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# **New Teacher Induction Evaluation Summer 2013**

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***September 18, 2013***

## EXECUTIVE SUMMARY

### Recruitment Results

- The majority of the teachers were White (83.4%) or African American (11.7%). No other race/ethnicity accounted for more than 3%. There was an increase in White new hires and a decrease in African American new hires.
- The teachers were primarily female (74.7%) compared to males (25.3%). This is an approximate increase of 2.5% in female new hires and a corresponding decrease in male new hires.
- Most teachers did not have any prior teaching experience (56.6%), while 18.1% of the teachers had 1-3 years' experience, 18.1% had 4-10 years' experience, 5.3% had 11-20 years' experience, and 1.9% had 21 or more years' experience.
- The largest groups, over 10%, of areas of certifications were elementary (43%), ECE (16.2%), math (13.6%), English (10.2%), and social studies (10.9%).
- JCPS recruiters visited numerous sites. The places that had the most teachers attend were the University of Louisville (53), Bellarmine University (16), University of Kentucky (16), Spalding University (14), Western Kentucky University (13), and Indiana University Southeast (12).
- The top influencers for teachers applying to JCPS, which were all over 30%, were "JCPS website job listing" (40.8%), "JCPS employee recommendation" (37.7%), and "family or friend recommendation" (40.4%).
- From the comments, there was a lot of frustration with the application process, communication, and follow-up.
- The top rated influencers to become an educator were: "Enjoy working with students" (4.75), "To make a difference in Society/Give back" (4.58), "Personal life experience(s)" (4.22), and "Content/subject I teach" (4.16).
- The top rated influencers for accepting a position with JCPS were: "Believe this is where I can make a difference" (4.55), "Received a job offer" (4.22), and "The people (i.e. principal, interviewers, etc...)" (4.02).

### Recruitment Recommendations

- Develop a timeline and an application checklist of when and what to expect during the process.
- Develop a systemic way to follow-up with recruits and notify them where they are in the hiring process. This includes being sure all inquiries are responded to in a timely manner.
- Continue revising and examining which colleges and universities are the most likely to provide JCPS new employees.

### NTI Session Results

- The sessions that showed the largest gains from where the participants started were Vision 2015, District Orientation, What I Wish I had Known, Big Rocks/Super 6, JCPS Writing Proclamation, and JCTA. All sessions made statistically significant gains from the before rating to the after rating.
- The seven areas that had the highest mean after ratings were: “Building Positive Relationships” (4.69), “The importance of validating students” (4.58), “The importance of culture when developing relationships with students” (4.56), “Awareness of implicit assumptions about student groups” (4.50), “Behavior Strategies” (4.44), “Ethics, Professionalism, and YOU!” (4.41), and “Considering student culture when planning a lesson” (4.41).
- The sessions that had the highest percent of participants (254) mark that they were interested in additional training were: “KTIP” (19.6%), “Benefits” (12.9%), “Professional Development, Resources, and Technology” (11%), “Behavior Strategies” (10.2%), “Building Positive Relationships” (8.2%), “Teacher Evaluation” (7.8%), and “District Orientation” (7.8%).
- The comments showed an appreciation for the being able to choose which sessions to attend on Day 3, too much sitting and getting information (especially the first day), separate sessions for experienced teachers, and numerous technology requests (TIP training and e-mail availability).

### NTI Recommendations

- Present HR information in smaller groups. This allows for questions and movement.
- Consider expanding sessions from which participants can choose (especially experienced teachers) and more time for questions and answers.
- Make sessions more interactive.
- If possible, have TIP training as an option. Additionally, try to have e-mail accounts ready.
- Provide some information in writing as a reference material.

## **Overview**

The New Teacher Induction (NTI) is an orientation for new teachers to Jefferson County Public Schools (JCPS). This year the NTI was a three day professional development. This year's NTI was conducted at Durrett Auditorium and Male Traditional High School on August 7, 2013-August 9, 2013. This is the sixth consecutive year feedback was collected from the participants. The feedback was focused on two areas: 1) JCPS recruitment initiatives and 2) the professional development (PD)/sessions. This report summarizes the feedback collected from the participants in these two areas.

## **Evaluation Design**

A recruitment survey was administered at NTI. All teachers completed the survey which contained items that addressed demographics, certification, teaching assignments, and recruitment. The recruitment survey also had a place for teachers to give feedback on the hiring process. Teachers completed a second survey at the end of the last session. The format of the second survey was a pre-post retrospective survey, which allows teachers to make a more objective estimate of their prior knowledge of a topic once they had received PD on that topic. 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 marking if they would like additional training or information about a topic presented. Additionally, teachers were asked to write suggestions for improvements for next year.

## **Recruitment Survey**

### *Demographics, Certification, and Recruitment Site Information*

There are several observations regarding the demographic data from the Recruitment Survey:

- The majority of new JCPS teachers are white (83.4%) or African American (11.7%). The data indicated an approximate increase of 6% in the hiring of white teachers and a 3.5% decrease in the hiring of African American teachers from the previous year. The Hispanic and "other" new hires decreased while Asian new hires increased, but these are a relatively small percent of the new hires.
- The majority of the new JCPS teachers are female (74.7%). This survey data indicates an increase of approximately 2.5% in female new hires and a corresponding decrease in male new hires.
- The majority of new JCPS teachers do not have any prior teaching experience (56.6%). This is a decrease of approximately 8%. There is an increase of new JCPS teachers with 1-3 years and 4-10 years' experience to 18.1%. Teachers with 11-20 years' experience (5.3%), and 21 or more years' experience (1.9%) has remained relatively consistent over the past three years.

For a complete listing of all numbers and percentages, see *Table 1: Demographics*. The table includes three years of trend data.

Table 1: Demographics

Race/Ethnicity	2010	2011	2012	2013
White	272 (76.8%)	174 (72.0%)	191 (77.3%)	221(83.4%)
African-American	73 (20.6%)	49 (20.5%)	38 (15.4%)	31 (11.7%)
Hispanic	2 (0.6%)	7 (2.9%)	8 (3.2%)	3 (1.1%)
Asian	2 (0.6%)	3 (1.3%)	2 (0.8%)	6 (2.3%)
Other	5 (1.4%)	8 (3.3%)	8 (3.2%)	4 (1.5%)
Gender	2010	2011	2012	2013
Female	246 (69.1%)	156 (64.7%)	176 (72.1%)	198 (74.7%)
Male	110 (30.9%)	85 (35.3%)	68 (27.9%)	67 (25.3%)
Years' Experience	2010	2011	2012	2013
0 Years	214 (59.9%)	167 (69.3%)	158 (64%)	150 (56.6%)
1-3 Years	70 (19.6%)	33 (13.7%)	32 (13.0%)	48 (18.1%)
4-10 Years	44 (12.3%)	27 (11.2%)	40 (16.2%)	48 (18.1%)
11-20 Years	20 (5.6%)	10 (4.1%)	12 (4.9%)	14 (5.3%)
21+ Years	9 (2.5%)	4 (1.7%)	5 (2.0%)	5 (1.9%)

The largest groups, over 10%, of areas of certifications were elementary (43%), ECE (16.2%), math (13.6%), English (10.2%), and social studies (10.9%). There were 66 teachers that had certification in two or more areas, accounting for 72 additional certifications identified. The teaching assignments were largest in the same five categories and science. There were 5 (1.9%) that marked their teaching assignment as unknown and an additional 22 (8.3%) that did not mark their teaching assignment. *Table 2: Area of Certification and Teaching Assignment* contains the complete list for all areas of certifications and teaching assignments. Approximately 48% of those participating in the NTI will be teaching at the elementary school level, 21% at the middle school level, 27% at the high school level, and 2% at the pre-school level.

