

Equity & Inclusion Institute

Jefferson County Public Schools

2013-2014

Evaluation Report

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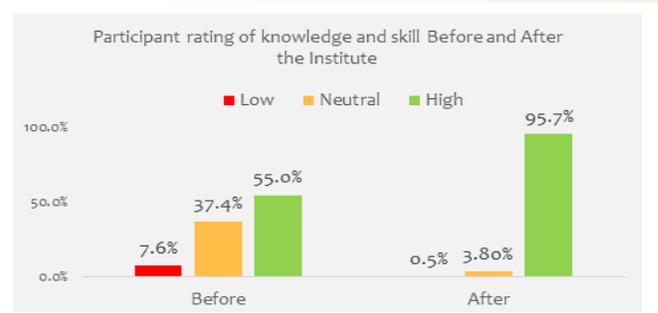


Executive Summary

Background: The Equity and Inclusion Institute was provided to 307 Jefferson County Public School (JCPS) educators in July 2013. The institute provided participants a wide array of breakout PD sessions on topics such as classroom management, building relationships, student motivation and engagement, connecting with parents, and culturally responsive teaching strategies. Participants received a follow-up Institute in November 2013 to help reinforce the learning and application in their own classrooms.

Phase I – Post Institute Feedback

- **Relevance:** 92% or more of participants rated highly the Institute content in terms of relevance, extending their knowledge and skills and expected use of the training to positively impact their students; 95% of participants agreed that the Institute supports their professional growth plan
- **Facilitators & Organization:** 92% or more of participants rated the facilitator(s) highly in terms of their knowledge, preparation and facilitating participant learning, and 90% or more rated the materials, instructional techniques and clarity of PD goals and objectives highly.
- **Time:** Although the institute was only mandatory for 36% of the participants, 96% agreed that their time was well spent.
- **Reported Knowledge Growth:** There was a significant growth in knowledge and understanding reported by participants.
- **Request for Follow Up:** Three out of four participants (75%) said they would like to receive follow up training to reinforce learning objectives presented at the institute.



Phase II – Classroom Implementation

- **Implementation of Skills & Strategies:** Three in four respondents (74%) reported being able to implement strategies around building relationships with students that they learned from the institute. The next most reported strategy were those related to culturally responsive teaching (63%).
- **A new Lens:** 91% of participants reported that the institute impacted the way that they view some of their students.
- **Barriers to Implementation:** Some of the key barriers reported included (1) time to share with staff that did not attend and staff buy-in, (2) connecting with families, (3) Falling back into old habits, (4) lack of support for English Language Learners, (5) Lack of district support, (6) Students below grade level, (7) finding adequate time to implement strategies.

Recommendations:

- Ongoing offering of Institute to all district staff and schools
- Expansion and emphasis of select topics
- Continued focus on practical strategies to implement, walk-away resources and practical tools
- Improvement of district support and communication around resources to improve equity and inclusion practices

