



EVALUATION PROPOSAL

Evaluating ProLiteracy's
*Using a Problem Posing Approach for
Authentic Language Learning Course*
for Learning Partnership

Prepared for:

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577 Consulting

I. Executive Summary

Purpose

This evaluation plan has been developed for Learning Partnership to measure the efficacy of free online courses offered by the external organization ProLiteracy for training their volunteer tutors. Due to limited resources, Learning Partnership encourages tutors to take ProLiteracy courses as supplements to their own in-house training, but they currently have no information about their quality or value. The goal of this evaluation is to determine whether ProLiteracy courses effectively teach tutors the skills needed to support English language learners and other adults requiring basic education. This pilot evaluates a single ProLiteracy course out of many available. Pending the results of the pilot, the evaluation method outlined here can be expanded to include other courses, which will provide Learning Partnership with information about which ProLiteracy courses to recommend to tutors.

Summary of Evaluation Plan

The proposed evaluation method is based on Kirkpatrick's Four Level Evaluation Model and assesses learner reactions, learning outcomes, performance changes, and organizational results relevant to the selected ProLiteracy course (Kirkpatrick & Kirkpatrick, 2006). The plan details the procedure and materials required to complete the evaluation according to a provided six-month timeline. Evaluation data will be collected using a combination of online surveys and tests developed specifically for this evaluation and Learning Partnership's existing methods for recording tutor service figures and outcomes.

Key Findings

Tutors responded positively to the course and felt they learned valuable skills

- --% of tutors felt mostly or fully prepared to use what they had learned during tutoring
- --% of tutors rated the course quality as high or very high
- --% of tutors found the course difficult or very difficult to navigate

Tutors demonstrated high levels of learning at the conclusion of the course

- Tutors answered an average of --% of test questions correctly

Tutors used the course to improve their tutoring even when they did not explicitly use the specific instructional approach presented by the course

- Only --% of tutors used the approach within two months of completing the course
- --% of tutors felt they had become more effective tutors as a result of taking the course

Recommendations

Based on the mostly positive results obtained at the first three levels of evaluation, continued use of ProLiteracy courses for tutor training is recommended. Further, because the evaluation provided useful information about the value of the training for tutors, expansion of the program to include other courses is encouraged. Although no clear impact on organizational results was measured from this pilot, evidence for the efficacy of the training at other levels was strong and a sustained program may eventually yield measurable improvements for student retention and accomplishment.

II. Evaluation Goals and Scope

Learning Partnership, a small community-based nonprofit that provides local adults with free tutoring in English language learning and basic education. Learning Partnership is funded by grants from the local, county, and state governments and by donations.

At Learning Partnership, tutoring services are provided by local volunteers. Learning Partnership typically has between one and two hundred volunteer tutors active in a given year, and training and supporting these tutors is one of the primary functions of the organization. New tutors must undergo 15 hours of training within their first year, and experienced tutors are expected to take part in professional development at least once a year. The objective of this training to ensure that all tutors use both conduct and instructional strategies that are appropriate and effective for adult learners of diverse backgrounds that are frequently different from the tutor's own.

Learning Partnership conducts their own face-to-face trainings, but to supplement their sometimes-limited offerings, they also encourage tutors to take courses offered online by an external organization, ProLiteracy. Tutors may take ProLiteracy courses at any time, and most do so from their home computers (although Learning Partnership has computers that can be used for this purpose). Tutors email their certificates of completion from ProLiteracy courses to the Learning Partnership staff to have credit hours added to their training record.

Purpose of Evaluation

Learning Partnership currently has no information about the efficacy of these courses or about how they compare with their own in-house trainings. The goal of this evaluation is to determine whether ProLiteracy courses effectively teach tutors the skills needed to support English language learners and other adults requiring basic education by measuring tutor satisfaction, learning outcomes, performance change, and organizational results.

This evaluation is a pilot test of a single ProLiteracy course. ProLiteracy offers a large number of courses that may not be consistent in quality or value for tutors. Pending the results of the pilot, the evaluation method outlined here can be expanded to include other courses. This will provide Learning Partnership with information about which ProLiteracy courses to recommend to tutors.

Objectives

- Determine whether the ProLiteracy course, "Using a Problem Posing Approach for Authentic Language Learning," increases tutors' skill and confidence
- Assess the value of the proposed evaluation method for possible extension to other courses

Instructional Product Description

ProLiteracy, a nonprofit organization that promotes adult basic education throughout the U.S., provides a variety of free online resources for adult literacy and ESL instructors through their Education Network (EdNet) site (ProLiteracy Education Network, 2011). The collection of instructional resources includes written explanations and video demonstrations of specific instructional strategies, lesson plans and activity materials, and self-paced online courses.

The present evaluation is for the online course, “Using a Problem Posing Approach for Authentic Language Learning.” The course (here on abbreviated as, “Problem Posing”) is designed to teach literacy/ESL instructors how to use the instructional strategy of problem-posing to develop students’ language and critical thinking skills within the context of everyday experiences. “Problem Posing” is a self-paced, asynchronous course with no instructor. The course is divided into five lessons:

- Introduction to the Problem-Posing Approach
- Choosing Codes
- The Questioning Process
- Expanding Problem Posing Questioning into a Robust Lesson
- More About the Problem-Posing Approach.

These lessons are followed by three practice exercises and a post-test. Because the individual lessons are brief and highly inter-related, the evaluation will address all five lessons collectively.

