

Overview

The New Teacher Induction (NTI) is provided to all new teachers to Jefferson County Public School (JCPS) and attending is required. This year, summer 2010, there were over 380 participants (with the highest attendance day on Thursday at 389) that attended a weeklong series of professional development/seminars. The NTI was conducted at Atherton High School the week of August 1-August 5, 2010. This is the third consecutive year that feedback was collected from the participants. The feedback was focused on two areas: 1) JCPS recruitment initiatives and 2) the professional development (PD)/seminars. This report summarizes the feedback collected from the participants in these two areas.

Evaluation Design

A recruitment survey was administered the first day of the NTI. All teachers completed the survey which contained items that addressed demographics, certification, teaching assignments, and recruitment. Teachers completed a second survey at the end of the week after the last session. The format of the second survey was a pre-post retrospective, which allows teachers to make a more objective estimate of their prior knowledge of a topic once they had received PD on that topic. Survey items were grouped by the day of the week that the PD was delivered. Response options were on a five-point scale which ranged from "No Knowledge/No Ability" to "Full Knowledge/Full Ability". Teachers were also given the option of "NA" since some of the trainings were tailored to specific certification groups. Additionally, teachers were asked to write suggestions for improvements for next year.

Major Findings

Recruitment Survey

The majority of the teachers were White (76.2%) or African-American (20.4%). No other race/ethnicity accounted for more than 2%. The teachers were primarily female (69.1%) compared to males (30.8%). Most teachers did not have any prior teaching experience (59.9%), while 19.6% of the teachers had 1-3 years experience, 12.3% had 4-10 years experience, 5.6% had 11-20 years experience, and 2.5% had 21 or more years experience.

The largest groups, over 10%, of areas of certifications were elementary (31.9%), math (18.2%), ECE (15.1%), science (14.8%), English (13.2%) and social studies (11.2%). There were 86 teachers that had certification in two or more areas, accounting for 104 additional certifications identified. The teaching assignments were largest in the same six categories, although there were a larger discrepancy in Math, ECE, and Social Studies. There were 24 (6.7%) that marked their teaching assignment was unknown and an additional 16 (4.5%) that did not mark their teaching assignment. These 40 teachers, and multiple certifications, are the likely reasons for the discrepancies. *TABLE 1: Area of Certification and Teaching Assignment* contains the complete list for all areas of certifications and teaching assignments. Approximately 35% of those participating in the NTI will be teaching at the elementary school level, 32% at the middle school level, 30% at the high school level, and 2% at the pre-school level.

TABLE 1: Area of Certification and Teaching Assignment (Over 10% of total)

	<u>Area of Certification</u>		<u>Teaching Assignment</u>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Elementary	114	31.9%	104	29.1%
Math	65	18.2%	48	13.4%
ECE	54	15.1%	33	9.4%
Science	53	14.8%	40	11.2%
English	47	13.2%	37	10.4%
Social Studies	40	11.2%	19	5.3%
Pre-School	9	2.5%	5	1.4%
Music	7	2.0%	7	2.0%
ESL	5	1.4%	4	1.1%
Health/PE	5	1.4%	2	0.6%
Vocational Education	5	1.4%	4	1.1%
Arts/Humanities	4	1.1%	1	0.3%
Art	2	0.6%	1	0.3%
PE Only	2	0.6%	1	0.3%
Technology	2	0.6%	3	0.8%
Other	42	11.8%	21	5.9%

JCPS sent recruiters to various sites. Most teachers attended the following schools: University of Louisville (76), Bellarmine University (25), University of Dayton (12), Miami University of Ohio (11), University of Kentucky (10), Kentucky State University (10), Spalding University (10), and Western Kentucky University (10). These schools are consistent with the previous year's schools. The largest increase over last year's sites attended were University of Louisville (26), University of Dayton (9), and Bellarmine University (5). Several sites visited did not have any new teachers at the NTI. Some of these sites were new sites visited (Hampton University, Howard University, New York (G Sky Teach), Old Dominion University, and University of Illinois) or produced new teachers for JCPS in the past (Findlay College, Marshall University (W. Virginia), Middle Tennessee State University, Northern Alabama Connect, Northern Kentucky Job Fair, Treveca University, and West Virginia State University). See TABLE 2: *Site Attended and Site Interviewed* for all sites attended and where interviews were conducted.

