



Classroom, Inc.

**Evaluation of the
Literacy at Work Program,
New York City
2004-2005**

Implementation Evaluation

Submitted To

**Classroom, Inc.
245 Fifth Avenue, 20th Floor
New York, NY 10026**

August 2005

Metis Associates
...making a meaningful difference

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Literacy at Work Program,
New York City
2004-2005

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TABLE OF CONTENTS

	<u>Page</u>
EXECUTIVE SUMMARY.....	i
I. INTRODUCTION.....	1
A. Research Questions and Methods.....	2
B. Scope of the Evaluation.....	4
II. FINDINGS	
A. TEACHER AND COACH TRAINING.....	6
1. Characteristics of Training Participants.....	7
2. Feelings of Preparedness and Understanding about the Program.....	7
3. Assessment of the Training.....	10
B. PROGRAM IMPLEMENTATION.....	12
1. Characteristics of Implementing Teachers.....	12
2. Classroom Implementation.....	13
3. Implementation Observed.....	14
C. PROGRAM MATERIALS.....	22
1. Extent of Use of Program Materials.....	22
2. Teachers’ Perceptions of Program Materials.....	22
D. PROGRAM SATISFACTION AND CHALLENGES FOR IMPLEMENTATION.....	25
E. SUPPORT FOR LAW PROGRAM IMPLEMENTATION.....	30
1. Support from School Administration and Coaches.....	30
2. Support from Classroom, Inc.....	31
F. DECISIONS ABOUT IMPLEMENTING LAW, INTEGRATION WITH OTHER LITERACY INITIATIVES, EXPECTATIONS AND PERCEPTIONS OF IMPACT.....	33
1. Reasons for Implementing LAW and Class Selection.....	33
2. Integration with Other Literacy Initiatives.....	33
3. Program Expectations.....	34
4. Perceptions of Impact.....	35
III. CONCLUSIONS AND RECOMMENDATIONS.....	39
APPENDIX A: METHODS AND PROCEDURES.....	A-1
APPENDIX B: DATA PRESENTED BY SIMULATION.....	B-1
APPENDIX C: DATA COLLECTION INSTRUMENTS.....	C-1

TABLE OF TABLES AND FIGURES

Tables	<u>Page</u>
Table 1: Matrix of Research Questions, Methods and Respondents.	3
Table 2: Schools, Teachers and Classes Participating in the Evaluation	4
Table 3: Training Participants’ Feelings of Preparedness to Use LAW Program Elements	8
Table 4: Level of Helpfulness of Workshop Sessions	9
Table 5: Level of Understanding About the Program.	9
Table 6: Number of Classes by Grade Level and Simulation.	14
Table 7: Usage of Program Materials.	22
Table 8: Level of Helpfulness of Materials	22
Table 9: Challenges for Teachers Perceived by Teachers and Coaches	28
Table 10: Teachers’ Perceptions of Challenges for Teachers, by Cohort	28
Table 11: Challenges for Students Perceived by Teachers, by Cohort	29
Table 12: Challenges for Coaches.	29
Table 13: Perspectives of Teachers about Expected Student Outcomes, Pre- Implementation	37
Table A-1: Distribution of Schools and Teacher Pre-Program and Post-Program Surveys, by Region.	A-2
Table A-2: Summary of Site Visits	A-4
Table B-1: Level of Helpfulness of Program Materials.	B-2
Table B-2: Content of the Simulation	B-3

TABLE OF TABLES AND FIGURES (continued)

	<u>Page</u>
Table B-3: Amount of Work in the Simulation.	B-4
Table B-4: Student Engagement	B-4
Table B-5: Teachers Identification of Problems/Errors in WUM Materials.	B-5
Table B-6: Assistance from the Literacy at Work Coach.	B-6
Table B-7: Level of Helpfulness by Episode	B-6
Table B-8: Level of Helpfulness of Program Materials	B-7
Table B-9: Content of the Simulation.	B-9
Table B-10: Amount of Work of the Simulation.	B-9
Table B-11: Student Engagement	B-9
Table B-12: Teachers' Identification of Problems/Errors in GMPC Materials	B-10
Table B-13: Assistance for the Literacy at Work Coach	B-11
Table B-14: Level of Helpfulness by Episode	B-11
Table B-15: Level of Helpfulness of Program Materials	B-12
Table B-16: Content of the Simulation.	B-13
Table B-17: Amount of Work in the Simulation	B-13
Table B-18: Student Engagement	B-14
Table B-19: Teachers' Identification of Problems/Errors in TSN Materials.	B-14
Table B-20: Assistance from the Literacy at Work Coach.	B-15
Table B-21: Level of Helpfulness by Episode	B-15
Table B-22: Level of Helpfulness of Program Materials	B-16

TABLE OF TABLES AND FIGURES (continued)

	<u>Page</u>
Table B-23: Content of the Simulation.	B-17
Table B-24: Amount of Work in the Simulation.	B-17
Table B-25: Student Engagement	B-18
Table B-26: Teachers Identification of Problems/Errors in WEL Materials.	B-18
Table B-27: Assistance from Literacy at Work Coach	B-19
Table B-28: Level of Helpfulness by Episode	B-19

Figures

Figure 1: Feelings of Preparedness to Use the Program	7
Figure 2: Distribution of Teachers by Collaboration Type.	13
Figure 3: Student Engagement by Type of Activity	15
Figure 4: Student Collaborative Learning by Type of Activity	16
Figure 5: Overall Level of Difficulty.	23
Figure 6: Overall Amount of Work	23
Figure 7: Coaches' Perspectives on the Effectiveness of the Program in Helping Teachers Teach Literacy	25
Figure 8: "To what extent did CRI's description of the role of coach in LAW implementation correspond to the work you actually did?"	30
Figure 9: Level of Helpfulness of Classroom, Inc.'s Site Support.	32
Figure 10: Level of Helpfulness of Classroom, Inc.'s Tech Support.	32

EXECUTIVE SUMMARY

Classroom, Inc., an organization which creates educational programs that combine technology and professional development, has developed the Literacy at Work Program (LAW), a comprehensive standards-based program that provides middle and high school students with opportunities to develop, practice, and reinforce critical literacy skills. Classroom, Inc. has continued to pilot and develop LAW during the 2004-2005 school year. Metis Associates, an independent research and evaluation firm, was contracted by Classroom, Inc. to conduct an evaluation of implementation and outcomes of the Literacy at Work program in New York City Public Schools.

The Literacy at Work program addresses literacy, as well as math, through industry-based computer simulation software, materials for students and teachers, professional development and coaching. LAW features four computer simulations, each with 10-12 episodes, as a key component in a 100-hour curriculum. For each computer simulation, teachers prepare students for key skills, help students apply these skills, review the skills taught, and extend instruction as needed. The four simulations include *What's Up Magazine*, which introduces students to the world of publishing; *The Green Mountain Paper Company*, in which students learn about environmental topics; *The Sports Network*, about the cable television sports industry; and *West End Law*, which takes place in a general practice law firm. In each simulation, students assume the role of an industry manager who applies content knowledge and skills to solve real-world problems. Although teachers are given the option to choose among the different simulations, each simulation is recommended for a particular grade level, from grade six through nine.

In addition to the computer simulation, the Literacy at Work package includes lesson plans, student workbooks and assessments, a teacher guide, and a teacher planner. The lesson plans, which follow the New York City balanced literacy model, consist of a 45-minute literacy-focused block for each episode of each simulation. The student workbook includes activities designed to prepare the students for the simulation, apply the skills learned during the episode, review these skills and extend instruction as needed. The teacher guide provides answers for all of the activities included in the student workbooks, as well as a guide to introducing the skills of each episode. The program also provides teachers with assessments for each episode which were developed by Indiana University's Center for Innovation in Assessment. Finally, the teacher planner provides a detailed suggested schedule of program activities.

Support for the Literacy at Work Program is provided by the school as well as by Classroom, Inc. Prior to the start of the program, participating schools are asked to identify a staff person, generally the school's literacy coach or a computer teacher, to serve as the Literacy at Work coach. The role of the Literacy at Work coaches includes making classroom visits to assist teachers; providing technology support to teachers; helping students collaborate and problem-solve successfully; leading professional development workshops; collecting research materials; and acting as the liaison between Classroom, Inc. and participating teachers. In addition, throughout the year, Classroom, Inc. provides ongoing instructional and technology support for coaches and teachers. During the 2004-2005 school year, the instructional support staff consisted of three part-time consultants who conducted periodic site visits at participating schools, guiding the coaches, and providing classroom consultations to participating teachers. Teachers and coaches are also provided with a toll-free technology support line.

The evaluation was guided by the following set of overarching research questions, developed by Metis in collaboration with Classroom, Inc.

1. How do outcomes for students of participating teachers compare with their past histories of performance? With outcomes for students in comparison classes?
2. To what extent is variability in student outcomes attributable to factors such as the LAW package, subject area(s), grade level, pre-test performance level, and various teacher characteristics (e.g., license, tenure, experience)?
3. To what extent are outcomes (academic, literacy, behavioral, career awareness) a function of the intensity (i.e., “dosage”) of usage? Can we identify a minimum threshold of program implementation required for enhanced student outcomes?
4. What does implementation “look like” in the classrooms of trained teachers?
5. What are end-users’ perceptions/suggestions regarding program implementation (e.g., materials, resources, challenges, suggestions for improvement)?

This report addresses questions 4 and 5 about program implementation. Outcomes will be presented in the final report that will be issued in the fall of 2005.

For the study of implementation, the evaluation utilized multiple methods and respondent groups, including surveys of teachers and coaches, teacher-completed implementation logs, class observations, and interviews with coaches and school administrators at selected schools. In addition, the outcome study will utilize student surveys as well as student achievement data.

All of the New York City public schools (20 middle schools and two high schools) that decided to implement the Literacy at Work program during the 2004-2005 school year were asked to participate in the evaluation. Eight of the 22 schools had implemented the LAW program during the 2003-2004 school year (cohort 1 schools), while the remaining 14 schools (cohort 2 schools) were new to the program. Research materials, including teacher and student pre- and post-program surveys, teacher-completed implementation logs and coaches’ end-of-year surveys, were completed for 17 of the 22 schools; therefore, caution is suggested when interpreting the results.

Key Findings

In this section we summarize key findings with respect to training, program implementation, perceptions about program materials, challenges to implementation, satisfaction with the program, support for implementation, and reasons for implementing the program.

Training

- ❖ In November 2004, approximately 110 educators from 20 schools attended an initial training conducted by Classroom, Inc. staff. The training provided hands-on activities on how to

navigate through the simulation software, as well as an overview of the program's curriculum and materials. At the conclusion of the training, feedback surveys were collected from 91 of the 110 participants. Results indicate that almost all of the educators found each of the training sessions "somewhat" or "very" helpful, and over 90% of them added that, as a result of the training, they felt either "fairly well" prepared or "very well" prepared to teach the program.

- ❖ The most common concern about the training was that too much information was presented for a one-day training, and some of the participants felt that they needed more "hands on" time with the software. Another participant suggested including a "model lesson" with "teachers as students."

Program Implementation

- ❖ A total of 58 teachers and 78 classes from 17 of the 22 schools submitted complete research materials. Of the 78 participating classes, the largest percentage (58%) used the *What's Up Magazine* simulation, followed by *The Green Mountain Paper Company* (18%), *The Sports Network* (18%), and *West End Law* (6%).
- ❖ Survey findings indicate that program implementation varied greatly across schools and classes. Thirteen percent of participating classes completed two to four episodes of the simulation, 34% completed five to seven episodes, 23% completed eight or nine episodes, and the remaining 30% completed ten or more episodes.
- ❖ Over half of the teachers (57%) taught the program alone, while the remaining collaborated with other teachers, including inclusion teachers (i.e., teachers who teach special education students in general education classes) who account for 17%, a computer teacher (17%), and teachers from other disciplines (2%).
- ❖ During the site visits, a total of ten classes and 19 different activities were observed in seven participating schools. The degree of implementation varied greatly. While most of the observed classes were working on the middle episodes, two of them were still in the initial stages and another two had almost completed all the episodes in the program.
- ❖ In most classes, teachers seemed very comfortable with the materials and content of the lessons and often encouraged student participation using a wide variety of strategies such as reviewing their work, asking probing questions and praising students for their good work. In a few of the classes, student discipline appeared to be a problem, especially during group work.
- ❖ In accordance with the principles of the LAW program, most observed classes were very dynamic and involved some degree of collaborative learning. The majority of activities were hands-on (68%), student-led (74%), and involved group discussions (84%). In almost three quarters of the observed activities, students were working in groups, with an average of three students per group. Results from classroom observations suggest that students are most engaged during the computer simulation.

Perceptions about Program Materials

- ❖ As indicated in the post-program surveys, the two most helpful types of program materials were the student workbook and the simulation, and almost all of the teachers reported using them for most or all of the episodes. Over half of the teachers reported using the teacher planner or lesson plans for “some” or “about half” of the episodes. The assessments were used far less often than the rest of program materials, with more than one third of teachers noting they had not used them at all.
- ❖ Although the majority of the teachers (58%) indicated that the program’s level of difficulty is “about right,” over one third of the responding teachers thought the program was “too difficult” or “far too difficult” for students. As for the amount of work for students, three quarters of the teachers indicated it was “about the right amount.” Despite some teachers’ reporting of the program’s difficulty, the large majority of teachers noted the program was “engaging” or “extremely engaging” for students.

Challenges to Implementation

- ❖ Implementation started slowly in most of the schools. After the initial training, some teachers decided to use simulations for which they had not been trained. Other teachers were enlisted into the program at a later stage and were trained by Classroom, Inc. on-site. Scheduling, hardware problems and difficulties installing the software further delayed implementation in some of the schools.
- ❖ Survey findings reveal that the two most common challenges for teachers were time constraints and problems with technology. Teachers noted that they were very busy implementing the New York City curriculum and preparing students for the standardized tests, and often did not have time to complete the entire LAW curriculum. Scheduling the technology component and “glitches” in the software were also mentioned by several teachers as obstacles to program implementation.
- ❖ Almost half of the teachers identified challenges for students, in using the program, related to “focusing on tasks, self-discipline” and “reading and comprehending materials.” Several teachers suggested reassessing the difficulty level of the program or creating new simulations with a lower reading level.
- ❖ According to coaches, the most challenging aspect of their work was “facilitating technology access for teachers.” Most of them also found “scheduling teacher’s work” very challenging. In addition, one quarter of coaches also mentioned “leading workshops” and “completing research requirements” as added challenges.

Satisfaction with the Program

- ❖ During the interviews, all the principals and assistant principals reported that the program had been “helpful” or “extremely helpful” in helping teachers teach literacy, and all but one of them indicated that they would like to continue with the program next year.

- ❖ Coaches expressed similar feelings. Almost all of them said they would recommend it to other administrators seeking a supplemental literacy program, and some added that they had already started recruiting new teachers for next year. In the interviews, all coaches reported having observed a noticeable increase in student engagement and collaborative learning. They also noted that the program has provided new opportunities for participating teachers to interact with each other and develop “very positive collaborative relationships.”
- ❖ Several teachers offered positive feedback and noted that they had observed a significant impact of the program on student outcomes, including student engagement, collaborative learning, reading and writing skills, and career awareness. However, time constraints, technical problems and scheduling difficulties, among other challenges, have resulted in slightly more than half of the teachers saying that they would not teach the program next year.

Support for Implementation

- ❖ The level of involvement of the school administration in the program’s implementation varied across schools. As indicated in interviews, in most schools, the principals’ and assistant principals’ role was limited to selecting classes and providing general support, but in other schools principals reported being extremely involved in all the steps of the process.
- ❖ Most coaches reported a strong involvement in program planning and implementation. Some of their responsibilities included providing one-on-one assistance, scheduling, maintaining contact with the Classroom, Inc. on-site support, coordinating the distribution and collection of research materials, and overseeing the technology component. However, a few coaches noted that time constraints had prevented them from assisting the teachers to the extent they would have liked.
- ❖ Throughout the school year, Classroom, Inc. provided ongoing on-site instructional support and tech support to teachers and coaches of participating schools. Overall, coaches and school administrators were very satisfied with the consultants’ involvement in program implementation, and most described them as “great,” “phenomenal,” “very helpful.” Teacher and coach survey findings suggest that Classroom, Inc.’s “tech support” has not been as widely used or as helpful as the ongoing instructional support.

Reasons for Implementing the Program

- ❖ In interviews with selected school administrators, two principals and two assistant principals from cohort one schools indicated that their positive experiences with Classroom, Inc. in the past had been a deciding factor for implementing the program during the 2004-2005 school year. School administrators from cohort two schools mentioned looking for a supplemental literacy program that would “motivate the low-performing students” and would “use technology to support student learning.”

Recommendations

Based on these findings, Metis provides the following recommendations:

- ❖ Continue working closely with the schools and coaches to ensure that technology problems and scheduling difficulties do not result in delayed implementation. Encourage teachers to begin using the program at an earlier date to provide more time for full implementation of the program.
- ❖ Broaden the consultants' role, particularly for those schools in which the coaches do not have sufficient time to guide the teachers adequately. Develop a more direct system in these schools to provide services to teachers directly. If possible, the consultant should provide on-site professional development to enhance teachers' use of the program.
- ❖ Encourage the schools' administration to build some time in the teachers' schedules for them to meet and share challenges and best practices, and allow for experienced teachers to adopt a leadership role, so that they can provide additional support to their colleagues.
- ❖ Increase awareness of Classroom, Inc.'s tech support among coaches and teachers, and ensure they have easy access to it. Maintain periodic communications with teachers to receive their feedback about any glitches in the software and ensure that these issues are addressed.

I. INTRODUCTION

Classroom, Inc., an organization which creates educational programs that combine technology with professional development, has developed the Literacy at Work (LAW) program, a comprehensive standards-based program that gives students opportunities to develop, practice and reinforce critical literacy skills. During the 2004-2005 school year, Classroom, Inc. has continued the pilot implementation of the program in middle school and high school classrooms and has contracted with Metis Associates, an independent research and evaluation firm, to evaluate the implementation and outcomes of the program in New York City public schools.

The Literacy at Work (LAW) program addresses literacy, as well as math, through industry-based computer simulation software accompanied by student workbooks and assessments, teacher guides, planners, lesson plans, professional development and coaching.

LAW features four computer simulations, each with 10-12 episodes, as a key component in a 100-hour curriculum. For each computer simulation, teachers prepare students for key skills, help students apply these skills, review the skills taught, and extend instruction as needed. The four simulations include *What's Up Magazine*, which introduces students to the world of publishing; *The Green Mountain Paper Company*, in which students learn about environmental topics; *The Sports Network*, about the cable television sports industry; and *West End Law*, which takes place in a general practice law firm. In each simulation, students assume the role of an industry manager who applies content knowledge and skills to solve real-world problems. Although teachers are given the option to choose among the different simulations, each simulation is recommended for a particular grade level: grade 6 for *What's Up Magazine*, grade 7 for *The Green Mountain Paper Company*, grade 8 for *The Sports Network*, and grade 9 for *West End Law*.

In addition to the computer simulation, the Literacy at Work package includes lesson plans, student workbooks and assessments, teacher guides, and teacher planners. The lesson plans, which follow the New York City balanced literacy model, consist of a 45-minute literacy-focused block for each episode of each simulation. The student workbook includes activities designed to prepare the students for the simulation, apply the skills learned during the episode, review these skills and extend instruction as needed. The program also provides teachers with assessments for each episode which were developed by Indiana University's Center for Innovation in Assessment. The teacher guide provides answers for all of the activities included in the student workbooks, as well as a guide to introducing the skills of each episode. Finally, the teacher planner provides a detailed suggested sequence of program activities.

Classroom, Inc. provides professional development at the beginning of the school year and on-site instructional and technology support during the year to prepare and support teachers in the use of LAW. In 2004-2005, the initial professional development consisted of a day-long training for participating teachers and coaches that provided hands-on activities on how to navigate through the computer simulation as well as an overview of the program's curriculum and materials. Teachers received all of the program materials at the initial training. Coaches also received a half-day of professional development that focused on their roles and responsibilities.

Throughout the school year, implementation of the Literacy at Work program was supported by a LAW coach, a school staff member trained by Classroom, Inc., and three part-time Classroom, Inc. consultants who conducted periodic visits to the schools. Teachers and coaches also were provided with a toll-free technology support helpline. The role of the Literacy at Work coach included making classroom visits to assist teachers; providing technology support; helping students collaborate and solve problems successfully; leading professional development workshops at the school; collecting research materials; and acting as the liaison between Classroom, Inc. and participating teachers. In general, the coach position was filled by the school's literacy coach or a computer teacher. During their visits, the consultants provided guidance to the coaches so that they could assist teachers, provided classroom consultations, and addressed any questions or issues from teachers, students and coaches. In a few instances, the consultants also offered on-site professional development for those teachers who could not attend the initial training.

The evaluation of LAW examines the academic and related outcomes of students who have been exposed to the program and will explore the relationship between student outcomes and program implementation. This report presents the evaluation findings about program implementation. The evaluation has been conducted with the cooperation of the New York City Department of Education and its regional superintendents.

A. Research Questions and Methods

The evaluation was guided by the following set of overarching research questions developed by Metis in collaboration with Classroom, Inc.:

1. How do outcomes for students of participating teachers compare with their past histories of performance? With outcomes for students in comparison classes?
2. To what extent is variability in student outcomes attributable to factors such as the LAW package, subject area(s), grade level, pre-test performance level, and various teacher characteristics (e.g., license, tenure, experience)?
3. To what extent are outcomes (academic, literacy, behavioral, career awareness) a function of the intensity (i.e., "dosage") of usage? Can we identify a minimum threshold of program implementation required for enhanced student outcomes?
4. What does implementation "look like" in the classrooms of trained teachers?
5. What are end-users' perceptions/suggestions regarding program implementation (e.g., materials, resources, challenges, suggestions for improvement)?