Background

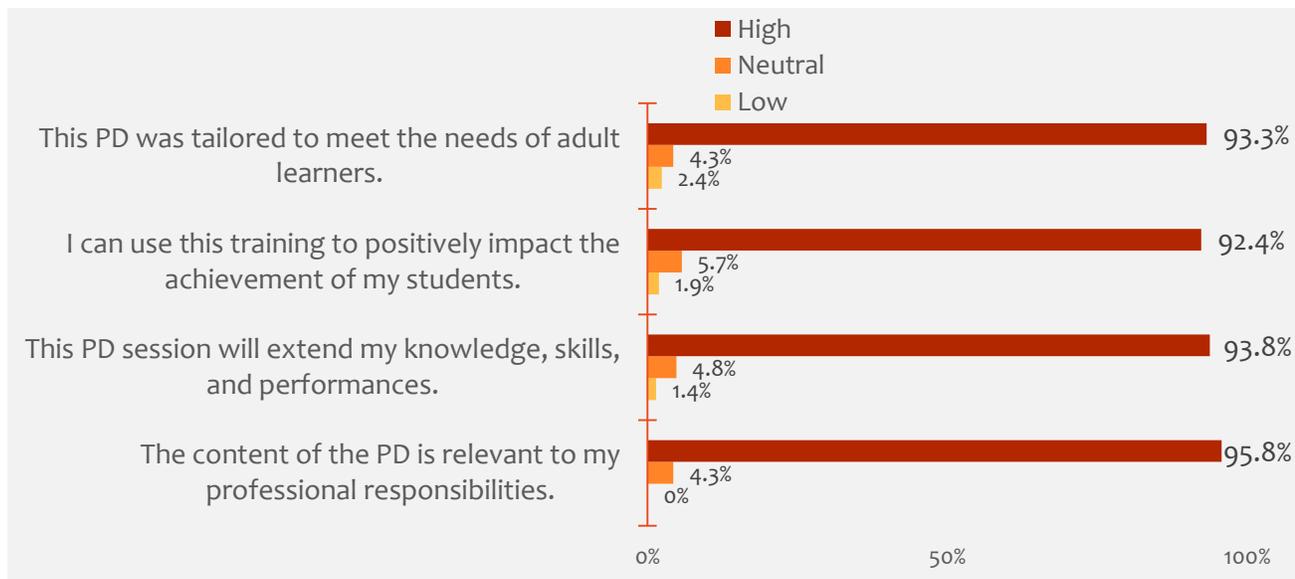
The Equity and Inclusion Institute was provided to 307 Jefferson County Public School (JCPS) educators in July 2013. The institute was organized by Dr. Sandy Ledford, JCPS Area 4 Assistant Superintendent and Dr. Roger Cleveland, President of Millennium Learning Concepts, and Associate Professor at Eastern Kentucky University. The institute provided participants a wide array of breakout PD sessions on topics such as classroom management, building relationships, student motivation and engagement, connecting with parents, and culturally responsive teaching strategies. Participants received a follow-up Institute in November 2013 to help reinforce the learning and application in their own classrooms.

Participants completed an online evaluation survey after attending the institute. A total of 211 participants responded for a total response rate of 69%. Participants were asked to rate on a scale of 1 to 5, with 5 being the highest. The responses were categorized into three categories: low (ratings 1-2), neutral (rating 3), and high (ratings 4-5). The results of the survey indicate that participants experienced a high level of satisfaction and learning. A follow up survey was administered to all participants in October 2013 to assess the impact of the institute on their actual practices and approaches with their students.

Phase 1 – Post Institute Participant feedback

Ratings of Institute Professional Development Content:

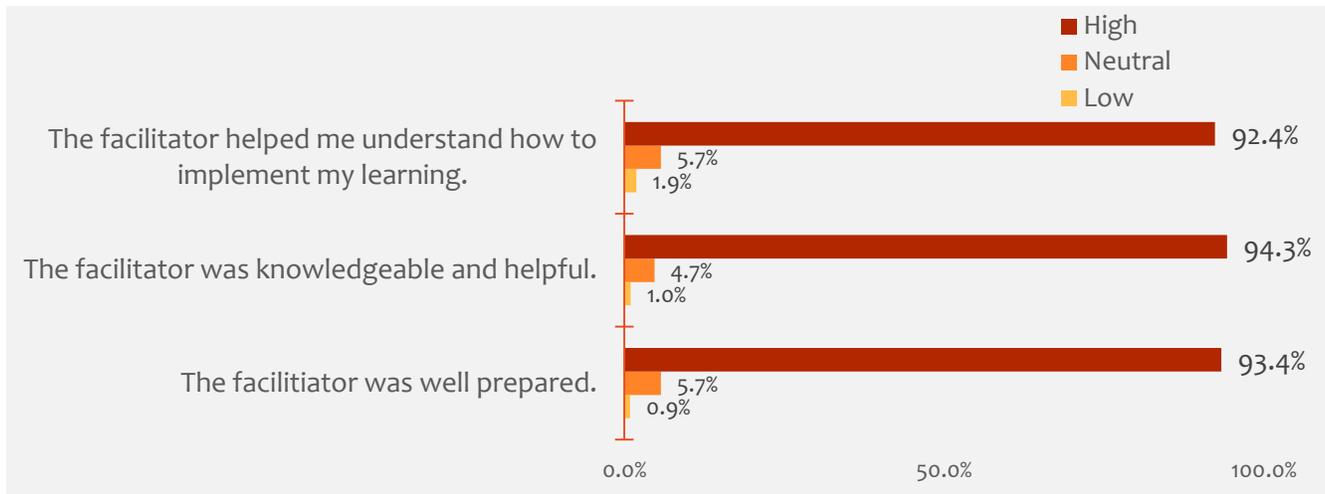
The overwhelming majority (92% or more) of participants rated highly the Institute content in terms of relevance, extending their knowledge and skills and expected use of the training to positively impact their students.