TABLE 2: *Site Attended and Site Interviewed*

Location	Site Attended		Site Interviewed	
	Number	Percent	Number	Percent
University of Louisville	76	21.3%	21	5.9%
Bellarmino University	25	7.0%	4	1.1%
University of Dayton	12	3.4%	10	2.8%
Miami University of Ohio	11	3.1%	10	2.8%
University of Kentucky	10	2.8%	10	2.8%
Kentucky State University – Frankfort	10	2.8%	1	0.3%
Spalding University	10	2.8%	1	0.3%
Western Kentucky University	10	2.8%	0	0.0%
Eastern Kentucky University	7	2.0%	2	0.6%
Michigan State University	7	2.0%	2	0.6%
East Michigan	6	1.7%	0	0.0%
Indiana University Southeast	6	1.7%	0	0.0%
University of Michigan	5	1.4%	3	0.8%
Indiana State University	4	1.1%	1	0.3%
Murray State University	4	1.1%	0	0.0%
Xavier University	3	0.8%	2	0.6%
Grand Valley	3	0.8%	1	0.3%
Wright State University	3	0.8%	1	0.3%
University of Southern Indiana	2	0.6%	3	0.8%
Ball State University	2	0.6%	2	0.6%
University of Alabama Birmingham	2	0.6%	2	0.6%
University of Indy (TCID)	2	0.6%	2	0.6%
Bowling Green U. of Ohio	2	0.6%	1	0.3%
University of Tennessee	2	0.6%	1	0.3%
Central MI – Mt. Pleasant	2	0.6%	0	0.0%
Morehead State University	2	0.6%	0	0.0%
Ohio State University	2	0.6%	0	0.0%
Kent State University	1	0.3%	1	0.3%
Nashville	1	0.3%	0	0.0%
Western Michigan University	1	0.3%	0	0.0%
Findlay College	0	0.0%	0	0.0%
Hampton University	0	0.0%	0	0.0%
Howard University	0	0.0%	0	0.0%
Marshall University (W. Virginia)	0	0.0%	0	0.0%
Middle Tennessee State University	0	0.0%	0	0.0%
New York (G Sky Teach)	0	0.0%	0	0.0%
Northern Alabama Connect	0	0.0%	0	0.0%
Northern Kentucky Job Fair	0	0.0%	0	0.0%
Old Dominion University	0	0.0%	0	0.0%
Treveca University	0	0.0%	0	0.0%
University of Illinois	0	0.0%	0	0.0%
West Virginia State University	0	0.0%	0	0.0%
Other	20	5.6%	51	14.3%
Not Applicable	38	10.6%	76	21.3%

The top influencers for teachers applying to JCPS, which were all over 30%, were “personal contact with JCPS recruiter”, “family or friend recommendation”, “JCPS employee recommendation”, and the “JCPS website job listing.” The two least effective influencers were television advertising and job search journal. TABLE 3: Items that Influenced Decision to Apply to JCPS has exact counts and percentages for each influencer.

TABLE 3: Items that Influenced Decision to Apply to JCPS

Influenced Decision to Apply to JCPS	Count	Percent
Personal contact with JCPS recruiter	141	39.5%
Family or friend recommendation	134	37.5%
JCPS employee recommendation	127	35.6%
JCPS website job listing	114	31.9%
Television advertising	2	0.6%
Job search journal	0	0.0%

Professional Development Survey - Ratings

There were 22 professional development sessions during the week of NTI. This survey was a retrospective survey, where, at the completion of the week, 331 new teachers rated what they perceived their knowledge/ability was prior to the session and after the session. For all 22 topics, the teachers showed highly statistically significant ($p < .001$) growth based on their ratings. The sessions that showed the largest gains from where the participants started were:

- ❖ Experiencing the difference (2.036),
- ❖ Creating an absence (1.574),
- ❖ Professional Library/CRC (1.556),
- ❖ Benefits (1.474), and
- ❖ The opening introduction (1.426).

The sessions that showed the smallest gains from where the participants started, which were comparatively high to begin with, were:

- ❖ Importance of diversity and how it affects district staff (.698),
- ❖ Responding to diverse needs of learners (Marty Johnson and Debbie Clark) (.785), and
- ❖ Responsibilities when serving ECE students (.798).