This report will address questions 4 and 5 about program implementation. Outcome data will be included in the final report to be issued in the fall of 2005. The complete set of questions is presented in a matrix (Table 1) that also shows the use of multiple evaluation methods and respondent groups.

Table 1
Matrix of Research Questions, Methods, and Respondents

RESEARCH AND EVALUATION QUESTIONS	Implementation and Outcomes							Outcomes	
	Observation of Training	Workshop Feedback Forms	Implementation Logs	Teacher Survey (pre/post)	Coach End-of-Program Survey	Case Studies		Student Survey (pre/post)	Reading/Math Achievement Data
						Interviews with Coaches and School Administrators	Classroom Observations		
1. How do outcomes for students of participating teachers compare with their past histories of performance? With outcomes for students in comparison classes?								X	X
2. To what extent is variability in student outcomes attributable to factors such as the LAW package, subject area(s), grade level, pre-test performance level, various teacher characteristics (e.g., license, tenure, experience)?			X	X				X	X
3. To what extent are outcomes (academic, literacy, behavioral, career awareness) a function of the intensity (i.e., "dosage") of usage? Can we identify a minimum threshold of program implementation required for enhanced student outcomes?			X					X	X
4. What does implementation "look like" in the classroom of trained teachers?			X				X		
5. What are end-users' perceptions/suggestions regarding program implementation (e.g., materials, resources, challenges, suggestions for improvement)?	X	X	X	X	X	X			

It can be seen in Table 1 that multiple, i.e., two or more, methods are used to address each of the research questions. It can also be seen that, in several instances, one method addresses several questions.

The methods used to address questions 4 and 5 include observations of the initial training and an analysis of training participant feedback surveys, a survey of teachers completed at the beginning and end of implementation, an end-of-year survey of Literacy at Work coaches; and teacher-completed logs about implementation of each LAW episode. In addition, in a selected number of schools and classes, Metis conducted interviews with coaches, principals, and assistant principals and classroom observations. In order to assure content validity, Metis Associates developed the data collection instruments with substantial input from Classroom, Inc. staff. Details about the methods and procedures used for the evaluation of implementation are included in Appendix A and copies of the instruments in Appendix C.

Primary sources of data for the outcome evaluation include student pre/post-program surveys and student achievement data obtained from the New York City Department of Education (NYCDOE), both of which will be analyzed and presented in the final report. In addition, data from the teacher survey and logs on teacher characteristics and program usage will be used to address outcome questions, specifically questions 2 and 3.

B. Scope of the Evaluation

A total of 22 New York City public schools, including 20 middle schools and two high schools, agreed to implement the Literacy at Work program during the 2004-2005 school year. Eight of the schools had implemented the LAW program previously, during the 2003-2004 school year, and were considered “cohort 1” schools while the remaining 14 were new to the program and were considered “cohort 2” schools. All of the schools were asked to participate in the evaluation. Soon after data collection began, however, the two high schools were excluded from the research because scheduling changes from the fall to spring semester made it difficult to track the students over the year. In addition, three middle schools (all cohort 2) submitted only pre-program surveys. Therefore, with the exception of data on the initial training, the implementation analyses included 17 out of the 22 original schools. Because data were not available for all 22 schools, we recommend caution in interpreting the results. Table 2 summarizes the distribution of participating schools, teachers and classes by cohort for which research materials were received.

Table 2 – Schools, Teachers and Classes Participating in the Evaluation

Cohort	Pre-program materials						Post-program matched materials					
	Schools		Teachers		Classes		Schools		Teachers		Classes	
	N	%	N	%	N	%	N	%	N	%	N	%
1	8	36.4%	51	48.1%	55	37.9%	8	47.1%	34	58.6%	37	47.4%
2	14	63.6%	56	51.9%	90	62.1%	9	52.9%	24	41.4%	41	52.6%
Total	22	100%	106	100%	146	100%	17	100%	58*	100%	78	100%

*One teacher only completed a post-program survey.

Within the 17 schools included in the implementation analyses, a total of 87 teachers including 51 teachers in cohort 1 and 36 teachers in cohort 2 submitted pre-program surveys, but only 57 teachers completed both sets of surveys (pre and post). Ongoing communication with Classroom, Inc. consultants indicate that the reasons for the decrease in teacher participation from the beginning to the end of the school year included teachers leaving their schools, teachers dropping out of the program due to time constraints, and scheduling difficulties.

The report of findings begins with information about the initial professional development provided by Classroom, Inc. and an analysis of the training surveys administered at the end of the training. Section B presents information about program implementation, including the characteristics of teachers and data collected through surveys and observations. Section C describes the use and perceptions of program materials. Subsequent sections present data on program satisfaction and challenges (Section D) and support for implementation (Section E). Section F presents data on the schools' reasons for implementing LAW, program integration with other literacy initiatives, expectations, and impact. The final chapter of the report provides conclusions and recommendations.

I. FINDINGS

A. TEACHER AND COACH TRAINING

This section of the report presents information collected from the observations of the initial training provided by Classroom, Inc. for teachers and coaches as well as from an analysis of the responses to a feedback survey completed by participants at the end of training. In November 2004, educators participating in the LAW program attended an initial training provided by Classroom, Inc. designed to prepare them for their roles as teachers and coaches in the program. Approximately 110 educators, including teachers and coaches, from 20 schools attended the training. Two Metis researchers conducted observations of these trainings and analyzed the training feedback surveys developed and collected by Classroom, Inc. in order to understand the characteristics of teachers implementing the program, their expectations about implementation, and their perspectives on the training.

At an initial plenary session, Classroom, Inc. senior staff provided an overview of the company's history and the Literacy at Work program. The training began around 9:15 a.m. and was divided into two workshops, a technology workshop in the morning and a curriculum workshop in the afternoon, both of which were conducted by Classroom, Inc. staff. All the rooms were equipped with Dell Latitude laptops and an LCD projector. The four software packages (*What's Up Magazine*, *The Green Mountain Paper Company*, *The Sports Network*, and *West End Law*) were loaded on each computer. Each Metis researcher observed a different room.

The Technology workshop provided hands-on activities on how to navigate through the computer simulation. The trainers started by stating the purpose of the session, which included teaching participants how to use the software and how to help the students. Participants were next encouraged to work in groups of two to complete a guided simulation, and then asked to navigate through a "real" episode. Overall, participants appeared to be engaged and most of them were able to finish episode 1 and, in some cases, episode 2. Trainers also provided an overview of the Tech Guide and offered tips and strategies on how to guide the students through the simulation. Throughout the workshop, some of the participants voiced concerns about scheduling, technology issues and difficulty of content. Trainers addressed all the issues by providing suggestions and discussing available resources. For example, one of the participants indicated that she has 12 students but only two computers in her classroom. The trainer suggested dividing the group in two and having one group work on the computer while the other completes the workbook. Another participant was concerned about not knowing how to install the program or solve software issues. The trainer suggested obtaining the assistance of the school's technology person or contacting Classroom, Inc.'s tech support. He then provided Classroom, Inc.'s helpline number.

In the afternoon, trainers facilitated a workshop focusing on the program's curriculum. The trainers began by citing Classroom, Inc.'s mission statement, followed by an overview of the program's 14 target literacy skills. After this introduction, trainers explained how to use the different program materials, including the teacher planner, lesson plans, teacher guide, assessments and the simulation. Trainers also offered an overview of the different sections contained in each episode (Prepare, Apply, Review and Extend) and asked participants to pair up and go through episode 1 for practice. Although some of the participants were not

following the pace and/or finding the materials that were being used during the presentation, towards the end, they appeared to be a lot more comfortable and familiar with the materials. At the conclusion of the workshop, trainers briefly explained the role of the coach and the resources available to teachers and coaches.

Upon completion of the training, participant feedback surveys were distributed by Classroom, Inc. A total of 91 surveys were collected; the following sections describe the participants and present an analysis of their responses.

1. Characteristics of Training Participants.

Of the 91 participants who completed a feedback survey, 83 (91%) were teachers, 6 (7%) were coaches, and 2 (2%) were “other educators.” Among the participants, years of experience in education varied from less than one year to 40 years, with most (60%) in the range of one to five years. Approximately 80% of the educators teach sixth, seventh or eighth grade, or a combination of these grades.

The largest percentage of educators (59%) indicated that they teach “English,” “Language Arts,” “Literacy,” or “Reading,” or some combination of these and other subjects. Over one third of the educators said they teach math, science, social studies, technology, or other subjects exclusively (not in combination with language or literacy subjects).

Of the 91 educators, 26 (29%) had used a Classroom, Inc. program previously. Almost three quarters (74%) of the educators who attended the training and completed the surveys were selected by their school’s principal to participate in the program. Almost all of the others (17%) volunteered.

2. Feelings of Preparedness and Understanding about the Program.

In the feedback forms, educators were asked to indicate their overall feeling of preparedness to teach the program to their students. As shown in Figure 1, almost all of the respondents (93%) said that they felt either “fairly well” prepared (58%) or “very well” prepared (35%) to teach the program. Six respondents (7%) felt “poorly” prepared, and no one felt “very poorly” prepared.

Participants were also asked to report their feelings of preparedness with regard to the program’s various elements including the teacher guide, teacher planner, lesson plans, student workbook, assessments, tech guide, simulations, and technology (computers). Table 3 presents data on the participants’ feelings of preparedness to use the different aspects of the program.

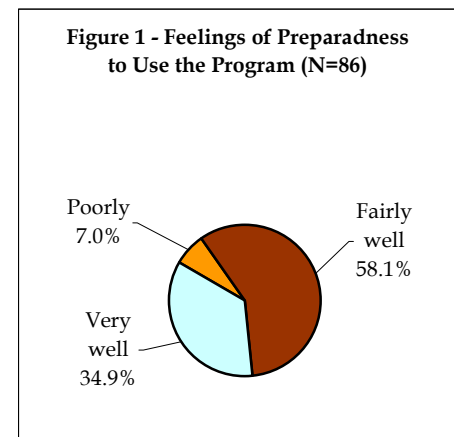


Table 3 – Training Participants’ Feelings of Preparedness to Use LAW Program Elements

<i>“How well prepared do you now feel to use the following program elements?”</i>	Total N	Very poorly		Poorly		Fairly well		Very well	
		N	%	N	%	N	%	N	%
Teacher Guide	91	1	1.1%	3	3.3%	48	52.7%	39	42.9%
Teacher Planner	91	1	1.1%	5	5.5%	45	49.5%	40	44.0%
Lesson Plans	91	0	-	6	6.6%	51	6.0%	34	37.4%
Student Workbook	91	0	-	7	7.7%	51	56.0%	33	36.4%
Assessments	90	0	-	5	5.6%	54	60.0%	31	34.4%
Tech Guide	90	0	-	7	7.8%	47	52.2%	36	40.0%
Simulations	89	1	1.1%	4	4.5%	40	44.9%	44	49.4%
Technology (computers)	90	1	1.1%	5	5.6%	39	3.3%	45	50.0%

As shown above, survey findings revealed that teachers felt “fairly well” or “very well” prepared to use each of the program’s eight elements, ranging from a low of 92% for the tech guide to a high of 96% for the teacher guide. Although over 92% felt prepared with regard to all of the elements, there were some differences in degree of preparedness. For instance, whereas 50% of respondents felt “very well” prepared to use the technology, and 49% felt “very well” prepared to use the simulations, only 34% felt “very well” prepared to use the assessments and only 36% felt “very well” prepared to use the student workbooks. In sum, although almost all of the educators feel prepared to some degree to use all eight elements, there are some elements which they feel considerably more prepared to use than others.

As described previously, the training was divided into two sections (Workshop 1 and 2). Each workshop was further divided into components or sessions. Participants were asked to rate the level of helpfulness of each of the five workshop sessions. Table 4 presents the distribution of participants’ responses by level of helpfulness of workshop sessions.

Table 4 – Level of Helpfulness of Workshop Sessions

Workshop sessions	Total N	Not at all helpful		Not particularly helpful		Somewhat helpful		Very helpful	
		N	%	N	%	N	%	N	%
Workshop 1									
Technology: Getting started with the software	90	1	1.1%	3	3.3%	32	35.6%	54	59.3%
Preparation: Getting students ready	90	2	2.2%	3	3.3%	33	36.7%	52	57.8%
Practice: Learning the simulation	90	1	1.1%	2	2.2%	30	33.3%	57	63.3%
Workshop 2									
Instruction: Teaching literacy	90	0	-	5	5.6%	40	44.4%	45	50.0%
Support: Ongoing coaches and resources	88	0	-	4	4.5%	43	48.9%	41	45.1%

As shown in Table 4, almost all of the educators found each of the sessions “somewhat” or “very” helpful. While roughly one third of the participants found Workshop 1 components “somewhat helpful,” the majority (57% to 63%) found them “very” helpful. In comparison, a larger number (44% to 49%) of the educators found the Workshop 2 sessions “somewhat” helpful and relatively fewer (45% to 50%) found them “very” helpful. Participants found Workshop 1’s third session (Practice: Learning the Simulation) the most helpful component of the day’s training. It is not surprising that participants found the Practice session most helpful because it provided them the opportunity to work directly with the software and to gain hands-on experience with one, and in some cases two, of the episodes.

The large majority of respondents (97%) felt that during the workshop, their questions were encouraged and answered “to a great extent” (65%) or “a fair amount” (32%). Only three individuals felt their needs were met “to a small extent.” There was less agreement among the participants with regard to the extent to which they were able to familiarize themselves with the curriculum. While the majority of participants responded “a fair amount” (58%) or “to a great extent” (30%), 11 educators (12%) felt able to acquaint themselves with the curriculum to only “a small extent.”

Participants were asked about their understanding of the program’s expectations of teachers and the role of the coaches. Table 5 shows the participants’ level of understanding about the program’s expectations of the teachers and coaches, and the timeline to implement the program.

Table 5 – Level of Understanding about the Program

How well do you understand...	Respondents	Total N	Very poorly		Poorly		Fairly well		Very well	
			N	%	N	%	N	%	N	%
The program’s expectations of teachers?	Teachers	80	2	2.5%	8	10.0%	41	51.3%	29	36.3%
	Coaches	5	0	-	0	0	1	20.0%	4	80.0%
	Other	2	0	-	0	0	2	100%	0	-
	Total	87	2	2.3%	8	9.2%	44	50.6%	33	37.9%

<i>How well do you understand...</i>	Respondents	Total N	Very poorly		Poorly		Fairly well		Very well	
			N	%	N	%	N	%	N	%
The role of the coach in this program?	Teachers	80	4	5.0%	16	20.0%	45	56.3%	15	18.8%
	Coaches	6	0	-	1	16.7%	2	33.3%	3	50.0%
	Other	2	0	-	1	50.0%	1	50.0%	0	-
	Total	88	4	4.5%	18	20.5%	48	54.5%	18	20.5%
The timeline for teaching this program?	Teachers	80	2	2.5%	9	11.3%	49	61.3%	20	25.0%
	Coaches	6	0	-	0	-	4	66.7%	2	33.3%
	Other	2	0	-	0	-	2	100%	0	-
	Total	88	2	2.3%	9	10.2%	55	62.5%	22	25.0%

As shown in Table 5, most of the teachers (51%) understood what the program expected of them “fairly well,” and a little more than one third (36%) understood “very well,” while 10 of the teachers who responded (12%) said they understood the program’s expectations of them “poorly” or “very poorly.” With regard to the role of the coaches, from the perspective of the teachers, there was less of an understanding. Although most teachers said they understood the coaches’ role “fairly well” (56%) or “very well” (19%), 25% of them said they understood it “poorly” (20%) or “very poorly” (5%). The coaches who attended the training had a better understanding of their own role. Although one of the six indicated a “poor” understanding, two said they understood “fairly well” and three said they understood their role “very well.”

In terms of the timeline for teaching the program, 86% of the teachers indicated that they understood it “fairly well” or “very well.” However, over 10% of teachers said they understood the timeline “poorly” or “very poorly.”

3. Assessment of the Training

Participants were asked to comment on how the training could be improved to be more useful to teachers. A total of 41 participants responded to the open-ended question, 10 of whom thought that the training was “sufficient,” “great,” and “successful.” The most common concern about the training was that too much information was presented during the one-day session. One participant summarized this feeling by writing “Too much to grasp in one session.” Another common remark was the suggestion to go through a “model lesson” with “teachers as students.” Related to both of these comments, some of the participants felt that they needed more “hands on” time with the software.

In interviews conducted at selected schools later in the school year, administrators and coaches also described the initial teacher training as “excellent,” “very useful,” and of “high quality.” They noted that teachers had come back to the schools “very excited” and ready to use the program. One of the coaches said that some of the teachers at her school would have liked to receive more training on the curriculum section.

In the interviews, coaches also provided very positive feedback on the training for coaches. In particular, they felt that the training was very effective in preparing them to guide the teachers through the simulation and in communicating the benefits of the program.

“It was very helpful. It showed the different episodes and how to navigate the computer software. It also showed how to answer some of the questions that teachers often ask. Finally, it demonstrated how the program is interdisciplinary and the benefits of it.”

“It gave us an overview of the program, the requirements and my responsibilities. It also made me understand the benefits to students and that’s why I came back convinced that they should do it.”

B. PROGRAM IMPLEMENTATION

This section of the report presents findings from implementation data collected through surveys, interviews and implementation logs. The section begins with an overview of the responding teachers and their classes, followed by a discussion of what implementation “looks like” in the classroom.

1. Characteristics of Implementing Teachers

Surveys and logs were completed by 58 teachers from 17 New York City public schools who implemented the Literacy at Work program in 78 classes of students. The majority of teachers (59%) participating in the research taught in cohort 1 schools. Their years of teaching experience varied widely from two to 42 years. The largest percentage of teachers (44%) has been teaching from two to five years, about one quarter (25%) have been teachers for six to 10 years, and 32% of teachers have been teaching for more than 10 years.

Slightly over half (54%) have professional (permanent) certification, while 36% have an initial (provisional) certification, 4% have a transitional certification, and 7% indicated “Other.” When asked about the subject area they teach, almost half of the teachers (49%) indicated English language arts (ELA) or a combination of ELA and other subjects. Ten teachers (17%) have a Common Branch license and the remaining teachers (33%) indicated a wide variety of subjects, including math, science, social studies, special education, technology, or a combination of these.

In the pre-program survey, completed prior to implementing LAW, teachers offered several reasons for deciding to participate in the program. Over one third of them thought that the program would be beneficial for students, expose them to real-life situations, and motivate them towards learning.

“I think this will be very engaging for students, even my reluctant readers. The idea of being in charge is appealing.”

“I decided it would be a great opportunity for my students to be involved with technology. The simulation is a motivational tool.”

“I feel there should be a literacy connection throughout all content areas which will reinforce, scaffold students’ learning and comprehension.”

“The program will provide an opportunity for students to practice a variety of skills, including problem solving skills, reading, comprehension, and math skills. Students will also learn to work cooperatively with one another.”

“I really desire to expose my 8th graders to discovering new approaches to learning.”

Slightly more than one third of the teachers also said that they had been asked to participate by their principal, supervisor or literacy coach. A few of these teachers felt that they “had no choice” or it had been “imposed” on them. Finally, just under one third of the teachers

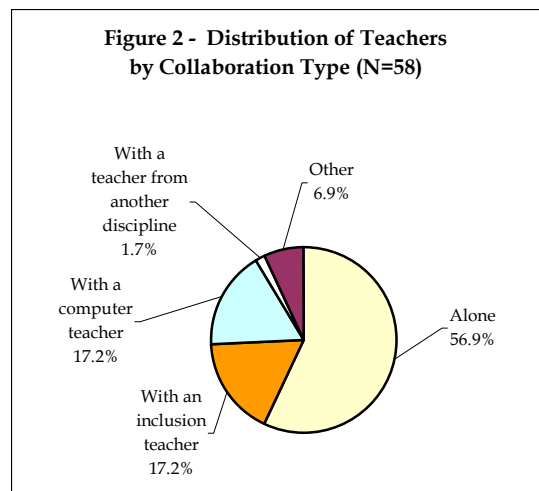
mentioned previous positive experiences with Classroom, Inc. as a deciding factor, and two other teachers said it had been highly recommended by a colleague who had used the program.

2. Classroom Implementation

Implementation started slowly in most schools. Some teachers (and schools) who were not able to attend were trained on-site at a later date by Classroom, Inc. instructional support staff. In some instances, teachers from some of the schools decided to use a different simulation than the one for which they had been trained, and new materials were sent to these schools by Classroom, Inc.

During the 2004-2005 school year, while the large majority of participating teachers (84%) used the program in only one class, six teachers (11%) used the program in two classes, one teacher used it in three classes, another one used it in four classes, and one of the computer teachers used it as the school's technology program with 13 classes.

As shown in Figure 2, over half of the teachers (57%) taught the program alone, while the remaining collaborated with other teachers, including other inclusion teachers (i.e., teachers who teach special education students in general education classes) who account for 17%, a computer teacher (17%), and teachers from other disciplines (2%). Teachers who placed themselves in the "Other" category indicated they taught the program "with the help of the literacy coach," "with an inclusion teacher and a teacher from another discipline," and "with a facilitator [when using the computer room]."



Each simulation is recommended for a particular grade level, and while in some instances, teachers followed the recommendation, in other cases they implemented a simulation at a different grade level. Table 6 shows the distribution of classes by grade level and simulation.

