

Speed Spanish

Evaluation Report



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EDCI 577: Evaluation Report Final

10/6/2019

Executive Summary

Purpose of the Evaluation

Determine the value of this tutorial for effectively training teachers in the basics of language and communication skills. The goals and objectives identified by ed2go for learning the Spanish Language in a recipe format will be evaluated to determine success and options for school districts to implement. Teachers will enroll in a series of three courses to learn by association and emulate an immersion program, absent from the actual immersion in a Spanish speaking country. Local superintendents feel this style of learning may offer an opportunity unlike any other language immersion program.

There is an urgent need, as identified by the district superintendents, and although training is prevalent in school districts, it generally follows a breadth model versus a depth model. This specific opportunity is targeting individuals to meet a specific need rather than a district initiative inclusive of all district personnel. We are looking to improve training that teachers receive for this specific position, to maximize the transfer of learning content in a unique manner and provide a demonstration of value for this specific training.

Evaluation Summary and Key Findings

Data has been collected for three levels of Kirkpatrick's evaluation tool, representing the learner's reaction to the course, a measurement of the learning and the application of their knowledge. Reaction feedback was collected, and teachers felt the course was very intense, moved at a quick pace and they learned a substantial amount in a short period of time. This information was collected from the learner survey as well as the discussion forums. Data collection will continue through the three course packet and the B-CLAD performance data.

All of the learners earned certificates of course completion by passing the final exam. *<I have more to write here but have not compiled or even received all of the data at this time.>*

Recommendations

<Data is being sent to me from the company, so I will have this portion completed for the final.>

Description of Instructional Project

<this was included in my Project II submission. Should I include it in the final submission? Is this the Goals and Scope/Overview? I am totally confused with categories.>

Teaching is no longer a local focus; it has a global element. Meeting student's needs is becoming an increasing challenge due to language and communication barriers. A bilingual or multi-language knowledge is crucial for today's transient and migrant student population. Learning another language and bridging the gap in communication for our transient learners mean the difference between success and failure for many students.

This learning module is the first part of a three-step online workshop that is being considered for the sole purpose of convenient access for teachers to familiarize themselves with the Spanish language and gaining basic grammar and vocabulary knowledge, so they will pass the B-CLAD (Bilingual Cross-cultural Language and Academic and Development) exam. Local superintendent representing school districts

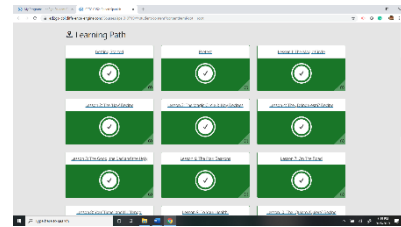
within the county are the stakeholders and met to discuss the growing problem with a lack of candidates for teaching positions and decided to pursue this option. They would like to collect data to determine if investing in this program would better serve the needs of the district by training within.

Instructional Program Goal: to develop linguistic skills in oral and written Spanish language as well as understand the cultural aspects of Spanish and pass the B-CLAD exam.

Instructional Program Objectives:

1. At the end of this tutorial, the students will understand the six recipes that identify sentence structure in the Spanish language and apply them in the classroom.
2. Upon completion of this tutorial, the students will know the grammatical rules for speaking Spanish and demonstrate them in writing text.
3. Understanding the grammatical rules, the students will be able to read and correctly enunciate words when speaking.
4. At the completion of this tutorial, the students will understand and differentiate a regular verb from an irregular verb and apply the correct conjugation when writing.
5. At the completion of this tutorial, the students will have a vocabulary that identifies the dressing, items in a school and home, days, seasons, careers, clothing, body parts and fun phrases.
6. After taking Speed Spanish I, student will be able to form a question correctly in addition to speaking in a negative connotation.

Length of Training Time: Each course will have an eight-week window for participation. Training is designed as a six-week course, two modules per week opening on Wednesday and Friday. Overall time spent is anticipated to be 24 hours of training with 2.4 CEU's offered upon completion and passing the final exams. To the right is an outline of the learning pathway.



