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First 3 9ZMj YbYg' Report

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First 3 Effectiveness Report

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First 3 is a support program for beginning teachers, who are in their first three years in the teaching career, and undergraduate students. The program completed its third year, and this report summarizes the findings from the reports of 2012, 2013 and 2014. As in the previous reports, this study uses focus groups, interviews, surveys with open-ended questions and rating scales to evaluate the program. The main objective of this study is to assess First 3's effectiveness, and understand what are the strengths and the weaknesses of the program. This report also includes recommendations from the participants about areas that can still be further developed to assist beginning teachers.

First 3 starts with a Summer Institute in August and offers seminars and workshops through the year. The program offers an opportunity for teachers to be part of a learning community, share their experiences, and learn teaching strategies, time and management strategies, and professional development strategies. Furthermore, First 3 offers resources such as books, iPad and online apps recommendations for teaching and classroom management. The program is divided into three years. Year One is called the Year of Survival, Year Two is called Looking Through Varied Lenses, and Year Three is called Creating a Professional Learning Community. While the first year focuses on the five phases that teachers experience in their first year — anticipation, survival, disillusionment, rejuvenation and reflection —; years two and three focus on a variety of topics of professional development.

In addition to assisting beginning teachers, First 3 also has two different sections for undergraduate students. The program has bi-weekly professional development seminars for pre-service teachers and an internship for undergraduate students at the University of North Carolina at Charlotte called Urban Youth in Schools 49ership. This internship is open to students from any major, and gives them an opportunity to work in an urban elementary or middle school

during one semester. The interns work with in-class and out-of-class activities, which gives them experience with teaching even though they may be enrolled in a major other than Education.

Method

Quantitative Method

The First 3 Beginning Support Induction Practice Questionnaire is the main source of evidence for this study. Participants answered the questionnaire at the end of the Fall semester and again at the end of Spring semester. The questionnaire is divided into demographic questions and four sections: Induction Program Activities Received as Beginning Teachers, Induction Program Assistance Received in Teaching and Non-Teaching Areas, Induction Program Support Received and General Perceptions as a Beginning Teacher. To measure effectiveness, teachers were asked in each section if they received assistance from First 3 in diverse areas, and how effective was this assistance. Participants rated the effectiveness from 1 (not effective) to 5 (highly effective). This study considers ratings 4 and 5 as effective.

This study summarizes the findings from the First 3 Beginning Support Induction Practices Questionnaires for Fall 2011, Spring and Fall 2012, Spring and Fall 2013 and Spring 2014. In addition to these surveys, this study also uses surveys that preservice teachers answered at the end of each professional development seminar for preservice teachers. Similar to The First 3 Beginning Support Induction Practice Questionnaire, the surveys used in the preservice teacher's seminars also have a rating scale from 1 to 5.

Qualitative Method

First 3 beginning teachers had an opportunity to participate in focus groups and interviews in 2013 and 2014. The qualitative part of this study comes from their answers to questions about issues they had, such as time and stress management, classroom management, establishing relationships with parents, peers and school administration, how First 3 helped them and what are their suggestions for improvements to the program. This report summarizes the findings from focus groups in 2013 and 2014.

This study also uses interviews with participants of the Urban Youth in Schools 49ership in 2014 to evaluate this internship. However, in the first two years of the program the participants answered an open-ended questions survey. In both methods, the interns answered questions about their experience in the internship, their views about urban education and how the internship contributed to their career. This report summarizes the findings from the interviews and surveys from 2012 to 2014.

The First 3 Beginning Support Induction Practice Questionnaire

Participants

From Fall 2011 and Fall 2012, First 3 divided the participants into three groups: first-, second- and third-year teachers. In the Spring 2013, First 3 added a fourth group, the off-campus first-year teachers. A difference between this group and the others is that First 3 is mandatory for off-campus first-year teachers. The number of respondents to this questionnaire increased from 27 teachers in the Fall of 2012 to 79 teachers in the Spring of 2013— 58 had the demographics section included their surveys, and 21 (the off-campus first-year group) did not have this section in their survey (see Table 1). This increase in respondents reflects an increase in the number of participants of the program. Although the number of participants increased, the program demographic composition (Table 1) was stable through the years. Most of teachers are female,

Caucasian, teaching elementary school, has an ILT licensure, was not a teacher-fellow and is part of the on-campus first-year teachers group.