“THE BEST PD SESSION EVER GIVEN IN JCPS. THE STRATEGIES WERE SKILLS YOU COULD IMPLEMENT IN YOUR SCHOOL.” -JCPS teacher

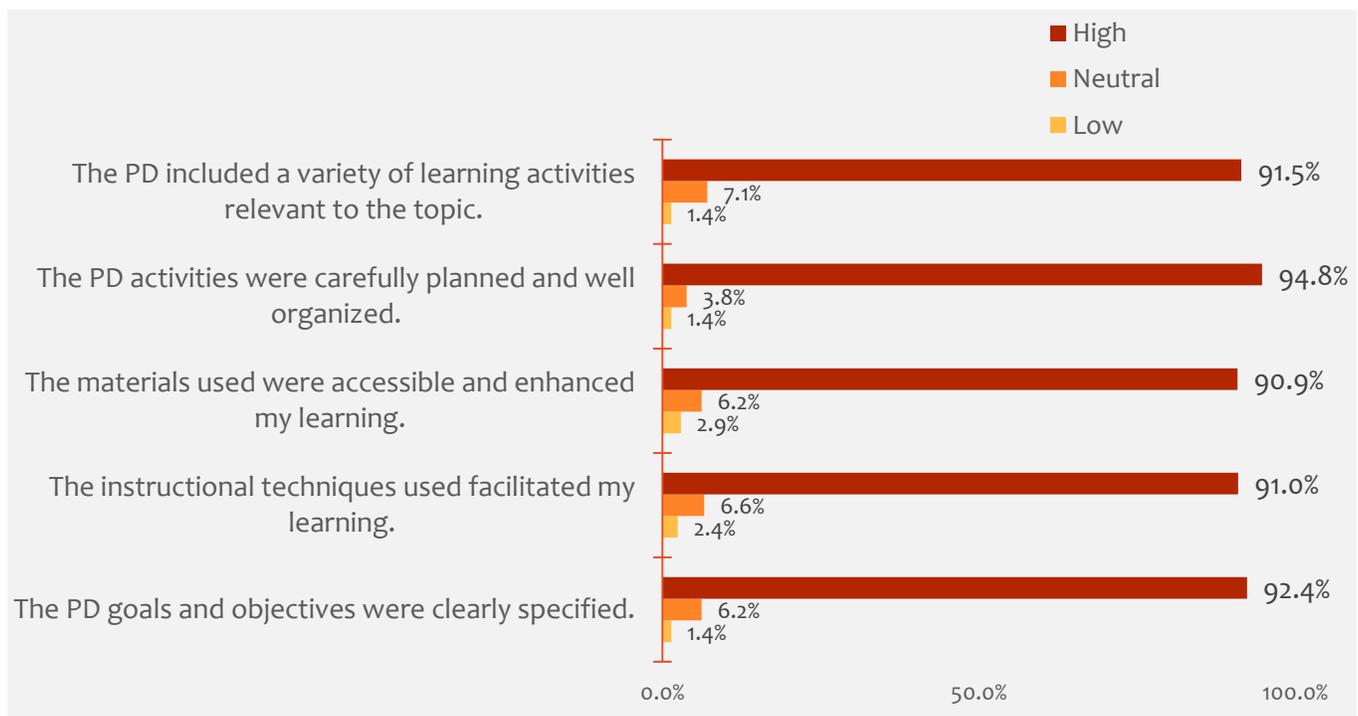
Ratings of facilitator(s)

