

Michaela Mabe Challenge #8 3/27/23 EDCI 60002b Spring '23	
SUPRA-BADGE:	Design and Development
SUB-BADGE:	Select or modify existing instructional materials
CHALLENGE:	Identify and select existing materials that support the content analyses proposed technologies, delivery methods, and instructional strategies
ARTIFACT:	Evaluation Plan in EDCI 577
CRITERIA:	<p>Criteria for successful completion of this challenge: Evidence of selecting existing and creating instructional materials (lectures, readings, textbooks, multimedia components, Open Educational Resources, simulations, and other resources) based on instructional strategies, delivery methods and/or content.</p> <p>Reflection must address: The connection between your content analysis and the instructional materials you selected – what experiences did you have to help make these decisions</p>

Competency and artifact identification

My **Training and Evaluation Report and PowerSchool Module Screenshot** from EDCI 577 provide the evidence for the sub-badge, Select or modify existing instructional materials, and the challenge, “Identify and select existing materials that support the content analyses proposed technologies, delivery methods, and instructional strategies”. This artifact provides evidence that I am able to take information from existing materials and evaluate and create new materials based on the existing materials. For this project, we used an already existing learning module from PowerSchool to create evaluation tools and go through the Kirkpatrick Model of Evaluation and information from the textbook on the Kirkpatrick Model to see if the program was effective.

Description of how the artifact supports the competency

I decided to use the Training and Evaluation Report for this challenge because it shows that I am able to use existing content based on the criteria for the project and go through each step of the Kirkpatrick Model of Evaluation to create an evaluation plan and evaluation tools to take a closer look at the training module and create materials to show to potential stakeholders. For this project, the goal was to look at an instructional program as an instructional design evaluation company and show whether the program should be purchased or renewed based on an evaluation of the program. We used the Kirkpatrick Model of Evaluation to learn more about it because it was a good model to evaluate the parts of this program and encompasses all of the parts necessary to determine how effective the program is for the intended audience. Through all four levels of evaluation, my peer and I were able to evaluate the PowerSchool program through reaction, learning, behavior, and results. The way we collected data and a basic timetable is on page 7 of the document, and a Gantt chart is listed on page 19. There are also other charts and data with all four levels and all of the measurement instruments to show how we used the Kirkpatrick model of evaluation. All of this shows that I am able to use existing materials to analyze and create new content for a project.

Competency alignment with prior knowledge and experience

I have some prior knowledge in using already existing materials to create and analyze new materials. I've done this in other instructional design courses to develop projects. Specifically, I am currently doing this in EDCI 576: Educational Video Game Design. I am taking information from the textbook, resources given by the instructor, and information that already exists to create a game design document and prototype. I also have experience using this skill in the classroom to create and modify materials based on the Ohio State Standards to teach students with special needs. Most of the time, I have to take existing concepts or worksheets/activities and modify them based on my population of students. I have also had to create materials from scratch based on resources and research I had access to when creating materials for my students.

Reflection on experiences

Overall, this challenge has been a great way to reflect on how I use the information and resources to create and analyze instructional design products. I feel like I need more practice using the skills in this challenge, which I will get through my other classes and projects, but it is good to notice how I am already doing it. In the future, I want to be able to use information and resources to create more instructional design materials for other classes and when I am working as an instructional designer. I will also be able to use this skill in my day-to-day teaching job to create and analyze the instructional materials that I find or create to use in the classroom.



LEARNING PATH

Special Programs: Teacher

This learning path includes required courses for teachers and educators who use PowerSchool Special Programs.

Start this learning path

0%

≡ Courses

Special Programs: End Users Experience Part 1

0%

- ▶ Special Programs: End Users Experience Part 1 - Introduction and Homepage Navigation
- ▶ Special Programs: End Users Experience Part 1 - Locating Profiles
- ▶ Special Programs: End Users Experience Part 1 - Communication
- ▶ Special Programs: End Users Experience Part 1 - Caseload Management
- ▶ Special Programs: End Users Experience Part 1 - Student Profiles
- ▶ PD+ Video Survey

Special Programs: End Users Experience Part 2

0%

- ▶ Special Programs: End Users Experience Part 2 - Viewing and Creating Documents
- ▶ Special Programs: End Users Experience Part 2 - Data Fields
- ▶ Special Programs: End Users Experience Part 2 - Save, Finalize, and Amend Documents
- ▶ Special Programs: End Users Experience Part 2 - Repeating Sections and Progress Monitoring
- ▶ Special Programs: End Users Experience Part 2 - Events
- ▶ PD+ Video Survey

Special Programs: Report Writing, Document Enhancement, and Decision Making Part 1

0%

- ▶ Special Programs: Report Writing Part 1 - Getting Started
- ▶ Special Programs: Report Writing Part 1 - Reporting Options
- ▶ Special Programs: Report Writing Part 1 - Creating a List Report
- ▶ Special Programs: Report Writing Part 1 - Creating a List Report Using the Formula Editor and Workflow Case Reporting
- ▶ PD+ Video Survey

Special Programs: Report Writing, Document Enhancement, and Decision Making Part 2

0%

- ▶ Special Programs: Report Writing Part 2 - Creating a Multi-Dimensional Report
- ▶ Special Programs: Report Writing Part 2 - Working with Advanced Report Options
- ▶ Special Programs: Report Writing Part 2 - Translating Documents and Document Templates
- ▶ Special Programs: Report Writing Part 2 - Creating Progress Monitoring Graphs
- ▶ PD+ Video Survey

Training Evaluation and Report
PowerSchool Learning Path: Special Programs: Teachers
Monica Fumarolo & Michaela Mabe
M&M Consulting



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Executive Summary

Purpose of the Evaluation

An evaluation was conducted by M&M Consulting on behalf of Springfield School District to help determine if the investment of time and financial resources into PowerSchool's Learning Path training system, specifically the Learning Path Special Programs: Teachers modules, would be beneficial or if current in-house training methods suffice. To remedy the issues that the district and educators were having, M&M Consulting was recruited to do an evaluation of a new program for case management in the district and its attached professional development learning platform. To determine the return of investment and quality of the professional development training modules, M&M Consulting completed 4 levels of evaluation based on the Kirkpatrick Model of Evaluation.

Data/Key Findings

- **Level 1 Reaction Evaluation**

The pilot testers were able to use some information from the video modules but overall it was not favorable in terms of knowledge and skills learned. It did not meet the success criteria that the district, stakeholders, and M&M Consulting were hoping for.