Effectiveness of First 3

To measure the effectiveness of First 3, this report uses the effectiveness ratings for the Induction Program Assistance Received in Teaching and Non-Teaching Areas and the Induction Program Support Received sections (Table 2 and 3). This study does not include the Fall of 2013 because in that version of the survey participants could only answer if First 3 had been effective or not, but they did not have a rating scale in which they could rate effectiveness. As this study focuses on effectiveness rates, Fall 2013 has been excluded from most of this analysis.

Overall, most of the participants rated positively First 3 in all areas, revealing that they have received effective assistance and support from the program. The ratings have been stable through the three years, except for the Organization and Classroom and Classwork. In the Fall of 2011, 92% of teachers rated this area with 4 or 5, while in the Spring of 2014, 69.8% of the teachers rated it with 4 or 5. The exact reasons for this decline are unclear. Yet, the number of teachers increased from 2011 to 2014. Therefore, the actual number of teachers that rated this area highly went from 26 (out of 27) to 55 (out of 79).

Administrative Paperwork may be an area for growth for First 3. Although about half of the teachers every semester consider First 3's help in this area as high in effectiveness, compared to the other assistance areas, Administrative Paper work has received constantly lower rates in the five semesters as seen in Table 2. On the other hand, Effective Use of Different Teaching Methods has been among the highest rated areas in the three years, which indicates that this is one of the main strengths of First 3.

Most participants in all five semesters affirmed that First 3 provided highly effective support (see Table 3) — in the Fall 2011, Spring 2012 and Spring 2014, more than 90% of the respondents rated First 3 effectiveness with a 4 or 5. All the other areas have received constantly high rates. Some of the main strengths of First 3 are its support in orientation, welcoming teachers as a part of a learning community, providing them a safe and open environment, and its assistance in making a smooth and effective transition into the teaching profession. An area of growth is the assistance in implementing research-based instructional strategies. Yet, Table 3 also reveals an increase in percentage of teachers that rated First 3’s support in assistance in implementing research-based instructional strategies with a 4 or 5: from 69.6% (19 out of 27 respondents) in the Fall of 2011 to 74.1% (43 out of 58 respondents) in the Spring of 2014.

General Perceptions as a Beginning Teacher

In this section of the questionnaire, teachers had the option to answer “yes”, “no” or “undecided”. Most of the participants agree that the assistance from First 3 was sufficient to help them experience success in their first years of teaching (Table 4). More than 90% in all six questionnaires reported that they intend to remain in the profession. However, the results show an decrease in the percentage of teachers that would still choose teaching as a career after knowing more about the profession. While in the Fall of 2011 91.7% (25 out of 27) teachers answered “yes” to this question, the percentage decreased to 68.4% (40 out of 58 teachers). The other 31.6% reported “undecided” or “would not choose teaching as a career”.

First 3 Activities and Seminars

Beginning Teachers

This study uses the Spring 2012, 2013 and 2014 Induction Program Activities Received as a Beginning Teacher section from the First 3 Beginning Support Induction Practice Questionnaire to evaluate the effectiveness of seminars for beginning teachers. As in the other sections, teachers had to rate First 3 from 1 to 5, and we consider 4 and 5 as high in effectiveness. Table 5 shows most of the First 3 seminars, except for the Spring 2012, when teachers rated only the overall effectiveness of all seminars. Another difference between 2012 and the other years is that some seminars in 2013 and 2014 were specific for first-, second- or third-year teachers.

The highest rated activities were the Summer Institute (a one day institute in August that prepares teachers for their first days in class and offer them general strategies for the year) and the seminars: “Worksheets Don’t Grow Dendrites” (Spring 2013), “Active Learning and Student Engagement Seminars for second-year teachers” (Spring 2014), and the professional developments seminars for third-year teachers (Spring 2013). The lowest rated seminar — 43% of the teachers rated it with 4 or 5 — was the Author Workshop Seminar (Spring 2014). As teachers had to also answer a survey after each seminar, those surveys reveal that seminars that offer clear strategies, teach participants how to use those strategies and offer them opportunities to engage in the discussion or in hands-on activities tend to be rated as more helpful for beginning teachers.

Preservice Teachers

Table 6 shows the overall evaluation for 21 seminars from Fall 2011 to Spring 2013. The seminars also use the same rating scale from 1 to 5, and the percentages on Table 6 reflect ratings of 4 and 5. The results show that all the of the seminars were highly rated, with nine seminars having 100% of the participants rating them with 4 or 5. However, the number of

participants has decreased through the years. While from Fall 2011 to Fall 2013, most of seminars had high mean participation (Spring 2012: 41, Spring 2013: 37, and Fall 2013: 44), the mean participation for seminars in Spring 2013 was 16.