Program Success Criteria:

1. Teachers will enroll and complete the Speed Spanish program with an 85% score or better.
2. Teachers will register and take the B-CLAD assessment and gain certification in Bilingual Culture, Language and Academic Development within 60 days of completion.

Explanation of Speed Spanish I Instructional Modules:

Module	Activities	Module	Activities
1-	House related vocabulary 12 pronunciation rules Recipe 1: Sentence Structure	7	All vocabulary Introduction the WH's. Who What Where When and Why
2	The "Hay" Recipe, #2 Verbs, Vocabulary	8	You "Tiene" and I'll "Tengo", Recipe #4, Vocabulary and WH questions
3	Vocabulary, Verbs Days of the week	9	To Your Health: Body parts vocabulary, clothing vocabulary
4	The "Donde Esta"? Recipe, #3 Vocabulary, Tenses, Directionals	10	The "Quiero/Quiene" Recipe #5 Vocabulary, verbs
5	Vocabulary, Irregular verbs, Mucho Numeros	11	Que Hace Usted? Career vocabulary

			Questions
6	Vocabulary about Seasons, Weather and Work, Fun phrases and grammar	12	Que Extranos! Telephone Spanish, Different words for the same thing, Negatives

Evaluation Goal, Objectives and Scope

<I think I have some redundancy here between program goals/objectives and evaluation goals/objectives.>

Evaluation Goal: to provide stakeholders with a data analysis to enable them to judge the quality of the program for relevance, credibility, compelling data and efficiency.

Evaluation Objectives:

Evaluation Scope:

Audience

This training tutorial is designed for licensed teachers that desire B-CLAD certification. Participants will have graduated from a university teaching program and hold a current teaching license. They desire skills needed to apply for a bilingual education position. They represent adults of all ages who have a common interest in educating students with unique needs and learning gaps. Participants may come from all geographic locations, as this will be an online tutorial but for this pilot program, learners will live within the county and be employed in a participating school district. Learners must be able to open a computer, access the internet and understand basic navigation to access the ed2go website.

Ed2go attracts adult learners with a range of academic backgrounds and has no admission process for enrolling in a course. The learner chooses the course they desire, pays the fee, the class opens on the designated date with each lesson opening on a Wednesday or Friday, regardless of completion. Since it is offered through higher education institutions for a lesser cost or on the company website for a higher fee, the learner must be able to take a higher education course.

Context

The context for this learning module will take place in the learner’s home. A computer and internet access are required tools for this tutorial. For those without technology, a room at the local library has been reserved each Saturday morning. This tutorial is not location focused but online, so the location needs computer and internet access. There should be no congruency issues as every learner will experience the same material in the same manner. Data used to create this context was made through site observations and communication with library personnel and meets the performance context requirements. This was determined to be a need after one participant mentioned a lack of a computer and no weekend access to a school. This instructional designer was able to visit the local library, communicate with the librarian and evaluate the learning environment.

Following, is an evaluation plan using Kirkpatrick and Kirkpatrick’s New World Model (2016) Levels 1 and 2 to assess the value of the CETG 0152: Speed Spanish I course and determine if the needs of the

stakeholders have been met. The program will be considered a success if a higher percentage of teachers are B-CLAD certified in the next 12 months and positions are filled within the districts.

Measurement Instruments and Collection of Data

<I have more to add, just ran out of time>

Evaluation Process

This evaluation is based on Kirkpatrick and Kirkpatrick (2016) New World Model for evaluating learning programs. There are four levels identified in this process: Level 1 Reaction, Level 2 Learning, Level 3 Behavior and Level 4 Results. There is a substantial monetary investment for school districts and our Level 4 focus will be on Return of Investment (ROI). Carefully evaluating all four levels in this process will provide the results needed for district superintendents to determine if their objectives were met and the data for future planning.