- **Level 2 Learning Evaluation**

The results from the survey indicated that the pilot testers did not think they gained enough information and skills from just the video modules alone. More skills than not were checked as needing more information and clarification before the pilot testers felt comfortable using the system. Overall, the pilot testers identified that the information from the video modules needed more clarification by using the platform with guidance and prior use of the platform. The information provided by the video modules wasn't enough to use the platform right away with confidence.

Overall, the pilot staff scored an average of 90% accuracy, which exceeded the success criteria of 70%. This success was identified as being a result of prior use of the platform, not information gained from the training videos.

- **Level 3 Behavior Evaluation**

The results of the survey indicated that they haven't seen a significant reduction in the time it took to run PowerSchool reports as a result of the training videos. The pilot testers also unanimously identified that the training videos did not significantly affect or improve their comfortability or efficiency when using PowerSchool Special Programs. The results of the requests for validation yielded similar results..

- **Level 4 Results Evaluation**

There was not any significant growth for the pilot testers from the training videos. A significant portion of the pilot testers also indicated that they would not recommend the PowerSchool Learning Path training modules to another school or district for training purposes. There was not a significant return of investments from the Learning Path training modules because the staff didn't experience a

significant growth or change in behaviors and no new knowledge was gained that had not been previously learned from a no to low cost informal, in house training.

Recommendations

Both parties identified that the behaviors after the training were not meeting the success criteria set up by M&M Consulting and the stakeholders and there was not new knowledge or skills gained from the training videos that most of the staff didn't already have from using the program the second half of the prior school year and informal trainings from their colleagues.

- Discontinue the use of the PowerSchool Learning Path program to save money and time. Instead, focus on having teachers and support staff who are comfortable using PowerSchool Special Programs mentor and coach their peers and ask questions as needed throughout the school year. Also, dedicate a coaching session at the beginning of the school year for new and returning staff as a guided workshop where the staff will get a chance to follow along with the facilitator to learn the basics of the program.

General Background Information

M&M Consulting was hired to evaluate the improved quality and efficiency of educators in the Springfield School District when using the recently purchased PowerSchool Suite, specifically PowerSchool: Special Programs, after completing the provided professional development, Special Programs Learning Path. Powerschool is a provider of cloud-based software for K-12 education in North America and provides programs to manage “state reporting and related compliance, special education, finance, human resources, talent, enrollment, attendance, funding, learning, instruction, grading, assessments, and analytics” in one platform. (PowerSchool, "Why PowerSchool", 2022)

The goals for M&M Consulting were to assess whether educators and related service providers in Springfield School District can access and utilize the Special Programs Learning Path on PD+ and whether the training provided by PowerSchool was more effective in educating the users to correctly use Special Programs and all of the features included than current in-house training that is provided by the district.

Evaluation Purpose, Goals, Objectives, and Scope

The evaluation was conducted to help this district determine if the investment of time and financial resources into PowerSchool’s Learning Path training system, specifically the Special Programs: Teachers modules, would be beneficial or if current in-house training methods suffice. For the last few years, the district has been getting complaints about their prior system for managing special education paperwork and how confusing that system was even with professional development training. To remedy the issues that the district and educators were having, M&M Consulting was recruited to do an evaluation of a new program for case management in the district and its attached professional development learning platform. To assess whether these objectives were met from the learning module, M&M Consulting completed 4 levels of evaluation based on the Kirkpatrick Model of Evaluation.

After completing the PowerSchool Learning Path: Special Programs: Teachers training modules, the primary objectives of the training are as follows.

- Educators find the modules to be easy to navigate and full of useful information.
- Educators are significantly more confident in their ability to utilize PowerSchool.
- Educators know which reports and data-entering features are most useful for monitoring student progress in the short and long term.

Springfield School District’s success criteria for PowerSchool Learning Path are:

- 80% of pilot teachers reporting that their knowledge of PowerSchool skills has increased by 20%
- 80% of pilot teachers reporting a reduction in the amount of time spent running necessary reports or locating necessary Special Programs information by 25%
- 95% of pilot teachers were able to access the website for the PD+ training easily to begin their training

The evaluation process will last the entire school year with the pilot staff; classroom teachers, special education teachers, and school support personnel.

Description of Evaluation Process - Revised & Updated

Evaluation began with a meeting of stakeholders interested in one core idea: would investing in PowerSchool Learning Path: Special Programs training result in teachers being more comfortable and more efficient running PowerSchool reports than they are with the current training provided in-house by the Springfield School District? Once questions and success criteria were established, M&M developed a timeline and action plan for data collection (Table 1). To be able to accurately assess initial attitudes and eventual growth, various surveys were to be completed before, during, and within one week of completing PowerSchool training to gauge staff's immediate reactions to the training (see Appendix B for Level 1 surveys). The training was administered asynchronously via PowerSchool's website, with pilot staff (classroom teachers, special education teachers, and student services personnel) given 1 week to complete the 2.5 hours of training videos. M&M gathered data via electronic surveys created in Google Forms that participating pilot staff accessed via email or our website hub. These pulse checks and assessments informed stakeholders on the relevance and engagement of the training videos. Participants ranked their opinions on a scale of 1 to 5, and were also asked to explain their rationale behind each of their rankings. Level 2 data was gathered through a quiz administered through Google Forms (see Appendix B for Level 2 survey and quiz). These inquiries asked pilot staff to reflect not only on their impressions of the training videos (Level 1), but also assessed the knowledge they gained from the training. The success criteria for this level was 100% of participants responding and 70% of participants scoring a 70% or above on the practical use knowledge check. This success criteria was exceeded by pilot staff, with 95% of participants scoring above 90% (Appendix C). To ascertain if behaviors were changing as skills were being put to use, surveys were administered and 6 and 12 weeks after the video training window closed, giving pilot staff enough time to implement skills. It was through these surveys (Appendix B) that it was revealed the majority of staff, 85%, had not seen any significant reduction in the amount of time it took them to run PowerSchool reports since before the training (Appendix C). School and district admin who have pilot staff report to them were also asked for requests of validation of the training, and their replies at Weeks 8 and 14 corroborated pilot staff survey answers. Individual and small group interviews were done with pilot staff to gain a more nuanced understanding of their performance with ongoing use of the introduced skills, and each time answers remained consistent reporting that behaviors were not meeting success criteria for growth since training did not provide new knowledge or skills beyond what experienced staff already had, therefore behaviors could not change. At the conclusion of the grading period, pilot staff completed a final survey as well as being invited to an additional discussion/interview to share their overall impressions, experiences of the training modules, and skills they were expected to apply to running student reports (Appendix B). These discussions provided information that supplemented the qualitative data M&M has collected over the evaluation period. Following the completion of this report, stakeholders will be invited to be part of analysis discussions, and all stakeholder subgroups will be represented in these discussions. The overall timeline of the evaluation

timeline can be seen in Appendix A, and Table 1 provides an overview of the data source at each level of evaluation. At the conclusion of the evaluation process, data was compiled and a final analysis was presented to stakeholders and the Springfield School District School Board in the form of a final report. The ultimate conclusion from this evaluation process was that PowerSchool Learning Paths training did not result in a return on investment or expectations, with staff exhibiting little growth or change in behaviors since no new knowledge or skills were presented in the video modules that had not already been learned and applied from in-house PowerSchool training at a significantly lower cost.