Target Audience

The learners to be evaluated are the volunteer tutors at Learning Partnership. Tutors must be high school graduates of at least 18 years of age, but are otherwise diverse in age, racial and ethnic background, socioeconomic status, professional experience, and level of education, although a majority of tutors are college-educated.

Specific demographics are not available, but two common types of tutors have been observed. Due to the presence of multiple colleges and universities in the surrounding area, one identifiable subset of tutors consists of undergraduate and graduate students, largely between the ages of 20-35. The second identifiable subset consists of retired individuals, many of whom previously worked as educators. Tutors vary in their comfort with computer technology and their experience with online education, with some tutors having no prior experience. Because they have volunteered to provide a service, tutors are typically willing to learn and highly motivated to improve their skills.

III. Evaluation Process and Instruments

The proposed evaluation applies Kirkpatrick's Four Level Evaluation Model to assess the learner reactions, learning outcomes, performance changes, and organizational impacts resulting from the completion of the selected ProLiteracy course (Kirkpatrick & Kirkpatrick, 2006). Each process will be completed by either the Learning Partnership staff (lead by the tutor coordinator) or by the evaluation team (lead by Kacey Wochna). (See Appendix A for the recommended timeline for implementing the evaluation).

Recruitment

Normally, tutors complete ProLiteracy courses of their own volition, making it impossible to predict when tutors will take a course and which course they will take. Such open-endedness would make it difficult to collect a meaningful amount of data in any reasonable amount of time. Therefore, a key component of the evaluation is recruiting tutors to take the "Problem-Posing" course. The course will be recommended during new tutor orientation. Further, the tutor coordinator will email all active tutors asking them to assist with the project by volunteering to complete the course. Tutors will be asked to complete the course within the next three months, and reminders will be included in the monthly email announcements sent to all tutors. It is anticipated that at least 20 tutors can be recruited in this fashion, which will provide enough data for the evaluation.

Level 1: Reaction

Learning Partnership already performs Level 1 evaluations for all of their in-house trainings, but they do not currently do so for ProLiteracy courses. Collecting data at this level will allow Learning Partnership to determine whether tutors are satisfied with ProLiteracy courses. Satisfied tutors will be more likely to take additional ProLiteracy courses, improving and diversifying their skills while reducing the burden on Learning Partnership to provide in-house training. Learning Partnership presently provides no guidance about which courses to take, but evaluation at this level will enable Learning Partnership to recommend courses that other tutors have found valuable.

Instrument: Using a Problem-Posing Approach Feedback Survey (see Appendix B for complete instrument)

Description: The survey measures prior familiarity with the content of the training, intent and perceived ability to use the content of the training, ease of use, instructional quality, and overall satisfaction. The provided survey was created using Google Forms (see Appendix C for screenshots of the implemented survey).

Procedure: As the course will be completed online by self-directed learners who can take it at any time, data will be collected using an online survey that can be easily distributed on an individual basis. When a tutor emails a certificate of completion for "Problem Posing" to the Learner Partnership staff, staff will immediately email them the link to the survey. The email will advise tutors to complete the survey within one week.

Level 2: Learning

A Level 2 evaluation is essential in order for Learning Partnership to determine whether their tutors are learning effectively from ProLiteracy's courses. Information about the instructional efficacy of these courses is otherwise limited: Learning Partnership had no input into the design and development of these courses, so data about learning outcomes will allow Learning Partnership to determine whether these courses are a viable substitute for their own in-house training.

"Problem Posing" includes a post-test at the conclusion of the course, which learners must pass in order to earn a certificate of completion. However, this post-test, which consists of five true/false questions, is not sufficient for evaluating learning and a separate evaluation instrument is recommended.

Instrument: Using Problem-Posing Assessment (see Appendix D for complete instrument)

Description: Test questions measure knowledge of the core characteristics of the problem-posing approach and skill in identifying appropriate instructional materials. There are 21 items organized into five groups, with each question worth one point. 18/21 points and higher is the recommended pass rate. The assessment was created using Google Forms (see Appendix E for screenshots of the implemented survey).

Procedure: Due to the self-directed nature of the training, an online test will be used. When a tutor emails a certificate of completion for "Problem Posing" to the Learner Partnership staff, staff will immediately email them the link to the test. Learners can be advised that they must pass this test in order to receive credit for the training. If learners do not submit the test within one week, they will be emailed a reminder. 18/21 points and higher is the recommended pass rate. Google Forms automatically scores the test and provides the learner with feedback. Learning Partnership staff will check results when they are submitted in order to determine whether a tutor has passed and will recommend next steps to those who do not.

Level 3: Performance

A Level 3 evaluation is desirable to determine whether Learning Partnership tutors are applying the knowledge and skills gained from ProLiteracy courses to their courses, but measuring performance change in this context presents certain difficulties. First, tutors typically meet with students one-on-one or in small groups. Given the intimacy of these interactions and the vulnerability of the student population, it would be neither appropriate nor realistic to have a third-party observe these sessions. Second, due to the limited English proficiency of most of the students, it is not feasible to ask them specific questions about the performance of their tutors. Third, tutors may apply their learning in ways that are not obvious; for instance, what they learned about problem-posing may have influenced how they applied a completely different instructional strategy. However, because one of the main objectives of this training is to increase tutors comfort and confidence, useful data can be obtained by asking tutors to assess their own performance change.

