Enabling Writers Workshop Program
Evaluation Toolkit

2016

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Acknowledgments

Evaluation Processes and Tools

The Enabling Writers Workshop Program has several core goals that your project should work to reach, and also that should be a part of your project evaluation plan. These include:

-   Provision of quality and consistent training (Tools A1, A2, & A3)
-   Skills development of writing team (Tools A4 & A5)
-   Quality book development (Field Test Data – see Field Test Toolkit for more information)
-   Book adoption by ministries of education (Tools A6 & A7)

Because each of these is a goal for the Enabling Writers Workshop Program, each must be included in your data gathering, project evaluation and reporting (see the Enabling Writers Workshop Program Evaluation Reporting Guidelines for more information on reporting). Your evaluator should use simple and consistent tools and processes to collect data on each of these items. URC is providing those processes and tools here.

Provision of Quality Training and Workshop

Training and writing workshops should be evaluated by collecting data on participant response to the training and workshop experience. This data collection can be achieved through two sets of data collection: 1) completion of training evaluations by all workshop participants, and 2) a brief interview with sampled training and workshop participants. It is also an option to use the workshop observation tool in the appendix to have someone observe your workshop and provide you with feedback. If you choose to collect this third set of data, you will need to enlist an outside person to observe. This should not be done by a member of your team, or anyone else who has a stake in ensuring that the workshop goes well. In Appendix A, you will find three tools to assist you in gathering data. First is an EW Training/Workshop Evaluation, second is an interview protocol, and third is the optional workshop observation form.

Workshop evaluation data will be quantitative and qualitative in nature, and should be compiled and included in reporting to show 1) the number and percentage of respondents to each evaluation question on the Lykert scale, and 2) a verbatim list of any comments included on evaluation items. Use tool A1 in the appendix to gather these data. They can then be compiled into a chart like this:

Evaluation Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Individual Evaluation Items Here	Number and Percentage Here				
Comments:		List any comments that participants write (verbatim)			

Workshop interview data should be collected from a randomly selected set of participants (approximately 25%). These data will be qualitative in nature, and should be captured through simple note-taking (or audio taping should you prefer). These data should be locally combined with the evaluation data to inform your overall program evaluation report. Interview data need not be reported in detail on your evaluation report. Use evaluation tool A2 to conduct these interviews.

Workshop observation should be conducted by a third party. In order to collect a sufficient sample of data, please ensure that this person observes a pedagogy training segment of the workshop, a

Bloom training segment of the workshop, and a book-writing session. In this way, you can gather data about both the training and the writing process. Use these data to inform your overall summary of the quality of your training and workshop.

It is important to note that the observation form includes both general and specific indicators, depending upon which aspect of training or workshop is being observed. It is also important to note that Bloom software trainers have the option to request certification as official Bloom Trainers. In order for that certification to take place, it is important to have your evaluation personnel directly observe Bloom software training, and provide specific data on the skills of the trainer.

Use evaluation tool A3 to conduct these observations.

Writing Team Skills Development

Self-reported skills: The skills of your writing team should be evaluated before and after their participation in the workshop. You can do this in two ways. First, use the Pre- & Post-Self-Reporting Tool (A4) to gather these data before and after participation in training and book-writing. This is the same tool included in your Program Guide to assist you in gathering information about participants before training. These data can serve two purposes. First, they will help you prepare for your training, and second, by administering the tool again at the end of the workshop, you can have comparative self-reporting data from participants about what they have learned.

In addition, you can directly review the quality of their books to do a sampled review of team skills. To do a sampled review, choose 25% of your writers at random. Then select 50% of their books for review (also randomly selected among decodable, leveled, narrative, and informational). Use the Book Quality Checklist (A5) to do a brief review of quality, ensuring that, across books, the writer has the skills you hoped to develop through training and workshop. These data can be combined into a quantitative Lykert scale summary for each sampled writer, and then further combined to provide a Lykert score for your sampled writing team. Use these compiled data to draw conclusions about the quality of your writing team's skills for your evaluation report.

Quality Books

Evaluate the quality of books your team has written through two means. First, you can again use the Book Quality Checklist (A5) compiled set to draw general conclusions about the books (reuse the data collected above for this purpose, do not collect an additional set of sampled data). Second, you will use the results of your book field test to draw conclusions about the quality of books developed through your project. See the Enabling Writers Workshop Program Field Test Toolkit for more information on how to conduct your field test.