To ensure data-gathering tools were accessible to all those involved, the following considerations were made: Google Forms was selected as our survey tool of choice due to Springfield School District being a Google Education District, and therefore being a familiar tool to users. Google Forms is also accessible in terms of display, it's ability to be enlarged on various devices, and can be filled in using a talk-to-text extension. Plain fonts were utilized on all digital and print materials created by M&M, and color blind friendly colors were used to articulate data. In the case of interviews and group discussions, the M&M team member leading the conversation took notes on topics discussed as well as recorded the conversation for future reference and additional reflection. This allowed stakeholders giving answers to focus only on their thoughts and allowed for a more organic experience with ample time allowed for individuals to articulate themselves. Discussion questions were closely reflective of survey questions, meaning individuals who were more comfortable sharing their thoughts in writing had the opportunity to do so. When necessary, M&M allowed individuals to submit video responses via email and a M&M team member manually entered the data provided into a Google Form, compiling all information into one central place.

Table 1 - Overview of Data Sources & Timing

Additional information concerning the evaluation timeline can be seen in the Gantt chart (Appendix A).

*Levels refer to Kirkpatrick's Four Levels of Training Evaluation

Level*	Objective	Data Collection	Data Source	Timing
1	Reaction - What skills/knowledge are teachers hoping to gain from PowerSchool training? What are Pilot Teachers' immediate reaction to the training modules & content?	Surveys	Pilot Staff (Classroom & Resource Teachers, Student Services) School Admin District Admin	Prior to training (Week 1) and immediately after completing training (Week 3)
2	Learning - What skills/ knowledge from the training are understood and being applied?	Surveys/ Questionnaires Quiz	Pilot Staff	Pulse check during training (Week 2), 1 week after training window closes

				(Week 3)
3	Behavior - How is what was learned during the training being used consistently? Are the necessary drivers in place for success?	Surveys, interviews, requests for validation	Pilot Staff School Admin District Admin	Weeks 8 and 14
4	Results - To what degree are goals being met and behaviors changed?	Surveys, interviews, discussion roundtable	Pilot Staff School Admin District Admin	End of grading period

Stakeholder Involvement - Revised & Updated

The stakeholders who participated in and most affected by this evaluation process were:

- Classroom Teachers (Part of the Pilot Staff group)
 - Interested classroom teachers participated in the Special Programs: Teachers training program. There was at least one classroom teacher from each grade level.
 - Shortly after completing the training, teachers were evaluated on Kirkpatrick Levels 1 and 2, and eventually Level 3: their reaction to the program, skills they learned, their ability to implement skills, behaviors supporting the investment in this training program, and changed behaviors as a result of the training, specifically speed and accuracy with which reports were completed. These results informed the Level 4 analysis of program success overall.
- Special Education Teachers (Part of the Pilot Staff group)
 - As the teachers most commonly running reports and Special Programs such as 504 and RTI management software, all special education teachers were encouraged to participate in the Special Programs: Teachers training, and evaluated on the same elements as classroom teachers listed previously on all Kirkpatrick Levels (PowerSchool, Special Programs, 2022).
- Student Services Personnel (Guidance Counselors, Social Workers, Speech Pathologists, etc., Part of the Pilot Staff group)
 - As those commonly working with students requiring Special Programs such as 504 and RTI solutions, all student services faculty were encouraged to participate in the Special Programs: Teachers training, and evaluated on the same elements as classroom teachers listed previously on all Kirkpatrick Levels (PowerSchool, Special Programs, 2022).
- School Administrators/Leadership
 - School leadership needs to know if the investment in terms of teachers' limited time was worthwhile for this training, and if the resulting reports meet the information needs for

- tracking and planning for students' success. These stakeholders provided feedback and input at Kirkpatrick Levels 1, 3, and 4. They need to be aware of how to use PowerSchool's features, but in a different capacity, therefore the training wouldn't apply to them but did apply to those who report to them.
- Special Education & District Administrators
 - As those who would be financing this additional program, leadership at the district level needed to be aware of the financial cost of access to training and if there was a significant return on that investment and the predetermined expectations. In the special education department, administrators would be utilizing PowerSchool in a different capacity but in a different capacity, therefore the training wouldn't apply to them but did apply to those who report to them. These stakeholders provided feedback and input at Kirkpatrick Levels 1, 3, and 4.
 - Instructional Coaches/Technology Integration Specialists (TIS)
 - As those who are responsible for troubleshooting and problem solving when technology questions arise, these individuals provide current PowerSchool support and helped determine if the training program aids in actual report running and goal behaviors. These individuals underwent the training and mainly provided Level 1 feedback, but were utilized as sources of data for how many people utilized them as resources to aid in their learning and changing their behaviors (Levels 2 and 3).
 - M&M Evaluation Team
 - M&M planned and conducted the evaluation of this product, collecting, storing, and analyzing the data collected.

Each of the above stakeholder subgroups were represented in the early planning portion of the evaluation, particularly when defining program outcomes and determining what success would look like for Springfield School District. These conversations took place around the district at in-person meetings scheduled around the district. Remote Zoom meetings were also held for those stakeholders involved who will not have a meeting hosted at their school building. Teachers and student services personnel were involved in the actual evaluation itself as the primary sources of data since they went through the training modules. M&M compiled the data in this report for stakeholders. After the report was completed, all stakeholders were invited to participate in discussion roundtables analyzing what the data discloses about Learning Path and its measure of success in Springfield School District. As before, every subgroup of stakeholders were represented during discussions.

Measurement Instruments, Descriptions, and Data Collection - Revised & Updated

All instruments can be found in Appendix B at the end of this report, while Table 2 provides an overview of each instrument.

