This evaluation handbook is a collection of forms, ideas and questionnaires designed to be of help to potential or actual adopters/adaptors of Project Futureprint. They are arranged in order of chronological use from the beginning step of analyzing the present reading program at a specific school to the final form which is the Futureprint adoption agreement. Some of the forms would be used only by the developer/demonstrators but are included as a matter of interest for administrators and teachers. The Futureprint staff believes strongly in the effectiveness of its individualized program, and is dedicated to helping interested educators develop their own reading program based on this model. It is hoped that this booklet will help administrators and teachers evaluate their own reading programs and determine what assistance they would like in establishing an adaptation of Project Futureprint. (Author/PN)
FUTUREPRINT

EVALUATION HANDBOOK

U.S. DEPARTMENT OF EDUCATION
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EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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INFORMATION CENTER (ERIC)."

NDN Developer/Demonstrator Project
California Demonstration Program in Reading

Project FUTUREPRINT, De Anza Reading Center
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Telephone: (714) 983-2118
INTRODUCTION

This evaluation handbook is a collection of forms, ideas and questionnaires designed to be of help to potential or actual adopters/adaptors of Project Futureprint. They are arranged in order of chronological use from the beginning step of analyzing the present reading program at a specific school to the final form which is the Futureprint adoption agreement. Some of the forms would be used only by the developer/demonstrators but are included as a matter of interest for administrators and teachers.

The Futureprint staff believes strongly in the effectiveness of its individualized program. We are dedicated to helping interested educators develop their own reading program based on our model. We hope this booklet will help administrators and teachers evaluate their own reading programs and determine what assistance they would like in establishing an adaptation of Project Futureprint.
# EVALUATION HANDBOOK

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</table>
1. Generally the students'
   a. Reading achievement is
   b. Reading comprehension is
   c. Vocabulary development is
   d. Content reading is
   e. Interest in reading is
   f. Reading outside of school is

2. To what extent is there a need for improvement in the students'
   a. Reading achievement
   b. Reading comprehension
   c. Vocabulary development
   d. Content reading
   e. Interest in reading
   f. Reading outside of school

3. Students in our school
   a. Participate in a reading program
   b. Receive reading instruction in English class
   c. Receive reading instruction in content area classes

4. To what extent is there a need for students to
   a. Participate in a reading program
   b. Receive reading instruction in English class
   c. Receive reading instruction in content area classes

5. Generally the students
   a. Attitudes toward reading are
   b. Attitudes toward school are
   c. Self concepts are
   d. Responsibility for learning is
   e. Motivation to read is

6. To what extent is there a need for improvement in the students'
   a. Attitudes toward reading
   b. Attitudes toward school
   c. Self concepts
   d. Responsibility for learning
   e. Motivation to read

