



ITS Program Findings

2023 Revised Qualitative Case Study-Inservice Teacher Support

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School of Education

MidAmerica Nazarene University

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Program Overview

The Inservice Teacher Support (ITS) Program was launched in Fall, 2023. The program provides free professional development to MNU alumni for their first three years in the field. The focus of this professional development course is to offer a mentoring support system for program completers as well as a vehicle for program completers to hone their skills in academic planning instruction and assessment. Additionally, this course will provide a support system for program completers in the area of behavior management and remediation. This training will be guided by the KSDE Teacher/School Specialist Mentoring Program.

Rationale

R4.1 Completer Effectiveness

This study was designed to demonstrate that program completers effectively contribute to P-12 student-learning growth and apply professional knowledge, skills, and dispositions of the completer preparation program.

Ingersoll & Strong (2011) have shown teachers who participated in some kind of induction program performed better at keeping students on task, used effective student questioning practices, differentiated instruction and maintained a positive classroom atmosphere. This program will allow participants to be supported by the MNU Teacher Education faculty in the areas of academic and behavioral student outcomes.

Additionally, support for the initial program completer will include access to in-class support and regular meetings to provide feedback on academic and behavioral strategies used in the classroom. Callahan (2016) suggested a high percentage of teachers who leave the profession initially entered under-prepared, overwhelmed, and under-supported, and Strong (2006) suggests comprehensive mentoring increases student success. Scherer (2012) shares it is important for beginners (novice teachers) to have systematic, intense mentoring in the first year. Thus, the focus of Inservice Teacher Supports (ITS) is to offer a mentoring support system for program completers as well as a vehicle for program completers to hone their skills in academic planning,

instruction and assessment. Additionally, this program will provide a support system for program completers in the area of behavior management and remediation. This training will be guided by the KSDE Teacher/School Specialist Mentoring Program (KSDE, 2022). The program is designed to help program completers document and reflect on data of P-12 student learning, development, and growth. Additionally, the program completer will reflect on their knowledge, skills and dispositions that affect their classroom instruction.

Methodology and Design

This study employed a quantitative methodology for the collection of data and will seek reflective discussion in the areas of academic and behavioral performance for the benefit of the completer. Quantitative research relies on data that are observed or measured to examine questions about the sample population (novice in-service teachers). Additionally, field notes were utilized as a descriptive focus to determine lived experiences, judgements and feelings in the area of individual teacher effectiveness. Descriptive research is used to try and determine the characteristics of a population (novice in-service teachers) or particular phenomenon (do novice inservice teachers effectively contribute to P-12 student learning and growth based academic strategies?).

Overarching Research Questions

1. Do novice in-service teachers (program completers) effectively contribute to P-12 student learning and growth based on academic strategies?
2. Do novice in-service teachers (program completers) effectively contribute to P-12 student learning and growth-based classroom behavioral strategies?
3. How will interactions with ITS program participants inform the School of Education's preparation program?

Participant Selection

All MNU program completers working in a PK-12 school are invited to participate in the ITS program during their first three years in the profession. Participants will be selected using convenience sampling from the pool of recent completers of the MNU Teacher Education program.

Data Acquisition

The following data points to be collected for this project are as follows:

1. Quantitative data will be collected by pre-test, posttest change for academic performance in the completer's classroom on a content area unit.
2. Quantitative data on behavior will be collected three times throughout the semester to determine change. Behavior data will focus on on-task behavior or disruptive behavior depending on the completer's classroom needs.

Analysis of Data

Data will be a simple percent change reported by the participants for academic performance from pre and posttests. Data will be analyzed to determine student growth based on test scores. Baseline behavior data will be collected by noting the number of times students are off task or the number of times students are disruptive. Behavior data will be analyzed by comparing baseline behaviors vs post strategy implementation. Analysis will determine if positive progress continues throughout the semester.

Field notes will be kept that document sessions between the MNU professor and the completer. These notes will focus on questions, struggles, successes, and progress noted in each session. A synopsis of participant self-reporting of lived experiences, decisions, judgements and feelings in the area of individual teacher effectiveness related to academic and behavioral performance will also be documented.

Each year, the EPP will analyze these field notes and completer reports to look for trends. The EPP will design and implement improvements to the program to address needs noted.

