Improving the Quality of Career and Technical Alternative Teacher Preparation: An Induction Model of Professional Development and Support

Appendices

Gene Bottoms
Paula Egelson
Heather Sass
John Uhn

Southern Regional Education Board

January 2013

National Research Center for Career and Technical Education
Louisville, KY

Appendix A
Phase 1 – Phase 2 – Phase 3
Demographic and Background Information

All information collected on this form and during the training is collected for the purpose of – and will only be used – to make improvements to the design and delivery of the induction program. You may choose not to participate at any time without consequence. We hope, however, that you will participate so that future teachers can benefit from your insights, reactions, and suggestions. If you have any questions or comments, please contact Leslie Hazle Bussey (leslie.bussey@sreb.org) or John Uhn (john.uhn@sreb.org).

Contact Information

Name _____

School or District _____

Mailing Address _____

_____

City/Town _____

State _____

ZIP Code _____

Email Address _____

Phone Number _____

Your Education and Work Experiences

4. What was the last year during which you were enrolled in formal coursework (for example, in a university or training center)?

   Years   _____

5. How many school years have you been a teacher?

   Years   _____

   Months _____

6. Please select the career cluster that most closely represents the field in which you last worked.

   ☐ Agriculture and Natural Resources
   ☐ Construction
   ☐ Manufacturing
   ☐ Transportation, Distribution and Logistics Services
   ☐ Information Technology Services
   ☐ Wholesale/Retail Sales and Services
   ☐ Financial Services
   ☐ Hospitality and Tourism
   ☐ Business and Administrative Services
   ☐ Health Services
   ☐ Human Services
   ☐ Arts, Audio, Video Technology and Communications Services
   ☐ Legal and Protective Services
   ☐ Scientific Research, Engineering and Technical Services
   ☐ Education and Training Services
   ☐ Public Administration/Government Services

7. How many years did you work in this cluster?

   ☐ Years

Participant Code:

8. Please select the career cluster that most closely represents the courses you are currently teaching.
    - ☐ Agriculture and Natural Resources
    - ☐ Construction
    - ☐ Manufacturing
    - ☐ Transportation, Distribution and Logistics Services
    - ☐ Information Technology Services
    - ☐ Wholesale/Retail Sales and Services
    - ☐ Financial Services
    - ☐ Hospitality and Tourism
    - ☐ Business and Administrative Services
    - ☐ Health Services
    - ☐ Human Services
    - ☐ Arts, Audio, Video Technology and Communications Services
    - ☐ Legal and Protective Services
    - ☐ Scientific Research, Engineering and Technical Services
    - ☐ Education and Training Services
    - ☐ Public Administration/Government Services

9. Indicator the type of school setting in which you currently work?
    - ☐ Technology Center
    - ☐ Common Education/Comprehensive High School
    - ☐ Vocational High School
    - ☐ Other

10. Do you have an industry certification in the career cluster you are currently teaching?
    - ☐ Yes
    - ☐ No

11. How many total years do you expect to continue teaching in a career/technical classroom?

    Number of Years   _____

12. Do you have interest in pursuing a leadership position at your school?
    - ☐ Yes
    - ☐ No

Demographic Information

All information collected is collected for the purpose of – and will only be used – to make improvements to the design and delivery of the induction program. You may choose not to participate at any time without consequence. We hope, however, that you will participate so that future teachers can benefit from your insights, reactions, and suggestions.

If you have any questions or comments, please contact Leslie Hazle Bussey (leslie.bussey@sreb.org) or John Uhn (john.uhn@sreb.org).

1. What is your gender?
   - [ ] Male
   - [ ] Female

2. Which race/ethnicity best describes you? (Select all that apply)
   - [ ] American Indian or Alaskan Native
   - [ ] Asian
   - [ ] Black or African-American
   - [ ] Hispanic or Latino
   - [ ] Native Hawaiian or other Pacific Islander
   - [ ] White

3. What is your age range?
   - [ ] less than 25 years old
   - [ ] 25 – 34 years old
   - [ ] 35 – 44 years old
   - [ ] 45 – 54 years old
   - [ ] 55 – 64 years old
   - [ ] older than 64 years old

4. Which levels of education did you complete? (Select all that apply)
   - [ ] Graduated high school or earned a GED.
   - [ ] Professional training (such as apprenticeship, on the job training for twelve months or more, and postsecondary vocational awards such as certifications and licenses).
   - [ ] Completed an associate's degree.
   - [ ] Completed a bachelor's degree.
   - [ ] Completed education beyond a bachelor's degree.
   - [ ] Other

Participant Code:

Appendix B
Phase 1
Demographic Characteristics of Field Test Participants

Characteristic	N
Gender	
Male	24
Female	22
Ethnicity[1]	
White	35
American Indian	7
African-American	5
Hispanic	1
Age	
Younger than 25	2
25–34	17
35–44	13
45–54	10
55–64	4
Highest Level of Education	
High School only	1
High School with professional training[2]	13
Associate's Degree	5
Bachelor's Degree	19
Beyond Bachelor's Degree	8
Subject Area	
Agriculture and Natural Resources	3
Arts, Audio, Video Technology, and Communication Services	4
Construction	7
Education and Training Services	2
Health Services	9
Hospitality and Tourism	2
Human Services	5
Information Technology Services	5
Legal and Protective Services	1
Manufacturing	3
Transportation, Distribution, and Logistics Services	3
Scientific Research, Engineering, and Technical Services	1

[1] Some participants self-identified more than one ethnic category
[2] Professional training was defined as an apprenticeship, on the job training for twelve months or more, and postsecondary vocational awards such as certifications and licenses.

Teachers' Sense of Efficacy Scale[1] (long form)

Teacher Beliefs	How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students ?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students form ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

TSES Results, Phase 1
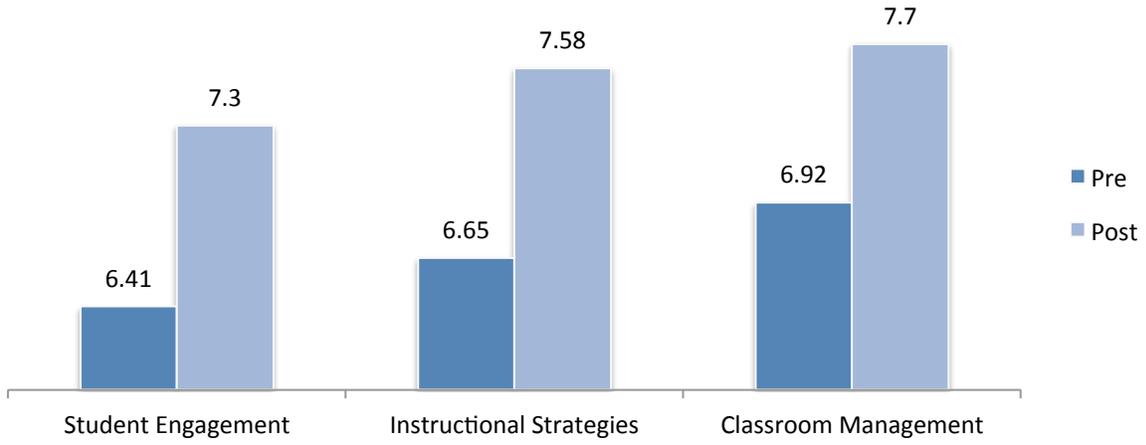
Appendix E
Phase 1
Field Test 1 – Field Test 2 – Field Test 3 & 4
Pre- and Post-Assessment Tool for Content Knowledge

Becoming a Career/Technical Teacher

Directions: Please answer all questions to the best of your ability.

1. Why did you want to become a teacher?

   [ ]

2. Did the availability of an accelerated path to teacher certification encourage you to pursue teaching?
   ☐ Yes
   ☐ No

3. What is the primary reason you are participating in this training? (Select only one.)
   ☐ To connect with other new CTE teachers
   ☐ To comply with administrator's request
   ☐ To improve my ability to prepare lessons and manage classroom behavior
   ☐ Other
   [ ]

4. What do you hope to get out of this training?

   [ ]

5. Describe the steps you would take to create a new lesson plan.
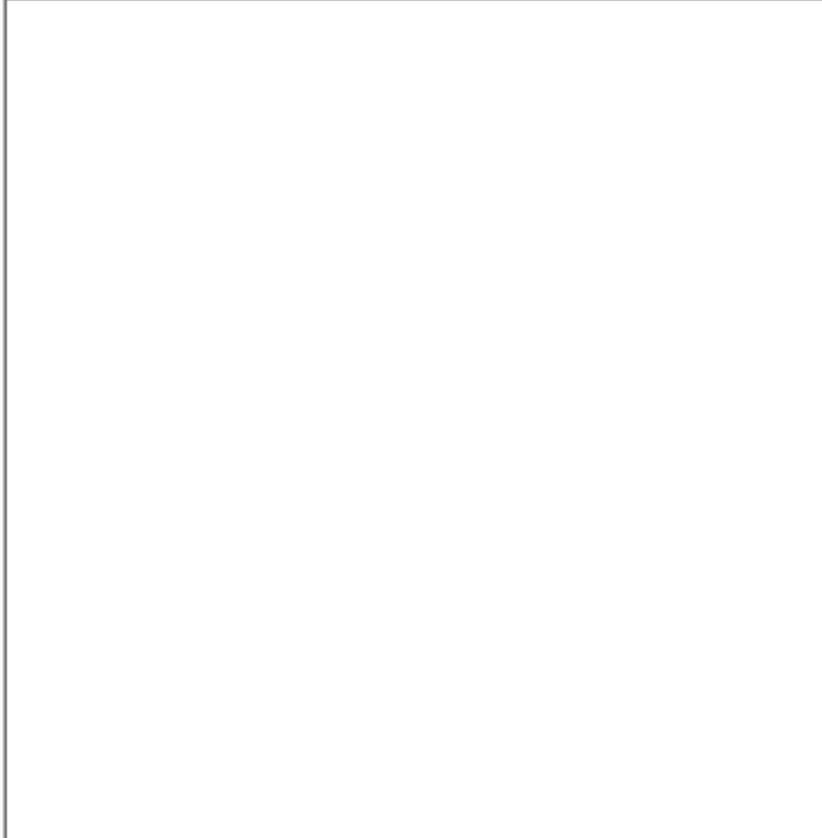
Instructional Strategies

Directions: Please answer all questions to the best of your ability.

1. Describe ways that teachers can actively engage students in learning.

2. Name three things you would look for in a classroom to tell you that high quality CTE instruction is going on.

   1.

   2.

   3.

3. What do you see or hear that tells you students are using higher order thinking skills?

Participant Code:

CTE Field Test 3 Pre Test

5. Assessment Strategies

✱1. What purposes can student assessment serve in the classroom? (Why do you use student assessment?)

✱2. What tools can you use to find out what your students know and can do? (How can you assess student learning?)

✱3. How do you go about assigning students a course grade?

CTE Field Test 3 Post Test

3. Assessment Strategies

*1. What purposes can student assessment serve in the classroom? (Why do you use student assessment?)

*2. Identify three types of tools you can use to find out what your students know and can do.

1.
2.
3.

*3. How do you go about assigning students a course grade?

12

Phase 1
Field Test 4
Pre- and Post-Assessment Tool for Content Knowledge: Classroom Management

CTE Field Test 4 Pre Test

2. Classroom Management Approach

Please complete the following statements with short answers.

＊1. Teachers who are <u>most successful</u> in managing classrooms where students are engaged in learning <u>focus on</u>...

＊2. When a student exhibits problem behaviors such as aggression or noncooperation, a teacher's role is to defuse confrontations by...

