

**Evaluation Report for:
The spring 2010 evaluation of
the teacher induction process at
H.E.L.P.**

**Presented to HELP June 29, 2010
By Jake Kletzien**

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Executive Summary

HELP approached the SLS 631 class and requested an evaluation of teacher induction processes. Evaluators Jake Kletzien and Melissa P. Green conducted interviews of former and current HELP teachers and conducted a survey, again obtaining the opinions of former and current HELP teachers. The evaluation has produced 3 principal findings and 3 key recommendations.

FINDINGS

- Teachers at HELP, more than any other aspect of induction, find the peer mentoring that goes on at HELP to be extremely helpful.

	4- very useful	3- somewhat useful	2- not very useful	1- not useful at all
One-on-one meetings with the director or assistant director	83.3% (10)	16.7% (2)	0.0% (0)	0.0% (0)
Chance to observe the class(es) you were going to teach	16.7% (2)	8.3% (1)	0.0% (0)	0.0% (0)
Chance to observe other HELP classes	41.7% (5)	16.7% (2)	0.0% (0)	0.0% (0)
Mentoring/ Advice from experienced HELP teachers	91.7% (11)	0.0% (0)	0.0% (0)	0.0% (0)
Discussion groups with other teachers	66.7% (8)	8.3% (1)	8.3% (1)	0.0% (0)
Staff meeting(s)	25.0% (3)	50.0% (6)	8.3% (1)	16.7% (2)

- The binders that are given to teachers are appreciated, but are found by many to be overwhelming and cluttered. No teacher wishes to see the binders done away with, but many would like to see a clearer separation of critical and optional materials and resources.

	4-Strongly agree	3-Agree	2-Disagree	1-Strongly disagree	No opinion
1-The course binder contains too much information.	20.0% (2)	40.0% (4)	10.0% (1)	10.0% (1)	20.0% (2)
2-The course binder has information from too many contributors.	30.0% (3)	40.0% (4)	20.0% (2)	0.0% (0)	10.0% (1)
3-I receive the course binder enough in advance before my classes start.	0.0% (0)	54.5% (6)	18.2% (2)	18.2% (2)	9.1% (1)
4-We should get rid of the course binders all together.	0.0% (0)	0.0% (0)	50.0% (5)	30.0% (3)	20.0% (2)
5-We should reduce the amount of information in the course binders.	27.3% (3)	27.3% (3)	9.1% (1)	0.0% (0)	36.4% (4)
6-It would be useful to split the course binders into 2 parts: essential information and optional resources/materials.	27.3% (3)	45.5% (5)	9.1% (1)	0.0% (0)	18.2% (2)

Executive Summary

- Teachers are frustrated with the amount of time it takes to get paid, often taking 6 weeks or longer, but understand that the delay is most likely not HELP's fault.

when did you receive this?					
	within 2 weeks	within 4 weeks	within 6 weeks	within 8 weeks	longer than 8 weeks (2 months)
your first paycheck	8.3% (1)	16.7% (2)	25.0% (3)	0.0% (0)	50.0% (6)

RECOMMENDATIONS

- Keeping track of the paperwork HELP teachers file with UH likely will make it easier to anticipate what forms will need to be filled out by new teachers. Something as simple as making duplicates of forms filled by future teachers may speed up the process for future inductees.
 - Keeping track of the steps taken by teachers who quickly receive their pay and benefits may shed light on missteps in the process that are causing other teachers' paperwork to take so long to file.
- Capitalize on the usefulness of the informal mentoring that goes on at HELP. Providing more time at meetings for mentoring activities would most likely be viewed by HELP teachers as a welcome change.
 - In addition, some teachers wished for more opportunities for professional development. Time and resource permitting, there may be some teachers who would like the extra responsibilities that would come with a lead teacher, or teacher-trainer position.
- Creating a Laulima site would be a good way to digitally back up and manage the HELP course binders. UH's Laulima website allows for the creation of a nearly infinite amount of folders and sub-folders. With proper planning, courses could be organized easily, and with a capacity far exceeding what HELP would require, there is plenty of room for digital files to accumulate.
 - Different sub-folders for each course could easily separate key resources like syllabuses and course outlines/objectives from optional resources like activity ideas and handouts. In addition, key forms that HELP teachers are frequently being asked to fill out could be kept there and retrieved just as easily
 - For many teachers, a digital form of the binders would be seen as an improvement, as it is accessible from great distances and much less bulky.

