ALEKS Assessment and LEarning in Knowledge Spaces

Professional Development Manual designed specifically for Happy Valley School
Introduction

Happy Valley School is a public charter school. The school is an independent study program in which students complete schoolwork primarily from home. The teachers of Happy Valley meet with, guide, and instruct students weekly, bi-weekly, or monthly. Professional development sessions typically occur during monthly staff meetings or staff workshops.

The internet offers a variety of aids for students struggling with math. Various websites offer step-by-step instruction, downloadable worksheets, videos showing steps for solving problems, or math drills. ALEKS (Assessment and LEarning in Knowledge Spaces) offers many of these features and more. Online resources are a strong option for home-based students.
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Needs Assessment

There is a gap in our educational system in terms of strong mathematical skills. According to an recent article in the New York Times, “Fourth- and eighth-grade students in the United States continue to lag behind students in several East Asian countries and some European nations in math and science…” (Rich, 2012). Success in Algebra 1 is dependent upon strong basic math and pre-algebra skills and a prerequisite for success in higher mathematics courses. According to Saultz (2012) Algebra 1 moves students from more concrete mathematical concepts to more abstract. In addition, success in Algebra 1 prepares students for courses such as chemistry and physics. Without strong foundational math skills, students will likely falter in subsequent courses (Saultz, 2012). The gap continues into higher education.

According to a 2012 survey performed by ACT, Inc., 52% of high school students took the ACT. Of those only 46% met the Mathematics College Readiness Benchmark. Thus, the majority of those tested will likely need remediation in math prior to taking college level mathematics courses (http://www.actstudent.org). A primary goal of K-12 education should be to prepare students for life after high school. Clearly, math education in our country needs to improve and Happy Valley School is not an exception.

Staff

Needs assessment data for Happy Valley’s staff was collected in two stages – at regional meetings and via an online survey.

During recent regional staff meetings, administrators asked teachers what topics they would like to have covered next year in the area of Professional Development. Teachers, randomly grouped, listed their perceived needs. The top two topics listed by teachers included education in the Common Core State Standards (CCSS) and online options for curricular support. Education in the CCSS included
topics such as delivery and assessment of the standards. Online curricular support included topics such as math and science support and educational websites.

Following the staff meetings, a survey was developed to determine the specific direction for professional development. Teachers in the targeted two regions (See Appendix A for results) completed the survey. According to the data gathered, 90% of the staff have been teaching for 11 or more years and 32% of the staff have been teaching for 21 or more years. According to the data, 48% of the staff rates themselves as strong or very strong in the use of educational technology. Twenty-six percent rates themselves as weak. Staff indicated that they prefer face-to-face professional development in either staff meetings or workshops, but 61% indicated they would like to receive professional development via online tutorials and 42% indicated webinars. According to the data, Happy Valley’s staff is experienced, mostly comfortable with technology, and prefers face-to-face professional development settings; however, they are open to online settings.

Additional survey questions focused on math and an intervention program, ALEKS. When asked about the school’s math STAR test scores 50% of teachers accurately knew the approximate overall score for school – 21-40% proficient or above. The survey asked questions regarding the use of ALEKS. 83% of staff indicated they use the online tutorial for math with their students. However, the majority, 77%, of the teachers use the program with only 0-3 students. Anecdotal evidence shows that most of these teachers sign students up for the program but fail to monitor student progress. Most of the staff, 80%, indicated they were comfortable setting up student accounts, but only half were comfortable using the reports feature of ALEKS. Anecdotal evidence shows that the reports are not used to guide ongoing progress or share standards mastery with students and parents. According to research by Nwaogu, (2012), the ALEKS concept mastery report “predicted mathematics achievement in college mathematics.” One of the report features of ALEKS is a standards report that shows students’ progress towards mastery of the CCSS. Lastly, the staff indicated its desire to have more instruction in how
ALEKS technology could help assess student progress towards the CCSS.

**Students**

Student achievement in math is currently measured yearly using the California Standards Test (CST). Grades 2-11 are tested and results reported in performance bands. Bands include (a) Advanced, (b) Proficient, (c) Basic, (d) Below Basic, (e) Far Below Basic. Schools strive for all students to score proficient or above. Review of Happy Valley School’s data reveals a slight improvement over the past five years with more improvement needed.