The following sessions had a mean of 4.00 or higher on the after PD rating:

- ❖ Experiencing the difference (Aaron Davis) (4.42),
- ❖ Building a caring community of learners through relationships-teacher to student and student to student (4.28),
- ❖ Guiding the classroom community through rules, routines, and procedures (4.13),
- ❖ Child abuse detection and reporting responsibility (4.12),
- ❖ Creating a needs/satisfying classroom environment (4.11),
- ❖ Creating a successful environment for all (4.10),
- ❖ Content areas that you will be teaching - Core Content 4.1 (Content Specialists) (4.02), and
- ❖ Importance of diversity and how it affects district staff (4.01).

The five areas that had the highest percentage of participants mark a “1” (No Knowledge/Ability) or a “2” (Little Knowledge or Ability) were:

- ❖ Cultural Consortium and cultural programs in JCPS (15.7%),
- ❖ NTI Handbook/Shaping the Way We Learn, Teach, and Lead (10.5%),
- ❖ Section 504 and its implications (Gloria Talbot) (9.0%),
- ❖ Benefits (Nicki Pfeider and Debbie Wicks) (8.4%), and
- ❖ Professional Library/CRC (Paul Lanta) (7.2%).

Professional Development Survey – Participant Feedback

The last question on the survey asked, “Please share any suggestions you have to improve the New Teacher Induction Training Professional development next year.” Of the 331 respondents, 215 left at least one comment. All comments and suggestions were then sorted into common themes, which had some overlap. There were 445 different comments and suggestions, that were classified under 11 categories. These categories are:

- ❖ Guest Speakers (69 comments)
- ❖ General (66 comments)
- ❖ Lunch/Breaks (52 comments)
- ❖ Future Sessions/Needs (48 comments)
- ❖ Specific Sessions (45 comments)
- ❖ Number of Days and Session Redundancy (40 comments)
- ❖ Need for Separate Sessions (37 comments)
- ❖ Content Day (28 comments)
- ❖ NTI Suggestions (27 comments)
- ❖ General Session Suggestions (19 comments)
- ❖ Logistics/Facilities (16 comments)

Each of the following subsections will elaborate on each of these categories.

GUEST SPEAKERS

There were 69 comments, which were overwhelmingly positive, that were specific to Aaron Davis, Jon Erwin, or both. Fifty-three of the comments were highly complementary of Aaron Davis. Typical words and phrases describing Aaron Davis included: “fantastic”, “headliner”, “awesome”, “great”, “good”, “loved him”, “amazing”, “inspiring”, “motivating”, “excellent”, “definite repeat”, “perfect cap to the week”, “best part of NTI”, and “dynamic”. One comment mentioned Jon Erwin as “wonderful”. Eleven comments were highly positive of both speakers, either both by name or in general. Two comments thought that Jon Erwin gave a great overview of student motivation, but did not get it to where teachers could actually apply it. One comment stated that Aaron Davis’ time was too short. There was one comment that was negative about the two speakers.

GENERAL COMMENTS

There were 66 comments that were more general in nature about the conference. Forty-four of these comments were very general, but very positive. Typical comments included: “I enjoyed the sessions”, “Thank you” (numerous times), “great conference”, “wonderful job”, “well organized”, “fantastic”, and “very beneficial”. There were two positive comments about learning strategies on how to develop teacher/student and student/student relationships. There were three specific comments that named specific individuals, two of which praised Paulette and the third stated,

“Great! I have only been to one new teacher development and this was much more organized and provided a variety of relevant information. I am impressed with the mentor training that you provided. One of your mentors, Cathy Rising was so outstanding and giving and provided me with her time and resources to secure housing. The fact that these ladies are here and are willing to help shows the value that you instill in your staff. Impressive! The entire process from the interview, to the certification, to the training has made me feel I made a wise choice to join JCPS. Harriet Dawson and Dr. Decker are superior!! Great orientation! Very well thought out and organized!”

