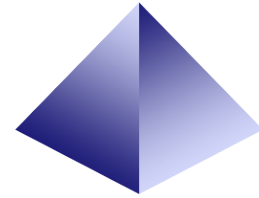


# LEARNING FOR THE FUTURE

## Results of 2007 Online Survey of Administrators



In a recent online survey conducted by Learning for the Future of principals who are using the Educator's Virtual Mentor's (EVM) online program, 33 or 58% of the Principals/Assistant Principals responded to questions on their use and improvements in classroom results.

Principals were asked how many years they had been teaching and how many example movies had they viewed on their own using the Educator's Virtual Mentor. The results are presented in the following table. Over 83 percent indicated they had been teaching 4 or more years. One hundred percent of principals had viewed examples and 82 percent had viewed nine or more examples on the EVM system.

<i>Number of years a Principals</i>	<i>Respondents</i>	<i>Percent</i>
<i>1 - 3</i>	8	23.5%
<i>4 - 15</i>	19	55.9%
<i>16 or more</i>	7	20.6%
<i>Total:</i>	34	100.0%

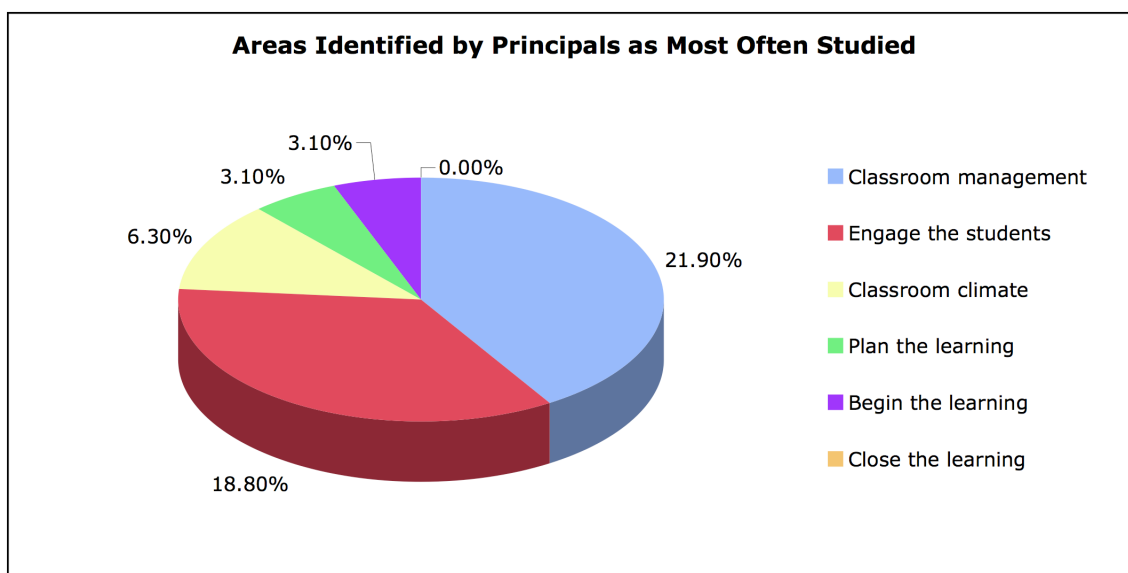
<i>Number of examples</i>	<i>Respondents</i>	<i>Percent</i>
<i>Did not use</i>	0	0.0%
<i>1 - 4</i>	2	6.1%
<i>5 - 8</i>	4	12.1%
<i>9 - 12</i>	10	30.3%
<i>13 or more</i>	17	51.5%
<i>Total:</i>	33	100.0%

<i>Number times led Principals</i>	<i>Respondents</i>	<i>Percent</i>
<i>0</i>	11	33.3%
<i>1</i>	8	24.2%
<i>2</i>	7	21.2%
<i>3 or more</i>	7	21.2%
<i>Total:</i>	33	100.0%