Level 1: Pre- and Post-Training Surveys - Springfield School District staff who would be participating in the training were to complete two surveys to document their initial reactions to training: one

immediately prior to the process, and the other directly after going through the video modules. Links to the surveys were sent directly to staff via their school email accounts and were also made available on the M&M website. The surveys gathered information about pilot staff's initial attitudes towards the training and comfort level navigating PowerSchool. Respondents did provide their names and school positions, allowing M&M to see if there were trends across grade levels, but names were not shared with school or district administration when results were shared with them.

Level 2: Post-Training Learning Survey and Post-Training Knowledge Check Quiz - One week after completing the training, a follow-up survey was sent to pilot staff's school email accounts as well as posted to the M&M website. The survey collected information on what skills pilot staff learned from the video modules they completed while the knowledge check quiz required staff to demonstrate knowledge shared during the training. Respondents did provide their names and school positions, allowing M&M to see if there were trends across grade levels, but names were not shared with school or district administration when results were shared with them.

Level 3: Post-Training Progress Surveys, Interviews, and Requests for Validation - For Level 3, school and district administrators became more active in the evaluation process. In addition to pilot staff filling out progress surveys at Weeks 8 and 14, administrators with pilot staff members who report to them were asked to reply to requests for validation. All data collected at this time was centered on recording changes in staff behavior utilizing PowerSchool as well as noting the amount of time staff reported spending on pulling PowerSchool reports.

Level 4: Program Survey, Interview & Discussion Roundtables - Level 4 data was gathered at the end of the grading period, with pilot staff filling out a final program survey in Google Forms. All stakeholders came together for discussion roundtables as well with conversations led by an M&M team member for a more robust and in-depth exploration to Level 3 behaviors and Level 4 success criteria being met or missed. The ultimate conclusion from this evaluation process was that PowerSchool Learning Paths training did not result in a return on investment or expectations, with staff exhibiting little growth or change in behaviors since no new knowledge or skills were presented in the video modules that had not already been learned and applied from in-house PowerSchool training at a significantly lower cost.

Table 2: Levels 1-4 Evaluation Instruments

Instrument	Instrument Design	Rationale for Instrument Design	Administered Procedures	Data Collection Procedures
Pre-Training Survey Level 1	Google Form with two demographic questions and four reaction questions	Using Google Forms makes it accessible and universal for all of the participants to be able to	Email link to the staff in the district who will complete the Special Programs Learning Path Module	The data was collected from a generated Google Sheets from the completed surveys

		<p>complete it when it is sent out</p> <p>Including the demographic questions gives data on the different professionals completing the training</p> <p>The reaction questions help get a pulse check before the training even starts</p>	Send during Week 1	Success Criteria: The completed survey from 100% of the participants
Post-Training Survey Level 1	Google Form with two demographic questions and 11 reaction questions	<p>Using Google Forms makes it accessible and universal for all of the participants to be able to complete it when it is sent out</p> <p>Including the demographic questions gives data on the different professionals completing the training</p> <p>The reaction questions help get a pulse check after the training has been completed</p>	<p>Email link to the staff in the district who will complete the Special Programs Learning Path Module</p> <p>Send immediately after the training has been completed (Week 2)</p>	<p>The data was collected from a generated Google Sheets from the completed surveys</p> <p>Success Criteria: The completed survey from 100% of the participants, and 60% of participants report increased confidence between pre and post training.</p>
Post-Training Learning Survey Level 2	Google Form with two demographic questions and three learning questions	Using Google Forms makes it accessible and universal for all of the participants to be able to complete it when it is sent out	Email link to the staff in the district who will complete the Special Programs Learning Path Module	The data was collected from a generated Google Sheets from the completed surveys

		<p>Including the demographic questions gives data on the different professionals completing the training</p> <p>The learning questions help get a pulse check of the skills and information learned after the training has been completed</p>	Send up to one week after the training has been completed (Week 3)	Success Criteria: The completed survey from 100% of the participants
Post-Training Knowledge Check Quiz Level 2	Google Form Quiz with two demographic questions and eight knowledge questions centered around the skills taught in the video modules	<p>Using Google Forms makes it accessible and universal for all of the participants to be able to complete it when it is sent out</p> <p>Including the demographic questions gives data on the different professionals completing the training</p> <p>The learning questions help us and the stakeholders know what information the users understood</p>	<p>Email link to the staff in the district who will complete the Special Programs Learning Path Module</p> <p>Send up to one week after the training has been completed (Week 3)</p>	<p>The data was collected from a generated Google Sheets from the completed surveys</p> <p>Success Criteria: The completed quiz from 100% of the participants, with 70% of participants achieving an 87% or higher accuracy on the quiz (7 out of 8 questions completed correctly)</p>
Post-Training Progress Surveys Level 3	Google Form with two demographic questions and	Using Google Forms makes it accessible and universal for all of the participants to	Email link to the staff in the district who will complete the Special	The data was collected from a generated Google Sheets from the

	10 learning questions	be able to complete it when it is sent out Including the demographic questions gives data on the different professionals completing the training	Programs Learning Path Module Complete during Week 8	completed surveys Success Criteria: The completed survey from 100% of participants, and participants reporting increased comfort and efficiency with PowerSchool (60% by Week 8, 80% by Week 14)
Interviews Level 3	In person or on Zoom	Interviews allow responders to express themselves verbally with the opportunity for follow-up questions and extended responses	Complete during Week 8	The M&M group leader will take notes on topics discussed as well as record the conversation for future reference and additional reflection.
Requests for Validation Level 3	Email asking respondents to reply to 3 questions	Requests for validation allow for an outside perspective on the progress and performance of learners, bringing additional meaning to other data	Email School and District Admin with pilot staff who report to them, Instructional Coaches, & TIS who provide support Complete during Week 8	Data will be collected via email and information will be sorted into categories based on recurring themes or topics brought up in answers
Program Survey Level 4	Google Form with two demographic questions and 8 learning questions	Using Google Forms makes it accessible and universal for all of the participants to be able to complete it when it is sent out	Email link to the staff in the district who will complete the Special Programs Learning Path Module	The data was collected from a generated Google Sheets from the completed surveys. information will be sorted into categories based

		Including the demographic questions gives data on the different professionals completing the training		on recurring themes or topics brought up in answers.
Interviews & Discussion Roundtables Level 4	In person or on Zoom	Interviews and roundtables allow responders to express themselves verbally with the opportunity for follow-up questions and extended responses, feeding off of one another for an organic impression	Complete at the end of the grading period Schedule & location will be coordinated by Springfield School District on next available Institute Day	Roundtable groups will be created prior to meeting, aiming to have a diverse representation of stakeholders and grade levels present in each group. The M&M group leader will take notes on topics discussed as well as record the conversation for future reference and additional reflection.