**Happy Valley School – CST Mathematics Results (percent proficient and above)**

Closer analysis of the data reveals a drop-off in proficiency in the upper grades. Any intervention tool chosen must meet needs of middle school and high school students. The tool must cover individual math subjects.
Tools or resources needed

Happy Valley School has already purchased ALEKS licenses for students use. All teachers have school issued laptops and air cards allowing internet access in most locations. All teachers have accounts set up within ALEKS. Projectors for staff development sessions are available for use, and website is available for housing online tutorials. There would be no cost to provide the professional development.

A need exists to develop materials and tutorials. Materials will include step-by-step instructions for staff workshops and staff meetings as well as the development of the website for housing tutorials and other related information. Although the ALEKS website has an extensive supply of tutorials, the teachers underutilize it. The ALEKS site’s tutorials are overwhelming, and teachers reported in interviews that finding and utilizing the tutorials is too time-consuming. A need exists to develop school specific tutorials. The tutorials will be housed on a website for easy access. In addition, the
newly developed website will function as an online training manual for teachers that attend the face-to-face sessions and for those teachers unable to attend the training sessions.

**Conclusions of needs assessment**

Looking at both the needs of teachers and students, ALEKS was chosen to address the needs of all. There is a need for a mathematics intervention tool as evidenced by the students’ STAR results. The staff desires professional development in the use of technology to assess the CCSS and prefers face-to-face instruction. However, the use of online tutorials or webinars could be used too. It may be beneficial to provide professional development during workshops in which participants can choose to attend based on need and in staff meetings in which all staff can benefit from the information regarding ALEKS and the CCSS. During such face-to-face meetings, instruction on how to access additional online tutorials could be given. Lastly, prior to development of materials a review of existing materials, including those by the ALEKS Corporation, must take place.

**Common Core State Standards**

Beginning in 2014, the state of California will make the switch from the current CA state standards to the Common Core State Standards, CCSS. “Educational standards describe what students should know and be able to do in each subject in each grade” (CA Dept. of Education). The CCSS are educational standards adopted by the majority of the states. CCSS will cover fewer topics each school year, but topics covered will be covered in greater depth.

**ALEKS—An Overview**

Many tools are available aimed at improving mathematics proficiency. Happy Valley is primarily an independent study program. Any intervention tool chosen must be effective in Happy Valley’s non-site based environment. Interactive online tools provide an opportunity for students, both site based and non-site based, to participate. ALEKS (Assessment and LEarning in Knowledge Spaces) is
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“web-based, artificially intelligent, educational software” that “accurately assesses a student's knowledge state and then delivers targeted instruction on the exact topics the student is most ready to learn” (www.aleks.com). ALEKS provides an initial student assessment followed by periodic assessments and adjustments to lessons. The program allows for customization from the teacher, quizzes, and a variety of reports including mastery of the CCSS. ALEKS meets the needs of both teachers and students.

Goals and Objectives

The goals for this professional development program are for teachers to be able to access ALEKS, use ALEKS to monitor student progress towards CCSS, and to use information to improve student achievement.

The teacher objectives are to be met in phases - initial objectives and subsequent objectives.

Initial objectives are to be met at face-to-face sessions

Face-to-face workshop session
  Teachers will be able to set up and log into teacher accounts
  Teachers will be able to add one student account
  Teachers will be able to place student in a class
Face-to-face staff meetings
  Teachers will be able to customize new and existing student accounts and correlate with CCSS
  Teachers will be able to access student reports

Subsequent objectives are to be met within two months.