When looking at the recruitment sites, six sites interviewed 3 or more candidates that made it to New Teacher Induction. These sites are: University of Louisville – Job Recruitment and Information Fair (31), Indiana University Southeast – Education Job Fair (5), Eastern Kentucky University – Kentucky Teacher Network Fair (3), GRREC/WKU – Teacher Job Fair 2013 (3), Murray State University – Teacher/Ed Fair (3), and University of Kentucky – Teacher Network Job Fair (3). Sites that have not produced a JCPS new hire for at least three consecutive years are: Central Michigan University and University of Tennessee - Knoxville. For a four year trend listing of current sites visited see *Table 3: Recruitment Sites and Interviews*.

The places that had the most teachers attend were the University of Louisville (53), Bellarmine University (16), University of Kentucky (16), Spalding University (14), Western Kentucky University (13), and Indiana University Southeast (12). University of Louisville was consistent with prior years. Bellarmine University, University of Kentucky, Spalding, and Western Kentucky University all had slight increases in the percentage of new hires. The places that gained the most were Murray State University

(2012 – 2; 2013 – 6) and University of Cumberlands (2012 – 3; 2013 – 6). See *Table 4: College/University Attended (% of respondents)* for complete list of colleges and universities.

*Table 2: Area of Certification and Teaching Assignment*

	Area of Certification				Teaching Assignment			
	2010	2011	2012	2013	2010	2011	2012	2013
	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent	Number Percent
<b>Elementary</b>	114 31.9%	80 33.2%	78 31.6%	114 43.0%	104 29.1%	66 27.4%	53 21.5%	99 37.4%
<b>Math</b>	65 18.2%	32 13.3%	43 17.4%	36 13.6%	48 13.4%	27 11.2%	42 17.0%	28 10.6%
<b>English</b>	47 13.2%	43 17.8%	32 13.0%	27 10.2%	37 10.4%	31 12.9%	23 9.3%	20 7.5%
<b>Social Studies</b>	40 11.2%	33 13.7%	25 10.1%	29 10.9%	19 5.3%	22 9.1%	15 6.1%	20 7.5%
<b>ECE</b>	54 15.1%	40 16.6%	49 19.8%	43 16.2%	33 9.4%	29 12.0%	34 13.8%	18 6.8%
<b>Science</b>	53 14.8%	34 14.1%	31 12.6%	25 9.4%	40 11.2%	31 12.9%	27 10.9%	18 6.8%
<b>ESL</b>	5 1.4%	7 2.9%	5 2.0%	10 3.8%	4 1.1%	3 1.2%	1 0.4%	7 2.6%
<b>Art</b>	2 0.6%	4 1.7%	0 0.0%	5 1.9%	1 0.3%	3 1.2%	0 0.0%	5 1.9%
<b>Pre-School</b>	9 2.5%	10 4.1%	17 6.9%	8 3.0%	5 1.4%	6 2.5%	12 4.9%	4 1.5%
<b>Music</b>	7 2.0%	5 2.1%	11 4.5%	6 2.3%	7 2.0%	5 2.1%	10 4.0%	4 1.5%
<b>Arts/Humanities</b>	4 1.1%	9 3.7%	1 0.4%	2 0.8%	1 0.3%	12 5.0%	4 1.6%	2 0.8%
<b>Technology</b>	2 0.6%	3 1.2%	4 1.6%	0 0.0%	3 0.8%	2 0.8%	3 1.2%	1 0.4%
<b>Health/PE</b>	5 1.4%	4 1.7%	3 1.2%	0 0.0%	2 0.6%	4 1.7%	2 0.8%	0 0.0%
<b>Vocational Education</b>	5 1.4%	0 0.0%	0 0.0%	0 0.0%	4 1.1%	1 0.4%	0 0.0%	0 0.0%
<b>PE Only</b>	2 0.6%	0 0.0%	2 0.8%	0 0.0%	1 0.3%	0 0.0%	1 0.4%	0 0.0%
<b>Other</b>	42 11.8%	16 6.6%	28 11.3%	29 10.9%	21 5.9%	10 4.1%	14 5.7%	39 14.7%

Table 3: Recruitment Sites and Interviews

College/University	Recruitment Fair	2010 #/%	2011 #/%	2012 #/%	2013 #/%
Ball State	Teacher Fair	2/0.6%	0/0.0%	NA	1/0.4%
Bowling Green State Univ	Buckeye Bonanza	1/0.3%	1/0.4%	1/0.4%	1/0.4%
Butler Univ	Tchr Candidate Interview Day	NA	NA	1/0.4%	0/0.0%
Central Michigan Univ	Annual Teacher Recruitment Fair	0/0.0%	0/0.0%	0/0.0%	0/0.0%
Eastern KY University	KY Teacher Network Fair	2/0.6%	0/0.0%	NA	4/0.8%
Eastern Michigan Univ	Teacher Job Fair 2012	0/0.0%	0/0.0%	0/0.0%	1/0.4%
Grand Valley State	Expanding Your Horizon's West MI	1/0.3%	0/0.0%	1/0.4%	1/0.4%
GRREC/Western KY Univ	GRREC/WKU Student Tchr Job Fair	0/0.0%	0/0.0%	1/0.4%	1/0.4%
GRREC/WKU	Teacher Job Fair 2012	0/0.0%	0/0.0%	0/0.0%	3/1.1%
Indiana Univ Southeast	Education Job Fair	0/0.0%	1/0.4%	8/2.9%	5/1.9%
Miami Univ	Tchr Job Fair	10/2.8%	7/2.9%	1/0.4%	2/0.8%
Morehead State Univ	2012 Tchr Interview Exposition	NA	NA	0/0.0%	0/0.0%
Murray State Univ *	Tchr/Ed Fair	0/0.0%	8/3.3%	0/0.0%	3/1.1%
Murray State Univ *	Spring Teacher Fair	*	*	0/0.0%	1/0.4%
Northern KY Univ	Teacher Job Fair 2013	0/0.0%	0/0.0%	NA	2/0.8%
NOTED	Northeast Ohio Tchr Ed Day	NA	NA	2/0.7%	1/0.4%
Ohio Northern Univ	Buckeye Bonanza	NA	NA	0/0.0%	0/0.0%
Ohio State Univ	Buckeye Bonanza	0/0.0%	2/0.8%	1/0.4%	0/0.0%
Ohio Univ	Buckeye Bonanza	NA	NA	0/0.0%	0/0.0%
Univ of AL Birm	Ed Career Fair	2/0.6%	0/0.0%	2/0.7%	0/0.0%
Univ of Dayton	Univ of Dayton Ed Interview Day	10/2.8%	0/0.0%	4/1.5%	1/0.4%
Univ of Kentucky	KY Tchr Network Job Fair	10/2.8%	2/0.8%	3/1.1%	3/1.1%
Univ of Louisville	Job Recruitment & Info Fair	21/5.9%	12/5.0%	38/14.0%	31/11.7%
Univ of Michigan	Education Job Fair	3/0.8%	0/0.0%	1/0.4%	1/0.4%
Univ of Michigan-Flint	Ed Career Fair	NA	NA	NA	0/0.0%
Univ of Southern IN	Teacher Recruitment Fair	3/0.8%	0/0.0%	NA	0/0.0%
Univ of TN Knoxville	Ed Job Fair	1/0.3%	0/0.0%	0/0.0%	0/0.0%
Univ of Toledo	Buckeye Bonanza	NA	NA	0/0.0%	1/0.4%
Wright State Univ	Ed Fair & Interview Day	1/0.3%	2/0.8%	1/0.4%	1/0.4%
Xavier Univ	SW Ohio/N KY Ed Career Fair	2/0.6%	0/0.0%	2/0.7%	0/0.0%