Table 6 – Number of Classes by Grade Level and Simulation

Simulation	Total number of classes		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
	N	Column %	N	%	N	%	N	%	N	%	N	%
<i>What's Up Magazine</i>	45	57.7%	5	11.1%	14	31.1%	21	46.7%	4	8.9%	1	2.2%
<i>The Green Mountain Paper Company</i>	14	17.9%	-	-	3	21.4%	6	42.9%	5	35.7%	-	-
<i>The Sports Network</i>	14	17.9%	-	-	-	-	5	35.7%	9	64.3%	-	-
<i>West End Law</i>	5	6.4%	-	-	-	-	1	20.0%	3	60.0%	1	20.0%
Total	78	100%	5	6.4%	17	21.8%	33	42.3%	21	26.9%	2	2.6%

Table 6 shows that the large majority of classes used the *What's Up Magazine* simulation, recommended for grade 6. However, while close to a third of the classes that used this simulation were grade 6 (31%), almost half (47%) were grade 7. The *Green Mountain Paper Company*, recommended for grade 7, was used in three sixth-grade classes, six seventh-grade classes and five eighth-grade classes. Of the 14 classes that used the *Sports Network* (recommended for grade 8), nine (64%) were in grade 8 and the remaining five (36%) were in grade 7. Finally, *West End Law*, recommended for grade 9, was used in four classes, including one seventh-grade class, three eighth-grade classes and one ninth-grade class. It should be noted that some teachers taught more than one grade level and/or more than one simulation.

According to teacher survey responses, the extent of implementation, in terms of the number of episodes implemented in a class, varied greatly across schools. Thirteen percent of participating classes completed two to four episodes, 34% completed five to seven episodes, 23% completed eight or nine episodes, and the remaining 30% completed 10 or more episodes.

3. Implementation Observed

Metis conducted a total of 10 classroom observations at seven schools in March and April 2005. Details about the method used to select schools and classes for observations are presented in Appendix A. The observed classes included a fifth-grade class, three sixth-grade classes, and six seventh-grade classes; all were using *What's Up Magazine*. Using an observation protocol, the researcher evaluated program implementation including use of program materials, class atmosphere, teacher attitudes, student engagement and collaborative learning. Each observation lasted one class period (approximately 50 minutes).

The observations showed that the degree of implementation varied greatly. While most of the observed classes were working on the middle episodes, two of them were still in the initial stages and another two had almost completed the program. Four of the classes were taught by an ELA teacher, two of the classes were taught by a computer teacher, two other classes were taught by an ELA teacher in collaboration with the computer teacher, one of the classes was taught by a social science teacher, and one inclusion class was taught by two teachers with Common Branch licenses. Class sizes ranged from 19 students to 35 students, with an average

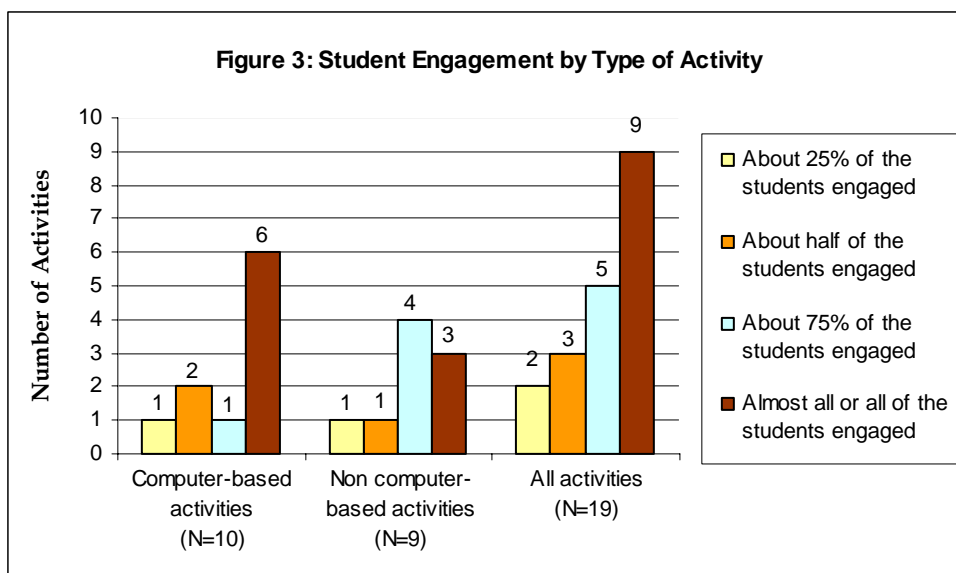
of 25 students per class. A total of 19 activities were observed, with an average of almost two activities per class.

Students were using their workbooks in all of the observed activities, and 10 of the 19 activities also involved the use of the computer simulation software. Often, students from the same class were working on different sections and/or episodes, depending on each student’s or group of students’ individual progress. Most of the time, they were completing the “Prepare” and “Apply” sections of the episodes.

In over half of the observed classes, teachers were very enthusiastic and encouraged student participation using a wide variety of strategies. In most instances, teachers tried to involve all students by asking probing questions and guiding students without providing the answers directly. While students were involved in hands-on activities, they frequently walked around the room reviewing what the students were doing and praised them for their good work. However, in a few of the classes, student discipline appeared to be a problem, especially during group work.

Student Engagement and Collaborative Learning. Overall, classes were very dynamic and involved some degree of collaborative learning. The majority of activities were hands-on (68%), student-led (74%), and involved group discussions (84%). In almost three quarters (74%) of the observed activities, students were working in groups, with an average of three students per group.

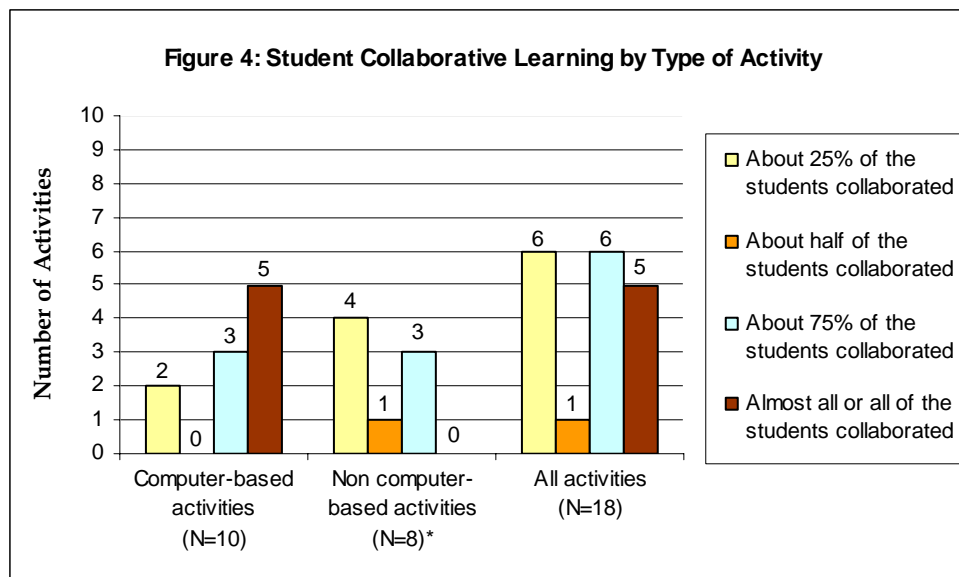
Consistent with the interview and survey findings, results from classroom observations suggest that students are most engaged during the computer simulation. Figure 3 shows data on student engagement by type of activity.¹



¹ Note that ratings of student engagement are approximate indicators. Often, student engagement fluctuated throughout the activity and it was left to the observer to provide an estimated rating for the entire activity.

As seen in Figure 3 above, about 75% or more of the students were engaged in 14 out of the 19 observed activities. Higher percentages of students were engaged in the computer-based activities than in the other activities. For instance, while almost all or all of the students were engaged in 6 of the 10 computer activities, the same was true for only 3 of the 9 remaining activities.

Collaborative learning is a central component of the Literacy At Work program. Findings from the observations suggest that students tend to collaborate more during the computer simulation than the rest of the activities. Figure 4 presents data on student collaborative learning by type of activity.



*Collaborative learning was not assessed for one of the activities because it involved a class discussion during which students were not supposed to interact with one another.

As Figure 4 shows, about 75% or more of the students were collaborating with each other in eight of the 10 computer-based activities, while the same was true for three of the eight remaining activities. This higher degree of collaboration during the computer simulation is a result of student grouping. During the computer simulations, students were divided into groups, while the rest of the program activities consisted mainly of presentations, class discussions and/or individual student work. However, even in those situations where students were working individually, there were several instances of collaboration among students.

The Use of Technology. As mentioned above, students were divided into groups to work on the computer simulation. When asked how the students were assigned to each group, most of the teachers responded that at the beginning of the program students were allowed to choose their own groups. Only in the few instances where student discipline became a problem, did the teacher have to rearrange the groups. In most cases, each student was responsible for a different task, including using the keyboard, using the mouse, reading aloud the instructions and texts, and writing down the answers in the Apply page. For most of the computer-based activities, this task distribution was found to be very effective in engaging all students. In a few

cases, teachers also recorded each session's task distribution to ensure that students rotated and assumed different roles at different times.

Most of the computer-based activities took place in the schools' computer labs, which contained enough computers to accommodate all of the students. However, in two of the schools, students were working on a few computers installed in their homeroom classrooms. There were more groups of students than computers available. Therefore, while half of the class was working on the computers the other half was working on their workbooks. In these classes, students were divided into groups larger than average, often four or five students per group. These arrangements were not conducive to student engagement, as most of the students had to sit in the second row far from the computer screen.

Other than encountering a few technical problems (e.g., signing in, saving group work), students seemed very comfortable navigating through the software. One of the teachers explained, "from the very beginning students have been one step ahead of me."

The remainder of this section presents examples of program implementation at three schools. The observations include one sixth-grade class and three seventh-grade classes.

CASE STUDY A

School Context

The principal at this school decided to implement the Literacy At Work program during the 2004-2005 school year because of her positive experience with Classroom, Inc. while she was an assistant principal at another school using one of their programs. The principal selected three sixth-grade classes, one seventh-grade inclusion class and two eighth-grade classes. Her decision was based on teachers' commitment. The school administration was very supportive and was involved in all the steps of program implementation.

Classroom Observation

Class Type: 6th grade class with 26 students

Location: Computer lab

Teacher(s): ELA teacher and computer teacher

Materials Used: Computer software and student workbooks

Organization: Students worked in groups of 3 or 4

Length of Observation: 50 minutes

This lesson was taught by the English language arts teacher in collaboration with the computer teacher. Students were divided into groups of three or four and asked to complete the last episode of the *What's Up Magazine* computer simulation. The lesson had a strong link to literacy, as students had to edit a letter to the River City Mayor. The skill focus of the activity consisted of "understanding workplace documents."

Students were asked to read the letter and correct the grammatical, spelling and punctuation mistakes. As the ELA teacher had told the observer at the beginning of the lesson, "the program is an excellent tool for teachers to teach grammar, which is not part of the new curriculum, and so it [the program] becomes a very good complement to what we teachers do outside of the LAW program."

Both teachers seemed very comfortable with the content of the activity, the materials, and the computer simulation. Throughout the class period, they moved around the room, guiding students through the simulation and reviewing their work. They often addressed students' questions by pointing them towards the right direction without giving them the answer. When students raised an important issue, they asked students to stop what they were doing and the whole class worked together to find the answer. Towards the end of the lesson, teachers reminded the students about how important it is to read and write well in the real world. For instance, they stressed the importance of respecting the punctuation signs (pausing) when reading or speaking to be able to communicate effectively with people.

Throughout the entire class period, there was a very positive atmosphere and students were very engaged. Tasks were distributed among students in each group, including reading, using the keyboard, and taking notes, but they all participated in group discussions. In some cases, more than one student in the same group wanted to read aloud for the rest of the group and the students had to come to an agreement, usually reading one passage each. This lesson was a clear example of true collaborative learning.

CASE STUDY B

School Context

School B had used Classroom, Inc.'s Summer School Program the previous summer, so the principal decided to implement the Literacy at Work program during the regular school year. Eight teachers were selected to participate in the program. Originally, it was decided that the computer teacher, who was also the Literacy at Work coach, would work with the students of participating teachers on the computer simulation component. However, time constraints and scheduling difficulties prevented most of the homeroom teachers from going over the "Prepare," "Review," and "Extend" activities. During the interview, the coach explained that most of the time students came to her class unprepared for that day's episode and she had to review basic vocabulary and sometimes go over the "Prepare" activities before students could get started on the computer simulation. Interview and observation findings suggest that the program has not been fully implemented in this school. It is mostly being used as a computer program rather than a literacy program.

Classroom Observation

Class Type: 7th grade class with 24 students

Location: Computer lab

Teacher: Computer teacher

Materials Used: Computer software and student workbooks

Organization: Students worked individually on the computers

Length of Observation: 45 minutes

The computer lab was equipped with over 40 laptops. The room had several posters displaying selected vocabulary words for each episode of *What's Up Magazine*. The teacher started by reviewing the vocabulary words for episode 5. She then instructed students to work on the "Prepare" pages of the workbook, to complete episode 5 of the computer simulation and fill out the "Apply" page, and for those students with more time, review the new vocabulary for episode 6. The lesson had a strong focus on math, including the use of computation skills, statistics, data analysis, and probability skills. Students were supposed to interpret some graphs to choose among different options for increasing the magazine's profits.

Some students started working on their workbooks, while others went directly into the computer simulation. It took about 20 minutes to get everyone started. Although the program encourages students to work in groups on the computers, students in this class were asked to work individually. A few students were constantly disrupting the rest of the class and the computer teacher had to call their attention a few times. As time progressed, some eventually worked in groups of two or three. These groups stayed focused on the activities and two of the groups worked together to solve some of the math problems. Although the teacher was effective in addressing technical issues and answering math questions, student discipline problems prevented her from reviewing students' work. A quick glance at the workbooks revealed that almost half of students had not been completing any of the workbook activities.

CASE STUDY C

School Context

The principal of this cohort 1 school is a very strong advocate of Classroom, Inc. She originally selected several teachers to participate in the Literacy at Work program during the 2004-2005 school year. In the first few weeks of program implementation, a number of teachers decided to switch from *What's Up Magazine* to other simulations. These changes ended up delaying program implementation, as these teachers had not been trained and did not have appropriate materials. In addition, the school experienced serious technical difficulties due to a computer virus, which further delayed program implementation. Some of the teachers also dropped out due to time constraints and testing requirements. Despite all of these challenges, most of the teachers were very enthusiastic about the program and three of the eight participating classes were able to complete all of the episodes.

Classroom Observation 1

Class Type: 7th grade class with 27 students

Location: Homeroom classroom

Materials Used: Student workbooks and journals

Organization: Students worked in groups of 3 or 4 on the computers

Length of Observation: 40 minutes

At the time of the observation, this class was still in the initial stages of program implementation. The teacher explained that he had been very busy preparing students for the standardized tests, which had delayed the program's start.

The teacher began the lesson by asking students to share their homework with the rest of the class. As homework, students had been asked to write a brief informative piece on diabetes. Three students volunteered to read aloud. All of the students listened to their peers attentively. After reviewing the homework, the teacher and the students engaged in a discussion about plagiarism. Several students contributed to the group discussion by providing examples of plagiarism.

Afterwards, students took turns reading aloud the instructions for all of the "Prepare" activities for episode 3. The teacher asked probing questions to make sure that students understood what they were supposed to do for each activity. He then asked students to complete these activities as part of their homework for the following class.

The lesson had a strong focus on literacy skills, including building vocabulary, informative writing, identifying details, and drawing conclusions.

CASE STUDY C (Continued)

Classroom Observation 2

Class Type: 7th grade class with 28 students

Location: Computer lab.

Materials Used: Computer software, student workbooks, journals, manipulatives

Organization: During the first half of the class period, students worked in groups of 3 or 4 on the computers. In the second half, they sat at two large tables and worked on their workbooks.

Length of Observation: 50 minutes

This lesson started with a teacher-led presentation about the definition and content of a magazine's special issue. The teacher used some manipulatives that she had developed for that activity. After introducing this new concept, the teacher divided the class in pre-established groups and asked students to complete episode seven of the simulation. In this episode, students act as the fitness and health editor who is working on the magazine's special issue about health. Students were asked to review a number of articles and choose the ones they wanted to include in the special issue.

The majority of the students in this class were showing interest in the activity. A few groups engaged in active discussions about the articles they were reading. Some students did not agree about which articles to include. They all had to defend their choices by using their reasoning skills and comparing their arguments. After reading an article, one of the groups began to talk about daily habits. Other students joined in the conversation, which developed into a spontaneous class discussion about eating habits and the consequences of eating junk food all the time.

Throughout the class period, the teacher walked around the room to make sure students were completing the "Apply" page as they were working on the episode. Some groups were faster than others and, once they completed the episode, they sat down at two large tables and started working on the "Review" and "Extend" activities in their workbooks.

This was a very successful lesson. Students were able to make a connection between the content of the simulation and real-life situations. The teacher was very enthusiastic and had developed additional activities related to the simulation. For example, the previous week she asked students to write an article for the school's newspaper, using the skills they had learned through the program.

C. LAW PROGRAM MATERIALS

LAW program materials include the simulation episodes, student workbooks, and assessments, as well as a teacher planner and lesson plans. Teachers' reports of the extent of use of each of these materials and the extent to which each one was helpful in teaching literacy was assessed through the surveys and implementation logs.

1. Extent of Use of Program Materials

As indicated in the post-program surveys and shown in Table 7, over 90% of teachers said they had used the student workbooks and the simulation software for most or all of the episodes. Just over 40% of the teachers used the teacher planner and more than one third (36%) used the lesson plans for most or all of the episodes. The assessments were used far less often than the rest of program materials: the largest percentage of teachers (35%) said they had not used them at all.

Table 7 - Usage of Program Materials

<i>"To what extent did you use the following program materials?"</i>	Total N	Did not use		Used for some of the episodes		Used for about half of the episodes		Used for most or all of the episodes	
		N	%	N	%	N	%	N	%
Teacher Planner	58	3	5.2%	19	32.8%	12	20.7%	24	41.4%
Lesson Plans	58	6	10.3%	14	24.1%	17	29.3%	21	36.2%
Student Workbook	57	0	0.0%	1	1.8%	4	7.0%	52	91.2%
Simulation Episode	56	1	1.8%	1	1.8%	3	5.4%	51	91.1%
Assessments	57	20	35.1%	16	28.1%	17	29.8%	4	7.0%

2. Teachers' Perceptions of Program Materials

Overall, the teachers observed during classroom observations seemed very comfortable with the materials and content of the lessons. They often linked the skills that they were teaching to past examples, and at other times they reminded students that they would need to apply what they were learning in future situations of the simulation, therefore suggesting that they had a clear knowledge of past and future episodes.

In the survey, teachers were asked how helpful the program materials were in teaching literacy. Table 8 presents these findings.

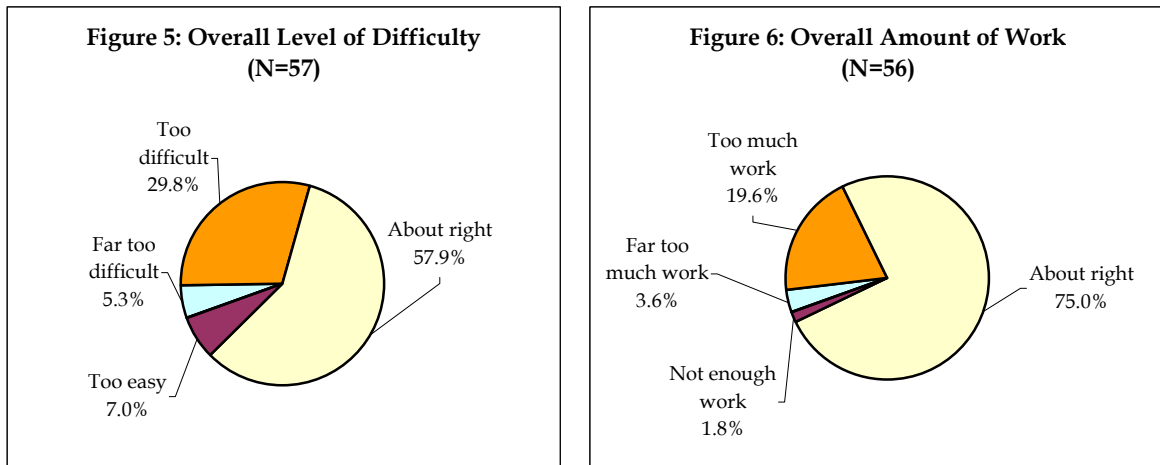
Table 8 - Level of Helpfulness of Materials

<i>"How helpful were the following program materials in helping you teach literacy?"</i>	Total N	Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%
Teacher Planner	52	-	-	14	26.9%	22	42.3%	16	30.8%
Lesson Plans	50	3	6.0%	12	24.0%	23	46.0%	12	24.0%
Student Workbook	52	-	-	2	3.8%	14	26.9%	36	69.2%

"How helpful were the following program materials in helping you teach literacy?"	Total N	Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%
Simulation Episode	52	1	1.9%	3	5.8%	10	19.2%	38	73.1%
Assessments	38	2	5.3%	19	50.0%	10	26.3%	7	18.4%

According to teacher survey responses, the two most helpful types of program materials were the student workbook and the simulation software. Over 90% of teachers described the software as "extremely helpful" (73%) or "helpful" (19%), and over 95% of teachers also said the student workbook had been "extremely helpful" (69%) or "helpful" (27%). The majority of teachers also found the teacher planner and the lesson plans to be "helpful" or "extremely helpful." Finally, the largest percentage of teachers (50%) described the assessments as "slightly helpful," two of them (5%) said they had been "not at all helpful," and the remaining 45% described the assessments as "helpful" (26%) or "very helpful" (18%).

Teachers were also asked about the level of difficulty of the program for students. Figure 5 and Figure 6 show teachers' perceptions about the program's overall level of difficulty and amount of work for students.