! - The development or maintenance of a mentoring program or an online depository for course materials are both good project ideas for the SLS 630 (program development) course. When approaching them with project ideas, consider asking them to build on this evaluation in either of these areas.

Evaluation Report

CONTEXT

The Hawai'i English Language Program (HELP) is an academic ESL program tied to the Department of Second Language Studies at the University of Hawai'i – Manoa. The program teaches English to international students to prepare them to study in the UH system. It hires Graduate Assistants (GAs) from the DSLS as well as some highly-qualified individuals from the area as its instructors. In January of 2010, HELP approached the SLS-631(program evaluation) class with a call for evaluation. I, and my co-evaluator Melissa Green, responded to this call for evaluation and after a meeting with HELPs administration, agreed to work on an evaluation of HELP's induction process. This is the report of that evaluation.

PRIMARY INTENDED USERS AND USES

The primary intended users (PIUs) of this evaluation are the HELP administrators. While the HELP staff will likely benefit from the decision made as a result of this evaluation, and may be interested in reading this report and its findings, they are the HELP administrators who will ultimately be making decisions regarding the refinement of teacher induction process at HELP, which is the primary intended use.

EVALUATION QUESTIONS

Focusing this evaluation were two main evaluation questions:

- What are the current teacher induction practices at HELP?
- Which aspects of those induction practices are working for HELP instructors and which need improving?

METHODS

Thanks to the facilitation by the HELP administrators, we were able to gather data quickly and with great cooperation from HELP instructors both past and present. We ultimately ended up using two methods in two rounds of data collection: teacher interviews and a survey

- Teacher Interviews

First, we sent an email (with the administrators' blessing and encouragement) to HELP instructors asking them for a chance to sit and talk with them in depth regarding their experiences having been inducted. As HELP outsiders, we had not experienced induction personally, so these

interviews helped give us a better sense of what an instructor goes through when they start to work at HELP. In the end, three interviews were conducted with three different instructors who had joined the program at three different times. Having talked with them about their experiences, not just pertaining to induction, but with teaching at HELP as a whole, we recognized some common themes that arose in all of the interviews. Those common themes, which included both positive and negative experiences, became the basis for our second phase of data collection: a survey of all HELP instructors.

-Survey

After the interviews were done, we drafted a survey in order to quantify HELP instructor opinions regarding various aspects of the induction process. The results of this survey would help us provide recommendations on which aspects of induction would benefit most from changes. They could also help us prioritize changes in terms of what the teachers would most like to see done. We focused mainly on the following topics:

- The paperwork required once an instructor is hired, and the receipt of pay
- The materials given to instructors in the induction processing
- The personal interactions available to instructors in the induction processing
- The course binders that are given to teachers prior to teaching a course

The survey was created and distributed using the website www.surveymonkey.com. The results of this survey are included in this report and can be found in the appendix as well. After a suitable draft of a survey was written, justifications for each of the questions were written. The justifications were meant to explain both the purpose of asking such a question and to theorize about the kind of data such questions would elicit. The survey was presented to HELP administrators and a meeting to discuss the survey prior to administration of the survey was suggested. Justifications for the questions were included in the email presenting the survey in the event there was no time for a meeting. Luckily, there was time, and the survey was discussed with HELP administrators prior to its administration to the instructors. In that meeting, HELP administrators provided useful suggestions for refinement, and were made aware of our reasoning for asking questions in the way they were framed. By the end of the meeting, the survey was ready to be administered.