Confidentiality

Confidentiality of participant data is treated like that of any college course. Data collected is self-reported by participants and will be reported out by the researchers for the School of Education. Raw data will be held on password protected computers accessible only by researchers. Student data collected by the in-service teacher(participant) will not be identifiable by anyone other than the participant. The participant will assign a number or code to report data.

Program Process

Completers will receive mentoring support, resources and tangible professional development through this course. During the semester, completers will log in weekly to Moodle to add reflections, data, etc. Completers will meet with the MNU professor on Zoom monthly. During these meetings, the professor will offer mentoring support to the completer. Strategies and resources will be shared to provide either academic support or behavioral support. Completers and MNU mentors will problem solve and collaborate in an effort to address the individual teacher's needs. The MNU mentor will take field notes during these sessions to look for trends and needs for program improvement. During the fall semester, completers will develop a unit in a content area. Students in their classroom will be given a pretest prior to instruction and a posttest upon completion of the unit to determine student growth. During the spring semester, completers will take baseline behavior data, implement specific strategies, and take two more data points to determine student growth. Completers will provide reflections on mentoring sessions and their growth as an educator based on the analyzed data.

Assessment Tools

The following assessment tools will be used to collect data regarding effectiveness and contribution of completers to P-12 student learning and growth.

- Pretest and Posttest for academic strategies
- Behavioral Strategies Observation Form
- Field notes and student reflections

Findings

The goal was for each completer to show an average of at least 20% growth from pretest to posttest. Both completers reached that goal. Completer A's overall average growth was 28%. Completer B's overall average growth was 31.2 %.

Completer A had an average overall growth of 28%. However, the completer reported she was unhappy with the overall average class score of 69.6% and felt that it should have been higher. There was an outlier of a pretest score of 2% and a posttest score of 2%. This student had special needs that prohibited growth desired. If this student's score was deleted, the overall class average rose to 74%. Completer A also had a goal for each individual student to show at least 20% growth between the pretest and posttest. Ten out of 16 students achieved this goal. One student showed no growth. Five students showed growth in scores, but not of 20%. It should be noted that two of those five had high enough pretest scores that made it impossible to reach 20% growth.

