved. However, the 3 teachers that have attended the Reading Apprenticeship workshop conducted by our IU have told me they are experiencing positive results with their class since the start of the school year. The 1 teacher that attended the Governors' Institute with me this past summer has spoken very positively about the noticeable improvement of her students. She will submit a survey to you with the details.
- How do we document our progress? At this point we have only anecdotal evidence. Our students are returning better test scores this year compared to last, and seem to grasp the material better and quicker. This in no way allows us to quantify our success. I suggest we do PLATO assessments on every student within the first few weeks of school. The reading and math scoring should be made available to the instructor. We can then do the same assessment at the end of the school year and document the progress our students make.
- It is too early to tell. We give the NOCTI at the end of March.
- After teacher in-service, teachers integrated RWSL into curriculum.
- Unknown – no method available to assess pre/post reading level.

Forty-one percent of the respondents reported meeting with colleagues three or more times to train or support them in using the RWSL strategies; 22% met with colleagues once or twice and 20% never met with colleagues.

Table 3

3. How often have you met to train and/or support your colleagues in using the reading, writing, speaking and listening strategies?

	#	%
a. Never	10	20%
b. Once or twice	11	22%
c. 3 – 5 times	16	31%
d. 6 or more times	5	10%
e. Other – please explain	9	18%

Explanations of “ other” response to question #3:

- I have shared all the positive Institute experiences with my fellow teachers and have recommended the Institute to them.
- This has been my greatest disappointment as I felt this would be one of the greatest benefits of my participation in the Governor's Institute. I need administrative support for this to happen and we just haven't "gotten there" at this point in the school year.
- We will begin this semester and are scheduled to begin on our next inservice day.
- Faculty meetings.
- We had a program with Dave [Institute presenter] at our school during inservice.
- All RSWL materials loaded to our school network and made available to all instructors. After primary team proofs methods the entire faculty will share the best practices found during an in-service before the start of the 06/07 school year.
- I am using the training to support my colleagues. I am coordinating the accommodation room (suspension room), and am not in the classroom school year.
- We are scheduled to train a small group of co-workers on 2/21/06 during an in-service day.
- Plan to but had to focus on state audit. Will get back on track soon.
- We will during February inservice.
- The special needs students do not change classes – therefore the teacher and I work one on one.
- We were involved in program reapproval this year. Most of our time was directed toward crossing academic standards with our program competencies.
- There have been extenuating circumstances this past year in my teaching career. They had me going between the middle school and the high school teaching different subjects. I was to say the least very extended. I did not have an opportunity to train extensively any other teachers. Our FAXCS department did use some of the tools and we did use them in the classes this year. Our county is having its second county-wide professional day in October for about 10,000 teachers. I applied to be a presenter during this program and use the materials that were given us during the GI. I should hear in about 2 weeks whether it's been accepted, which I don't think they will refuse.
- Teachers were given release time to pair and share as a group.
- 05-06 teacher in-service dedicated to academic standards.
- I was changed to a ½ day position at the middle school & a ½ day at the high school with 5 different lesson plans. I had no time to do any training but I have put in a proposal to lead instructors at our Allegheny County-wide Professional Development Day on October 9.

Participants were also asked:

Do you have any comments that your colleagues provided regarding using reading, writing, speaking and listening strategies with their students?

Twenty-one respondents wrote comments. Twelve indicated that teachers have already used the strategies; five responded that training has occurred or is in the planning stage.