Although the majority of the teachers (58%) believe that the program's level of difficulty is "about right," a significant percentage said it was "too difficult" (30%) or "far too difficult" (5%). As for the amount of work for students, three quarters of the teachers indicated it was "about the right amount."

Overall, despite some teachers finding the program too difficult, almost all of the teachers said it was at least "somewhat engaging" (34%) and the large majority said it was "engaging" (49%) and "extremely engaging" (15%) for students. Only one teacher (2%) noted that the program had not engaged his/her students.

While the above data provide a picture of the program overall and of the program materials in general, Metis developed logs to assess the degree of program implementation and teachers' perceptions about the program materials and content of each simulation. Forty-four of the 58

participating teachers submitted some or all logs for a total of 65 classes. Data collected through the implementation logs are presented in Appendix B, disaggregated by simulation and episode, and include usage and level of helpfulness of program materials, level of difficulty and amount of work for students, and student engagement. These tables provide detailed information for each simulation that is useful for program planning.

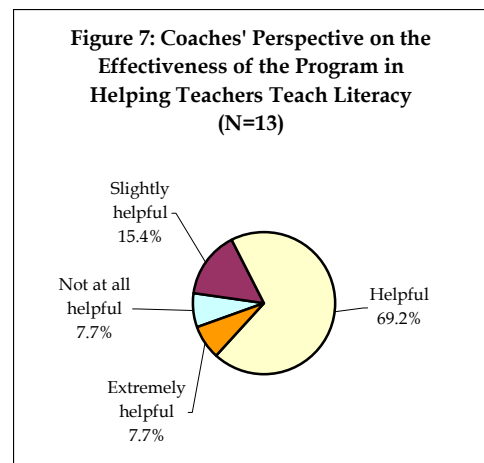
D. PROGRAM SATISFACTION AND CHALLENGES FOR IMPLEMENTATION

Overall, **school administrators** were very satisfied with the program. During the interviews, all of them said that the program was “helpful” in helping teachers to teach literacy (three respondents) or “extremely helpful” (four respondents). Furthermore, all but one of them would like to continue with the program next year and would recommend it to other school administrators. One of the principals added the following:

“Absolutely [I would like to continue next year]. I have already addressed other principals at some of the meetings organized by Classroom, Inc., and I have talked to them about my experience with the program and the benefits it has brought to my students and teachers. This summer I will start using the program with 12 summer classes, and next year, with the whole extended-day program.”

Regarding the single school that would like to discontinue the program, the assistant principal explained that the program was “too prescriptive and became an add-on rather than a complement to our curriculum,” and he added he would recommend this program for those teachers and/or schools that do not have “a standardized, well-articulated literacy program” in place.

The large majority (77%) of **coaches** who responded to the end-of-year survey thought that the program was “helpful” (69%) or “extremely helpful” (8%) in helping teachers to teach literacy. As shown in Figure 7, of the remaining, two thought it was only “slightly” helpful, and one thought it was “not at all” helpful. Nine of the 12 coaches who responded to that survey item said they would like to continue coaching next year, and 11 of them added they would recommend it to other administrators seeking a supplemental literacy program. During the site visits, some of the coaches also indicated that they had already started recruiting new teachers for next year.



Over two thirds of the **teachers** (68%) responding in the post-program survey believe that the program has been “helpful” (52%) or “very helpful” (16%) in helping them teach literacy. About half of the teachers (49%) said they would be interested in teaching the program again next year and several offered positive feedback. When asked whether their expectations were met, many teachers responded affirmatively. Teachers explained that they had observed a significant impact on several student outcomes, including student engagement, collaborative learning, student reading and writing skills, and career awareness. Following are some of the comments:

“Most definitely. My students were able to become exposed to the world of work via the classroom. In addition their reading, computer & writing skills improved.”

"This program did meet many of my expectations. It afforded the students to see an exact map before a magazine is completed as well as enabled them to understand more about the magazines they read daily."

"This was a great program. The students stayed enthusiastic about the program the whole time it was taught and loved using the computers to learn literacy."

"Yes, I expected students to gain some insight into the workforce and they did. Also, there has been definite improvement in their decision-making skills."

"Yes, the students learned about how to be an employee in a professional environment. They learned about how a company works."

"Yes, students worked on episodes and that developed their language skills especially in reading and writing."

However, time constraints, technical problems and scheduling difficulties, among other challenges, have resulted in slightly more than half (51%) of the teachers saying that they would not teach the program next year. Some of the reasons are provided below.

"After two years experiencing technical difficulties with this program, much of my enthusiasm for the concepts behind this material has worn thin."

"I did not have enough time to devote to fully understanding the program and transferring that knowledge to my students."

"I felt this does not work into our school day smoothly. It would be great for summer school or an after school program."

"I would [teach the LAW program next year] if the materials were at my students' level. Much of the program was too challenging for the students on their own. Also, this program is difficult to fit into our already over-programmed schedules."

In the post-program surveys, all but six teachers provided suggestions for improvement, most of which were related to the same few areas, including content of the simulation, technology, time constraints and additional support. In terms of the simulation's content, several teachers suggested reassessing the difficulty level or creating new simulations with a lower reading level.

"Make some lower level (decoding) programs to be used with struggling readers/writers."

"A program that is on an easier level would greatly benefit my students. I found that the children were skimming instead of reading during simulations because they were overwhelmed with text."

"More basic lessons need to be created and then built throughout."

Teachers also suggested adding more activities that draw on or develop students' creativity.

"They [students] need more opportunity to create in this program."

"One way of improving this program might be to have students complete an exit project in which they produce a generic magazine of their own. They love working on projects that show their hard work."

A few teachers also said that the program could be improved by adding more group work for the non-computer activities, creating a "subject-specific simulation, i.e. heavy on math or heavy on science," and including suggestions for interdisciplinary materials or extended activities such as web or library searches.

Commenting on the technology component, several teachers said they would like their schools to provide more and "better" computers. Other teachers mentioned the need to solve glitches and technical problems that are simulation-specific.

"Setting up the program so that teachers can control episodes when students are truly stumped or the program is not working (i.e., a few times the computer didn't recognize the right answers)."

"Proof the program for problems. Students tried to solve tech problems before letting me know there was a problem."

A few teachers also suggested updating the graphics to make the simulation "more interactive," "like video games." Another teacher suggested incorporating the use of Word, PowerPoint and the Internet into the simulation.

Time constraints were also mentioned by several participants as a challenge that needs to be addressed. In this sense, two of the teachers suggested implementing the program after the testing period.

"I would like to wait until all state testing is done, and do the entire program in May and June. It's difficult doing it once a week or so. I'd like to immerse ourselves in it completely—all at one time."

"The program would be nice if it was done after the state exam for about a month, everyday. There were times students started one day and not get to use it again for another three weeks."

Other teachers added that the program would be more successful in settings where teachers have more time to focus on the program, including self-contained classes and after school and summer school settings.

Finally, some teachers expressed their interest in receiving additional support from Classroom, Inc. For example, they suggested having Classroom, Inc. staff "check in regularly and contact the teachers directly," receiving more training, and providing "online assistance where teachers and students can post questions or problems."

This section presents data on the challenges that teachers, students and coaches faced during program implementation, as reported in the surveys and interviews.

Challenges for Teachers. Both teachers and coaches were asked to indicate the challenges the program presented to teachers. In general, the rank order of teachers' and coaches' responses was similar, as shown in Table 9. Table 10 also presents teachers' responses to this question by cohort.

Table 9 - Challenges for Teachers Perceived by Teachers (N=58) and Coaches (N=13)*

<i>"Which of the following, if any, were challenges for teachers using this program?"</i>	Teachers responding "Yes"		Coaches responding "Yes"	
	N	%	N	%
Dealing with technological problems	35	60.3%	9	75.0%
Completing the entire curriculum	34	58.6%	8	66.7%
Assessing student progress	13	22.4%	4	33.3%
Completing research requirements	9	15.5%	6	50.0%
Teaching literacy within their content area	8	13.8%	3	25.0%
Collaborating with teachers from other disciplines	6	10.3%	4	33.3%
Classroom management	6	10.3%	4	33.3%
Other	9	15.5%	3	25.0%

*Multiple responses accepted

As shown above, consistent with their opinions throughout the surveys, the largest percentages of teachers and coaches mentioned "technological problems" (60% of teachers and 75% of coaches) and "completing the entire curriculum" (59% of teachers and 67% of coaches) as the two main challenges encountered while using the program. Less than one quarter of the teachers also reported having difficulties "assessing student progress" (22%), "completing research requirements" (15%), "teaching literacy within their content area" (14%), "collaborating with teachers from other disciplines" (10%), and "classroom management" (10%). Half of the coaches thought that completing research requirements had been a challenge for the teachers, and one third to one quarter of coaches thought that teachers had struggled with all the other the areas mentioned in the survey.

Table 10 - Teachers' Perceptions of Challenges for Teachers, by Cohort (N=58)*

Challenges	Total N "Yes"	Cohort 1 (N=34)		Cohort 2 (N=24)	
		N	%	N	%
Dealing with technological problems	35	23	67.6%	12	50.0%
Completing the entire curriculum	34	19	55.9%	15	62.5%
Assessing student progress	13	9	26.5%	4	16.7%
Completing research requirements	9	3	8.8%	6	25.0%
Teaching literacy within their content area	8	2	5.9%	6	25.0%
Classroom management	6	5	14.7%	1	4.2%
Collaborating with teachers from other disciplines	6	2	5.9%	4	16.7%

* Multiple responses accepted

As seen in Table 10, a higher percentage of teachers from cohort 1 (67%) than cohort 2 (50%) noted that “dealing with technological problems” had been a challenge, while the opposite was true for “completing the entire curriculum (62% of teachers from cohort 2 compared to 56% of teachers from cohort 1).

Challenges for Students. Almost one half of the teachers (47%) indicated that students had struggled with “focusing on tasks, self-discipline” and “reading and comprehending materials” while using the program. Less than one quarter of the teachers mentioned “working cooperatively in small groups” (24%) and “using the computer/technology” (21%) as challenges experienced by the students. Slightly higher percentages of teachers from cohort 1 schools than cohort 2 schools reported having experienced all of the above-mentioned challenges. Table 11 presents the responses for all teachers and by cohort.

Table 11 - Challenges for Students Perceived by Teachers, by Cohort (N=58)*

“What challenges did your students face in using the program?”	Total responding “Yes”		Cohort 1 teachers responding “Yes”		Cohort 2 teachers responding “Yes”	
	N	%	N	%	N	%
Focusing on tasks, self-discipline	27	46.6%	16	47.1%	11	45.8%
Reading and comprehending material	27	46.6%	17	50.0%	10	41.7%
Working cooperatively in small groups	14	24.1%	10	29.4%	4	16.7%
Using the computer/technology	12	20.7%	9	26.5%	3	12.5%
Other	11	19.0%	5	14.7%	6	25.0%

*Multiple responses accepted

As part of the “Other” category, teachers mentioned “glitches” in the software, difficulties editing and proofreading some of the sections and doing some of the math exercises, and problems understanding the industry itself, including “some topics [that] were far-fetched from their world” and “understanding corporate hierarchy and business related concepts.”

Challenges for Coaches. All but one of the coaches who responded felt that “facilitating technology access for teachers” was a challenging aspect of their work. Three fourths of the coaches found “scheduling and planning for teachers’ work” to be a challenge and half experienced difficulties “scheduling class visits.” Finally, one quarter of coaches also mentioned “leading workshops” and “completing research requirements” as added challenges (Table 12).

Table 12 - Challenges for Coaches (N=12)*

“Which of the following, if any, were challenges for you as you guided teachers through the program?”	Coaches responding “Yes”	
	N	%
Facilitating technology access for teachers	11	91.7%
Scheduling and planning for teachers’ work	9	75.0%
Scheduling class visits	6	50.0%
Supporting teachers in their work with the curriculum	4	33.3%
Leading workshops	3	25.0%
Completing research requirements	3	25.0%

*Multiple responses accepted

E. SUPPORT FOR LAW PROGRAM IMPLEMENTATION

School administrators and coaches were asked to indicate their roles in supporting implementation of LAW in their schools. This section reports on findings from interviews with school administrators and coaches, as well as from the coach survey.

1. Support from School Administration and Coaches

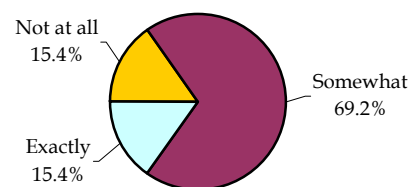
The level of involvement of the school administration in the program's implementation varied greatly across schools. As indicated in interviews, in most schools, the principals' and assistant principals' role was limited to selecting classes, facilitating scheduling and providing general support. In contrast, two of the school administrators (a principal and an assistant principal) indicated that they have been strongly involved in all of the steps of program implementation. Their roles included meeting regularly with the teachers to get their feedback, providing specific support when needed, and allotting time for teachers to meet and share their experiences about the program.

As expected, coaches reported a stronger involvement in program planning and implementation. During the interviews, the coaches said they had been responsible for providing one-on-one assistance, scheduling, maintaining contact with the Classroom, Inc. on-site support, coordinating the distribution and collection of research materials, and overseeing the technology component. In two of the schools, the coach was also the computer teacher and therefore responsible for doing the computer simulation with the students. Very few coaches mentioned having conducted some of the workshops that Classroom, Inc. included in the scope of their responsibilities.

As shown in Figure 8, when asked about Classroom Inc.'s description of their role, over two thirds (69%) of the coaches who responded to the survey thought that it "somewhat" corresponded to the work they actually did. Of the remaining four coaches, two said the work they did corresponded "exactly" to the way it was described, and the other two said that it did not correspond at all.

When asked to explain their answers, most coaches simply described the tasks they performed as coach, rather than how their work was different from what they were expecting. Consistent with the interview results, in their survey responses the most commonly mentioned duty was to act as a "go-between" or facilitator between the various parties involved (teachers, Classroom Inc., and Metis). Facilitating workshops was another component of the coaches' job. Nine of the 13 coaches said they had conducted the Active Reading Workshop and six had conducted the Writing Workshop. Three coaches mentioned conducting the Evaluation Workshop. However, three of the coaches who responded to the end-of-year survey said they had not conducted any workshops. One of the coaches also talked about her role in arranging information-sharing

Figure 8: "To what extent did CRI's description of the role of coach in LAW implementation correspond to the work you actually did?" (N=13)



forums in which teachers could get together and brainstorm, share experiences, or problem solve.

The coaches also spent a good amount of time trying to resolve technical issues. In fact, some of the coaches were not prepared for the amount of time that they had to spend in this area, and this may be one of the reasons why they felt that the work they actually did differed from their roles as originally described.

“There were a lot of technical computer problems that I was not able to address effectively. Therefore at times, I truly could not help the teachers. From the literacy standpoint, I was adequately prepared. However I do not think that the technical training was adequate. I was not really able to assist/support adequately with the technical problems we encountered.”

Finally, three of eight coaches who were interviewed added that they had been very busy with other initiatives and had not been as involved as they should have. One of them recommended revising the role of coach and adding a “teacher leader” who would provide additional support to the coach and to the other participating teachers.

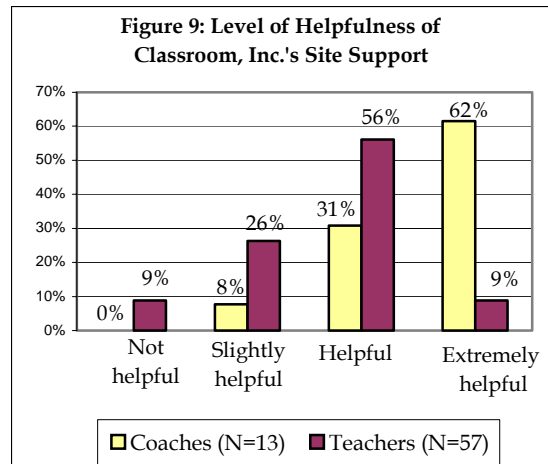
2. Support from Classroom, Inc.

Support for the LAW program from Classroom, Inc. was provided through on-site instructional support provided throughout the school year by consultants, and a technology support helpline. This section of the report presents findings about each of these obtained through an analysis of teacher and coach surveys and interviews with school administrators and coaches.

In interviews, administrators and coaches expressed their satisfaction with the support provided by Classroom, Inc. throughout the school year.

Site Support. Throughout the school year, Classroom, Inc. provided ongoing on-site instructional support to teachers and coaches of participating schools. Overall, coaches and school administrators were very satisfied with the consultants’ involvement in program implementation. Only one of the coaches said that the consultant’s services had not been needed, and another coach indicated that she had been very busy and did not have time to schedule the visits from the consultant. At the other schools, the main responsibilities of the consultants were described as visiting the schools and providing general support to teachers and coaches, addressing teacher and student questions or concerns, dealing with technological issues, and conducting professional development trainings for new teachers. Interviewees described the consultants as “great,” “phenomenal,” “very helpful,” and “proactive in solving issues before they even arise.”

In the teacher and coach end-of-year surveys, respondents were asked to rate the level of helpfulness of Classroom, Inc.'s on-site instructional support. Survey findings suggest that Classroom, Inc.'s consultants have played a central role in helping coaches guide the teachers through the program, with 61% of the coaches describing it as "extremely helpful" and 31% saying it was "helpful." To a lesser extent, teachers also found this resource helpful. Figure 9 presents teachers' and coaches' views about the level of helpfulness of Classroom, Inc. site support.



In the end-of-year surveys, coaches were asked what other preparation they would have needed in order to assist teachers more effectively. Over two thirds said that no other preparation was needed, in large part due to the support of Classroom, Inc. consultants.

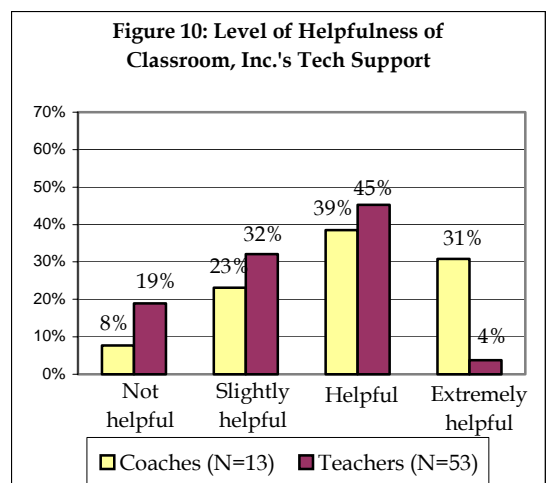
"The consultant was extremely helpful. He is one of the main reasons for the success of this program."

Content-oriented training was requested by those who would have liked more preparation.

"I should actually be part of some of the lessons both with the computers and the workbooks in order to understand the program better."

Tech Support. During program implementation, Classroom, Inc. also provided tech support to participating schools. As explained during the initial training, teachers and coaches are encouraged to call Classroom, Inc.'s tech helpline. In addition, Classroom, Inc.'s on-site instructional consultants have also provided assistance when needed. During the site visits, school administrators and coaches from six of the eight schools reported that they did not use this resource or they did not know whether the teachers had used it. In most cases, they said that teachers had been assisted by the school's technology coordinator. In the other two schools, the principals were very satisfied with the tech support they had received from Classroom, Inc., which they described as "exceptional" and "very proactive."

Teacher and coach survey findings suggest that Classroom, Inc.'s tech support has not been as widely used or as helpful as the ongoing instructional support. Again, coaches seemed to find this resource more helpful than the teachers, with 31% describing it as "extremely helpful," compared to 4% of teachers. Figure 10 presents the teachers' and coaches' views about the level of helpfulness of Classroom, Inc.'s tech support.



F. DECISIONS ABOUT IMPLEMENTING LAW, INTEGRATION WITH OTHER LITERACY INITIATIVES, EXPECTATIONS AND PERCEPTIONS OF IMPACT

1. Reasons for Implementing LAW and Class Selection

During site visits, school administrators (principals and assistant principals) were asked about the reasons why they had decided to implement the *Literacy at Work* program at their school. Four of the seven school administrators mentioned their past involvement with Classroom, Inc. as one of the deciding factors. For example, one of the principals explained that Classroom, Inc. has partnered with her school since the beginning of the company and some of the simulations were tested with some of the students from the school. Another principal noted that she had been very pleased with Classroom, Inc.'s Summer School Program and had decided to try the Literacy at Work program during the regular school year. Other reasons to select the program included the following:

"I was looking for an interesting program that can offer hands-on, project-based activities to motivate the low-performing students at my school."

"My expectations were to provide a supplemental literacy program that would use technology to support student learning."

Principals and assistant principals were also asked to report the reason they had selected particular classes and/or teachers for the LAW program. Two of the school administrators said that teachers were given a choice to participate or not. The principals from two other schools mentioned "teacher commitment" and "collaborative team teaching" as the key reasons for selecting particular classes. As one of the principals explained,

"I decided to implement it with those teachers who will go to the professional development and who will see the benefits of using the program, because without that no program can succeed. I chose 6th grade teachers because they are self-contained, and because these teachers are always eager to learn and to grow professionally as well. Then I also decided it would be a great program for at-risk students from collaborative team teaching classrooms...that's why I chose the 7th and 8th grade classes."

In the other schools, principals had chosen the classes out of convenience, depending on the teachers' schedules and the availability of the computer teacher. Finally, in one of the schools, the principal selected the inclusion classes because he expected the program to motivate the school's low-performing students.

2. Integration with Other Literacy Initiatives

In the interviews with school administrators and coaches, and in the coach survey, respondents were asked about integration of LAW with other literacy initiatives at their schools.

Four of the seven principals and assistant principals responded that LAW was well integrated with the other literacy initiatives at their schools.

"The program fits very nicely, because it stresses the importance of teaching literacy in all content areas, and that is one of the school's objectives."

"The program fits right in. ... This program is an excellent supplement to the school's balanced literacy program. The Literacy at Work program is balanced literacy itself. Students have to read, they have to speak, and they have to think critically. The program also addresses all the state and city standards."