\* Previous years did not distinguish between the different fairs. Previous data is recorded on the first entry line for this site.

Table 4: College/University Attended (% of respondents)

Location	Site Attended							
	2010 #	2010 %	2011 #	2011 %	2012 #	2012 %	2013 #	2013 %
University of Louisville*!	76	21.3%	47	19.5%	69	28%	53	26.8%
Bellarmino University*!	25	7.0%	19	7.9%	16	6.5%	16	8.1%
University of Kentucky!	10	2.8%	4	1.7%	12	4.9%	16	8.1%
Spalding University*	10	2.8%	8	3.3%	11	4.5%	14	7.1%
Western Kentucky University*!	10	2.8%	3	1.2%	15	6.1%	13	6.6%
Indiana University Southeast*	6	1.7%	5	2.1%	12	4.9%	12	6.1%
Murray State University!	4	1.1%	7	2.9%	2	0.8%	6	3.0%
University of the Cumberlands!	NA	NA	NA	NA	3	1.2%	6	3.0%
Georgetown College*!	NA	NA	NA	NA	5	2.0%	5	2.5%
Morehead State University!	NA	NA	NA	NA	3	1.2%	5	2.5%
Cambellsville University!	NA	NA	NA	NA	2	0.8%	4	2.0%
Eastern Kentucky University!	7	2.0%	2	0.8%	0	0.0%	4	2.0%
Asbury College	0	0.0%	0	0.0%	0	0.0%	2	1.0%
Ball State University!	2	0.6%	1	0.4%	0	0.0%	2	1.0%
Bowling Green U. of Ohio*	2	0.6%	2	0.8%	0	0.0%	2	1.0%
Miami University of Ohio	11	3.1%	1	0.4%	1	0.4%	2	1.0%
Northern Kentucky University	0	0.0%	2	0.8%	2	0.8%	2	1.0%
Wright State University!	3	0.8%	2	0.8%	0	0.0%	2	1.0%
University of Alabama Birmingham	2	0.6%	0	0.0%	1	0.4%	1	0.5%
University of Dayton!	12	3.4%	2	0.8%	3	1.2%	1	0.5%
University of Southern Indiana	2	0.6%	0	0.0%	0	0.0%	1	0.5%
University of Tennessee!	2	0.6%	0	0.0%	1	0.4%	1	0.5%
Western Michigan University	1	0.3%	1	0.4%	1	0.4%	1	0.5%
Central MI – Mt. Pleasant	2	0.6%	0	0.0%	0	0.0%	0	0.0%
Chicago State	NA	NA	1	0.4%	0	0.0%	0	0.0%
Cleveland State	NA	NA	2	0.8%	0	0.0%	0	0.0%
East Michigan	6	1.7%	0	0.0%	0	0.0%	0	0.0%
Eastern Illinois	NA	NA	0	0.0%	1	0.4%	0	0.0%
Findlay College	0	0.0%	1	0.4%	0	0.0%	0	0.0%
Grand Valley	3	0.8%	0	0.0%	0	0.0%	0	0.0%
Indiana State University!	4	1.1%	0	0.0%	0	0.0%	0	0.0%
Kentucky State University – Frankfort	10	2.8%	1	0.4%	1	0.4%	0	0.0%
Kentucky Teacher Network	NA	NA	1	0.4%	0	0.0%	0	0.0%
Michigan State University	7	2.0%	0	0.0%	0	0.0%	0	0.0%
Ohio State University	2	0.6%	4	1.7%	0	0.0%	0	0.0%
St Catherine College	NA	NA	NA	NA	2	0.8%	0	0.0%
University of Cincinnati	NA	NA	0	0.0%	1	0.4%	0	0.0%
University of Indy (TCID)	2	0.6%	0	0.0%	0	0.0%	0	0.0%
University of Michigan	5	1.4%	0	0.0%	1	0.4%	0	0.0%
Xavier University	3	0.8%	1	0.4%	2	0.8%	0	0.0%
G Sky Teach	0	0.0%	8	3.3%	1	0.4	1	0.5%
Teach Kentucky	NA	NA	11	4.6%	NA	NA	NA	NA
Two or More Universities	NA	NA	NA	NA	18	7.3%	13	6.6%
Other	20	5.6%	9	3.7%	30	12.2%	27	13.6%
Not Applicable (% of total)	38	10.6%	36	14.9%	34	13.8%	54	20.3%

\* These Universities were also listed in combination with other universities (2012).

! These Universities were also listed in combination with other universities (2013).



Teachers were asked for their top influences for applying to JCPS where they could chose more than one reason if needed. The top influencers for teachers applying to JCPS, which were all over 30%, were “JCPS website job listing” (40.8%), “JCPS employee recommendation” (37.7%), and “family or friend recommendation” (40.4%). The influencer, “personal contact with JCPS recruiter”, had a 26.0% response rate. The least effective influencers were “TeacherTeacher.com” (0.0%), “Job Search Journal” (0.0%), and “television advertising” (0.0%). There were 112 (42.3%) of the respondents that responded to 2 or more influencers. *TABLE 5: Items that Influenced Decision to Apply to JCPS* has exact counts and percentages for each influencer.

*Table 5: Items that Influenced Decision to Apply to JCPS*

Influenced Decision to Apply to JCPS	2012 Count	2012 Percent*	2013 Count	2013 Percent*
JCPS website job listing	123	45.2%	108	40.8%
JCPS employee recommendation	121	44.5%	100	37.7%
Family or friend recommendation	91	33.5%	107	40.4%
Personal contact with JCPS recruiter	89	32.7%	69	26.0%
TeacherTeacher.com	1	0.4%	0	0.0%
Television advertising	37	13.6%	1	0.4%
Job search journal	3	1.1%	0	0.0%

\* Participants could identify multiple influencers.

There were 89 individuals that made comments to the question, “How can we improve the hiring process (e.g. application, recruitment contact, follow-up, contract signing)?” These comments were then divided into categories, where an individual’s comment may be divided into multiple categories. This led to a total of 94 comments. *Table 6: Recruitment Theme Summary* shows the number of each type of comment.