The overwhelming majority of participants (92% or more) rated the facilitator(s) highly in terms of their knowledge, preparation and facilitating participant learning.



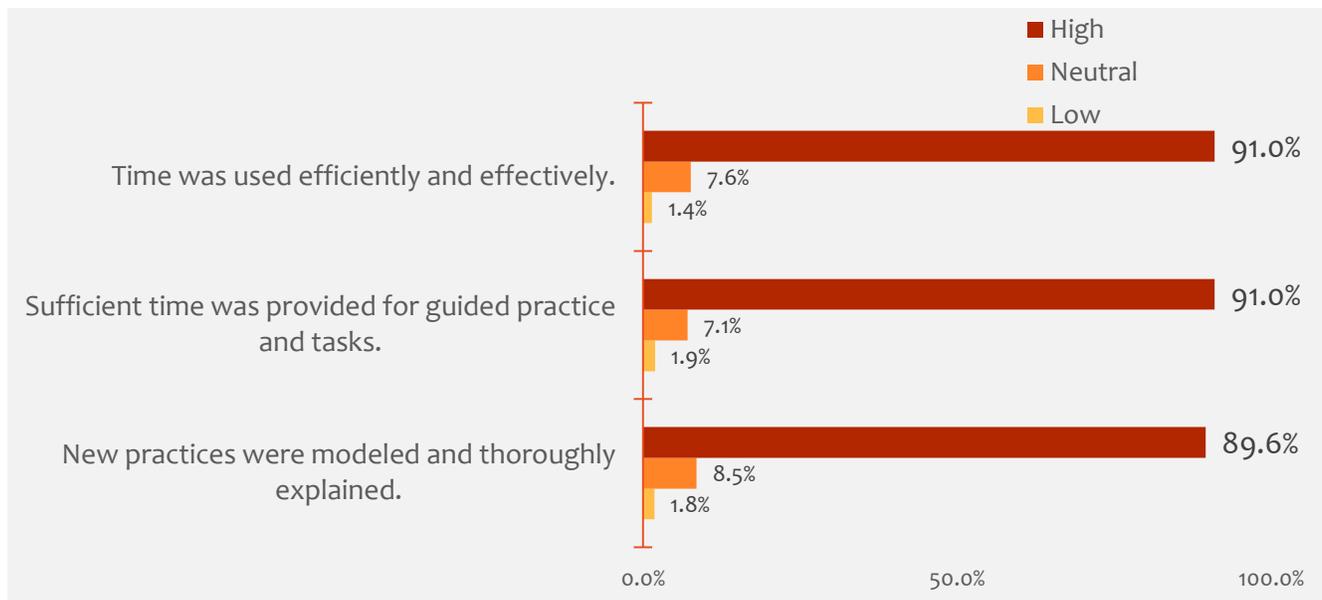
Ratings of process

Almost all (95%) of participants rated highly the planning and organization of institute activities and the majority (90% or more) rated the materials, instructional techniques and clarity of PD goals and objectives highly.



