



Product evaluation: Charlotte Teachers Institute

By: Anthony Ellis

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?

Methods

For this project, we utilized six years of post-seminar questionnaire data from that fellows that completed the program between 2009 through 2015. The data was then incorporated into IBM SPSS software, 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

- **298 Individuals were first-time fellows**
- **205 Had prior experience in CTI**

Conclusions and Discovery

- Fellows felt that a good balance of study received in their seminar between general study and unit discussions increased their anticipated retention
- Having higher expectations for their students led to a greater increase in their empowerment levels
- The Opportunity for interdisciplinary studies, higher expectations for their students and knowledge gain in seminars increased fellows view of the program overall as useful

What Attracted Individuals to CTI?

First-time Fellows Top Three:

- 1) 92.6% felt that it was an important incentive to have the opportunity to develop materials to motivate my students
- 2) 90.6% felt that it was an important incentive to have the opportunity to increase their mastery of the subject they teach
- 3) 86.9% felt that it was an important incentive to have the opportunity to exercise intellectual independence

Seminars Attended

Seminars Attended	N	Percent	Valid Percent	Cumulative Percent
8	2	.4	.4	.4
9	11	2.2	2.2	2.6
10	37	7.4	7.4	10.0
11	98	19.5	19.5	29.5
12	354	70.4	70.5	100.0
Total	502	99.8	100.0	
Missing System	1	.2		
TOTAL	503	100.0		

We found that exactly 90% of fellows (using the valid percentage) have attended 11 or 12 seminars over the course of six years.

Significance between seminars attended and retention. For every unit increase in the seminars attended (ex. 9 to 10), leads to a corresponding .498 unit increase in expected years of teaching moving forward.

Short-term Recommendations

- Increasing points of contact between Seminar Leaders and Fellows (Empowerment)
- Highlighting the importance that each seminar brings to increase Fellow's mastery of the subject (Empowerment)
- Encourage Fellows to have discussion around ideas for enhancing expectations of their students (Program Usefulness)
- Encourage instructors to maintain a good balance between the seminar subject and discussion of work-in-progress of their units to improve anticipated retention (Retention for new and experience fellows)

Long-term Recommendations

- Continue to structure each seminar offered, as well as each individual meeting to incorporate interdisciplinary activities (Usefulness)
- Recruit high quality teachers, including NBCTs in order to retain teachers (Retention)
- Encouraging select teachers to participate in the program for multiple years (Retention)