*Table 6: Recruitment Theme Summary*

THEME	NUMBER
Application Process	30
Communication and Follow-up	28
Access to Technology	11
Hiring Suggestions	10
Positive - Specific People Named	6
NTI	5
Recruitment Suggestions	3
General Suggestions	1

### *Recruitment Comments and Suggestions*

Thirty comments mentioned the application process. Below are selected comments that are representative of this group:

- “The application is difficult to navigate: Lost my information 3 different times causing me to have to reapply 4 different occasions (however HR was great help all 4 times).”
- “It has taken me almost 3 years to get hired. The hiring process makes no sense and seems based on who you know or if you bother the HR person enough to get an interview. I do not believe the hiring process is equitable.”
- “Application should be one where you can save and come back. Should be fewer items needed on application, should remove things you will ask for later.”
- “Make it easier to know what needs to be submitted - I accidentally found out that I had ‘out dated’ references. I felt like I never knew what I needed to do and/or when to do it. Maybe a checklist.”
- “A clear list of what needs to be attached to the on-line application on the application site.”
- “A way of knowing whether or not your application has gone through or status of application. I spent months not knowing if my application went through only to find one of my references had not yet responded. Could have been easily resolved sooner if I was notified”
- “There should be steps (1,2,3,...) for what you need to do and one person in particular to take us through the process (liaison).”
- “When coming to the contract signing send an email prior to the signing about what exact materials need to be brought. Plus having some sort of new teacher to do checklist would've been very beneficial.”
- “Make the on-line application easier.”
- “Provide a checklist from application to the beginning of classes.”
- “Provide everything needed on-line application. I had to call to know I needed other things.”
- “Perhaps include a checklist on JCPS Website of tasks to be completed as well as the order they are to be done. It's a long, mysterious, often confusing process.”
- “It would be nice if the \$36.50 finger printing from my student teaching in Spring 2013 would also have covered me for this job so I did not have to pay again.”

Twenty-eight comments dealt specifically with communication and follow-up. Below are a handful of selected comments that seem to be representative of this group:

- “More frequent communication during lapses in the process. I continued applying elsewhere because I never knew where things stood.”
- “I think phone calls need to be made to tell candidates that they did or did not receive an offer! Some schools never contacted me again after an interview.”
- “More information provided after hire about timelines and important information.”
- “I would like more information and contact from HR.”
- “Tell up front you don't help with relocation expenses. Stay in contact with new hires after contract signing (I feel abandoned).”

- “Contact signing should be more informative; offer more out-of-state support! (Very confusing process to move!)”
- “I kept getting misinformation about the completion of my on-line application.”
- “I had trouble getting in touch with HR.”
- “Follow-up after interviews.”
- “Try to give new hires out of area more information about mandatory training days once offered the job to JCPS! I had to move everything up very rapidly to make it here by today. Barely had the 3 day NTI training mentioned to me and that was because I persisted on calling and asking questions.”

There were 11 comments that requested earlier access to technology. Comments included:

- “Assign e-mail/ user names quicker.”
- “Quicker access to PD Central.”
- “Have e-mail before NTI would be helpful☺.”
- “Get organized with TIP training, getting email addresses issued - all things actually needed to do our job.”
- “I'm still confused regarding my email account. If there was a standard email sent w/ information. Instead of websites that must be visited in specific order. It would be much more user friendly.”

There were 10 suggestions made regarding hiring. A sample of these comments included:

- “Do not hire so last minute.”
- “Hire earlier in the summer.”
- “List specific schools that have openings. So we can work together to find the best fit for schools and teachers!”
- “Alert hires that the first school to ask for you is the school that gets to hire you. You do not have a choice if more than one wants to hire you.”

There were 6 general positive comments. A sample of these comments included:

- “You guys are great!”
- “Thank you.”
- “I have been very happy with the process so far.”
- “Everyone I encountered in the process has been professional, efficient and friendly☺.”

There were 5 comments specific to the New Teacher Induction (survey completed at the end of day

1). Some of these comments were:

- “Provide only strictly relevant information at induction.”
- “This New Teacher Induction is awful. Too much information to remember w/o being able to access (b/c lack of email). Everyone just keep saying ‘check the wiki’. What's the point of having

us all here if we just have to ‘check the wiki’? This time could be better spent on 1st year teacher assistance with planning and classroom set up.”

- “A schedule of NTI in advance.”

There were 3 comments that were specific suggestions to assist with recruitment. These comments were:

- “I would like to see more recruitment with JCPS.”
- “I searched for a job after getting off of active duty. You should use the Troops to Teacher Program. Contact Wayne Eceles and promote contact info at Ft. Knox military installations.”
- “Be more open to outsiders.”

One last comment suggested, “Make benefits available within 30 days instead of 60 days.”

### *Participant Questionnaire*

In addition to the Recruitment Information, participants were asked a series of questions in three categories. The first category is participation in education programs for pre-service teachers. The second category is asking questions regarding the participants’ rationale to become an educator. The third category of questions are asking participants questions regarding the reason they decided to accept a position in JCPS.

*Table 7: Pre-service Educational Program Participation* highlights the following:

- ACES has the largest number of participants of the educational programs listed (10.9%),
- Multicultural (Minority) Teacher Recruitment Program (MTRP) – College (3.4%) and Future Educators of America (FEA) – High School (3.0%) had the next highest participation rate,
- Multicultural (Minority) Teacher Recruitment Program (MTRP) – High School (0.4%) had the lowest participation rate, and
- Other programs listed with six participants each were Teach Kentucky and Kentucky Education Association (KEA).

*Table 7: Pre-service Educational Program Participation*

<b>Educational Program</b>	<b>Number</b>	<b>Percent</b>
Multicultural (Minority) Teacher Recruitment Program (MTRP) – High School	1	0.4%
Multicultural (Minority) Teacher Recruitment Program (MTRP) – College	9	3.4%
Future Educators of America (FEA) – High School	8	3.0%
Alternative Certification Elementary or Secondary (ACES) Program – Post Baccalaureate	29	10.9%
Other Education Club(s) or Organization(s) <i>Teach Kentucky (6), KEA (6), NEA (2), Kappa Delta Pi (2), Alternate Certification LBD, Alternate Certification Moderate to Severe Disabilities, American and Kentucky Speech-Language Hearing Association, ATPE and UEA, ECA, Graduate Southern KY Teach Program, Minority Educators Association, MTR, NAEYC and KAEYC, National Science Teacher Association, Professional Partnership Network, Society Photographic Education, and Students Education Association.</i>	28	10.6%
None/Blank	190	71.7%

The participants were asked to “Please rate the extent to which you agree each factor influenced your decision to become an educator.” The highest rated responses were:

- “Enjoy working with students” (4.75),
- “To make a difference in Society/ Give back” (4.58),
- “Personal life experience(s)” (4.22), and
- “Content/subject I teach” (4.16).

The lowest rated response was:

- “Coaching sports” (2.46).