Teachers are using the strategies

- We have had good comments about the strategies. We are combining this with the MAX teaching techniques as part of a school wide initiative to improve literacy. Again, I have seen copies of the materials that they are creating and using in their classrooms.
- Most content area instructors agree that these strategies help them & their students.
- All faculty in my department said it helped in some way.
- Yes, our reading teachers enjoyed and use the strategies in working with children in their reading groups. Our district, Delaware Valley, is extremely devoted to the reading program for our children's benefit.
- Comment was made that prediction seemed to motivate some reluctant readers to finish an assignment to see if they were correct in their predictions.
- They remembered learning a lot of the things in their education, so it was a reminder to start using them again. It gives them more of a teaching variety.
- One instructor has expressed his students are beginning to use techniques on how to find information and how to organize their thoughts before undertaking a writing assignment.
- Evaluations of presentations.
- Many of the instructors started a "best writing sample". We did achieve some success!
- Continue to persevere when you get negative responses from students regarding the RSWL techniques.
- Methods used in an Auto Mechanics program: A restructured timeline involving teaching theory, reading the chapters and completing homework. All students are now assigned to read the appropriate chapter work and complete the ASE style questions in the text book before the class receives the matching theory lessons. The theory is designed to build on the reading assignment, not replace it. The homework (ASE questions) requires the reading to be completed, and doing the homework is now part of the grade. We have instituted research operations with nearly all lab area task work. The students will match subject research with the hands-on task, i.e., a brake specification in an on-line repair information database. The student research must be recorded on the task worksheets to receive instructor approval for the task. The Auto Mechanic program is now using PowerPoint presentations that encourage students to match photos and diagrams to written descriptions, and take class notes directly from the presentation reading. These are part of the theory lesson notes used for test/quiz preparation. Along with the rest of the school we are working on the Career, Education, and Workplace software linked to the LCCTC website. This software requires the student to read lessons on-line and take short comprehension tests linked to each subject.
- My colleagues found the strategies very helpful and effective. They have been pleased with the results.

Training has occurred or is planned

- As a school district we formed a literacy committee. We just completed an inservice for the district in January and we are having a follow-up at the February inservice.
- After a very rocky start to this school year we are looking forward to the second semester. I met with the reading coordinator. She was impressed with the resources we received from the institute. We planned for professional development on the district's staff workshop days. Unfortunately they were cancelled due to the strike. We plan to offer a list of resources to the specialist teachers. We discussed the possibility of me going to each department's meeting to acquaint them with the strategies. I'll let you know the results. On another note check out the website www.edutopia.org. The february 2006 issue of EDUTOPIA magazine has an interesting article on Why Johnny Still Can't Read.
- We intend to allow time to "network" at the in-service training on 2/21/06.
- Plans for sharing RSWL information with fellow instructors: perhaps we can do peer training within each center during the in-service at the beginning of the 06/06 school year. We can share our best practices and

demonstrate the success we've had using the RWSL material with our students. This might be best done on a center basis as each area will have specific needs and interests. I think this information coming from peers and presented as a solution rather than an addition to the workload will go over well. This training should last no longer than 2-3 hours and would be best kept to small groups within the centers. Career Education Work Standards could also be used as a test of their reading abilities.

- My colleagues were impressed with the information presented to them.

Other

- Not yet.
- No.
- Excellent Governor's Institute – I highly recommend!
- Time to meet is difficult. We have no planning periods, & each have our own chaotic jobs.

Table 4 shows the number of respondents using each strategy and the average rating on each strategy's contribution to reading skills. The average rating across all strategies was 2.68.

Table 4
Ratings of each Strategy's Contribution to Improving Reading Skills

(1 = no contribution, 2 = a small contribution, 3 = a moderate contribution, 4 = a large contribution)

Reading Strategy	Average rating	# using the strategy
Reciprocal teaching using:		
Prediction strategy	2.92	37
Clarifying strategy	2.84	38
Questioning strategy	2.98	41
Summarizing strategy	3.05	38
Scaffolding strategies using:		
Two minute preview	2.81	36
The K-W-L chart	3.06	34
Key questions	2.86	37
Note-taking/outlining	2.86	35
Concept question chains	2.23	22
Note taking with the R3 system	2.17	23
Think aloud strategy	2.69	32
The last word guide	2.31	26
Journaling strategy using:		
RAFT guidelines	2.24	21
The process log	2.48	23
The prediction journal	2.59	27
The writing to learn guide	2.50	24
Directed teaching activity	2.89	27
The discussion journal	2.76	21

Table 4 (continued)
Ratings of each Strategy's Contribution to Improving Reading Skills
 (1 = no contribution, 2 = a small contribution, 3 = a moderate contribution, 4 = a large contribution)

Reading Strategy	Average rating	# using the strategy
The learning logs	2.48	23
The reflection journal	2.91	33
The prediction/reflection journal	2.64	28

Additional comments

- Still working on some of the strategies to implement in the future.
- We are planning to launch our program beginning at a 2-17-06 in-service. Please contact me later in the year to get results that will reflect the goals of our plan.
- I use journals for me to see where students are.