Level 4: Results

The leading indicators for success are:

1. Individual Outcomes
 - Course certification
 - Course completion
 - Passing B-CLAD
2. District Outcomes
 - Increase in B-CLAD certified teachers
 - Long term: open positions will be filled with highly qualified teachers
3. Teacher Satisfaction
4. Teacher Preparedness and competence in communication
5. Substantial enrollment numbers
6. Survey, formative and summative feedback from Reaction, Learning and Behavior

Development, Rationale and Procedures

The development of this evaluation will be ongoing as additional courses are completed and summative assessments are taken. The evidence we will measure is the leading indicators. Our successful evaluations for Reaction, Learning and Behavior will also be an indicator of success.

Level 3: Behavior

Since this is the most important level of evaluation, much time was spent determining transfer of knowledge, teachers attitudes, their willingness level to practice the language skills in the classroom, their confidence in applying what they learned to classroom language and moving forward with the second course registration. This is difficult to truly evaluate as it encompasses so much. The required drivers we implemented are:

Support-Reinforcement

Follow up classes/modules

On the job practice and communication

Communities of practice with common planning time

Support-Encouragement

Coaching with supervisor

Mentoring with Bilingual staff

Support-Rewards

Recognition for class completion
 Pay for additional CEU's

Accountability-Monitoring

Supervisor observations and walk-throughs
 Learning in the classrooms with bilingual students
 Surveys
 Collaboration with others in the courses
 <I will write an explanation>

Level 2: Learning

Formative evaluations were embedded all throughout the modules. We tested knowledge through activities, short module quizzes and discussion forums. This is the strongest formative assessment I have seen in a training. A course survey was given to learners upon completion of the course and a final exam consisting of 36 questions was mandatory. This determined completion of the course for credit, which earned the teacher's continuing education units (CEU's) and benefits the teachers for recertification and performance pay.

Level 1: Reaction

This level of evaluation measures the learner's engagement in the training, the relevance of the training material for the learner's occupational need and the satisfaction of the learner with the training. Much of the evaluation exists throughout the course in a formative manner. There is a discussion forum for each of the 12 modules and participant engagement has been recorded. Lesson activities are embedded in the content throughout and although they do not send a record to the LMS, the activities build engagement and knowledge which has been determined with each module quiz. At the completion of the course, a post course survey was completed by each learner.

Level of Evaluation	Focus of Evaluation	Measurement Instrument	Measurement Administered/ Responsible Collector
1: Reaction	Learner perceptions of: <ul style="list-style-type: none"> Engagement Motivation to learn Satisfaction with content Relevance of content 	Post Course survey-scaled Lesson Quizzes Lesson Activities Discussion Forum	Course completion/ Supervisors End of lesson/LMS During lesson/LMS During lesson/LMS
2: Learning	Acquisition of <ul style="list-style-type: none"> Knowledge Skills Attitudes toward content and process Confidence in content Commitment to three step process 	Pre-test-12 questions Final Exam Discussion Forum Participation Post Course survey Continued Enrollment B-CLAD Exam	Prior to course/LMS End of course/LMS During lesson/LMS During lesson/LMS Course completion/ LMS/Supervisors Course completion/ CTES

3: Behavior	Learner performance and language application: <ul style="list-style-type: none"> In the school classrooms In dialogue with students In further course registration 	Supervisor Walk-throughs Supervisor observations Course registration	Weeks following course completion/Supervisor Supervisor survey
4: Results	Identified leading indicators and desired outcomes	Help	Help

Evaluation Explanation:

A pre-test consisting of 12 questions will be an initial activity. (Appendix A) There are activities embedded in each chapter of a lesson with a click of an icon, an answer reveals itself. An optional discussion forum is available to share and ask questions. Formative assessments will follow each lesson consisting of a five-question multiple choice quiz. (See sample in Appendix B) The quizzes will report times attempted, response time, number correct each attempt and the date taken. This should provide an accurate assessment as to engagement during the course and the relevance of the material. A post course survey will assess the customer satisfaction of the course. A Likert survey will be used to measure the satisfaction of the learner with specific responses, eliminating the opt-out option. (Appendix C) This will determine areas of learning gaps and provide information as to progression. A final exam will complete the course and is a comprehensive assessment, unlike the short lesson assessments. (Appendix D) The lesson assessment questions will not reappear on the final assessment. This is not a timed exam, but if 20 minutes pass with no activity, the exam closes and is scored.