Additional tests were completed to determine if some influencers were more important than others by the groups of race/ethnicity (White and African-American – too few in other groups to complete statistical testing), gender, or teaching assignment level (Elementary, Middle, or High). The following were statistically significant:

- “Teacher schedule” ( $p < .05$ : White mean = 3.61, African-American mean = 3.17),
- “To make a difference in society/give back” ( $p < .05$ : White mean = 4.57, African-American mean = 4.77),
- “Coaching sports” ( $p < .001$ : Male mean = 3.06, Female mean = 2.25),
- “Enjoy working with students” ( $p < .05$ : Male mean = 4.64, Female mean = 4.78),
- “Job security” ( $p < .01$ : Male mean = 3.83, Female mean = 3.44),
- “Personal life experience(s)” ( $p < .05$ : Male mean = 4.05, Female mean = 4.28),
- “Previous teacher(s)” ( $p < .05$ : Male mean = 3.77, Female mean = 4.06), and
- “Content/subject I teach” ( $p < .001$ : Elementary mean = 3.83, Middle mean = 4.51, High mean = 4.46)

*Table 8: Influencers to Become an Educator* has complete question results.

Participants were asked, “Please rate your level of agreement for each reason for accepting a position with JCPS.” The highest rated responses were:

- “Believe this is where I can make a difference” (4.55),
- “Received a job offer” (4.22), and
- “The people (i.e. principal, interviewers, etc...)” (4.02).

The lowest rated response was;

- “Recruited to come here” (2.78).

Additional tests were completed to determine if some influencers were more important than others by the groups of race/ethnicity (White and African-American – too few in other groups to complete statistical testing), gender, or teaching assignment level (Elementary, Middle, or High). The following were statistically significant:

- “Received a job offer” ( $p < .05$ : White mean = 4.27, African-American mean = 3.93), and
- “Recruited to come here” ( $p < .001$ : Elementary mean = 2.47, Middle mean = 3.15, High mean = 3.01).

Table 9: Influencers to Accept a Position with JCPS has complete question results.

Table 8: Influencers to Become an Educator

Influencer	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Overall Rating
1. Coaching sports	<b>37.4%</b> n=96	14.4% n=37	19.8% n=51	21.4% n=55	7.0% n=18	2.46
2. College professor(s)	11.3% n=29	12.1% n=31	21.5% n=55	<b>37.5%</b> n=96	17.6% n=45	3.38
3. Content/subject I teach	2.3% n=6	3.5% n=9	11.3% n=29	41.2% n=106	<b>41.6%</b> n=107	4.16
4. Enjoy working with students	0.4% n=1	0.0% n=0	0.8% n=2	22.4% n=58	<b>76.4%</b> n=198	4.75
5. Family	2.7% n=7	7.0% n=18	25.8% n=66	<b>39.1%</b> n=100	25.4% n=65	3.77
6. Job security	4.7% n=12	9.3% n=24	31.9% n=82	<b>35.8%</b> n=92	18.3% n=47	3.54
7. Opportunity for advancement	3.1% n=8	10.9% n=28	<b>34.3%</b> n=88	34.0% n=87	17.8% n=45	3.52
8. Personal life experience(s)	1.1% n=3	1.5% n=4	12.7% n=33	<b>43.5%</b> n=113	41.2% n=107	4.22
9. Prestige of position	7.9% n=20	16.1% n=41	<b>44.5%</b> n=113	26.4% n=67	5.1% n=13	3.05
10. Previous teacher(s)	2.7% n=7	5.5% n=14	16.9% n=43	<b>40.4%</b> n=103	34.5% n=88	3.98
11. Teacher schedule (work year, school day, etc...)	4.7% n=12	9.7% n=25	28.0% n=72	<b>39.3%</b> n=101	18.3% n=47	3.57
12. To make a difference in Society/Give back	1.1% n=3	0.4% n=1	2.7% n=7	31.0% n=81	<b>64.8%</b> n=169	4.58
OTHER: “Passion for educating kids”, “To show our black males that they can succeed”, “It is what I am <u>meant</u> to do”, and “To see others grow”						

Table 9: Influencers to Accept a Position with JCPS

Influencer	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Overall Rating
1. Believe this is where I can make a difference	0.8% n=2	0.4% n=1	2.7% n=7	35.0% n=91	<b>61.2%</b> <b>n=159</b>	4.55
2. Benefits (e.g. healthcare)	0.4% n=1	2.3% n=6	27.3% n=71	<b>51.5%</b> <b>n=134</b>	18.5% n=48	3.85
3. Family and friends live in the area	8.1% n=21	8.9% n=23	26.0% n=67	<b>34.5%</b> <b>n=89</b>	22.5% n=58	3.54
4. Job security	3.9% n=10	3.5% n=9	32.8% n=85	<b>43.2%</b> <b>n=112</b>	16.6% n=43	3.65
5. Opportunity for job advancement	3.5% n=9	4.6% n=12	<b>39.0%</b> <b>n=101</b>	36.7% n=95	16.2% n=42	3.57
6. Received a job offer	1.2% n=3	2.7% n=7	9.7% n=25	<b>45.9%</b> <b>n=119</b>	40.5% n=105	4.22
7. Recruited to come here	20.2% n=52	17.8% n=46	<b>35.3%</b> <b>n=91</b>	17.1% n=44	9.7% n=25	2.78
8. Salary	1.2% n=3	3.1% n=8	21.9% n=57	<b>50.4%</b> <b>n=131</b>	23.5% n=61	3.92
9. The geographic area	2.7% n=7	5.8% n=15	29.5% n=76	<b>38.4%</b> <b>n=99</b>	23.6% n=61	3.74
10. The people (i.e. principal, interviewers, etc...)	2.7% n=7	1.9% n=5	21.9% n=57	<b>37.7%</b> <b>n=98</b>	35.8% n=93	4.02
OTHER: "I already lived in Louisville and I don't want to move away right now", "Principal A at School A, Love her", "I am here because Teach Kentucky recruited me", "Hr Specialist A is the best!!!", "Hr Specialist A", "Hr Specialist B – Wonderful", "Went to JCPS", "Principal B is an inspiration", and "Many different schools and various opportunities."						

## Session Survey

There were three days of professional development sessions/topics for this year's New Teacher Induction. The first day included these sessions: 1) District Orientation (30 minutes), 2) JCTA (10 minutes), 3) Compliance and 504 (30 minutes), 4) Benefits (50 minutes), 5) KTIP (15 minutes), 6) Ethics and Professionalism (30 minutes), 7) Certification (15 minutes), 8) Substitute Teacher Procedures (15 minutes), 9) Professional Development, Resources, and Technology (20 minutes), and 10) Cultural Competence (135 minutes). The second day was focused on content and standards. The morning session was a general session for all participants and the mid-morning and afternoon were spent in content specific sessions. The third day participants participated in a session on Teacher Evaluation in the morning and then in mid-morning and in the afternoon, participants chose three sessions to attend out of the ten choices offered. To evaluate the sessions/topics a retrospective survey was used. At the end of the third day, the new hires rated where they perceived their knowledge/ability before the session to where they perceived their knowledge/ability to be after the session. There were 255 participants that completed the survey. An additional question asked them to mark if they "would like additional training or information."