Book Adoption/Distribution

Gather and report on data about ministry adoption of your books, and potential for a variety of distribution and use pathways. You can do this in two ways. First, use the Ministry Adoption Information Form (A6) to document the process and results of your ministry adoption efforts. This form will provide both qualitative and quantitative data. Use the quantitative data directly in your report. Use the qualitative data to support your discussion of the difficulties and successes of your ministry book adoption efforts.

In addition, it is important to interview ministry officials about their thinking and process for deciding on book adoption. Use the Ministry Interview Protocol to conduct these interviews. Interview at least two ministry officials involved in the process. Use these qualitative data to support your report discussion of book adoption and make recommendations for future work with ministries.

Summary: After all evaluation data have been collected and analyzed, use the Evaluation Report Guidelines to produce your project evaluation report.

Appendices

A1: Training/Workshop Evaluation
A2: Participant Interview Protocol
A3: Training/Workshop Observation Checklist
A4: Pre & Post Self-Reporting Tool
A5: Book Quality Checklist
A6: Book Adoption/Distribution Information Form
A7: Ministry Interview Protocol

A1: Training/Workshop Evaluation (completed by ALL training/workshop participants)

Circle one response for each question, and make comments to help us continue to improve our work.

1. Overall, I found the training of high quality, and useful to me as a book-writer.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

   Comment:

2. Training & coaching support for the Bloom software enable me to easily use it for book-writing.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

   Comment:

3. Training & coaching in reading & decodable/leveled books helped me write quality books.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

   Comment:

4. The materials used during training were relevant and useful.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

   Comment:

5. Project staff effectively supported me during my book-writing process

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

   Comment:

6. The books that have been developed during this work are of high quality and will be highly useful to teachers and children.

   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

   Comment:

7. Additional Comments, if any:

A2: Participant Interview Protocol

Use the following questions to conduct sampled participant interviews with approximately 25% of your participants, selected at random. Take notes or audio tape if you choose. Also, use some follow-up questions if you have difficulty getting information from interviewees. Use these qualitative data to support your summary narrative about the quality of training and workshop you provided.

1. What do you think of the training provided in the workshop – focused on early grade reading and book-writing? Was it valuable to you in helping you write books? Please provide some examples.

2. What do you think of the training provided in the workshop – focused on Bloom software use? Was the training sufficient to help you use Bloom easily?

3. How were the print materials provided in the Program Guide, and also the templates, useful to you during training and book-writing? Can you give some specific examples of the materials you found most useful?

4. In what ways do you think Bloom was most useful in helping you develop quality books? Please give some specific examples.

5. What do you think about the quality of the books you have written? Do you think they are on target for early grades reading instruction? Why?

6. Do you think the ministry should adopt the books for wide use in schools? Why?

7. Do you think teachers and children will find the books useful during reading instruction? Why?

8. How might this book-writing process be improved in the future?

9. In what ways will you continue to use what you have learned here in your future work?

10. Are there any other comments you want to share about your experience in this project?

A3: Training/Workshop Observation Checklist

Observer Name:
Observation Date(s):

Indicator	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall Training Observation					
1. The training segment was well-prepared and ran smoothly.					
2. The trainer was well-prepared and knowledgeable about the topic.					
3. The trainer was able to field questions with ease and respond to learning difficulties.					
4. Participants were actively engaged in the training segment.					
5. The training seemed necessary for participant understanding.					
6. Participants seemed to learn what was needed from the segment.					
7. Participants were able to ask questions.					
8. Participants were given time to reflect on and apply what they had learned.					
General Comments:					
Pedagogy-Specific Observation					
9. Early grade reading information is correct and thorough.					
10. Language set-up information is clear and easily understood.					
11. The relationship between reading, books, & children's developmental levels is clear.					
12. Participants receive specific and useful feedback during book-writing practice.					
Bloom-Specific Observation					
13. Uses the "I Do, We Do, You Do" or "Gradual Release" approach for teaching skills					
14. Makes sure that trainees get lots of hands-on practice					
15. Teaches at a pace that doesn't leave some participants behind					
16. Teaches using language and terminology that the participants understand					
17. Does daily evaluation at the end of the day					
18. Incorporates relevant feedback into the next day's training or future training					
19. Does a final evaluation with participants and the training organizer/sponsor					