Instrument: Tutor Performance Change Survey (see Appendix F for complete instrument)

Description: The survey measures use of problem-posing, rationales for using or not using problem-posed, perceived preparedness to use problem-posing, judgments about changes in tutoring effectiveness, and overall impact of the course. The provided survey was created using Google Forms (see Appendix G for a screenshot of the implemented survey).

Procedure: Consistent with previous levels, data will be collected using an online survey that can be easily distributed on an individual basis. Two months after a tutor completes the assessment test, Learner Partnership staff will email them the link to the survey. The email will advise tutors to complete the survey within one week.

Level 4: Organizational Results

Because a single ProLiteracy course constitutes only a small component of a tutor's training, the ultimate effect of any one course is likely to be subtle. There are also many external factors unrelated to training that influence the longevity and success of tutoring relationships. Therefore, there is no expectation that the course evaluated by this pilot will have a measurable impact on broader organizational results. However, since Learning Partnership already measures certain organizational results (number of students served, number of tutoring hours provided, student achievements), Level 4 can be evaluated without additional burden. Furthermore, its is beneficial to have a method for evaluating Level 4 in place as this data will become more valuable if the scope of the evaluation is expanded to included other ProLiteracy courses.

Instrument: Monthly Tutoring Log (see Appendix H for a screenshot of the existing instrument)

Description: The log contains spaces for reporting the number of instructional and lesson preparation hours spent during the month per student, student goals, achievements, and life changes, materials used, and comments for the tutor coordinator. The existing log is a web-fill form hosted on the Learning Partnership website.

Procedure: Data will be collected using Learning Partnership's existing instrument and method, a monthly online log. Staff will continue to email to all active tutors a reminder to complete the log at the end of each month. The email contains a link to the form, which is hosted on the Learning Partnership website.

IV. Data Collection and Analysis

Data for Levels 1-3 will be collected through Google Forms, which provides a convenient interface for viewing results. Statistics are updated automatically as results are received, and the interface allows viewing of both individual and summary statistics. Data for Level 4 will be collected using Learning Partnership's web-fill form, which notifies the tutor coordinator of individual submissions and also tabulate responses in a database. Note that specific information about data collection by instrument is detailed under section 3. In general, data will be collected and analyzed individually as needed by Learning Partnership staff and then passed on to the

evaluation team for aggregate analysis. The evaluation team will produce the final report to be shared with the executive director, funders, and other stakeholders after the evaluation has been completed. (See Appendix I for the recommended timeline for data analysis.)

Level 1: Reaction

Because some learners will have comments or reactions that require an immediate response from the Learning Partnership staff, they should review individual submissions on a continual basis. Aggregate data will be evaluated by the evaluation team after 20 responses have been submitted (estimated three months from the launch of the program). Data will be formally reported to stakeholders in part using graphics from the Google Forms interface. (See Appendix J for a graphic example.)

The Using a Problem-Posing Approach Feedback Survey contains ten questions in different formats. Question 1 and 2 address learner prior knowledge and motivation. These data are not based on the quality of the course but instead provide context for interpreting outcomes, so there are no criterion-levels for these questions. Data will be reported graphically as the percentage of responses for each answer choice to maintain the differences in meaning between the choices, with the majority response highlighted. Question 3, on perceived preparation, also features multiple-choice response rather than a rating scale and thus will be reported similarly.

Questions 5, 6, and 7 produce responses on a 5-point Likert scale, and question 9 an 11-point scale corresponding with percentages from 0 to 100. These data will be graphically reported as the percentage of responses at each scale point. An average score will also be reported for each question. Scores above the halfway point (3.0 and 5.0 respectively) will represent positive, above-average reactions to the training.

Question 4, 8, and 10 are free-response, and all substantive responses will be reported in full for each question. Common themes for each question will also be highlighted.

Level 2: Learning

Because tutors must answer at least 18 out of 21 questions correctly to receive credit for the course, Learning Partnership staff should review individual submissions on a continual basis in order to update tutors' training records and follow-up with tutors who do not pass the assessment. Aggregate data will be evaluated by the evaluation team after 20 responses have been submitted (estimated three months from the launch of the program). Data will be formally reported to stakeholders in part using graphics from the Google Forms interface. (See Appendix K for a graphic example.)

The Using Problem-Posing Assessment contains 21 questions each worth one point. Average score, median score, and score range for the total assessment will be reported. Frequently missed questions will be reported with their total number of correct responses. 15 questions require yes/no responses, five questions require one response selected from multiple-choice,

and one question requires selecting multiple responses. This data will be reported graphically as percentages of each response with color-coding to indicate the correct response.

Level 2 data should be interpreted in conjunction with Level 1 data, especially if test scores are low. Because it is possible to pass the included course post-test with little to no effort or learning, evaluating the Level 1 data will help evaluators determine whether low scores on the Level 2 evaluation are due to poor instructional quality or inadequate learner effort.

Level 3: Performance

Aggregate data will be evaluated by the evaluation team after 20 responses have been submitted. Level 3 responses will be collected starting two months after the launch of the program, with collection finishing after five months. Data will be formally reported to stakeholders in part using graphics from the Google Forms interface (comparable to graphics from the Level 1 analysis).

The Tutor Performance Change Survey contains 14 questions in different formats. Questions 1, 3, 5, and 6 address tutors' use and potential use of problem-posing. Data will be reported graphically as the percentage of responses for each answer choice to maintain the differences in meaning between the choices, with the majority response highlighted. For Question 1, "I have used it multiple times" and "I have used it during every session" reflect positive performance change based on the course. Question 3 provides information about why tutors have not used the approach and will be used to interpret negative response to Question 1. For Question 5, "I could use it" and "I am fully prepared" reflect sustained learning over time. Question 6 produces a yes/no response, where a yes response reflects positive change.