All sessions showed statistically significant growth. The six sessions that had the highest mean growth were:

- Vision 2015(2.00),
- District Orientation (1.68),
- What I Wish I Had Known (1.59)
- Big Rocks/Super 6 (1.58),
- JCPS Writing Proclamation (1.55), and
- JCTA (1.52).

The six sessions that showed the lowest growth (although statistically significant) were:

- The importance of validating students (.56),
- Ethics, Professionalism, and YOU! (.60),
- The importance of culture when developing relationships with students (.62),
- Certification (.67),
- Considering student culture when planning a lesson (.69), and
- Differentiated strategies for diverse learners in regular classrooms.



The seven areas that had the highest mean after ratings were:

- Building Positive Relationships (4.69),
- The importance of validating students (4.58),
- The importance of culture when developing relationships with students (4.56),
- Awareness of implicit assumptions about student groups (4.50),
- Behavior Strategies (4.44),
- Ethics, Professionalism, and YOU! (4.41), and
- Considering student culture when planning a lesson (4.41).

The areas that had the lowest mean after ratings were:

- Big Rocks/Super 6 (3.54),
- JCPS Writing Proclamation (3.56), and
- Implementing the new Science Standards in the elementary classroom (3.59).

The sessions that had the highest percent of participants (254) mark that they were interested in additional training were:

- KTIP (19.6%),
- Benefits (12.9%),
- Professional Development, Resources, and Technology (11%),
- Behavior Strategies (10.2%),
- Building Positive Relationships (8.2%),
- Teacher Evaluation (7.8%), and
- District Orientation (7.8%).

*Table 10A: Day 1 Session Ratings, Table 10B: Day 2 Session Ratings, and Table 10C: Day 3 Session Ratings* shows the complete listing of all sessions/topics and their ratings.

Table 10A: Day 1 Session Ratings

TOPIC	BEFORE MEAN	AFTER MEAN	MEAN DIFFERENCE	SIGNIFICANCE	% - WOULD LIKE ADDITIONAL TRAINING
<b>Human Resources</b>					
1a. District Orientation	2.46	4.13	1.68	p<.001	3.1% n=8
1b. JCTA	2.36	3.88	1.52	p<.001	7.8% n=20
1c. Compliance & 504	2.96	4.01	1.06	p<.001	2.7% n=7
1d. Benefits	2.55	3.83	1.28	p<.001	12.9% n=33
1e. KTIP	3.02	3.72	.70	p<.001	19.6% n=50
1f. Ethics, Professionalism, and YOU!	3.81	4.41	.60	p<.001	1.6% n=4
1g. Certification	3.48	4.14	.67	p<.001	5.1% n=13
1h. Substitute Teacher Procedures	2.71	4.01	1.30	p<.001	6.3% n=16
1i. Professional Development, Resources, Technology	2.99	4.13	1.14	p<.001	11.0% n=28
<b>Cultural Competence</b>					
2a. Considering student culture when planning a lesson	3.72	4.41	.69	p<.001	5.5% n=14
2b. The importance of culture when developing relationships with students	3.94	4.56	.62	p<.001	2.4% n=6
2c. The importance of validating students	4.03	4.58	.56	p<.001	2.0% n=5
2d. Awareness of implicit assumptions about student groups	3.80	4.50	.70	p<.001	2.4% n=6

Table 10B: Day 2 Session Ratings

TOPIC	BEFORE MEAN	AFTER MEAN	MEAN DIFFERENCE	SIGNIFICANCE	% - WOULD LIKE ADDITIONAL TRAINING
<b>Impact of Standards-Based Instruction</b>					
3a. Big Rocks/Super 6	1.96	3.54	1.58	p<.001	4.3% n=11
3b. Vision 2015	1.96	3.95	2.00	p<.001	4.3% n=11
3c. JCPS Writing Proclamation	2.01	3.56	1.55	p<.001	5.9% n=15
<b>Transforming Your Classroom</b>					
4a. Better Understanding of how classroom instruction should align with new standards	3.25	4.20	.94	p<.001	6.7% n=17
4b. Understanding of instructional shifts for math and English Language Arts (ELA)	2.89	3.79	.90	p<.001	5.9% n=15
4c. Understanding the connection between the written, taught, and tested curriculum	3.18	4.07	.89	p<.001	5.9% n=15

Table 10C: Day 3 Session Ratings

TOPIC	BEFORE MEAN	AFTER MEAN	MEAN DIFFERENCE	SIGNIFICANCE	% - WOULD LIKE ADDITIONAL TRAINING
<b>5. Teacher Evaluation</b>	2.84	3.98	1.14	p<.001	7.8% n=20
<b>BLOCK SESSIONS</b>					
6a. Behavior Strategies	3.37	4.44	1.07	p<.001	10.2% n=26
6b. Building Positive Relationships	3.46	4.69	1.23	p<.001	8.2% n=21
6c. College and Career	3.08	4.08	1.00	p<.001	1.2% n=3
6d. Differentiated Strategies for Diverse Learners in Regular Classrooms	3.45	4.15	.69	p<.001	2.4% n=6
6e. First 100 Days of School	2.99	4.07	1.08	p<.001	6.3% n=16
6f. Implementing New Science Standards in the elementary Classroom	2.69	3.59	.90	p<.001	0.8% n=2
6g. Integrating Social Studies in the Elementary Classroom	2.89	3.78	.89	p<.01	0.4% n=1
6h. JCPS Writing Proclamation	2.95	3.73	.77	p<.05	0.8% n=2
6i. New ECE Teacher Basics	3.11	3.84	.74	p<.01	0.4% n=1
6j. What I Wish I Had Known	2.62	4.21	1.59	p<.001	3.5% n=9
6k. Arts and the Common Core for Elementary Teachers*	2.79	4.00	1.21	p<.001	0.0% n=0

\* Was not on evaluation, teachers wrote in responses.

There were 135 individuals that made comments to the question, “Please share any suggestions you have to improve the New Teacher Induction for next year.” These comments were then divided into categories, where an individual’s comment may be divided into multiple categories. This led to a total of 213 comments. Comments were further divided into two categories of 1) “General” – dealing with the sessions, organization, and perceptions, and 2) “Requests” – dealing with items teachers wanted that were not included or not enough if it was included. *Table 11: Session Theme Summary* shows the number of each type of comment.

*Table 11: Session Theme Summary*

SUGGESTIONS/COMMENTS	NUMBER
<b>General</b>	
Separate Teachers	28
Time/Number of Days	27
More Interactive/Boring	20
Specific Content/Session Comment	16
General Positive/Thanks	9
Repetition	8
Too Much Information/Overwhelming	8
Waste of time	6
Treated Like Children	3
Individual Comments	3
<b>TOTAL</b>	<b>118</b>
<b>Requests</b>	
Technology	27
More Block Sessions/Choice	17
KTIP	12
HR Information (i.e. Benefits)	9
First Day Activities/What to Expect	9
More Sessions for IECE/ECE Teachers	10
Time to Visit CRC/Vendors	3
Individual Comments	8
<b>TOTAL</b>	<b>95</b>

There were 118 “General” comments regarding NTI. There was a range of comments, but they were able to be classified in the categories given in *Table 11: Session Theme Summary*.