Length of time for evaluation: Data will be collected at the end of an eight-week period, upon course closure. Data will be presented to supervisors two weeks after course closure. Additional enrollment data will be presented 30 days after each course.

Each Measurement is designed with Kirkpatrick’s “Was it worth it?” philosophy in mind. This is a new initiative so planning, implementing, checking for progress and success, do we expand, revise, continue, downsize or abandon this initiative was the driving cycle for creation and will inform decisions. (Kirkpatrick and Kirkpatrick, 2016, p. 137)

Reporting Process

Description

This evaluation plan will demonstrate success when performance objectives and identified results are measured and met. This training module was implemented to meet the districts needs by training staff in the Spanish language. In turn, this will meet student needs when learners pass the B-CLAD exam and can hold positions that address learning gaps. This evaluation plan is designed to work in collaboration with ed2go and the collaborating school districts to provide immediate and delay feedback demonstrating the value of the training.

The measurement tools are designed to provide feedback for Level 1 (Reaction) and Level 2 (Learning) results. In the post course survey, responses are on a scale and will be tallied with percentages given for each scale item. They will be compared on a 4.0 scale that was the preference of the area superintendents. The highest measurement is a 4.0 representing Highly Satisfied. A 3.0 is Satisfied and will represent a positive value for the training and beneficial for the learner. A score of 2 or 1 would be interpreted as Dissatisfied and Highly Dissatisfied. Comments will be collected and presented to the stakeholders. Explanations of the measurement tools and results will be provided to each district

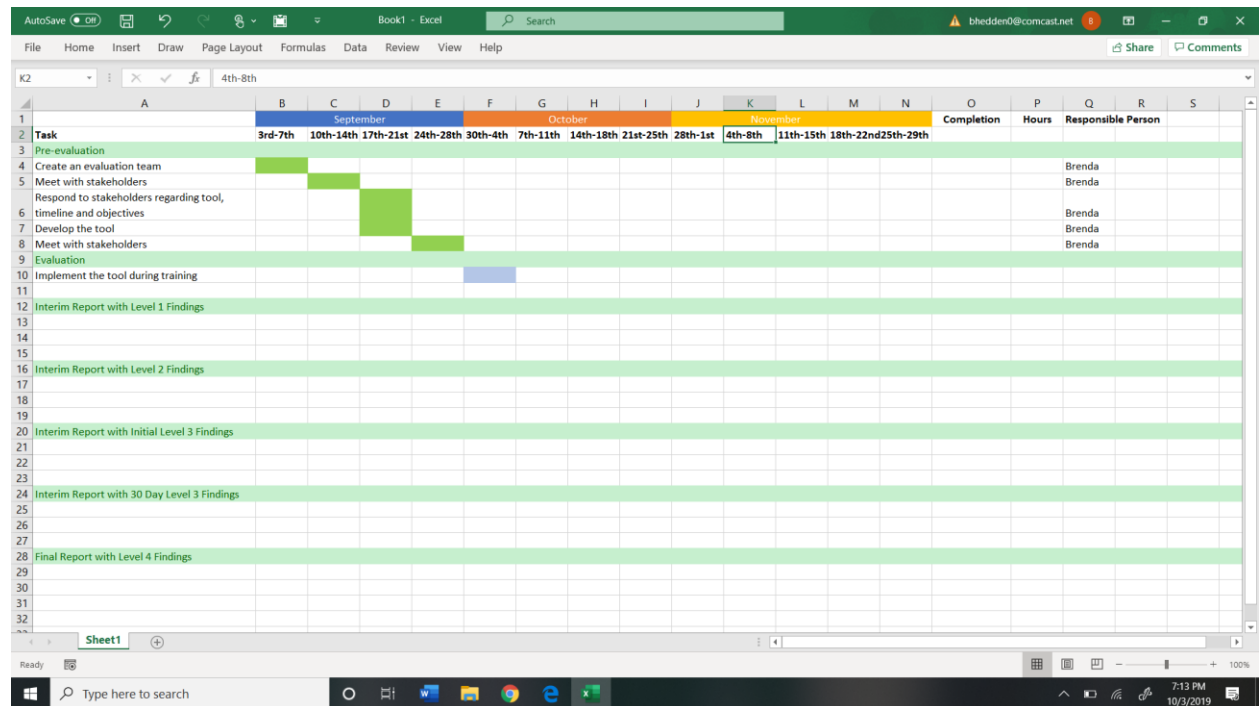
individually. These summaries will be provided in a portfolio with individual and group data compiled and brief explanations of the evaluation tools, data sheets and) along with quizzes, final exam scores, attempts, time on task and presented to the stakeholders. If approved by the superintendents, a board presentation could be arranged.