＊3. The purpose of imposing consequences for unwanted behaviors is to...

CTE Field Test 4 Pre Test

3. Specific Classroom Management Strategies

Please answer each question in as much detail as you can.

✱1. What strategies are effective in getting to know students?

✱2. What strategies are effective in creating an organized and motivating classroom space?

✱3. What strategies are effective in establishing rules and procedures for a classroom?

14

CTE Field Test 4 Pre Test

3. Specific Classroom Management Strategies

Please answer each question in as much detail as you can.

*1. What strategies are effective in getting to know students?

*2. What strategies are effective in creating an organized and motivating classroom space?

*3. What strategies are effective in establishing rules and procedures for a classroom?

Focus Group Protocol

Session:	Date:
Number of Participants:	Facilitator:
Subgroup:	Assistant:
Site:	

Part 1 Greeting and Researcher Introduction
- Purpose: Welcome participants and express appreciation
- Discuss
  - Introductions and role at SREB
  - Purpose of today's focus group

Part 2 Utilities and Expectations
- Purpose: Establish the parameters for the discussion
- Discuss
  - IRB
  - Confidentiality
  - Voluntary (participation and input)
  - We will be recording these sessions [Make sure recorder is on!]
  - No wrong answer
  - Talk to each other, not researchers
  - Negative and positive results are welcome and desired
  - Feel free to speak openly even if your opinions differ
  - Not about building consensus
  - Teachers should feel free to speak openly about a related topic
  - Personal experiences or known experiences are beneficial

Part 3 Participant Introductions and Icebreakers
- Purpose: Establish a comfortable environment
- Round Robin icebreaker question: What is the first word that comes to mind when someone asks you how your first year as a CTE teacher is going?

SREB

Part 4 Focus Group Questions

1. Now turning your thoughts to the training you've been attending, what would you say about this training to a friend in 5-8 words?

2. Let's talk about some specific characteristics of this training. Please use your red, yellow, or green cards to indicate whether you thought each aspect was right on (green); just OK (yellow); or needs major revision (red):
   - Vocabulary used by the instructor or in materials
   - Clarity of the message communicated by instructor or in materials
   - Sequence of topics
   - Pace of instruction
   - Quality of examples given
   - Differentiation/accommodation of your individual needs

   [Using your recording sheet, go back one by one, and follow up with those that answered yellow or red, e.g. For those of you that showed a yellow or red card on vocabulary, tell me how you would like to modify the materials or instruction to make it more appropriate for you]

3. Let's take 2-3 minutes to talk about the next question in pairs [*break them up*] and then I want each of you to report out.

   What did you hope to get out of this training that was not addressed so far?

4. We will use your red, yellow, and green cards again for this question. We would like to know whether you will use the materials or new assessment strategies learned from this training when you return to your classroom? Green indicates you definitely will; yellow indicates you might; and red indicates you definitely will not.

   Hold up your green card if you think you **will definitely** use the materials/assessment strategies from this training. [*Record*]

   Hold up your yellow card if you think you **might** use the materials/ assessment strategies from this training. [*Record*]

   Hold up your red card if you think you **definitely will not** use the materials/ assessment strategies from this training. [*Record*]

   [*Now go through each of the following one by one*].

   - Greens: What aspects of this training are you planning to use in your classroom? How do you plan on using the assessment strategies learned in your classroom assignments?

   - Yellows: What might help make the materials/ assessment strategies from this training more useful to your classroom?

   - Reds: Tell me about why the materials/ assessment strategies from this training will not be useful in your classroom

SREB

5. Now we're going to walk through today's agenda section by section. [_Go through each bullet, one by one._] Ask participants: Think back to the part of the day when we were talking about (bullet from list below). Look at your learning log and try to tell me what was going on in your head at that point.

   - What were you reactions
     - to what you were hearing?
     - to what your peers were saying?
     - to how the instructional experience was designed for you?

   Even if it seems obvious, say it out loud. Let us in on your thinking, whether it be good, bad, neutral, or totally unrelated.

   Day 1
   - The Role of the Teacher in Assessing Student Progress
   - Formative and Summative Assessments
   - Characteristics of Quality Assessments
   - Developing a System of Assessments for a Unit of Study
   - Feedback Session

   Day 2
   - Reflections on the Previous Day
   - Developing Rubrics
   - Developing Pencil-and-Paper Tests
   - Test Items that Embed Academics
   - Building a Test for a CTE Unit of Study
   - Feedback Session

6. Thinking back at the past two days, pick a point that you felt most helped you learn something valuable and new. Tell me about when that was.
   - Follow up: What do you think was most helpful to you about how the training was designed around that point? [_Wait before offering specifics_]
   - Content? Activities? Conversation with your peers?

7. Finally, of all the things we've discussed tonight, what do you feel is the most important message you would like to convey to the developers of this training program?

Part 5 Conclude
- Thank participants
- Assure participants we will use the feedback they shared to improve the induction model
- Provide email addresses in case participants wish to follow up

SREB

Appendix G
Phase 1
Field Test 1
Module Observation by Evaluators

Snapshot Observation Form

Session:						Date:
Location:						Observer:

	In Session?	Participation Engagement	Cooperative Learning	Large Group Discussion	Problem-Based Learning	Comments
8:00 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
8:20 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
8:40 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
9:00 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
9:20 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
9:40 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
10:00 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
10:20 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
10:40 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
11:00 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
11:20 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
11:40 AM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
12:00 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
12:20 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
12:40 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
1:00 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
1:20 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
1:40 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
2:00 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
2:20 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
2:40 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	
3:00 PM	Y N	1 2 3	1 2 3	1 2 3	1 2 3	

1	No activity	2	Moderate level of activity	3	High level of activity

Hourly Observation Form

Session:				Date:
Location:				Observer:

	Adequate Time	Depth of Dialogue	Level of Rigor	Comments
9:00 AM	Y N	1 2 3	1 2 3	
10:00 AM	Y N	1 2 3	1 2 3	
11:00 AM	Y N	1 2 3	1 2 3	
12:00 PM	Y N	1 2 3	1 2 3	
1:00 PM	Y N	1 2 3	1 2 3	
2:00 PM	Y N	1 2 3	1 2 3	
3:00 PM	Y N	1 2 3	1 2 3	

Field Test 2

Circle date			Enter time and circle am or pm	Code
10/14	10/15	10/16	_____:_____ am pm	

Please think about the segment that just ended and rate your agreement with the following statements:								
	Strongly Disagree				Strongly Agree			
1. What I just learned about high quality CTE instruction applies to my current class of students	1	2	3	4	5	6	NA	
2. Having dialog with others enhanced my understanding of high quality CTE instruction	1	2	3	4	5	6	NA	
3. Opportunities to develop or deliver instruction sharpened my skills in creating high quality learning experiences for my students	1	2	3	4	5	6	NA	
4. The amount of **time** devoted to this segment was just right	1	2	3	4	5	6	NA	

Please attend to each item thoughtfully and honestly. Take your time.

Field Test 3

Circle date			Enter time and circle am or pm	Code
12/3	12/4	12/5	_____:_____ am pm	

| **Please think about the segment that just ended and rate your agreement with the following statements:**								
	Disagree				Agree			
1. What I just learned about classroom assessment **applies** to my current class of students	1	2	3	4	5	6	NA	
2. Having **dialog** with others enhanced my understanding of classroom assessment	1	2	3	4	5	6	NA	
3. Opportunities to **create or deliver** assessments sharpened my skills	1	2	3	4	5	6	NA	
4. The amount of **time** devoted to this segment was just right	1	2	3	4	5	6	NA	

Please attend to each item thoughtfully and honestly. Take your time.

Circle date			Enter time and circle am or pm	Code
2/25	2/26	2/27	_____:_____ am pm	

Please think about the segment that just ended and rate your agreement with the following statements:							
	Agree				**Disagree**		
1. What I just learned about classroom management **applies** to my current class of students	6	5	4	3	2	1	NA
2. Having **dialog** with others enhanced my understanding of classroom management	6	5	4	3	2	1	NA
3. Opportunities to **create** classroom management plans or **practice** classroom management strategies sharpened my skill	6	5	4	3	2	1	NA
4. The amount of **time** devoted to this segment was just right	6	5	4	3	2	1	NA

Please attend to each item thoughtfully and honestly. Take your time.

Appendix I
Phase 1
Quick Card Ratings of Adult Learning Quality from a Day
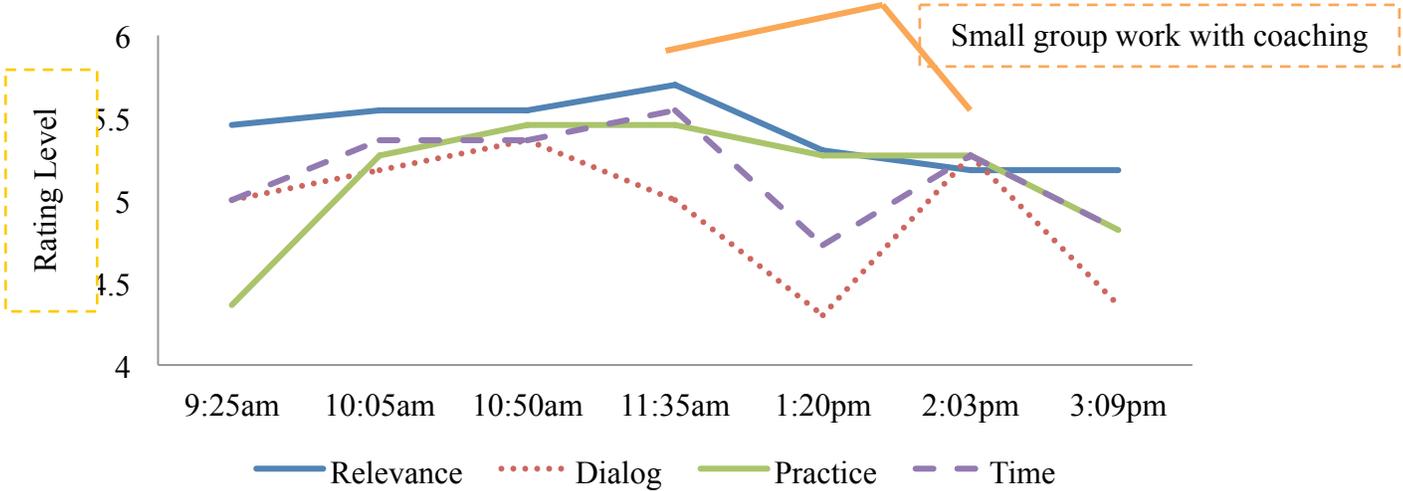

Participant Interview

Session:	Date:
Participant:	Interviewer:

Objective 1: Use formative and summative assessment methods that prepare students for workplace and post-secondary types of assessment (for example, employer and college-readiness exams)

Talk to me a little bit about how you would use formative and summative assessment methods in your classroom.

How do you use assessment to prepare your students for employer or college-readiness exams?

Before this training, how competent would you say you were in using formative and summative assessment to prepare students for employer or college-readiness exams?

Objective 2: Incorporate student self assessment, especially through a portfolio of work

Talk to me a little bit about how you would incorporate student self assessment in your classroom.

What role do you see portfolios playing in your course?

Before this training, how competent would you say you were in using student self assessment and portfolios?

Objective 3: Use rubrics to clearly define assessment criteria

What purpose do rubrics play in your classroom?

How well do you feel you can use rubrics in your classroom on Monday to define assessment criteria?

Before this training, how competent would you say you were in using rubrics to define assessment criteria?