The survey was sent out by HELP to 20 instructors (every current one and some former) and we received replies from twelve instructors before analyzing the results two weeks after the survey was sent. The survey left room for teachers to elaborate, at length, on their answers, but to protect their anonymity, only the aggregate multiple choice responses were presented unfiltered to the HELP

administration. Much like in the interviews, common themes that arose in the written responses were found and presented, but no direct quotes were passed on.

After results were tallied, they were presented to the HELP administration. In that meeting, the results were discussed and recommendations for future actions were suggested. The rest of this report will present those findings, explain what they mean, and present recommendations for actions based on these results.

RESULTS

Here are the results, as they were presented to HELP administrators, following each table is a discussion of the findings.

Table 1. Question 1 (Start date)

Page: Biographical Information

1. When did you start working for HELP?		Create Chart	Download
		Response Percent	Response Count
January 2010 - Now		0.0%	0
July - December 2009		33.3%	4
January - June 2009		0.0%	0
July - December 2008		16.7%	2
Prior to July 2008		50.0%	6
<i>answered question</i>			12
<i>skipped question</i>			0

Here, we ascertained that our respondents fell in to three main groups: Those hired over 2 years ago. Those hired just less than 2 years ago, and those hired within the last year. Further analysis of future questions was done by comparing the answers of these 3 groups.

Table 2. Question 2 (Job title)

2. In what capacity do you work or have you worked for HELP? -If you've only had one title, select a response for the 1st statement only. -If you've been rehired in a different capacity, please select a response for the 2nd and 3rd statements (as appropriate) [Download](#)

job title	casual hire	graduate assistant	full-time teacher	Response Count
I was initially hired as a	66.7% (8)	33.3% (4)	0.0% (0)	12
I later was rehired as a	33.3% (2)	66.7% (4)	0.0% (0)	6
I was again rehired as a	66.7% (2)	33.3% (1)	0.0% (0)	3
Show replies If you've changed positions (ie from casual hire to GA), were you satisfied with the transition process? (in terms of filing paperwork, receipt of benefits (pay) and preparation to teach your classes) Were there any aspects of the process you found troublesome?				4
<i>answered question</i>				12
<i>skipped question</i>				0

We see here that it is fairly common for instructors to switch job titles. This is something the administration already knows. The numbers show that half of instructors change job titles and half of

those, switch a 2nd time (25% total). This means they must refile paperwork, something that is known to be somewhat of a hassle.

Table 3. Question 3 (Benefits)

Page: Getting started at HELP							
1. How long did it take you to receive the following compensation from HELP ? (if applicable) Download							
when did you receive this?							
	within 2 weeks	within 4 weeks	within 6 weeks	within 8 weeks	longer than 8 weeks (2 months)	I don't receive this benefit	Response Count
your first paycheck	8.3% (1)	16.7% (2)	25.0% (3)	0.0% (0)	50.0% (6)	0.0% (0)	12
your health insurance	18.2% (2)	9.1% (1)	9.1% (1)	9.1% (1)	0.0% (0)	54.5% (6)	11
your tuition waiver	27.3% (3)	27.3% (3)	0.0% (0)	0.0% (0)	0.0% (0)	45.5% (5)	11
other _____	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)	1
satisfaction with speed							
	5- very satisfied	4- satisfied	3- no opinion	2- unsatisfied	1- very unsatisfied	Response Count	
your first paycheck	8.3% (1)	0.0% (0)	25.0% (3)	16.7% (2)	50.0% (6)	12	
your health insurance	16.7% (1)	33.3% (2)	16.7% (1)	0.0% (0)	33.3% (2)	6	
your tuition waiver	28.6% (2)	42.9% (3)	0.0% (0)	14.3% (1)	14.3% (1)	7	
other _____	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0	
Show replies What was the other benefit? (or any additional comments)							4
answered question							12
skipped question							0

Here we see that instructors frequently go more than one month before their first paycheck.