The most frequently used strategies, with more than 35 respondents using the strategy, were:

Strategy	# using
Questioning strategy	41
Clarifying strategy	38
Summarizing strategy	38
Prediction strategy	37
Key questions	37
Two minute preview	36

The least often used strategies, with 21-23 respondents using the strategy, were:

Strategy	# using
Note taking with the R3 system	23
The process log	23
The learning logs	23
Concept question chains	22
RAFT guidelines	21
The discussion journal	21

The most highly rated strategies, with an average rating higher than 2.90, were:

Strategy	Average Rating
The K-W-L chart	3.06
Summarizing strategy	3.05
Questioning strategy	2.98
Prediction strategy	2.92
The reflection journal	2.91

Strategies with the lowest average ratings (lower than 2.5), were:

Strategy	Average Rating
Note taking with R3 system	2.17
Concept question chains	2.23
RAFT guidelines	2.24
The last word guide	2.31
The process log	2.48
The learning logs	2.48

Even the lowest average rating (2.17) indicated a small-to-moderate contribution to improving reading skills.

Summary

Implementation of the RWSL strategies was very high: 98% of the respondents had some degree of success in integrating the strategies into the curriculum and 96% had some degree of success in improving student achievement. Sixty-two percent of the respondents had met with colleagues 1 – 6 times to train or support them in using the strategies. Most of the remaining respondents have plans to do so by the end of the year. The rate of applying the strategies was high; even the least-used strategy was used by 39% of the respondents, and the most used strategy was used by 76% of the respondents. Rating of the strategies ranged from 2.17 to 3.06, indicating that all strategies made small to moderate contributions to improved reading skills. These findings reveal a high level of success in the long term goals of the Institute: actual use of the strategies in the classroom with demonstrated improvements in student outcomes, and teacher involvement in helping colleagues to use the strategies.

**Institute Evaluation Report
Results of Follow-up Survey**

**Governor's Institute for
Integrating Academic Standards for Reading, Writing, Speaking and Listening (RWSL)
in Career & Technical Education
(July 19 – July 23, 2004)**

**Mary Ann Heverly, Ph. D.
Institute Evaluator**

April 2005

**Pennsylvania Department of Education
Bureau of Curriculum and Academic Services
Office of Elementary and Secondary Education
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Survey Procedures

Seven months after the Institute, participants were sent a survey to determine the extent to which they were able to use the material from the Institute and to determine the impact on student learning. Surveys were mailed to participants, along with self-addressed stamped envelopes for them to use in returning the surveys. After two weeks an e-mail reminder was sent and then a second mailing was sent to those who had not yet responded. A total of 41 or 82% of the Institute participants responded to the survey. The returned surveys represent 92% of the schools that sent teams and 93% of the schools that sent individuals. Seventy percent of the respondents teach vocational subjects, 25% teach academic subjects and 5% are administrators. The survey responses are summarized below.

Survey Results

Almost two-thirds (64%) reported either "expected level of success" or "exceeded expectations" in integrating the RWSL (reading, writing, speaking, listening) strategies into the curriculum. Only one respondent reported "no success" in applying the strategies learned in the Institute.

Table 1

1. To what extent were you successful in integrating reading, writing, speaking and listening strategies into your curriculum?

	#	%
a. No success	1	3%
b. Some success; achieved less than what you planned to do.	13	33%
c. Expected level of success; achieved what you planned to do.	23	59%
d. Exceeded expectations; went beyond what you planned to do.	2	5%

(Responses total to fewer than 41 on items due to missing data – respondents skipping items.)

Almost half (46%) reported either "expected level of success" or "exceeded expectations" in improving student achievement as a result of participating in the Governor's Institute; 51% reported "some success" and only one respondent reported no success.

Table 2

2. To what extent have you been successful in improving student achievement in reading, writing, speaking and listening, as a result of your participation at the Governor's Institute?

	#	%
a. No success	1	3%
b. Some success; achieved less than what you planned to do.	20	51%
c. Expected level of success; achieved what you planned to do.	15	38%
d. Exceeded expectations; went beyond what you planned to do.	3	8%

(Responses total to fewer than 41 on items due to missing data – respondents skipping items.)

Participants were asked the following question, to determine the impact on student achievement:

If you have had success in improving student achievement, what type of evidence demonstrates this improved level of achievement?

Thirty respondents wrote comments in response to this question. Twenty-two of them focused on improvements in the quality of student work, student test performance, and/or student grades.

- Student writing skills seem to be improving. Also retention seem(s) higher. Scaffolding strategies were most useful.
- The students were more comfortable speaking in front of their peers.
- Difficult to assess – PSSA test in March will affirm...currently only using district-provided course grades.
- Better comprehension scores. Higher levels of achievement on Keys2Work.

