Evaluation of the Beginning Teacher and Induction Program

Evaluation Report

Submitted on August 2, 2009
To: Illinois New Teacher Collaborative, School District for the Future, and Boise State University, Dr. Jeremy Tutty

Submitted by:
Blue Skies LLC
Barbara Herman, Report Writer
Introduction:

In 2006 the Illinois General Assembly along with the Illinois State Board of Education (ISBE) began the induction and mentoring programs across the state. Since the program’s inception a total of 41 programs have received funding, only one program was discontinued. Approximately $3 million dollars is available from the grant and each program will receive funding according to the number of teachers being served and the type of program.

This report will focus on one ISBE Induction and Mentoring Program, implemented during the 2008-2009 school year, to determine if the learning institution is following their program context approved for funding. The program selected for this evaluation was the School District for the Future’s Beginning Teacher Induction and Mentoring Program. This program’s main focus is on retaining new teachers, but invites all certified staff to participate in the professional development workshops.

Program Description:

This is a polite program for the Illinois New Teacher Collaborative (INTC) whose mission is to coordinate a network of services and resources through a statewide partnership of individuals and groups concerned with or interested in attracting and retaining new teachers and enhancing their ability to promote student learning1.

School District for the Future (SDF) uses the Danielson Framework to target professional development for first and second year teachers. The Danielson Group uses the Interstate New Teacher Assessment and Support Consortium (INTASC) standards to form its framework which is research-based and incorporates the constructivist theory of learning and teaching. SDF’s goals and objectives are to use the Danielson Framework to meet the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs (see appendix A) in order to retain teachers at all levels of experience.

SDF provided many opportunities for staff development and this report will focus solely on one workshop offered. The workshop selected for this report is Kagan’s Structures for Cooperative Learning (Kagan) which was offered to the staff at the beginning of the 2008-2009 school year. This workshop supports the constructivist learning theory that students learn best when working in cooperative groups; therefore, clearly meeting one of the many goals and objectives of SDF’s program.

1 Missions statement from http://intc.education.illinois.edu/content/about-intc
Evaluation:

This evaluation focuses on Standard #7 of the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs (see appendix A), which is one of the objectives of SDF’s program. A quantitative data analysis was done on surveys, a pretest and a post test completed by participants who registered for the Kagan workshop. Participants in the workshop were a mixture of new teachers and seasoned teachers. SDF’s goal in providing this workshop was to support instruction, classroom environment and teacher retention.

The data collections tools were created by Blue Skies LLC and approved by the INTC before the workshop was conducted. Prior to attending the workshop a pretest on cooperative learning strategies was administrated and a follow up post test was distributed several days after the workshop (see appendix B). The pretest and post test will provide data on the value of the workshop and determine if similar workshops should be conducted in the future. In addition, participates will complete a survey (see appendix C) immediately following the workshop. This survey will determine their reaction to the overall content presented. At the end of the school year the final survey (see appendix D) will be distributed to workshop participates to determine if teaching practices actually changed. These data will be able to determine if professional development improves teacher retention.

All certificated staff was given the opportunity to attend the workshop, all who complete a registration form attended. Of the 274 staff members 63 attended the workshop, 37 were first and second years teachers with the remaining 26 being with the district for three or more years.

The data were collected by Blue Skies LLC to ensure the anonymity of the participants, so they would complete the documentation honestly. The majority of surveys and tests were collected. Collection of all documentation was challenging because participants were asked to complete some independently of the workshop.

Results:

This evaluation report is casual in nature therefore new data was collected. The collection methods were a combination of surveys, a pretest and a post test. Blue Skies LLC focused on three categories to investigate if the workshop supports SDF’s objective to meet Standard number 7 (see Appendix A). The categories used to analysis the data are the first three levels of Kirkpatrick’s Four Levels of Evaluation2.

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Table 1 shows the results of the Kagan Workshop Exit Survey (see Appendix C) and represents level one of Kirkpatrick’s Four Levels of Evaluation. Level one measures the reaction of participants. This survey collected interval data so clear distances between “strongly disagree” and “strongly agree” are equal. These data shows the initial reactions of participants are likely to change instruction and classroom environment because of the workshop.

The pretest and post test (see Appendix B) attempts to show participates increased their instructional knowledge by learning different Kagan strategies. Testing is the focus of Kirkpatrick’s level 2. This was an informal test which focused on the five Kagan strategies practiced during the workshop, even though participates were introduced to 35 Kagan strategies. The chart in table 2 shows participants increased their knowledge of Kagan strategies, therefore likely to change instructional behavior in their classrooms.