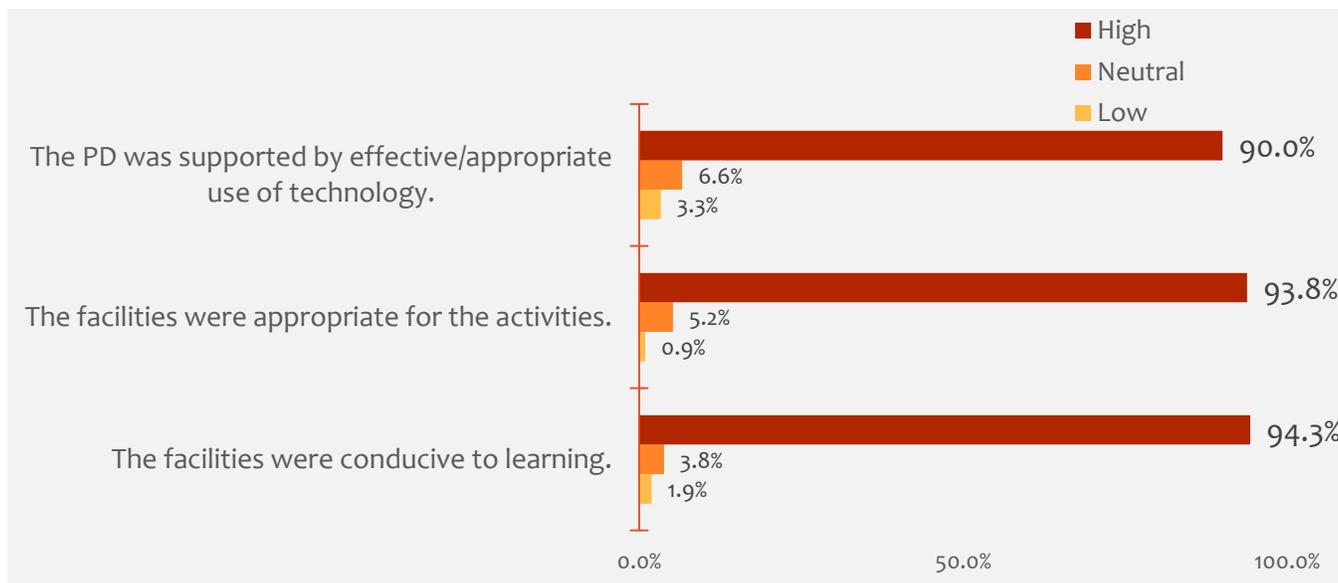
Ratings of time and tasks

The majority of participants (90% or more) rated highly the efficient use of time and modeling of new practices.



Ratings of context

Facilities and use of technology were rated highly by the majority of participants (90% or more)

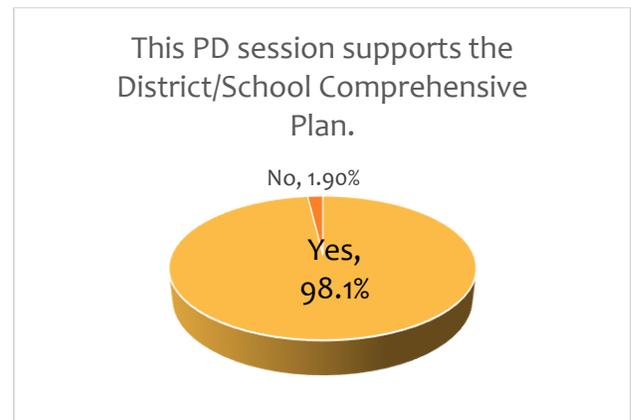
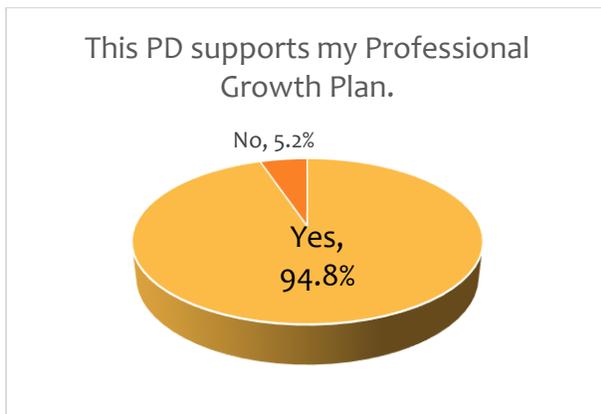


“This was a great PD. One you think about on the way home. Information was well paced to absorb, deals directly with our student population and was positive! Thank you.”