Teachers will be able to demonstrate ALEKS use to one student
Teachers will be able to monitor student progress via reports
Teachers will be able to use reports to assess progress towards CCSS.
Standards

California Standards for the Teaching Profession (2009)

Standard 1 – Engaging and Supporting All Students in Learning
1.4 - Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs
1.6 - Monitoring student learning and adjusting instruction while teaching

Standard 2 – Creating and Maintaining Effective Environments for Student Learning
2.7 - Using instructional time to optimize learning

Standard 3 – Understanding and Organizing Subject Matter for Student Learning
3.5 - Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

Standard 4 – Planning Instruction and Designing Learning Experiences for All Students
4.5 - Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Standard 5 – Assessing Students for Learning
5.4 - Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.6 - Using available technologies to assist in assessment, analysis, and communication of student learning
5.7 - Using assessment information to share timely and comprehensible feedback with students and their families

Standard 6 – Developing as a Professional Educator
6.3 - Collaborating with colleagues and the broader professional community to support teacher and student learning
6.4 - Working with families to support student learning

Teacher – Pedagogy and ISTE Nets for Teachers

3 - Model Digital Age Work and Learning
5 - Engage in Professional Growth and Leadership
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Professional Development Sessions

The professional development plan was created based on the needs assessment. Needs assessment data revealed the staff prefers face-to-face sessions yet was open to online tutorials. The needs assessment also showed the majority of the staff was comfortable with the initial steps to setting up the ALEKS program for their students. Therefore, a workshop has been designed for the few teachers needing assistance accessing teacher accounts and setting up student accounts. Teachers already proficient will not need to sit through unnecessary training. Knowles discussed the self-directed adult learner as one that is more motivated to learn and more likely to retain information (Smith, 2002). According to Haddad and Drasler (2002, p.121) a modular structure to professional development that corresponds to teacher’s experience and expertise with technology is a key to success. Using a small workshop will allow for more individualized guidance too. The workshop model will allow presenters to adjust presentation and content if needed. The needs assessment also showed most teachers could use more information regarding the use of the ALEKS reports feature. Professional development delivered during regional staff meetings will provide training for all teachers.

The face-to-face workshop will provide needs-specific instruction in the initial use of ALEKS. Information will be shared via a PowerPoint presentation, step-by-step instructions, and projected online demonstration. Handouts provided but limited as handouts will also be available via .pdf format on website. One hour workshop, offered at the district office, will cover the following topics: ALEKS overview, teacher account access, addition of one student account, and enrollment of one student.

The face-to-face staff meeting sessions will provide instruction in the use of ALEKS reports, customization of classes, and an introduction to an easy to use tutorial website. Session located at district office during regular monthly staff meeting. Information will be shared via a PowerPoint presentation, step-by-step instructions, and projected online demonstrations.
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**Face-to-face workshop**

**Overview of ALEKS**

What is it?

ALEKS (Assessment and LEarning in Knowledge Spaces) is “web-based, artificially intelligent, educational software” that “accurately assesses a student's knowledge state and then delivers targeted instruction on the exact topics the student is most ready to learn” ([www.aleks.com](http://www.aleks.com)).

Why use it?

ALEKS provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction of the cost of a human tutor ([www.aleks.com](http://www.aleks.com)).

How use it?

ALEKS guides students through an initial assessment to determine the students Knowledge State. ALEKS then instructs the student on the topics she or he is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are mastered and retained. ALEKS is most effective when used regularly; ALEKS Corporation recommends three hours per week as a minimum. Students, too, should have pencil and paper ready for all assessments and for use in the Learning Mode. We suggest students use a dedicated ALEKS notebook each time he or she logs into the program.

Who should use it?

Any student can use ALEKS. ALEKS is a very individualized learning and assessment tool that delivers a personalized learning path on the exact topics each student grades 3-12 is most ready to learn. ALEKS is accessible from virtually any computer with Internet access, making it a flexible and mobile educational choice for all students.

Students that excel at math, are at grade level, or are below grade level can use ALEKS. Teachers have ability to revise course level content to fit student needs.

Students working below grade level will have the opportunity to identify holes in their learning and receive direct instruction and practice at current level.