Focus Groups and Interviews

This study conducted two focus groups and three interviews at the end of the Spring of 2013, and one focus group at the end of the Spring of 2014. All First 3 participants received an invitation to participate in a focus group or interview, and participation was voluntary. A total of 20 teachers participated: half in 2013, and the other half in 2014. All focus groups and interviews utilized the same questions about the teacher's experiences in their career, perception about the teaching career, intention to stay in the career, how First 3 has helped them in their first years, and what suggestions they have to First 3.

Most of the teachers discussed about problems with time management and classroom management. Although some of them may have doubts about their decision, most of them want to continue in their profession. In 2013, several of the teachers complained about the lack of support in their own school, "My school is one of the worst middle schools in CMS [Charlotte-Mecklenburg School]. The problem is that 42% of staff this year was first-year teachers. And there is a divide between veterans and the new teachers. There is no help from the veteran teachers." On the other hand, they also affirmed that First 3 became a place to find support, "I felt better prepared than other first-year teachers. Like talking with them, I kind of knew what to do. While the others were like, 'I don't know what to do, and nobody will tell me'."

In both years, teachers affirmed that some of the strengths of First 3 is the opportunity for networking, the sense of community, teaching strategies and resources, such as books, Ipad and online apps recommendations that help with teaching strategies and classroom management, and

advice on how to establish relationships with parents, peers and administration. Yet, in both groups, teachers suggested First 3 divide participants by level rather than year, “I wish that some sessions were broken into smaller groups for elementary, middle, and high school because some issues are specific to certain school levels.”, says a teacher in the Spring 2014 focus group. In both years, some teachers affirmed that they would like more resources for lower grades.

Furthermore, the Spring 2013 group suggested that the issue of not having enough resources for lower grades may be related to not having enough B-K participants in the program, “I would like to see First 3 having more B-K teachers or more early childhood teachers because I need some things that will help me with younger students.” Teachers in this focus group recommended First 3 to encourage more B-K teachers and high school teachers to join the program as a way to diversify it. Also the Spring 2014 recommended First 3 to offer formal mentoring by grade level rather than years in the profession.

In one of the focus groups in the Spring of 2013, teachers also discussed two different topics about which they would like First 3 to offer more information. The first one is cultural literacy, a topic that these teachers would like to learn more because of how diverse their classes have become, as this teacher exemplifies: “Half of my class is Indian. And I also had a Muslim family from the Middle East, and families from Congo, Korea, Philippines, a very diverse group of kids.” While the teachers consider the diversity as positive characteristic of their schools, they suggested the addition of a seminar about cultural literacy about cultures that are more frequent in Charlotte’s schools, such as Latin American, Indian and Asian.

The second topic was psychological and psychiatric conditions, an issue that the teachers in the Spring 2013’s focus group considered of great importance because it has become more prevalent in their classes. One of the teachers said, “I have kids who just go out of the psychiatric

facility. I have kids who are emotionally disabled, I have kids who are schizophrenic, but I have no training in this.” In one of the Spring 2013 focus groups, teachers discussed the relationship between classroom management and children who have psychological and psychiatric conditions. They believe that seminars about such conditions may help them to identify symptoms, build relationships with students and facilitate their learning.

Urban Youth in Schools 49ership

The Urban Youth in Schools 49ership is a one-semester internship that offers to all undergraduate students at University of North Carolina at Charlotte, regardless of their majors, an opportunity to work for 80 hours in a urban elementary or middle school in Charlotte. The students participate in activities in-class, such as tutoring, math and reading, and out-of-class activities, such as extracurricular activities and community service. The program had 68 participants: 34 in Fall 2011/Spring 2012, 26 in Fall 2012/ Spring 2013 and 8 in the Fall 2013/ Spring 2014.

In the first two years, all participants had an opportunity to answer a survey with open-ended questions; 25 participants answered the survey at the end of Spring 2012, and 8 answered at the end of Spring 2013. In the third year, we contacted all eight participants to interview them rather than giving them a survey; four accepted the offer to be interviewed. Although we use surveys and interviews, in both methods we asked very similar questions about their previous experience — if they had an internship experience and experiences in urban schools —, what challenges they faced in the internship, how the internship affected their opinions and possible stereotypes about urban schools, and how the internship affected their career. Among these themes, the topics that were mostly discussed in the three years were the impact that Urban Youth in Schools 49ership had on participants’ opinions about urban school and career.

