

GREATER EXPECTATIONS REVISITED

TEACHER INSTITUTES FOR ADVANCED STUDY: AN ASSESSMENT



LOUISIANA
ENDOWMENT
FOR THE
HUMANITIES

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Teacher Institutes for Advanced Study: An Assessment

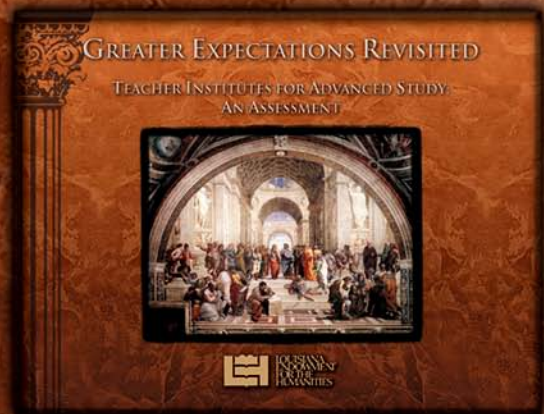


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COVER: The School of Athens (1510-11), a fresco by Raphael Sanzio, depicts many important ancient Greek philosophers, with Plato and Aristotle at the center, among Socrates, Heraclitus, and Diogenes.

I. ACKNOWLEDGEMENTS

Some people might be surprised to learn that Louisiana hosts the nation's most extensive series of graduate level institutes for the professional development of teachers in the humanities. A program of this magnitude does not exist without the steadfast and professional assistance of numerous partners, both individual and institutional.

The Louisiana Endowment for the Humanities acknowledges those partnerships that have made the Summer Teacher Institutes for Advanced Study possible. In the early years, through almost 1990, the principal source of funding was the National Endowment for the Humanities, which awarded the LEH an Exemplary Project Award for the teacher institutes. During those early years, support from the private sector came from Freeport McMoRan, the Bell South Foundation and the Patrick and Phyllis Taylor Foundation. From approximately 1990 through 1995, the Louisiana Board of Elementary and Secondary Education, the Louisiana Department of Education, and a grant from the Louisiana Board of Regents for Postsecondary Education's Louisiana Educational Quality Support Fund were the principal sources of funds to expand the number of institutes. Since 1996, however, the major source of support has been through a direct appropriation by the State of Louisiana.

In 2003, due to the LEH's track record with teacher institutes, the U.S. Department of Education awarded a \$1 million Teaching American History grant to the LEH and Orleans Public Schools to create a series of summer teacher institutes in U.S. and Louisiana history for all, approximately 400, American and Louisiana history teachers in the system. Teachers will receive graduate academic credit for attending the four-week intense institutes.

The LEH also acknowledges the significant role of those individuals who have helped the Institutes flourish by offering their wisdom, encouragement and advice, and, finally, those who persevered in the actual administration of the program: Phyllis Taylor of the Patrick and Phyllis Taylor Foundation and Dr. Linda Langley of LSU-Eunice, who conducted this study, and, Louisiana Endowment for the Humanities staff members Dr. Michael Sartisky and Rhonda Miller. Finally, the LEH acknowledges more than a hundred devoted university scholars who have taught 158 institutes over the past two decades, the more than 3,000 teachers who attended the institutes, and their respective universities and schools for partnering with the LEH to make our children the ultimate beneficiaries of our labors.

II. INTRODUCTION

Our future is vested in our children. Therefore, education must be enlightened and rigorous. The "function of education is to teach one to think intensively and to think critically."

Each summer since 1985, the Louisiana Endowment for the Humanities has provided thousands of Louisiana's middle and high school teachers an opportunity to participate in special institutes that challenge teachers to discuss and think critically and intensively about history, literature and other traditional and developing disciplines in the humanities. These Teacher Institutes for Advanced Study (formerly Summer Teacher Institutes, or STIs) have a mandate to enhance content-based humanities education in the state's classrooms. Horrified by national studies that how little American students know about history, knowledge gained through these LEH institutes help teachers convey to their students the masterworks of literature, history, and both traditional and emerging fields of study in the humanities.

"The [Teacher Institute] I attended," said one teacher, "was one of the best courses I have ever taken. The course is still greatly impacting students. I certainly hope others will be offered as I would like to attend more in the future."

