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2009-2010 New Teacher Induction Evaluation Findings

EXECUTIVE SUMMARY

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Overview

New Teacher Induction (NTI) is provided to all teachers new to Jefferson County Public Schools (JCPS) and attendance is mandatory. This year, 310 teachers attended the professional development which represents a two-year decline that is thought to be driven by the weak economy leading fewer teachers to enter retirement. This is the second year that formal teacher feedback on recruitment initiatives and professional development (PD) effectiveness were collected. This report summarizes the findings of two surveys administered during the JCPS New Teacher Induction conducted 27 July 1- July 31, 2009 at Atherton High School. Copies of the surveys are attached to this document.

Evaluation Design

A recruitment survey was administered on day one of the NTI. All teachers completed the survey which contained items that addressed demographics, certifications, teaching assignments, and recruitment. Teachers were also advised on the morning of day one that they would complete another survey at the end of the week designed to measure the effectiveness of the week's NTI sessions. The second survey was administered on the final day of the NTI. The format for the survey was pre-post retrospective; allowing teachers to make a more objective estimate of their prior knowledge of a topic once they had received PD on the topic. Survey items were grouped by the day of the week that the content was delivered. Response options were on a 5-point scale which ranged from "No Knowledge/No Ability" to "Full Knowledge/Full Ability". Teachers were also given the response option of "NA" since some of the training was tailored to specific certification groups. Teachers were asked to write suggestions for improvements for next year.

Major Findings

Recruitment Survey

The majority of the teachers completing the survey were white (78.8%) and female (72%). Most teachers had no teaching experience (64%); though, 20.5% reported having four or more years of experience. The three top certifications reported were: (a) elementary (26.6%), (b) math (19.4%), and (c) science (15.5%). The three top teaching assignments were also: (a) elementary (24.1%), (b) math (14.7%) and (c) science (12.9%). Teachers were asked to indicate the recruitment site where they met a JCPS representative. Of the 41 recruitment sites, the 10 most frequently reported visited by NTI attendees are highlighted in Table 1 which also shows the frequency rate for reported site interviews. A small number (7.2%) of teachers indicated that their assignment was not known and 8.3% responded "Other" to teaching assignment type.

Table 1
Reported Recruitment and Interview Sites

LOCATIONS	Site Visits		Site Interviews	
	Frequency	Percent	Frequency	Percent
Ball State	4	1.4	4	1.4
Bellarmino	20	7.2	7	2.5
Bowling Green U. of Ohio	5	1.8	4	1.4
Central MI-Mt Pleasant	3	1.1	2	0.7
East Michigan	6	2.2	5	1.8
EKU	8	2.9	3	1.1
Findlay	3	1.1	2	0.7
Grand Valley	5	1.8	4	1.4
IUS	9	3.2	7	2.5
ISU	4	1.4	3	1.1
Kentucky State	8	2.9	2	0.7
KY Teacher Network	3	1.1	2	0.7
Marshall Univ (W.Va)	3	1.1	2	0.7
Miami of Ohio	13	4.7	10	3.6
Michigan State	6	2.2	2	0.7
Middle TN	3	1.1	2	0.7
Morehead	3	1.1	2	0.7
Murray	4	1.4	2	0.7
Nashville	5	1.8	2	0.7
Northern Ala. Connect	3	1.1	2	0.7
Northern KY Job Fair	3	1.1	2	0.7
Ohio State	3	1.1	2	0.7
Ohio Univ	2	0.7	2	0.7
Southern ILL Univ	2	0.7	2	0.7
Spalding	7	2.5	3	1.1
Treveca	2	0.7	2	0.7
Tusculum	2	0.7	2	0.7
U. of A. Birmingham	2	0.7	2	0.7
Univ of Dayton	3	1.1	2	0.7
Univ of Indy (TCID)	3	1.1	2	0.7
University of Kentucky	11	4.0	13	4.7
University of Louisville	50	18.0	13	4.7
Univ of Michigan	4	1.4	3	1.1
Univ of Southern IN	8	2.9	3	1.1
Univ of TN	2	0.7	2	0.7
West VA State	2	0.7	2	0.7
WKU	7	2.5	4	1.4
Western MI	2	0.7	2	0.7
Wright State	3	1.1	3	1.1
Xavier	7	2.5	4	1.4
Other/Not Applicable	62	25.9	54	32.3

When asked to choose all items which influenced their decision to apply to JCPS, the most common response was “Personal contact with JCPS recruiter” (41.4%), followed by “Family/Friend Recommendation” (39.9%), and Television Advertising (37.8%) as shown in Table 2.

Table 2
Recruitment Approaches that Influenced

Candidate Decision to Apply to JCPS

	Count	%
JCPS website job listing	99	35.6%
Job search journal	24	8.6%
Television advertising	105	37.8%
Family or friend recommendation	111	39.9%
JCPS employee recommendation	4	1.4%
Personal contact with JCPS recruiter	115	41.4%

Professional Development Survey

Two of the final survey items were dropped from the analysis since the post-test had to be administered prior to presentation of the PD related to those items. Teachers rated 100% of the remaining items as having higher knowledge/ability on the post-test when compared to the pre-test ratings. The largest gains were for two sessions provided on Monday concerning the NTI Opening introduction and JCPS Benefits. The smallest gains were for the Monday session on diversity (the pre-test rating was already very high) and the Wednesday session which addressed responding to the diverse needs of learners.