<i>Number times led staff</i>	<i>Respondents</i>	<i>Percent</i>
<i>0</i>	5	15.2%
<i>1</i>	3	9.1%
<i>2</i>	10	30.3%
<i>3 or more</i>	15	45.5%
<i>Total:</i>	33	100.0%

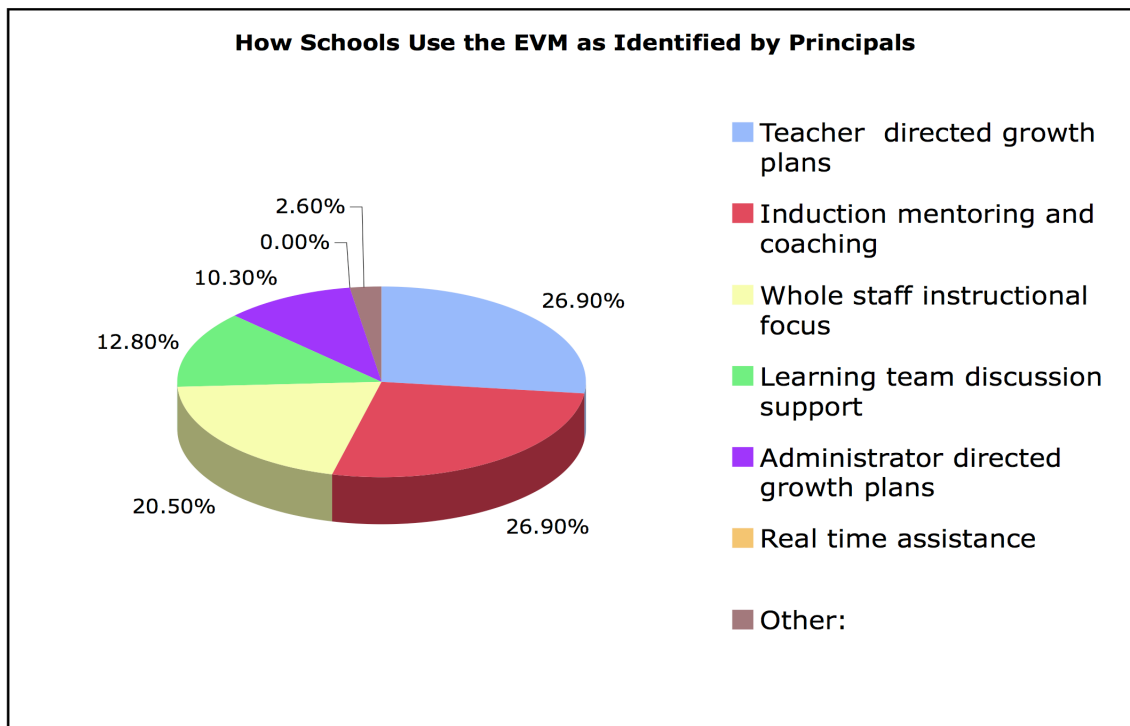
EVM is divided into numerous strands, when principals were asked which area they viewed the most examples of teaching, they most often responded Instruction (46.9%), followed by Classroom Management (21.9%) and Engage the Students (18.8%). These three areas represented 87.6 percent of the responses.

<i>Area most often viewed</i>	<i>Respondents</i>	<i>Percent</i>
<i>Instruction</i>	15	46.9%
<i>Classroom management</i>	7	21.9%
<i>Engage the students</i>	6	18.8%
<i>Classroom climate</i>	2	6.3%
<i>Plan the learning</i>	1	3.1%
<i>Begin the learning</i>	1	3.1%
<i>Close the learning</i>	0	0.0%
<i>Total:</i>	32	100.0%



EVM is very flexible and the program can be used in very different ways in different schools and districts. Principals were asked how their school implements EVM. The survey respondents indicated teacher directed growth plans and induction mentoring and coaching were equally used at 26.9 percent of the schools. These two methods represent over 54 percent of all responses.