PROJECT FUTUREPRINT
### Needs Assessment for Adoption/Adaptation

**Name:**

**Position:**

**School:**

**Grade Level(s) (circle):** 7 & 8

#### Component Areas

<table>
<thead>
<tr>
<th>Item</th>
<th>Need for materials/information</th>
<th>Need for training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please use the scales to the right to indicate for each item below the extent to which you need additional information, materials and inservice in order to adopt/adapt Project FUTUREPRINT</td>
<td>1 = No Need</td>
<td>1 = No Need</td>
</tr>
<tr>
<td>1. Selecting site/furniture</td>
<td>2 = Moderate Need</td>
<td>2 = Moderate Need</td>
</tr>
<tr>
<td>2. Organizing classroom space</td>
<td>3 = Considerable Need</td>
<td>3 = Considerable Need</td>
</tr>
<tr>
<td>3. Enhancing physical setting</td>
<td>4 = Great Need</td>
<td>4 = Great Need</td>
</tr>
<tr>
<td>4. Developing psychological atmosphere</td>
<td>5 = Not Applicable or Uncertain</td>
<td>5 = Not Applicable or Uncertain</td>
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<tr>
<td>5. Using counseling techniques</td>
<td></td>
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<tr>
<td>6. Testing rationale</td>
<td></td>
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<tr>
<td>7. Selecting diagnostic reading tests</td>
<td></td>
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<tr>
<td>8. Developing/using interest and self-concept inventories</td>
<td></td>
<td></td>
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<tr>
<td>9. Interpreting diagnostic tests</td>
<td></td>
<td></td>
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<tr>
<td>10. Identifying and prioritizing student needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Prescribing appropriate instructional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Individualizing instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Categorizing learning materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Developing a student contract</td>
<td></td>
<td></td>
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<tr>
<td>15. Selecting appropriate materials for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual perception</td>
<td>1 = No Need</td>
<td>1 = No Need</td>
</tr>
<tr>
<td>Word attack</td>
<td>2 = Moderate Need</td>
<td>2 = Moderate Need</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>3 = Considerable Need</td>
<td>3 = Considerable Need</td>
</tr>
<tr>
<td>Study skills</td>
<td>4 = Great Need</td>
<td>4 = Great Need</td>
</tr>
<tr>
<td>Literal comprehension</td>
<td>5 = Not Applicable or Uncertain</td>
<td>5 = Not Applicable or Uncertain</td>
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<tr>
<td>Inferential comprehension</td>
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<tr>
<td>Rate</td>
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<tr>
<td>ESL/Bilingual</td>
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<tr>
<td>Recreational reading</td>
<td></td>
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<tr>
<td>Motivation</td>
<td></td>
<td></td>
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<tr>
<td>16. Process</td>
<td></td>
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<tr>
<td>17. Product</td>
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</tr>
</tbody>
</table>

**Reading Center**

1. Selecting site/furniture
2. Organizing classroom space
3. Enhancing physical setting
4. Developing psychological atmosphere
5. Using counseling techniques
6. Testing rationale
7. Selecting diagnostic reading tests
8. Developing/using interest and self-concept inventories
9. Interpreting diagnostic tests
10. Identifying and prioritizing student needs
11. Prescribing appropriate instructional materials
12. Individualizing instruction
13. Categorizing learning materials
14. Developing a student contract
15. Selecting appropriate materials for:
   - Visual perception
   - Word attack
   - Vocabulary
   - Study skills
   - Literal comprehension
   - Inferential comprehension
   - Rate
   - ESL/Bilingual
   - Recreational reading
   - Motivation
16. Process
17. Product
Pre-Training Considerations

Potential adopters/adapters of Futureprint are encouraged to do preliminary planning before scheduling formal training sessions by Futureprint personnel. The following areas should be considered though final decisions may not be made before the training occurs. A knowledge of the options available to the school and staff will make the training sessions more relevant.

1. Selection of Reading Center personnel

   Staffing of the reading program is critical. Teachers chosen to develop a reading program adapting the Futureprint model should have some experience and training in reading. Enthusiasm, a desire to make positive change, commitment to quality education and an ability to establish rapport with junior high students is essential.

2. Administrative support

   The establishment of a high quality reading program requires careful planning and commitment. Administrators need to make realistic provisions for teachers to receive the necessary technical assistance, planning time, clerical help and essential materials and equipment. Without administrative support, the program cannot be successfully implemented.

3. Location of Reading Center

   The classroom or other facility chosen as the reading center will probably require some refurbishing to make it practical and functional. Shelving is necessary so reading materials can be easily accessible to both teachers and students. The goal is to provide attractive physical surroundings unlike a typical classroom.

4. Adult and student aides

   Maintaining an individualized classroom requires regular monitoring of the students. The lower the pupil/teacher ratio, the easier this is to achieve. Well trained instructional aides are invaluable and should be considered if at all possible. In addition, student aides can be valuable to help correct papers, replace materials and perform many tasks that relieve the teacher of time-consuming chores. Students can be scheduled into the reading center as an elective.

5. Diagnostic testing

   If teachers are already using or have a preference for a particular diagnostic test, Futureprint personnel should be informed so the training on diagnosis will be accurate. Futureprint recommends but does not require the Stanford Diagnostic Reading Tests as a group measure and the Classroom Reading Inventory (Silvaroli) or the Woodcock Reading Mastery Tests for individual assessment.
6. Printing requirements

Contracts, planning sheets and student record and answer sheets will need to be developed and printed. District resources for this should be investigated.