Greater Expectations Revisited is the second long-term impact study of an unprecedented statewide program to improve the quality of humanities education in Louisiana schools. Designed and conducted by the Louisiana Endowment for the Humanities, this annual, statewide series of Teacher Institutes for Advanced Study in the humanities for its middle and high school teachers is offered only in the state of Louisiana. It is the most extensive program of its kind in the nation. Greater Expectations Revisited updates by a decade, but follows the model of the 1992 study of the first five years of the STI program. The current study extends the long-term impact study almost ten years, through 1998. The 1992 study surveyed participants in 28 institutes. The most recent survey included 82 institutes. Together, we have studied 103 institutes.

Greater Expectations Revisited: Report and Method

Greater Expectations is offered, not just as a report on the impact of the Louisiana institutes, but also as a model for other long-term assessments. Not even the National Endowment for the Humanities' national series of teacher institutes, on which the Louisiana model is based, has conducted such a study of impact. The LEH offers this report both for its results and as a methodology. We have included in this report an executive summary, an analysis of the statistical responses of the participating teachers, a summary of the focus group discussions, and the sample survey instrument. Additional database and quantitative data files are available from the LEH for anyone who would like to explore the process further.

Background

Designed and conducted by the LEH, the Teacher Institutes began in 1985 with funding from the LEH and National Endowment for the Humanities (NEH) in response to a real and compelling need, because teacher education in Louisiana tended to focus on pedagogy rather than intensive study of primary humanities texts. Opportunities for advanced study were few. The LEH discovered that during the period 1980-1983, only three Louisiana teachers had participated in the national program sponsored by the NEH. Clearly Louisiana's teachers needed to have a program that would meet their needs more directly.

Today that situation is radically different. With 158 STIs already completed and fourteen (14) more scheduled for the summer of 2004, all but one of Louisiana's universities have served as sites for these programs. Programs have been held in urban centers—New Orleans, Baton Rouge, Shreveport, Lafayette, Lake Charles, and Alexandria—as well as in smaller towns whose universities often serve teachers in rural areas—Natchitoches, Ruston, Grambling, Hammond, Thibodaux, and Eunice. Because of the exceptional range of sponsoring universities, the STIs provide programs for teachers of inner city and rural schools and well as populations customarily well served.

The institutions sponsoring these programs also manifest diversity. Public institutions host most STIs—LSU at its campuses in Baton Rouge, Shreveport, Alexandria, and Eunice; the University of Louisiana at Lafayette, Southeastern Louisiana University, the University of New Orleans, Northwestern State University, McNeese State University, and Nicholls State University. So too do private universities, traditionally with strong programs in the liberal arts—Tulane, Loyola, Louisiana College, and Centenary. Programs are also held at historically African-American universities, both public and private—Dillard, Grambling, Grambling, Southern University in Baton Rouge, Southern University in New Orleans and Xavier University.

Quality and Rigor

Since the first four STIs in 1985, the STI program has grown significantly—in numbers of STIs offered, statewide distribution of programs, teachers participating and students benefiting. Over the past ten years, an average of ten institutes has been offered every summer. The Summer Institute series was developed for several reasons:

- Our research revealed that teacher education in Louisiana tended to focus on pedagogy rather than intensive study of primary humanities texts.

- Louisiana teachers rarely participated in NEH-sponsored institutes, even when they took place in Louisiana.
- Institutes restricted to teachers and specifically designed for their intellectual enrichment have no precedent in Louisiana; a model was needed.
- LEH institutes, unlike NEH institutes, require the involvement and support of teachers and local education officials in their design.
- While primarily devoted to the study of core texts and current methodologies, the LEH requires that the institutes also address classroom application.

The STI program aims to bring full-time classroom teachers together with the state's leading scholars. Through four-week programs of reading and discussion directed by specialists, the STIs focus and increase the effectiveness of a teacher's development effort and foster the teacher's independent research. They help a teacher learn new fields and discover new approaches in traditional areas. Ultimately, when teachers take their new learning into the classroom, the STI program benefits students.

Individual institutes are designed not by the LEH, but by university professors who are experts in the various humanities disciplines. They work closely with teachers and local education officials to select topics that respond to needs and interests identified by the institute organizers. Past institutes have focused on French language and culture, modern American history, Louisiana history, the Harlem Renaissance, Shakespeare and the classroom tradition, American women artists, the Old Testament as literature, Latin American history, and the United States Constitution.

The selection criteria focus on the quality of the institutes including: the experience of the scholar(s), the rigor and organization of the syllabus, the appropriateness of the institute for teachers, and the involvement in the design and the support of teachers and educational officers.

Every year, the LEH tries to provide teachers throughout the state with the opportunity for intensive study of traditional and developing disciplines. The mandate for the STI program is to enhance content-based humanities education. The LEH encourages STIs that help teachers convey to the students the masterworks of literature and history. To maintain balance, the LEH also encourages proposals in traditional disciplines as well as newly emerging fields as course offerings in the STI series. This report contains a list of the 82 institutes from 1990-1998.