Questions 8, 9, 10 and 11 produce responses on a 5-point Likert scale. These data will be graphically reported as the percentage of responses at each scale point. An average score will also be reported for each question. Scores above the halfway point (3.0 and 5.0 respectively) will represent positive performance change. Question 8 and 10 measure general performance change while 9 and 11 measure change specifically due to the course, making it possible to separate out change based on the course from change due to other factors.

Question 2, 4, 7, 12, 13, and 14 are free-response. 2, 4, and 7 provide explanations for closed-response items and will be used to interpret those responses. All substantive responses will be reported in full for each question, with common themes for each question highlighted.

Level 4: Organizational Results

Learning Partnership staff typically analyze the organizational results of number of students served, number of tutoring hours provided, and student achievements on an annual basis. Because this evaluation represents a pilot, however, a short timeline is desired. Therefore, Level 4 data will be evaluated 6 months after the launch of the program by the evaluation team. Data will be aggregated over that 6-month period and compared with data from the 6-months prior to launch. This expedited timeline will likely decrease the chance of seeing a measurable change

in results, but because no real change is anticipated from this pilot due to the small scope of the project and inability to control external factors, this is a minimal loss.

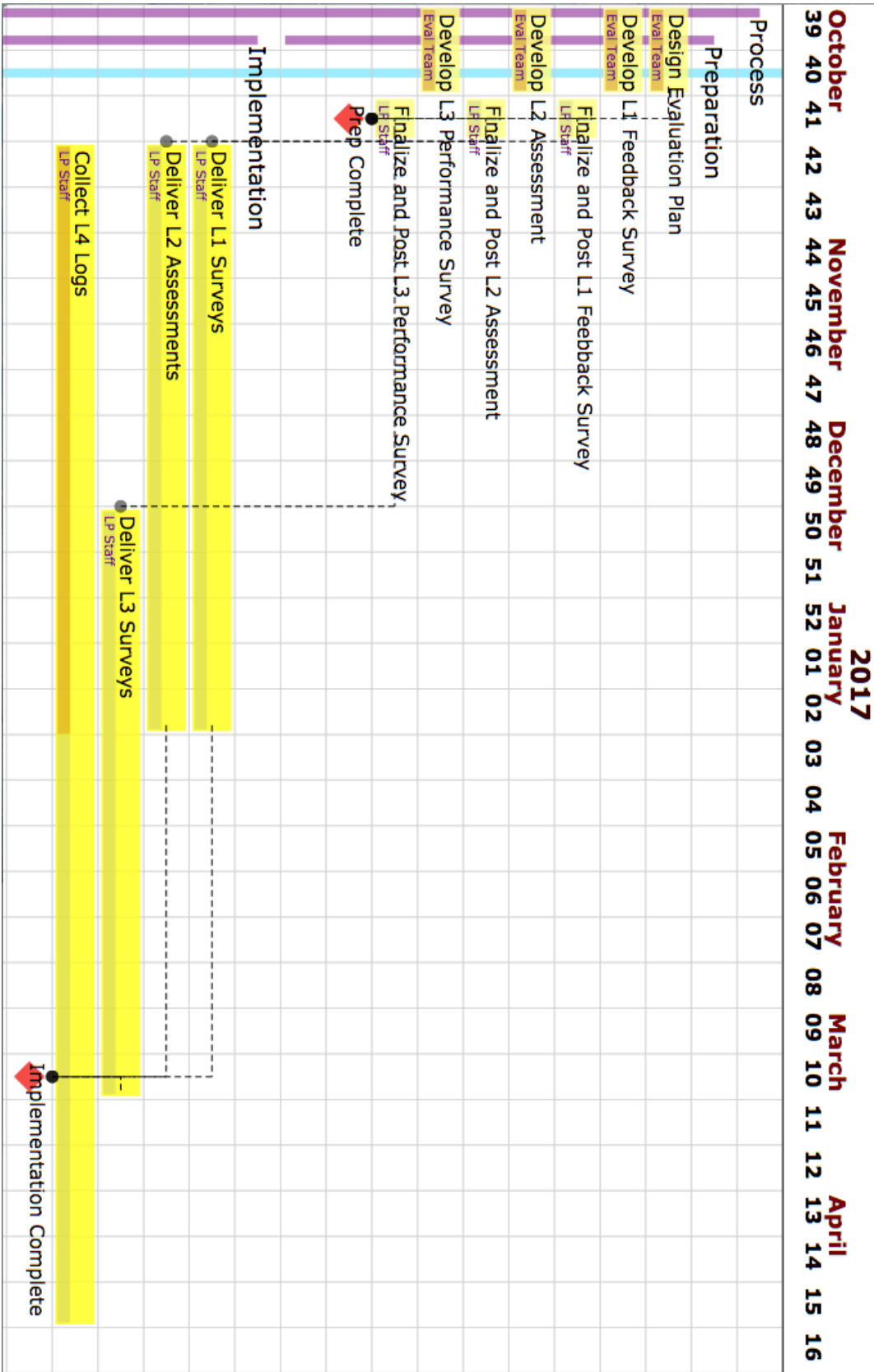
Number of students and number of tutoring hours will be reported as totals over the period. For common achievements such as earning citizenship, number of students will be reported. Most student achievements are idiosyncratic, so they will be reported qualitatively as has traditionally been done in the Learning Partnership annual report.