-JCS teacher

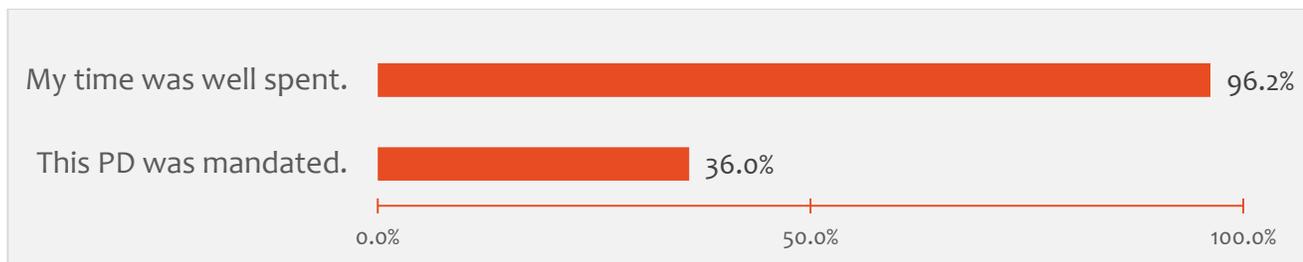
Support of Professional/School/District Growth Plans

95% of participants agreed that the Institute supports their professional growth plan, and almost all (98%) recognized that the institute supports the district/school comprehensive plan.



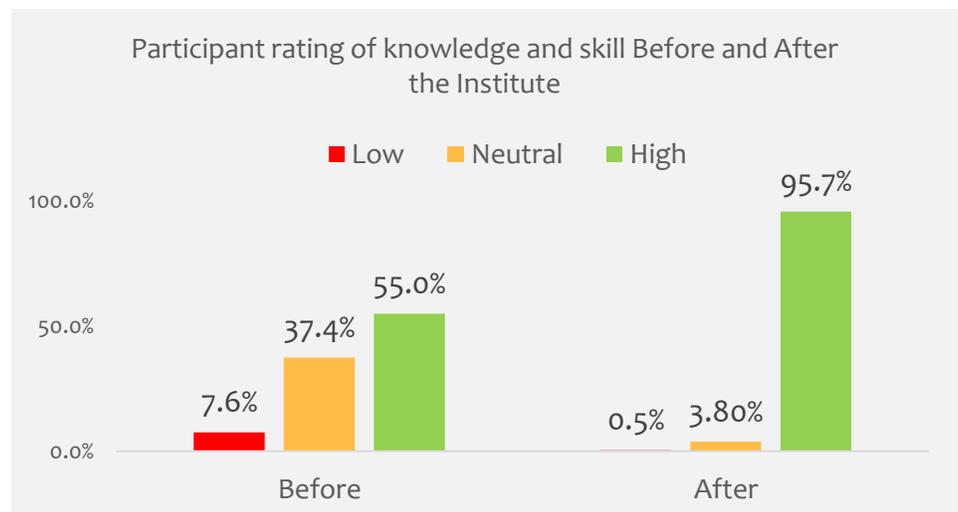
Time

Although the institute was only mandatory for 36% of the participants, 96% agreed that their time was well spent.



Growth in Knowledge/Understanding

The average growth in knowledge and understanding reported by participants (on a scale of 1-5) went from 3.46 before the institute to 4.47 after the institute. The chart demonstrates that 45% of participants rated themselves as having a low or neutral level of knowledge/skill before the institute. Nearly all of them (91% of those with low/neutral before) moved to a high level of knowledge/skill after the institute.