Data Analysis and Reporting Process - **New**

Listed below are descriptions of how the data from the instruments was collected during the school year, how it was analyzed, and how the data was reported to the stakeholders.

Data Analysis

Level 1 Reaction Evaluation

Data from the Level 1 evaluation instruments will give M&M Consulting an idea of the relevance and engagement before and after the training and to communicate to the stakeholders. By giving the pilot testers a survey before the training, we can get information about the initial attitudes towards the training and the pilot staff's comfortability with navigating PowerSchool Special Programs. By giving a survey after the training module, it gives us an idea of how the pilot testers felt about the training and

what knowledge they thought was useful to them and their comfortability navigating and using PowerSchool Special Programs. The data from the survey can be seen in the reporting section (Appendix C).

Level 2 Learning Evaluation

Data from the Level 2 evaluation instruments will give M&M Consulting an idea of what information and skills the pilot staff members learned from the video modules. By giving the pilot testers a survey of what skills they learned from the training, it gives us an opportunity to get an insight directly from the source of the skills they gained and what skills they still had questions about. The knowledge check quiz will help us understand how accurately the pilot testers can recall specific information from the video modules. The data from the survey and quiz can be seen in the reporting section (Appendix C).

Level 3 Behavior Evaluation

Data from the Level 3 evaluation instruments will give M&M Consulting an idea of how the pilot testers behavior changed as a result of completing the video modules. It was also used to see if the video modules helped decrease the time it took the pilot testers to generate, fill, and run reports on PowerSchool Special Programs. The post-training progress survey gives us a chance to see the skills that the pilot testers were the most and least comfortable with, the time it took them to run reports, comfortability using the platform, and efficiency using the different functions. This helped us because the pilot testers were able to have a chance to self-identify their behavior and changes in their behavior as a result of the video modules. The other instrument to gain more information and data was the requests for validation. This consisted of having the administrators fill out a document to tell us if they have seen a change or improvement in the pilot testers ability to utilize PowerSchool Special Programs and their comfortability accessing and watching the training videos. The data from the survey and request for validation can be seen in the reporting section (Appendix C).

Level 4 Results Evaluation

Data from Level 4 evaluation instruments will give M&M Consulting a more nuanced understanding of how the pilot testers performed on PowerSchool Special Programs with its ongoing use. To measure this, we needed to give the pilot testers time to use the skills and knowledge learned in the video modules. One of the instruments used was a program survey to assess efficiency and comfortability from the pilot testers. Another instrument for this level is interviews and roundtable discussions with different groups that were a part of the pilot test and stakeholders. This gave us a chance to communicate with all parties to get a more robust and in-depth explanation of how well the success criteria was being met or missed. The data from the survey and request for validation can be seen in the reporting section (Appendix C).

Reporting Process

Level 1 Reaction Evaluation

The Level 1 pre and post reaction surveys were included in our presentation to the stakeholders. It was presented as a chart detailing how each member of the pilot test team responded and data trends from the surveys. It was also important to outline if there was a change or improvement of the reaction to the video modules after its completion.

The results from the pre and post survey showed that overall, the pilot testers learned the most from Module #2. They also communicated from the survey that there was a lot of information that there was some confusion still surrounding and they needed clarification. The pilot testers were able to use some information from the video modules but overall it was not favorable in terms of knowledge and skills learned. It did not meet the success criteria that the district, stakeholders, and M&M Consulting were hoping for.

Level 2 Learning Evaluation

The Level 2 survey and knowledge check was included in our presentation to the stakeholders. The survey was shown as a chart outlining how the pilot testers responded and any trends in the data. The knowledge check was communicated as a graph of how the pilot testers answered and how many were correct and incorrect. This helped us and the stakeholders see if the PowerSchool Special Programs video modules affected the skills and knowledge gained or if the pilot testers were not able to learn, retain, and use the information from the modules to improve their experience on the platform.

The results from the survey indicated that the pilot testers did not think they gained enough information and skills from just the video modules alone. More skills than not were checked as needing more information and clarification before the pilot testers felt comfortable using the system. Overall, the pilot testers identified that the information from the video modules needed more clarification by using the platform with guidance and prior use of the platform. The information provided by the video modules wasn't enough to use the platform right away with confidence.

The results from the knowledge check proved that the pilot testers did have a solid foundation of knowledge but not from the video modules, from prior use of the PowerSchool Special Programs platform before the training was able to be completed by the staff. Overall, the pilot staff scored an average of 90% accuracy, which exceeded the success criteria of 70%. This success was identified as being a result of prior use of the platform, not information gained from the training videos.

Level 3 Behavior Evaluation

The Level 3 survey and request for validation was included in our presentation to the stakeholders. The survey was shown as a chart outlining how the pilot testers responded and if there were any data trends. The request for validation was presented by showing the responses in the presentation and any common threads in the information presented by the stakeholders and by the pilot testers.

The results of the survey indicated that they haven't seen a significant reduction in the time it took to run PowerSchool reports as a result of the training videos. The pilot testers also unanimously identified

that the training videos did not significantly affect or improve their comfortability or efficiency when using PowerSchool Special Programs.

The results of the requests for validation yielded similar results. The school and district administration looked at the PowerSchool Special Programs data and didn't see a significant change in the time it took to make and run reports. They also identified getting communication from district staff talking about their confusion and frustration with the training video modules.

Both parties identified that the behaviors after the training were not meeting the success criteria set up by M&M Consulting and the stakeholders and there was not new knowledge or skills gained from the training videos that most of the staff didn't already have from using the program the second half of the prior school year and informal trainings from their colleagues.

Level 4 Results Evaluation

The Level 4 survey and interviews/roundtable discussions were included in our presentation to the stakeholders. The survey was shown as a chart outlining how the pilot testers responded and any trends in the data from the survey. The interviews/roundtable discussions were analyzed and reported based on common themes, knowledge and skills gained or not, and information from each subgroup of stakeholders about the training module as a whole.

The results of the survey indicated similar information from the information learned from the Level 3 survey. There was not any significant growth for the pilot testers from the training videos. A significant portion of the pilot testers also indicated that they would not recommend the PowerSchool Learning Path training modules to another school or district for training purposes.

The results of the interviews and roundtable discussions indicated that there was not a significant return of investments from the Learning Path training modules because the staff didn't experience a significant growth or change in behaviors and no new knowledge was gained that had not been previously learned from a no to low cost informal, in house training.

