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Introduction

Program evaluation provides organizations with a decision-making framework to make informed judgements about its program merits in addition to offering methods of improvement. Evaluation of this type can work as a tool to improve the effectiveness, planning and implementation of an organization.

By providing a well-outlined CIPP model, CTI seeks to offer three distinct goals and outcomes that can be shown through questionnaire data in order to make an informed judgement about the program’s merit or value offered to fellows. Those three goals include: (1) Empowering teachers through an effective professional and leadership development program, (2) Teacher retention, and (3) Expanding and deepening teachers overall subject knowledge

Methods

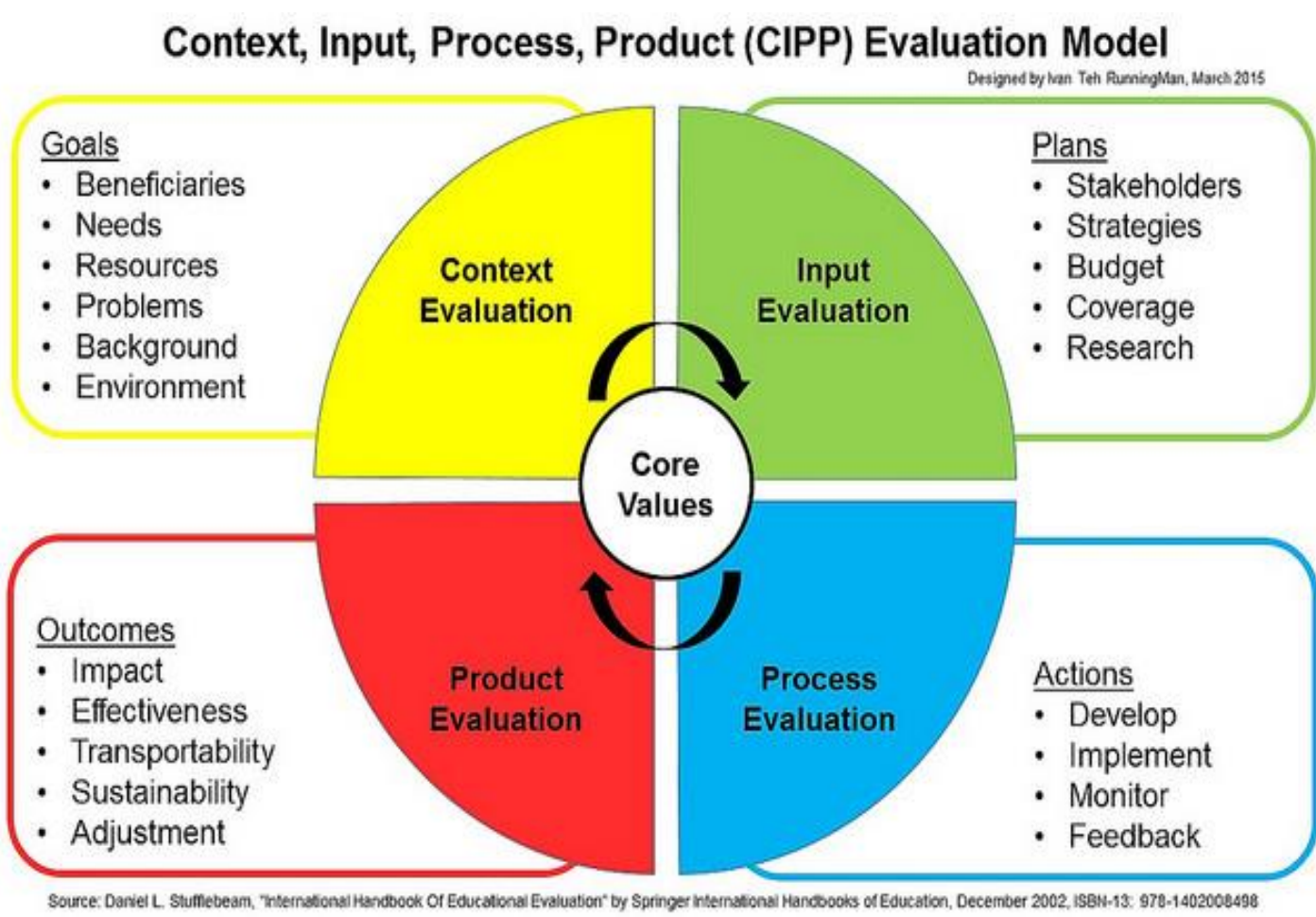
For this project, we utilized six years of post-seminar questionnaire data from fellows that completed the program from 2009-2013, and 2015. The data was then incorporated into IBM SPSS software from its initial excel template that allowing for a complete analysis of multiple facets.