Significant Consequences

In addition to the success of our own STIs, we have also noted that as a direct result of our efforts to further connect Louisiana teachers to professional

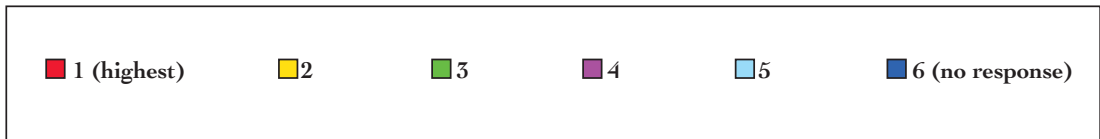
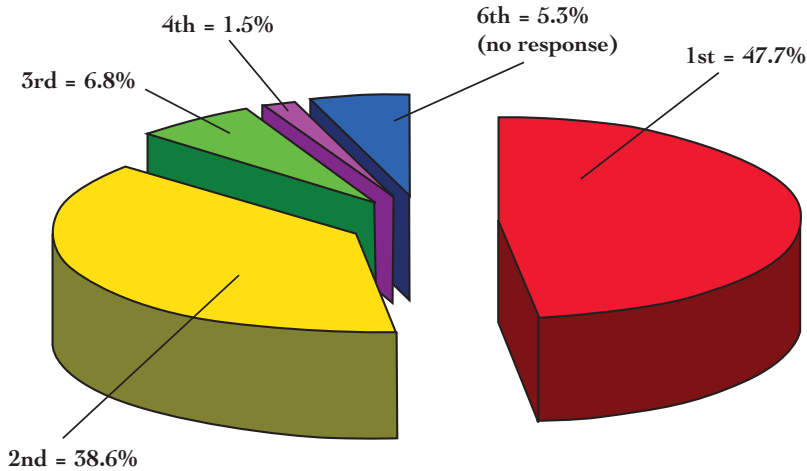
Louisiana hosts the nation's most extensive series of graduate level institutes for the professional development of teachers in the humanities.

1.

Using a scale in which “1” represents the highest priority, rank your objectives for enrolling in the STI: PERSONAL ENRICHMENT

Percentage of Responses by Ranking Order

n=132



development opportunities, from 1995 through 2002, sixty-eight (68) Louisiana teachers also enrolled in NEH summer teacher programs, a dramatic increase from the three (3) who attended in 1980-1983. We also note that the teaching context for teachers is now changing thanks to new initiatives by the Board of Regents for Higher Education and the Louisiana Board of Elementary and Secondary Education. LEH Teacher Institutes now complement new efforts by those two state agencies to improve teacher professionalism.

It is clear from the study that STIs have contributed significantly to improving the quality of humanities education in Louisiana, both in the short and the long term. The key characteristic of the LEH Teacher Institutes is an emphasis on quality, rigor, balance, and classroom application. Each institute aims to explore rigorously a field of the humanities, to reinvigorate the teachers' sense of mission and teaching possibility, to assist in the improvement of classroom curricula and practice, and most important, to improve student knowledge and interest.

Each institute is evaluated thoroughly during its course and upon completion. Those reports uniformly have been enthusiastic and positive. This study, however, was designed to assess the long-term effects of these institutes and gauge their progress since the last study in 1992. To do so, a team of outside evaluators examined and compiled data from participating teachers three to eight years after they attended the institute. The LEH wanted to know if the institutes resulted in a sustained long-term impact on the quality of education itself. The LEH was pleased to learn that indeed the institutes had made and continue to make a substantial contribution to improving the quality of humanities education in our schools. Teachers described learning about and using a wealth of new humanities resources, learning new classroom techniques, including the use of new technologies, and making curricular changes based upon their Institute experience. Institute topics provided teachers with exposure to resources and materials in topical areas that were traditional and new to them. As one teacher proclaimed: "This class was probably the most intellectually stimulating course I've ever taken."

The study also revealed that almost 80 percent of the participants perceived the Teacher Institutes to be substantially more rigorous intellectually than other graduate courses they have taken. So stated one teacher: "I love these programs. They have grad school beat by a mile." This speaks to the program's quality and rigor. Participants noted that Teacher Institutes had a significant effect in their classroom performance. A teacher from rural Louisiana described the experience this way:

"The summer teacher institutes have been wonderful experiences for me as a teacher in a small country k-12 school. From each institute, I have gained information and a wealth of teaching materials to add greatly to the interests of my students. These institutes have changed the way I teach and the whole atmosphere of my classes." Another stated that "attendance at these institutes represented some of the best experiences in my professional career."