The final survey (table 3) was conducted at the end of the school year to determine if participates transferred their learning to change instruction and classroom environment. This is representative Kirkpatrick’s 3rd Level, behavior or transfer. The survey (see Appendix D) attempts to demonstrate if participants continually used the strategies learned in the workshop, at the beginning of the school year, to positivity change instruction and classroom environment. The data clearly shows this is the case.

### Table 1 Kagan Workshop Exit Survey Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 strongly disagree</th>
<th>2 disagree</th>
<th>3 agree</th>
<th>4 strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be able to apply gained knowledge to my content area</td>
<td>2</td>
<td>47</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>These new strategies will provide learning opportunities for my students.</td>
<td>3</td>
<td>22.6%</td>
<td>74.6%</td>
<td>22.6%</td>
</tr>
<tr>
<td>Kagan Structures will help me differentiate instruction for my students</td>
<td>3</td>
<td>6%</td>
<td>93%</td>
<td>8%</td>
</tr>
<tr>
<td>Using cooperative learning strategies will help me stay engaged students</td>
<td>8</td>
<td>66%</td>
<td>30%</td>
<td>4%</td>
</tr>
<tr>
<td>Increased my repertoire of instructional strategies as a result of my participation in this workshop</td>
<td>9</td>
<td>65%</td>
<td>30%</td>
<td>5%</td>
</tr>
<tr>
<td>This workshop increased my knowledge of cooperative learning to improve my students’ learning</td>
<td>13</td>
<td>30%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6%</td>
<td>47.5%</td>
<td>47.6%</td>
</tr>
</tbody>
</table>

### Table 2 Pre & Post Test Comparison

![Test Comparison](chart)

The data clearly shows this is the case.

### Table 1 Kagan Workshop Strategies - End of School Survey

<table>
<thead>
<tr>
<th>I used a Kagan Strategy</th>
<th>1 not at all</th>
<th>2 once</th>
<th>3 once a month</th>
<th>4 at least once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>16</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>Using Kagan Strategies has improved my ability to teach my content area</td>
<td>7</td>
<td>3</td>
<td>48</td>
<td>48%</td>
</tr>
<tr>
<td>When I used a Kagan Strategy my students were engaged in learning</td>
<td>3</td>
<td>5</td>
<td>39</td>
<td>39.8%</td>
</tr>
<tr>
<td>Kagan Strategies allowed all students to achieve success</td>
<td>3</td>
<td>15</td>
<td>23</td>
<td>23.8%</td>
</tr>
<tr>
<td>I will continue to use Kagan Strategies in my classroom</td>
<td>3</td>
<td>57</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>If offered, I will attend similar workshops provided by the district</td>
<td>3</td>
<td>57</td>
<td>3</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

The data clearly shows this is the case.
Discussion:

The Kagan Workshop Exit Survey (see Appendix B) clearly shows participants had a favorable reaction to the workshop content. This is evident in table 1 because the majority of responses were “agree” or “strongly agree”. These responses lead us to believe that participants will use the content from the workshop to create a better learning environment for themselves and students. In addition, this survey reflects that all the teachers who participated believe that cooperative strategies will fully engage students in learning. This supports of SDF’s decision to use Danielson Framework to meet the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, for this report only Standard # 7.

The pretest and post test data (table 2) shows a clear increase in the average test scores. However, it needs to be noted that 16 participants did not return their post test. Therefore we need to look at the mode of the test scores. The pretest scores had a mode of 60 and post test scores was 100 which shows an interval increase of 40 points. Thus, indicating participants increased their knowledge of Kagan cooperative learning strategies. This knowledge gain directly links to SDF’s objective to support instruction which is part of Standard #7.

The final survey for the workshop was completed by all 63 participants and conducted at the end of the school year. The reason for waiting until the end of the school year was to give teachers the opportunity to apply their newly acquired knowledge on the use of Kagan strategies. It is clear from table 3 that 95% of participants used a Kagan Strategy at least once after completing the workshop. Of the 95%, 69.9% used Kagan throughout the school year. This clearly shows change in instructional methods and classroom environment. Additionally, the remaining results clearly show that students benefited from the increased use of Kagan in the classroom. By the teachers putting into practice the use of Kagan in their classroom indicates that SDF is dedicated to locating professional development opportunities that benefit all stakeholders.