7. Availability of materials

Before purchasing new reading materials, it is wise to inventory the school and the district for materials that are presently not being used.

8. Population to be served

What percentage of the student body will receive reading instruction? Will one grade level be chosen or will a certain percentage be chosen based on high need in reading?

9. Scheduling

Students can come to the Reading Center on a rotational basis, spending half their time in reading and half in another subject. Students can rotate in and out of the center every three weeks (or other time frame) sharing the same time period with English or another subject. Futureprint personnel can suggest alternative methods of scheduling to provide reading instruction for the maximum number of students.

10. Location of Training

Futureprint personnel are available to do training at your school. They also provide inservice at the Demonstration Site. If practical, at least some of the personnel involved in adapting Futureprint should visit the De Anza Reading Center to receive firsthand knowledge of how it operates.

11. Implementation time

Futureprint will provide a time line as a guide. Teachers and administrators need realistic goals in the areas of planning, materials ordering, scheduling of students, diagnostic testing, prescription and contract writing.

12. Evaluation

Since pre and post test scores are necessary to evaluate a reading program, evaluation needs to be planned at the beginning of the program. Futureprint will offer an evaluation design that can be followed.

13. Budget

The amount of money allocated to the reading program will obviously be a determining factor in the selection of reading materials based on the range needed to serve the student population and the amount of money available.
FUTUREPRINT TIME LINE

The following time line is suggested for implementing the Futureprint reading program. The first eight items are pre-instruction activities that could be completed in the summer or anytime before the teachers actually meet with students. Delivery time for reading materials is unpredictable so some start-up materials should be on hand when the program is planned.

<table>
<thead>
<tr>
<th>Pre-instruction activities</th>
<th>WEEK</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>6</th>
<th>7</th>
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<th>10</th>
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<tbody>
<tr>
<td>Select personnel</td>
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<tr>
<td>Select reading center site</td>
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<tr>
<td>Identify student group</td>
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<td>Develop evaluation plan</td>
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<tr>
<td>Arrange teacher training</td>
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<td>Schedule students</td>
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<tr>
<td>Order materials</td>
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<tr>
<td>Furnish reading center</td>
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<tr>
<td>Develop student contracts</td>
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<tr>
<td>Administer diagnostic tests</td>
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<tr>
<td>Write student contracts</td>
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<tr>
<td>Conduct student orientation</td>
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<tr>
<td>Implement instruction</td>
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9 - 5 - 10
<table>
<thead>
<tr>
<th>Component 1: Facility - Reading Center</th>
<th>Ideal</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>School provides a building, an oversized classroom or portable for a reading center, with ample shelf space for materials, round tables, and lounge area for reading.</td>
<td>School provides a classroom for a reading center with shelf space and racks for materials, tables and desks placed in groups.</td>
<td>Desks in rows</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 2: Diagnosis</th>
<th>Ideal</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers administer Stanford Diagnostic Reading Tests and Classroom Reading Inventory (Silvaroli) or Woodcock Reading Mastery Tests. They also administer project adapted interest inventory and self-concept test to determine interests and attitudes of the students. Test data is basis for students' instructional program.</td>
<td>Teachers administer a diagnostic reading test and interest inventory to determine strengths, needs, interests and attitudes. May also use self-concept test. Teachers prescribe instructional program using test data.</td>
<td>Teachers do not diagnose students' strengths and needs in reading.</td>
<td></td>
</tr>
</tbody>
</table>
### Component 3: Prescription

<table>
<thead>
<tr>
<th>Ideal</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers prescribe an individualized program of instruction for each student based on diagnosis using a contract system that categorizes activities and materials. Contracts include a point value system to encourage student self-direction and responsibility.</td>
<td>Teachers select an individualized instructional program for each student based on diagnosis and utilize a contract system.</td>
<td>Teachers do not prescribe an individualized instructional program for each student.</td>
</tr>
</tbody>
</table>