We believe these comments and the results of this study, Greater Expectations Revisited, are encouraging. In comparing the 1992 study with this most recent one, several observations can be made. Namely, quality and effectiveness remained consistent through the years. Teacher Institutes continued to receive high marks from teacher participants in areas of personal and professional enrichment, professional development, improved instructional methods and curricula, classroom materials, student achievement and motivation.

Clearly, Teacher Institutes have contributed significantly to the improvement of

humanities education in Louisiana. But most important, this new data shows that Louisiana teachers derive long-term positive benefits, both personally and professionally, from participating in Teacher Institutes. The program's contributions are seen in enhanced curricula, innovative teaching techniques, and in the creative use of classroom resources. The Teacher Institute experience greatly affected teacher development and career choices, as well as student success.

We applaud our institutional partners, professors, and teachers for making this program such a success.

- Michael Sartisky, Ph.D., President
Louisiana Endowment for the Humanities

III. EXECUTIVE SUMMARY

The Louisiana Endowment for the Humanities' Teacher Institutes for Advanced Study are intensive professional development institutes that provide stimulating and enjoyable summer study for elementary, secondary and high school teachers. Institutes are taught by university professors, often include guest lecturers, field trips to study primary materials and other supplementary resources in the state's leading research institutions and repositories. While the primary focus of the institutes is the advanced study of humanities, they also include discussions of how humanities material can be integrated into the classroom. Over the last nineteen years, the LEH has supported 158 institutes that included 3,017 Louisiana middle and high school teachers, who in turn teach more than 453,000 Louisiana students annually. But more important, these students are benefiting from freshly reinvigorated and intellectually armed teachers.

This study established important databases and surveyed participants to determine what influence Teacher Institutes might have had in designing new school curricula, classroom practices and materials, teacher professional development, demographics, employment, educational experience and responsibilities, and need for teacher residential training centers.

The study's findings were overwhelmingly positive. Participants said the program is an extremely beneficial opportunity for personal growth and professional development. The most dramatic testimony came from teachers who said their experiences at the institutes influenced their decision to remain in the teaching profession. The consistency of responses between the 1992 and current studies indicate that Teacher Institutes have achieved not only a sustained level of excellence but long-term, positive influences on teachers and student outcomes.

Survey Profile

1. Professional objectives and development

Summary: Most teachers reported enrolling in Teacher Institutes for personal enrichment and professional development opportunities. The vast majority of respondents said the Teacher Institutes were an excellent match for their objectives. They attributed a significant or extensive level of professional invigoration to their participation. This invigoration is substantiated by increased professional activity and by their decisions to remain in the teaching profession. Additionally, many respondents reported the development of professional contacts as a result of participation in the Teacher Institute; both written comments on the survey and subsequent focus group discussions document the importance of these contacts in the personal and professional lives of teachers.

- 86.3% ranked personal enrichment and 90.9 % professional development as one of their top two priorities for attending the Institutes.
- 96.9% believed that the Teacher Institute and their personal objectives matched moderately to excellently. Of this percentage, 88.5% indicated an excellent match.
- 41.7% indicated the Teacher Institute influenced their taking additional graduate courses and 38.6% said the Institute influenced their decision to take another Teacher Institute.
- 93.1% attributed moderate to extensive professional invigoration to the Institute experience.
- 45.8% said the Teacher Institute experience influenced their decision to stay in teaching "significantly" to "extensively"; 76.3% said the Teacher Institute experience had at least "some" influence on their decision to remain in the teaching profession.
- 48.8% reported the development of a significant to extensive level of professional contacts as a direct result of their Teacher Institute participation.

2. Curriculum design

Summary: The Teacher Institutes appear to have had a substantial effect in course objectives and course content, and, as expected, a modest effect in course offerings. Teachers reported significant positive increases in student characteristics as a result of Teacher Institute changes brought into the classroom. Significantly, most of these changes began the year following the Teacher Institute experience. Responses related to the amount of support for making course-related changes varied; the most supportive people were perceived by respondents to be their department heads.

- 57.6% attributed significant to extensive changes in course objectives and 71.8 % attributed significant to extensive changes in course content as a direct result of their Teacher Institute experience.
- 70.5% said the course-related changes produced significant to extensive changes in student interest; 53.4% reported significant to extensive changes in student

achievement as a result of the Teacher Institute -related changes, while 81.9% reported significant to extensive effect in classroom tone.