V. References

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels*. Oakland, CA: Berrett-Koehler.

ProLiteracy Education Network. (2011). *About EdNet*. Retrieved September 18, 2016, from <http://www.proliteracyednet.org/pages.asp?pid=1>

Appendix A: Timeline for Development and Implementation



	1	2	3	4	5	
Very Low Value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very High Value

6. How would you rate the ease of navigating the course?

Mark only one oval.

	1	2	3	4	5	
Very Difficult to Navigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Easy to Navigate

7. How would you rate the quality of the course content for helping you learn?

Mark only one oval.

	1	2	3	4	5	
Very Low Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very High Quality

8. Do you have any suggestions for how the course could be improved?

.....

.....

.....

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.....

9. How likely are you to use what you learned from this course during the the next month?

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
0% Chance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	100% Chance

10. Other questions or comments?

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Appendix C: Screenshots of Level 1 Evaluation Instrument

Full form available at <https://goo.gl/forms/gJ7jTCrk5CUoJJo11>

Feedback: Using a Problem-Posing Approach

Please share your reactions to ProLiteracy's course, "Using a Problem-Posing Approach." Your input will help us to better meet your needs.

How familiar were you with the strategy of problem-posing before taking this course?

- ☐ The strategy was completely new to me.
- ☐ I had heard of the strategy before.
- ☐ I knew something about the strategy.
- ☐ I was very familiar with the strategy.

How interested are you in using problem-posing during your tutoring?

- ☐ I have no interest in using it.
- ☐ I am interested but not am sure that I will use it.
- ☐ I think I will use it sometime in the future.
- ☐ I plan to use it immediately.

How prepared are you to use problem-posing during your tutoring after taking this course?

- ☐ I have no interest in using it.

Feedback: Using a Problem-Posing Approach

Thank you for your response. Your feedback is appreciated.

Appendix D: Using Problem-Posing Assessment

Assessment: Using Problem-Posing

This assessment is for tutors who have completed ProLiteracy's course, "Using a Problem Posing Approach." The assessment will take about 10 minutes to complete. To receive credit for the course, you must answer at least 18 out of 21 questions correctly. You will be able to review your results immediately upon finishing the assessment. If you do not pass the assessment, someone will contact you about next steps.

* Required

1. Name *

**What criteria must problem-posing codes meet to be effective?
Select whether each statement below is one of the criteria.**

2. Deal with a theme invoking strong feelings *

Mark only one oval.

- ☐ Yes
☐ No

3. Use unfamiliar vocabulary *

Mark only one oval.

- ☐ Yes
☐ No

4. Originate from students' experiences *

Mark only one oval.

- ☐ Yes
☐ No

5. Present a problem but not a solution *

Mark only one oval.

- ☐ Yes
☐ No

6. Contain both pictures and dialogue *

Mark only one oval.

- ☐ Yes
☐ No

7. Be a familiar scene from everyday life *

Mark only one oval.

☐ Yes

☐ No

8. Use contrast or action to raise awareness *

Mark only one oval.

☐ Yes

☐ No

What are the steps of the questioning in the problem-posing process? Select whether each statement below is one of the steps.

9. Define the problem *

Mark only one oval.

☐ Yes

☐ No

10. Discuss the problem *

Mark only one oval.

☐ Yes

☐ No

11. Provide a solution *

Mark only one oval.

☐ Yes

☐ No

12. Practice the vocabulary *

Mark only one oval.

☐ Yes

☐ No

13. Describe the content *

Mark only one oval.

☐ Yes

☐ No

14. Personalize the problem *

Mark only one oval.

- ☐ Yes
☐ No

15. Discuss alternatives to the problem *

Mark only one oval.

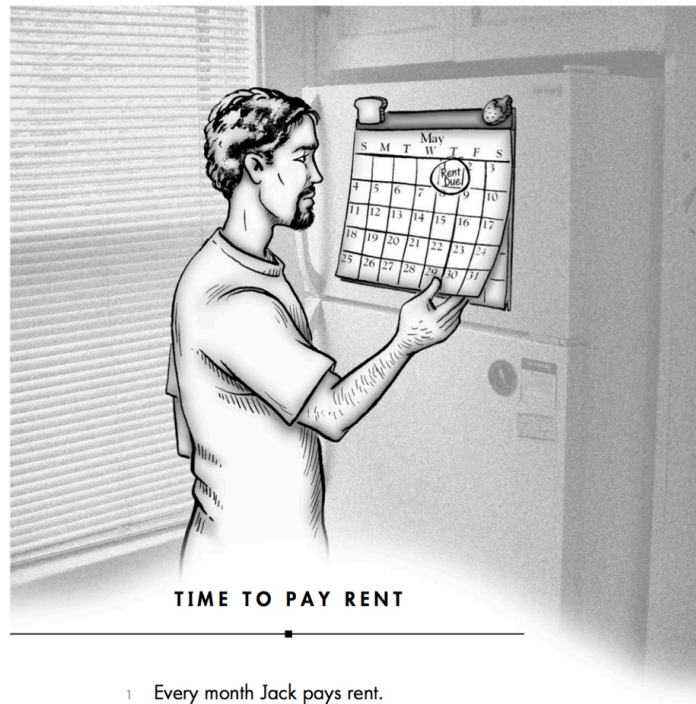
- ☐ Yes
☐ No

Example: Codes

16. Consider the example below. Would this be a good code to use with a group of adult ESL students who often talk about their difficulties with paying bills and budgeting? *

Mark only one oval.