Other benefits are given much sooner. It is no surprise that satisfaction with these rates mirrors the speed with which they are received. It should be noted, that in the more elaborate replies, teachers stated that they do not feel HELP is to blame for this delay. That said, several were quite negative about the delay in pay stating they would've liked to know in advance it would take so long, in order that they might plan accordingly.

- Of note, is that 100% of the teachers hired within the last year took 8 or more weeks to receive their first paycheck, indicating something may have happened recently somewhere in the process of filing paperwork.

Table 4. Question 4 (Materials)

2. What materials were you given when initially hired? How useful were these materials in preparing you to work for HELP? Create Chart Download							
	4- very useful	3- somewhat useful	2- not useful	1- not at all useful	Did not receive this	Rating Average	Response Count
1 Checklist of paper work required for new hires	25.0% (3)	16.7% (2)	0.0% (0)	0.0% (0)	58.3% (7)	3.60	12
2 HELP teachers' manual	25.0% (3)	41.7% (5)	8.3% (1)	0.0% (0)	25.0% (3)	3.22	12
3 Course binder (for the class(es) you teach)	41.7% (5)	58.3% (7)	0.0% (0)	0.0% (0)	0.0% (0)	3.42	12
4 Additional course materials (for the class(es) you teach)	41.7% (5)	41.7% (5)	0.0% (0)	0.0% (0)	16.7% (2)	3.50	12
5 HELP mission statement	16.7% (2)	33.3% (4)	8.3% (1)	8.3% (1)	33.3% (4)	2.88	12
6 HELP course descriptions	25.0% (3)	58.3% (7)	8.3% (1)	8.3% (1)	0.0% (0)	3.00	12
7 HELP student handbook	33.3% (4)	41.7% (5)	0.0% (0)	0.0% (0)	25.0% (3)	3.44	12
8 Other _____ (please state below)	0.0% (0)	50.0% (1)	0.0% (0)	0.0% (0)	50.0% (1)	3.00	2
Show replies Other (please specify)							6
answered question							12
skipped question							0

Here we see several things:

- Teachers are not receiving a checklist, despite one having been drafted in the past year
- The course binders (including additional course materials) and the HELP student handbook are the most useful materials the instructors receive.
- Nothing was identified as being not useful, except for a few who found the HELP teachers' manual, the mission statement, and the course to descriptions to be not useful. They however seem to be the exception.

Table 5. Question 5 (Personal Interactions)

3. Which types of personal interactions were available to you as a new teacher?								Create Chart	Download
	4- very useful	3- somewhat useful	2- not very useful	1- not useful at all	Available, but I did not try	This was not available to me	Rating Average	Response Count	
One-on-one meetings with the director or assistant director	83.3% (10)	16.7% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.83	12	
Chance to observe the class(es) you were going to teach	16.7% (2)	8.3% (1)	0.0% (0)	0.0% (0)	8.3% (1)	66.7% (8)	2.75	12	
Chance to observe other HELP classes	41.7% (5)	16.7% (2)	0.0% (0)	0.0% (0)	16.7% (2)	25.0% (3)	2.89	12	
Mentoring/ Advice from experienced HELP teachers	91.7% (11)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	8.3% (1)	4.00	12	
Discussion groups with other teachers	66.7% (8)	8.3% (1)	8.3% (1)	0.0% (0)	0.0% (0)	16.7% (2)	3.70	12	
Staff meeting(s)	25.0% (3)	50.0% (6)	8.3% (1)	16.7% (2)	0.0% (0)	0.0% (0)	2.83	12	
Show replies Other? (please specify)									4
answered question									12
skipped question									0

This question provided several interesting results:

- Meetings with the directors were seen as one of the most useful interactions
- Mentoring and interactions with experienced HELP teachers was seen unanimously as 'very useful'
- Staff meetings were seen as the least useful interaction available to them in terms of induction.

Receiving the most 'not useful' responses.