### Component 4: Selection/Use of Materials

<table>
<thead>
<tr>
<th>Ideal</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers select a wide variety of instructional reading materials that are multi-level and multi-sensory to meet all learning styles, interests and needs of junior high students. Teachers prescribe individualized instructional programs utilizing appropriate materials for each student.</td>
<td>Teachers select an appropriate variety of instructional reading materials to meet the interest and needs of young teenagers at the program school. Teachers prescribe individualized instructional programs utilizing appropriate materials for each student.</td>
<td>Teachers place students into programs chosen to meet the needs of the average student at the designated grade level.</td>
</tr>
</tbody>
</table>

**Present Condition**

**Planned Change**
Component 5: Staffing

<table>
<thead>
<tr>
<th>Ideal</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or three teachers who are reading specialists work together as a team in the reading center assisted by two or three instructional aides and student aides.</td>
<td>Reading teacher/s and instructional aide/s work together as a team assisted by student aides. Additional help can be provided by classroom teacher who brings his/her class to the reading center.</td>
<td>Reading Center personnel lack training in reading.</td>
</tr>
</tbody>
</table>

Component 6: Instructor's Role

<table>
<thead>
<tr>
<th>Ideal</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During class time the teachers act as facilitators, guiding and assisting students individually as requested, rewriting contracts as needed, and conducting small group lessons for students with similar needs. The aides work directly with students on an individual basis, carrying out the instructional plans of teachers. Student aides help correct student work.</td>
<td>During class time the teachers act as facilitators, guiding and assisting students individually. Contracts may or may not be written with students in class. The aides work directly with students on an individual basis carrying out instructional plans of teacher.</td>
<td>Teachers do not offer individualized instruction.</td>
</tr>
</tbody>
</table>
### Component 7: Supportive Environment

<table>
<thead>
<tr>
<th>Ideal</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers establish a supportive environment in the Reading Center that is a relaxed, non-threatening psychological atmosphere of acceptance, trust and responsibility, as well as an attractive physical setting with comfortable furniture, plants and posters.</td>
<td>Teachers establish a supportive psychological environment and provide an attractive physical setting. Student opportunity and responsibility is emphasized.</td>
<td>A classroom that is uninviting to students.</td>
</tr>
</tbody>
</table>

### Component 8: Student Participation

<table>
<thead>
<tr>
<th>Ideal</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students at the project grade level participate in the reading center program in heterogeneous classes. Students participate in small group instruction according to specific needs in reading.</td>
<td>School designates portion of population to participate in reading program based on needs and resources of school. For example, all students reading two or more years below grade level would be programmed into reading.</td>
<td>Students programmed into reading based on factors not related to need for reading instruction.</td>
</tr>
</tbody>
</table>

### Component 9: Incentives

<table>
<thead>
<tr>
<th>Ideal</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive incentives for successfully completing their work. Points earned on contracts in class, and through homework lead to report card grades and rewards such as paperback books and posters.</td>
<td>Students receive incentives to successfully complete their work. They could include report card grades and less expensive rewards such as certificates, special privilege, free choice activity, etc.</td>
<td>Students are offered no incentive to complete their work.</td>
</tr>
</tbody>
</table>
Component 10: Counseling - Optional Component

Ideal

Counseling is a part of the reading program with a counselor on the team. The counselor provides individual and group counseling to all reading center students. Teachers and aides foster growth in positive self-concepts by facilitating successful learning experiences.

Acceptable

Reading Center instructional staff utilizes counseling skills when working individually with students. They may coordinate their efforts with the school counselor to offer support services to students.

Component 11: Preschool Story Hour - Optional Component

Ideal

The Reading Center sponsors a Preschool Library and Story Hour to provide an opportunity for junior high students to read stories to preschoolers on a voluntary basis.

Acceptable

School adapts Preschool Story Hour based on Futureprint model.
PART II: IMPLEMENTATION REQUIREMENTS

Costs:

Start-up costs depend on resources and needs of school. Adoption costs include:

Preservice training - minimum of one day
Diagnostic reading tests
Variety of high interest, multi-sensory materials
Paper for planning sheets, contracts, record sheets, etc.
Cassette players and earphones

Site development and staffing requirements:

Training
Minimum of one day

Materials/Equipment
See suggested materials list

Personnel
Instructor needs some special training in reading and ability to work effectively with junior high students.