- ☐ Yes
☐ No



- 1 Every month Jack pays rent.
- 2 Jack pays rent for his apartment.
- 3 Every month Jack writes a check.
- 4 Jack gives the rent check to the landlord.
- 5 The landlord is Gus.

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17. Select which criteria are met by the previous example. *

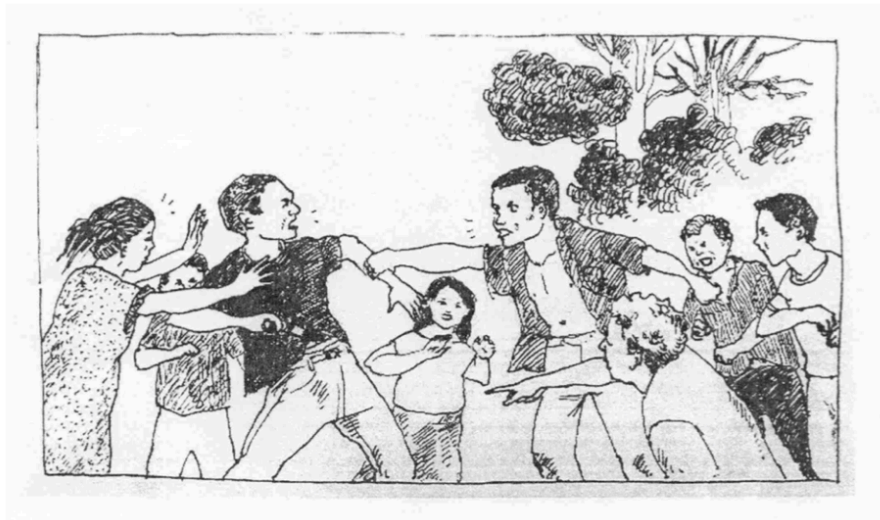
Check all that apply.

- ☐ Originates from the students' experiences
- ☐ Is a familiar scene from everyday life
- ☐ Deals with a theme invoking strong feelings
- ☐ Uses contrast or action to raise awareness
- ☐ Presents a problem but not a solution

Example: Questioning

Consider the code below. For each step in the questioning process, identify the appropriate question about the code.

Conflicts in the Community



Drawing by Lindsay Powers

18. Describe the content *

Mark only one oval.

- ☐ What are some ways to prevent conflicts from occurring?
- ☐ What do you see in this picture?
- ☐ What is a neutral person?

19. Define the problem *

Mark only one oval.

- ☐ What is the problem in this picture?
- ☐ How are the people in this picture feeling?
- ☐ How do you handle divisions in your community?

20. Personalize the problem *

Mark only one oval.

- ☐ Why do conflicts occur?
- ☐ How are the people in this picture feeling?
- ☐ Have you ever had an experience like this one?

21. Discuss the problem *

Mark only one oval.

- ☐ Have you ever felt like the people in this picture?
- ☐ Why do conflicts exist between people in your community?
- ☐ What are the people doing?

22. Discuss alternatives to the problem *

Mark only one oval.

- ☐ Why do conflicts exist between people in your community?
- ☐ What are the causes of conflicts?
- ☐ What are some positive ways to resolve these conflicts?

Appendix E: Screenshots of Level 2 Evaluation Instrument

Full form available at <https://goo.gl/forms/5IDYS1DpIFk1EtfN2>

Assessment: Using Problem-Posing

This assessment is for tutors who have completed ProLiteracy's course, "Using a Problem Posing Approach." The assessment will take about 10 minutes to complete. To receive credit for the course, you must answer at least 18 out of 21 questions correctly. You will be able to review your results immediately upon finishing the assessment. If you do not pass the assessment, someone will contact you about next steps.

*** Required**

Name *

Your answer

What criteria must problem-posing codes meet to be effective? Select whether each statement below is one of the criteria.

Deal with a theme invoking strong feelings * 1 point

☐ Yes

☐ No

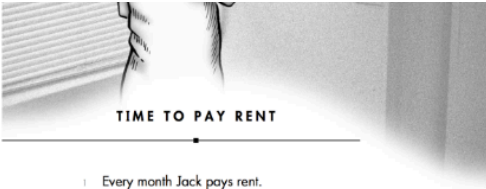
Use unfamiliar vocabulary * 1 point

☐ Yes

☐ No

Originate from students' experiences * 1 point

☐ Yes



1 Every month Jack pays rent.
2 Jack pays rent for his apartment.
3 Every month Jack writes a check.
4 Jack gives the rent check to the landlord.
5 The landlord is Gus.

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Select which criteria are met by the previous example. * 1 point

☒ Originates from the students' experiences

☒ Is a familiar scene from everyday life

☒ Deals with a theme invoking strong feelings

☐ Uses contrast or action to raise awareness

☐ Presents a problem but not a solution

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Never submit passwords through Google Forms.

Assessment: Using Problem-Posing

Total points **20/21**

This assessment is for tutors who have completed ProLiteracy's course, 'Using a Problem Posing Approach.' To receive credit for the course, you must answer at least 85% of the following questions correctly.

Name *

test1

What criteria must problem-posing codes meet to be effective? Select whether each statement below is one of the criteria.