- 97.6% implemented changes related to curriculum design within two years following the Teacher Institute.
- 51% perceived significant to extensive support from their department heads for curriculum-related changes arising from the Teacher Institute experience.

3. Classroom practice

Summary: The major classroom practices that appear to have changed as a result of Teacher Institutes were instructional methods and student assignments. Teacher Institutes appear to have had a modest effect in assessment techniques or other classroom practices. The majority of teachers said these changes had a significant positive influence on all aspects of student characteristics addressed in the survey. Significantly, most classroom practice changes were made the year following the Teacher Institute experience; respondents reported a similar amount of support for classroom practice changes as they had for course-related changes.

- 63.4% reported significant to extensive changes in instructional methods and 68.2% reported significant to extensive changes in classroom assignments as a direct result of their Teacher Institute experience.
- 76.6% reported significant to extensive changes in student interest, 54 % reported significant to extensive changes in student achievement, and 76.2% reported significant to extensive changes in classroom tone as a result of Teacher Institute-related classroom practice changes.
- 96% implemented changes related to classroom practices within two years following the Teacher Institute.
- 70% reported significant to extensive levels of support from students for changes in classroom practices.

4. Classroom materials

Summary: The majority of changes in classroom materials resulting from the Teacher Institutes were in supplemental readings and films/videos used. Teacher Institutes appear to have had minimal effect in the selection of textbooks used in classrooms because those are determined by state policies. Changes in classroom materials were reported to have a significant and positive influence on all aspects of student characteristics addressed in the survey. Significantly, most changes in classroom materials were made the year following the Teacher Institute experience; respondents reported a similar amount of support for changes in classroom materials as they had for classroom practice changes.

- 64.9% reported significant to extensive changes in the use of supplemental readings and 62.8% reported significant to extensive changes in the use of films/videos as a direct result of their Teacher Institute

experience; 28.7% reported significant to extensive changes in textbooks used in the classroom after the Teacher Institute.

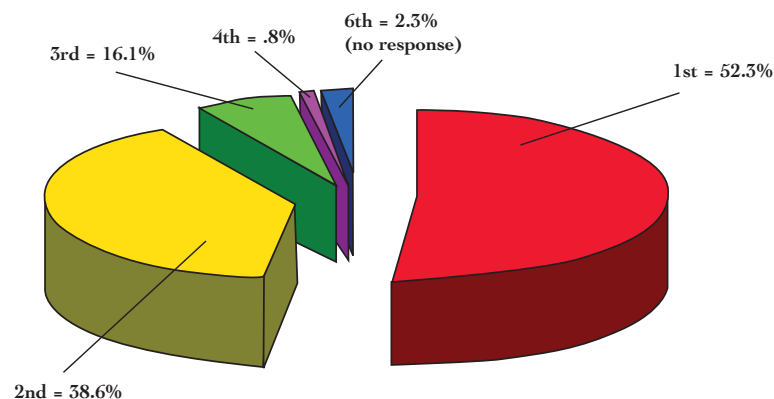
- 77.9% reported significant to extensive changes in the areas of student interest, 59.7% reported significant to extensive changes in student achievement and 72.7% reported significant to extensive changes in classroom tone as a result of Teacher Institute-related classroom materials changes.
- 96.6% implemented changes in classroom materials within two years following the Teacher Institute; 77.1% implemented changes the year following the Teacher Institute.
- 60.1% reported significant to extensive levels of support from students for changes in classroom materials.

5. Teacher Institute characteristics

Summary: Teachers expressed strong, positive views of institutional resources used during the Teacher Institute, and perceived the Institutes to be both more useful and more intellectually rigorous than graduate courses they have taken. An overwhelming majority of respondents said the stipend provided by LEH was of major importance in their decision to take the Teacher Institute, and that the amount was sufficient to meet their needs.

2. Using a scale in which “1” represents the highest priority, rank your objectives for enrolling in the STI: PROFESSIONAL ENRICHMENT

Percentage of Responses by Ranking Order
n=132



- 89.4% perceived the overall quality of institutional resources (e.g., library resources, student services, etc.) used during the Teacher Institute to be excellent or significant.
- 94.7% perceived the overall usefulness of the Teacher Institute in comparison to other graduate courses they have taken to be excellent or significant.
- 77.9% perceived the Teacher Institute to be substantially more intellectually rigorous than other graduate courses they have taken.
- 70.9% said the stipend was a major factor in their decision to participate.
- 81.6% said the stipend was appropriately adequate to meet their needs.