SREB

Objective 4: Create written exams that mirror standardized-assessment-type or employer-exam-type questions.

How competent do you feel you are in creating written exams that mirror standardized or employer exam tests?

Before this training, how competent would you say you were in using rubrics to define assessment criteria?

Objective 5: Assess student progress in reading, writing, and mathematics to solve problems and take action in the field

What do you feel you do well in your classroom to assess student progress in reading, writing and math?

Before this training, how competent would you say you were in assessing student progress in reading, writing and math?

Objective 6: Develop a plan for grading and reporting student progress

What is your plan for grading and report your students' progress?

How competent do you feel you were before this training in developing a plan for grading and reporting student progress?

Overall, what do you feel you learned during this training session?

If you could customize this training, what would you do to make it really relevant and right for you?

SREB

Post Module Training Review with Instructor

Day:

Instructor:

How closely would you say today's training met with your expectations and plans?
1 (Not at all)   5 (Exactly)

What did you do that deviated from what you planned?

      What did you see, hear or learn to determine that a change was needed?

      How did you change the planned activity?

      How did the change work out?

      What would you do differently next time?

      What materials can/should be developed to support this adaptation?

      Is this adaptation likely to be something a future instructor will need to make?

      Should the module be changed, or should this adaptation be added as an option?

What would you like to change about the module materials based on your experience today?

What aspects of today were most successful? Why do you think so?

Day 1: Instructions

For today, we ask that you carefully read through the binder materials and texts provided for all three days.

Consider the materials using these criteria:

1. Are the materials relevant to new CTE teachers?

2. Are the materials, in their current form, usable by new CTE teachers?

3. Are the materials, in their current form, usable by CTE teacher educators?

4. Are the materials written and designed in a way that is clear and understandable to new CTE teachers?

5. Are the assumptions implied by the materials about what constitutes teacher competence appropriate for first year CTE teachers?

Space is provided on the next five pages for you to capture these reflections. Please submit your completed forms at the end of the day to John Uhn.

Day 1: Reviewing Module Materials

Unit 1

Criterion	Low					High
Materials are relevant to new CTE teachers	1	2	3	4	5	6
Materials are usable by new CTE teachers	1	2	3	4	5	6
Materials are usable by CTE teacher educators	1	2	3	4	5	6
Materials are written and designed in a way that is clear and understandable to new CTE teachers	1	2	3	4	5	6
Assumptions about teacher competence are appropriate	1	2	3	4	5	6

What are your overarching impressions of this section of the materials? Please be candid and thorough.

What assumptions do these materials make about new CTE teacher competence?

Phase 2

Demographic Characteristics of Teacher Professional Development Cohort

Characteristic	*n*
Gender	
Male	5
Female	5
Ethnicity	
White	6
Asian	1
American Indian	2
Unspecified	1
Age	
25–34	3
35–44	4
45–54	3
Highest Level of Education	
High School with professional training[1]	4
Associate's Degree	1
Bachelor's Degree	2
Beyond Bachelor's Degree	3

[1] Professional training was defined as an apprenticeship, on the job training for twelve months or more, and postsecondary vocational awards such as certifications and licenses.

TSES Results, Phase 2
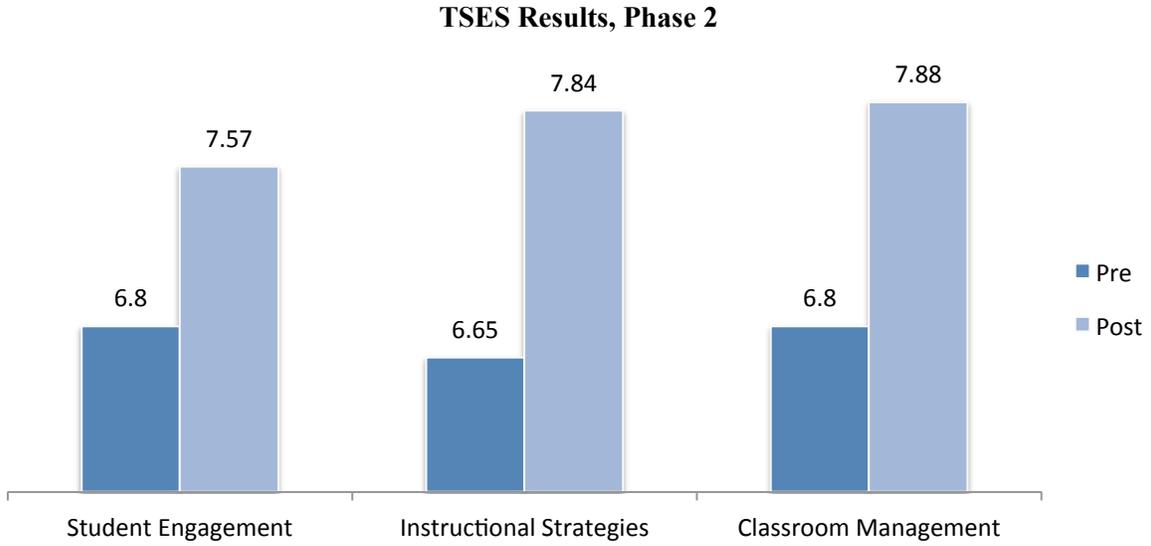
Post-Workshop Evaluation

Name:

1. **Which of the following statements best describes your intentions for your professional career for the next five years? (Choose the one best answer)**

   ☐ Continue working as a teacher at my current school

   ☐ Continue working as a teacher but leave this school

   ☐ Leave teaching for another opportunity in education

   ☐ Leave teaching and return to my trade

   ☐ Leave teaching and pursue a different career path

   ☐ Other. Please describe:

   _____

2. **Indicate the extent to which you agree or disagree with the following statements.**

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Being a career/technical teacher has been my long-term career goal.	1	2	3	4	5	6
I plan to teach for at least five years.	1	2	3	4	5	6
I hope I am not still teaching during the 2011-2012 school year.	1	2	3	4	5	6
Teaching as a career matches my personal needs.	1	2	3	4	5	6
Choosing to teach this year was the best career decision.	1	2	3	4	5	6

N a m e l

Post-Workshop Evaluation

3. To what extent do the following items influence your intentions to stay or leave your professional career in education?

	Makes me want to leave	Somewhat makes me want to leave	No influence on leaving or staying	Somewhat makes me want to stay	Makes me want to stay
Your current salary	1	2	3	4	5
Your future salary expectations	1	2	3	4	5
School leadership	1	2	3	4	5
My ability to advance within teaching	1	2	3	4	5
Feeling of success as a teacher	1	2	3	4	5
Making a difference in students' lives	1	2	3	4	5
Respect as a teacher	1	2	3	4	5
Feeling of isolation at school	1	2	3	4	5
Personal safety issues	1	2	3	4	5
Conditions of facilities	1	2	3	4	5
Availability of resources	1	2	3	4	5
Student apathy	1	2	3	4	5
Support in the classroom	1	2	3	4	5
Disciplining students	1	2	3	4	5

4. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I have the same enthusiasm for teaching now as I did when I started teaching.	1	2	3	4
I question if teaching is the right career for me.	1	2	3	4
It is hard to tell people that I am a teacher.	1	2	3	4
If I had to do it over, I would still become a teacher.	1	2	3	4
I am still teaching because it is my only real option.	1	2	3	4
I am still teaching because I truly enjoy it.	1	2	3	4

Phase 2
Teacher Career Commitment Survey-Pre/Post

Teacher	Future professional plans		Teaching is a long-term career goal		Teach for at least 5 years		Hope to be teaching next year	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
A	Continue [4]	Other	Yes	Yes	Yes	Yes	Yes	Yes
B	Return [6]	Return [6]	No	No	Yes	No	Yes	Yes
C [1]	Continue [4]		No		Yes		Yes	
D	Continue [4]	Continue [4]	Yes	Yes	Yes	Yes	Yes	Yes
E [2]	Return [6]		Yes		No		Yes	
F	Another [5]	Continue [4]	No	No	Yes	Yes	Yes	Yes
G	Continue [4]	Continue [4]	Yes	Yes	Yes	Yes	Yes	Yes
H	Continue [4]	Continue [4]	Yes	Yes	Yes	Yes	Yes	Yes
I [1]	Continue [4]		Yes		Yes		Yes	
J [3]		Other		No		-		Yes

"-" response was left blank
[1] Did not attend summer institute 2011. Teaching for the 2011–2012 school year.
[2] Left teaching for a job outside the profession in December 2010.
[3] Did not complete the survey at the first summer institute.
[4] Result "Continue working as a teacher"
[5] Result "Leave teaching for another opportunity in education"
[6] Result "Leave teaching and return to my trade"

Focus Group Protocol

Session:	Date:
Number of Participants:	**Facilitator:**
Subgroup:	**Assistant:**
Site:	

Part 1: Greeting and Researcher Introduction
- Purpose: Welcome participants and express appreciation
- Discuss
  - Introductions and role at SREB
  - Purpose of today's focus group

Part 2: Utilities and Expectations
- Purpose: Re-establish the parameters for the discussion
- Discuss
  - IRB
  - Confidentiality
  - Voluntary (participation and input)
  - We will be recording these sessions [Make sure recorder is on.]
  - No wrong answer
  - Talk to each other, not researchers
  - Negative and positive results are welcome and desired
  - Feel free to speak openly even if your opinions differ
  - Not about building consensus
  - Feel free to speak openly about a related topic
  - Personal experiences or known experiences are beneficial

Part 3: Participant Introductions and Icebreakers
- Purpose: Establish a comfortable environment
- Round robin icebreaker question: What are you planning to read this summer (work or recreation)?

Part 4: Focus Group Questions

1. Another round robin: What would you say to a colleague about the past two weeks of training?

2. Let's talk about some specific characteristics of this training. Please use your red, yellow or green cards to indicate whether you thought each aspect was right on (green); just OK (yellow); or needs major revision (red):
   - Vocabulary used by the instructor or in materials (which or both?)
   - Clarity of the message communicated by instructor or in materials (which or both?)
   - Sequence of topics
   - Pace of instruction
   - Quality of examples given
   - Differentiation/accommodation of your individual needs

SREB

[Using your recording sheet, go back one by one, and follow up with those that answered yellow or red (e.g. For those of you that showed a yellow or red card on vocabulary, tell me how you would recommend modifying the materials or instructions to make it more beneficial for you.)]

3. Thinking back over the institute, try to pinpoint a specific activity or time that you felt you were learning something valuable and new. Tell me about when that was or what was happening in the classroom, and what were you learning?

4. What have you learned from the other teachers that attended this institute? When did you feel you were learning the most from other teachers?

5. What have you learned about yourself? When did you feel you were learning the most about yourself?

6. Tell me about the work you have produced during this institute. Would you feel comfortable sharing the lesson and unit plans you have developed here with a mentor teacher or someone whose opinion you respect?

   If not, why?

   Will you be able to put these materials to use with little additional work when you arrive in your classroom?

7. [First Focus Group only] The institute has addressed four primary topics. Think about the time that has been devoted to each topic over these two weeks. How much time – in your opinion – was devoted to each topic. Use cards: Just Right (Green); Too Much (Red); Not Enough (Yellow)

	Time Devoted
Instructional Planning	
Instructional Strategies	
Assessment	
Classroom Management	

   After, probe reds and yellows. What was emphasized too much? What did you want more of?

8. [Second Focus Group only] Let's talk about some specific characteristics of this program. Please use your red, yellow, or green cards to indicate whether you thought what was taught during these aspects was at the right time (green); was before or after I needed it (yellow); or was a waste of my time (red):
   - First two weeks of training
   - First coaching visit
   - Two days of training in January
   - Webinars
   - Second coaching visit
   - Last two weeks of training
     o Two weeks straight or one week, a break, and then the last week preferred?