✓ Deal with a theme invoking strong feelings * 1/1

☒ Yes ✓

☐ No

✓ Use unfamiliar vocabulary * 1/1

☐ Yes

☒ No ✓

Appendix F: Tutoring Performance Change Survey

Survey: Tutoring Performance Change

The purpose of this survey is to determine to what extent tutors who completed ProLiteracy's course, "Using a Problem-Posing Approach," have applied what they learned to their tutoring. Your response will help us learn whether this course is effective and useful for our tutors. Please be frank and honest in your answers.

* Required

1. How often have you used the problem-posing approach since completing the course? *

Mark only one oval.

- ☐ I have not used it.
- ☐ I have used it once.
- ☐ I have used it multiple times.
- ☐ I have used it during every session.

2. If you answered that you have used problem-posing multiple times or every time, please explain what you find valuable about the problem-posing approach.

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3. If you answered that you have never used problem-posing or used it only once, what are the main reasons for this?

Check all that apply.

- ☐ I didn't feel that I had the skills to use it.
- ☐ I didn't have the resources needed to use it.
- ☐ I didn't feel that it was an appropriate approach for my student(s).
- ☐ I tried it and wasn't happy with the results.
- ☐ I tried it and my student(s) didn't like it.
- ☐ I intend to use it someday but haven't had the opportunity yet.
- ☐ Other:

4. Please explain your response for the previous question.

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5. If you were asked to use the problem-posing approach in your tutoring, how prepared would you feel to do that at this moment?

Mark only one oval.

- ☐ Not at all prepared.
- ☐ I have some awareness but would need more training before I could use it.
- ☐ I could use it but would need more training to be fully competent.
- ☐ I am fully prepared to use it.

6. Have you applied what you learned from the course in any way OTHER than using the problem-posing approach directly as presented? *

Mark only one oval.

- ☐ No
- ☐ Yes

7. If you answered yes, please explain your response.

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For the next three questions, think back to before you took this course. Compare your tutoring performance then to your tutoring performance now.

8. How much has your tutoring performance changed since you took this course? *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

9. How much has what you learned from this course impacted your tutoring performance or practices? *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

10. Do you feel like you have become a more effective tutor since taking the course? *

Mark only one oval.

	1	2	3	4	5	
I feel no more effective now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I feel much more effective now.

11. Do you feel like you have become a more effective tutor BECAUSE you took this course? *

Mark only one oval.

	1	2	3	4	5	
The course made me no more effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The course made me much more effective.

12. In what ways have you changed or improved as a tutor since taking this course?

.....

.....

.....

.....

.....

13. Do you have any suggestions for how the course could be improved or how we can help you to apply what you learned?

.....

.....

.....

.....

14. Other questions or comments?

.....

.....

.....

Appendix G: Screenshot of Level 3 Evaluation Instrument

Full form available at <https://goo.gl/forms/qL3tvfc2YZoX5zTx2>

Survey: Tutoring Performance Change

The purpose of this survey is to determine to what extent tutors who completed ProLiteracy's course, "Using a Problem-Posing Approach," have applied what they learned to their tutoring. Your response will help us learn whether this course is effective and useful for our tutors. Please be frank and honest in your answers.

* Required

How often have you used the problem-posing approach since completing the course? *

☐ I have not used it.

☐ I have used it once.

☐ I have used it multiple times.

☐ I have used it during every session.

If you answered that you have used problem-posing multiple times or every time, please explain what you find valuable about the problem-posing approach.

Your answer

If you answered that you have never used problem-posing or used it only once, what are the main reasons for this?

☐ I didn't feel that I had the skills to use it.

☐ I didn't have the resources needed to use it.

☐ I didn't feel that it was an appropriate approach for my student(s).

Appendix H: Screenshot of Level 4 Evaluation Instrument

One-to-One Tutor Monthly Report

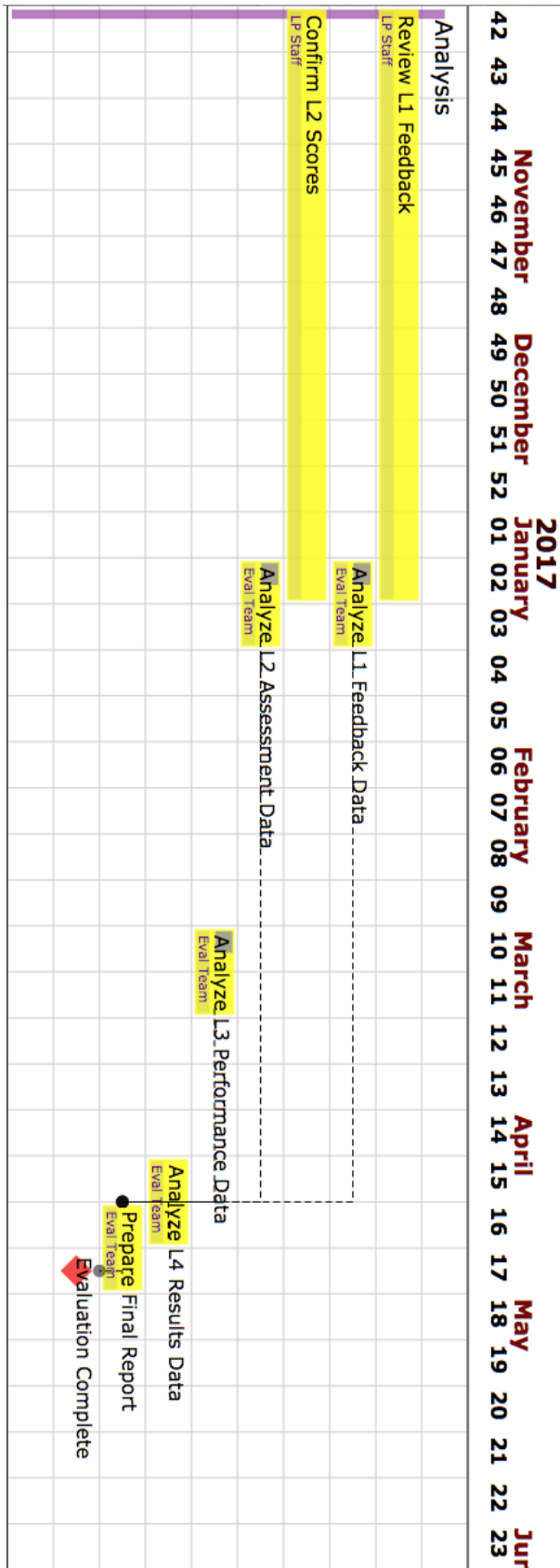
Tutor:	<input type="text"/>
Month/Year:	<input type="text"/>
Meeting Schedule:	<input type="text"/>
Meeting Site:	<input type="text"/>
Student:	<input type="text"/>
Instructional Hours This Month (Date/Number of Hours):	<input type="text"/>
Lesson Preparation Hours:	<input type="text"/>
Other Volunteer Hours:	<input type="text"/>
Total Non-Instructional Hours:	<input type="text"/>
Goals and Achievements:	<input type="text"/>
Materials:	<input type="text"/>
Life Changes:	<input type="text"/>
Comments:	<input type="text"/>