- o - Additional analysis comparing answers between groups (see appendix) showed:
 - Only 25% percent of teachers hired within the last year reported having the opportunity to observe HELP classes.
 - 100% of respondents from the other groups reported having the opportunity to observe HELP classes prior to teaching.

Table 6. Question 6 (Teacher Preparedness)

1. How well prepared to teach at HELP did you feel in the following respects: Create Chart Download						
	3- Extremely Prepared	2- Prepared (enough)	1- Somewhat prepared, but not enough	0- Not prepared at all	Rating Average	Response Count
Knew which HR forms to fill out	10.0% (1)	50.0% (5)	20.0% (2)	20.0% (2)	1.50	10
Knew where to take the HR forms	10.0% (1)	60.0% (6)	10.0% (1)	20.0% (2)	1.60	10
Knew which class you were teaching	45.5% (5)	45.5% (5)	9.1% (1)	0.0% (0)	2.36	11
Knew the objectives of your classes	18.2% (2)	63.6% (7)	9.1% (1)	9.1% (1)	1.91	11
Knew who to ask for help	63.6% (7)	27.3% (3)	9.1% (1)	0.0% (0)	2.55	11
Knew where to get teaching materials	54.5% (6)	27.3% (3)	18.2% (2)	0.0% (0)	2.36	11
Knew how to grade your students	18.2% (2)	45.5% (5)	36.4% (4)	0.0% (0)	1.82	11
Knew where to find classroom supplies (markers, erasers, etc.)	45.5% (5)	27.3% (3)	27.3% (3)	0.0% (0)	2.18	11
Knew where to find office supplies (copier paper, folders, paper clips etc.)	54.5% (6)	18.2% (2)	27.3% (3)	0.0% (0)	2.27	11
Knew which AV equipment was available(internet, projectors, CD players, etc)	18.2% (2)	54.5% (6)	27.3% (3)	0.0% (0)	1.91	11
Knew how to use the AV equipment available to you	18.2% (2)	54.5% (6)	27.3% (3)	0.0% (0)	1.91	11
Show replies Any additional comments? please expand on any answers above.						6
<i>answered question</i>						11
<i>skipped question</i>						1

Here we see the following:

- Instructors feel they are least prepared in being able to fill out and file HR forms.
- Instructors feel most prepared in knowing who to ask for help.
- Some instructors feel they are not prepared enough (average is less than 2) to grade their students.
 - o Analysis of answers by groups shows that this trend is improving, however, with 75% of teachers hired in the last year stating they feel prepared in this regard (compared with 0% of those hired in winter 2008 and 50% of those hired 2 or more years ago)
- Some teachers are also unclear on where to find supplies, but on average, HELP instructors feel prepared to do this.
 - o Although analysis of answers by group (see appendix) shows that this is getting worse recently, with 50% of those hired within the last year feeling prepared to find supplies. (compared with 100% of those hired in winter 2008 and 83% of those hired 2 or more years ago)

Table 7a. Question 7 (General questions)

2. To what extent do you agree with these statements about the HELP induction process?							Create Chart	Download
	4-strongly agree	3-agree	2-disagree	1-strongly disagree	No opinion	Rating Average	Response Count	
1-Prior to teaching, more interactions with experienced HELP teachers would help me feel more prepared.	63.6% (7)	27.3% (3)	0.0% (0)	0.0% (0)	9.1% (1)	3.70	11	
2-Prior to teaching, more meetings with HELP administrators would help me feel more prepared.	0.0% (0)	45.5% (5)	27.3% (3)	9.1% (1)	18.2% (2)	2.44	11	
3-More chances to observe the classes I will teach would help me feel more prepared.	36.4% (4)	45.5% (5)	0.0% (0)	0.0% (0)	18.2% (2)	3.44	11	
4-More chances to observe other teachers' classes would be helpful to me.	45.5% (5)	27.3% (3)	9.1% (1)	0.0% (0)	18.2% (2)	3.44	11	
5-Once I start teaching, more chances to have the classes I teach observed would be helpful to me.	36.4% (4)	9.1% (1)	18.2% (2)	0.0% (0)	36.4% (4)	3.29	11	
6-A more detailed outline of course objectives for my classes would be helpful to me.	36.4% (4)	36.4% (4)	9.1% (1)	0.0% (0)	18.2% (2)	3.33	11	

