

Report Title	“Evaluating the Efficacy and Impact of a Selected PBS TeacherLine Course”
Available	<a href="http://www.pbs.org/teachers/research/">http://www.pbs.org/teachers/research/</a>
Prepared for	PBS TeacherLine, December 23, 2010
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### SUMMARY/GOALS

This report presents findings from a two-year summative evaluation using an experimental research design to measure the impact of a six-week PBS TeacherLine Reading Fluency course on teacher and student outcomes. Data were collected over the two years through surveys, content knowledge assessments, and oral reading fluency assessments.

Date Range: Sept. 2008-Dec. 2010

### About PBS TeacherLine

PBS TeacherLine is a premier provider of online professional development for educators offering more than 130 graduate level facilitated, online courses for teachers that span the entire curriculum: Reading/Language Arts, Mathematics, Instructional Technology, Instructional Strategies, and Science.

<http://www.pbs.org/teacherline/about/>

### About the PBS TeacherLine Course

- Title: “Teaching Reading Fluency”
- Six-week course designed for 2<sup>nd</sup>-5<sup>th</sup> grade teachers
- Targets reading fluency content, assessment and research-based techniques.
- The goal of the course is to introduce important research about reading fluency instruction and to lead learning through strategies supporting students as they develop reading fluency; the course also intends to increase teachers’ technology comfort level and the extent to which they use technology in the classroom.

### Participant Information

#### Teachers:

- 59 Participants, total
- 2<sup>nd</sup> & 3<sup>rd</sup> grade teachers only\*
- Recruitment focused on large school districts in U.S.
- 30 in Treatment Group – (enrolled in the course)
- 29 in Control Group – (not enrolled in the course)

\* see “Demographic” section of report for exceptions

#### Students:

- 491 students total\*
- 302 in Treatment Classes\*\*
- 189 in Control Classes\*\*

\* not all completed each assessment

\*\* based on their teacher’s status

Other student groups involved in survey

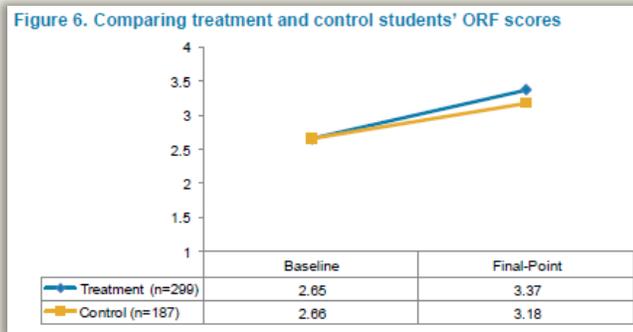
### Study Limitations

Refer to pg. 23 for study limitations

## Major Findings

Treatment students' oral reaching fluency scores increased significantly more than control students' oral reading fluency scores from beginning of school year to end of school year, indicating that the course had a positive impact on student learning outcomes

Graph on pg. 14



The Reading Fluency course had a positive impact on treatment teachers' self-efficacy immediately following the course

**Table 5. Teachers' self-efficacy scores for teaching reading fluency\***

Group		Min	Max	Mean	Mean Change
Treatment (n=30)	Pre-course	42	80	64.4	9.6
	Post-course	58	90	74.0	
Control (n=28)	Pre-course	46	82	65.6	2.3
	Post-course	47	90	67.9	

\*Self-efficacy scale ranged from 1-9, with 1=none at all, 3=very little, 5=some degree, 7=quite a bit, 9=a great deal

Table on pg. 12

Teachers most frequently used knowledge gained during the course to help differentiate instruction. They were also most likely to draw upon the course material when working with small groups of students or single students

**Table 7. Comparison of ways teachers most expected to use what they learned in PBS Reading Fluency Class to what they most frequently used**

Responses*	Percent Post-course (n=30)	Percent Final-point (n=13)
With a small group of students	96.7%	100.0%
One-on-one with a student	83.3%	76.9%
To help differentiate instruction	76.7%	76.9%
In conversations with one other teacher	73.3%	61.5%
With a whole class of students	73.3%	69.2%
During a team meeting	56.7%	61.5%
In conversations with a school leader	36.7%	46.2%
During a school-wide staff meeting	26.7%	7.7%
I have not used anything from the PBS class	---	0.0%

\*Participants could choose multiple responses

Table on pg. 22

Teachers viewed the Reading Fluency course positively and felt that most course components were helpful

**Table 6. Teachers' feedback on Reading Fluency course (n=30)**

Statements about PBS TeacherLine Reading Fluency course:	Percent Agree*
The course facilitator was well-prepared	100.0%
When participating in class, I had the opportunity to learn from my peers	100.0%
The material covered in the course was appropriate for my grade level	100.0%
I feel the instructional strategies I learned in this class will influence students' reading fluency	100.0%
The course learning objectives were clear	96.6%
I had the opportunity to learn Reading Fluency content and instructional strategies in multiple ways	96.6%
The reading assigned during the course contributed to my learning experience	96.6%
I gained new knowledge and/or skills that I can apply to my current position	96.6%
Overall, the class was useful to me	96.6%
The material covered in the course was appropriate for differentiation	93.3%
The class covered material too quickly	33.3%

\*Percent Agree includes those who selected strongly agree or agree. Other response options were disagree and strongly disagree.

Table on pg. 20