Example

A final report will be given to each superintendent, regarding a learner’s performance in the course. The districts have paid for the course and the learner understands this in advance. This analysis provides Academic Status, Completion Date, Overall Score, Overall Progress, Time Spent, Assessments and Scores of each assessment. Copies of certificates earned in the program will be shared with learners and with supervisors.

Course Progress Report			
CCTO 9/22 Special Session			
User Information	Completion Summary		
First Name: [Name]	Academic Status: [Status]	Completion Date: [Date]	Overall Score: [Score]
Last Name: [Name]	Completion Rate: [Percentage]	Overall Progress: [Percentage]	Time Spent: [Time]
POC: [Name]	Overall Score: [Score]	Overall Progress: [Percentage]	Time Spent: [Time]
System Number: [ID]	Overall Score: [Score]	Overall Progress: [Percentage]	Time Spent: [Time]
Assessment Type: [Type]	Completion Rate: [Percentage]	Overall Score: [Score]	Time Spent: [Time]
Score: [Score]	Completion Rate: [Percentage]	Overall Score: [Score]	Time Spent: [Time]
Score: [Score]	Completion Rate: [Percentage]	Overall Score: [Score]	Time Spent: [Time]
Score: [Score]	Completion Rate: [Percentage]	Overall Score: [Score]	Time Spent: [Time]
Score: [Score]	Completion Rate: [Percentage]	Overall Score: [Score]	Time Spent: [Time]
Score: [Score]	Completion Rate: [Percentage]	Overall Score: [Score]	Time Spent: [Time]
Score: [Score]	Completion Rate: [Percentage]	Overall Score: [Score]	Time Spent: [Time]

Timeline



Stakeholder Involvement

Stakeholders were a large part of this process. They met to determine needs and tools as well as approval of the tool prior to implementation. Data was collected by the LMS and the stakeholders were actively involved in Level 4 leading indicators and desired outcomes identification as well as Level 3 observations, classroom walk-throughs and data collection on the job. Weekly communication, reports and feedback from stakeholders was critical in ensuring the process was congruent with expectations.

Appendices/Instruments:

Appendix A

Pre-test

1. The pronoun ellos refers to _____.
 - a female
 - a male
 - a female group
 - a group males and females

2. The Spanish question: Qué hora es? refers to which of the following?
 - Origin
 - Time
 - Weather
 - Date

3. The word Ola means:
 - Goodbye
 - Hello
 - No
 - Thank you

4. Martes means:
 - Monday
 - Friday

Tuesday

Moon

5. The word for twenty is:

veinta

quarenta

Sesenta

trenta

6. How do you say "My name is.."

Come esta?

Como se llama

Me llama es

Me llarga es

7. The word for gray is:

rojo

blanco

verde

gris

8. How would you greet someone formally?

Que pasa?

Como se llama usted?