References

Kirkpatrick, J.D., & Kirkpatrick, W.K. (2016). *Four levels of training evaluation*. ATD Press.

PowerSchool. (2022). *Special Programs*.

<https://www.powerschool.com/solutions/unified-classroom/special-education-management/>

PowerSchool. (2022). *Why PowerSchool*. <https://www.powerschool.com/why-powerschool/>

Appendix A

Gantt Chart - Revised & Updated

- [Link to timeline spreadsheet](#)

Level/Phase & Objective	Participants	Instrument Administration	Instrument Accessibility Features	Evaluators Responsible	Week 1	2	3	4	5	6	7	8	9	10	11	12	13	14	End of Grading Period
Level #1: Reaction - What skills/ knowledge are teachers hoping to gain from PowerSchool training? What are Pilot Teachers' immediate reaction to the training modules & content?	<ul style="list-style-type: none"> Pilot Staff (Classroom & Special Education Teachers, Student Services) School Admin District Admin 	<ul style="list-style-type: none"> Surveys 	Google Forms includes accessibility features such as; screen reader help, keyboard shortcuts, and an accessibility report (Follow Link for Info)	Training Facilitator (From PowerSchool) M&M Consulting	Pre-Training Survey		Post- Training Survey												
Level #2: Learning - What skills/ knowledge from the training are understood and being applied?	<ul style="list-style-type: none"> Pilot Staff 	<ul style="list-style-type: none"> Surveys/ Questionnaires Quiz 	Google Forms includes accessibility features such as; screen reader help, keyboard shortcuts, and an accessibility report (Follow Link for Info)	Training Facilitator (From PowerSchool) M&M Consulting			Post-Training Learning Survey and Post-Training Knowledge Check Quiz												
Level #3: Behavior - How is what was learned during the training being used consistently? Are the necessary drivers in place for success?	<ul style="list-style-type: none"> Pilot Staff School Admin District Admin 	<ul style="list-style-type: none"> Surveys Interviews Requests for Validation 	<p>Google Forms includes accessibility features such as; screen reader help, keyboard shortcuts, and an accessibility report (Follow Link for Info)</p> <p>Interviews allow responders to express themselves verbally with the opportunity for follow-up questions and extended responses</p> <p>Requests for validation were sent via email allowing for enlarged viewing features or having text read through an app, and responses could be sent by typing or talk-to-text at the validator's pace</p>	M&M Consulting		Training Week						Post-Training Progress Surveys & Interviews, Request for Validation Surveys from Admin					Post-Training Progress Surveys & Interviews, Request for Validation Surveys from Admin		
Level #4: Results - To what degree are goals being met and behaviors changed?	<ul style="list-style-type: none"> Pilot Staff School Admin District Admin 	<ul style="list-style-type: none"> Surveys Interviews Discussion Roundtables 	<p>Google Forms includes accessibility features such as; screen reader help, keyboard shortcuts, and an accessibility report (Follow Link for Info)</p> <p>Interviews & discussions allow responders to express themselves verbally with the opportunity for follow-up questions and extended responses</p>	M&M Consulting															Program Survey, Interviews, & Discussion Roundtables, Final Reporting to Stakeholders

Figure 1 - M&M Consulting Evaluation Timeline for Springfield School District

All evaluation instruments were custom-made by M&M Consulting for Springfield School District including all surveys, quizzes, interview & discussion roundtable questions and request for validation form letters. Surveys and quizzes were all created utilizing Google Forms which subsequently broke down quantitative data into visual representations (graphs, charts, etc.). For subjective data collected, responses were sorted into thematic categories by an M&M team member for further analysis. Levels 1, 2, and 4 instruments were created prior to the start of the evaluation once success criteria were established by stakeholders, whereas Level 3 instruments were modified upon Level 1 and 2 results. This change was in light of the Level 1 and 2 feedback from pilot staff.

Appendix B

Measurement Instruments - Revised & Updated

Level 1 Assessments

[Assessment #1: Pre-Training Survey](#)

[Assessment #2: Post-Training Survey](#)

Level 2 Assessments

[Assessment #1: Post-Training Learning Survey](#)

[Assessment #2: Post-Training Knowledge Check](#)

Assessment #2 Answer Key

- Question #1: Checkboxes 1 and 3
- Question #2: Multiple choice answer 2
- Question #3: Multiple choice answer 3
- Question #4: Multiple choice answer 1
- Question #5: Checkboxes 1 and 2
- Question #6: Multiple choice answer 2
- Question #7: Multiple choice answer 1
- Question #8: Multiple choice answer 3

Level 3 Assessments

[Post-Training Progress Survey](#)

Interview Questions

- In what ways has the training and applying that knowledge changed your opinion of PowerSchool?
- The district is considering switching to PowerSchool Learning Paths for all PowerSchool training needs. How do you feel the modules compare to the in-house and on-the-job training previously provided?
- Which refreshers or job aids have been the most useful to you?
- What is a job aid for PowerSchool that doesn't currently exist that would help you perform these skills and behaviors more accurately/efficiently?

Format for Request for Validation Letter

Dear Colleague,

Prior to the start of this school year, members of your staff participated in PowerSchool Learning Path: Special Programs training. Springfield School District is interested in determining the value of that training and if it has met our success criteria. Please take a few minutes to answer the following questions:

- 1. Have you seen any change in the speed and/or quality with which staff members have been able to utilize PowerSchool, specifically Special Reports? If so, please provide examples or details.*
- 2. Are you able to attribute any of those changes to the training that your staff members participated in? If so, do you have evidence to support your conclusion? Please provide evidence.*
- 3. Would you be willing to talk with us further about your staff's use of PowerSchool during this grading period?*

We thank you for your time and input.