The questionnaire contained 503 fellows that have completed the program over that timeframe including teachers that participated in the program multiple years. Each year had a varied number of participants. Key outcomes variables measured in the data were: Years expected to teach in the program, content knowledge confidence, and View of program usefulness



CAPTION. CTI Fellows gathering together at Discovery Place during the 2015 Fellows Orientation.

CIPP Evaluation Model



The CIPP model developed by Daniel Stufflebeam (2003) offers a four-step guide to evaluation. The CIPP model acts as a framework for program and other evaluation systems. An essential attribution behind the four step classification is how its core components seek is “not to *prove* but *improve*.”

Results

When analyzing teacher retention and after controlling for years of experience teaching, the more years in the program proved to have a positive impact on how many years teaching anticipated teaching moving forward.

Empowerment as operationalized through content gain and growth professionally showed the number of seminars attended to be a significant positive factor in those two measures.

Teachers that expressed the program to be more usefulness also displaying positive responses on the indicators of higher expectations for their students, content knowledge gain and increasing their subject mastery as an attraction for them participating in the program.

Teacher Curriculum Unit Presentation



CTI Fellow Miesha Gadsden, presents her curriculum unit during the ‘Evening for Educators’ (Spring, 2015) event. Teachers in the program have the chance to develop units with the help of UNC Charlotte and Davidson professors.

Three Goals Evaluated

Program Outcomes	Evaluation Questions
1) Retention	Are the number of years that fellows plan to continue teaching impacted by predictors in the questionnaire data?
2) Empowerment	What impact does the confidence in teacher’s ability to teach their subject have on their view on overall usefulness of the program?
3) Usefulness	What impact does the dosage level and content knowledge gain have on how teachers view the program overall?

Table 1. Hierarchical Multiple Regression Results				
	Model 1		Model 2	
	Coefficient	S.E.	Coefficient	S.E.
Years of Experience	.032	(.034)	-.041	(.026)
Years of Full-time Teaching	-.004	(.005)	-.002	(.004)
Number of Required 12 Seminars Attended	.093***	(.026)	.020	(.020)
Attracted to Program: Opportunity to Increase Mastery			.147	(.096)
Higher Expectations			.600***	(.038)
National Board Certification			.024	(.067)
Elementary School			-.047	(.065)
Middle School			-.209*	(.074)
Program Usefulness			.251***	(.068)
Constant	3.305***	(.306)	.023	(.407)
Adjusted R square	.022			.461
n	498			498
* significant at .05				
** significant at .01				
*** significant at .001				

Results. Empowerment (DV): Have teachers gained content knowledge and confidence?

Conclusions

One key implication of this study is that individuals who participate in the program for multiple years do exhibit an additional dosage impact that newer fellows are not likely to experience in their first year.

CTI should continue to emphasize the importance for fellows to attend the full required 12 seminar meeting because this has a significant positive impact on their overall feelings relating to growth professionally, content knowledge gain and program usefulness after completing the program. Individuals who do not receive the full seminar “dosage” are losing an opportunity to receive the full benefits of the program and those leading to fewer of the outcomes being met.

Going forward, a strong emphasis on full engagement in the program, before and during the professional development seminars, is recommended to maximize the potential for achieving program outcomes.

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