Here we see that:

- (#1) There is strongest agreement that more interaction with HELP teachers prior to starting would be helpful.
- (#2) There is much less agreement that more interaction with HELP administrators would be helpful.
 - o Analysis of answers by groups shows that all 5 of those who wanted more meetings with administrators were hired more than 2 years ago. No recent hires feel they need more meetings with HELP administrators.
 - Remember, from Table 5, that meetings with administrators were among the most helpful personal interactions instructors had. This likely indicates that HELP inductees are meeting with HELP administrators enough and benefiting from those meetings.
- (#4) More chances to observe other HELP teachers' classes (and when possible, the ones they will teach (#3)) are desired by HELP instructors
- (#5) There is some disagreement that being observed more would be helpful to new HELP instructors, but there are a significant group who feel strongly that this would be helpful
 - o Analysis of answers by groups shows that all 5 of those who wished to be observed more were hired more than 2 years ago. 66% of recent hires did not offer their opinion, making it unclear if they would like more observation of their teaching or not.
- (#6) Instructors would like more detailed list of course objectives for their classes

Table 7.b Question 7 (General questions continued)

2. To what extent do you agree with these statements about the HELP induction process?							Create Chart	Download
	4-strongly agree	3-agree	2-disagree	1-strongly disagree	No opinion	Rating Average	Response Count	
7- A more concise outline of course objectives for my classes would be helpful to me.	27.3% (3)	9.1% (1)	45.5% (5)	0.0% (0)	18.2% (2)	2.78	11	
8-The course materials I am provided by HELP prepare me to teach my classes.	27.3% (3)	54.5% (6)	18.2% (2)	0.0% (0)	0.0% (0)	3.09	11	
9-I'm satisfied with the amount of information I had about my students prior to teaching.	9.1% (1)	45.5% (5)	27.3% (3)	9.1% (1)	9.1% (1)	2.60	11	
10-I'm satisfied with the amount of time I had to plan my class before instruction started.	9.1% (1)	27.3% (3)	9.1% (1)	45.5% (5)	9.1% (1)	2.00	11	
11-If it were available I would like to be observed by people other than HELP administrators (like other HELP teachers, or professionals outside of HELP).	18.2% (2)	18.2% (2)	18.2% (2)	9.1% (1)	36.4% (4)	2.71	11	
12-An online site with information regarding different HELP courses would help me feel more prepared to teach.	9.1% (1)	54.5% (6)	9.1% (1)	9.1% (1)	18.2% (2)	2.78	11	
13-Video-tapes of HELP classes would help orient new HELP teachers.	18.2% (2)	27.3% (3)	9.1% (1)	18.2% (2)	27.3% (3)	2.63	11	
Show replies any additional comments?								7
answered question								11
skipped question								1

Here we see that:

- (#7) In contrast to #6 (Table 7.a) Teachers do NOT want a more concise outline of course objectives.
- (#8) Instructors are generally pleased with course materials provided to them prior to teaching
- (#9) Some instructors would like more information regarding their students (#, nationality, etc.)
- (#10) Instructors would like more time between finding out what their classes are and the first day of instruction
- (#11) there is relatively little consensus on whether outsider observations (for example Center for Teaching Excellence) would be helpful to instructors. It seems
- (#12) There is desire to see an online site developed to house information regarded to various courses. While the numbers are somewhat unconvincing, this was mentioned multiple times in the responses section, (which must remain private to protect participant anonymity)
- (#13) The desire to have videotapes of HELP available classes is mixed.

Table 8. Question 8 (The course binders)

Page: Almost there....