*Sincerely,
M&M Consulting*

Level 4 Assessments

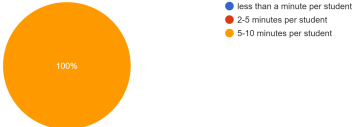
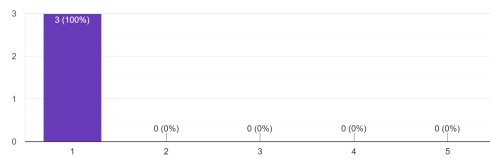
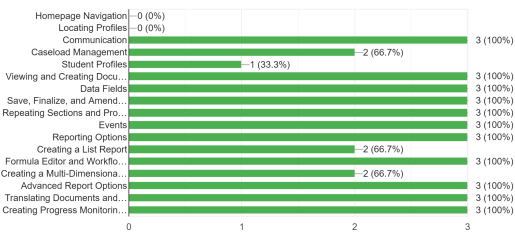
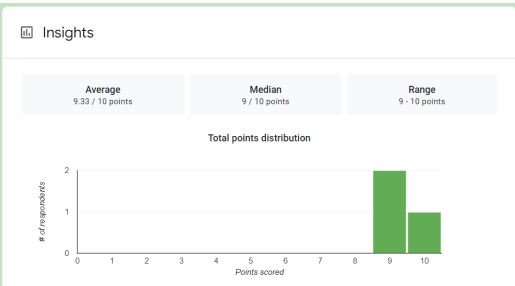
[Program Survey](#)

Discussion Roundtable Questions

- On average, how much time are you spending when running PowerSchool reports for students?
- Which skill do you believe you have improved the most since the training?
- To what degree do you feel your comfort level with PowerSchool has changed as a result of the training?
- To what degree do you feel you are more efficient using PowerSchool as a result of the training?
- What are your overall impressions of PowerSchool Learning Path training now that you have utilized PowerSchool for the entire grading period?
- Would you recommend PowerSchool Learning Path to another school/school district for training purposes?

Appendix C

Mock Data & Results - **New**

	Results	Visuals
Pre-Training Survey Level 1	Link to Results	Link to Chart/Graph How much time does it currently take you to pull PowerSchool reports for special programs? 4 responses  <p>Legend: ● less than a minute per student ● 2-5 minutes per student ● 5-10 minutes per student</p>
Post-Training Survey Level 1	Link to Results	Link to Chart/Graph To what degree do you feel like you learned new skills in this module? 3 responses 
Post-Training Learning Survey Level 2	Link to Results	Link to Chart/Graph What skills do you need more training to feel proficient? 3 responses 
Post-Training Knowledge Check Quiz Level 2	Link to Results	Link to Chart/Graph 

Post-Training Progress Surveys Level 3	Link to Results	Link to Chart/Graph <p>To what degree do you feel your comfort level with PowerSchool has changed as a result of the training? 3 responses</p> <table border="1"> <thead> <tr> <th>Degree</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>3</td> <td>100%</td> </tr> <tr> <td>3</td> <td>0</td> <td>0%</td> </tr> <tr> <td>4</td> <td>0</td> <td>0%</td> </tr> <tr> <td>5</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Degree	Count	Percentage	1	0	0%	2	3	100%	3	0	0%	4	0	0%	5	0	0%
Degree	Count	Percentage																		
1	0	0%																		
2	3	100%																		
3	0	0%																		
4	0	0%																		
5	0	0%																		
Interviews Level 3	<p>Notes:</p> <p>Interviewed each member of the pilot test and gained insight of their experience with the training modules</p> <p>Common Themes: Negative opinion of the training videos, little to no value seen, in-house training was more effective</p>																			
Requests for Validation Level 3	<p>Notes:</p> <p>Sent to the school and district administration to determine value of the program</p> <p>Common Themes: No change in speed and quality from the training, talked about the value of in-house training with staff that were already familiar with the PowerSchool Special Training Program</p>																			
Program Survey Level 4	Link to Results	Link to Chart/Graph <p>Would you recommend PowerSchool Learning Path to another school/school district for training purposes? 3 responses</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Mostly Yes</td> <td>3</td> <td>100%</td> </tr> <tr> <td>Mostly No</td> <td>0</td> <td>0%</td> </tr> <tr> <td>No</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	Response	Count	Percentage	Yes	0	0%	Mostly Yes	3	100%	Mostly No	0	0%	No	0	0%			
Response	Count	Percentage																		
Yes	0	0%																		
Mostly Yes	3	100%																		
Mostly No	0	0%																		
No	0	0%																		
Interviews & Discussion Roundtables Level 4	<p>Notes:</p> <p>Interviewed all of the pilot staff and the stakeholders about the perceived value of the training videos</p> <p>Common Themes: Would not recommend the training videos to help learn more about the PowerSchool Program, there was not a benefit or value seen from the videos alone, there needed to be more differentiated types of training and more opportunities for coaching</p>																			

Rubric

Students' Names:

CONTENT	GUIDELINES				Pts.
	Excellent—9-10	Good—6-8	Satisfactory—3-5	Major Revisions--0-2	
Executive Summary (New!)	1–2-page Executive Summary is included. Includes key findings and recommendations (use mock/dummy data placeholders).	Executive summary is included. Includes most critical information.	Executive summary is included but lacks key information; is not cohesive.	Executive summary missing or incoherent.	/ 10 Pts.
	Excellent—5	Good—4	Satisfactory--2-3	Major Revisions--0-1	
Identification of Evaluation Goals, Purpose, Objectives and Scope	<p>There is a clear, well-focused project, program, course, or other solution. It is defined in terms of goal(s), purpose, objectives, stakeholders, and target performers (audience).</p> <p>Clearly written goal statement, purpose statement, and objectives.</p> <p>A clear description of the project, program or course that was evaluated</p>	<p>Project is clear but a piece(s) of key supporting information is missing or too general.</p> <p>One of the following is missing: goal statement, purpose statement, and objectives, stakeholders, or target audience.</p>	<p>Project is somewhat clear but there is a need for more supporting information.</p> <p>Two or more of the following is missing: goal statement, purpose statement, and objectives, stakeholders, or target audience.</p>	Project is not clear. There is a seemingly random collection of information.	<p>Must be included (and revised if needed from instructor feedback).</p> <p>If not included, 5 point deduction. (- 5pts).</p>
	Excellent--5	Good--4	Satisfactory--2-3	Major Revisions--0-1	