- My level of success with the integrating of reading and writing showed on my final exam. In the past students had trouble spelling on my final. This year I had very few spelling mistakes.
- Students' ability to read and process the information into a written response.
- Some success in reading comprehension.
- Improved PSSA scores. Individual student achievement in class. Students scoring better on standard tests.
- Application of skills, involvement and confidence.
- We are seeing increased reading comprehension in ACTE classes, as [demonstrated] by quiz/test grades and quality of answers to RWSL questions.
- I have had several examples of writing turned in by various [students] and the quality of their writing has improved 100% since the beginning of this school year. I have found their writings now include complete thoughts and verb/noun agreements.
- Student participation/preparedness to initiate and complete mandatory state testing and improved test grades.
- Improved test grades & student understanding during class discussions.
- Class participation and test results.
- Better sentence structure & content on written assignments & time cards.
- Pre:post tests. Comparing last year grade books to this year's for same work.
- Created a school wide journaling and reading program.
- Higher test scores on topics that were discussed using the KWL and other scaffolding.
- Good notetaking skills. Has improved their knowledge and judgments in their reflective journals.
- Students have shown an increase in their writing abilities. Students are also more willing to read in class.
- Better test scores.
- Writing/communication skills related to shop.
- The students showed much improvement in their understanding and summarization of weekly newspaper assignments on health issues.
- Students have shown (demonstrated) less anxiety when attempting new strategies. We have progressed to oral/group presentations and are planning individual sessions within next month.
- Higher scores on curriculum based testing; higher scores on PSSA practice tests (reading, writing); more class participation.
- Student involvement is high. Student grades are, overall, average.
- By their writing assignments. (They understand their questions that are related to the chapters.)
- Improved test scores (Essays). Improved reading ability (college text).
- Very little
- [One respondent wrote that illness forced a withdrawal from the classroom this year, but the respondent plans to return next year and institute some strategies at that time. This respondent described the 2004 Institute as "educational, informative, and fun".

Thirty-eight percent of the respondents reported meeting with colleagues three or more times to train or support them in using the RWSL strategies; 41% met with colleagues once or twice and 15% never met with colleagues.

Table 3

3. How often have you met to train and/or support your colleagues in using the reading, writing, speaking and listening strategies?

	#	%
a. Never	6	15%
b. Once or twice	16	41%
c. 3 – 5 times	13	33%
d. 6 or more times	2	5%
e. Other – please explain	2	5%

Explanations of "other" response to question #3:

- We haven't trained but I introduced them to the concepts and we hope to implement some each year starting 05/06.
- [We] tried to get something going school-wide with reading. We also tried to get certain things going in our programs. However, we received little support from our administration and became disenchanted. We are still working to try and implement ideas in our programs, but as easy as some of the items are to do, they still take time to review and prepare for them the first time. I am hoping that we will be in better shape to move forward next year.
- I present the strategies at every monthly staff meeting (7 meetings total).

Participants were also asked:

Do you have any comments that your colleagues provided regarding using reading, writing, speaking and listening strategies with their students?

Fourteen respondents wrote comments. Approximately half indicated that teachers have already used the strategies; three are generating interest in attending a Governor's Institute or planning upcoming training at their school. Two comments indicated lack of interest among other teachers.

- Really like the "last word" strategy.
- Teachers were impressed with how easy it was to get students to write using the new techniques.
- The majority of the teachers are not interested in implementing anything that involves extra work on their parts. Keep in mind that I teach academics in a Vo-Tech school!
- One did not use it as much, another colleague expanded on the curriculum.
- Encourage to take class as a large source of valuable information.
- "Good idea", "Thanks for the info.", "I'll use some of these strategies."
- 2 x weekly instructional days of contextual reading/vocabulary has taught students more than dictionary usage. Students now listen to keys for exercise completion and/or read critically for comprehension.
- Strategies are great. Created interest in others to participate in other workshops.
- We are going to train teachers in small groups starting Summer 2005.
- Some of them are using some of the strategies now.
- At all levels the foundation must be set and before you can continue to build all the basic skills must be strong!
- No benefit.
- Strategies are very helpful; good for all levels of students; easy to implement.
- They don't have time to teach reading, writing, speaking and listening strategies. (They are vocational teachers, not academic instructors.)

Table 4 shows the number of respondents using each strategy and the average rating on each strategy's contribution to reading skills.