1. You are provided a course binder for each HELP class you teach. This binder should include a number of resources, including course objectives, syllabus (or syllabi) and course materials. To what extent do you agree with the following statements regarding the course binders. [Create Chart](#) [Download](#)

	4-Strongly agree	3-Agree	2-Disagree	1-Strongly disagree	No opinion	Rating Average	Response Count
1-The course binder contains too much information.	20.0% (2)	40.0% (4)	10.0% (1)	10.0% (1)	20.0% (2)	2.88	10
2-The course binder has information from too many contributors.	30.0% (3)	40.0% (4)	20.0% (2)	0.0% (0)	10.0% (1)	3.11	10
3-I receive the course binder enough in advance before my classes start.	0.0% (0)	54.5% (6)	18.2% (2)	18.2% (2)	9.1% (1)	2.40	11
4-We should get rid of the course binders all together.	0.0% (0)	0.0% (0)	50.0% (5)	30.0% (3)	20.0% (2)	1.63	10
5-We should reduce the amount of information in the course binders.	27.3% (3)	27.3% (3)	9.1% (1)	0.0% (0)	36.4% (4)	3.29	11
6-It would be useful to split the course binders into 2 parts: essential information and optional resources/materials.	27.3% (3)	45.5% (5)	9.1% (1)	0.0% (0)	18.2% (2)	3.22	11
Show replies Have any additional comments regarding the course binders? Please share your thoughts.							8
<i>answered question</i>							11
<i>skipped question</i>							1

In the final question, we see that:

- (#1) There is consensus among the instructors that there is too much information in the binders.
 - o In the more detailed replies, some mentioned that the binders overwhelmed them. They felt they had to wade through multiple copies of activities and materials before finding something they felt useful. They found the sheer amount of information got in the way of them appreciating the useful information that was in the binders
- (#2) There is more agreement that the binders have too many contributors.
 - o Again, in the replies, some mentioned that the number of contributors added to their confusion. They appreciated the input from past teachers, but would like to here from fewer and more authoritative or reliable contributors (like a curriculum coordinator)
- (#3) Like other aspects of teaching at HELP, instructors would like more time to prepare before classes start.
- (#4) Not one person wishes to see the binders done away with.
 - o This agrees with the findings in Table 4, that instructors found the binders to be helpful overall
- (#5&6) Instructors would like to see less information in the binder presented to them. If possible, they'd like better separation of essential course information and additional materials.
 - o Time and time again, the replies mentioned an interest in seeing a digital version of the binders that could organize the information better and be accessible from greater

distances. They also like the idea of not having to carry a big cluttered binder.

RECOMMENDATIONS

Based on the findings, and the discussion of these results with HELP administrators, the following recommendations for action are being presented:

1) Find a way to capitalize on the usefulness of peer interactions at HELP.

- Teachers unanimously found interactions with HELP teachers prior to teaching to be “very helpful”. Some instructors expressed interest in a mentoring program or perhaps the creation of lead teacher positions. Those interested in lead teachers saw that as a way to help new instructors, while providing opportunity for professional development for existing ones.

2) Develop an online site to organize and maintain course information.

- Teachers found the binders useful, but often too cluttered and clumsy. It’s clear that the binders are in the process of being organized, but digitizing the process as well could be appreciated by the instructors. Teachers like the idea of being able to access the information from home (or when they’re abroad on breaks), and they like the idea of having many resources being available to them without having to browse through the wealth of information in the binders. A site like UH’s Laulima allows secure access, which can be revoked once the teacher leaves. It also allows for standardization and organization of course materials. In addition, commonly disseminated papers can be stored in their own folder, enabling teachers to download and print the files themselves if necessary. Site creation is fairly straightforward for a basic page and there should be no problem in finding someone either in HELP or SLS to help you develop and set up a plan for maintaining such a site.

- This is likely to take the most work, but has great potential benefits

3) Re-introduce a checklist for new hires.