Organizational Arrangements:
Requires a classroom that can be developed into a reading center where reading materials will be available to students throughout the day.

PART III: PROGRAM CHARACTERISTICS

Purpose:
Increase reading achievement and improve self-concept. Provide intensive instruction in reading.

Pedagogical Approach:
Diagnostic/Prescriptive

Concreteness of Benefits:
Increased reading achievement
Improved self-concept
Increased student responsibility
Improved attitude about reading
Increased reading outside of school
Improvement in content area classes
The following questions and others that are appropriate for a particular reading program can be used with a random number of students in order to determine student attitudes toward the reading program.

QUESTIONS FOR STUDENT INTERVIEWS

1. What do you like most about the Reading Center?

2. What do you like least about the Reading Center?

3. Do you feel you can talk with the Reading Center teachers and aides when you need to do so?

4. Has the Reading Center helped you to improve your reading? If "yes" how has it helped you to improve your reading?

5. Are you concerned about your ability to read? If "yes" what are you doing at school about it?

6. What kind of reading interests you most?

7. In your opinion is the reading program
   A. Too easy
   B. Too hard
   C. Just right
   Why did you choose the category you did?

8. The Reading Center requires homework - reading at home every day. How long do you read at home each day?

9. Do you feel you can go and talk with the project counselor if you need or want to do so?

10. What do you feel could be done to make the Center a better place for kids?
The following questions are used by the Futureprint evaluator in a telephone survey of parents of students participating in the reading program. The purpose of the survey is to determine parents' perceptions of the program in order to elicit home support for reading center goals and improve home/school communication.

**TELEPHONE SURVEY OF PARENTS**

1. (Name of student) has been participating in the Reading Center at De Anza. Have you heard about the program?

2. Do you feel you understand what the program is trying to do?

3. How does (name of child) feel about the program?

4. The Reading Center assigns independent reading to be homework throughout the year. Are you aware of (name of student) reading on a regular basis for homework?

5. Has (name of student) expressed a desire to participate in Group Counseling?

6. Do you think this kind of counseling program would be helpful to your child?

7. Have you noticed any changes in (name of student)'s reading habits at home since the beginning of the school year?

8. Do you feel the program has affected (name of student)'s attitude toward reading in any way?

9. Grades in reading are based on points earned in class and on book report requirements which are homework assignments. Were you satisfied with your student's grade? If not, do you know the reason he/she did not get a better grade?

10. Do you have any suggestions for improving the Reading Center?
The following questionnaire is sent home to all parents of students in the Futureprint program. The purpose is to help our staff improve our reading program based on feedback from parents who are concerned with their children's academic success.

PARENT QUESTIONNAIRE

1. All students at De Anza (including your child) have participated in the reading center throughout junior high. Have you heard about the program?
   Yes ___ No ___

2. Do you feel you understand how the program has tried to help your son or daughter become a better reader?
   Yes ___ No ___

3. Do you feel that your son/daughter has improved in reading since he/she has been a student at De Anza?
   Yes ___ No ___
   Comments:

4. The reading center assigns 20 minutes of independent reading as homework to be done daily throughout the year. Does your son/daughter read on a regular basis?
   Yes ___ No ___

5. The reading center has given your student a letter grade on his/her report card. The grade is based on points earned in class and books read at home. Have you been satisfied with your student's grades?
   Yes ___ No ___
   Comments:

6. Have you noticed that your son/daughter reads more at home since attending the Reading Center?
   Yes ___ No ___

7. Do you feel the program has improved your son/daughter's attitude toward reading?
   Yes ___ No ___ Not Sure ___

8. After participating in the Reading Center program, how does your student feel about it?
   It was very helpful
   It was somewhat helpful
   It was not helpful
9. A special counseling program has been provided for all students as a component of the Reading Program. Were you aware of your son/daughter's participation in it?
   Yes____ No____

10. Are you aware that your son/daughter has been working on an "Action Plan" this year to improve his/her academic achievement and personal or social behavior?
    Yes____ No____

What suggestions do you have for improving the reading program?
**PROJECT FUTUREPRINT**