<i>How your school uses the EVM</i>	<i>Respondents</i>	<i>Percent</i>
<i>Teacher directed growth plans</i>	21	26.9%
<i>Induction mentoring and coaching</i>	21	26.9%
<i>Whole staff instructional focus</i>	16	20.5%
<i>Learning team discussion support</i>	10	12.8%
<i>Administrator directed growth plans</i>	8	10.3%
<i>Real time assistance</i>	0	0.0%
<i>Other:</i>	2	2.6%
<i>Total:</i>	78	100.0%



When principals were asked to reflect on their understanding of instruction in the classroom before they viewed the EVM teaching examples the mean was 3.84 and after viewing the EVM examples the mean was 4.39. The question is, "Does this represent an improvement in how principals understand the instruction viewed on the program?" To determine this we state the null hypothesis that there is no significant difference between the means. A t-test is used to test the difference on a paired sample bases and based on the results we would reject the hypothesis that there is no difference, and state that there is a significant difference.

A t-test comparing the teacher responses on a paired sample test indicated that their understanding increased significantly and that we would reject the null hypothesis that they are the same. A significance of .000 indicates that these results would be obtained at least 99 out of 100 samples taken from this group of principals. This means, principals state that statistical significant improvement was made in their understanding of the instruction viewed on the Educator's Virtual Mentor.

	<i>Mean</i>	<i>Number</i>	<i>T Value</i>	<i>Significance</i>
<i>Prior</i>	3.84	33	4.112	.009
<i>After</i>	4.39			

Principals were then asked to reflect on their effective use of strategies before they viewed the EVM teaching examples and after they had studied that area using EVM teaching examples. A similar hypothesis stated that there was no difference in the means and this hypothesis was tested.

A t-test comparing the teacher responses on a paired sample test indicated that their effective use of the strategy/ies viewed increased significantly. A significance of .000 indicates that these results would be obtained at least 99 out of 100 samples taken from

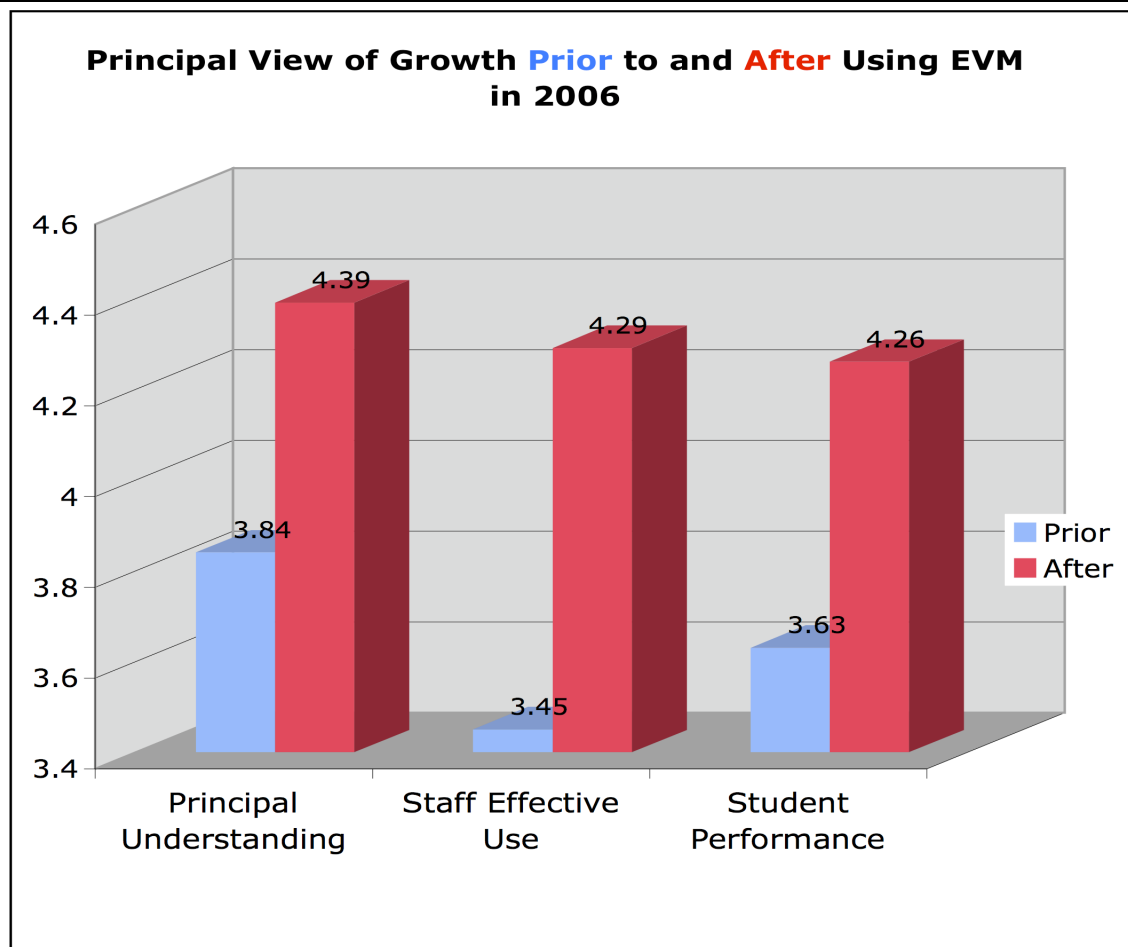
this group of principals. This means, principals state that their effective use of the instruction strategies viewed increased at a statistical significant level of improvement.