SREB

9. **[Second Focus Group only]** Thinking back over all the training, do you feel that anything was emphasized too much for the first year? What did you want more of during the year?

10. Finally, of all the things we have discussed tonight, what do you feel is the most important message you would like to convey to the developers of this training program?

Part 5: Conclusion
- Thank participants
- Assure participants we will use the feedback they shared to improve the induction model
- Provide email addresses in case participants wish to follow up

Q-Sort Protocol

Session: **2011 Summer Institute**	Date:

Participant:	Facilitator:

Site:

Part 1 Greeting and Researcher Introduction
- Purpose: Explain Q-Sort is being used to compare participants' opinion on training
  - Review of the summer institute (over 3 weeks)

Part 2 Expectations
- Purpose: Re-establish the parameters for the discussion
- Discuss
  - **IRB**
  - Confidentiality
  - Voluntary (participation and input)
  - No right or wrong answer
  - Not timed

Part 3 Conducting Q-sort

- Script: explain the process for Q-Sort
- Discuss
  - Opinion only
  - 7 Stacks of Responses
    - Strongly Agree
    - Agree
    - Somewhat Agree
    - Neutral
    - Somewhat Disagree
    - Disagree
    - Strongly Disagree
  - Expected to explain thoughts on assortment

- Example script:
  This next activity is called a Q-Sort. It is considered to be an informal interview, an opportunity for you to provide your point of view and opinions about the CTE training and support you have received throughout the past year. Any information you provide during this activity will remain confidential. Your participation in this activity is voluntary and you may choose not to participate. Do you have any questions?

  First I want you to read over the CTE program statements on the cards to yourself.

Next I want you to place the cards into seven stacks of statements that you
1. Strongly agree with,
2. Agree with,
3. Somewhat agree with,
4. Have no opinion of,
5. Somewhat agree with,
6. Disagree with and
7. Strongly disagree with.

After you have completed this part of the activity, I would like you to explain to me why you placed the cards where you did. Thank you for your participation in this activity.

Part 4 Q-Sort items

- The training was organized to give me time to digest what I was learning.
- Examples were from my own field.
- I don't think anybody truly understood most of the activities.
- I had enough time to really reflect deeply on what I was learning.
- Lecture lecture lecture. It was too much talking.
- There are things that I learned from the other teachers here, even if it didn't come through this course.
- I can tweak the rubric or lesson plans provided here and use them immediately.
- When I would ask questions on the side, I got so much more information.
- I had a chance to take part in role-playing real classroom scenarios.
- I gained valuable instructional skills just from watching how the instructor managed the training.
- Some of the work I did was made up and fictitious because I didn't have enough time or the right materials to do my best work.
- I can go home and apply what I've learned here.
- The instructor assumed that I knew the vocabulary that was used.
- Talking to my peers helped me better understand some things.
- There was a lot of good information but I didn't have time to process it.
- I felt the instructors already know who I was ahead of time.

- I had the opportunity to take what I learned, apply it to my content area, and on top of that, share that idea and get feedback.
- I had a chance to work closely with other teachers in a similar content area.
- I would like to have had more time for us to ask questions.
- I have classroom management down pat.
- I know the material that I'm supposed to be teaching.
- Running a classroom is a whole different thing from working in my trade.
- I know how I can improve students' reading ability as part of teaching my course.
- Administration plays a part in how much control I have over what I do in my classroom.
- The academics part should be taken care of by other teachers or the sending school.
- I'm very proficient at my trade or content area.
- You can't motivate some students.
- I didn't come to teaching to teach academics. I came in to teach students a trade they could get a job at.
- I was able to see an opportunity to use math in my field where I would not normally.
- The one thing that really opened my eyes was assessment.
- I didn't realize how ill-equipped the students I was teaching might be.
- In some cases, I may need to get through remediation before I can teach my content.

SREB

Appendix S

Phase 2

Q-Sort Results

Statements	Pre	Post
Academic Integration		
I know how I can improve students' reading ability as part of teaching my course.	Agree	Agree
The academics part should be taken care of by other teachers or the sending school.	Disagree	Disagree
I didn't come to teaching to teach academics. I came in to teach students a trade they could get a job at.	Disagree	Disagree
I was able to see an opportunity to use math in my field where I would not normally.	Split	Agree
In some cases, I may need to get through remediation before I can teach my content.	Disagree	Disagree
Learning from Peers		
There are things that I learned from the other teachers here, even if it didn't come through this course.	Agree	Agree
Talking to my peers helped me better understand some things.	Agree	Agree
I had a chance to work closely with other teachers in a similar content area.	Split	Split
Time/Reflection		
The training was organized to give me time to digest what I was learning.	Neutral	Agree
I don't think anybody truly understood most of the activities.	Disagree	Disagree
I had enough time to really reflect deeply on what I was learning.	Split	Neutral
Some of the work I did was made up because I didn't have enough time or access to the right materials to do my best work.	Split	Split
There was a lot of good information, but I didn't have time to process it.	Split	Neutral
I would like to have had more time to ask questions.	Disagree	Disagree
Self-Efficacy		
I have classroom management down pat.	Split	Split
I know the material that I'm supposed to be teaching.	Agree	Agree
Running a classroom is a whole different thing from working in my trade.	Split	Agree
Administration plays a part in how much control I have over what I do in my classroom.	Neutral	Agree
I'm very proficient at my trade or content area.	Agree	Agree
You can't motivate some students.	Agree	Agree
I didn't realize how ill-equipped the students I was teaching might be.	Neutral	Agree
Application/Relevance & Authentic Examples		
Examples were from my own field.	Neutral	Disagree
I can tweak the rubric or lesson plans provided here and use them immediately.	Agree	Agree
I had a chance to take part in role-playing real classroom scenarios.	Agree	Agree
I can go home and apply what I've learned here.	Agree	Agree
I felt the instructors already knew who I was ahead of time.	Agree	Neutral
I had the opportunity to take what I learned, apply it to my content area, share that idea, and get feedback.	Agree	Agree
High Quality Adult Learning		
Lecture, lecture, lecture. It was too much talking.	Neutral	Disagree
When I would ask questions on the side, I got so much more information.	Agree	Neutral
I gained valuable instructional skills just from watching how the instructor managed the training.	Agree	Agree
The instructor assumed that I knew the vocabulary that was used.	Neutral	Agree
No Category		
The one thing that really opened my eyes was assessment.	Disagree	Split

Teacher Interview Protocol
Summer Institute

Name: _____

Date: 7/27   7/28   Interviewer: LHB   JHU

1. Tell me how you become interested in being a teacher?

2. Looking back over last five years, what experiences have you had that you feel will help you be a successful teacher?

3. News stories about schools today often report increasing numbers of failing students. Why do you think so many kids fail in schools today?

4. As you look forward to the first day of school, what do you feel apprehensive or excited about?

SREB

Post Module Training Review   **Your Initials:**
Date

1. Did you do anything that deviated from what you had *planned* to do today?

   ☐ Yes

   ☐ No (continue on to question 9)

2. What did you see, hear or learn to determine that a change was needed?

3. How did you change the planned activity?

4. How did the change work out?

5. What would you do differently next time?

6. What materials can/should be developed to support this adaptation?

7. Is this adaptation likely to be something a future instructor will need to make?

8. Should the module be changed, or should this adaptation be added as an option?

9. What advice would you give to another instructor about how to successfully teach today's lessons/module components?

10. What evidence did you observe that the teachers met the learning goals for today?

NRC CTE
National Research
Center for Career and
Technical Education

SREB

☐ Principal
☐ Mentor

Name:_____

School:_____ **Date:** _____

1. What are specific needs of new CTE teachers coming to the classroom through an alternative route that are different from those of traditionally-prepared teachers?

2. What are three things you can do to help new CTE teachers become more effective instructors?

   I

   _____

   II

   _____

   III

3. What can you do to help increase new CTE teachers' desire to continue teaching?

Appendix W
Phase 2 – Phase 3
Observation Checklist for Administrators & Instructors

NRCCTE/SREB CTE Teacher Induction Project
Classroom Observation Checklist

Teacher's Name: _____   Date: _____

Observer's Name: _____   Course: _____

Instructions: Place a (✓) in the appropriate box.

I. Planning and Preparation	Unsatisfactory	Basic	Proficient	Distinguished
a. Teacher displays understanding of students' skills, knowledge, and needs, including special learning needs [FFT1b]	☐	☐	☐	☐
b. Teacher displays knowledge of interests of students [FFT1b]	☐	☐	☐	☐
c. Instructional goals (e.g. standard and objective) are clearly visible and written in language students can understand	☐	☐	☐	☐
d. Instructional goals include: (circle all that apply)	Technical content | Academic content | 21st Century skills			

II. Classroom Environment				
a. Teacher-student interactions are friendly and demonstrate warmth, caring and respect [FFT2a]	☐	☐	☐	☐
b. The lesson, interactions and classroom environment conveys clear expectations for positive student behavior [FFT2b]	☐	☐	☐	☐
c. Transitions occur smoothly, with little loss of instructional time (teacher starts class ready to go and has a clear closing at end of class) [FFT2c]	☐	☐	☐	☐
d. Teacher uses appropriate interventions to respond to unwanted behavior and respects the student's dignity, or student behavior is generally appropriate [FFT2d]	☐	☐	☐	☐
e. The classroom and laboratory space are orderly and support learning [FFT2e]	☐	☐	☐	☐
f. The physical space includes motivational displays (circle all that apply):	Student work | Career-Course content connections CTSO information | Recognition of student achievements			

III. Instruction				
a. Most of teacher's questions are of high quality and adequate time is available for students to respond [FFT3b]	☐	☐	☐	☐
b. The lesson has a clearly defined structure of activities and is well-paced. Instruction is from bell-to-bell [FFT3c]	☐	☐	☐	☐
c. Representation of content is appropriate and links well with students' knowledge and experience [FFT3c]	☐	☐	☐	☐
d. Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson [FFT3c]	☐	☐	☐	☐
e. Teacher provides students with feedback that is accurate, specific, constructive and timely [FFT3d]	☐	☐	☐	☐
f. Students are engaged in real workplace projects and problem-solving experiences	☐	☐	☐	☐
g. A variety of active engagement strategies are employed	☐	☐	☐	☐
h. Teacher uses frequent formative assessment to check for understanding	☐	☐	☐	☐
i. Teacher integrates academic content with career/technical content (circle all that apply)	Reading | Writing | Mathematics			
j. Students are engaged in intellectually challenging tasks: (circle all that apply)	Plan | Create | Synthesize | Analyze Solve problems | Make decisions | Apply			

Appendix X
Phase 2
Pride Surveys: Facts about Participating High Schools and Tech Centers

	Yes		No	
Did you grow up in the same general community in which your school is located?	34%		64%	
	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
At my school: Most members of this school community are proud of their school.	0%	6%	60%	34%
At my school: Overall, this school is a good place for me to work.	2	2	38	59
At my school: My class sizes are too large for me to meet the needs of all students.	39	50	9	3
At my school: I believe this school is headed in the right direction	3	8	42	47
My principal or instructional supervisor: Promotes "drill and practice" methods to increase student test scores.	9	39	40	12
At my school: Overall this school is a good place for me to work.	2	2	38	59
At my school: Teachers are protected from duties that interfere with their essential role of teaching	12	29	46	13
At my school: My principal follows through in addressing student discipline problems.	0	5	52	44
At my school: There is an atmosphere of trust and mutual respect within the school.	9	18	55	18
At my school: There is a good mentoring program for new teachers.	8	22	52	18
At my school: Students are generally apathetic about school.	6	45	33	16
	Not True At All	**Somewhat Not True**	**Somewhat True**	**Very True**
I like being a teacher.	0%	0%	29%	71%
I have the ability to meet the needs of my students whose primary language is other than English.	34	27	31	8

The following survey contains questions about you. Please read each question carefully and select the best answer.