Adoption/Adaption Site Visitation
Component Check List

<table>
<thead>
<tr>
<th>School:</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Telephone:</td>
</tr>
<tr>
<td>Contact Person:</td>
<td>Date:</td>
</tr>
<tr>
<td>Position:</td>
<td>Observer:</td>
</tr>
</tbody>
</table>

1. **Staffing/Students**
   - Number of teachers
   - Number of aides
   - Number of students/period
   - Total number of students
   - Grade level of students
   - Adult/student ratio

2. **Site/Environment**
   - Space is provided for a reading center
   - Physical setting contributes to supportive learning environment
   - Psychological atmosphere is conducive to supportive learning environment

   - reading teacher(s) and aide(s)
   - reading teacher, content teacher and/or aide
   - content area teacher
   - aide only

   - regular classroom
   - library
   - other facility
   - no separate space

   - different from regular classroom
   - attractive room arrangement
   - plants, posters, etc., provide inviting atmosphere
   - unattractive setting

   - warm, accepting atmosphere
   - staff alert to student needs
   - students work independently and ask for help when needed
   - students keep busy, little wasted time
   - staff uses encouragement and praise
   - lack of teacher/student rapport
   - teacher only supervises classroom
3. Criteria for instruction in reading program

4. Scheduling

   Students are scheduled into the program

   Grouping of students

5. Diagnosis/Prescription

   Teachers administer diagnostic reading tests

   Names of tests administered:

6. Contract System

   Teachers use a contract listing materials/activities for student learning

   - All students receive reading
   - All students at ___ grade level receive reading
   - Students reading two or more years below grade level receive reading
   - Students failing competency tests receive reading

   - Full school year
   - Half year on rotational schedule
   - Trimester/quarter on rotational schedule
   - Open ended/as needed
   - Other

   Grouping of students

   - Heterogeneous
   - Homogeneous

   Teachers use diagnostic tests to determine students strengths and needs in reading

   Teachers write prescriptions to meet students interests and needs.

   Reading materials assigned by reading level

   Teachers maintain a data file for students.

   Contract used for individualizing instruction

   Students use contracts effectively

   Materials categorized by areas of reading instruction

   Points assigned to lessons

   Student choice

   Student evaluation of contract

   No contract system
7. Materials

There is a variety of reading materials in the room.

- wide variety to meet students needs
- high interest
- multi-sensory
- multi-level
- sufficient for students served
- 1-5 copies of most materials
- Text books and basal readers

Materials and equipment are accessible to students

- materials are visible
- materials are categorized and clearly labeled
- equipment is accessible
- students select and put away own materials and equipment
- materials passed out by teacher or aide.

8. Evaluation data

Pre-Post
Pre-only
Post-only

- achievement test used
- pre and post test
- pre only
- post only
EVALUATION DESIGN FOR ADOPTIONS/ADAPTIONS OF PROJECT FUTUREPRINT

Each Futureprint adoption/adaption is encouraged to implement the evaluation design used at the original demonstration site to test the statistical significance of student gains resulting from participation in the replication of the Futureprint program. The basic evaluation design used is pre-test--treatment--post test design which determines the effectiveness of the project's instructional components with the participating students. It is a design which is easily used because it does not necessitate numerous special arrangements and is common testing sequence to be employed when a teacher uses Project Futureprint materials in his or her classroom.

The evaluation instrument may be the district mandated achievement test and/or the standardized diagnostic test used by the adopting staff. The evaluation instruments are administered by the adopting reading center teachers who also score their own students' tests, unless the adopting district can make other scoring arrangements. They will then send the score sheets (see sample below) to Project Futureprint for statistical analysis. The statistical test applied to the data by Project Futureprint is correlated groups t-test of mean differences.