"Now that Classroom, Inc. has added the non-fiction libraries, the program has moved to another level. It fits right in with all the other initiatives at the school and the balanced literacy model."

The other three school administrators indicated that the program had not been as well integrated in their schools as they had expected. For example, one principal noted that it required some effort to "fit in" the program with the curriculum and the other school initiatives because of time constraints. An assistant principal explained that in her school, "it goes on a case-by-case basis, depending on the teacher's level of enthusiasm." Lastly, another principal said that the program is too prescriptive and it became an "add-on rather than a complement" to their curriculum.

The Literacy at Work coaches had similar opinions. Of the 13 coaches who responded to the coach end-of-year survey, five felt that Literacy at Work fit well, five had mixed feelings and the remaining three felt that it did not. On the positive side, the coaches thought that it fit well as a supplemental program into their school's balanced literacy curriculum.

"The program fits quite well with our school's balanced literacy approach. Skills that are presented in this program are in alignment with the standards and [are] grade appropriate."

Another coach commented that the program's "real-life" scenarios reinforced the assertion made to students that literacy skills will be expected of them in "later life."

In addition, in one of the interviews, a coach noted that "...one of the teachers, Mr. _____ has been very involved in the program. He does not do the episodes chronologically, but chooses them according to the school's 'skill of the week,' which shows how well integrated the program is with the school's other literacy initiatives."

However, some coaches said that they had trouble integrating the program because of time constraints, because they felt it was too prescribed, or they had problems with computer access. One coach commented, in the survey,

"In theory very well but practically speaking we had great difficulty in implementing it because of lack of technology availability and scheduling problems."

3. Program Expectations

This section provides an overview of the expected impact of the program on students and teachers, as reported by school administrators, Literacy at Work coaches and participating teachers.

During the site visits, **coaches** from eight participating schools were asked to share their expectations about the program and whether they had been fulfilled. Most of these coaches said they were looking for a program that would motivate the students. The technology component was also mentioned as one of the key aspects of the program to engage the students. Some illustrative responses are provided below.

"My expectations were for the students to enjoy what they are doing and to make learning fun. To put it in the words of one of the students, 'it's like you are sneaking it in there.' Students think that they are going into the computer and having fun, but it's also teaching them things and enhancing the teachers' lessons. So far, my expectations have been fulfilled."

"I expected that children would be able to interact with the simulation in authentic ways and they would learn how to apply strategies in reading and writing in real-life situations."

"My expectations were to make this program work. I was interested in a program that would support the school's balanced literacy approach, that would be interactive with computers, and that would promote accountable talk. In this sense, my expectations were fulfilled."

However, two of the coaches said their expectations had not been fulfilled due to the program's slow implementation, which had been caused by a series of obstacles, including technical problems with the computers, time constraints and difficulties in scheduling.

As mentioned before, in the pre-program surveys, several **teachers** explained that they had decided to participate in the program because they thought it would be beneficial for the students. In the post-program surveys, teachers were asked to report whether their expectations had been fulfilled. Several teachers responded affirmatively, explaining that they had observed an increase in student engagement and progress in their reading, math, writing, and decision-making skills, among other outcomes.

"Yes [my expectations were fulfilled]. I expected the students would enjoy the program and get a little taste of real world situations."

"This was a great program. The students stayed enthusiastic about the program the whole time it was taught and loved using the computers to learn literacy."

"Most definitely. My students were able to become exposed to the world of work via the classroom. In addition, their reading, computer and writing skills improved."

Of those teachers who said that their expectations had not been fulfilled, the large majority of them noted that they had not been able to fully implement the program due to technical difficulties, including hardware and software problems, and time constraints.

4. Perceptions of Impact

Student engagement was mentioned by all of the school administrators and coaches as one of the expected outcomes of the program. Principals, assistant principals, and coaches believe that the program, in particular the computer simulation, is very conducive to motivating the students and promoting collaborative learning and “accountable talk.” Selected comments are provided below.

“This program allows students to use their time in a more meaningful manner. Students are very engaged because of its project-based nature.”

“I have seen more engagement among the students and more accountable talk when they work in small groups. They really like the program because they feel it is not the typical lesson or worksheets. The fact that they get to work with the computer makes all the difference in the world.”

“The program has been particularly successful in the inclusion and special ed classrooms. Special ed students and general ed students have worked very well together, both in the computers and during the extended activities.”

“[I have seen]...students working collaboratively, kids talking to each other, kids making decisions. When I go into the lab, I see students in pairs or trios working together and all of them are intervening and making positive contributions.”

Four of the eight coaches and three of the seven principals and assistant principals reported that they also expected to see an improvement in **student performance**, in particular in reading and math. One of the principals said that at the time of the interview, she had already seen that students in participating classes were performing a lot better on practice tests, and that she had also seen progress in the teachers’ feedback and observations. One of the coaches also said that the program helps students develop their writing skills and build their vocabulary. Another coach added that the program has also taught students, in particular special education students, about the importance of reading, understanding, and following directions, all of which are crucial skills for succeeding in the tests. In addition, one of the principals reported that in previous years the program has helped increase the school’s test scores. She explained:

“The program has had a very big impact on the students’ writing skills, which will have an effect on test scores. We cannot change multiple-choice questions, but we can change how children do in the writing section. Our school is number 1 in the region in terms of percentage of students who have moved from level 1 to level 2, and number 3 in the region in terms of percentage of students moving from level 2 to level 3. I do believe that the program has something to do with it.”

A few of the interviewees noted that it was too soon to predict an impact on student performance. One of the coaches said that this year’s students had not used the program enough at the time of testing for it to show any impact. She then suggested tracking those students in her school who had used the program last year and exploring the impact on this year’s scores.

School administrators and coaches identified several other positive impacts, expected and/or observed, that the program may have on student outcomes, including promoting awareness of the real world; developing decision-making, study and research skills; encouraging student respect for other people and objects; and building students' self-confidence.

"I also see kids that get excited about working on something that has meaning to them, and seeing that what they learn in school has real world applications."

"This program has generated a general awareness among students about the world of work. Students have a job and must fulfill certain responsibilities. They love to be in control of the decision-making process."

"The children I have spoken to really liked it. It makes them feel more grown-up, mature."

"It [the program] has also taught them to work well with each other in the classroom, and how to respect not only other students, but also the computers. They know they need to take good care of the keyboards and the computers if they want to keep doing the program."

"Middle school is a funny age, and the program helps students build their self-esteem. It teaches them that everybody is the same, to work together, that there is no right or wrong answers."

Teacher expectations were very similar to those of school administrators and coaches. In the pre-implementation surveys, participating teachers were asked to rate the expected impact of the program on selected student outcomes². Table 12 presents the ratings of teachers about the expected impact of the program on student outcomes.

Table 13 - Perspectives of Teachers about Expected Student Outcomes, Pre-Implementation

Student outcomes	Total N	High impact		Moderate impact		Low impact		No impact	
		N	%	N	%	N	%	N	%
Student achievement in reading	57	18	31.6%	34	59.6%	4	7.0%	1	1.8%
Student achievement in writing	57	11	19.3%	38	66.7%	7	12.3%	1	1.8%
Student achievement in speaking	57	7	12.3%	38	66.7%	10	17.5%	2	3.5%
Student achievement in listening	57	19	33.3%	34	59.6%	3	5.3%	1	1.8%
Student achievement in subject areas	56	12	21.4%	37	66.1%	5	8.9%	2	3.6%
Student engagement	56	43	76.8%	11	19.6%	1	1.8%	1	1.8%
Problem solving abilities	56	31	55.4%	22	39.3%	2	3.6%	1	1.8%
Collaborative learning	56	37	66.1%	18	32.1%	0	-	1	1.8%
Knowledge industry	56	29	51.8%	23	41.1%	3	5.4%	1	1.8%
General career awareness	56	28	50.0%	23	41.1%	4	7.1%	1	1.8%

² Teachers' perspectives on the observed impact of the program on student outcomes were collected in the post-implementation surveys. A comparison of the teachers' perspectives on expected and observed student outcomes will be presented in the final report.

As shown in Table 13, the largest percentage of teachers said they expected the program to have a “high impact” or “moderate impact” on student collaborative learning (98%) and student engagement (96%). Over 90% of teachers also expected the program to have a “high” to “moderate” impact on problem solving abilities (95%), student achievement in listening (93%), students’ knowledge about the simulation industry (93%), student achievement in reading (91%), and general career awareness (91%). Lower percentages of teachers expected the program to have an impact on student achievement in subject areas, speaking and writing.

In the interviews, four of the eight coaches and four of the seven administrators said they had observed an impact on teachers in the form of an **increase in collaboration among teachers** participating in the program. For example, one principal explained that the program has provided new opportunities for the computer teacher to interact with other teachers and develop “very positive collaborative relationships.” While another principal said that participating teachers were already collaborating with each other because they were team teaching in inclusion settings, he added that as a result of the program, teachers have been able to share new ideas with each other and have started collaborating with other teachers who are implementing other technology-based programs. Other examples of how the program has strengthened the collaboration among participating teachers are provided next.

“I have seen teachers collaborate more with one another. Those that are more ahead help the others. Also, three of the teachers decided to start team teaching: two of the ELA teachers work on the activities that have a strong focus on reading and writing, and the math teacher works on the math activities. All of them work together on the computers.”

“Collaboration among teachers has been great. For instance, Mr. _____, one of the teachers, has been meeting regularly with the other teachers to demonstrate the use of computers.”

“The seventh grade teachers were already collaborating with each other, but the program has brought them even closer. Ms. _____, for example, has no computers in her classroom. The rest of the teachers rearranged their schedule so Ms. _____’s class could use other teachers’ rooms. And the students appreciate it. They know that their teachers are going the extra mile so they can also participate in the program.”

A few of the interviewees also indicated that as a result of participating in the LAW program, some of the teachers have experienced other positive changes, such as “being more comfortable with the use of technology,” “taking some of the strategies and applying them to other subjects that they teach,” and “learning more about standards.”

III. CONCLUSIONS AND RECOMMENDATIONS

Evaluation findings suggest that implementation of the Literacy at Work program has varied greatly across schools and classes. Time constraints, technology problems and scheduling difficulties delayed program implementation in some of the schools and prevented a number of teachers from completing the curriculum. Encouraging school administrators and teachers to start the program earlier in the school year may provide additional time for some of these teachers to fully implement the program.

Classroom, Inc.'s on-site instructional support played a key role during program implementation, especially in supporting coaches and helping them to guide teachers through the program. However, some of the Literacy at Work coaches indicated that they have multiple responsibilities at their schools and did not have enough time to schedule site visits with the consultants or provide adequate support to participating teachers. In these cases, it would be highly beneficial if the consultants could contact the teachers directly and provide them with support and ongoing professional development, when needed.

As indicated in the interviews, some of the participating teachers have acted as an additional source of support and have modeled some of the lessons for their colleagues. Classroom, Inc. could build on this concept and encourage teachers to adopt a leadership role. In addition, Classroom, Inc. could encourage school administrators and coaches to set aside time for monthly sessions for teachers to meet regularly and share their experiences about the program.

As mentioned throughout the report, one of the most common challenges has been the technology component. Several teachers reported experiencing technical difficulties with the software; however, survey and interview findings suggest that some schools did not use Classroom, Inc.'s tech support. Classroom, Inc. should increase awareness of this resource and ensure that coaches and teachers have easy access to it.

Despite some of the challenges experienced during program implementation, school administrators, coaches and teachers offered very positive feedback about the program, and most of them indicated that they had observed a noticeable improvement in student outcomes, including student engagement and collaborative learning, reading, writing and math skills, and career awareness. Most of the observed classes were very dynamic and involved some degree of collaborative learning, in particular when students were working on the computer-based activities. In this sense, teachers thought that the program could further increase student motivation towards learning by providing additional activities that build on the computer simulation and involve a higher degree of collaborative learning and creativity.

APPENDIX A: METHODS AND PROCEDURES

Prior to beginning the evaluation, the evaluators met with Classroom, Inc. staff to learn about the history and development of Classroom, Inc. and the Literacy at Work program, and reviewed past surveys and protocols developed by Classroom, Inc., and program documentation and materials.

A. Training Observation and Feedback

The evaluation began with observation of the initial training designed by Classroom, Inc. to introduce the program to teachers and coaches and train them in its implementation. The training was conducted by Classroom, Inc. staff on November 2, 2004, at PC Learn (71 West 23rd Street, New York, NY). An observation protocol was developed to assess the content and the quality of the training. Two Metis researchers attended the workshops and observed both the morning and afternoon sessions, which were attended by approximately 110 educators from 20 schools. In addition, Metis analyzed 91 feedback forms, developed by Classroom, Inc., that were collected at the end of the training and provided to Metis.

At the training, teachers and coaches were informed that they would receive an honorarium of \$200 from Classroom, Inc. if they completed the required research materials described below.

B. Surveys and Implementation Logs

To evaluate implementation, Metis developed surveys for teachers and coaches, and teacher implementation logs.³ The surveys included content appropriate for and specific to the respondent group and parallel content so that the different perspectives of each group would be obtained.

The surveys and implementation logs were distributed and collected through the Literacy at Work coaches at each school. An Excel database was created in November 2005 to track the collection of all research instruments.

Teacher Survey. The teacher surveys were developed to assess teachers' perceptions about the program, including goals and expectations, use and helpfulness of program materials, challenges faced during program implementation, and expected and observed impacts of the program on student and teacher outcomes. The surveys were administered prior to and after program implementation.

The pre-program survey was administered in November 2004 at the beginning of program implementation. The post-program survey was distributed in April 2005 and was to be collected by June 1, 2005. However, at the beginning of June, very few teacher (and student) surveys had been received. Further follow-up was conducted by telephone, email and fax to schools, and additional surveys were mailed or faxed as needed.

³ Student pre- and post-program surveys also were developed for the outcome evaluation. These surveys will be described in the final report.

Table A-1 presents the response rates, by participating region, for the pre-program and post-program teacher surveys.

Table A-1 - Distribution of Schools and Teacher Pre-program and Post-program Surveys, by Region

Region	Schools		Teacher pre-program surveys		Schools		Teacher post-program surveys	
	N	%	N	%	N	%	N	%
1	7	31.8%	30	28.3%	4	23.5%	6	12.1%
2	2	9.1%	5	4.7%	1	5.9%	4	6.9%
3	1	4.5%	4	3.8%	1	5.9%	3	5.2%
4	-	-	-	-	-	-	-	-
5	3	13.6%	16	15.1%	1	5.9%	14	24.1%
6	1	4.5%	4	3.8%	-	-	-	-
7	5	22.7%	35	33%	5	29.4%	19	32.8%
8	1	4.5%	4	3.8%	1	5.9%	3	5.2%
9	1	4.5%	3	2.8%	1	5.9%	3	5.2%
10	1	4.5%	5	4.7%	1	5.9%	5	8.6%
Total	22	100%	106	100%	17	100%	58	100%

As might be expected, by the time of the survey administration in the spring, some of the teachers included in the sample were no longer teaching at their school or had decided not to use the program for a variety of reasons, including time constraints and scheduling difficulties.

Coach Survey. The coach survey assessed the coaches' perceptions about their role, expectations about the program, helpfulness of different program components in helping them guide the teachers, challenges to implementation, and suggestions for improvement.

The survey was distributed to 20 schools in April 2005 with a deadline of May 16, 2005.⁴ Follow-ups were conducted at the end of May and throughout June, via email, telephone and faxes. The bulk of the surveys were collected towards the end of June, and the last survey was received mid-July. A total of 13 coaches responded to the survey (65% response rate).

Teacher Implementation Logs. In consultation with Classroom, Inc. staff, Metis developed logs for each teacher to complete to obtain information about the level of program implementation in each participating classroom. Teachers were asked to complete one log per simulation episode. In the logs, teachers were asked to report on a number of program implementation aspects, including dates and length of time using the program; completion (or

⁴ The coach survey was not sent to the high schools as they were excluded from the research earlier on. In January 2005, it became clear that it would be very difficult for participating teachers to track the high school students who had used the program in the fall, as most of them were in other classes during the spring semester.

not) of each section of the episode; use and level of helpfulness of program materials; ratings of the content, amount of work and student engagement; and other issues related to that episode.

Implementation logs were distributed to all participating teachers at the beginning of program implementation, in approximately November 2005. Follow-ups were conducted throughout the school year and additional copies were mailed or faxed as needed. The initial deadline for the collection of implementation logs was extended to accommodate the later schedule of implementation that occurred in most schools. Logs were collected for 65 of the 78 classes participating in the research. Teachers submitted complete or almost complete⁵ logs for over three quarters of the classes (78.5%).

C. Classroom Observations and Interviews

In collaboration with Classroom, Inc. staff, Metis selected 10 schools for observations and interviews. Given the variety of models of program implementation and to be consistent with the grade-level focus of the evaluation, Metis limited the classroom observations to teachers who were using *What's Up Magazine* in grades 5, 6, and 7. Geographic distribution (by region), inclusion of schools from cohort 1 and 2,⁶ and use of a collaborative team teaching model were also considered. This sampling frame enabled the researchers to study a cross-section of schools and classes across the two study cohorts and three participating grade levels.

During the period from March to June 2005, Metis obtained data on program implementation through interviews with principals, assistant principals and coaches and classroom observations. Interview guides were developed for the interviews with school administrators and coaches. An observation protocol was developed to assess program implementation, including usage of program materials (e.g., student workbook, computer software), class atmosphere, teacher attitudes, student engagement and collaborative learning.⁷

Interviews with school administrators also were conducted at seven schools; at one school the principal and assistant principal were unavailable during the site visit. Furthermore, because of difficulties reaching coaches, teachers' schedules, and test preparation activities in the schools, classroom observations also were conducted at seven schools. By the time a site visit was scheduled at the eighth school, participating classes had already completed the program. Thus, a total of 10 classroom observations, including one fifth-grade class, three sixth-grade classes and six seventh-grade classes, were conducted. Table A-2 summarizes basic information for the schools that were visited.

⁵ One or two episodes missing.

⁶ Cohort 1 schools are those schools that used the program during the previous year. Cohort 2 schools have never used the Literacy at Work program before.

⁷ The classroom observation protocol was slightly modified after the first visit. Copies of the instruments are provided in the appendix.

Table A-2 - Summary of Site Visits

School	Cohort		Number of classes observed by grade level		
	1	2	Grade 5	Grade 6	Grade 7
1		√			1
2	√			1*	
3		√		1	
4		√		1	
5	√		1		
6	√				3
7	√				2
8**		√			
Totals	4	4	1	3	6

* Collaborative team teaching.

**Interviews only.

APPENDIX B: DATA PRESENTED BY SIMULATION

Data are presented for those episodes
for which teachers submitted implementation logs.