6. Residential training center

Summary: The vast majority of respondents expressed great interest in attending shorter variations of the Teacher Institute held at a residential humanities center, assuming that there would be no room or meal charge for participation. Most teachers preferred a 3-5-day seminar format, but responses were divided between those preferring weekend and weekday sessions. Most respondents did not know if their school district would supply a substitute teacher so that they could attend a humanities seminar, but they believed they could attend such a seminar if the cost of a substitute teacher were provided to the school district. The majority of respondents felt that receiving a stipend would be an important factor in their decision to attend the shorter variation of the Teacher Institute, but choices of the best location for a residential humanities training center were mixed.

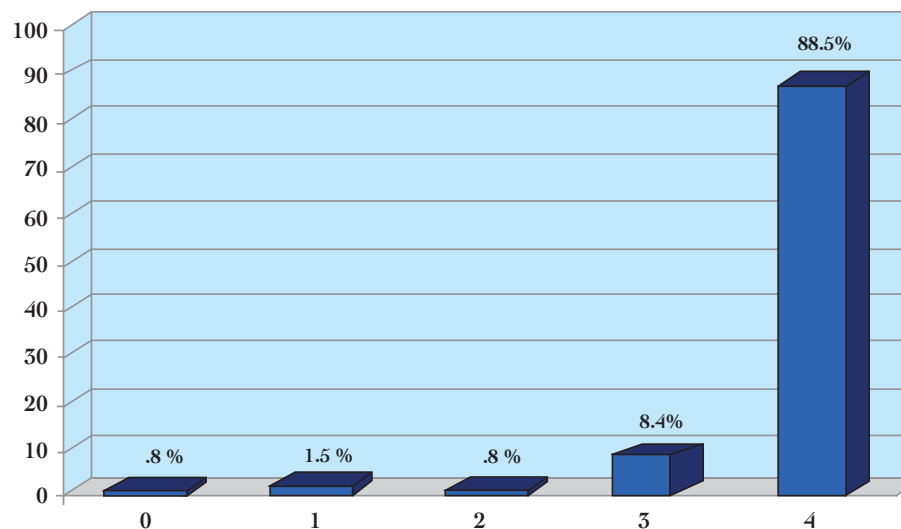
- 83.3% reported a high level of interest in attending a 3-5 day advanced teacher residential seminar in humanities education.
- 81.1% reported they would definitely attend a 3-5 day advanced teacher residential seminar away from their school and home, assuming they are not charged for room or board.
- 44.7% said it would be easier to attend an advanced teacher residential seminar if it was scheduled on a weekend.
- 67.5% reported they would be able to attend a 3-5 day advanced teacher seminar if the cost of a substitute teacher was provided to the school district.
- 61.6% reported that a stipend would be an important consideration in their attendance at an advanced teacher seminar, even if room and board costs were provided.

7. Educational experience and responsibilities



3. Circle the level that best describes how well the STI matched your objectives.

Percentage of Responses by Ranking Order ("0"=no response) n=134: 131 valid/3 missing



Poor Match	1	2	3	4	Excellent Match

("0" = no response)

Summary: Most respondents were teachers who had attended one or two Teacher Institutes. A small but significant percentage of survey respondents were teachers who had attended three or more Teacher Institutes. A significant percentage of respondents experienced a definite increase in educational level between Teacher Institute attendance and the time they completed the survey, although this increase was not directly attributed to Institute attendance. The vast majority of participants identified themselves as teachers, although this percentage had decreased slightly since the time of the Teacher Institute. Most of the respondents reported teaching History or English, although these percentages also had declined slightly since the Teacher Institute. A substantial change in grade levels taught had occurred since the Institute with many more teachers now reporting teaching at the secondary level than at the time of the Institute.

At the time of the survey:

- 56.4% attended one Teacher Institute; 25.6%, two Institutes; 18%, three or more Institutes.
- 31.1% attended one or more NEH Teacher Seminars; 15.9%, one NEH Teacher

Seminar; 10.6%, two NEH Teacher Seminars; 4.6%, three or more.

- At the time of survey completion, 23.5% reported having a BA/BS; 43.9%, an MA/MS; 31.1%, MA/MS + 30; 1.5%, a Ph.D. or Ed.D.
- At the time they participated in the Teacher Institute, 37.1% reported having a BA/BS; 44.7% had an MA/MS; 17.4%, an MA/MS + 30; 0.8%, a Ph.D. or Ed.D. A clear increase in the educational level of STI participants has occurred since the time of the Teacher Institutes.
- 87.2% were teachers; 6.8%, administrators; 4.5%, professional support staff (e.g., librarian, counselor); 1.5%, "other."
- 66.7% had ten or more years of professional experience.
- 40.5% taught English/Language Arts at the time of the Teacher Institute; 21.5% taught history; 5%, foreign languages; 17.5%, "Other."
- 61% taught at the secondary level; 34.4%, middle or junior high; 4.4%, elementary.