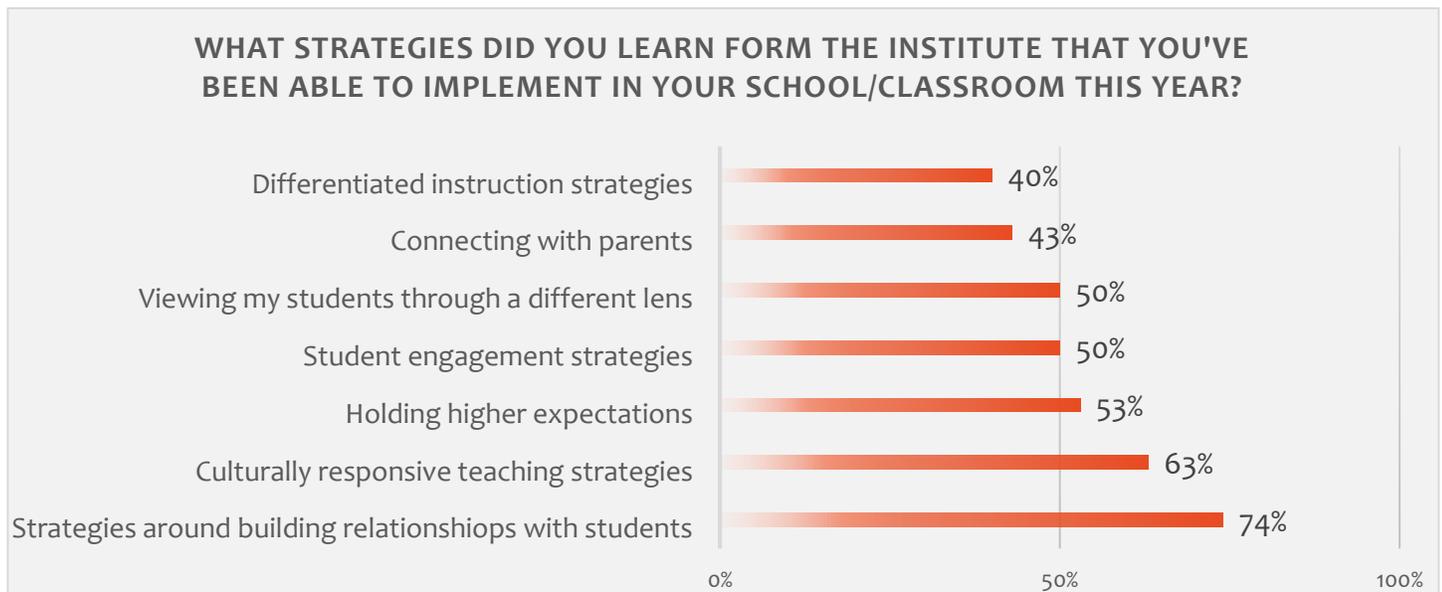


Phase 2– Classroom Implementation

In order to assess the impact that the institute had on the actual implementation of the knowledge and skills learned in the participant’s classrooms, a follow up survey was administered to participants in October. A total of 81 participants responded.

Implementation of Skills & Strategies

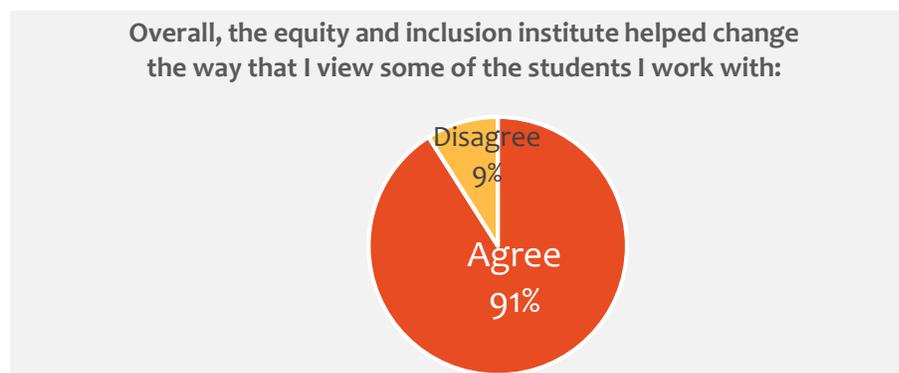
Three in four respondents (74%) reported being able to implement strategies around building relationships with students that they learned from the institute. The next most reported strategy were those related to culturally responsive teaching (63%). Half of the respondents said they have been able to implement student engagement strategies and hold higher expectations as a result of what they learned at the institute.