HELP has a checklist, but it is not being used. Using a checklist will draw attention to all the steps of the hiring and paperwork filing process. In addition, developing a system to keep track of all the forms new hires fill and where those forms go, may help improve the way HELP teachers file paperwork, and hopefully get their benefits more quickly. Paying close attention to what teachers who get paid quickly did might shed some light on bureaucratic shortcuts that HELP might take advantage of in the future.

*** Get some help in accomplishing these!**

-Every year, HELP (along with ELI) approaches SLS Program Development (630) and Evaluation (631) classes. While there will be no evaluation class in the 2010-2011 year, developing and/or maintaining either a peer mentoring or online resource system would be a great project for SLS 630 students. As a graduate of both the 630 and 631 classes, the evaluator would be more than willing to discuss this evaluation and its results with future SLS 630/631 students (or any other evaluators for that matter) working on any of these projects.

PRODUCTS

As a result of the evaluation, the following products are being presented to HELP:

- 1) This evaluation report
- 2) A full set of results tables from the survey (no reply sections, though)
- 3) A copy of the recently developed HELP induction checklist in for easier retrieval
- 4) A CD containing all of the above and the powerpoint presentation of this evaluation that was created to showcase the work done and results found.

APPENDIX

A summary of survey data analyzing certain points of interest by group (presented to HELP administrators at the meeting dedicated to discussion of survey results)

Comments

- Mentoring is the key. Observations were nice...maybe make them routine?
- Electronic database is the way to go for binders
- They are well aware that pay is not HELP's fault.
- Calendar issues (breaks not lining up...classes starting the day after testing) seem to get in the way of preparedness
- Several responses but the responsibility of preparedness on the teacher

Interesting observations of survey data when broken down into chronological groups:

	Numbers			
	winter 2009	winter 2008	2008	before 2008
#1	4	2	6	
#2 (not important) switching wasn't problematic				
#3 paycheck took: (6) longer than 8 weeks?	(1) 3 100%	(1) 50%	(1) 66%	(1)3
#4 received:				
checklist	2 (.5) !	1 (.5)	2 (.33) !	
teachers manual	3 (.75)	2 (1.0)	5 (.83)	
course descriptions	3 (.75)	2 (1.0)	6 (1.0)	
student handbook	3 (.75)	1 (.5)	5 (.83)	
mission statement	4 (1.0)	1 (.5)	3 (.5)	
#5 chance to observe:				
classes they were going to teach	1 (.25)	2 (1.0)	1(.16)	
other classes	1 (.25) !	2 (1.0)	6(1.0)	
	casual hires?			
#6 prepared enough to:				
fill out forms	2 (.5)	1 (1.0)	(1 no-fill) 3 (.60) (1 no-fill)	
take forms to right place	3 (.75)	1 (1.0)	3 (.60)	

	grade students	3 (.75)		0 (0.0)	3 (.5)
	find supplies	2 (.5)		1(1.0)	5 (.83)
	find/use AV equipment	2(.5) / 3(.75)		1(1.0)/ 0 (0.0)	5 (.83)
		winter 2009	winter (1 no-fill)	2008	before 2008
#7	want more meetings w/ admins before starting	0 (0.0)	0 (0.0)		5 (.83)
	want a more concise outline	0 (0.0)	no-opinion		4 (.66)
	would like to be observed more	0 (0.0) (3 no-opinion)	no-opinion		5 (.83)
	would like to observe more	2 (.5)	no-opinion		6 (1.0)
	want observation from people outside HELP	0 (0.0)	no-opinion		4 (.66)
#8	binder has too much info	3 (.75)	no-opinion		(2 no-opinion) 3 (.75)
		(1 no-opinion)			(2 no-
opinion)	should reduce amount of information in binders	3(1.0)	no-opinion		3 (.75)
	should split the binders	(1 no-opinion) 3 (1.0)	(1 no-opinion) 1(1.0)		(1 no-opinion) 4 (.8)