**Teacher account access**

Login information will be provided
Handout provided and placed on website with directions (See Appendix B)

**Add one student account**

Step-by-step directions and demonstration
Step-by-step directions on handout and placed on website (See Appendix C)

**Enroll student in class**

Step-by-step directions and demonstration
Step-by-step directions on handout and placed on website

**Practice session** – participants will set-up one student account and enroll student in class
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Face-to-face staff meeting

Customize class and correlate to CCSS
  Projected online demonstration
  Handouts with step-by-step instructions provided and placed on website (Appendix D)
  Instruction provided on modifying grade level and correlating class with CCSS
Pie overview report – provides progress data
  What students have mastered, what students have not mastered, what students are ready to learn
  Shows last login date, total time and weekly average of time working in ALEKS
Links to other reports
  Useful for checking for proper placement of student following initial assessment
Time and topics reports
  How to access report - demonstration
  What does report show - student time spent working in ALEKS and daily progress. Program is intuitive and only tracks student activity time not idle time.
  How to use report with students and parents
    Share report link with students and parents
    Explain ALEKS tracks activity time
    Show that ALEKS tracts topics practiced and topics mastered each day
    Share that best progress is made when students spend a minimum of 3 hours per week
Mastery reports
  How to access report – Projected online demonstration
  What does report show – report shows student progress towards mastery of state or common core standards
  How to use report with students – share report link with students and review progress at weekly/monthly meetings
Access to online tutorials
  ALEKS website – Projected online demonstration of how to access tutorials on ALEKS website
    Rationale tab
    Setting Up tab
    Monitoring and Reporting tab

Online tutorials housed on website

Website will be introduced during professional development sessions. Website will house all information from face-to-face sessions as well as links to the ALEKS website, ALEKS tutorials, and tips for using ALEKS in our home-based setting. Website will function as a basic online training manual, designed to be user-friendly with simplified, non-threatening tutorials.
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Evaluations

The goals for this professional development program are for teachers to be able to access ALEKS, use ALEKS to monitor student progress towards CCSS, and use information to improve student achievement.

Initial objectives are to be met at sessions

- **Face-to-face workshop session**
  - Teachers will be able to set up and log into teacher accounts
  - Teachers will be able to add one student account
  - Teachers will be able to place student in a class

- **Face-to-face staff meetings**
  - Teachers will be able to customize new and existing student accounts and correlate with CCSS
  - Teachers will be able to access student reports

Subsequent objectives are to be met within two months.

- Teachers will be able to demonstrate ALEKS use to one student
- Teachers will be able to monitor student progress via reports
- Teachers will be able to use reports to assess progress towards CCSS.

Formative Assessments

Assessments will be made during face-to-face sessions and instruction adjusted as needed – method of evaluation - observation

Online tutorials will be created based on needs of staff

Summative Assessments

**Face-to-face session objectives** will be assessed using online surveys prior to departure

- Face-to-face workshop survey - [http://www.surveymonkey.com/s/PN8QG9X](http://www.surveymonkey.com/s/PN8QG9X)
  - See Appendix E
  - See Appendix F

**Subsequent objectives** will be assessed by online survey and teacher interviews

  - See Appendix G

The Condition of College and Career Readiness, a report by ACT Incorporated, focused on the readiness levels of 2012 high school graduates. The report showed that many high school graduates are not adequately prepared to take college level courses. The report also indicated that many students will likely be required to take remedial courses in college prior to taking college level courses. ACT used results from students taking the ACT test to gauge the likelihood that a student would earn a B, C, or better in a college level course. Report’s graphs showed college preparedness in English, Reading, Math, and Science. The article offered suggestions for improving college readiness including early student monitoring and intervention, use of student growth models in early monitoring, and a comprehensive framework of best practices. Report used in professional development plan to document need for strong mathematical skills prior to high school graduation.


Online tutorial website for students grades three to twelve. Website offered online tutorials for teacher use; interactive math assessment and instruction for student use; and detailed reports for students and teachers. Website utilized knowledge states and shared research regarding the design. Program assessed students and gave students problems appropriate to students’ current level. Site used as tool for professional development program.

Document intended for California state teachers and administrators, discussed standards intended to guide teachers in the developing, refining, and extending their teaching practice. The Commission on Teacher Credentialing cites the following as the purposes of the standards: (a) to prompt reflection about student learning and teaching practice, (b) to formulate professional goals to improve teaching practice in support of student learning, and (c) to guide, monitor, and assess the progress of a teacher’s practice toward professional goals (CSTP, p.1). The document discussed the history of the standards and the organization of the standards into six strands. Strands included (a) Engaging and Supporting All Students in Learning, (b) Creating and Maintaining Effective Environments for Student Learning, (c) Understanding and Organizing Subject Matter for Student Learning, (d) Planning Instruction and Designing Learning Experiences for All Students, (e) Assessing Students for Learning, and (f) Developing as a Professional Educator. Document further subdivided strands and offered suggesting for each sub-section. Document used in professional development plan to show what standards for teachers the plan covered.