Math Pre-Test/Post Test Scores - Google Sheets 6/13/24, 11:05 AM

Math Pre-Test/Post Test Scores Share

File Edit View Insert Data Tools Help

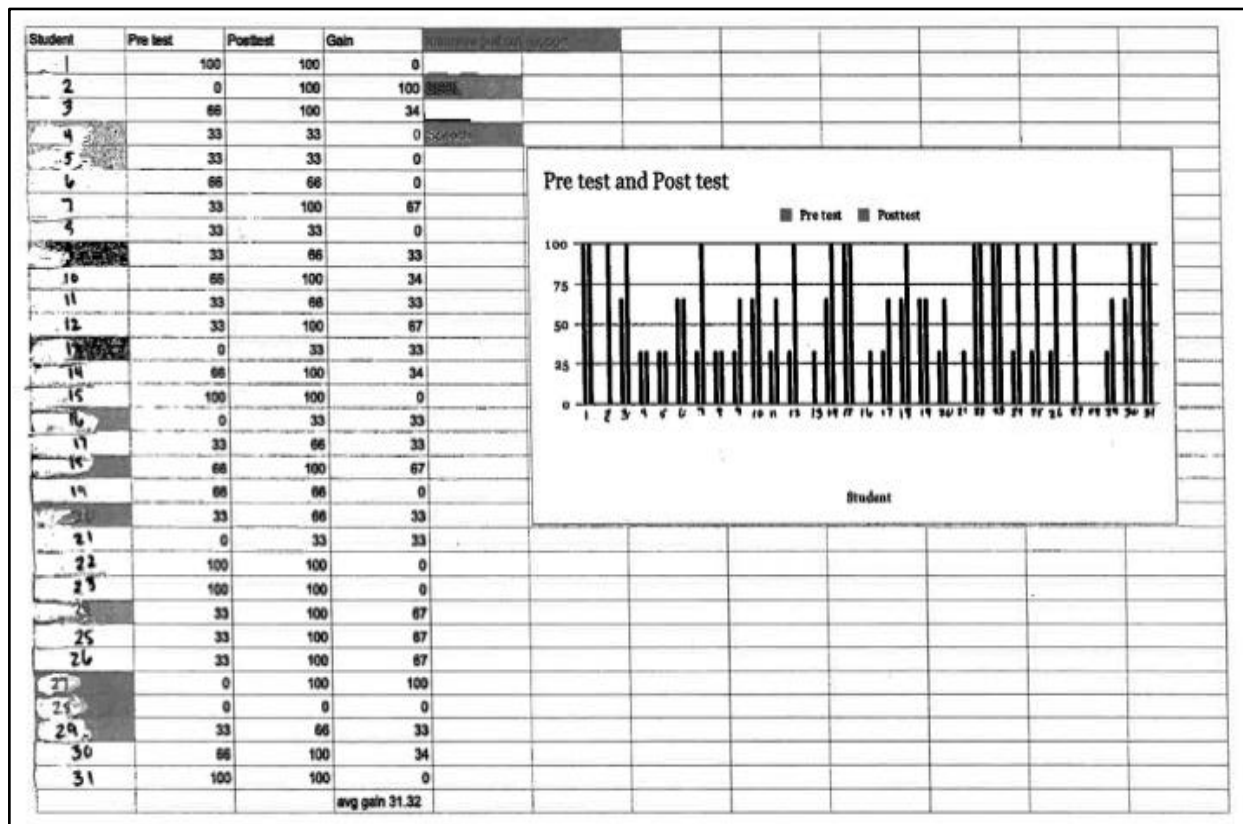
100% Comment only

	A	B	C	D	E	F	G
1		Pretest	Post Test		Goal: All students show at least 20% growth between the pretest and post test.		
2	#1		34%	85%			
3	#2		66%	78%			
4	#3		2%	2%			
5	#4		53%	89%			
6	#5		96%	83%			
7	#6	N/A	N/A				
8	#7	N/A	N/A				
9	#8		27%	73%			
10	#9		80%	90%			
11	#10		15%	80%			
12	#11		80%	100%			
13	#12		10%	49%			
14	#13		93%	N/A			
15	#14		2%	76%			
16	#15		17%	54%			
17	#16		54%	73%			
18	#17		20%	76%			
19	#18		12%	44%			
20	#19		39%	78%			
21			41.80%	89.80%			
22							
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28							
29							

Sheet1

https://docs.google.com/spreadsheets/d/1U6dNk5fAQ0E173KCQe14nLkKjKm9Ssch_XdK9b3p9g/edit?gid=0#gid=0 Page 1 of 1

Completer B had an average overall growth of 31.32%. Eleven of the 31 students did not show growth, but five of them had a pretest of 100 and a posttest of 100. If these five scores are removed, the overall class average rose to 38.5%.



Conclusions

Based upon the data provided, both completers did meet the goal of 20% overall growth in the academic score. Completer A felt that instead of writing a goal of 20% growth for each student, it would have been more appropriate to write a goal of 80% overall class average. She was still unhappy with the average score of 74% when the outlier was removed. This was a test over fractions which pretest scores indicated was not a strength for students in her class. This may have played a part in overall scores being lower than desired. Additional strategies were discussed with Completer A. She planned to implement these in the upcoming math unit.

Completer B did meet the overall goal of a 20% increase in overall scores but also felt she needed a goal for an overall class percentage. Of the students who did not show growth, she indicated behavior impeded valid scores for three students, so it was difficult to discern true growth.

Both program completers did effectively contribute to student-learning growth and both believed they applied professional knowledge and skills of the completer preparation program to aid them in this endeavor.

Future Design Improvements

While this study did provide information for the EPP, the sample size was small. It was a pilot year for this program, and steps have been implemented in an effort to increase the number of participants. Current students and recent completers are more familiar with the program since the pilot was ongoing during the 23-24 school year. This program has been better marketed to recent completers. A greater interest in this program has been noted.

The EPP also believes that more data points are needed. In the 24-25 school year, completers will need to provide at least three data points for academic growth of their students as well as three data points for behavior data. This will give more information to the EPP as to improvements needed in effectively preparing students for the classroom. The EPP will also use information in these findings to better help students define SMART goals for this study.

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