8. Demographic and employment profile

Summary: The typical respondent was a 49-year old Caucasian female. She is likely to be married with no children living at home, and earns an annual income between \$40,000 and \$50,000. She is an English or History teacher in a secondary school classroom in a public school. She holds an advanced degree (MA/MS or

MA/MS + 30), and has approximately 16 years of experience in the classroom. She is likely to have attended only one LEH Teacher Institute in her career.

- Ages ranged from under 30 to over 70, with the average age of Teacher Institute participants being 49. Approximately 86.1% of respondents were 40 or older.
- 81.2% were females; 18.8%, males.
- 84.1% were Caucasian; 12.9%, African American; 3.1%, other.
- 52.3% with an annual family income of \$50,000 or more; 30.1%, income under \$40,000. Average annual family income between \$40,000 and \$50,000.
- 76.5% employed at public schools; 10.6%, private; 12.9%, parochial.

Focus Group and Telephone Interviews

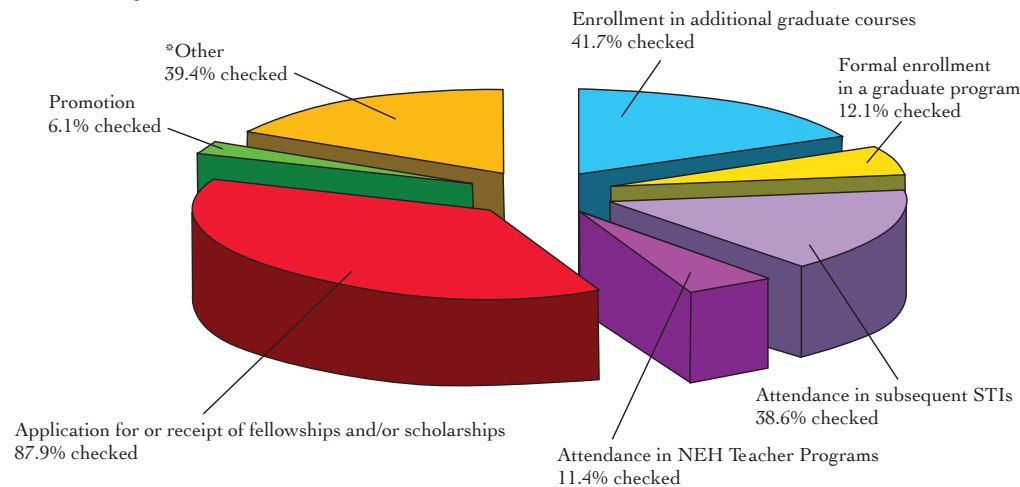
The purpose of the focus group and interview phase of the evaluation was to get survey respondents to discuss their perceptions of the Teacher Institutes and how they affected their personal and professional lives.

Thirty-one respondents participated in focus groups and telephone interviews, including 26 women and 5 men. They were educators who taught English literature, history, French literature and language, and Social Studies. They represented public and private schools from elementary through high school levels. Thirty-three percent of the respondents had taken more than one institute.

4. Check all the following areas that have been influenced by attending the STI

Percentage of Checked Responses
It was possible to check more than one response

n = 134; valid 132/missing 2



Focus Group and Telephone Interview Results

1. Overall impressions and description of their institute experience

Participants' responses to the institutes were uniformly positive. Even when specifically asked for negative elements or descriptions, few respondents were able to identify a negative aspect of their experience. The institutes were credited with re-energizing, stimulating, and inspiring the participants, and most participants stated that the Teacher Institute had significant impact on their classroom teaching. Many participants also considered Institute professors to be dedicated and creative instructors.

2. Re-invigorating humanities teaching practices

Participants noted that Teacher Institutes had a significant effect in their classroom performance. Teachers described learning about and using a wealth of new humanities resources, learning new classroom techniques, including the use of new technologies, and making curricular changes based upon their Institute experience. Institute program topics provided teachers with exposure to resources and materials in topical areas that were traditional and new to them. They learned new techniques for teaching humanities by seeing them modeled by Institute instructors and by using them to complete assignments.