Of the remaining comments two felt that there was information overload, three mentioned that by Friday the pace had slowed and that Friday was not as effective as other days (conversely two comments stated that Monday –Wednesday was slow, but Thursday and Friday was more helpful and another said Monday was slow), one comment felt some of the sessions were rushed, two comments talked about how much more they knew, two comments felt that “busy work” was used at times to fill gaps, and one recommended to not read a speaker’s bio. There were six comments that were individual statements that were general in nature.

LUNCHES AND BREAKS

There were 52 comments with respect to lunches or breaks.

- ❖ Seventeen comments, several of which were complementary of the lunch, mentioned that the lines were too long and there was a concern of running out of food (two comments). Some

suggestions included: staggering lunch times, opening additional food stations (also drink stations at break), and providing boxed lunches.

- ❖ Twelve participants mentioned that they liked the food/snacks.
- ❖ Eleven participants requested to not have speakers during lunch time. Their rationale was need processing time, time to socialize, need downtime, and difficult to hear them.
- ❖ Six participants requested veggie meals being made available. One possible solution proposed was to “have an advance menu so those with dietary needs and picky eaters can plan.” Four additional participants did not care for the food.
- ❖ Five participants mentioned that they would like additional breaks throughout the day.
- ❖ One participant was appreciative of the time to meet others during lunch.

FUTURE SESSIONS

There were 48 comments that requested some type of session in the future. Many of these comments listed multiple possible sessions. The top three types of sessions included: technology (15 comments – most were asking for training in TIP, Infinite Campus, e-mails and ID’s/passwords, JCPS On-line, and PD Central), more in-depth on benefits (13 comments), and KTIP requirements/information (8 comments). There were numerous individual topics, such as Gheens (2 comments), district policies (2 comments), school policies/procedures (4 comments), MI or Rigby, classroom management (5 comments), contract questions, ECE issues – including one request for FBA/BIP training (2), Connected Math, shadowing/tours, nuts and bolts session for first day, and planning time.

SPECIFIC SESSIONS

There were 45 comments on specific sessions. Sixteen comments were expressed about the CARE for Kids sessions; three were positive, six stated it was too long, and seven said they had heard it before (most stated at Middle School Conference). Twelve comments were expressed about the Cultural Consortium; three were positive, three negative, and six stated that they would have gotten more out of it if they were able to select the session to attend. The other comments were extremely varied, but included: positive comments about Joe Burks session (2), positive comment about Aukram Burton’s session, ECE and 504 need improvement (2), shorten 504 presentation, 504 not as important as homeless issues, ECE excellent, Diversity needs improvement, diversity should have been in college courses, sexual harassment/ethics people should already know, NTI handbook given first day (2), ESL session most valuable of all, morning session were inspiring, afternoon sessions informative, and got a lot out of Library Media.

NUMBER OF DAYS/REDUNDANCY OF INFORMATION

There were 40 comments that mentioned redundancy of information, needs to be fewer days, or both. There were twenty-three comments that stated the conference was too long or that they thought the information could be condensed into 3-4 days. There were an addition sixteen comments that stated there was too much repetition between the sessions. Three comments stated that there was too much repetition from what they learned in college.

SEPARATE SESSIONS

Thirty-seven participants specifically asked for special sessions to meet their needs. There were fourteen requests that experienced teachers have either separate sessions or a “streamlined” version of the induction. One participant’s statement seems to capture the essence of this group’s comments; “Please consider differentiating this induction for completely new teachers, teachers only new to JCPS, and teachers returning to JCPS. These three groups have different needs.” Nine comments asked for special sessions for certain areas, such as Speech (5), ECE (2), nurses, and people changing from classified staff to certified staff. Six people requested breakout sessions or time to meet people that will be in their school. Four requested more content specific sessions and three requested to have choices as to which sessions they would attend. One comment thought it would be good to have more NTI sessions since it was too crowded.

CONTENT SPECIFIC SESSION

There were 28 comments in response to the day spent in their individual content. Of those twenty-seven were positive towards the content day and fourteen of these comments wanted more time with the content specialists. The other comment requested this day be earlier in the week.