Other Strategies Implemented as Reported by Participants included (a) Strategies for helping students solve problems, (b) Positive Behavior modification strategies, and (c) Understanding the cultural perspective of the Hispanic community

Seeing Students through a New Lens:

As illustrated, the vast majority of respondents said the institute impacted the way they view some of their students.



Barriers to Implementation:

The table below illustrates the primary themes and sample quotes that emerged from the question “What challenges are you facing to implementing some of the strategies you learned”:

Primary Themes	Sample Quotes
Having the time and sharing the knowledge back to other school staff; staff buy-in and mindsets	“The entire school was not part of the institute so it is difficult to let them see the importance and buy into it.”
Connecting with parents and families	“Connecting with parents has been difficult since our students are so transient and many of our parents have a difficult time with transportation”
Falling back into old habits/resistance to change	“Changing how I do business”... “Teacher resistance to change”
Lack of translation and other support for English Language Learners (ESL)	“The lack of support with translation services for our ESL students and parents makes it difficult”
Lack of district support	“Huge lack of practical district support in this area”
Struggling students below grade level; motivating students	“High concentrations of students who come to the school several years behind grade level”
Adequate time, tight schedules and multiple requirements	“Lack of time for students to truly have meaningful engagement. Twenty minutes here and there is just enough time to add confusion to an over loaded schedule”

Recommendations

- Ongoing offering to all district staff and schools:** The overwhelmingly positive feedback on participant engagement and learning that occurred during the institute coupled with the challenge participants faced with respect to sharing the information with non-attending staff suggests that all district staff would benefit from the institute. This would provide a common language across school staff and consistency with which strategies are used that can support all students, particularly the most mobile students. Additionally, 75% of respondents said they want follow up PD and there were many comments in the open ended that suggest the institute be provided to the entire district. *“This institute was one of the best I received from JCPS. Everyone should attend especially to understand ALL students should get the assistance needed for a quality education.”*

- **Expansion of some topics:** Some participants suggested having the institute address some sensitive, under-addressed issues around gay students and students with disabilities. *“It was very well-organized and enlightening for educators not familiar with the subjects. I was, however, disappointed that the concerns of gay students and disabled students weren't addressed in any of the sessions, considering those students populations are at greater risk of being bullied, dropping out, or committing self-harm. It was a great institute but it needed to address the cultural competence issues of a broader range of student populations (gay, disabled, mentally ill, autistic)”* Additionally, based on the participant reports regarding barriers to implementation, expanding the focus around parent engagement strategies, supporting students below grade level and supporting ESL students is recommended.
- **Continued focus on practical strategies to implement, walk-away resources and practical tools:** Several open responses indicated that the sessions that provided practical strategies and tools for teachers were the most beneficial. *“Sessions that presented tools for inclusive assignments were the most useful.”* Additionally, any session or information on ways staff and schools can use time effectively to address equity and inclusion would be beneficial.
- **Improvement of district support and communication around resources to improve equity and inclusion practices:** Related to the recommendation directly above, several responses indicated a need to ensure teachers are aware of any district resources in the area of equity and inclusion to support teachers and schools *“Very nice learning opportunity. I would like resources or contact to seek information on an ongoing basis.”*