

LEARNING FOR THE FUTURE

Results of 2007 Online Survey of Teachers



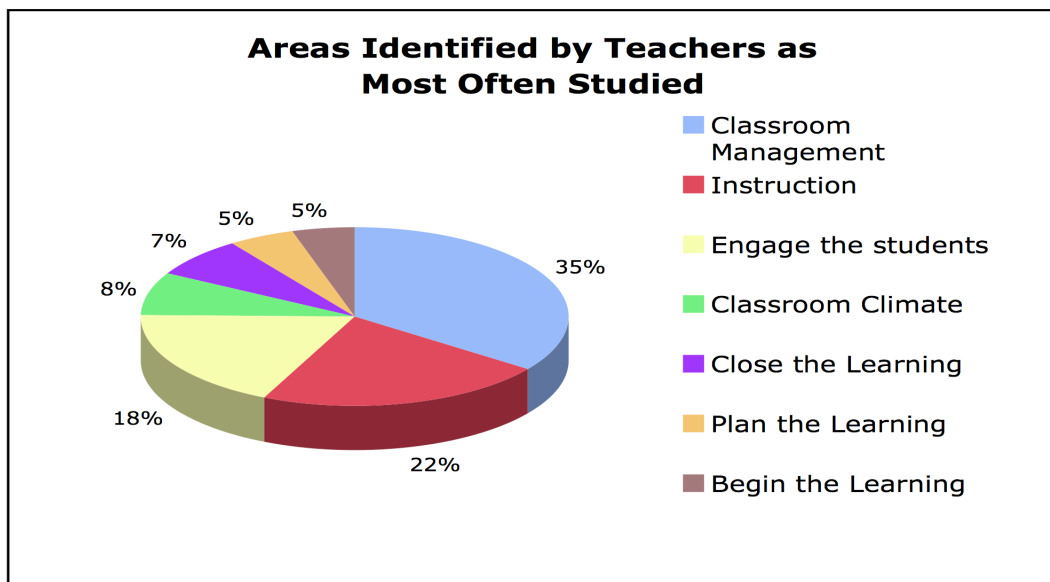
In a recent online survey conducted by Learning for the Future of teachers who are using the Educator's Virtual Mentor's (EVM) online program, 432 or 36% of the teachers responded to questions on their use and improvements in classroom results.

Teachers 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. Over 75 percent of teachers responding to the survey indicated they had viewed one or more example movies on the EVM system, of those who viewed example movies, over half indicated they had viewed example movies five or more times.

<i>Years teaching</i>	<i>Respondents</i>	<i>Percent</i>
<i>1 – 3</i>	74	17.0%
<i>4 - 15</i>	177	40.7%
<i>16 or more</i>	184	42.3%
Total:	435	100.0%

<i>Number of examples</i>	<i>Respondents</i>	<i>Percent</i>
<i>Did not use</i>	107	24.6%
<i>1 – 4</i>	143	32.9%
<i>5 - 8</i>	82	18.9%
<i>9 – 12</i>	64	14.7%
<i>13 or more</i>	39	9.0%
Total:	435	100.0%

EVM is divided into numerous strands, when teachers were asked which area they viewed the most examples of teaching, they most often responded Classroom Management (35.1%), followed by Instruction (21.9%) and Engage the Students (18.4%). These three areas represented 75.4 percent of the responses.



<i>Area most often viewed</i>	<i>Respondents</i>	<i>Percent</i>
<i>Classroom management</i>	130	35.1%
<i>Instruction</i>	81	21.9%
<i>Engage the students</i>	68	18.4%
<i>Classroom climate</i>	28	7.6%
<i>Close the learning</i>	27	7.3%
<i>Plan the learning</i>	19	5.1%
<i>Begin the learning</i>	17	4.6%
<i>Total:</i>	370	100.0%

EVM is very flexible it can be used in very different ways in different schools and districts. Teachers were asked how their school implements EVM. The survey respondents indicated teacher directed growth plans were the most common and were used at over 27 percent of schools and closely behind was whole staff instructional focus with 26.7 percent. 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>	151	27.6%
<i>Whole staff instructional focus</i>	146	26.7%
<i>Learning team discussion support</i>	85	15.5%
<i>Induction mentoring and coaching</i>	61	11.2%
<i>Administrator directed growth plans</i>	53	9.7%
<i>Real time assistance</i>	12	2.2%
<i>Other:</i>	39	7.1%
<i>Total:</i>	547	100.0%

When teachers were asked to reflect on their understanding of instruction in the classroom before they viewed the EVM teaching examples the mean was 4.22 and after viewing the EVM examples the mean was 4.47. The question is, "Does this represent an improvement in how teachers 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 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 teachers. This means, teachers 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>	4.22	480	7.044	.000
<i>After</i>	4.47			

Teachers 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.