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Table B-1 – Level of Helpfulness of Program Materials

<i>Materials and Episodes</i>	Total N	Did not use		Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%	N	%
		Teacher Planner									
-- Episode 1	33	1	3.0%	-	-	2	6.1%	27	81.8%	3	9.1%
-- Episode 2	32	1	3.1%	-	-	7	21.9%	19	59.4%	5	15.6%
-- Episode 3	30	2	6.7%	1	3.3%	6	20.0%	15	50.0%	6	20.0%
-- Episode 4	27	3	11.1%	1	3.7%	1	3.7%	14	51.9%	8	29.6%
-- Episode 5	24	2	8.3%	-	-	6	25.0%	7	29.2%	9	37.5%
-- Episode 6	21	3	14.3%	-	-	4	19.0%	8	38.1%	6	28.6%
-- Episode 7	16	3	18.8%	-	-	2	12.5%	9	56.3%	2	12.5%
-- Episode 8	16	2	12.5%	-	-	3	18.8%	10	62.5%	1	6.3%
-- Episode 9	12	2	16.7%	-	-	1	8.3%	8	66.7%	1	8.3%
-- Episode 10	12	2	16.7%	-	-	1	8.3%	7	58.3%	2	16.7%
Lesson Plans											
-- Episode 1	33	2	6.1%	-	-	2	6.1%	26	78.8%	3	9.1%
-- Episode 2	32	2	6.3%	1	3.1%	5	15.6%	20	62.5%	4	12.5%
-- Episode 3	30	5	16.7%	2	6.7%	2	6.7%	16	53.3%	5	16.7%
-- Episode 4	27	2	7.4%	1	3.7%	2	7.4%	15	55.6%	7	25.9%
-- Episode 5	24	2	8.3%	1	4.2%	2	8.3%	11	45.8%	8	33.3%
-- Episode 6	21	3	14.3%	-	-	4	19.0%	7	33.3%	7	33.3%
-- Episode 7	16	2	12.5%	-	-	3	18.8%	9	56.3%	2	12.5%
-- Episode 8	16	2	12.5%	-	-	3	18.8%	11	68.8%	-	-
-- Episode 9	12	1	8.3%	-	-	-	-	11	91.7%	-	-
-- Episode 10	12	1	8.3%	-	-	1	8.3%	8	66.7%	2	16.7%
Student Workbook											
-- Episode 1	34	-	-	1	2.9%	-	-	18	52.9%	15	44.1%
-- Episode 2	32	-	-	-	-	1	3.1%	16	50.0%	15	46.9%
-- Episode 3	30	1	3.3%	1	3.3%	3	10.0%	11	36.7%	14	46.7%
-- Episode 4	28	2	7.1%	-	-	-	-	11	39.3%	15	53.6%
-- Episode 5	24	-	-	-	-	2	8.3%	6	25.0%	16	66.7%
-- Episode 6	21	-	-	-	-	1	4.8%	9	42.9%	11	52.4%
-- Episode 7	16	-	-	-	-	-	-	10	62.5%	6	37.5%
-- Episode 8	16	-	-	-	-	-	-	11	68.8%	5	31.3%
-- Episode 9	12	1	8.3%	-	-	-	-	7	58.3%	4	33.3%
-- Episode 10	12	1	8.3%	-	-	-	-	5	41.7%	6	50.0%

What's Up Magazine

<i>Materials and Episodes</i>	Total N	Did not use		Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%	N	%
Simulation Episode											
-- Episode 1	34	-	-	1	2.9%	-	-	18	52.9%	15	44.1%
-- Episode 2	32	-	-	-	-	1	3.1%	16	50.0%	15	46.9%
-- Episode 3	30	1	3.3%	1	3.3%	3	10.0%	11	36.7%	14	46.7%
-- Episode 4	28	2	7.1%	-	-	-	-	11	39.3%	15	53.6%
-- Episode 5	24	-	-	-	-	2	8.3%	6	25.0%	16	66.7%
-- Episode 6	21	-	-	-	-	1	4.8%	9	42.9%	11	52.4%
-- Episode 7	16	-	-	-	-	-	-	10	62.5%	6	37.5%
-- Episode 8	16	-	-	-	-	-	-	11	68.8%	5	31.3%
-- Episode 9	12	1	8.3%	-	-	-	-	7	58.3%	4	33.3%
-- Episode 10	12	1	8.3%	-	-	-	-	5	41.7%	6	50.0%
Assessments											
-- Episode 1	32	9	28.1%	1	3.1%	4	12.5%	14	43.8%	4	12.5%
-- Episode 2	32	12	37.5%	2	6.3%	4	12.5%	13	40.6%	1	3.1%
-- Episode 3	30	15	50.0%	1	3.3%	2	6.7%	11	36.7%	1	3.3%
-- Episode 4	24	16	66.7%	-	-	3	12.5%	5	20.8%	-	-
-- Episode 5	24	16	66.7%	-	-	4	16.7%	4	16.7%	-	-
-- Episode 6	21	15	71.4%	-	-	1	4.8%	5	23.8%	-	-
-- Episode 7	16	11	68.8%	1	6.3%	1	6.3%	3	18.8%	-	-
-- Episode 8	15	10	66.7%	1	6.7%	1	6.7%	3	20.0%	-	-
-- Episode 9	12	5	41.7%	-	-	4	33.3%	3	25.0%	-	-
-- Episode 10	11	5	45.5%	-	-	1	9.1%	5	45.5%	-	-

Table B-2 – Content of the Simulation

<i>Episodes</i>	Total N	Far too difficult		Too difficult		About right		Too easy		Far too easy	
		N	%	N	%	N	%	N	%	N	%
-- Episode 1	32	1	3.1%	9	28.1%	22	68.8%	-	-	-	-
-- Episode 2	32	1	3.1%	7	21.9%	24	75.0%	-	-	-	-
-- Episode 3	30	3	10.0%	10	33.3%	17	56.7%	-	-	-	-
-- Episode 4	28	-	-	4	14.3%	24	85.7%	-	-	-	-
-- Episode 5	24	1	4.2%	1	4.2%	22	91.7%	-	-	-	-
-- Episode 6	21	-	-	2	9.5%	18	85.7%	1	4.8%	-	-
-- Episode 7	16	-	-	2	12.5%	13	81.3%	1	6.3%	-	-
-- Episode 8	16	-	-	3	18.8%	13	81.3%	-	-	-	-
-- Episode 9	12	-	-	1	8.3%	11	91.7%	-	-	-	-
-- Episode 10	12	1	8.3%	1	8.3%	10	83.3%	-	-	-	-

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Table B-3 – Amount of Work of the Simulation

<i>Episodes</i>	Total N	Far too much work		Too much work		About right		Not enough		Nowhere near enough	
		N	%	N	%	N	%	N	%	N	%
		-- Episode 1	33	-	-	6	18.2%	26	78.8%	1	3.0%
-- Episode 2	32	1	3.1%	4	12.5%	26	81.3%	1	3.1%	-	-
-- Episode 3	29	1	3.4%	4	13.8%	24	82.8%	-	-	-	-
-- Episode 4	28	-	-	5	17.9%	23	82.1%	-	-	-	-
-- Episode 5	24	-	-	1	4.2%	23	95.8%	-	-	-	-
-- Episode 6	21	-	-	1	4.8%	18	85.7%	2	9.5%	-	-
-- Episode 7	16	-	-	1	6.3%	15	93.8%	-	-	-	-
-- Episode 8	16	-	-	2	12.5%	14	87.5%	-	-	-	-
-- Episode 9	12	-	-	2	16.7%	10	83.3%	-	-	-	-
-- Episode 10	11	-	-	-	-	11	100.0%	-	-	-	-

Table B-4 – Student Engagement

<i>Episodes</i>	Total N	Turned them off completely		Did not engage them		Somewhat engaging		Engaging		Extremely engaging	
		N	%	N	%	N	%	N	%	N	%
		-- Episode 1	33	-	-	-	-	7	21.2%	22	66.7%
-- Episode 2	31	-	-	1	3.2%	7	22.6%	22	71.0%	1	3.2%
-- Episode 3	28	1	3.6%	1	3.6%	7	25.0%	19	67.9%	-	-
-- Episode 4	27	-	-	2	7.4%	6	22.2%	18	66.7%	1	3.7%
-- Episode 5	24	-	-	-	-	6	25.0%	18	75.0%	-	-
-- Episode 6	21	-	-	-	-	9	42.9%	8	38.1%	4	19.0%
-- Episode 7	16	-	-	-	-	7	43.8%	7	43.8%	2	12.5%
-- Episode 8	16	-	-	-	-	4	25.0%	11	68.8%	1	6.3%
-- Episode 9	12	-	-	1	8.3%	2	16.7%	7	58.3%	2	16.7%
-- Episode 10	12	-	-	1	8.3%	3	25.0%	7	58.3%	1	8.3%

What's Up Magazine

Table B-5 - Teachers' Identification of Problems/Errors in WUM Materials

Questions	Errors with Materials			Types of errors (some teachers reported more than one type of error)
	Total N	N "Yes"	% "Yes"	
-- Episode 1	29	6	20.7%	<ul style="list-style-type: none"> ➤ Students struggled with the Editorial Page Map (4 teachers). ➤ All of the topics included in the short answer section should be clearly stated and practiced in the workbook. ➤ Difficulty printing and saving work (2 teachers). ➤ Program shut down making it impossible for students to complete the episode.
-- Episode 2	30	7	23.3%	<ul style="list-style-type: none"> ➤ Students had a difficult time applying their knowledge of area to complete pages 23-25. ➤ Students struggled with the math formulas (2 teachers). ➤ Difficulty printing work. ➤ Error message appeared on computer screen (3 teachers). ➤ In order to advance to the next screen, you had to back up and then go forward. ➤ Episode kept on resetting.
-- Episode 3	26	10	38.5%	<ul style="list-style-type: none"> ➤ Students struggled with proofreading pages (3 teachers). ➤ Students struggled with editing the Diabetes article (3 teachers). ➤ The workbook pages did not allow the students to practice the editing skills they needed to complete this episode. ➤ Student workbooks are starting to fall apart a bit (pages are falling out). ➤ Difficulty printing and saving work. ➤ Difficulty editing work (2 teachers). ➤ Error message appeared on computer screen. ➤ Error in teacher's guide for simulation (already corrected during training).
-- Episode 4	27	1	3.7%	<ul style="list-style-type: none"> ➤ Students struggled with math.
-- Episode 5	22	2	9.1%	<ul style="list-style-type: none"> ➤ Students had a hard time completing page 58 (rounding percents to the nearest whole number). ➤ Computers froze.
-- Episode 6	18	1	5.6%	<ul style="list-style-type: none"> ➤ A lot of math.
-- Episode 7	16	1	6.3%	
-- Episode 8	15	1	6.7%	<ul style="list-style-type: none"> ➤ Computers froze.
-- Episode 9	12	1	8.3%	<ul style="list-style-type: none"> ➤ Computers froze.
-- Episode 10	11	2	18.2%	<ul style="list-style-type: none"> ➤ Difficulty editing and saving work. ➤ Computers froze.

What's Up Magazine

Table B-6 - Assistance from the Literacy at Work Coach

<i>Episodes</i>	Assistance of Coach		
	Total N	N "Yes"	% "Yes"
-- Episode 1	31	9	29.0%
-- Episode 2	29	5	17.2%
-- Episode 3	29	9	31.0%
-- Episode 4	26	4	15.4%
-- Episode 5	24	6	25.0%
-- Episode 6	21	3	14.3%
-- Episode 7	16	4	25.0%
-- Episode 8	16	3	18.8%
-- Episode 9	12	3	25.0%
-- Episode 10	11	2	18.2%

Table B-7 - Level of Helpfulness by Episode

<i>"How helpful was this episode in helping you teach literacy?"</i>	Total N	Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%
		-- Episode 1	33	2	6.1%	11	33.3%	17	51.5%
-- Episode 2	31	1	3.2%	10	32.3%	18	58.1%	2	6.5%
-- Episode 3	29	2	6.9%	2	6.9%	18	62.1%	7	24.1%
-- Episode 4	28	1	3.6%	3	10.7%	22	78.6%	2	7.1%
-- Episode 5	25	-	-	4	16.0%	21	84.0%	-	-
-- Episode 6	21	1	4.8%	6	28.6%	14	66.7%	-	-
-- Episode 7	14	1	7.1%	1	7.1%	9	64.3%	3	21.4%
-- Episode 8	15	1	6.7%	3	20.0%	9	60.0%	2	13.3%
-- Episode 9	12	-	-	4	33.3%	8	66.7%	-	-
-- Episode 10	9	-	-	1	11.1%	7	77.8%	1	11.1%

The Green Mountain Paper Company

Table B-8 – Level of Helpfulness of Program Materials

Materials and Episodes	Total N	Did not use		Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%	N	%
		Teacher Planner									
-- Episode 1	13	-	-	-	-	1	7.7%	9	69.2%	3	23.1%
-- Episode 2	9	-	-	-	-	-	-	6	66.7%	3	33.3%
-- Episode 3	11	1	9.1%	-	-	1	9.1%	9	81.8%	-	-
-- Episode 4	7	1	14.3%	-	-	1	14.3%	5	71.4%	-	-
-- Episode 5	4	1	25.0%	-	-	-	-	-	-	-	-
-- Episode 6	5	-	-	-	-	-	-	1	20.0%	4	80.0%
-- Episode 7	5	-	-	-	-	-	-	2	40.0%	3	60.0%
-- Episode 8	4	-	-	-	-	-	-	1	25.0%	3	75.0%
-- Episode 9	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 10	4	-	-	-	-	-	-	1	25.0%	3	75.0%
-- Episode 11	2	-	-	-	-	-	-	-	-	2	100.0%
-- Episode 12	2	-	-	-	-	-	-	-	-	2	100.0%
Lesson Plans											
-- Episode 1	13	3	23.1%	-	-	1	7.7%	7	53.8%	2	15.4%
-- Episode 2	9	1	11.1%	-	-	1	11.1%	4	44.4%	3	33.3%
-- Episode 3	11	1	9.1%	-	-	1	9.1%	7	63.6%	2	18.2%
-- Episode 4	7	1	14.3%	-	-	1	14.3%	4	57.1%	1	14.3%
-- Episode 5	4	1	25.0%	-	-	-	-	-	-	3	75.0%
-- Episode 6	5	-	-	-	-	1	20.0%	-	-	4	80.0%
-- Episode 7	5	-	-	-	-	1	20.0%	-	-	4	80.0%
-- Episode 8	4	-	-	1	25.0%	-	-	-	-	3	75.0%
-- Episode 9	4	-	-	-	-	-	-	3	75.0%	1	25.0%
-- Episode 10	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 11	2	-	-	-	-	-	-	-	-	2	100.0%
-- Episode 12	2	-	-	-	-	-	-	-	-	2	100.0%
Student Workbook											
-- Episode 1	13	-	-	-	-	1	7.7%	7	53.8%	5	38.5%
-- Episode 2	9	-	-	-	-	2	22.2%	2	22.2%	5	55.6%
-- Episode 3	11	-	-	-	-	1	9.1%	4	36.4%	6	54.5%
-- Episode 4	7	-	-	-	-	1	14.3%	1	14.3%	5	71.4%
-- Episode 5	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 6	5	-	-	-	-	-	-	1	20.0%	4	80.0%
-- Episode 7	5	-	-	-	-	-	-	1	20.0%	4	80.0%
-- Episode 8	4	-	-	-	-	1	25.0%	-	-	3	75.0%
-- Episode 9	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 10	4	-	-	-	-	-	-	-	-	4	100.0%

The Green Mountain Paper Company

<i>Materials and Episodes</i>	Total N	Did not use		Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%	N	%
-- Episode 11	2	-	-	-	-	-	-	-	-	2	100.0%
-- Episode 12	2	-	-	-	-	-	-	-	-	2	100.0%
Simulation Episode											
-- Episode 1	13	1	7.7%	-	-	1	7.7%	6	46.2%	5	38.5%
-- Episode 2	9	-	-	-	-	1	11.1%	4	44.4%	4	44.4%
-- Episode 3	11	-	-	-	-	2	18.2%	2	18.2%	7	63.6%
-- Episode 4	7	-	-	-	-	1	14.3%	1	14.3%	5	71.4%
-- Episode 5	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 6	5	-	-	-	-	-	-	1	20.0%	4	80.0%
-- Episode 7	5	-	-	-	-	-	-	1	20.0%	4	80.0%
-- Episode 8	4	-	-	-	-	-	-	1	25.0%	3	75.0%
-- Episode 9	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 10	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 11	2	-	-	-	-	-	-	-	-	2	100.0%
-- Episode 12	2	-	-	-	-	-	-	-	-	2	100.0%
Assessments											
-- Episode 1	13	5	38.5%	-	-	1	7.7%	6	46.2%	1	7.7%
-- Episode 2	6	5	83.3%	-	-	1	16.7%	-	-	-	-
-- Episode 3	10	9	90.0%	-	-	-	-	1	10.0%	-	-
-- Episode 4	7	6	85.7%	1	14.3%	-	-	-	-	-	-
-- Episode 5	4	3	75.0%	-	-	-	-	-	-	1	25.0%
-- Episode 6	5	3	60.0%	-	-	-	-	-	-	2	40.0%
-- Episode 7	5	3	60.0%	-	-	-	-	-	-	2	40.0%
-- Episode 8	4	4	100.0%	-	-	-	-	-	-	-	-
-- Episode 9	4	4	100.0%	-	-	-	-	-	-	-	-
-- Episode 10	4	4	100.0%	-	-	-	-	-	-	-	-
-- Episode 11	2	2	100.0%	-	-	-	-	-	-	-	-
-- Episode 12	2	2	100.0%	-	-	-	-	-	-	-	-

The Green Mountain Paper Company

Table B-9 – Content of the Simulation

<i>Episodes</i>	Total N	Far too difficult		Too difficult		About right		Too easy		Far too easy	
		N	%	N	%	N	%	N	%	N	%
-- Episode 1	12	-	-	2	16.7%	9	75.0%	1	8.3%	-	-
-- Episode 2	10	1	10.0%	5	50.0%	3	30.0%	1	10.0%	-	-
-- Episode 3	10	-	-	4	40.0%	5	50.0%	1	10.0%	-	-
-- Episode 4	7	-	-	2	28.6%	4	57.1%	1	14.3%	-	-
-- Episode 5	4	-	-	-	-	4	100.0%	-	-	-	-
-- Episode 6	5	-	-	-	-	4	80.0%	1	20.0%	-	-
-- Episode 7	5	-	-	-	-	4	80.0%	1	20.0%	-	-
-- Episode 8	4	-	-	-	-	3	75.0%	1	25.0%	-	-
-- Episode 9	4	-	-	-	-	4	100.0%	-	-	-	-
-- Episode 10	4	-	-	-	-	4	100.0%	-	-	-	-
-- Episode 11	2	-	-	-	-	2	100.0%	-	-	-	-
-- Episode 12	2	-	-	-	-	2	100.0%	-	-	-	-

Table B-10 – Amount of Work of the Simulation

<i>Episodes</i>	Total N	Far too much work		Too much work		About right		Not enough		Nowhere near enough	
		N	%	N	%	N	%	N	%	N	%
-- Episode 1	13	-	-	3	23.1%	9	69.2%	1	7.7%	-	-
-- Episode 2	9	-	-	3	33.3%	4	44.4%	2	22.2%	-	-
-- Episode 3	11	-	-	3	27.3%	7	63.6%	1	9.1%	-	-
-- Episode 4	7	-	-	2	28.6%	4	57.1%	1	14.3%	-	-
-- Episode 5	4	-	-	1	25.0%	3	75.0%	-	-	-	-
-- Episode 6	5	-	-	-	-	5	100.0%	-	-	-	-
-- Episode 7	5	-	-	-	-	4	80.0%	1	20.0%	-	-
-- Episode 8	4	-	-	-	-	3	75.0%	1	25.0%	-	-
-- Episode 9	4	-	-	-	-	4	100.0%	-	-	-	-
-- Episode 10	4	-	-	-	-	4	100.0%	-	-	-	-
-- Episode 11	2	-	-	-	-	2	100.0%	-	-	-	-
-- Episode 12	2	-	-	-	-	2	100.0%	-	-	-	-

Table B-11 – Student Engagement

<i>Episodes</i>	Total N	Turned them off completely		Did not engage them		Somewhat engaging		Engaging		Extremely engaging	
		N	%	N	%	N	%	N	%	N	%
-- Episode 1	13	-	-	1	7.7%	5	38.5%	7	53.8%	-	-
-- Episode 2	9	-	-	-	-	5	55.6%	3	33.3%	1	11.1%
-- Episode 3	11	-	-	1	9.1%	7	63.6%	3	27.3%	-	-

The Green Mountain Paper Company

<i>Episodes</i>	Total N	Turned them off completely		Did not engage them		Somewhat engaging		Engaging		Extremely engaging	
		N	%	N	%	N	%	N	%	N	%
-- Episode 4	7	-	-	1	14.3%	2	28.6%	4	57.1%	-	-
-- Episode 5	4	-	-	-	-	1	25.0%	3	75.0%	-	-
-- Episode 6	5	-	-	-	-	1	20.0%	4	80.0%	-	-
-- Episode 7	5	-	-	-	-	1	20.0%	4	80.0%	-	-
-- Episode 8	4	-	-	-	-	1	25.0%	3	75.0%	-	-
-- Episode 9	4	-	-	-	-	-	-	4	100.0%	-	-
-- Episode 10	4	-	-	-	-	-	-	4	100.0%	-	-
-- Episode 11	2	-	-	-	-	-	-	2	100.0%	-	-
-- Episode 12	2	-	-	-	-	-	-	2	100.0%	-	-

Table B-12 - Teachers' Identification of Problems/Errors in GMPC Materials

<i>Questions</i>	Errors with Materials			Types of errors (some teachers reported more than one type of error)
	Total N	N "Yes"	% "Yes"	
-- Episode 1	12	3	25.0%	<ul style="list-style-type: none"> ➤ I did not expect the students to have so much trouble so soon. ➤ Students struggled with math section. ➤ Too time consuming. ➤ Many students do not have laptops and viewing was limited from monitors.
-- Episode 2	7	4	57.1%	<ul style="list-style-type: none"> ➤ Some students did not understand how to use the measuring tool. ➤ Students struggled with math section. ➤ Students were unable to go further in episode as a result of a technical issue. ➤ Difficulty loading program.
-- Episode 3	9	1	11.1%	<ul style="list-style-type: none"> ➤ The students had difficulty working without me; it was hard to teach the math. ➤ Students struggled with math section. ➤ All of the students are not up to this section.
-- Episode 4	7	1	14.3%	<ul style="list-style-type: none"> ➤ Students were unable to finish this episode in allotted class time.
-- Episode 5	1	0	-	
-- Episode 6	1	0	-	
-- Episode 7	1	0	-	
-- Episode 8	1	0	-	

The Green Mountain Paper Company

Table B-13 – Assistance from the Literacy at Work Coach

<i>Episodes</i>	Assistance of Coach		
	Total N	N “Yes”	% “Yes”
-- Episode 1	13	3	23.1%
-- Episode 2	6	2	33.3%
-- Episode 3	11	3	27.3%
-- Episode 4	6	2	33.3%
-- Episode 5	1	0	-
-- Episode 6	1	0	-
-- Episode 7	1	0	-
-- Episode 8	1	0	-

Table B-14 – Level of Helpfulness by Episode

<i>“How helpful was this episode in helping you teach literacy?”</i>	Total N	Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%
-- Episode 1	13	-	-	4	30.8%	9	69.2%	-	-
-- Episode 2	6	-	-	4	66.7%	2	33.3%	-	-
-- Episode 3	11	-	-	3	27.3%	8	72.7%	-	-
-- Episode 4	6	-	-	2	33.3%	4	66.7%	-	-
-- Episode 5	4	-	-	1	25.0%	3	75.0%	-	-
-- Episode 6	4	-	-	1	25.0%	3	75.0%	-	-
-- Episode 7	5	-	-	1	20.0%	3	60.0%	1	20.0%
-- Episode 8	4	-	-	1	25.0%	2	50.0%	1	25.0%
-- Episode 9	4	-	-	-	-	3	75.0%	1	25.0%
-- Episode 10	4	-	-	-	-	1	25.0%	3	75.0%
-- Episode 11	2	-	-	-	-	-	-	2	100.0%
-- Episode 12	2	-	-	-	-	-	-	2	100.0%