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**SAMPLE SCORE SHEET**

<table>
<thead>
<tr>
<th>Name of Adopting District</th>
<th>Administrator of test</th>
<th>Achievement Test Level</th>
<th>Date of Pre test</th>
<th>Date of Post test</th>
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<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Pre test Raw Score</th>
<th>Pre test scale score</th>
<th>Post test raw score</th>
<th>Post test scale score</th>
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<tr>
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-19- 30
WORKSHOP EVALUATION

Type of Workshop (Please circle) Date Location

Awareness Overview Diagnosis Management System Counseling

Person Attending

Name Position Work Telephone

School School District County

School Address Street City State/Zip

Rating Scale: 1 Poor 2 Fair 3 Average 4 Good 5 Excellent

Presentation Evaluation

A. How well were project concepts and instructional activities communicated? ______
B. How well was presentation time used? ______
C. How well were questions answered? ______
D. How well did the presenter relate to audience? ______
E. How well did the workshop fulfill your need information about adopting/adapting project Futureprint? ______

Are you interested in adoption/adaption of Project Futureprint in your school? ______

What further information would you need before making an adoption decision? ______

Would you be interested in participating in a training session? ______

Would you be interested in visiting the Demonstration site in Ontario, CA.? ______

Comments or suggestions: ______
FUTUREPRINT
TRAINING OBJECTIVES

By the end of the training session, participants will:

1. Understand the rationale of a supportive environment.

2. Know how to interpret scores from diagnostic test profiles.

3. Be able to prescribe appropriate instructional materials to meet individual needs.

4. Have a knowledge of an appropriate range of multi-level materials to meet the needs of the targeted student population.

5. Understand how to use the student profile, planning sheet, contract and record sheets.

6. Know the necessary steps in developing their own record keeping system, planning sheet and contract.

7. Understand the necessary steps in providing evaluation data.

8. Have considered various options for providing student incentives including adoption of a student grading system.

9. Have considered various options for selecting and scheduling students at the local school.

10. Be aware of optional components - Counseling and Preschool Story Hour.
1. Rate the overall usefulness of this training workshop.
   Very Worthwhile  2  Average  3  Useless
   1  2  3  4  5

2. Rate the training techniques and activities displayed during this workshop.
   Highly Appropriate  2  Poorly Planned
   1  2  3  4  5

3. Rate the interaction and leadership skills of the presenter(s).
   Highly Skilled  2  Unskilled
   1  2  3  4  5

4. Rate the overall Training Pace:
   Too Fast  3  Just Right  4  Too Slow
   1  2  3  4  5

Use the following scale to rate your need for information to meet the following training objectives:

1. I learned what I need to meet this objective
2. I need more time to study training materials
3. I have several questions in this area
4. The training was not adequate to meet this objective
5. I cannot proceed without more information

1. I know what is meant by a supportive environment____
2. I can interpret the scores from diagnostic tests____
3. I know what type of instructional material is appropriate to meet the needs identified by diagnostic tests____
4. I can choose an appropriate range of multi-level materials to meet my students' needs____
5. I understand how to use the student profile planning sheet____
   contract____
   record sheets____

DATE__________________________
6. I feel I can develop the following forms to use with my students.
   - profile
   - planning sheet
   - contract
   - record sheets

7. I know what pre and post tests scores I will need to provide for evaluation data

8. I understand how student contracts can be used for report card grades and providing other incentives

9. I am aware of various options concerning selection and scheduling of reading center students

10. I am aware of the two optional components of Futureprint - Counseling and Preschool Story Hour

Please comment on the overall effectiveness of the workshop in providing the training required to implement Project Futureprint.
The intent of the adoption plan is to define the responsibilities of Project Futureprint and the adopting school district.

A school district interested in adopting or adapting Futureprint should be willing to:

1. Provide space to be utilized as a reading center.
2. Provide release time for inservice training, materials selection and contract development.
3. Administer diagnostic reading tests.
4. Provide evaluation data.
5. Provide follow-up resources and assistance, as mutually determined, that will help insure success of the adoption.

Futureprint staff will:

1. Provide necessary personnel to conduct inservice training.
2. Offer the opportunity for the adopters to visit the project site for observation and/or training.
3. Make available printed materials necessary for the implementation of the program.
4. Provide technical assistance with site development, contract design, materials selection, program implementation and evaluation.
5. Provide follow-up technical assistance as requested.

Project Futureprint Director
1450 South Sultana Avenue
Ontario, California 91761

(714) 983-2118

Date

On-Site Contact Person

Position:

Adopting School Principal/Supervisor

School

Address

Date

Phone

State Facilitator

Address

Date

Phone

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