Table 4
Ratings of each Strategy's Contribution to Improving Reading Skills

(1 = no contribution, 2 = a small contribution, 3 = a moderate contribution, 4 = a large contribution)

Reading Strategy	Average rating	# using the strategy
Reciprocal teaching using:		
Prediction strategy	2.5	28
Clarifying strategy	2.7	26
Questioning strategy	2.9	30
Summarizing strategy	2.9	34
Scaffolding strategies using:		
Two minute preview	2.6	28

Table 4 (continued)
Ratings of each Strategy's Contribution to Improving Reading Skills
 (1 = no contribution, 2 = a small contribution, 3 = a moderate contribution, 4 = a large contribution)

Reading Strategy	Average rating	# using the strategy
The K-W-L chart	2.8	30
Key questions	3.1	30
Note-taking/outlining	2.9	28
Concept question chains	2.4	14
Note taking with the R3 system	2.8	16
Think aloud strategy	2.4	25
The last word guide	2.5	22
Journaling strategy using:		
RAFT guidelines	2.5	17
The process log	2.5	21
The prediction journal	2.7	21
The writing to learn guide	3.1	24
Directed teaching activity	3.0	28
The discussion journal	3.0	20
The learning logs	2.8	23
The reflection journal	2.7	24
The prediction/reflection journal	2.7	23

Additional comments

- I have a classroom full of students who would rather put their head down on the desk. I have tried all kinds of tactics to get their attention. This was not the best year for me to try new approaches that I'm not proficient in using. I'll sign up for another Governor's Institute to get more ideas and more comfortable!
- I would be interested in another G.I.!
- These institutes continue to help us improve in our teaching methods! Thank you.
- As I am in administration and not in the classroom, I cannot give insight on the specific techniques and their impact on the students. We have, however, utilized a lot of the Governor's Institute information for use in evaluating use of trade journals/instruction manuals, and for use in purchasing and using new textbooks for our classes.

The most frequently used strategies, with 28 or more respondents using the strategy, were:

Strategy	# using
Summarizing strategy	34
The K-W-L chart	30
Key questions	30
Questioning strategy	30
Two minute preview	28
Note-taking/outlining	28
Directed teaching activity	28
Prediction strategy	28

The least often used strategies, with 14-22 respondents using the strategy, were:

Strategy	# using
The last word guide	22
The process log	21
The prediction journal	21
The discussion journal	20
RAFT guidelines	17
Note taking with the R3 system	16
Concept question chains	14

The most highly rated strategies, with an average rating of 2.9 or higher, were:

Strategy	Average Rating
Key questions	3.1
The writing to learn guide	3.1
Directed teaching activity	3.0
The discussion journal	3.0
Questioning strategy	2.9
Note-taking/outlining	2.9
Summarizing	2.9

Strategies with the lowest average ratings (2.5 or lower), were:

Strategy	Average Rating
Prediction strategy	2.5
The last word guide	2.5
The process log	2.5
RAFT guidelines	2.5
Concept question chains	2.4
Think aloud strategy	2.4

Even the lowest average rating (2.4) indicated a small-to-moderate contribution to improving reading skills.

Summary

Implementation of the RWSL strategies was very high: 97% of the respondents had some degree of success in integrating the strategies into the curriculum and 97% had some degree of success in improving student achievement. Eighty-five percent of the respondents had met with colleagues to train or support them in using the strategies. The rate of applying the strategies was high; even the least-used strategy was used by 34% of the respondents, and the most used strategy was used by 83% of the respondents. Rating of the strategies ranged from 2.4 to 3.1, indicating that all strategies made small to moderate contributions to improved reading skills. These findings reveal a high level of success in the long term goals of the Institute: actual use of the strategies in the classroom with demonstrated improvements in student outcomes, and teacher involvement in helping colleagues to use the strategies.

RESULTS OF FOLLOW-UP SURVEY

GOVERNOR'S INSTITUTE FOR BUSINESS, MANAGEMENT AND ADMINISTRATION/INFORMATION TECHNOLOGY CAREERS July 20 - July 25, 2003

Report submitted by Mary Ann Heverly, Ph. D., to the Center for Professional Development in Career and Technical Education, Temple University

Six months after the Institute, participants were sent a survey to determine the extent to which they were able to use the material from the Institute and to determine the impact on student learning. Two e-mail surveys yielded very few results. A mailed survey with self-addressed stamped envelopes produced a much better response, with a total of 19 or 62% of the Institute participants responding. Their answers to the five multiple choice survey items are shown below.