	<i>Mean</i>	<i>Number</i>	<i>T Value</i>	<i>Significance</i>
<i>Prior</i>	3.45	33	6.309	.000
<i>After</i>	4.29			

Finally, the principals were asked to reflect on their students' level of performance before they (the teacher) viewed the EVM teaching examples and after they had studied that area using EVM teaching examples. A similar hypothesis there was stated that there was no difference in the means.

A t-test comparing the teacher responses on a paired sample test indicated that their understanding increased significantly. A significance of .000 indicates that these results would be obtained at least 99 out of 100 samples taken from this group of principals. This means, principals state that students' level of performance increased at a statistically significant level of improvement.

	<i>Mean</i>	<i>Number</i>	<i>T Value</i>	<i>Significance</i>
<i>Prior</i>	3.63	33	5.187	.000
<i>After</i>	4.26			

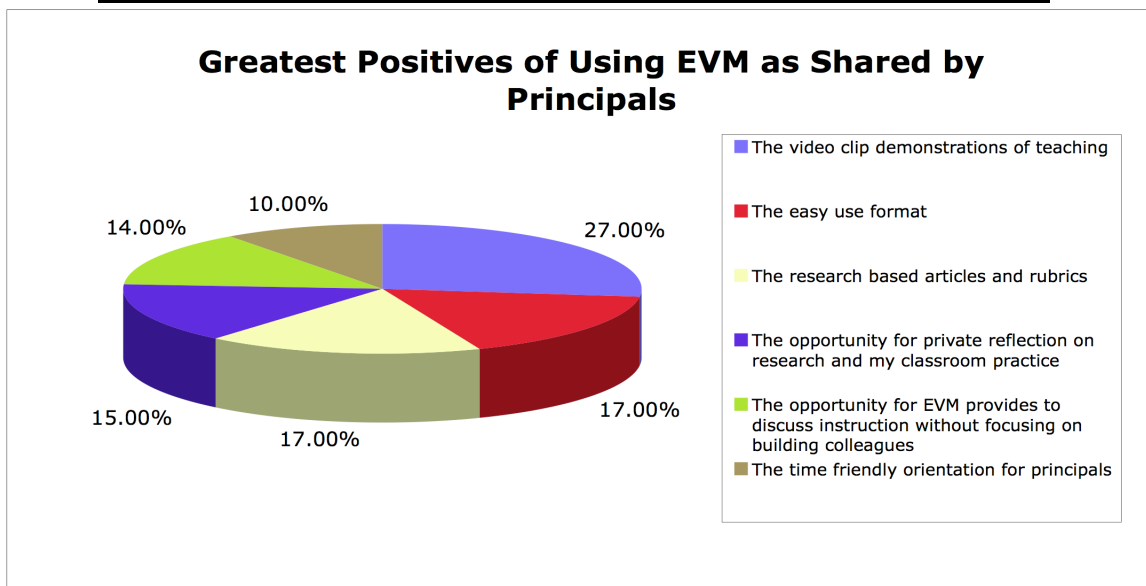


When principals were asked how important was principal leadership in the use of the Educator’s Virtual Mentor, 100 percent rated it 4 or higher on a scale of 1-low importance to 5-highest importance. All principals rated it either high importance or highest importance.

<i>Principal Leadership</i>	<i>Number</i>	<i>Percent</i>
<i>1 – low importance</i>	0	0.0%
<i>2</i>	0	0.0%
<i>3</i>	0	0.0%
<i>4</i>	7	21.9%
<i>5 – highest importance</i>	25	78.1%
<b>Total:</b>	32	100.0%

Principals were asked to indicate which areas from the Educator's Virtual Mentor represented the greatest positives. Twenty-seven 27 percent indicated they felt the video clip demonstrations were the greatest positives in the program. The easy use of the system was second at 17.0 percent followed by the opportunity for private reflection at 15.0 percent. Principals were asked to check all areas they felt were positives so the total number exceeds the number of respondents taking the survey.

<i>Areas of greatest positives</i>	<i>Number</i>	<i>Percent</i>
<i>The video clip demonstrations of teaching</i>	27	27.0%
<i>The easy use format</i>	17	17.0%
<i>The research based articles and rubrics</i>	17	17.0%
<i>The opportunity for private reflection on research and my classroom practice</i>	15	15.0%