1. What is your gender?

   A. Male
   B. Female

2. Which race/ethnicity best describes you? (Mark all that apply.)

   A. American Indian/Alaskan Native
   B. Asian
   C. Black or African-American
   D. Hispanic or Latino
   E. Native Hawaiian or other Pacific Islander
   F. White

3. What is your age?

   A. Under 18
   B. 18-21
   C. Over 21

SREB

The following survey contains questions about your experiences with your career/technical instructor. Please read each question carefully and **circle** the best answer.

Questions 4–5. Please respond to the following questions about your experiences <u>in this class</u> and how you learn best.

4. Which of the following experiences have you had in this class? (Circle all that apply.)

    A. My instructor helped me understand the connection between what I am studying and why it is important.

    B. My instructor links what I am learning to my interests.

    C. My instructor links what I am learning to my goals.

    D. My instructor took into consideration the way I learn best.

5. Which of the following do you have to do in this class? (Circle all that apply.)

    A. Predict outcomes based on observations or information provided.

    B. Develop a logical argument for your solution to a problem or project.

    C. Make inferences from information provided to develop a solution for a problem or project.

    D. Use math to solve problems related to my career/technical area.

    E. Apply academic knowledge and skills to my career/technical area.

    F. Apply technical knowledge and skills to new situations.

    G. Complete an extended project that requires planning, developing a solution or product and presenting the results orally or in writing.

    H. Read materials in order to complete an assignment in my career/technical area.

    I. Have to keep a reflective diary or journal of important information.

Questions 6–7. Are you assessed on your ability to apply the following skills <u>in this class</u>?

		Yes	No
6.	Reading skills	A	B
7.	Mathematics skills	A	B

Questions 8–11. How often does your instructor <u>in this class</u> stress the following subjects and skills?

		Never	Seldom	Sometimes	Often
8.	Reading	A	B	C	D
9.	Writing	A	B	C	D
10.	Mathematics	A	B	C	D
11.	Science	A	B	C	D

SREB

The following survey contains questions about your experiences with your career/technical instructor. Please read each question carefully and **circle** the best answer.

Questions 23–32. How often have you done each of the following <u>in this class</u>?

	Never	Once a year	Once a semester	Monthly	Weekly
24. Read and interpreted scientific or technical books and manuals.	A	B	C	D	E
25. Read a career-related article and demonstrated understanding of the content.	A	B	C	D	E
26. Completed a project that first required some research and a written plan before completing the task.	A	B	C	D	E
27. Used computer skills to complete an assignment or project.	A	B	C	D	E
28. Used database or spreadsheet software to complete an assignment or project.	A	B	C	D	E
29. Used computer software or other technology related to my career/ technical area to complete assignments.	A	B	C	D	E
30. Used mathematics to complete assignments.	A	B	C	D	E
31. Made journal or lab manual entries that recorded class work.	A	B	C	D	E
32. Completed short writing assignments of one to three pages that were graded by the instructor.	A	B	C	D	E
33. Discussed or debated topics with other students about something we read.	A	B	C	D	E

34. Are you required to keep a folder, portfolio or a record of your accomplishments?

    A. Yes, it is an electronic record of work. (Continue to Question 34.)

    B. Yes, it is a physical record of work. (Continue to Question 34.)

    C. No (Skip to end of survey.)

SREB

The following survey contains questions about your experiences with your career/technical instructor. Please read each question carefully and **circle** the best answer.

35. What is included in your folder/portfolio? (Circle all that apply.)

    A. My resume

    B. Written documents that describe what I know and can do

    C. Charts and graphs presenting information I prepared

    D. Formal evaluations of my work experience

    E. Written entries on how I completed assignments

    F. Documentation of my post-high school plans

    G. Examples of how I used mathematics to complete a career/technical assignment.

    H. Examples of mathematical formulas and their application to problems in my field of study

    I. Illustrations of scientific concepts and their application to my field of study

You have completed the Survey

Thank you.

SREB

Appendix Z

Phase 2
Student Survey Results

Student Surveys: Highest Percentages Student <u>Weekly</u> Activities in CTE Classrooms	
Read and interpreted scientific or technical books and manuals	44%
Used computer skills to complete an assignment or project	66
Used database or spreadsheet software to complete an assignment or project	41
Used computer software or other technology related to my career/technological area to complete assignments	57
Discussed or debated with other students about what we read	42

Student Surveys: Highest Percentages of Teacher Practices in CTE Classrooms	
My instructor helped me understand the connection between what I am studying and why it is important.	82%
My instructor linked what I am learning to my goals.	63
My instructor took into consideration the way I learn best.	61
Used math to solve problems related to my career/technical area	61
Applied academic knowledge and skills to my career/technical area	73
Applied technical knowledge and skills to new situations	75
Read materials in order to complete an assignment in my career/technical area	85

Student Surveys: Teacher Inclusion of Core Content Areas in CTE Classrooms	
Reading	54%
Writing	49
Mathematics	37
Science	48

Student Surveys: Student Portfolio Contents (Based on 71 percent of students surveyed having portfolios)	
Formal evaluations of my work experience	44%
Included my resume	89
Documents that showed what I know and can do	85
Charts and graphs representing what I prepared	41

TEACHER INDUCTION MENTOR/MENTEE DOCUMENTATION FORM

Directions: As the technology center mentor and new teacher meet, record the date of the meeting, hours spent meeting, and activity/topics discussed. Some topics are suggested below; however, they are *suggestions* only. You many have other topics that are more relevant for your new teacher's situation.

TECHNOLOGY CENTER MENTOR AND NEW TEACHER DOCUMENTATION CHART

Date	Number of Hours	Mentoring Activity/Topics Discussed
August		
Click here to enter a date.	Click here to enter text.	Click here to enter text.
September		
Click here to enter a date.	Click here to enter text.	Click here to enter text.
October		
Click here to enter a date.	Click here to enter text.	Click here to enter text.
November		
Click here to enter a date.	Click here to enter text.	Click here to enter text.
December		
Click here to enter a date.	Click here to enter text.	Click here to enter text.
January		
Click here to enter a date.	Click here to enter text.	Click here to enter text.

- 1

Date	Number of Hours	Mentoring Activity/Topics Discussed
February		
Click here to enter a date.	Click here to enter text.	Click here to enter text.
March		
Click here to enter a date.	Click here to enter text.	Click here to enter text.
April		
Click here to enter a date.	Click here to enter text.	Click here to enter text.

Appendix BB
Phase 2
Mentor Log Results

Participant		Mentor		Total Mentor
First Name	Last Name	First Name	Last Name	Hours
-	-	-	-	139
-	-	-	-	76
-	-	-	-	56
-	-	-	-	97
-	-	-	-	97
-	-	-	-	0
-	-	-	-	139
-	-	-	-	76
-	-	-	-	139

Prepared on May 25, 2011 by John Uhn

52

Appendix CC
Phase 2
End of the Phase Instructor Interview

End of Event Interview   **Instructor Initials:**

Date:

Instructor Interview Questions—6/11

1. How accurate were your planned tasks/activities throughout the school year as compared to your actual task/activities?

2. Would you change the coaching schedule next year? If so, how?

3. What aspects of the coaching process would you do differently next time?

4. What worked in coaching? What did not work?

5. Were there any surprises in your role as a coach? If so, what were they?

6. Do you have any additional comments about the coaching process?

SREB

End of Event Interview   **Date:**

    State Observer Initials:

State Representative/Observer Interview Questions

1. Describe your role in the CTE project.

2. What have been your impressions of the CTE project? (process, content, scheduling)

3. What have been the benefits associated with your state's participation?

4. What have been the challenges associated with your state's participation?

5. How did or would you alter the induction program to fit with your state's needs? Why? (summer institute, training, coaching, webinars, mentors, administrators, etc)

6. Do you have any additional comments about the CTE project?

SREB

Appendix EE

Phase 3

Demographic Characteristics of Stakeholder/State Cohort

| State 1			State 3	
Characteristic	***n***		**Characteristic**	***n***
Gender			**Gender**	
Male	3		Male	10
Female	6		Female	6
Ethnicity			**Ethnicity**	
White	7		White	16
American Indian	2		American Indian	0
Age			**Age**	
25–34	1		25–34	4
35–44	6		35–44	4
45–54	2		45–54	8
Highest Level of Education			**Highest Level of Education**	
High School only	0		High School only	2
High School with professional training	2		High School with professional training	6
Associate's Degree	3		Associate's Degree	5
Bachelor's Degree	3		Bachelor's Degree	2
Beyond Bachelor's Degree	1		Beyond Bachelor's Degree	1

[1] Professional training was defined as an apprenticeship, on the job training for twelve months or more, and postsecondary vocational awards such as certifications and licenses.

State 1 TSES Results, Phase 3

State 3 TSES Results, Phase 3

	Student Engagement	Instructional Strategies	Classroom Management
Pre	7.22	7.49	7.50
Post	6.99	7.11	7.61