Participants' answers revealed that Urban Youth in Schools 49ership helped them to understand more about urban schools. One participant said, "I had never really known much about urban schools. I am from a small school in the country. This [the internship] has, however, showed me a lot." A student from the second year of the program also talked about how the internship influenced her opinion about teachers, "I have more respect for the teachers. It takes a lot of patience and energy to do what they do." At the same time, the internship challenged some of their stereotypes about urban school, as one of the participants explains,

"I expected the students to be somewhat uninterested in education because that is how urban schools tend to be portrayed and that the majority of the students would be academically challenged. To my surprise the students were enthusiastic about learning and you could see how much they enjoy school."

In the second year of internship, some participants also affirmed that the internship challenged their stereotypes not only about urban schools, but about ethnicity/ race and diversity.

"I worked with African American, Indian and Hispanic students. With only one white student in the class, I thought it would be hard to relate to the minorities and have them really accept me. But this was far from true, and we all related to each other so well."

Another participant of the same year, also commented about her experience with diversity, "I learned how amazing kids are no matter what color they are. My experiences with kids before was with mostly white kids, but I feel more comfortable with diverse students now." Therefore, Urban Youth in Schools 49ership did not only challenge stereotypes about urban school, but about minorities and diversity.

Finally, participants from the three years discussed about how Urban Youth in Schools 49ership helped them to think about their career. Several participants affirmed that Urban Youth

in Schools 49ership helped them to make career decisions. For example, this participant from the first of the program said,

“This was an eye opening experience. I really needed this internship to help me figure out what I want to with my life. I now just want to dedicate my life to my community. People need help and all I like to do is to help people. This internship has made me realize that I truly love working with kids and that I plan to work with them in some form or fashion in my career.”

Another student, from the third year of the program, affirms that the Urban Youth in Schools 49ership contributed to her decision to change from psychology to social work, “now I am thinking about social work because I want to be able to actually get in there and help the children instead of being on the side lines, running tests.”

Participants’ answers to the surveys and interviews questions reveal that Urban Youth in Schools 49ership challenged their views about urban school and minorities, helped them to understand school system and teaching in urban schools and helped them to make career decisions. Theirs answers indicate that Urban Youth in Schools 49ership has been effective.

Final Considerations

Feedback has been consistently positive across all years. For example, the effectiveness ratings for overall support in Table 3 range from 82.5% to 96.1% of teachers that rated First 3 with 4 or 5. Table 3 also reveals that First 3 has been rated as highly effective in their orientation sessions (from 83.66% to 92.3% rating 4 and 5), assistance in meeting the challenges of your beginning teaching assignment (from 78.2% to 92.3% rating 4 and 5), and assistance in setting classroom procedures and routines (from 78.3% to 96.2% rating 4 and 5).

In addition, answers to open-ended surveys, focus groups and interviews show that First 3 has been rated effective by most participants, both undergraduates and beginning teachers. Teachers in the three years of the program indicate that some of the strengths of First 3 are: the learning community that gives opportunity for networking and sharing experiences, resources such as books, Ipad and online resources recommendations, and information provided about teaching strategies and time management strategies. Some of their suggestions to First 3 are more emphasis in B-K and early education, including strategies to attract more B-K teachers, mentoring that is divided in grades rather than years of experience, seminars about cultural literacy and seminars about students with disabilities, psychological and psychiatric conditions.