General Comments:					

Writers Workshop Observation					
1. The workshop was highly focused on book-writing.					
2. Facilitators monitored work and provided feedback as needed.					
3. Writers used Bloom easily during the writing time.					
4. Any difficulties with technology were addressed quickly and smoothly.					
5. Conferencing, review, and revision took place during the writing time.					
6. Illustrators were actively engaged with writers during the writing time.					
7. Time was used efficiently, producing a large number of texts.					
8. Materials and templates needed for writing were provided and used by participants.					
General Comments:					

A4: Pre & Post Self-Reporting Tool (Participant Readiness Survey)

To be administered twice, before training begins and at the end of the project.

Name: Date:

1. What is your level of knowledge about early grades reading instruction?

☐ Have taught early grades reading, but have not written books   ☐ Have written early grades books, but new to leveled and decodable books

☐ Have written leveled and decodable books before

Please comment on the most important aspects of early grades reading instruction:

Please comment on how books should be used in the early grades reading classroom:

2. What is your level of knowledge about decodable and leveled text for early grades students?

☐ I know nothing about leveled and decodable books   ☐ I know what leveled and decodable books are, but have never used them

☐ I know what leveled and decodable books are and have used them   ☐ I know what they are, have used them, and have written them before

Please state what you know about decodable text:

Please state what you know about leveled text:

Please describe how teachers should select text for use with early grades readers:

3. What is your level of experience using a computer and basic software programs?

☐ No experience   ☐ Some experience   ☐ Extensive experience

List any computer software you know how to use:

A5: Book Quality Checklist

Text Writer: _____   **# of Texts Reviewed:** _____

Scale	Excellent	Good	Satisfactory	Poor
Leveling Check: Does the book follow leveling guidelines?				
a) Font type and size				
b) Line and word spacing				
c) Number of syllables, words, sentences and pages				
d) Sentence type/structure				
e) Percentage of frequent words				
f) Frequency and relevance of illustrations				
g) Coherent/cohesive				
Content Check: Does the book address appropriate content?				
a) Curriculum linked				
b) Relevant content				
c) Grade appropriate content approach				
d) Age appropriate narrative approach				
e) Engaging for target audience				
f) Vocabulary in context				
g) Gender appropriate and balanced				
h) Positive human and cultural representations				
i) Inclusive				
j) Positive representations of people with disabilities				

A6: Book Adoption/Distribution Information Form

Complete this form to assist you in summarizing the results of your book-adoption efforts and distribution plans.

1. Ministry departments engaged in the project:

2. Did the ministry staff participate in training and book-writing?

☐ Yes
☐ No

3. What number of books have been adopted by the ministry?

4. What percentage of total books is this?

5. For any books not adopted, what are the reasons given?

6. For any books adopted, what are the reasons given?

7. To what extent does the ministry intend to distribute books to schools? In what form (print or digital)?

8. What are the barriers to book distribution by the ministry? What can be done to remove these barriers?

9. What are other potential ways books can be distributed to schools?

10. How will your organization use and distribute these books?

A7: Ministry Interview Protocol

Use the following questions to conduct interviews with at least two ministry staff involved in the writing project and book adoption process. Take notes or use audio tape if you choose. Also, use some follow-up questions if you have difficulty getting information from interviewees. Use these qualitative data to support your summary narrative about the achievement of ministry book adoption.

1. What was your level of participation in this book-writing project?

2. What parts of the project did you find most useful in your own work? Why?

3. What is your general impression of the quality of books created in the project? Can you give some examples to support this impression?

4. To what extent is the ministry planning to adopt the books from the project? Why?

5. In what ways do you think these books will be used by the ministry and by schools?

6. What means do you have in place to distribute these books to schools (both print and digital)?

7. What kind of support do you think is needed to help you with book distribution?

8. What kind of support do you think schools may need in order to use the books effectively?

9. What is your general opinion about the quality and value of this project to your ministry and schools?

10. What recommendations do you have for future projects like this one?