■ Pre   ■ Post
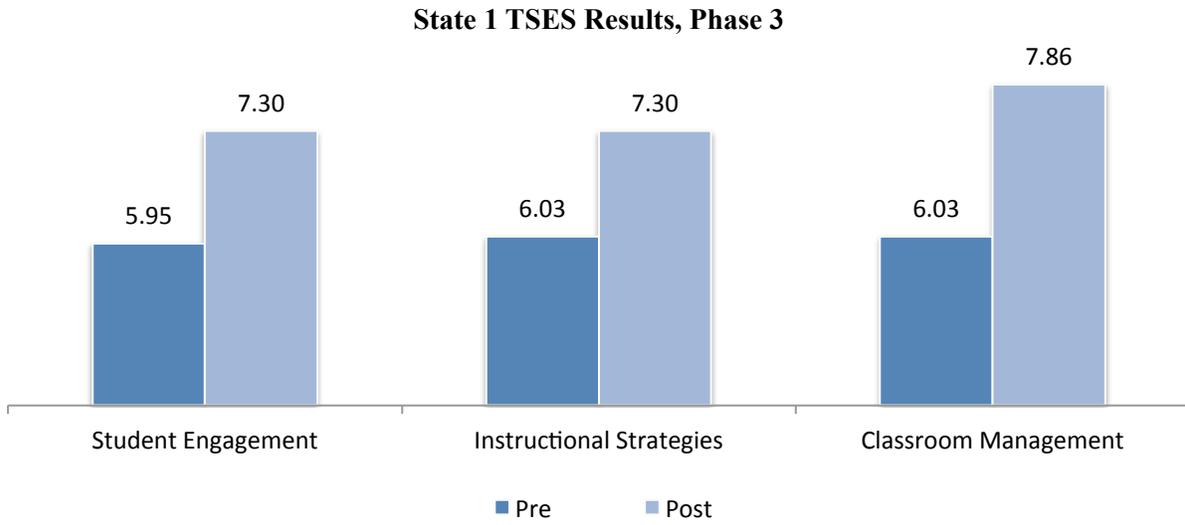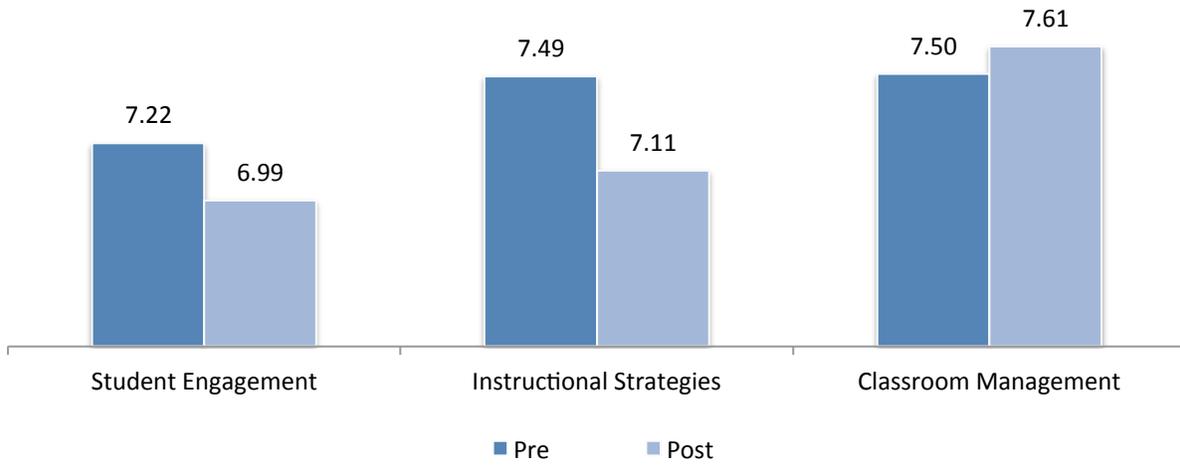
State 1 and State 3 TSES Results, Phase 3
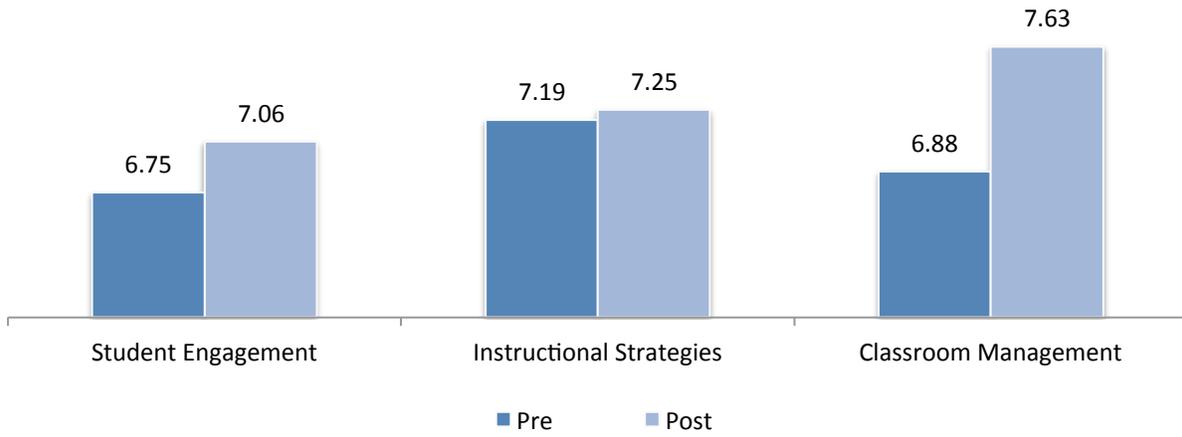
Workshop Evaluation – Career Plans

1. **Which of the following statements best describes your intentions for your professional career for the next five years? (Choose the one best answer)**

   ☐ Continue working as a teacher at my current school

   ☐ Continue working as a teacher but leave this school

   ☐ Leave teaching for another opportunity in education

   ☐ Leave teaching and return to my trade

   ☐ Leave teaching and pursue a different career path

   ☐ Other. Please describe:

   _____

2. **Indicate the extent to which you agree or disagree with the following statements.**

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Being a career/technical teacher has been my long-term career goal.	1	2	3	4	5	6
I plan to teach for at least five years.	1	2	3	4	5	6
I hope I am not still teaching during the 2012-2013 school year.	1	2	3	4	5	6
Teaching as a career matches my personal needs.	1	2	3	4	5	6

Phase 3

Teacher Career Commitment Results for State 1

Teacher	Future professional plans		Teaching is long-term career goal		Teach for at least 5 years		Hope to be teaching next year	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
A	Continue [5]	Continue [5]	No	No	Yes	Yes	No	Yes
B	Continue [5]	Continue [5]	Yes	No	Yes	Yes	Yes	Yes
C	Continue [5]	Continue [5]	Yes	Yes	Yes	Yes	Yes	Yes
D	Continue [5]	Continue [5]	Yes	Yes	Yes	Yes	Yes	No
E	Continue [5]	Continue [5]	Yes	No	Yes	Yes	Yes	Yes
F	Continue [5]	Continue [5]	Yes	Yes	Yes	Yes	Yes	Yes
G	Continue [5]	Continue [5]	Yes	Yes	Yes	Yes	Yes	Yes
H [1]	Continue [5]	Continue [5]	No	Yes	Yes	Yes	Yes	Yes
I [2]	Continue [5]		Yes		Yes		Yes	

[1] after completing the second summer institute, left teaching for another job due to financial concerns.
[2] Did not complete the survey at the second summer institute.
[5] Result "Continue working as a teacher"

Appendix KK

Phase 3

Teacher Career Commitment Results for State 3

	State 3							
Teacher	**Future professional plans**		**Teaching is long-term career goal**		**Teach for at least 5 years**		**Hope to be teaching next year**	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
J	Continue [5]	Continue [5]	No	No	Yes	Yes	Yes	No
K	Continue [5]	Continue [5]	No	No	Yes	Yes	Yes	Yes
L [3]	Continue [5]		Yes		Yes		Yes	
M	Continue [5]	Continue [5]	Yes	Yes	Yes	Yes	Yes	Yes
N	Continue [5]	Continue [5]	No	No	Yes	Yes	Yes	Yes
O	Continue [5]	Continue [5]	No	No	Yes	Yes	Yes	Yes
P	Continue [5]	Continue [5]	Yes	Yes	Yes	Yes	Yes	Yes
Q	Continue [5]	Continue [5]	Yes	Yes	Yes	Yes	Yes	Yes
R	Continue [5]	Continue [5]	Yes	Yes	Yes	Yes	Yes	Yes
S	Continue [5]	Continue [5]	No	Yes	Yes	Yes	Yes	Yes
T	Continue [5]	Continue [5]	Yes	No	Yes	Yes	Yes	Yes
U	Continue [5]	Continue [5]	No	No	Yes	Yes	Yes	Yes
V	Continue [5]	Continue [5]	Yes	Yes	Yes	Yes	No	No
W	Continue [5]	Continue [5]	Yes	No	Yes	Yes	Yes	Yes
X [4]	Continue [5]		No		Yes		Yes	
Y	Continue [5]	Continue [5]	No	No	Yes	Yes	Yes	Yes
[3] Left teaching for previous profession in November 2011. [4] Left CTE new teacher induction program in January 2012; has continued teaching. [5] Result "Continue working as a teacher"								

Planned Action Interview

Session: 2011 Summer Institute	**Date:**
Training or Coaching (circle one)	**Interviewer:**
Site:	**State:**

1. What do you see as your responsibilities as a trainer and/or a coach? (first and last time only)

2. When and where is your next training or coaching visit?

3. How are you preparing for this activity?

4. Do you see any challenges associated with the upcoming training/coaching visit? Explain.

SREB

5. Are you preparing any additional materials for the upcoming training/coaching visit that were not a part of the current SREB materials?

If you will be using any additional materials, what will you be using?

Why did you choose these specific materials?

Is it for the benefit of the entire training group, a few people or one individual?

Do you think the additional materials should be added to the SREB materials?

6. Training only—Will you make changes in the training from what is suggested in dosage or time?

Why do you believe such a change is needed?

Is this a change that should be considered in the suggested dosage or time?

7. Other comments.

SREB

Daily Post-Module Review

Session:	Date:
Training or Coaching (circle one)	Number in Training Group:
Location:	State:
Module Name:	

1. How did you prepare for today's session?

2. Did you do anything that deviated from what you had planned to do today?

    Why did you determine that a change was needed?

    How did you change the planned activity?

    How did the change work out?

    Would you do anything differently next time? If so, what?

    What materials should be developed to support this change?

    Is this adaptation likely to be something a future instructor will need to make?

    Should the module be changed, or should this adaptation be added as an option?

3. What advice would you give another instructor about how to teach today's module successfully?

4. Please circle the appropriate sentence:

Participants met ALL their learning goals today.	Participants met SOME of their learning go als today.	Participants met few/none of their learning goals today.

    How do you know?

5. How did participants react to today's module?

6. Did you complete everything you intended to accomplish today? If no, why not?

7. Additional comments. (write on back)

SREB

Appendix NN
Phase 3
Teacher Focus Group
Conduced at both summer professional development sessions and in the middle of the year

Teacher Focus Group Protocol

Session: 2012 Summer Institute	Date:
Number of Participants:	Facilitator:
Subgroup:	Assistant:
Site:	

Part 1: Greeting and Researcher Introduction
- Purpose: Welcome participants and express appreciation
- Discuss
  - Introductions and role at SREB
  - Purpose of today's focus group

Part 2: Utilities and Expectations
- Purpose: Re-establish the parameters for the discussion
- Discuss
  - IRB
  - Confidentiality
  - Voluntary (participation and input)
  - We will be recording these sessions [Make sure recorder is on.]
  - No wrong answer
  - Talk to each other, not researchers
  - Negative and positive results are welcome and desired
  - Feel free to speak openly even if your opinions differ
  - Not about building consensus
  - Feel free to speak openly about a related topic
  - Personal experiences or known experiences are beneficial

Part 3: Focus Group Questions

1. Another round robin: Would you recommend this program to a colleague (new or experienced teacher)?

2. Let's talk about some specific characteristics of this training. Please tell me what are your thoughts on these items [move through this quickly]:
   - Vocabulary used by the instructor or in materials (which or both?)
   - Clarity of the content communicated by instructor or in materials (which or both?)
   - Sequence of topics
   - Pace of instruction
   - Quality of examples given
   - Accommodation of your individual needs

   [Please use your colored cards to indicate whether you thought each aspect was right on (green); just OK (yellow); or needs major revision (red):

   [Record the results before going back to get a more detailed response]

Copyright © 2011 Southern Regional Education Board   **SREB**

3. Thinking back over the training, was there a time where you needed help and did not receive it or did not receive a satisfactory level of assistance? Is there anything you could think of that would have helped you?

4. Let's talk about some specific characteristics of this program. Please use your red, yellow, or green cards to indicate whether you thought what was taught during these aspects was:
   at the right time (green); was before or after I needed it (yellow); or was a waste of my time (red):
   - First two weeks of training
   - First coaching visit
   - Any training sessions
   - Webinars
   - Second coaching visit and beyond
   - Summer training in 2012

5. We will continue to use your red, yellow and green cards for one more question. With one year of teaching completed, where How comfortable are you with
   very comfortable (green), could use a little more training (yellow) and I need help (red)
   - Instructional planning
   - Instructional strategies
   - Classroom assessment
   - Classroom management
   - Integration of core content areas, and
   - Use of standards

6. Thinking back over **all** the training, do you feel that anything was emphasized too much or little? Elaborate.

7. Did you learn anything from the other teachers that attended this training? When did you feel you were learning the most from other teachers?
   Compare your learning from your instructors and coaches with your fellow teachers.