California Department of Education website defined content standards. Definition used within professional development plan.


The California Department of Education report showed school data. Data included location of school, grade span, Title 1 designation, enrollment, school’s Academic Performance Index, race and ethnicity, and results on California’s Standardized Test (CST). Test, given annually, assessed students in English Language Arts, Mathematics, Science, and Social Studies. Professional development plan used mathe-
ALEKS

matical data in needs assessment. Data used to create graphs and justify need for mathematical tool for intervention.


https://sacct.csus.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3DCourse%26id%3D1149009%26url%3D

Haddad and Draxler edited book. Chapter eight discussed teacher professional development in the use of technology. The chapter, written by Sam Carlson and Cheick Tidiane Gadio, focused on the theoretical principles and methodology of using technology in education. The chapter included motivations and incentives for participation in professional development related to the use of technology. The chapter also discussed costs, funding and the use of technology to deliver professional development. Professional development plan used information from chapter related to a modular approach to professional development. Authors suggested using teachers’ level of technology competence to gauge effectiveness of professional development.


The Effect of ALEKS on Students’ Mathematics Achievement in an Online Learning Environment, a dissertation by EZE Nwaogu, discusses the ALEKS program using an undergraduate student population. Students enrolled in an online course at a private university participated in a quasi-experimental study. Using a correlation analysis, the study showed a positive relationship between mastery reports and assessment reports. Study also showed that ALEKS was effective at offering students appropriate learning paths. Author recommended comparing online courses taught with ALEKS to online courses
taught without ALEKS and studying the effects of anxiety on mathematics achievement in a traditional
environment to the affects of anxiety on mathematics achievement in an online environment using
ALEKS.

http://www.iste.org/standards/nets-for-teachers

Document described the standards for teachers in regard to the use of technology. Standards used to
evaluate the skills and knowledge of educators. Skills are needed to teach, and learn in a digital soci-
ety. Standards were created for teachers and students. Professional development plan cited standards
used.


students-still-lag-globally-in-math-and-science-tests-show.html

Newspaper article published in The New York Times, a newspaper with a reputation for fairness and
accuracy, discussed recently released test scores in math and science. Specifically the article compared
math and science scores from United States and selected Asian countries. Article discussed overall
scores as well as break down of scores such as advanced levels. Professional development plan used
article to support the need to improve math skills.

Saultz, F. (2012). *Programs for middle school math: An inventory of existing technology*. Policy
Analysis for California Education. Retrieved from
http://www.edpolicyinca.org/publications/programs-middle-school-math-inventory-existing-
technology

Programs for Middle School Math, a work in progress paper, surveyed the existing technology choices
available for use with middle school math programs. The author discussed the need for a strong mathe-
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mathematical foundation to aid students in future success in math and science. The paper included many but not all available technology options. The paper included website addresses and the author advised interested individuals use the addresses to further investigate the products. Lastly, the article mentioned that more technology products continue to become available. Professional development plan used the information regarding the need for students to be strong in their algebra one skills.


Article published on not-for-profit website. Article discussed life of Malcolm Knowles, adult informal education, and andragogy. Knowles’s education and career were discussed in the article. Article credits Knowles with the development of adult learning theory. In addition, the article discussed adults and self-direction. Knowles’s notion that adults motivation to learn could be tied to self-direction was used in professional development plan.
Supervising Teachers Survey

Approximately how long have you been teaching?

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>3</td>
</tr>
<tr>
<td>6-10</td>
<td>12</td>
</tr>
<tr>
<td>11-15</td>
<td>6</td>
</tr>
<tr>
<td>16-20</td>
<td>10</td>
</tr>
<tr>
<td>21+</td>
<td>23.3</td>
</tr>
</tbody>
</table>

What percentage of Horizon students do you believe scored PROFICIENT or above on 2011-2012 STAR MATH testing?