All of the respondents have met and collaborated to some extent since returning to their schools. The majority of respondents reported either "some success" or "expected level of success" in applying the concepts and strategies learned in the Institute. Only two respondents reported "no success" in embedding Pennsylvania Academic Standards and Occupational standards into the curriculum. All respondents reported some degree of success in the remaining areas (implementing contextual-based strategies, using authentic assessments, and improving student achievement as a result of the Institute).

1. How often have you met and collaborated as a small learning community since the Governor's Institute?

	#	%
a. Never	0	0%
b. Once or twice	8	42%
c. 3 – 5 times	9	47%
d. 6 or more times	0	0%
e. Other	2	11%

Comments on question #1

- [Colleague] and I work together on a daily basis.
- Had to generate a SLC back at my school.
- Met several times a week with fellow participant.
- [meetings took place at] our monthly dept. chair meetings.

2. To what extent were you successful in embedding Pennsylvania Academic Standards and Occupation Skill Standards into your curriculum?

	#	%
a. No success	2	11%
b. Some success; achieved less than what you planned to do.	8	42%
c. Expected level of success; achieved what you planned to do.	8	42%
d. Exceeded expectations; went beyond what you planned to do.	1	5%

3. To what extent were you successful in implementing contextual-based teaching and learning strategies?

	#	%
a. No success	0	0%
b. Some success; achieved less than what you planned to do.	10	53%
c. Expected level of success; achieved what you planned to do.	9	47%
d. Exceeded expectations; went beyond what you planned to do.	0	0%

4. To what extent were you successful in developing and using authentic assessments (e.g., rubrics)?

	#	%
a. No success	0	0%
b. Some success; achieved less than what you planned to do.	8	42%
c. Expected level of success; achieved what you planned to do.	10	53%
d. Exceeded expectations; went beyond what you planned to do.	1	5%

5. To what extent have you been successful in improving student achievement as a result of your participation at the Governor's Institute?

	#	%
a. No success	0	0%
b. Some success; achieved less than what you planned to do.	9	47%
c. Expected level of success; achieved what you planned to do.	10	53%
d. Exceeded expectations; went beyond what you planned to do.	0	0%

Participants were also asked the following question, to determine the impact on student achievement:

If you have had success in improving student achievement, what type of evidence demonstrates this improved level of achievement?

Thirteen respondents wrote comments in response to this question. Nine of them focused on improvements in the quality of student work, student test performance, and/or student grades:

- Evaluation of case studies and written position studies.
- Successful completion of projects, labs, and written assignments (rubrics).
- Better quality completed projects. Higher percentage average grades on tests. Greater success in competitions with other schools.
- Students are earning higher grades in solving word problems – grades determined by a rubric.
- I based improvement on overall grades in my class, improved.
- Since I incorporated math, writing, and reading into my curriculum, most students have shown significant improvement through tests and by successfully completing competencies (hands on demonstrations) for Web Design and Information Science Technology.
- Quantity and quality of students' written responses to writing assignments and assessments. General improvement in grades.
- Most students in my first semester courses did not like math and were only in the class because they needed to get the credits to graduate. The number of students who passed the courses as well as student surveys indicated a higher rate of learning took place than was anticipated by many.
- This year's student body (9th grade business students) has many non-motivated students who don't like to read. Their reading (PSSA) scores indicate low levels of achievement. Motivating our students with a variety of learning activities is our goal. Spirit reading, popcorn reading, "bribes" for those who are ready to cooperate, and shorter quizzes (rather than textbook tests) help to keep the group moving forward. We're a "work in progress" and with help of our librarian and technology dept., students are able to access assignments in my folder on the district network. Those frequent absentees have a greater opportunity to find out what they are missing. Student participation and understanding of importance of learning our topics are my continuing goals. Pictures and action figures (added to electronic assignments) and teamwork for projects is improving success. Eighty to ninety percent of our students are keeping their vocabulary notebooks up to date, resulting in higher test scores.

The remaining comments focused on improvements in students' attitudes or indicated that it is too early to see the results on test scores:

- Students seem more willing and eager to read and solve math problems when they are in context and they find [it] interesting.

- This is the first time this school year implementing the exercises. It is too soon to see the results.
- How students answer questions – read and interpret better – cannot determine on PSSA tests yet – is only a freshman class – coming up with a posttest to measure success.
- Summary of articles of understand and objective questions. *(The nature of this comment was not clear.)*