The following items were rated by 50% or more of the teachers as having “Full Knowledge/Full Ability” on the post-test:

- Child abuse detection and your reporting responsibility
- Importance of diversity and how it affects staff
- Creating a successful environment for all
- Guiding the classroom community through rules, routines, and procedures
- Building a caring community of learners through relationships-teacher to student and student to teacher
- The Classroom Instructional Framework
- Content areas that you will be teaching-Core Content 4.1

The following post-test items were rated by more than 2% of the teachers as having “No Knowledge/No Ability”:

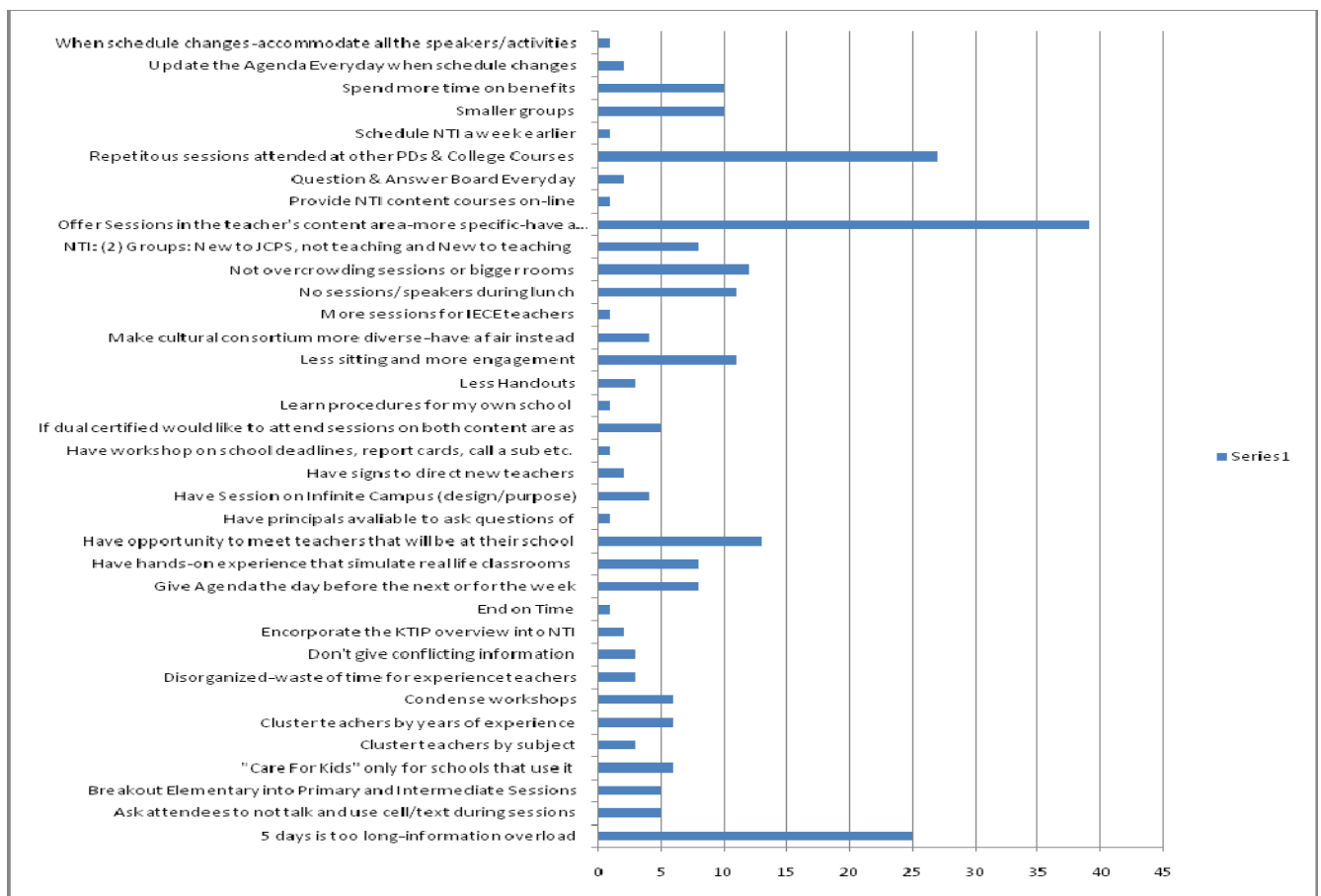
- Your responsibility to meet renewal terms and timelines of your certification
- Developing social consciousness
- Professional Library
- Cultural Consortium and cultural response programs in JCPS

Teacher Survey Data (Qualitative)

The survey also included an open-response item asking teachers to provide suggestions to improve the New Teacher Induction Training Professional Development for next year. The suggestions are shown below in Table 3.

Table 3

Teacher Recommendations for Improvements



Strengths and Limitations of the Evaluation

This evaluation reflects a collaborative effort between the JCPS Research and Human Resources Departments. Personnel from the Human Resources Department provided valuable input that improved the validity of the data instruments. The evaluation includes only one group of teachers; thereby, it does not provide opportunities for experimentally designed between group comparisons.

Recommendations for Further Consideration

The recommendations below reflect a synthesis of the data gathered from new teachers and JCPS staff responsible for supporting the New Teacher Induction PD. They are intended to support informed decision-making regarding the future recruitment and training of new teachers.

1. Review curriculum on cultural consortium. This is the second consecutive year that knowledge gained from this session has been rated very low.
2. Explore ways to deliver more content-specific PD to teachers or make them aware of opportunities for additional training after the NTI.
3. Consider surveying NTI participants during the spring to gather feedback on teacher induction PD needs discovered during the first school year.