The Sports Network

Table B-15 - Level of Helpfulness of Program Materials

Materials and Episodes	Total N	Did not use		Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%	N	%
		Teacher Planner									
-- Episode 1	12	-	-	-	-	1	8.3%	10	83.3%	1	8.3%
-- Episode 2	11	-	-	-	-	-	-	10	90.9%	1	9.1%
-- Episode 3	11	-	-	-	-	-	-	11	100.0%	-	-
-- Episode 4	5	-	-	-	-	-	-	4	80.0%	1	20.0%
-- Episode 5	2	-	-	-	-	-	-	1	50.0%	1	50.0%
-- Episode 6	4	-	-	-	-	3	75.0%	1	25.0%	-	-
-- Episode 7	1	-	-	-	-	-	-	-	-	1	100.0%
-- Episode 8	4	-	-	-	-	3	75.0%	1	25.0%	-	-
-- Episode 9	3	-	-	-	-	3	100.0%	-	-	-	-
Lesson Plans											
-- Episode 1	11	1	9.1%	2	18.2%	-	-	7	63.6%	1	9.1%
-- Episode 2	11	1	9.1%	3	27.3%	-	-	6	54.5%	1	9.1%
-- Episode 3	10	-	-	-	-	4	40.0%	6	60.0%	-	-
-- Episode 4	5	-	-	-	-	-	-	4	80.0%	1	20.0%
-- Episode 5	2	-	-	-	-	-	-	2	100.0%	-	-
-- Episode 6	4	-	-	-	-	3	75.0%	1	25.0%	-	-
-- Episode 7	1	-	-	-	-	-	-	-	-	1	100.0%
-- Episode 8	4	-	-	-	-	3	75.0%	1	25.0%	-	-
-- Episode 9	3	-	-	-	-	3	100.0%	-	-	-	-
Student Workbook											
-- Episode 1	12	-	-	-	-	-	-	9	75.0%	3	25.0%
-- Episode 2	11	-	-	-	-	-	-	7	63.6%	4	36.4%
-- Episode 3	11	-	-	-	-	1	9.1%	7	63.6%	3	27.3%
-- Episode 4	5	-	-	-	-	-	-	3	60.0%	2	40.0%
-- Episode 5	2	-	-	-	-	-	-	1	50.0%	1	50.0%
-- Episode 6	4	-	-	-	-	-	-	4	100.0%	-	-
-- Episode 7	1	-	-	-	-	-	-	-	-	1	100.0%
-- Episode 8	4	-	-	-	-	-	-	4	100.0%	-	-
-- Episode 9	3	-	-	-	-	3	100.0%	-	-	-	-
Simulation Episode											
-- Episode 1	12	-	-	-	-	-	-	11	91.7%	1	8.3%
-- Episode 2	10	-	-	-	-	-	-	9	90.0%	1	10.0%
-- Episode 3	11	-	-	-	-	1	9.1%	7	63.6%	3	27.3%
-- Episode 4	5	-	-	-	-	-	-	4	80.0%	1	20.0%
-- Episode 5	2	-	-	-	-	1	50.0%	-	-	1	50.0%
-- Episode 6	4	-	-	-	-	-	-	4	100.0%	-	-

The Sports Network

<i>Materials and Episodes</i>	Total N	Did not use		Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%	N	%
		-- Episode 7	1	-	-	-	-	-	-	-	-
-- Episode 8	4	-	-	-	-	-	-	4	100.0%	-	-
-- Episode 9	3	-	-	3	100.0%	-	-	-	-	-	-
Assessments											
-- Episode 1	12	7	58.3%	-	-	-	-	5	41.7%	-	-
-- Episode 2	10	5	50.0%	-	-	-	-	5	50.0%	-	-
-- Episode 3	10	6	60.0%	-	-	1	10.0%	3	30.0%	-	-
-- Episode 4	5	3	60.0%	-	-	-	-	2	40.0%	-	-
-- Episode 5	2	2	100.0%	-	-	-	-	-	-	-	-
-- Episode 6	4	4	100.0%	-	-	-	-	-	-	-	-
-- Episode 7	1	1	100.0%	-	-	-	-	-	-	-	-
-- Episode 8	4	4	100.0%	-	-	-	-	-	-	-	-
-- Episode 9	3	3	100.0%	-	-	-	-	-	-	-	-

Table B-16 – Content of the Simulation

<i>Episodes</i>	Total N	Far too difficult		Too difficult		About right		Too easy		Far too easy	
		N	%	N	%	N	%	N	%	N	%
		-- Episode 1	12	1	8.3%	2	16.7%	9	75.0%	-	-
-- Episode 2	11	1	9.1%	5	45.5%	5	45.5%	-	-	-	-
-- Episode 3	11	1	9.1%	4	36.4%	6	54.5%	-	-	-	-
-- Episode 4	5	-	-	-	-	5	100.0%	-	-	-	-
-- Episode 5	2	-	-	-	-	2	100.0%	-	-	-	-
-- Episode 6	4	3	75.0%	-	-	1	25.0%	-	-	-	-
-- Episode 7	1	-	-	-	-	1	100.0%	-	-	-	-
-- Episode 8	4	-	-	3	75.0%	1	25.0%	-	-	-	-

Table B-17 – Amount of Work of the Simulation

<i>Episodes</i>	Total N	Far too much work		Too much work		About right		Not enough		Nowhere near enough	
		N	%	N	%	N	%	N	%	N	%
		-- Episode 1	12	1	8.3%	2	16.7%	9	75.0%	-	-
-- Episode 2	11	1	9.1%	6	54.5%	4	36.4%	-	-	-	-
-- Episode 3	11	1	9.1%	5	45.5%	5	45.5%	-	-	-	-
-- Episode 4	5	-	-	3	60.0%	2	40.0%	-	-	-	-
-- Episode 5	2	-	-	1	50.0%	1	50.0%	-	-	-	-
-- Episode 6	4	-	-	3	75.0%	1	25.0%	-	-	-	-
-- Episode 7	1	-	-	1	100.0%	-	-	-	-	-	-
-- Episode 8	4	-	-	3	75.0%	1	25.0%	-	-	-	-

The Sports Network

Table B-18 – Student Engagement

Episodes	Total N	Turned them off completely		Did not engage them		Somewhat engaging		Engaging		Extremely engaging	
		N	%	N	%	N	%	N	%	N	%
-- Episode 1	12	-	-	-	-	7	58.3%	5	41.7%	-	-
-- Episode 2	11	1	9.1%	2	18.2%	4	36.4%	4	36.4%	-	-
-- Episode 3	11	1	9.1%	2	18.2%	5	45.5%	2	18.2%	1	9.1%
-- Episode 4	5	-	-	-	-	3	60.0%	2	40.0%	-	-
-- Episode 5	2	1	50.0%	-	-	1	50.0%	-	-	-	-
-- Episode 6	4	-	-	-	-	3	75.0%	1	25.0%	-	-
-- Episode 7	1	-	-	-	-	-	-	1	100.0%	-	-
-- Episode 8	4	-	-	-	-	3	75.0%	1	25.0%	-	-
-- Episode 9	3	3	100.0%	-	-	-	-	-	-	-	-

Table B-19 – Teachers’ Identification of Problems/Errors in TSN Materials

Questions	Errors with Materials			Types of errors (some teachers reported more than one type of error)
	Total N	N “Yes”	% “Yes”	
-- Episode 1	11	3	27.3%	<ul style="list-style-type: none"> ➤ Computers had to be reprogrammed by tech support in order to save students’ work. ➤ Students struggled to navigate the program without specific instructions.
-- Episode 2	10	4	40.0%	<ul style="list-style-type: none"> ➤ Math equation contained a glitch. ➤ The Profit and Loss Report contained a glitch.
-- Episode 3	11	4	36.4%	<ul style="list-style-type: none"> ➤ Students struggled with the math section; unprepared to figure out layover times and correctly add flying time. ➤ Chart on page 29 was problematic. ➤ Program did not accept correct information.
-- Episode 4	5	0	0.0%	
-- Episode 5	2	1	50.0%	<ul style="list-style-type: none"> ➤ Program did not accept correct information.
-- Episode 6	4	3	75.0%	<ul style="list-style-type: none"> ➤ Scheduling. Worksheet did not accept correct information.
-- Episode 7	1	0	-	
-- Episode 8	1	0	-	
-- Episode 9	3	3	100.0%	<ul style="list-style-type: none"> ➤ Students could not complete the simulation.

The Sports Network

Table B-20 – Assistance from the Literacy at Work Coach

<i>Episodes</i>	Assistance of Coach		
	Total N	N “Yes”	% “Yes”
-- Episode 1	12	6	50.0%
-- Episode 2	11	3	27.3%
-- Episode 3	11	2	18.2%
-- Episode 4	5	0	0.0%
-- Episode 5	2	0	0.0%
-- Episode 6	3	0	0.0%
-- Episode 7	1	0	0.0%
-- Episode 8	1	0	0.0%
-- Episode 9	-	-	-

Table B-21 – Level of Helpfulness by Episode

<i>“How helpful was this episode in helping you teach literacy?”</i>	Total N	Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%
-- Episode 1	11	1	9.1%	5	45.5%	5	45.5%	-	-
-- Episode 2	11	1	9.1%	6	54.5%	4	36.4%	-	-
-- Episode 3	11	-	-	6	54.5%	4	36.4%	1	9.1%
-- Episode 4	5	-	-	3	60.0%	2	40.0%	-	-
-- Episode 5	2	1	50.0%	1	50.0%	-	-	-	-
-- Episode 6	4	-	-	4	100.0%	-	-	-	-
-- Episode 7	1	-	-	1	100.0%	-	-	-	-
-- Episode 8	4	-	-	1	25.0%	3	75.0%	-	-

West End Law

Table B-22 – Level of Helpfulness of Program Materials

<i>Materials and Episodes</i>	Total N	Did not use		Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%	N	%
Teacher Planner											
-- Episode 1	5	-	-	-	-	-	-	4	80.0%	1	20.0%
-- Episode 2	4	-	-	-	-	-	-	2	50.0%	2	50.0%
-- Episode 3	4	1	25.0%	-	-	-	-	1	25.0%	2	50.0%
-- Episode 4	5	1	20.0%	-	-	-	-	2	40.0%	2	40.0%
-- Episode 5	2	1	50.0%	-	-	-	-	1	50.0%	-	-
-- Episode 6	2	1	50.0%	-	-	-	-	1	50.0%	-	-
-- Episode 8	2	-	-	-	-	1	50.0%	1	50.0%	-	-
-- Episode 9	1	-	-	-	-	-	-	1	100.0%	-	-
-- Episode 11	1	-	-	-	-	-	-	1	100.0%	-	-
Lesson Plans											
-- Episode 1	5	-	-	-	-	-	-	4	80.0%	1	20.0%
-- Episode 2	4	1	25.0%	-	-	-	-	1	25.0%	2	50.0%
-- Episode 3	4	1	25.0%	-	-	-	-	1	25.0%	2	50.0%
-- Episode 4	5	-	-	-	-	-	-	3	60.0%	2	40.0%
-- Episode 5	2	1	50.0%	-	-	-	-	1	50.0%	-	-
-- Episode 6	2	1	50.0%	1	50.0%	-	-	-	-	-	-
-- Episode 8	2	1	50.0%	-	-	1	50.0%	-	-	-	-
-- Episode 9	1	-	-	-	-	-	-	1	100.0%	-	-
-- Episode 11	1	-	-	-	-	-	-	1	100.0%	-	-
Student Workbook											
-- Episode 1	5	-	-	-	-	-	-	2	40.0%	3	60.0%
-- Episode 2	4	-	-	-	-	-	-	1	25.0%	3	75.0%
-- Episode 3	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 4	5	-	-	-	-	-	-	2	40.0%	3	60.0%
-- Episode 5	2	-	-	-	-	-	-	-	-	2	100.0%
-- Episode 6	2	-	-	-	-	-	-	1	50.0%	1	50.0%
-- Episode 8	2	-	-	-	-	-	-	1	50.0%	1	50.0%
-- Episode 9	1	-	-	-	-	-	-	-	-	1	100.0%
-- Episode 11	1	-	-	-	-	-	-	1	100.0%	-	-
Simulation Episode											
-- Episode 1	5	-	-	-	-	-	-	1	20.0%	4	80.0%
-- Episode 2	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 3	4	-	-	-	-	-	-	-	-	4	100.0%
-- Episode 4	5	-	-	-	-	-	-	-	-	5	100.0%
-- Episode 5	2	-	-	-	-	-	-	-	-	2	100.0%
-- Episode 6	2	-	-	-	-	-	-	-	-	2	100.0%

West End Law

<i>Materials and Episodes</i>	Total N	Did not use		Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%	N	%
		-- Episode 8	2	-	-	-	-	-	-	-	-
-- Episode 9	1	-	-	-	-	-	-	-	-	1	100.0%
-- Episode 11	1	-	-	-	-	1	100.0%	-	-	-	-
Assessments											
-- Episode 1	4	2	50.0%	-	-	-	-	1	25.0%	1	25.0%
-- Episode 2	4	1	25.0%	-	-	-	-	2	50.0%	1	25.0%
-- Episode 3	4	2	50.0%	-	-	-	-	1	25.0%	1	25.0%
-- Episode 4	5	3	60.0%	-	-	-	-	2	40.0%	-	-
-- Episode 5	2	-	-	-	-	-	-	1	50.0%	1	50.0%
-- Episode 6	2	1	50.0%	-	-	-	-	-	-	1	50.0%
-- Episode 8	2	1	50.0%	-	-	-	-	1	50.0%	-	-
-- Episode 9	1	1	100.0%	-	-	-	-	-	-	-	-
-- Episode 11	1	1	100.0%	-	-	-	-	-	-	-	-

Table B-23 – Content of the Simulation

<i>Episodes</i>	Total N	Far too difficult		Too difficult		About right		Too easy		Far too easy	
		N	%	N	%	N	%	N	%	N	%
		-- Episode 1	4	-	-	-	-	4	100.0%	-	-
-- Episode 2	4	-	-	-	-	4	100.0%	-	-	-	-
-- Episode 3	4	-	-	-	-	4	100.0%	-	-	-	-
-- Episode 4	5	-	-	1	20.0%	3	60.0%	1	20.0%	-	-
-- Episode 5	2	-	-	-	-	2	100.0%	-	-	-	-
-- Episode 6	2	-	-	-	-	2	100.0%	-	-	-	-
-- Episode 8	2	-	-	-	-	2	100.0%	-	-	-	-
-- Episode 9	1	-	-	-	-	1	100.0%	-	-	-	-
-- Episode 11	1	-	-	1	100.0%	0	0.0%	-	-	-	-

Table B-24 – Amount of Work of the Simulation

<i>Episodes</i>	Total N	Far too much work		Too much work		About right		Not enough		Nowhere near enough	
		N	%	N	%	N	%	N	%	N	%
		-- Episode 1	5	-	-	-	-	5	100.0%	0	0.0%
-- Episode 2	4	-	-	-	-	4	100.0%	0	0.0%	0	0.0%
-- Episode 3	4	-	-	-	-	3	75.0%	1	25.0%	0	0.0%
-- Episode 4	5	-	-	1	20.0%	4	80.0%	-	-	-	-
-- Episode 5	2	-	-	-	-	2	100.0%	-	-	-	-
-- Episode 6	2	-	-	-	-	2	100.0%	-	-	-	-
-- Episode 8	2	-	-	-	-	2	100.0%	-	-	-	-

West End Law

<i>Episodes</i>	Total N	Far too much work		Too much work		About right		Not enough		Nowhere near enough	
		N	%	N	%	N	%	N	%	N	%
-- Episode 9	1	-	-	-	-	1	100.0%	-	-	-	-
-- Episode 11	1	-	-	-	-	1	100.0%	-	-	-	-

Table B-25 - Student Engagement

<i>Episodes</i>	Total N	Turned them off completely		Did not engage them		Somewhat engaging		Engaging		Extremely engaging	
		N	%	N	%	N	%	N	%	N	%
-- Episode 1	5	-	-	-	-	-	-	3	60.0%	2	40.0%
-- Episode 2	4	-	-	-	-	1	25.0%	-	-	3	75.0%
-- Episode 3	4	-	-	-	-	2	50.0%	-	-	2	50.0%
-- Episode 4	5	-	-	-	-	2	40.0%	-	-	3	60.0%
-- Episode 5	2	-	-	-	-	-	-	1	50.0%	1	50.0%
-- Episode 6	2	-	-	-	-	-	-	1	50.0%	1	50.0%
-- Episode 8	2	-	-	-	-	-	-	-	-	2	100.0%
-- Episode 9	1	-	-	-	-	-	-	-	-	1	100.0%
-- Episode 11	1	-	-	-	-	1	100.0%	-	-	-	-

Table B-26 - Teachers' Identification of Problems/Errors in WEL Materials

<i>Questions</i>	Errors with Materials			Types of errors (some teachers reported more than one type of error)
	Total N	N "Yes"	% "Yes"	
-- Episode 1	5	1	20.0%	➤ Students struggled with case categorization; additional information after they make mistakes might be helpful.
-- Episode 2	3	1	33.3%	➤ Information needed to be broken down.
-- Episode 3	4	0	0.0%	
-- Episode 4	5	1	20.0%	➤ The age of the characters was misleading (materials said they were 14 or 15 but they appeared to be about 25).
-- Episode 5	2	0	-	
-- Episode 6	2	0	-	
-- Episode 8	2	0	-	
-- Episode 9	1	0	-	

West End Law

Table B-27 – Assistance from the Literacy at Work Coach

<i>Episodes</i>	Assistance of Coach		
	Total N	N “Yes”	% “Yes”
-- Episode 1	5	2	40.0%
-- Episode 2	4	2	50.0%
-- Episode 3	4	2	50.0%
-- Episode 4	5	2	40.0%
-- Episode 5	2	2	100.0%
-- Episode 6	1	1	100.0%
-- Episode 8	2	1	50.0%
-- Episode 9	1	0	-
-- Episode 11	1	0	-

Table B-28 – Level of Helpfulness by Episode

<i>“How helpful was this episode in helping you teach literacy?”</i>	Total N	Not at all helpful		Slightly helpful		Helpful		Extremely helpful	
		N	%	N	%	N	%	N	%
-- Episode 1	5	-	-	-	-	5	100.0%	-	-
-- Episode 2	4	-	-	2	50.0%	2	50.0%	-	-
-- Episode 3	4	-	-	1	25.0%	2	50.0%	1	25.0%
-- Episode 4	5	-	-	4	80.0%	1	20.0%	-	-
-- Episode 5	2	-	-	1	50.0%	1	50.0%	-	-
-- Episode 6	2	-	-	1	50.0%	1	50.0%	-	-
-- Episode	2	-	-	-	-	2	100.0%	-	-
-- Episode 9	1	-	-	-	-	1	100.0%	-	-
-- Episode 11	1	-	-	1	100.0%	-	-	-	-

APPENDIX C: DATA COLLECTION INSTRUMENTS

Teacher Pre-Program Survey (Fall 2004)
Teacher Post-Program Survey (Spring 2005)
Coach Survey (Spring 2005)
Teacher Implementation Log (*What's Up Magazine*, Episode 1)
Classroom Observation Protocol
School administrator interview protocol
Literacy coach interview protocol

**LITERACY AT WORK: FALL 2004
TEACHER PRE-PROGRAM SURVEY**

Thank you for taking time to complete this survey. The purpose of this survey is to tell us more about your goals and expectations regarding Literacy at Work. Your responses will remain strictly confidential. Please seal your completed survey in the attached envelope and give it to the literacy coach for your school. If you have any questions, please contact Julia Alemany at (212) 425-8833.

Last Name: _____	First Name: _____
School: _____	Region: _____
Subject Area: _____	Grade: _____

- Including this year, how many years have you been a teacher? _____ years
- Including this year, how many years have you been a teacher *at your present school?* _____ years
- What type of certification do you have? [Please check one.]
 Initial (Provisional) Professional (Permanent) Transitional Other (please specify): _____
- Which of the following classroom teaching certificate titles do you have? [Please check all that apply]
 English Language Arts Mathematics Social Studies Common Branch Subjects
 Generalist in Middle Childhood Education Other(s): _____
- Why did you decide to participate in the *Literacy at Work* program for the 2004-2005 school year?

- In how many classes are you using the *Literacy at Work* program? _____ classes
- To what extent do you expect *Literacy at Work* to have an impact for each of the following student outcomes? [Please place a \checkmark in the appropriate box.]

Expected impact of <i>Literacy at Work</i> on student outcomes	High Impact	Moderate Impact	Low Impact	No Impact
a. Student achievement in reading				
b. Student achievement in writing				
c. Student achievement in speaking				
d. Student achievement in listening				
e. Student achievement in subject areas (i.e., social studies, math)				

Expected impact of <i>Literacy at Work</i> on student outcomes (Continued)	High Impact	Moderate Impact	Low Impact	No Impact
f. Student engagement				
g. Problem solving abilities				
h. Collaborative learning (i.e., working with others)				
i. Knowledge of business/industry used in the simulation				
j. General career awareness				
k. Other (please specify): _____				

8. To what extent do you agree or disagree with the following statements? [Please place a \checkmark in the appropriate box.]

Attitudes towards technology	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
a. Computers are valuable tools that can be used to improve the quality of education.					
b. Computers can facilitate the teaching of reading.					
c. I believe that I am a better teacher with technology.					
d. I feel comfortable using a computer.					

9. At this point, how would you describe your instructional practice – in terms of these stages of technology adoption? [Please check one.]

- a. ___ Stage 1: Entry (Students, not teachers, learn to use technology.)
- b. ___ Stage 2: Adoption (Teachers use technology to support traditional instruction.)
- c. ___ Stage 3: Adaptation (Teachers use technology to enrich curriculum.)
- d. ___ Stage 4: Appropriation (Teachers integrate technology, using it for its unique capabilities.)
- e. ___ Stage 5: Invention (Teachers discover new uses for technology.)