Table 1
Demographic Information

		Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
		<i>n</i> = 27	<i>n</i> = 24	<i>n</i> = 57	<i>n</i> = 67	<i>n</i> = 88	* <i>n</i> = 58
Gender	Female	92.6%	91.7%	94.7%	94.0%	89.8%	89.4%
	Male	7.4%	8.3%	5.3%	6.0%	10.2%	10.6%
Race	African American	22.2%	29.2%	21.1%	13.4%	18.2%	22.4%
	Caucasian	77.8%	70.8%	77.3%	86.6%	79.5%	74.1%
	Hispanic	0.0%	0.0%	1.6%	0.0%	2.3%	1.7%
	Asian	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%
Level	B-K	7.4%	4.2%	8.8%	4.5%	3.4%	1.7%
	Elementary School	51.9%	50.0%	47.4%	49.3%	64.8%	69.0%
	Middle School	22.2%	20.8%	31.6%	29.9%	18.2%	17.2%
	High School	18.5%	25.0%	12.2%	16.3%	13.6%	12.1%
District	Rural	11.1%	13.0%	14.0%	28.4%	26.5%	9.0%
	Suburban	37.0%	21.7%	28.1%	25.4%	42.2%	46.4%
	Urban	51.9%	55.2%	57.9%	46.2%	31.3%	44.6%
Licensure	ILT	88.9%	75.0%	80.7%	88.1%	88.2%	96.5%
	Lateral Entry	11.1%	25.0%	19.3%	11.9%	11.8%	3.5%
Year	First	74.1%	66.7%	64.9%	50.8%	44.3%	46.7%
	*First (off-campus)	0.0%	0.0%	0.0%	23.9%	22.7%	26.6%
	Second	25.9%	33.3%	21.1%	14.9%	26.1%	16.5%
	Third	0.0%	0.0%	14.0%	10.4%	6.9%	10.2%
Teaching Fellow	Yes	22.2%	26.1%	12.3%	14.9%	5.8%	8.6%
	No	77.8%	73.9%	87.7%	85.1%	94.2%	91.4%

* Note: The actual number for respondents in Spring 2014 was 79. Although First-year off-campus group answered the survey in Spring 2014, they did not have the demographic section included.

Table 2

Induction Program Assistance Received in Teaching and Non-Teaching Areas - ^a Effectiveness

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Spring 2014
	<i>n</i> = 27	<i>n</i> = 24	<i>n</i> = 57	<i>n</i> = 67	<i>n</i> = 79
Classroom Discipline	77.7%	76.1%	78.9%	74.6%	77.3%
Organization of classroom and classwork	92.0%	63.6%	89.5%	68.7%	69.8%
Dealing with Individual Differences	76.0%	73.9%	68.4%	71.6%	68.0%
Motivating Students	70.3%	52.4%	75.4%	74.6%	80.6%
Administrative Paperwork	52.9%	45.5%	61.4%	55.2%	47.9%
Understanding of Organizational Structure and Rules	71.4%	79.2%	84.2%	65.7%	66.2%
Effective Use of Different Teaching Methods	80.0%	73.9%	82.5%	83.6%	77.3%
Determining the Learning Levels and Styles of Your Students	86.9%	63.2%	87.7%	77.6%	65.7%
Time Management	70.3%	60.9%	68.4%	77.6%	68.6%
Relations with Parents	72.0%	68.1%	82.5%	73.3%	60.3%
Assessing Student Work	69.5%	75.0%	73.7%	61.2%	55.3%
Planning for Instruction	74.0%	66.7%	82.5%	68.7%	65.7%
Incorporating Research-Based Instructional Strategies in Curriculum	76.0%	72.7%	71.9%	74.6%	71.4%
Dealing with Student Issues, Related and Unrelated to Instruction	70.9%	61.9%	84.2%	68.7%	63.3%

Note : ^aEffectiveness is measured in a scale of 1 (not effective) to 5 (most effective). The percentages here reflect 4 and 5. Except for Fall 2013, in which participants could only answer "yes" or "no", without rating the effectiveness. Fall 2013 has been excluded from the evaluation of this section.

Table 3

Section 3 -Induction Program Support Received - ^a Effectiveness

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Spring 2014
	<i>n</i> = 27	<i>n</i> = 24	<i>n</i> = 57	<i>n</i> = 67	<i>n</i> = ^b 58
Orientation	92.3%	91.3%	84.2%	83.6%	88.4%
Treatment as a Respected Colleague	77.8%	91.3%	87.7%	88.1%	82.3%
Welcomed as a part of a learning community	88.9%	87.0%	87.7%	89.6%	87.1%
Safe and open environment	88.9%	86.3%	80.6%	94.0%	89.3%
Assistance in meeting the challenges of your beginning teaching assignment	92.3%	78.2%	94.7%	88.1%	83.3%
Assistance in making a smooth and effective transition into the teaching profession	88.5%	87.0%	87.7%	89.6%	85.8%
Assistance in dealing with stresses encountered during your first year in the classroom	88.5%	69.6%	77.2%	83.6%	74.1%
Assistance in differentiating instruction	73.1%	80.0%	86.0%	82.1%	64.2%
Assistance in implementing research-based instructional strategies	69.6%	66.6%	77.2%	82.1%	74.1%
Assistance in selecting and delivering content in ways that were meaning to students	78.2%	82.6%	71.9%	86.6%	85.2%
Assistance in setting classroom procedures and routines	96.2%	78.3%	77.2%	83.6%	80.0%
Assistance in establishing positive relationships with your students	92.3%	78.3%	70.2%	86.6%	85.2%
Assistance in establishing positive relationships with parents	77.0%	63.6%	84.2%	74.6%	78.6%
Assistance through resources provided (handouts, books, etc.)	N/A	N/A	75.4%	91.0%	96.5%
Provided with overall support	96.1%	91.3%	82.5%	86.7%	92.9%