<i>The time friendly orientation for principals</i>	10	10.0%
<i>The opportunity for EVM provides to discuss instruction without focusing on building colleagues</i>	14	14.0%
<i>Other:</i>	0	0.0%
<b>Total:</b>	100	100.0%



Principals rated the EVM resources available to them through the system. The vast majority rated rubrics, movies, and articles as 3 – high to 5 – highest levels. One hundred (100%) percent of the principals rated the rubrics that describe performance levels that enable teacher instructional growth and that enable administrators to support instructional growth. One hundred percent of the principals rated the highest response to the EVM resource allowing the administrator to clearly define their knowledge of quality instruction and to define their priority of quality instruction as a focus in their building.

<b><i>EVM Resources</i></b>	<b><i>Percent</i></b>
<b><i>Rubrics describe performance levels that enable teacher instructional growth</i></b>	100%
<b><i>Rubrics describe performance levels that enable administrators to support instructional growth</i></b>	100%
<b><i>The articles describe the strategies in a way that encourages teacher instructional growth</i></b>	94%
<b><i>The articles describe performance levels that enable administrators to support instructional growth</i></b>	97%
<b><i>The movies demonstrate instructional skills in a quality manner</i></b>	97%
<b><i>The EVM resource allows the administrator to clearly define their knowledge of quality instruction</i></b>	100%
<b><i>The EVM resource allows me to define my priority of quality instruction as a focus in our building</i></b>	100%

The results of the survey provide not only statistical evidence that the Educator’s Virtual Mentor provides teacher increased understanding of instruction and increased effective use of strategies, but the use has also impacted students in increased performance.

The teacher survey results support the need for strong principal support and leadership with instruction. In addition, principals rated the video clip demonstrations, ease of use, and the opportunity for private reflection as the strongest positives within the EVM resource.