Please right-click or use your browser command to print this page, if desired, before submitting.

[Submit Form](#)

[Clear Form](#)

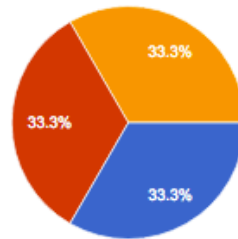
Appendix I: Timeline for Data Analysis



Appendix J: Examples for Reporting Level 1 Data

How interested are you in using problem-posing during your tutoring?

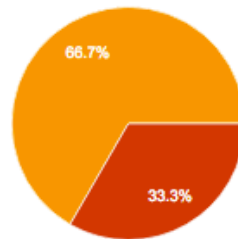
(3 responses)



- I have no interest in using it.
- I am interested but not am sure that I will use it.
- I think I will use it sometime in the future.
- I plan to use it immediately.

How prepared are you to use problem-posing during your tutoring after taking this course?

(3 responses)



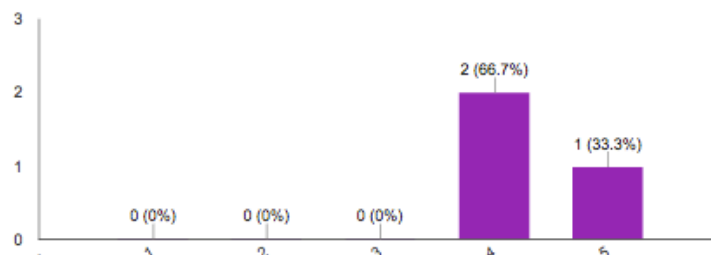
- Not at all prepared.
- I have some awareness but will need more training before I can use it.
- I can use it but will need more training to be fully competent.
- I am fully prepared to use it.

How can we help you to apply what you just learned to your tutoring?

(1 response)

provide examples of codes from library resources

How would you rate the overall value of the learning experience? (3 responses)



Appendix K: Examples for Reporting Level 2 Data

3 responses

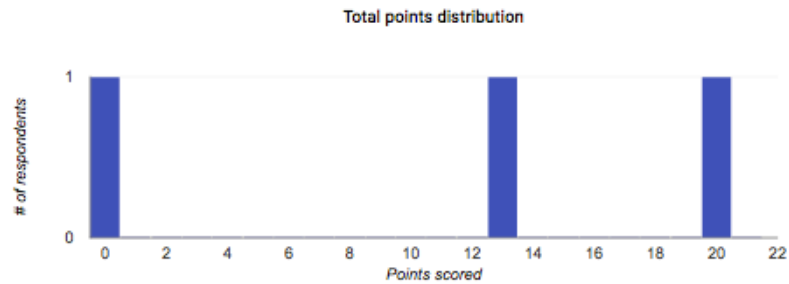
SUMMARY

INDIVIDUAL

Accepting responses ☒

Insights

Average 11 / 21 points	Median 13 / 21 points	Range 0 - 20 points
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Frequently missed questions ?

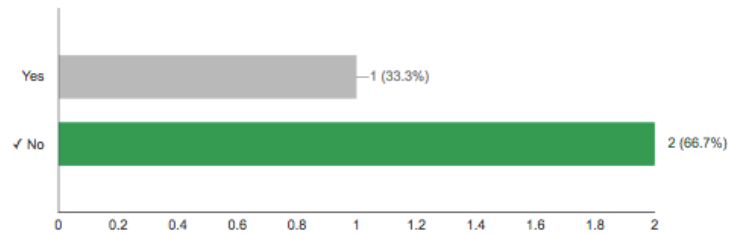
Select which criteria are met by the previous example.

Correct responses

1 / 3

Consider the example below. Would this be a good code to use with a group of adult ESL students who often talk about their difficulties with paying bills and budgeting?

2 / 3 correct responses



Select which criteria are met by the previous example.

1 / 3 correct responses