<table>
<thead>
<tr>
<th>Percent of Proficient</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>26.7</td>
</tr>
<tr>
<td>21-40</td>
<td>50</td>
</tr>
<tr>
<td>41-60</td>
<td>23.3</td>
</tr>
<tr>
<td>61-80</td>
<td>15</td>
</tr>
<tr>
<td>81-100</td>
<td>0</td>
</tr>
</tbody>
</table>

Supervising Teachers Survey

How would you rate your overall skill in using educational technology?

- Very Strong
- Strong
- Sufficient
- Weak
- Very Weak

- 25.8%
- 25.8%
- 35.5%
- 12.9%

Supervising Teachers Survey

What type of professional development training would you like to receive? Mark any that apply.

- Face to Face during Staff Meetings
- Face to Face during Workshops
- Webinar
- Via Online Tutorials

- 80.6%
- 71%
- 41.9%
- 61.3%

Supervising Teachers Survey

Please rate your interest in how technology can help teachers meet the needs of the Common Core State Standards.

- Very Interested
- Interested
- A Little Interested
- Not at all Interested

- 61.3%
- 32.3%
- 6.5%

Supervising Teachers Survey

Please identify which of the following educational technologies you CURRENTLY use in teaching. Mark all that apply.

- Word Processing
- Spreadsheets
- Presentation Software
- ALEKS
- Brain Pop
- Read Live
- Google Docs
- Blogs

- 87.1%
- 32.3%
- 35.5%
- 83.9%
- 58.1%
- 22.6%
- 61.3%
- 9.7%
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Appendix A cont.

How comfortable are you with setting up a student account in ALEKS?

<table>
<thead>
<tr>
<th>Comfort Level</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Comfortable</td>
<td>43.3</td>
</tr>
<tr>
<td>Comfortable</td>
<td>38.7</td>
</tr>
<tr>
<td>Not Comfortable</td>
<td>3.3</td>
</tr>
<tr>
<td>Cannot Remember How</td>
<td>16.7</td>
</tr>
</tbody>
</table>

Supervising Teachers Survey

How comfortable are you with using the educational reports in ALEKS?

<table>
<thead>
<tr>
<th>Comfort Level</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Comfortable</td>
<td>16.1</td>
</tr>
<tr>
<td>Comfortable</td>
<td>32.3</td>
</tr>
<tr>
<td>Somewhat Comfortable</td>
<td>29</td>
</tr>
<tr>
<td>Never Used It</td>
<td>22.6</td>
</tr>
</tbody>
</table>

Supervising Teachers Survey

How many students do you currently have that are using ALEKS on a regular basis?

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>77.4</td>
</tr>
<tr>
<td>4-6</td>
<td>12.9</td>
</tr>
<tr>
<td>7-10</td>
<td>9.7</td>
</tr>
<tr>
<td>11+</td>
<td></td>
</tr>
</tbody>
</table>

Supervising Teachers Survey
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Appendix B

Teacher Account Access

Login name—first initial last name
Password—hvschool

Enter your login name and password, and then click on the “LOGIN” button.
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Appendix C

Add a Student Account and Enroll

STEP ONE - All students
1. Login into OPS and complete a voucher for your students ALEKS subscription

STEP TWO
- GO to www.ALEKS.com
- Login with your TEACHER username/password.

**If you need help with creating a new account contact Mona
**If you forgot your password, use the “forgot password” link under the

STEP THREE
Click on the appropriate class from your class list

STEP FOUR
Click on Pre-Register your student

STEP FIVE
- Choose to add by Typing
- Choose data to enter by clicking on triangles
- Add student info

Click Next for student login information to give to your student.
Customize Class to Correlate to Common Core State Standards

**STEP ONE**
- GO to www.ALEKS.com
- Login with your TEACHER username/password.

**STEP TWO**
Click on the appropriate class from your class list

**STEP THREE**
Click on Customize this class

**STEP FOUR**
Click on State standards correlations

**STEP FIVE**
Select Common Core State Standards and click SAVE

By selecting a standard for your class, you will have access to student reports that describe each student's knowledge in terms of the Common Core State Standards.
ALEKS Professional Development Evaluation Session 1

1. Please rate the following items with 5 being high and 1 being low

<table>
<thead>
<tr>
<th>Item</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization of presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The usefulness of the handouts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My confidence in applying the workshop information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please rate the presenters on the following items - 5 being high and 1 being low