Note : ^aEffectiveness is measured in a scale of 1 (not effective) to 5 (most effective). The percentages here reflect 4 and 5. Except for Fall 2013, in which participants could only answer "yes" or "no", without rating the effectiveness. Fall 2013 has been excluded from the evaluation of this section.

^bFirst-year off-campus group did not have this section

Table 4
General Perceptions as a Beginning Teacher

	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
	<i>n</i> = 27	<i>n</i> = 24	<i>n</i> = 57	<i>n</i> = 67	<i>n</i> = 88	<i>n</i> = 58
Assistance from First 3 was sufficient to experience success in first years teaching	87.5%	95.8%	91.2%	98.5%	87.2%	93.0%
Would still choose teaching as a career	91.7%	87.5%	78.9%	85.0%	71.1%	68.4%
Intend to remain in the position of classroom teacher	95.8%	91.7%	91.3%	95.5%	N/A	96.5%

Note: Although off-campus first-year group of teachers answered the Spring 2014 survey, this section was not included

Table 5

Seminars for Begging teachers - Effectiveness

	Spring 2012	Spring 2013	Spring 2014
Seminars for all years	<i>n</i> = 27	<i>n</i> = 67	<i>n</i> = 79
Summer Institute	100.0%	86.6%	87.3%
All monthly professional seminars	79.2%		
Social and Networking opportunities	83.3%	80.6%	84.8%
Common Core and Essential Standards		65.7%	
Worksheets Don't Grow Dentrines		98.5%	
Active Engagement Strategies			86.1%
Author Workshop			43.0%
Seminar for only first-year teachers			<i>n</i> = 58
Effective Teaching Strategies for Students			67.2%
Seminars for only first- and second-year teachers		<i>n</i> = 60	<i>n</i> = 71
Classroom Management and Parent Involvement		85.0%	87.3%
Reflection and Planning/ Summarization of Strategies		81.7%	76.0%
Differentiation and Active Learning and Engagement		71.7%	
Seminar for only second-year teachers			<i>n</i> = 13
Active Learning and Student Engagement			100.0%
Seminars for only third-year teachers		<i>n</i> = 7	<i>n</i> = 8
Professional Development - PLC 1		100.0%	
Professional Development - PLC 2		100.0%	
KDP Connect and Technology in Classroom			66.7%
Teacher Wellness and Stress			62.5%

Table 6
Seminars for Preservice Teachers - Effectiveness

	Fall 2011 and Spring 2012	Fall 2012 and Spring 2013	Fall 2013 and Spring 2013
Effective Lesson Openers ($n = 49$)	98.0%		
Creating Effective Lesson ($n = 61$)	96.6%		
Building Relationships ($n = 35$)	100.0%		
Finding your Teacher Voice ($n = 42$)	94.4%		
Using Visuals/ Graphic Organizer in Classroom ($n = 16$)	100.0%		
Mean of quantity of participants: 41			
Professionalism ($n = 24$)		95.9%	
TESL in Every Classroom ($n = 45$)		82.2%	
Instructional Strategies ($n = 42$)		100.0%	
Classroom Scenarios ($n = 36$)		100.0%	
Stress Management ($n = 40$)		97.5%	
Mean of quantity of participants: 37			
Building Community in a Classroom ($n = 26$)			100.0%
Instructional Strategies ($n = 52$)			100.0%
Kappa Delta Pi - September ($n = 38$)			94.7%
Kappa Delta Pi - October ($n = 54$)			88.9%
Kappa Delta Pi - November ($n = 51$)			81.5%
Mean of quantity of participants (Fall 2013): 44			
Making Yourself Marketable: Building Your Resume ($n = 32$)			96.9%
Classroom Scenarios: what would you do? ($n = 14$)			92.9%
Technology in the Classroom ($n = 21$)			100.0%
Goal Setting ($n = 12$)			100.0%
Summarization ($n = 12$)			100.0%
Cultural Competence ($n = 9$)			88.9%
Mean of quantity of participants (Spring 2014): 16			