   [Brainstorm] How could you improve on this time spent with learning from other teachers?

8. Are there an ideal number of instructors necessary for this type of professional development? Explain.

9. What do we need to know about your 14-month CTE professional development experiences?

10. Finally, of all the things we have discussed, what do you feel is the most important message you would like to convey to the developers of this training program?

Part 5: Conclusion
- Thank participants
- Assure participants we will use the feedback they shared to improve the induction model
- Provide email addresses in case participants wish to follow up

SREB

End of Event Instructor   Date:

Instructor Initials:

Instructor Interview Questions

1. Were your planned tasks/activities throughout the school year and your actual task/activities one in the same? (Coaching visits, webinar, training) Explain.

2. Will you change the coaching schedule next year? If so, how?

3. Did you have any challenges in your role as a coach? Explain.

4. What aspects of the coaching process will you do differently next time?

5. What strategies worked in coaching? What did not work?

6. Do you have any additional comments about the coaching process?

SREB

Instructors Focus Group Protocol

Session:	Date:
Number of Participants:	**Facilitator:**
Site:	**State:**

Part 1: Greeting and Researcher Introduction
- Purpose: Welcome participants and express appreciation
- Discuss
    - Introductions and role at SREB
    - Purpose of today's focus group

Part 2: Utilities and Expectations
- Purpose: Re-establish the parameters for the discussion
- Discuss
    - IRB
    - Confidentiality
    - Voluntary (participation and input)
    - We will be recording these sessions [Make sure recorder is on.]
    - No wrong answer
    - Talk to each other, not researchers
    - Negative and positive results are welcome and desired
    - Feel free to speak openly even if your opinions differ
    - Not about building consensus
    - Feel free to speak openly about a related topic
    - Personal experiences or known experiences are beneficial

Part 3: Focus Group Questions

1. Training —

    What was the teacher participant response to the training?

    What was the quality of teacher participant products?

2. What are your specific responsibilities as an instructor?

    [Please list them on a note card with your name at the top]

    How were these responsibilities decided upon?

    Are they reasonable responsibilities?

    Are there any responsibilities missing? Explain.

SREB

3. How would you describe the fidelity of your CTE program implementation this year by components

Overall		
High	Medium	Low

Professional Development		
High	Medium	Low

Support from Schools (Mentors and Administrators)		
High	Medium	Low

Electronic Community		
High	Medium	Low

Why is this the case?

4. Has this program been successful in your state? Explain?

    What successes and failures did you have this year? Explain.

5. In your opinion, what is the ideal number of instructors necessary for this professional development? Explain.

6. As a retired or working CTE professional development instructor and coach, do you think it is better to select retired or working professionals for this position? Explain.

SREB

Feasibility Survey

Name:	State
CTE Role:	Date

1. Teachers were selected for the CTE program in my state based on (check all that apply):

    ☐ Principal/superintendent nomination

    ☐ Writing and/or reading sample

    ☐ Self nomination

    ☐ Letter of recommendation from the district or school

    ☐ Their status as a first year CTE teacher

    ☐ Other (Describe)

    _____

2. District administrator commitments to the CTE program for 2011-2012 in your state include (check all that apply):

    ☐ Administrator attends administrator CTE training

    ☐ Administrator conducts CTE teacher evaluations throughout the year

    ☐ Administrator allows CTE teachers to participate in professional CTE development throughout the year

    ☐ Other (Describe)

    _____

3. To be a CTE professional development instructor in my state, individuals had to have the following qualifications (check all that apply):

    ☐ Observed CTE training

    ☐ Background in CTE

    ☐ Been a CTE teacher and/or professor

    ☐ Previously served as a CTE teacher coach or mentor

    ☐ Nominated by a colleague or a supervisor

    ☐ Other (Describe)

    _____

4. The CTE profession development materials were: (check all that apply):

    ☐ Presented as written

    ☐ Changed by making additions

    ☐ Changed by making deletions

    ☐ Changed by the time allotment

    ☐ Other (Describe)

    _____

5. The webinars planned for CTE teachers this year were (check all that apply):

    ☐ All offered

    ☐ Presented as planned

    ☐ Not all offered

    ☐ Were well attended by teacher participants

    ☐ Were poorly attended by teacher participants

    ☐ Scaled back due to technical difficulties

    ☐ Other (Describe)

    _____

6. Our state team's process for program feedback includes using (check all that apply):

    ☐ Surveys

    ☐ Discussion/conversation with stakeholders

    ☐ Classrooms and/or trainings

    ☐ Observations

    ☐ Teacher participants' work

    ☐ Other (Describe)

    _____

7. The types of professional development issues we have addressed this year include (check all that apply):

   ☐ Teacher attendance

   ☐ Teacher participant dissatisfaction with the training

   ☐ Trainer deficiencies

   ☐ Perceived problems with the training content/pacing

   ☐ Changing the training materials

   ☐ Training schedule concerns

   ☐ School administrator/mentor concerns

   ☐ Teacher deficiencies

   ☐ Other (Describe)

   _____

8. My team makes the decisions about the implementation of the CTE state program by (check all that apply):

   ☐ Consensus

   ☐ One person on our team makes the decisions

   ☐ Group discussion

   ☐ Group vote/agreement

   ☐ It depends on the decision that is being made

   ☐ Other (Describe)

   _____

9. Our team knows our CTE program is successful when (check all that apply):

   ☐ We see quality teacher participant work products

   ☐ There is quality teacher participant discussion

   ☐ When we hear positive feedback about participants from the field

   ☐ When teachers say their program is good.

   ☐ Other (Describe)

   _____

Feasibility Survey Results

Feasibility Survey		
	State 1	**State 3**
Teachers are selected for the CTE program in my state based on:	• Principal/superintendent nomination • Their status as a first year CTE teacher	• Their status as a first year CTE teacher • Two were second year teachers whose director wanted them in the program.
District administrator commitments to the CTE program for 2011-2012 in your state include	• Attending administrator CTE training • Conducting CTE teacher evaluations throughout the year • Allowing CTE teachers to participate in professional CTE development throughout the year	• Attending administrator CTE training • Conducting CTE teacher evaluations throughout the year • Allowing CTE teachers to participate in professional CTE development throughout the year • Attending monthly meetings statewide to support program
To be a CTE professional development instructor in my state, individuals have the following qualifications:	• Observed CTE training • Background in CTE • Been a CTE teacher and/or professor	• Background in CTE • Been a CTE teacher and/or professor • Nominated by a colleague or supervisor
The CTE professional development materials were:	• Presented as written	No answer
The webinars planned for CTE teachers this year were:	• Scaled back due to technical difficulties	• Not offered
Our state team's process for program feedback includes using:	• Surveys • Discussion/conversation with stakeholders • Teacher-participants' work	• Surveys • Discussion/conversation with stakeholders • Teacher-participants' work • Observations • College staff evaluations
The types of professional development issues we have addressed this year include:	• Training, scheduling concerns	• Teacher attendance • Changing the training materials
My team makes the decisions about the implementation of the CTE program by:	• Consensus • Group discussion	• One person on our team makes the decisions • Group vote/agreement • It depends on the decision that is being made
Our team knows our CTE program is successful when:	• We see quality teacher participant work products • There is quality teacher participant discussion • When we hear positive feedback about participants from the field • Administrator feedback	• We see quality teacher participant work products • There is quality teacher participant discussion • When we hear positive feedback about participants from the field • When teachers say their program is good

Summary of Fidelity Factors for State 1 and State 3

State CTE Induction Model: Summary of Fidelity Factors	State 1	State 3
There is a designated state coordinator.	√	√
The suggested CTE teacher induction professional development schedule is followed.	√	√
Instructors are selected based on the suggested CTE teacher induction model guidelines.	√	√
Instructors are trained on the modules.	√	*[1]
The CTE teacher induction modules are taught as designed.	*	*[1]
All instructors fulfill their roles as coaches in participating teachers' classrooms and provide feedback that is constructive and specific.	*	√
Mentors and administrators attend training and fulfill their responsibilities for the CTE teacher induction program throughout the school year.	*	*
An electronic community of practice is implemented for participating teachers.	*	*
Webinars are used for CTE teacher induction model professional development.	*	*[2]

√ = Yes
* = No
[1] The original instructor for State 3 was trained on the modules. The new instructors were trained on the modules in spring 2012.
[2] State 3 elected not to use webinars, but instead met face-to-face with teacher participants.

Program Planning		
	State 1	**State 3**
State CTE Teacher Induction Program	In state 1, new CTE teachers either take a two-day orientation sponsored by the state CTE director and take college courses toward their undergraduate degree for several years, or they participate in the alternative induction program over a 14-month period and receive 12 hours of college credit. The new teacher's director/principal makes the decision as to which program the teacher takes part in. For this year's alternative induction cohort (2011—2012), some teachers completed their undergraduate degrees and are now working on their master's degrees independent from the program. **Two CTE teacher induction programs are in state. The tech director makes decision as to which program the new teacher participates in.**	All new CTE teachers in the state must participate in the same three-year induction program. The first year consists of intensive professional development, and the next two years include several college courses and the development of a professional portfolio. Participating teachers receive six hours of college credit for participating in the intensive first year professional development. **There is one CTE teacher induction program in the state.**
State Coordinator Responsibilities	The coordinator is responsible for selecting and having the instructors trained for the intensive alternative induction program; communicating with the sending principals/directors about their responsibilities associated with the program; locating the professional development training sites; scheduling and communicating the professional development session locations; providing information about the intensive professional development program to participating teachers; and following the state requirements for certification of new CTE teachers. The **state coordinator has many CTE induction program responsibilities.**	The state coordinator is responsible for communicating with the sending principals/directors about the overall induction program and their responsibilities; providing information about the intensive professional development program to teacher participants; scheduling the first year professional development sessions; hiring and supervising the instructors; providing the professional development materials; locating the professional development sites; paying the instructors; communicating to new CTE teachers about state induction requirements; and offering intensive training to instructors. **The state coordinator has many responsibilities.**
Dividing PD Modules Among the Instructors	The coordinator and the instructors met before the first summer training to decide who will teach which module components. Instructors selected modules that reflected their areas of expertise. University, SREB and CTE specialists are called upon to offer math, literacy and CTE organization training. **Modules were divided among instructors based on expertise. Specialists were brought in when needed.**	The instructors chose modules that reflected their areas of expertise. For areas where instructors thought they were lacking, specialists were sometimes called in to do the training. **Modules were divided among instructors based on expertise. Some specialists were called in if funding was available.**

Program Planning		
	State 1	**State 3**
Scheduling the Professional Development	Participating teachers took part in an intensive two-week professional development session in summer 1 and summer 2. This "productive struggle" on the part of participants is a foundational piece of the alternative induction program. (Teachers either stayed in town at a local hotel or drove back and forth from their homes during this two-week period.) Sending directors/principals resisted participating teachers being gone from school for professional development, so the professional development sessions offered during the school year took place on a Friday evening and all day on Saturday. **The suggested schedule was followed.**	The intensive two-week professional development in summers 1 and 2 took place on a college campus. Teacher participants could either stay in the dorms or commute back and forth from home. The professional development that took place throughout the school year occurred every month on a Saturday. Sending principals/directors believed that participating teachers should not miss school for the professional development sessions. Participating teachers noted that Friday evening professional development sessions were not an option because of family commitments and being too tired from the school week. **Most of the suggested schedule was followed. Webinars were not used but teachers met more frequently face-to-face throughout the year.**
Selecting the Number and Types of Instructors	Two university professors and a state department of career technical education specialist were selected to conduct the training. One of the university professors was chosen to be the lead instructor. **Instructors were two CTE university professors and a state CTE specialist. One instructor was named the lead instructor.**	The original instructor quit before the first professional development session began. A practicing CTE teacher and two retired teachers who had taught in career tech centers were chosen to be the instructors. **Instructors were a practicing CTE teacher and two retired teachers who had taught in tech centers**.
Training Instructors	All instructors were trained on the professional development materials from the CTE professional development director before the first summer training took place. **All instructors were trained before the CTE induction program began.**	The three instructors were replacements for the instructor who was originally supposed to lead the training. The original instructor was trained on the materials, but quit before the first summer session began. As a result, the new instructors were not trained on the materials when they started leading the professional development in the summer of 2011. In spring of 2012 the current instructors traveled to another state and participated in the training session for leading the professional development. **Due to the original instructor quitting before the professional development began in summer 2011, replacement instructors were not trained until spring 2012.**