<table>
<thead>
<tr>
<th>Item</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presenters were clean and easy to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenters were engaging and accessible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenters were well prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The presenters offered adequate opportunities for questions and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>hands-on practice</td>
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</tr>
</tbody>
</table>

3. How comfortable are you with logging into ALEKS?
   - Very comfortable
   - Somewhat comfortable
   - Not at all comfortable

4. How comfortable are you with enrolling a student in ALEKS?
   - Very comfortable
   - Somewhat comfortable
   - Not at all comfortable

5. What aspects of the ALEKS professional development session were most helpful? Choose all that apply.
   - Overview presentation
   - Teacher access information
   - Enrolling student in class
   - Registration of students

6. What methods of presentation were useful? Please mark all that apply.
   - PowerPoint presentation
   - Handouts
   - Practice time
   - Introduction to online tutorials

7. Please rate the usefulness of the workshop topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Very Useful</th>
<th>Somewhat Useful</th>
<th>A Little Useful</th>
<th>Not at all Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program overview</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teacher access information</td>
<td></td>
<td></td>
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<tr>
<td>Registration of student</td>
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<tr>
<td>Introduction to tutorial site</td>
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</tbody>
</table>

8. Please list one other aspect of ALEKS you would have liked presented.

9. Any comments or suggestions

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ALEKS
Appendix F

ALEKS Professional Development Evaluation Session 2

1. Please rate the following items with 5 being high and 1 being low

<table>
<thead>
<tr>
<th>Item</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization of the presentation</td>
<td></td>
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<tr>
<td>The usefulness of the handouts</td>
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<tr>
<td>My confidence in applying the workshop information</td>
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<tr>
<td>Usefulness of online tutorial site</td>
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</tbody>
</table>

2. Please rate the presenters on the following items with 5 being high and 1 being low

<table>
<thead>
<tr>
<th>Item</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were clear and easy to understand</td>
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<tr>
<td>Were engaging and accessible</td>
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<tr>
<td>Were well prepared</td>
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<td></td>
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<tr>
<td>Offered adequate opportunities for questions and hands-on practice</td>
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</tr>
</tbody>
</table>

3. How comfortable are you with customizing a student account to the Common Core State Standards?
- Very comfortable
- Somewhat comfortable
- Not at all comfortable

4. Please rate your comfort level with using the ALEKS time and topic report.
- Very comfortable
- Somewhat comfortable
- Not at all comfortable
- Not sure need more time

5. Please rate your comfort level using the Common Core State Standards Report in ALEKS
- Very comfortable
- Somewhat comfortable
- Not at all comfortable
- Not sure need more time

6. Which aspects of the ALEKS professional development session were useful? Mark all that apply.
- Use of time and topic reports
- Use of Common Core State Standards reports
- Introduction to online tutorials
- Hands-on practice time
- PowerPoint presentation

7. Please list one other aspect of ALEKS you would have liked presented.

8. Any comments or suggestions

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ALEKS Professional Development Follow-up Evaluation

1. Since our ALEKS Professional Development session, have you created a student account and connected it to the Common Core State Standards?
   - Yes, I created an ALEKS account and connected it to CCSS
   - No, I created an ALEKS account but did not connect it to CCSS
   - No, I did not have a need to create a student account

2. If an account was created, please rate your comfort level with the use of the time and topic report.
   - Very comfortable
   - Somewhat comfortable
   - Not at all comfortable
   - Not applicable

3. If an account was created, please rate your comfort level with the Common Core State Standards report.
   - Very comfortable
   - Somewhat comfortable
   - Not at all comfortable
   - Not applicable

4. Please rate your use of the online tutorial website introduced at the professional development session.
   - Used the site and it helped me
   - Used the site but it did not help me because it was review
   - Did not need the site
   - Forgot about the site
   - Lost the link to the site

5. Please mark suggestions for future professional development sessions regarding technology use. Mark all that apply.
   - Google Docs
   - Blogs
   - YouTube
   - Khan Academy
   - Road Live
   - Other (please specify)

6. Please describe any area of technological expertise you have and would be willing to share.