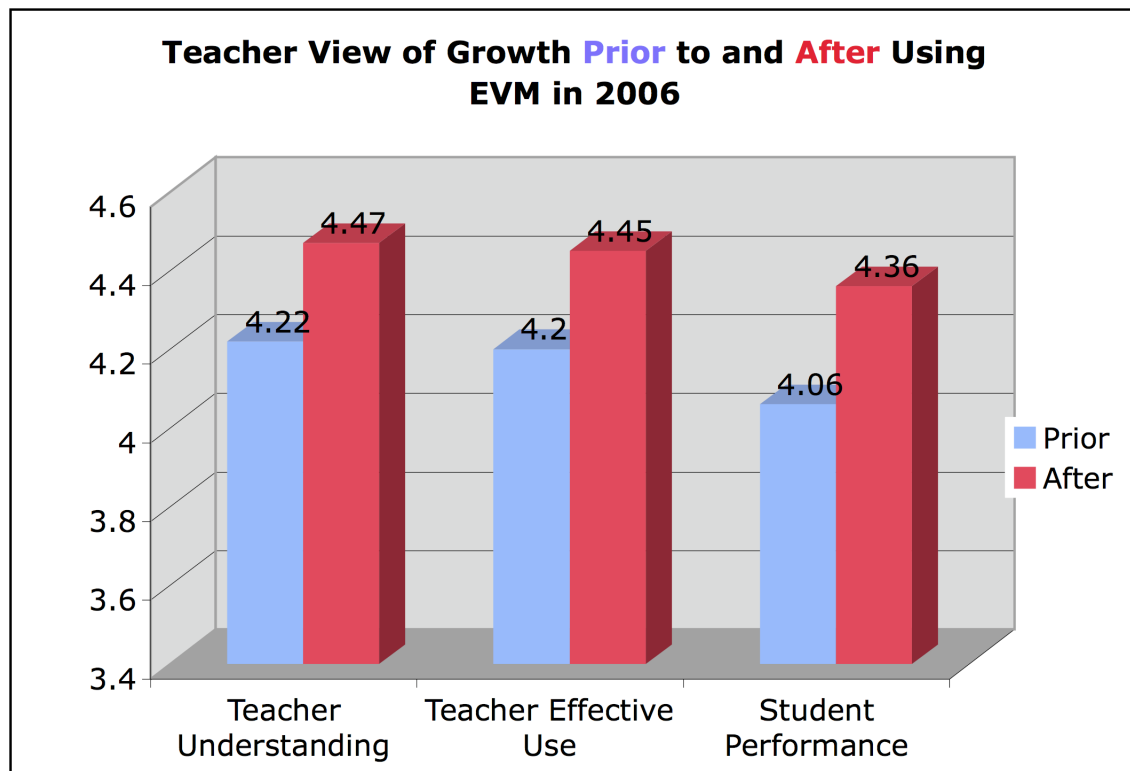
A t-test comparing the teacher responses on a paired sample test indicated that their effective use of the strategy/ies viewed increased significantly. A significance of .000 indicates that these results would be obtained at least 99 out of 100 samples taken from this group of teachers. This means, teachers 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>	4.20	481	7.160	.000
<i>After</i>	4.45			

Finally, the teachers 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 teachers. This means, teachers 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>	4.06	478	8.308	.000
<i>After</i>	4.36			



When teachers were asked how important was principal leadership in the use of the Educator’s Virtual Mentor, 92 percent rated it 3 or higher on a scale of 1-low importance to 5-highest importance. Over 72 percent rated principal leadership as 4- very high or 5 – highest importance.

<i>Principal Leadership</i>	<i>Number</i>	<i>Percent</i>
<i>1 – low importance</i>	8	2.3%
<i>2</i>	20	5.8%
<i>3</i>	68	19.9%
<i>4</i>	150	43.9%
<i>5 – highest importance</i>	96	28.1%
Total:	342	100.0%

Teachers were asked to indicate which areas from the Educator's Virtual Mentor represented the greatest positives. Over 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 18.3 percent followed by the opportunity for private reflection at 15.2 percent. Teachers 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>	225	27.3%
<i>The easy use format</i>	151	18.3%
<i>The opportunity for private reflection on research and my classroom practice</i>	127	15.2%
<i>The time friendly orientation for teachers</i>	115	14.0%
<i>The research based articles and rubrics</i>	105	12.7%
<i>The opportunity for EVM provides to discuss instruction without focusing on building colleagues</i>	76	9.2%
<i>Other:</i>	25	3.0%
Total:	824	100.0%

Teachers 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. Ninety-four (94%) percent of the teachers rated the rubrics that describe performance levels and that facilitate instructional growth as the highest resource. The resource on articles describing the strategies in a way that encourages instructional growth was rated the second highest resource with 91 percent.

<i>EVM Resources</i>	<i>Percent</i>
<i>Rubrics describe performance levels that facilitate instructional growth</i>	93%
<i>The articles describe the strategies in a way that encourages instructional growth</i>	91%
<i>The movies demonstrate instructional skills in a quality manner</i>	85%

The results of the survey provide not only statistical proof that the Educator's Virtual Mentor provides teacher increased understanding of instruction; increased effective use of strategies, but this also results in increased student performance.

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