Finally, the data presented here does not indicate that this workshop helped to retain teachers. However, after interviewing the Director of Human Resources for SDF it was learned that 95% of the first and second year teachers were retained. Overall impressions are, if the district continues to maintain professional development opportunities of this caliber they will be successful in achieving their goals and objectives, set forth in their program content of their Beginning Teacher Induction and Mentoring Program.
Cost Summary:

Cost for compiling report

**Daily rate of $250.00 total days 7**  $1,750
  1 day creating evaluation documents
  1 day reviewing docs with SDF and INTC
  ½ day conducting pretest
  1 day attending workshop
  ½ day conducting post test
  3 days evaluating data and writing report

**Office Expenses**  250
  Telephone  $ 75
  Copy Expenses  145
  Postage  30

**Other**  306
  Travel Expenses $.52 @ 300 miles  $156
  Lunch for SDF/INTC Review  150

**Total**  $2,156
Appendix A

<table>
<thead>
<tr>
<th>Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs</th>
<th>Danielson Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Induction Program Leadership, Administration, and Support</td>
<td>Domain 1: Planning and Preparation Domain 4: Professional Responsibilities</td>
</tr>
<tr>
<td>Standard 2: Program Goals and Design</td>
<td>Domain 1: Planning and Preparation</td>
</tr>
<tr>
<td>Standard 3: Resources</td>
<td>Domain 1: Planning and Preparation Domain 2: The Classroom Environment</td>
</tr>
<tr>
<td>Standard 4: Site Administrator Roles and Responsibilities</td>
<td>Domain 1: Planning and Preparation Domain 4: Professional Responsibilities</td>
</tr>
<tr>
<td>Standard 5: Mentor Selection and Assignment</td>
<td>Domain 4: Professional Responsibilities</td>
</tr>
<tr>
<td>Standard 6: Mentor Professional Development</td>
<td>Domain 2: The Classroom Environment Domain 4: Professional Responsibilities</td>
</tr>
<tr>
<td>Standard 7: Development of Beginning Teacher Practice</td>
<td>Domain 2: The Classroom Environment Domain 3: Instruction</td>
</tr>
<tr>
<td>Standard 8: Formative Assessment</td>
<td></td>
</tr>
<tr>
<td>Standard 9: Program Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

To view the details of the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs go to [http://intc.education.illinois.edu/sites/default/files/standards_12_5_08_0.pdf](http://intc.education.illinois.edu/sites/default/files/standards_12_5_08_0.pdf).

The details of the Danielson Framework Domains can be view at [http://www.danielsongroup.org/theframeteach.htm](http://www.danielsongroup.org/theframeteach.htm).
Pretest and Post test

Kagan Structures

This pretest/post test is to determine what you may know/learned about Kagan’s Cooperative Learning Strategies. Draw a line from the strategy name to the explanation.

<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Strategy Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corners</td>
<td>Students will have fun locating the answers to questions after tossing wads of paper across the room.</td>
</tr>
<tr>
<td>Mix Freeze Group</td>
<td>This activity equalizes the opportunity for participation. It also helps the teacher to monitor individual accountability.</td>
</tr>
<tr>
<td>(classbuilding, mastery)</td>
<td></td>
</tr>
<tr>
<td>RallyTable (Mastery, thinking, communication)</td>
<td>Students rush to form groups of a specific size, hoping not to land in “Lost and Found.”</td>
</tr>
<tr>
<td>Snowball (mastery)</td>
<td>In pairs, students alternate generating written responses or solving problems.</td>
</tr>
<tr>
<td>Talking Chips (communication skills)</td>
<td>Students move to different corners of the room, depending on their point of view. This activity may help them see that not everyone shares the same point of view, and it may stretch their own way of thinking.</td>
</tr>
</tbody>
</table>
Appendix C

Kagan Workshop Exit Survey

Circle one: 1 strongly disagree; 2 disagree 3 agree 4 strongly agree

I will be able to apply gained knowledge to my content area.

1 2 3 4

These new strategies will provide learning opportunities for my students.

1 2 3 4

Kagan Structures will help me differentiate instruction for my students.

1 2 3 4

Using cooperative learning strategies will help me fully engage my students.

1 2 3 4

I increased my repertoire of instructional strategies as a result of my participation in this workshop.

1 2 3 4

This workshop increased my knowledge of cooperative learning to improve my students’ learning.

1 2 3 4
Appendix D

End of School Survey

Kagan Workshop Strategies

May, 2009

Circle one: 1 not at all; 2 once; 3 once a month; 4 at least once a week

I used a Kagan Strategy

1  2  3  4

Circle one: 1 strongly disagree; 2 disagree 3 agree 4 strongly agree

Using Kagan Strategies has improved my ability to teach my content area.

1  2  3  4

When I used a Kagan Strategy my students were engaged in learning.

1  2  3  4

Kagan Strategies allowed all students to achieve success.

1  2  3  4

I will continue to use Kagan Strategies in my classroom.

1  2  3  4

If offered, I will attend similar workshop provided by the district.

1  2  3  4