Question: What impact did the New Teacher Academy (NTA) in August 2009 have on its teacher participants 3 months later when they were teaching in the classroom?

Response

More than 500 teachers who were newly hired in the Austin Independent School District (AISD) and who attended the district's NTA training in August 2009 were sent an online survey in November 2009. The survey included questions about their impact NTA had on their knowledge about instructional expectations; available teaching resources; technology access and use (e.g., laptop computers, district-provided electronic resources); lesson plan development; student work assessment; effective classroom setup; student data access and use; and knowledge about key distw (;)(tw (;)(tw04 Tc0 TJ -0.004 Tc 0.004 Tw [(t)-6(each)-4(e)-10(r)-1(s)-5(')-1( )]TJ 0 Tc

Martha Doolittle
Administrative Supervisor

Table 1. Characteristics of New Teacher Academy (NTA) 2009 Participants and Survey Respondents

Characteristic	% NTA 2009 participants	% NTA

Table 5 New Teacher Academy (NTA) 2009 Respondents' Knowledge About Lesson Plans

Lessonplans	% Agree or strongly agree	% Neutral	% Disagree or strongly

Table 7 summarizes teachers' responses to questions about accessing and using student data through two of the district's student data systems: AISD Instructional Management System (AIMS) (student assessment data) and Gradespeed (student attendance and grade data). Results showed about one-third to two-fifths of respondents agreed that NTA increased their knowledge about how to access and use these data systems.

Table 7. New Teacher Academy (NTA) 2009 Respondents' Knowledge About Accessing and Using Student Data From AIMS and Gradespeed

As a result of participating in AISD's New Teacher Academy, I increased my knowledge of…	Agree or strongly agree %	Neutral %	Disagree or strongly disagree %
How to access student data effectively using AIMS.	40	19	41
How to access student data effectively using Gradespeed.	42	18	40
How to use student data effectively using AIMS.	36	20	44
How to use student data effectively using Gradespeed.	39	20	41

Source. NTA 2009 survey records

District Initiatives

Table 8 shows the majority of teachers agreed that NTA increased their knowledge about the district's POL criteria (73%) and how to use them in the classroom (69%). Greater percentages of elementary school teachers than of teachers at other school levels agreed NTA helped them achieve a better understanding about POL criteria and about how to use them in the classroom. When asked about whether NTA helped them achieve a better understanding about how to affect student behavior using positive behavior support (PBS; AISD, 2008) strategies, the majority of teachers (70%) agreed. Campus implementation of PBS was confirmed by 76% of teachers responding that their campus was using PBS strategies and processes.

Table 8. New Teacher Academy (NTA) 2009 Respondents' Knowledge About Principles of Learning (POL) and Positive Behavior Support (PBS)

As a result of participating in the AISD New Teacher Academy 2009, I increased my knowledge of…	Agree or strongly agree %	Neutral %	Disagree or strongly disagree %
The POL criteria.			
Elementary	78	14	8
Middle	70	20	10
High	65	22	12
All	73	17	10
How to use POL criteria in my classroom.			
Elementary	76	16	8
Middle	59	26	15
High	65	23	12
All	69	20	11
How to impact student behavior using PBS strategies and processes.			
Elementary	72	18	10
Middle	70	26	4
High	70	18	12
All	70	21	9

Source. NTA 2009 survey records

Time Spent on Campus

Teachers were asked to rate the usefulness of the NTA time periods spent on their assigned campuses. As shown in Table 9, most respondents reported that all aspects of the time spent on campus during NTA were useful (88%). Meeting with other campus staff (88%); accessing classrooms (84%); receiving a building orientation (82%); and meeting with specific staff (librarian 77%, mentor teacher 71%) also were useful. Unfortunately, 24% reported they did not meet with their mentor teacher, while 5% did so and

- Provide teachers help with and time to work on developing effective lesson plans
- Ensure that new teachers use their district provided laptop computers during NTA.

APPENDIX

Table 1. New Teacher Academy (NTA) 2009 Respondents' Knowledge About Available Resources

As a result of participating in the AISD New Teacher Academy 2009, I have increased my knowledge of resources available to me, such as…		% Agree or strongly agree	% Neutral	% Disagree or strongly disagree
Books				
	Elementary	65	18	17
	Middle	41	30	29
	High	47	24	29
	All	54	23	23
Materials				
	Elementary	67	19	14
	Middle	49	30	21
	High	53	21	26
	All	58	23	19
Technology				
	Elementary	70	17	13
	Middle	57	31	12
	High	64	22	14
	All	64	22	14
Mentors				
	Elementary	65	21	14
	Middle	53	32	15
	High	63	22	15
	All	60	25	15
Instructional Planning Guides (IPGs)				
	Elementary	83	11	6
	Middle	66	21	13
	High	70	20	10
	All	75	16	9
E-campus				
	Elementary	79	11	10
	Middle	41	31	28
	High	51	29	20
	All	61	21	18
AISD website				
	Elementary	75	15	10
	Middle	51	31	18
	High	58	27	15
	All	63	23	14
Library				
	Elementary	59	26	15
	Middle	38	39	23
	High	59	24	17
	All	53	29	18
Human resources				
	Elementary	58	28	14
	Middle	41	36	23
	High	58	27	15