Como esta usted?

Que tal?

9. How do you say "my house is here"?

- me casa es alli
- me casa es sale
- me casa es aqui
- me casa esgordo

10. What is "a beach"?

- un playa
- es playa
- una playa
- la playa

11. Five, ten, fifteen, twenty:

- cinco, diez, quince, veinte
- quarenta, diez, quarenta, veinte
- uno, dose, treis, quatrro
- cinco, diez, quince, quarenta

12. How do you say "the water isn't hot"?

- no alli agua caliente
- no hay agua caliente
- Hay no agua caliente
- Hay no alli agua caliente

Answers: marked in the text.

Appendix C

The following questionnaire will be emailed to each learner immediately following the completion of their training.

Post Course Survey

Reaction and Learning Survey				
Engagement	1	2	3	4
I enjoyed the audio learning content	1	2	3	4
I was interested in the lesson content	1	2	3	4
The lesson length was manageable	1	2	3	4
I was able to progress through the content without issue	1	2	3	4
I was able to understand the content	1	2	3	4
Relevance				
I will use this content in my teaching position	1	2	3	4
This content is what I needed to understand B-CLAD criteria	1	2	3	4
This content is what I was expecting when I enrolled in the course	1	2	3	4
Satisfaction				
I am pleased with the amount of Spanish I have learned	1	2	3	4
I am pleased with the Spanish rules and recipes I learned	1	2	3	4
This course met my expectations	1	2	3	4
Knowledge				
I learned a great deal in this course	1	2	3	4
The material I learned makes sense and was understood	1	2	3	4
I know the difference between a verb and an irregular verb	1	2	3	4
Skills				
I can write basic sentences in Spanish	1	2	3	4
I am able to identify a verb	1	2	3	4
I am able to conjugate a verb	1	2	3	4
Attitude				
I look forward to enrolling in the next course	1	2	3	4
I believe this course was worthwhile for my career	1	2	3	4
Confidence and Commitment				
I will practice what I have learned with my students	1	2	3	4
I think I can use this information in my classroom	1	2	3	4
I will practice the vocabulary and verbs I have learned	1	2	3	4

Online Discussion Rubric				
	3 points	2 points	1 point	0 points
Timeliness and Initiative in Responses	Responds quickly to posts (within 24 hours). Takes initiative in responding quickly	Responds to posts within two days. May not answer all responses	Responds to posts but may take 3 or more days. Does not always address all responses	Does not respond to many posts.
Grammar and Spelling	Rarely displays a spelling or grammatical error.	May have an error in spelling or grammar throughout the week.	Spelling and grammatical errors are common in most posts.	Spelling and grammar are consistently poor. Posts are completed quickly without proofreading.
Relevance of the post	Consistently posts relevant content that adds to the discussion and cites references.	Frequently posts relevant content that adds to the discussion.	Occasionally posts off topic. Most posts are short and do not promote discussion or thought.	Topic of response is not relevant to post subject. Makes short and irrelevant posts.
Etiquette and Expression in Response	Thoughts and opinions are clearly stated with an obvious connection to the topic. All posts are supportive and respectful.	Opinions and thoughts are stated clearly, with occasional off-track topics. Post offer ideas and support.	Unclear expression of thoughts and connections. Wandering off topic. Is not always respectful in responses.	Does not express thoughts well. Posts are abrupt and assumptions are made.
Contribution to the Class	Outstanding effort to improve discussions and thought processes. Great questions are asked and posts are made nearly daily.	Makes an effort to engage with peers in discussion and adds to the discussion. Posts are three or more times a week.	Makes very little effort to participate in forum. 1-2 posts a week.	Does not make an effort to participate in discussion forum.

References

Ed2go. (2019). Retrieved September 13-15, 2019 from: <https://www.ed2go.com>

Kirkpatrick J.D. and Kirkpatrick W.K. (2016). *Kirkpatrick's Four Levels of Training Evaluation*. San Francisco, CA. ATD Press.