There were 28 comments that were specifically about the having separate sessions. The majority of these requested either different sessions or fewer days for teachers with experience, even though new to JCPS/late hire last year. Some of these comments included:

- “There should be separate sessions for seasoned teachers that are not new to teaching or JCPS. We already have benefits, know about JCTA, passed KTIP, etc... Day one was useless for me”,

- “As a person who brought 6 years of experience with me to JCPS, 3 of which were as a HS educator in a in a neighboring county. I found much of the information on Day One, and some intro sessions on both Days 2 & 3 to be not useful. I have had PD on our new evaluation system. I have passed KTIP. I am aware of ethical issues (although as a district I understand the need for that PD). It would be EXTEMELY USEFUL to have a day for information ONLY needed by brand spanking new teachers, then stagger the veterans into Days 2& 3. Just a thought from a very disengaged veteran teacher”,
- “Low incidence should be separate because most of the information was useless in the breakout sessions. Teachers with experience shouldn't have to do things with brand new teachers”,
- “I think it would be important to make separate sessions for special education/ECE on the second day. My career did not fit into a category”,
- “PLEASE make time in auditorium more beneficial. As an already teaching teacher, a majority was a waste of time”,
- “Have content area meetings for each grade in Elementary ”, and
- “Give late hire teachers from previous year the opportunity to attend other sessions (opt out of benefits, KTIP, substitute procedures, etc.). PD in general for ALL teachers should give interactive instruction and concrete ideas to use in the classroom, like the *First 100 Days of School* and *Building Positive Relationships* were today.”

There were 27 comments that were about the number of days. Many of these comments were about Day 1. Some of these comments included:

- "However, I felt like the majority of the first day could have been covered in 30 minutes. Also, you cannot expect students to sit for an entire period, which is something we learned. You can't do that to teachers for 8 hours and not expect people to shut down",
- “Spreading the induction out instead of three consecutive days. Allow teachers to process information and address the details covered the first day. Also, allows new teachers to go over the vast amount of information before the start of the year”,
- “The NTI was 1 day last year. I think it should remain that way. Three full days of PD so close to school are not beneficial to already stressed out teachers”,
- “Please can you put some of the information which was given on the first day into a series of e-mails to all new teachers, ... almost 20 teachers (new) feel the same”,
- “Everything could have been done in one day! I would have accomplished more in my classroom. VERY disappointed!”,
- “Three days is way too much time to throw everything at us. It was way too much information in a very short amount of time”,
- “The vital information could have been shared in one day and not 3”, and
- “The first two days had a lot of instruction with little movement. I feel as though I would have gained more if the first two had breakout sessions like day three. It is hard to focus after many just sitting and listening.”

There were 20 comments that stated the sessions were boring and not interactive. Some of these comments were:

- “Too much being talked at. Not enough interaction... Too much info talk about being inept but we were unable to read the info, or we didn't have a handout proving it needs to be important”,
- “Less sit and get”,
- “With as much time we spent here, I feel the only beneficial day was day 3, PD day. The other days, especially day 1 and the beginning of day 2 was extremely long and boring”,
- “The first day was very long. We were being told how ineffective it is to stand and lecture, yet that is all that happened. I was not able to enjoy Dr. Cleveland's talk because I was so restless and agitated”,
- “More interactive sessions”,
- “Way too much sitting in the auditorium on the first day, hard to sit for entire day in the same room”, and
- “I think we were talked at instead of given the opportunity to really learn what to do in the classroom. It needed to be more interactive”.

There were 16 comments that were positive about specific sessions. These comments included:

- “Building Positive Relationships should be a model for all sessions. Ross made it interesting, informative, and applicable to everyday”,
- “Building Positive Relationships was the Best Session!! Mr. Carol”,
- “Cultural Competency was great”,
- “I also enjoyed Dr. Cleveland's presentation during Day 1”,
- “Suzanne Wright was amazing! One of the only people that presented during NTI that modeled the teaching techniques we are told to use. She was so energetic and engaging, I could watch her present all day! Gave great advice and ideas”, and
- “The best session I attended was *What I Wish I had known*”.

There were 9 general positive comments. Most of these comments communicated gratitude for NTI. Some of these comments included:

- “Thank you for lunch - it was helpful to not have to leave campus!”,
- “This was very helpful and was very happy that JCPS offered this induction. Thanks!”,
- “You all rock! Thanks for a great 3 days☺”, and
- “This was the best orientation. I applaud JCPS for doing an outstanding job. I was stressed the 1st day just wondering about the 2nd and 3rd day. Today was awesome. I learned so much every day. Thank you! Thank you! Thank you.”

There were 8 comments stating that the sessions were repetitive of information or things the participants already knew. A few of these comments included:

- “A lot of the information shared on the first day was already covered during contract signing. It really wasn't needed again. Day 1 felt really long because of it”,
- “Be aware of what others are sharing. Many same concepts were repeated over & over”,
- “The first two days were helpful, but mostly gave previously learned info”, and

- “A lot of this was just a repeat of what I learned in my Education courses.”

There were 8 comments stating that the participant felt overwhelmed by all the information. A few comments were:

- “...there was a lot of information thrown at us all at once. New teachers got overwhelmed, so I think you need to separate the information somehow”,
- “This was a good training and information, but very overwhelming as a new teacher. Not sure what to change, but I'm totally exhausted and stressed about getting into my classroom to work”, and
- “Way too much information to obtain in just 3 days.”

There were 6 participants that expressed that NTI or certain days were a waste of time. These comments included:

- “I feel like with all of the work needing to be done at our schools and in our classrooms, nearly this entire New Teacher Induction was a waste of time”,
- “I felt like the majority of this induction was a waste of my time. however the general sessions about general teaching were things we all learned in our teacher prep programs”, and
- “A lot of this is theoretical and that is why we received a degree. I was hoping for more practical suggestions rather than philosophical. The block sessions were the best attempt at this. Many things I already knew and felt like I could have used this time more productively planning for the year.”

There were 3 comments that stated the participants felt as though they were being treated as children. These comments included:

- “Also, being treated like a child about where we could sit and our schedule was frustrating. We are all adults and I did not feel like we were treated as colleagues”, and
- “Also every adult in the auditorium has at least one degree. Reading to us from a PowerPoint and treating us like children with asinine activities is insulting.”

There were 3 individual comments that were not easily classified with the others. These comments included:

- “There were roaches crawling all in the auditorium”, and
- “It seemed as though a lot of sessions were rushed and the purpose of the session was not received because there was not enough time to really have a single objective.”

There were 95 total comments regarding with specific requests. The majority of these were requesting more technology, more choice, and more on KTIP. For all of the “Requests” categories, see *Table 11: Session Theme Summary*.