Delivering the Professional Development Model		
	State 1	**State 3**
Teaching the Modules	The state coordinator and the lead instructor were adamant about following the professional development materials to the letter. After the instruction began, all the instructors soon realized that the modules had to be taught in the same manner. **The state coordinator told the instructors that the professional development materials had to be taught exactly as designed.**	At the beginning of Year 1 training, instructors had leeway on what they presented to teacher participants. The CTE alternative induction curriculum was not followed in its entirety and instructors supplemented with their own materials. Some topics were presented too early or too late for teacher/participants. This was due to instructors being hired at the last minute, not being trained on the CTE alternative induction materials and being more comfortable using their own materials. The state coordinator believed the instructors should receive the CTE professional development training in spring 2012, and instructors participated in the CTE training in another state. After that time, instructors followed the professional development curriculum. **The curriculum was not followed in its entirety until spring 2012, after instructors received training.**
Instructor to Instructor Communication	Two of the three instructors were able to keep in close communication with each other about student progress and planning of instruction. The third instructor, because of her professional situation, was unable to do so. **Two out of the three instructors were able to keep in close communication with each other. The third instructor was unable to communicate closely because of her professional situation.**	Instructors did communicate with each other to a certain extent; however, they did not communicate with each other about what they covered in class and what and when they assigned homework. Instructors' teaching philosophies varied enough to cause complications with the information provided during the professional development sessions. Once the complications were resolved, the participating teachers enjoyed the instructors' varying teaching philosophies and approaches. Instructors did not communicate with each other about assigning homework and the explanation of various instructional strategies presented. **Instructors did not communicate deeply with each other.**
Atmosphere of Professional Development Sessions	The training atmosphere was positive and supportive. Teacher participants felt free expressing their opinions and several participants were quite outspoken. This was a fun, humorous, upbeat group of participating teachers who had a supportive and encouraging group of instructors. **There was positive, upbeat atmosphere during the professional development sessions.**	The atmosphere of the professional development sessions was positive, warm and supportive. Instructors treated participating teachers with dignity and respect. Participating teachers got along well, were supportive of each other; there was lots of laughing and joking. Participating teachers often talked about and exchanged instructional practices during breaks. The atmosphere in every professional development session was positive and cordial. **There was positive and supportive professional development session atmosphere.**

	Delivering the Professional Development Model	
	State 1	**State 3**
Instructor Feedback to Participating Teachers	Participating teachers remarked that in professional development sessions they rarely received feedback beyond, "You are doing a good job." Most stated that they craved/desired constructive feedback. Participating teachers were unclear about how they received their university grades associated with the intensive professional development program because work they submitted to instructors was not graded. **Participating teachers wanted more specific feedback about their work from instructors.**	For the most part, instructors provided highly constructive feedback to participating teachers during PD sessions and in teacher participants' classrooms. There were a few problems throughout the year when instructors would offer conflicting feedback or information about a particular topic, an instructional strategy or teacher product. **From time to time instructors offered conflicting feedback or information about a particular topic, an instructional strategy or teacher product.**
Instructors on Site	Ideally all instructors should be on site every day of professional development to be able to view training progress and ascertain teachers' strengths and weaknesses. Realistically with peoples' busy schedules and the financial constraints due to paying instructors, this is almost impossible to do. That said, two of the three instructors were at the training site most of the time either observing or conducting training. The state coordinator attended most of the trainings. **Several instructors and the state coordinator were in attendance for most of the professional development sessions.**	Instructors saw themselves as separate entities, rather than as a team of instructors. Funds were limited to pay instructors for additional time; only the instructor assigned the professional development session was present. The program did not require all instructors to be present during a professional development session. **Only the assigned instructor was present at each professional development session.**
Organization and Sequence of Modules	The modules were offered and followed as designed. **The modules were presented and followed as designed.**	There was not always continuity from one professional development module to the next and some module components were offered out of sequence. These concerns were addressed and resolved by spring 2012. **There was not always continuity between modules. Some module components were offered out of sequence.**
How Instructional Time was Used	From time to time participating teachers got the instructors off track with side discussions, but this was not a constant. Instructors were aware of the content that needed to be covered and the professional development timeline, and always tried to remain on topic and on schedule. **Instructors usually stayed on topic.**	Some of the instructors did get off track from time to time with their own classroom stories. A portion of the Saturday sessions throughout the year were devoted to teacher exchanging lessons learned in their classrooms. Though valuable, this exchange cut into the scheduled professional development topics that were scheduled to be presented. **Instructors' classroom stories and, "How is it going in your classrooms?" questions sometimes got the professional development sessions off track.**

Delivering the Professional Development Model		
	State 1	**State 3**
Instructor Coaching on Site	The three instructors and the state coordinator were each assigned to coach several participating teachers. Coaching at the school sites was uneven. Some coaches conducted their three visits and provided constructive feedback about instruction to participating teachers, and others did not provide comprehensive feedback. Participating teachers appreciated when coaches included their directors/principals in their coaches' feedback sessions. **The level of instructor coaching support at tech center sites varied from instructor to instructor.**	This was an outstanding component for State 3. Instructors and the state coordinator each had four students they coached in the field. Instructors and the state coordinator took their coaching roles very seriously. They closely observed participating teachers in classrooms several times during the school year and provided comprehensive and constructive feedback. Principals/directors were usually invited to sit in on the feedback sessions with the participating teacher and the coach. **Instructors took their coaching roles very seriously and observed in assigned teacher participants' classrooms during the year and provided constructive feedback.**
Teacher Participant Homework	Teacher participants received homework from instructors, and the instructors worked together in assigning homework. **Instructors worked together in assigning teacher participant homework.**	Teacher participants frequently experienced an overload of homework from instructors. Coordination of homework assignment among instructors initially did not take place. This was resolved by spring 2012 when teacher participants complained about the overload. **At the beginning of the program teacher participants experienced homework overload. Teachers complained and the problem was resolved.**
Curriculum	Teacher participants found the concept of curriculum maps to be highly complex and confusing and shut down on the day it was presented due to utter frustration. The instructors met and made changes to what was presented previously and made the revised presentation more logical. **The only big glitch in the delivery of the modules was the presentation of curriculum maps.**	Teacher participants felt overwhelmed and overloaded by the CTE professional development content presented and homework assigned during summer 1, but this was a design of the program. They felt the content presented during summer 2 was done at a much more leisurely pace than in summer 1. The only time the teacher participants came to a standstill with their learning was with the introduction of curriculum maps in summer 1. The participating teachers rebelled, stating that the curriculum maps should be designed from small picture to big picture rather than big picture to small picture. This challenge was resolved, with the instructor revising the curriculum map instructions. **Teacher participants experienced productive struggle during summer institute 1, the summer institute 2 pace was more leisurely.**

Delivering the Professional Development Model		
	State 1	State 3
Instructional Approach/ Delivery	Instructors used an interactive instructional delivery style that included lots of teacher discussion. For each segment of instruction, teacher participants were asked to create some product or respond to questions. There was some participant work on the walls during summer 1; the walls were covered with teachers' work during summer 2. The instructional approach was interactive and teacher participants were asked to create a product or respond to questions. **Interactive, project-based delivery approach.**	The prominent instructional delivery method was lecture with some discussion. **The professional development modules were presented primarily using a lecture format with some discussion.**

Administrator and Mentor Support		
	State 1	**State 3**
Orientation/ Leadership of Each Sending School	In this state the work of CTE is fairly centralized. Principals/directors received an orientation to the CTE teacher induction professional development program along with assigned mentors. This session was not well attended. Directors/principals overall were not good about submitting the participating teacher observation forms to the program evaluators throughout the school year. This could have been due to their busy schedules and competing priorities. That said, some principals/directors were more supportive of the alternative induction professional development program than others. **CTE is fairly centralized in this state. The mentor and administrator training was not well attended. Overall directors/principals were not good about returning forms to the program evaluators. Some directors/principals were more supportive of the program than others.**	Technical centers in this state are independent from one another. Directors/principals and mentors did receive an orientation to the intensive alternative professional development program and administrators took the information quite seriously based on their attendance and the types of questions they asked. One participating teacher was never assigned a mentor. There was some concern on the part of principals/directors about following union guidelines as it had to do with observing teachers. Principals/directors were good about submitting their checklists to project evaluators. **Technical centers in State 3 work independently from each other. Directors/principals took their role with new CTE teachers quite seriously.**
Mentor Selection	Mentors are selected by principals/directors to work with new CTE teachers. **Mentors are selected by principals/directors to work with new CTE teachers.**	Mentors were selected by principals/directors to work with new CTE teachers. **Mentors were selected by principals/directors to work with new CTE teachers.**
Reimbursement of Mentors	The state pays the mentors to work with new CTE teachers. To verify their hours, the state provides the mentors with a log to document the dates and amount of time they worked. **The state pays the mentors to work with new CTE teachers.**	At some technical centers mentors are paid for working with new CTE teachers; at others they are not. **At some technical centers mentors are paid for working with new CTE teachers; at others they are not.**

	Electronic Facilitated Discussion	
	State 1	**State 3**
Community of Practice	The state coordinator and the instructors talked about setting up a Facebook group for communication/reflection purposes at the beginning of the 2011-2012 school year, but it never materialized. Teacher participants and instructors communicated with each other via email throughout the school year. At the conclusion of the year, the state coordinator noted that group communication for 2012-2013 teacher participants would be up and operational before their initial summer training began in June 2012. **Electronic facilitated discussion did not occur.**	The state coordinator attempted to set up Moodle for teacher participant electronic communication/reflection at the beginning of the 2011-2012 school year. The passwords did not work and teachers were unable to enter the system. Teacher participants also expressed frustration with the technology capabilities of the college where summer training 1 and 2 were held. Teachers were not able to use email on campus, and passwords for using the college technology system never worked. Teacher participants and instructors did communicate via email throughout the school year. **Electronic facilitated discussion did not occur.**
Webinars	The state coordinator and the instructors searched for different platforms to conduct the informational webinars and the platforms they used were unsuccessful. They attempted to offer webinars at three different times during the school year and each time the platform did not offer the needed support to transmit the webinar properly. Teacher participants had to get substitutes so they could view the webinars and then the webinars were not operational. All involved were frustrated. The statewide platform system for webinars will be used next year. **Due to problems with platforms, attempted webinars were never successfully delivered.**	State 3 did not offer webinars to teacher participants during the school year, instead they had face-to-face Saturday seminars every month in a central location except when there was a severe weather situation and participating teachers from part of the state met in one location, and teachers from another part of the state met in another location. **State 3 did not offer webinars, but instead scheduled face-to-face meetings with participating teachers.**