[For Non Language Arts Teachers]

10. Have you ever taught literacy strategies before? ___ Yes ___ No

10a. If YES, in which setting or class? _____

11. How important is it for you to teach literacy within your content area? [Please check one.]

- () Very important () Important () Somewhat important () Not important

Additional Comments:

LITERACY AT WORK: SPRING 2005 TEACHER POST-PROGRAM SURVEY

Thank you for taking time to complete this survey. The purpose of this survey is to tell us more about the use and impact of the Literacy at Work program. Your responses will remain strictly confidential. **Please seal your completed survey in the attached envelope and give it to the Literacy at Work coach for your school by June 1, 2005.** If you have any questions, please contact Julia Alemany at (212) 425-8833.

Last Name: _____	First Name: _____
School: _____	Region: _____
Subject Area: _____	Grade: _____

1. Were your expectations about this program fulfilled? Please explain.

2. For each class in which you used this program, indicate the number of episodes you used and the official class code (e.g., 615, 745, 801, etc.).

Class code	Number of episodes	Class code	Number of episodes	Class code	Number of episodes
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

3. Check which of the following describes the way you are teaching this program. [Please check all that apply.]

- a. I teach this program alone
- b. I teach this program in an inclusion class with another teacher
- c. I teach this program with a computer teacher
- d. I teach this program with a teacher from another subject area
- e. Other (Please specify: _____)

4. To what extent do you think *Literacy at Work* has had an impact on each of the following student outcomes? [Please place a \checkmark in the appropriate box.]

Observed impact of <i>Literacy at Work</i> on student outcomes	High Impact	Moderate Impact	Low Impact	No Impact
a. Student achievement in reading				
b. Student achievement in writing				
c. Student speaking skills				

Observed impact of <i>Literacy at Work</i> on student outcomes	High Impact	Moderate Impact	Low Impact	No Impact
d. Student listening skills				
e. Subject area achievement (i.e., social studies, math)				
f. Student overall engagement				
g. Student interest/enthusiasm in reading				
h. Problem solving abilities				
i. Collaborative learning (i.e., working with others)				
j. Knowledge of business/industry used in the simulation				
k. General career awareness				
l. Other (please specify): _____				

5. Overall, how helpful was the program in helping you teach literacy? [Please check one.]

___ Not at all helpful ___ Slightly helpful ___ Helpful ___ Extremely helpful

6. Please use the scales below to tell us about your overall impression of your students' experiences with the program. [Please place a \checkmark in the appropriate column.]

a. Content	_____	_____	_____	_____	_____
	Far too difficult	Too difficult	About right level of difficulty	Too easy	Far too easy
b. Amount of work	_____	_____	_____	_____	_____
	Far too much work	Too much work	About right amount of work	Not enough work	Nowhere near enough work
c. Engagement	_____	_____	_____	_____	_____
	Turned them off completely	Did not engage them	Somewhat engaging	Engaging	Extremely engaging

	7. To what extent did you use the following program materials? (Place a \checkmark in the appropriate column.)			8. (If USED) How helpful were the following program materials in helping you teach literacy? (Place a \checkmark in the appropriate column.)			
	Did not use	Used for some of the episodes	Used for most or all of the episodes	Not at all helpful	Slightly helpful	Helpful	Extremely helpful
a. Teacher Planner	_____	_____	_____	_____	_____	_____	_____
b. Lesson Plans	_____	_____	_____	_____	_____	_____	_____
c. Student Workbook	_____	_____	_____	_____	_____	_____	_____
d. Simulation (Software)	_____	_____	_____	_____	_____	_____	_____
e. Assessments	_____	_____	_____	_____	_____	_____	_____

9. How helpful were the following aspects of the program? [Please place a \surd in the appropriate column.]

	Not at all helpful	Slightly helpful	Helpful	Extremely helpful
a. Initial training	_____	_____	_____	_____
b. Support from your coach	_____	_____	_____	_____
c. Site support from Classroom, Inc.	_____	_____	_____	_____
d. Tech support from Classroom, Inc.	_____	_____	_____	_____

10. What challenges did you face in using this program? [Please check all that apply.]

- a. Teaching literacy within my content area
- b. Classroom management
- c. Completing the entire curriculum
- d. Dealing with technological problems
- e. Assessing student progress
- f. Collaborating with teachers from other disciplines
- g. Completing research requirements
- h. Other. Please specify: _____

11. What challenges did your students face in using the program? [Please check all that apply.]

- a. Reading and comprehending the material
- b. Focusing on tasks, self-discipline
- c. Using the computer/technology
- d. Working cooperatively in small groups
- e. Other. Please specify: _____

12. Would you teach the Literacy at Work program again? No Yes

If no, please explain: _____

13. Would you recommend this program to teachers seeking a literacy development program for their classes?

No Yes

14. How can Classroom, Inc. improve the program to be more useful to you and your students?

15. To what extent do you agree or disagree with the following statements? [Please place a \checkmark in the appropriate box.]

Attitudes towards technology	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
a. Computers are valuable tools that can be used to improve the quality of education.					
b. Computers can facilitate the teaching of reading.					
c. I believe that I am a better teacher with technology.					
d. I feel comfortable using a computer.					

16. At this point, how would you describe your instructional practice – in terms of these stages of technology adoption? [Please check one.]

- a. Stage 1: Entry (Students, not teachers, learn to use technology.)
- b. Stage 2: Adoption (Teachers use technology to support traditional instruction.)
- c. Stage 3: Adaptation (Teachers use technology to enrich curriculum.)
- d. Stage 4: Appropriation (Teachers integrate technology, using it for its unique capabilities.)
- e. Stage 5: Invention (Teachers discover new uses for technology.)

Additional Comments:

**LITERACY AT WORK: SPRING 2005
COACH SURVEY**

Thank you for taking time to complete this survey. The purpose of this survey is to tell us more about the use and impact of the *Literacy at Work* program in your school. Your responses will remain strictly confidential. **Please complete this survey and send it to Metis Associates (90 Broad Street, Suite 1200, New York, NY 10004) by June 1, 2005.** If you have any questions, please contact Julia Alemany at (212) 425-8833.

Last Name: _____	First Name: _____
School: _____	Region: _____

1. How well does the program fit with your school's other literacy initiatives and programs?

2. To what extent did Classroom, Inc.'s description of the role of coach in Literacy at Work implementation correspond to the work you actually did this year? (See attached description)

___ Not at all ___ Not particularly ___ Somewhat ___ Exactly

2a. Please explain: _____

3. How helpful were the following components in helping you guide teachers through this program? [Please place a \checkmark in the appropriate column.]

	Not at all helpful	Slightly helpful	Helpful	Extremely helpful
a. Initial training	_____	_____	_____	_____
b. Coach's Guide	_____	_____	_____	_____
c. Site support from Classroom, Inc.	_____	_____	_____	_____
d. Tech support from Classroom, Inc.	_____	_____	_____	_____

4. What other preparation would you have needed to assist teachers more effectively?

5. Overall, how helpful was the program in helping teachers teach literacy? [Please check one.]

___ Not at all helpful ___ Slightly helpful ___ Helpful ___ Extremely helpful

OVER, PLEASE!

6. Which of the following, if any, were challenges for teachers using this program? [Please check all that apply.]
- a. Teaching literacy within their content area
 - b. Classroom management
 - c. Completing the entire curriculum
 - d. Dealing with technological problems
 - e. Assessing student progress
 - f. Collaborating with teachers from other disciplines
 - g. Completing research requirements
 - h. Other. Please specify: _____
7. Which of the following, if any, were challenges for you as you guided teachers through the program? [Please check all that apply.]
- a. Scheduling and planning for teachers' work with the Classroom, Inc. program
 - b. Leading workshops
 - c. Facilitating technology access for teachers
 - d. Supporting teachers in their work with the curriculum
 - e. Scheduling class visits
 - f. Completing research requirements
 - g. Other. Please specify: _____
8. Which of the following *Literacy at Work* workshops did you lead for teachers? [Please check all that apply.]
- a. Workshop #3: Active Reading
 - b. Workshop #4: Writing
 - c. Workshop #5: Evaluation
 - d. None
9. Would you be interested in coaching this program again next year? No Yes
- 9a. Why or why not? _____

10. Would you recommend this program to literacy coaches or administrators seeking a supplemental literacy development program for their schools? No Yes
- 10a. Why or why not? _____

11. How could Classroom, Inc. improve the program to be more useful to you and the teachers and students who participate?

Thank you for completing the survey!

Teacher Implementation Log

WHAT'S UP MAGAZINE

Last Name: _____	First Name: _____
School: _____	Region: _____ Grade: _____
Subject Area: _____	DOE Official Class Number: _____

EPISODE 1: Welcome To What's Up

[IF YOU SKIPPED THE ENTIRE EPISODE, PLEASE CHECK HERE: _____]

Please complete the table below as you go through the episode:

Date(s):	PREPARE
	1. Did you review the appropriate pages in the <i>Teacher's Guide</i> ? __ Yes __ No
	2. Did you teach the Literacy <i>Lesson Plan</i> ? __ Yes __ No
Total Length of Time: _____ minutes	3. How many of the specified "Prepare" <i>workbook pages</i> did the average student complete? _____ pages
	3b. Did you give students the <i>Prior Knowledge Survey</i> ? __ Yes __ No
Date(s):	APPLY
	4. Did you review the appropriate pages in the <i>Teacher's Guide</i> ? __ Yes __ No
Total Length of Time: _____ minutes	5. For about how long did the students work on the <i>simulation</i> ? _____ minutes
	6. Did students complete the "Apply" <i>workbook page</i> ? __ Yes __ No
Date(s):	REVIEW
	7. Did you review the appropriate pages in the <i>Teacher's Guide</i> ? __ Yes __ No
	8. Did you facilitate a classroom discussion about the episode? __ Yes __ No
Total Length of Time: _____ minutes	9. Did students complete the "Review" <i>workbook page</i> ? __ Yes __ No
	10. Did students take the <i>Short Answer Test</i> ? __ Yes __ No
Date(s):	EXTEND
Total Length of Time: _____ minutes	11. How many of the specified "Extend" <i>workbook pages</i> did the average student complete? _____ pages

12. To what extent were the materials listed below helpful when teaching this episode?

[Please place a \checkmark in the appropriate column.]

	Not at all helpful	Slightly helpful	Helpful	Extremely helpful	Did not use
a. Teacher Planner	_____	_____	_____	_____	_____
b. Lesson Plans	_____	_____	_____	_____	_____
c. Student Workbook	_____	_____	_____	_____	_____
d. Simulation Episode	_____	_____	_____	_____	_____
e. Assessments	_____	_____	_____	_____	_____

13. Please use the scales provided below to tell us about your students' work during this episode.

[Please place a \checkmark in the appropriate column.]

a. Content	_____ Far too difficult	_____ Too difficult	_____ About right level of difficulty	_____ Too easy	_____ Far too easy
b. Amount of work	_____ Far too much work	_____ Too much work	_____ About right amount of work	_____ Not enough work	_____ Nowhere near enough work
c. Engagement	_____ Turned them off completely	_____ Did not engage them	_____ Somewhat engaging	_____ Engaging	_____ Extremely engaging

14. Were there any specific problems or errors with the materials you used in this episode? Yes No

a. If YES, please describe: _____

15. Did you receive assistance from the literacy coach for this episode? Yes No

a. If YES, please describe the interaction: _____

16. How helpful was this episode in helping you teach literacy? [Please check one.]

Not at all helpful Slightly helpful Helpful Extremely helpful

17. Additional comments/Suggestions for improvement: _____

Literacy at Work
Classroom Observation Protocol

Observer: _____	Date of observation: _____	
School Site: _____	Start Time: _____	End Time: _____
Teacher: _____	Class code: _____	Grade Level: _____
Subject Observed: _____	Class size: _____	Episode #: _____

Brief description of the lesson.	
Brief description of the room/location, including the technology available (# of computers and peripherals).	

ACTIVITY #1

About the activity
1. Time spent with this activity: _____
2. Number of students involved in the activity: _____
3. Provide a brief narrative account of the content and skills focus of the activity:
4. To what extent was there any explicit link to literacy?

5. Activity structure (check all that apply):				
7a.	<input type="checkbox"/> Presentation	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Discussion	<input type="checkbox"/> Other: _____
7b.	<input type="checkbox"/> Teacher-led	<input type="checkbox"/> Student-led	<input type="checkbox"/> Independent student work	
6. Student grouping (check all that apply):				
	<input type="checkbox"/> Whole class	<input type="checkbox"/> Students work individually	<input type="checkbox"/> Students work in groups of ____	
7. Section of the lesson:				
	<input type="checkbox"/> Prepare	<input type="checkbox"/> Apply	<input type="checkbox"/> Review	<input type="checkbox"/> Extend
8. Materials used for this activity (check all that apply):				
	<input type="checkbox"/> Lesson Plan	<input type="checkbox"/> Software	<input type="checkbox"/> Student workbook	
	<input type="checkbox"/> Manipulatives	<input type="checkbox"/> Handouts	<input type="checkbox"/> Other: _____	
Teacher's behavior				
9. How comfortable was the teacher with the materials/content of this activity? (Check one)				
	<input type="checkbox"/> Not Comfortable	<input type="checkbox"/> Somewhat Comfortable	<input type="checkbox"/> Comfortable	<input type="checkbox"/> Very Comfortable
Please describe how the teacher is using the materials and whether it appears that there has been a clear plan for the period.				
10. To what extent did the teacher encourage student participation? (Circle one)				
Not at all		To some extent		To a large extent
1	2	3	4	5
Evidence:				
11. How did the teacher meet the needs of students who require additional support?				
12. In what ways, if any, did the teacher address any issues raised by the students?				

Students' behavior

13. Please rate and describe the students' level of involvement in the activity: (Circle one)

- | | | | | | |
|--|--|---------------------------------|----------------------------------|---------------------------------|---|
| <input type="checkbox"/> Students participated in the activity
Evidence: | None or very
few of the
students | About 25%
of the
students | About half
of the
students | About 75%
of the
students | Almost all
or all of the
students |
| <input type="checkbox"/> Students showed interest in the activity
Evidence: | None or very
few of the
students | About 25%
of the
students | About half
of the
students | About 75%
of the
students | Almost all
or all of the
students |
| <input type="checkbox"/> Students followed along with the pacing of the activity
Evidence: | None or very
few of the
students | About 25%
of the
students | About half
of the
students | About 75%
of the
students | Almost all
or all of the
students |
| <input type="checkbox"/> Students collaborated with peers to solve problems or meet project goals
Evidence: | None or very
few of the
students | About 25%
of the
students | About half
of the
students | About 75%
of the
students | Almost all
or all of the
students |

14. Did students seem to make a connection between the activity/content and real-life situations? Explain. Yes No

If using software...	
15. Was the room organized to accommodate students working with technology? Explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. How were tasks assigned among students within the same group (e.g. keyboard, reading, selecting an answer, etc.)? To what extent was the task distribution effective in engaging all students?	
17. Did students seem comfortable navigating through the software? Explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
18. Were there any technical problems? If yes, how were they addressed?	<input type="checkbox"/> Yes <input type="checkbox"/> No

ACTIVITY #2

About the activity	
19. Was this activity...	<input type="checkbox"/> Simultaneous with the previous activity <input type="checkbox"/> Following the previous activity
20. Time spent with this activity: _____	
21. Number of students involved in the activity: _____	
22. Provide a brief narrative account of the content and skills focus of the activity:	

23. To what extent was there any explicit link to literacy?

24. Activity structure (check all that apply):

7a. Presentation Hands-on Discussion Other: _____

7b. Teacher-led Student-led Independent student work

25. Student grouping (check all that apply):

Whole class Students work individually Students work in groups of _____

26. Section of the lesson:

Prepare Apply Review | Extend

27. Materials used for this activity (check all that apply):

Lesson Plan Software Student workbook

Manipulatives Handouts Other: _____

Teacher's behavior

28. How comfortable was the teacher with the materials/content of this activity? (Check one)

Not Comfortable Somewhat Comfortable Comfortable Very Comfortable

Evidence:

29. To what extent did the teacher encourage student participation? (Circle one)

Not at all		To some extent		To a large extent
1	2	3	4	5

Evidence:

30. How did the teacher meet the needs of students who require additional support?

31. In what ways, if any, did the teacher address any issues raised by the students?

Students' behavior

32. Please rate and describe the students' level of involvement in the activity: (Circle one)

- | | None or very few of the students | About 25% of the students | About half of the students | About 75% of the students | Almost all or all of the students |
|--|----------------------------------|---------------------------|----------------------------|---------------------------|-----------------------------------|
| <input type="checkbox"/> Students participated in the activity
Evidence: | | | | | |
| <input type="checkbox"/> Students showed interest in the activity
Evidence: | | | | | |
| <input type="checkbox"/> Students followed along with the pacing of the activity
Evidence: | | | | | |
| <input type="checkbox"/> Students collaborated with peers to solve problems or meet project goals
Evidence: | | | | | |

<p>33. Did students seem to make a connection between the activity/content and real-life situations? Explain.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>If using software...</p>	
<p>34. Was the room organized to accommodate students working with technology? Explain.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>35. How were tasks assigned among students within the same group (e.g. keyboard, reading, selecting an answer, etc.)? To what extent was the task distribution effective in engaging all students?</p>	
<p>36. Did students seem comfortable navigating through the software? Explain.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>37. Were there any technical problems? If yes, how were they addressed?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

[ADD PAGES FOR ADDITIONAL ACTIVITIES]

At the end of the classroom observation, thank the teacher for his/her time and ask:

38. Was this a typical lesson for the program? Why or why not?

Literacy at Work
School administrator interview protocol

Thank you for agreeing to participate in this interview. As you know, Metis Associates was retained by Classroom, Inc. to evaluate the Literacy at Work program. As part of the evaluation, we are interviewing some school principals (or assistant principals) from participating schools to learn about use of the program, as well as its successes and challenges. Before we start, I would like to ask your permission to record this interview. Your responses will remain strictly confidential. We will not use any names in our reports, and the tapes will not be made available to anyone outside of Metis. Do you have any questions before I begin?

Name: _____	Position: _____			
School: _____	Region: _____	Date: _____	Start Time: _____	End Time: _____

1. Why did you decide to implement the *Literacy at Work* program in your school? Why did you decide to implement it in the selected grades and classes or teachers?
2. Overall, how helpful was the program in helping teachers teach literacy? Would you say it was...
 Not at all helpful Slightly helpful Helpful Extremely helpful
3. How well does LAW fit with your school's other literacy initiatives and programs? Please explain.
4. What role have you had in the planning and implementation of LAW? (Probe: teacher selection, placement of the LAW program within the school's overall curriculum, facilitating scheduling, technology arrangements).
5. What impact, if any, has the program had on student outcomes? (Probe: short term and long term; student attitudes towards literacy; student engagement and collaborative learning; student academic achievement; student performance in reading, writing, speaking, and listening).
6. What changes have you seen in teachers, for example in their use of technology, teaching literacy skills in other content areas, or collaborating with other teachers? Please explain.
7. What other impacts or changes have you observed? Please explain.
8. What are some of the challenges your teachers and/or students have faced when using the program? How have these challenges been addressed?

9. How well has the technology component of the *Literacy at Work* program worked in your school? Were there sufficient technological resources and staff to deal with any technological issues that arose?
10. To what extent was Classroom Inc.'s training for teachers and coaches effective? Was it sufficient to enable the teachers to begin to implement the program?
11. To what extent was the site support from Classroom, Inc. staff helpful to teachers and coaches?
12. To what extent was Classroom, Inc.'s tech support helpful to teachers and coaches?
13. How do you view the involvement of your school's Literacy at Work coach in the program's implementation? Has it been effective? Would you change anything to make it more effective?
14. In what other ways have you supported teachers' implementation of LAW?
15. Can you think of any additional support that could facilitate the program's implementation?
16. Would you like to continue to use LAW next year? Would you recommend this program to principals at other schools? Please explain.
17. In what ways, if any, could the program be improved?

Literacy at Work
Literacy coach interview protocol

Thank you for agreeing to participate in this interview. As you know, Metis Associates was retained by Classroom Inc. to evaluate the Literacy at Work (LAW) program. As part of the evaluation, we are interviewing coaches from participating schools to learn about use of the program, as well as its successes and challenges. Before we start, I would like to ask your permission to record this interview. Your responses will remain strictly confidential. We will not use any names in our reports, and the tapes will not be made available to anyone outside of Metis. Do you have any questions before I begin?

Name: _____	School: _____	Region: _____
Date: _____	Start Time: _____	End Time: _____

1. What were your expectations about the *Literacy at Work* program? To what extent were they fulfilled?
2. What was your role as coach of the *Literacy at Work* program in your school? (Probe: trainings, one-on-one assistance, teacher selection)
3. In what ways has the school administration supported teachers' implementation of the *Literacy at Work* program?
4. What impact, if any, has the program had on student outcomes (Probe: short term and long term; student attitudes towards literacy; student engagement and collaborative learning; student academic achievement; student performance in reading, writing, speaking, and listening)
5. Do you have any interesting success stories? If yes, please describe.
6. What changes have you seen in teachers, for example in their use of technology, teaching literacy skills in other content areas, or collaborating with other teachers? Please explain.
7. What are some of the challenges that you, teachers or students have faced when using the program? How have these challenges been addressed?

8. How well has the technology component of the *Literacy at Work* program worked in your school? Were there sufficient technological resources and staff to deal with any technological issues that arose?
9. To what extent was Classroom Inc.'s training for teachers effective in preparing them to use the program with students? Was it sufficient to enable the teachers to begin to implement the program?
10. To what extent was Classroom Inc.'s training for coaches effective in preparing you to guide teachers through the program?
11. To what extent was the site support from Classroom, Inc. staff helpful to teachers? And to coaches?
12. To what extent was Classroom, Inc.'s tech support helpful to teachers? And to coaches?
13. Can you think of any additional support that could facilitate the program's implementation?
14. Would you recommend this program to other teachers from your school or other schools? Why or why not?
15. In what ways, if any, could the program be improved?