Description of the Evaluation Process (Update)	<p>Specific processes to complete evaluation are outlined and included within a timeline or Gantt Chart or other chart included in Appendix A.</p> <p>Rationale for evaluator decisions is provided as necessary.</p> <p>Accessibility considerations described</p>	<p>Processes are outlined in general and included in a timeline or Gantt Chart or other chart included in Appendix A.</p> <p>Rationale for evaluator decisions is provided, as necessary.</p>	<p>Processes are outlined in general and either timeline is missing or errors or other omissions.</p> <p>Necessary rationale for evaluator decisions is missing.</p>	<p>Incomplete or missing process outline. No timeline.</p>	<p>/10 Pts.</p>
	<p>Excellent--5</p>	<p>Good--4</p>	<p>Satisfactory--2-3</p>	<p>Major Revisions--0-1</p>	
Stakeholder Involvement (Update!)	<p>Overall stakeholder involvement is described well.</p> <p>Stakeholder involvement is described for each of the processes and steps of the evaluation.</p>	<p>Stakeholder involvement is described overall, and also mentioned in each of the processes and steps of the evaluation.</p>	<p>Stakeholder involvement is mentioned, but it is not clearly described, or it is not included in each of the processes and steps.</p>	<p>Stakeholder involvement is missing from most or all the report.</p>	<p>/5 Pts.</p>
	<p>Excellent—9-10</p>	<p>Good—6-8</p>	<p>Satisfactory—3-4</p>	<p>Major Revisions--0-2</p>	
Measurement Instrument Descriptions (Update!)	<p>Instruments for levels 1-4 are created as appropriate and are ready for use in the evaluation setting (Instruments are included in Appendix B).</p> <p>Complete descriptions of each instrument are provided (body of report).</p>	<p>Includes instruments for all levels.</p> <p>Some instruments may not be ready for use (drafts).</p> <p>Rationale for selection of instrument attributes is not</p>	<p>Includes essential information but there are 1-2 omissions, errors, incomplete descriptions, or no rationale.</p>	<p>Content is minimal OR there are several omissions or errors.</p>	<p>/15 Pts.</p>

	<p>Rationale for selection of instrument attributes is clear.</p> <p>Accessibility considerations described</p>	clear or not convincing.			
	Excellent—9-10	Good—6-8	Satisfactory—3-4	Major Revisions--0-2	
Data Collection (Update!)	<p>A description of the procedures (steps) used to gather the data in the proposed setting.</p> <p>A very detailed and clear description was provided for the data collection procedures.</p> <p>Data collection was included in the Gantt Chart or timeline.</p>	<p>Description of the procedures (steps) included.</p> <p>Enough detail was provided for the procedures that another person could conduct the evaluation of the instructional product, but a little more detail would be helpful.</p> <p>Data collection steps are noted in the Gantt Chart or Timeline.</p>	<p>Includes essential information but there are 1-2 omissions, errors, incomplete descriptions, or no rationale.</p> <p>Procedures could be clearer or more detailed or rational.</p> <p>Significant detail of the data collection is not clear.</p> <p>Data collection steps are not clear in the Gantt Chart or Timeline.</p>	<p>Content is minimal OR there are several omissions or errors.</p> <p>Procedures are not clear, complete, or rational.</p> <p>Significant detail of the data collection is not clear.</p> <p>Data collection missing from timeline/Gantt Chart</p>	/15Pts
	Excellent—13-15	Good—9-12	Satisfactory—5-8	Major Revisions--0-4	
Data Analysis (Update!)	<p>Evaluation data is provided and summarized for each level (1-4) relative to target or expected measures. (Most likely dummy data.)</p> <p>Method used to analyze results for all</p>	<p>Data is provided and summarized for each level or described as it would be collected.</p> <p>One key part of the method for analyzing results</p>	<p>Some data is summarized for each level or described as it would be collected.</p> <p>More than one key part of the analysis process is missing or incomplete.</p>	<p>Data and logic are less than credible (suspect).</p> <p>Multiple components of the analysis process are missing.</p>	/15 Pts.

	instruments identified. Methods to control for other factors identified. Rationale for decisions provided.	is weak. Method to control for other factors is weak. Rationale is weak.	Methods to control for other factors are missing. Rationale for some analysis is missing.		
	Excellent—13-15	Good—9-12	Satisfactory—5-8	Major Revisions--0-4	
Reporting Process (Update!)	A description of the reporting process is provided for Levels 1-4. A description of how the data, results, and recommendations is provided for levels 1-4 Examples are provided Features added to ensure reporting was accessible to stakeholders	A description of the reporting process for Levels 1-4 is provided, but could be more detailed A description of how the data, results, and recommendations is provided for levels 1-4 is provided, but could be more detailed Examples are provided Consideration of accessibility for reporting is weak	A description of the reporting process for Levels 1-4 is weak A description of how the data, results, and recommendations is provided for levels 1-4 is weak Few if any examples are provided and are weak Consideration of accessibility for reporting is missing	Descriptions of the reporting process are minimal or multiple components of the reporting process are missing	/15pts
	Excellent—13-15	Good—9-12	Satisfactory—5-8	Major Revisions--0-4	
Appendices (Instruments and other items) (Update!)	Appendix A - Timeline/Gantt Chart/ Other Project Management Tool is provided	Appendix A - Timeline is provided, but could be more detailed	Appendix A - Timeline minimal detail is provided	Appendix A - Timeline very weak or missing	/15pts

	<p>Appendix B - level 1-4 instruments and administration procedures are provided</p> <p>Answer key for level 2</p> <p>Appendix C - Mock data results examples (tables, charts, graphs, other visuals)</p> <p>Appendices are referenced and explained in the text of the body of the paper.</p>	<p>Appendix B - instruments and administration procedures are provided but could be more detailed</p> <p>Answer key for level 2</p> <p>Appendix C - Mock data results examples (tables, charts, graphs, other visuals) are provided but could be more detailed</p> <p>Appendices are referenced and explained in the text of the body of the paper.</p>	<p>Appendix B - instruments and administration procedures provided lack in quality and/or detail.</p> <p>Answer key for level 2 is missing or missing details</p> <p>Appendix C - Mock data results provided lack in quality and/or detail.</p> <p>Appendices are mentioned in the body of the paper.</p>	<p>Appendix B - instruments and administration procedures are very weak or missing</p> <p>Answer key for level 2 is missing</p> <p>Appendix C - Mock data results are very weak or missing</p> <p>One or more Appendices are not mentioned in the body of the paper.</p>	
Formatting - grammatical, punctuation, spelling, and some APA items	<p>Professionally written paper, without organizational, grammatical, punctuation, spelling errors, and with some APA required items.</p> <p>Up to 10 points may be deducted for writing and formatting errors</p>				
Total					/ 100 Pts

Instructor Comments:

LDT GROUP PROJECT VERIFICATION FORM

The Learning Design and Technology Program at Purdue University awards competency badge credit based on students' previous work completed as part of collaborative projects. In order to verify that the work is their own, group members must complete the following form.

Group Member(s) Information

Name: Michaela Mabe

Name: _____

Name: Monica Fumarolo

Project Details

Course: _____

Example: EDCI 513 EDCI 577: Fall 2022

Semester & Year: _____

Example: Fall 2018

Assignment Title: _____

Example: Week 2 Wiki Evaluation Document 3 – Final Report

Please attach an email confirmation from a group member explaining the division of workload in as much detail as possible. Example: David completed the sections on X, Y, and Z, Sally completed sections L and M, and Bob completed section Q.