NTI SUGGESTIONS

There were 27 specific suggestions made regarding NTI. These comments were quite varied. Six comments requested that the evaluation survey be done daily, that it was difficult to remember all of the sessions at the end of the week. Five comments wanted NTI to be earlier in the summer; two of these expressed it was stressing not to be able to get their schools and get prepared. Five commented that NTI with additional afternoon PDs/extracurricular commitments was too much. Two requested agendas in advance. Two comments wanted to know if placements could be secured prior to NTI. The following is a list of the other comments:

- ❖ Watch carefully for people leaving sessions early,
- ❖ I was not informed to be here until three days beforehand,
- ❖ Loved the books...,
- ❖ Need all information in one book, too many additional handouts,
- ❖ Many people could not answer questions,
- ❖ Need to let people know early what hours are stipend vs. PD (went to summer conference and already had PD hours taken completed),
- ❖ Provide helpful tools, and
- ❖ Include ECE teachers more.

GENERAL SESSION SUGGESTIONS

There were 19 general suggestions regarding the sessions. Twelve of these suggestions want speakers to be more interactive and provide hands-on opportunities. Some of the other suggestions were:

- ❖ Have speakers refer to page numbers,
- ❖ Some presentations were cut short due to time,
- ❖ Too much information,
- ❖ Go over handbook, and
- ❖ Have more video presentations, have fewer speakers over two hours.

LOGISTICS/FACILITIES

There were 16 comments made regarding either logistics or facilities. Six expressed difficulties with the auditorium – uncomfortable, couldn't spread out, too large – hard to focus, couldn't meet people in large setting, couldn't hear on the sides, and microphones/videos could not be heard well. Three requested additional parking and three noted that some of the rooms were cold. Other comments were:

- ❖ School name on badges in large print,
- ❖ Receive usernames and log-ins,
- ❖ Choose a different facility, and
- ❖ Have a private area designated for nursing mothers to pump.

Summary

The New Teacher Induction (NTI) offers new teachers to Jefferson County Public schools a weeklong series of professional development and seminars. This year NTI was held at Atherton High School. The highest attendance day was Thursday at 389 participants. Participants completed two surveys; one on recruitment and one rating the professional development. The recruitment survey indicated that:

- ❖ 76.2% of the teachers were white, 20.4% were African-American, and no other race/ethnicity accounted for more than 2%,
- ❖ 69.1% were female and 30.8% were male,
- ❖ 59.9% had no prior teaching experience, 19.6% had 1-3 years teaching experience, 12.3% had 4-10 years teaching experience, and 8.1% had more than 10 years teaching experience,
- ❖ The largest groups, over 10%, of areas of certifications were elementary (31.9%), math (18.2%), ECE (15.1%), science (14.8%), English (13.2%) and social studies (11.2%),
- ❖ Approximately 35% of those participating in the NTI will be teaching at the elementary school level, 32% at the middle school level, 30% at the high school level, and 2% at the pre-school level,
- ❖ The schools attended that have the largest numbers of new teachers are University of Louisville (76), Bellarmine University (25), University of Dayton (12), Miami University of Ohio (11), University of Kentucky (10), Kentucky State University (10), Spalding University (10), and Western Kentucky University (10), and
- ❖ The top influencers for teachers applying to JCPS, which were all over 30%, were “personal contact with JCPS recruiter”, “family or friend recommendation”, “JCPS employee recommendation”, and the “JCPS website job listing.”

When rating the sessions with a retrospective survey, where participants rate prior and after session knowledge/ability, the participants showed statistically significant growth ($p < .001$) for all 22 sessions. The sessions that showed the largest gains from where the participants started were:

- ❖ Experiencing the difference (2.036),
- ❖ Creating an absence (1.574),
- ❖ Professional Library/CRC (1.556),
- ❖ Benefits (1.474), and
- ❖ The opening introduction (1.426).

The highlights of the comments were:

- ❖ There was overwhelming positive feedback on both Aaron Davis and Jon Erwin,
- ❖ Participants were in large numbers thankful for the week, and
- ❖ Content PD was well-received (many requesting more time).

Possible Recommendations

Based on the comments, these are a few possible recommendations for the future:

- ❖ Stagger lunch times or additional stations to shorten lines,
- ❖ No speakers during lunch,
- ❖ Have vegetarian alternatives for lunch,
- ❖ Offer some choice sessions, such as technology, more on benefits, KTIP, time to meet others in their school, and veteran teacher
- ❖ Reduce repetitive information as much as possible,
- ❖ Do surveys daily instead of the end, and
- ❖ Provide more hands-on/interaction.