There were 27 comments that were related to technology. The vast majority were either wanting their e-mail earlier or TIP training in order to get a JCPS laptop. Some of the comments included:



- “Include TIP training and give us our laptops during NTI! Get us into the system for e-mail and PD Central”,
- “One of the 3 days should be for new teachers to get laptops. Don't feel prepared for 1st day”,
- “Set up teachers with email and laptop training ASAP. I'm not concerned with standards, I'm worried about having my resources and finding my room and getting my basic needs taken care of. Don't address this issue by saying, ‘if you don't have your email by the first day you can worry about it then.’ That only makes things worse”,
- “Clearer procedures regarding the establishment of email addresses”,
- “All participants should have e-mail, computer and all district tools available to them before NTI. This way we can be active learners in the process”,
- “Some information regarding PD Central was contradictory”,
- “Please include sessions on: TIP Training, and Infinite Campus”, and
- “Small group about technology. JCPS has many valuable resources. It would be great to learn about them in a small group setting.”

There were 17 comments that were related to more choice and block sessions. Some of the comments included:

- “More Block sessions, less whole group sessions (or shorter presentations)”,
- “...more workshops and block sessions!”,
- “However, the third day w/ specific strategies/topics being discussed was awesome! I learned great strategies and found out new info! Having more days like this would be great!”,
- “More Block sessions - more entertaining, learned more, and more helpful than whole group”,
- “I thought the three day block was very informative. Splitting up/moving around as much as possible really seemed to help everyone stay focused on the important information presented”, and
- “Have more pull out/block sessions. I found these to be most helpful. I wish I had more time/choices to pick from. There were 5 I wanted to go to but could only attend 3. BLOCK SESSIONS were GREAT!”

There were 12 comments that were related to KTIP. Some of the comments included:

- “More KTIP info! Still confused on how to get started”,
- “Put KTIP as a selection for day 3 choices”, and
- “Would like to know more about the requirements for KTIP”.

There were 10 comments from participants wanting sessions specifically related to their position or more on content. Some of the comments included:

- “It would be nice to have breakouts directed more to our specific areas for example: special education low incidence. The sessions were good but were not directed toward my area”,
- “As a teacher in CTE program, I wish we spent more time on how we could help enhance students' knowledge in core subjects”,
- “I wish we had more sessions about content areas”, and

- “More things targeted to IECE.”

There were 9 comments that were related to information provided by Human Resources. Most of these were around “benefits”. Some of the comments included:

- “Please clearly walk through benefits, same with sub-teacher procedures and PD procedures, less time on motivational speakers and on teacher expectations”,
- “Go over insurance benefits to help new teachers choose the correct one, most of us have never bought insurance”, and
- “Possibly a small setting for benefits. We barely touched benefits and it would have been great to learn more and feel less overwhelmed.”

There were 9 comments from participants wanting to know more about what to expect the first day. Some of the comments included:

- “Include more information on what to expect the first time you go to your school. Perhaps an A-Z workshop on picking up your key to how to get funds to buy classroom items. I am still feeling somewhat lost after three days”,
- “I would have liked to have seen more practical things we can use in the classroom”,
- “It would really be helpful to give us ideas for activities for us to do the first week (ice breakers, etc...). There was lots of stuff about management that was helpful, but very few actual concrete activities to do”, and
- “Also, I was hoping that the *First Days of School* session would include specific FIRST DAY Activities as opposed to classroom strategies. I believe the objective should be more geared to SPECIFICALLY the first Days and Weeks of school.”

There were 3 comments from participants wanting to spend more time in the CRC. An example of a comment in this section is “Lastly on the last day there was not time to visit the CRC. Many of us missed getting to speak to vendors and such because we were rushing to the sessions.”

There were 8 comments from participants that were more singular in nature. Some of the comments included:

- “...get badges while at the induction”,
- “Don't split up groups when entering rooms. I just met people I'll be able to network with them I can't even sit with them”,
- “Leaving the parking lot was difficult. Maybe you could stagger dismissal”, and
- “I also think there should be a binder on the day of curriculum w/ all content areas already in there - a lot of time was wasted passing out materials.”

## CONCLUSION

### Recruitment Results

- The majority of the teachers were White (83.4%) or African American (11.7%). No other race/ethnicity accounted for more than 3%. There was an increase in White new hires and a decrease in African American new hires.
- The teachers were primarily female (74.7%) compared to males (25.3%). This is an approximate increase of 2.5% in female new hires and a corresponding decrease in male new hires.
- Most teachers did not have any prior teaching experience (56.6%), while 18.1% of the teachers had 1-3 years' experience, 18.1% had 4-10 years' experience, 5.3% had 11-20 years' experience, and 1.9% had 21 or more years' experience.
- The largest groups, over 10%, of areas of certifications were elementary (43%), ECE (16.2%), math (13.6%), English (10.2%), and social studies (10.9%).
- JCPS recruiters visited numerous sites. The places that had the most teachers attend were the University of Louisville (53), Bellarmine University (16), University of Kentucky (16), Spalding University (14), Western Kentucky University (13), and Indiana University Southeast (12).
- The top influencers for teachers applying to JCPS, which were all over 30%, were "JCPS website job listing" (40.8%), "JCPS employee recommendation" (37.7%), and "family or friend recommendation" (40.4%).
- From the comments, there was a lot of frustration with the application process, communication, and follow-up.
- The top rated influencers to become an educator were: "Enjoy working with students" (4.75), "To make a difference in Society/Give back" (4.58), "Personal life experience(s)" (4.22), and "Content/subject I teach" (4.16).
- The top rated influencers for accepting a position with JCPS were: "Believe this is where I can make a difference" (4.55), "Received a job offer" (4.22), and "The people (i.e. principal, interviewers, etc...)" (4.02).

### Recruitment Recommendations

- Develop a timeline and an application checklist of when and what to expect during the process.
- Develop a systemic way to follow-up with recruits and notify them where they are in the hiring process. This includes being sure all inquiries are responded to in a timely manner.
- Continue revising and examining which colleges and universities are the most likely to provide JCPS new employees.

### NTI Session Results

- The sessions that showed the largest gains from where the participants started were Vision 2015, District Orientation, What I Wish I had Known, Big Rocks/Super 6, JCPS Writing Proclamation, and JCTA. All sessions made statistically significant gains from the before rating to the after rating.

- The seven areas that had the highest mean after ratings were: “Building Positive Relationships” (4.69), “The importance of validating students” (4.58), “The importance of culture when developing relationships with students” (4.56), “Awareness of implicit assumptions about student groups” (4.50), “Behavior Strategies” (4.44), “Ethics, Professionalism, and YOU!” (4.41), and “Considering student culture when planning a lesson” (4.41).
- The sessions that had the highest percent of participants (254) mark that they were interested in additional training were: “KTIP” (19.6%), “Benefits” (12.9%), “Professional Development, Resources, and Technology” (11%), “Behavior Strategies” (10.2%), “Building Positive Relationships” (8.2%), “Teacher Evaluation” (7.8%), and “District Orientation” (7.8%).
- The comments showed an appreciation for the being able to choose which sessions to attend on Day 3, too much sitting and getting information (especially the first day), separate sessions for experienced teachers, and numerous technology requests (TIP training and e-mail availability).

#### NTI Recommendations

- Present HR information in smaller groups. This allows for questions and movement.
- Consider expanding sessions from which participants can choose (especially experienced teachers) and more time for questions and answers.
- Make sessions more interactive.
- If possible, have TIP training as an option. Additionally, try to have e-mail accounts ready.
- Provide some information in writing as a reference material.