3. Affect on participant's teaching area and/or grade level

The majority of respondents described the importance of Teacher Institutes in relation to the specific dictates of their humanities disciplines, teaching areas or grade levels. When asked if the participant's subject area or grade level taught affected their Institute experience, teachers gave a variety of responses. Most believed that some level of diversity added valuable depth and breadth to the Institute group dynamic; several noted that the enthusiasm of the individual was more important than the humanities discipline or grade they represented.

4. Personal enrichment and the Teacher Institute experience of being a student

Respondents recalled their first Institute experience as being full of excitement, and, in some cases, fear or intimidation. They described their personal growth in self-efficacy throughout the course. They said the experience gave them personal enrichment, while renewing their empathy for the daily struggles of their students.

One respondent credited the Teacher Institute experience as opening new avenues for career exploration and change: "The STI [formerly known as Summer Teacher Institute] started me going back to school, to get a humanities degree of all things! It gave me a lot of new perspective on my students, too!"

5. External forces affecting the use of Teacher Institute materials

Teachers often face daily barriers to success that include economic constraints, teacher shortages, work intensification and increased curricular demands. Given the ongoing nature of these barriers, respondents were asked if they perceived external forces that affected their use of Teacher Institute materials in the classroom. Institute participants surveyed in 1992 reported more barriers to curriculum change and innovation than current respondents reported. Although budgetary circumstances may not have improved, a majority of teachers reported a greater level of academic freedom in the classroom.

6. Networking

A major strength of Teacher Institutes is the opportunity to establish networks with new colleagues, while renewing contacts and networks developed throughout their professional careers. These personal and professional networks provided Institute participants with ongoing support systems, critical resource links and career opportunities.

7. Practical issues and Teacher Institute logistics

Three issues identified as affecting Institute participation were institute location, stipends paid to participants and graduate credit earned. Respondents described location as a primary factor in whether or not teachers chose to enroll. Though some respondents reported a willingness to drive long distances to attend an Institute, the majority said they would only enroll in Institutes located close to home. Participants described the stipend as helpful to cover expenses and an important

acknowledgment of their worth as teachers.

8. Recommendations for future Teacher Institutes

All participants in the focus groups and telephone interviews were asked for general comments and recommendations to improve future Teacher Institutes. In addition to logistical factors, participants said most teachers know nothing about the Institutes. They said they first heard about the Institutes by word of mouth, and in some cases missed critical deadlines because necessary information did not arrive in time to apply.

They also recommended three changes – participant workload, institute structure and topical focus.

Participant workload: Teachers were averse to spending long hours outside the Teacher Institute, completing papers or other assignments, especially if they are not taking the Institute for graduate credit. They said they enrolled in the Institute out of a love for the subject area. More time should be spent on discussion or practical classroom application exercises rather than long research papers.

Teacher Institute structure: The majority of respondents said the institutes would best fulfill their mission by remaining in the summer, though a few teachers said they would consider taking institutes of shorter duration during other school breaks.

Teacher Institute topical focus: Some respondents said some Institutes are either too narrowly focused for the courses they teach or too limited in scope.

Evaluation Summary

Overall, the data clearly indicated that Louisiana teachers derive long-term positive benefits, both personally and professionally, from participating in Teacher Institutes. The program's contributions may be seen in curricular enhancements, innovative teaching techniques, and in the creative use of classroom resources. According to survey and focus group data, the Teacher Institute experience greatly affected teacher development and career choices, as well as student success.

In evaluating programs, one rarely finds so many participants speaking so positively about an educational experience and attributing so much growth to participation long after they have completed the program. Teacher Institute participants frequently attributed equal or greater value to a single institute than they did to their studies for an advanced degree. Teachers were almost universally consistent in their high regard for the Teacher Institute program, even crediting Institutes for influencing their decision to remain in the teaching profession.

Data collected in this long-term study provides overwhelming evidence for the effectiveness of the Teacher Institute program. The consistency of responses between the 1992 study and the current study reveals that the Institutes have achieved a sustained level of excellence and is responsible for long-term reforms in the classroom.

IV. SURVEY RESPONSES

A. An Overview

This program evaluation was undertaken for the Louisiana Endowment for the Humanities (LEH) to study the long-term effects of the statewide Teacher Institutes (formerly known as Summer Teacher Institute) program, which has been in existence for eighteen years. The principal investigator for this evaluation study was Dr. Linda Parker Langley from Louisiana State University at Eunice. Several staff members from the LEH contributed to the study by mailing surveys, scheduling focus group meetings, and compiling survey results.

LEH Institutes are designed to be intensive professional development institutes that provide both stimulating and enjoyable summer study for elementary, secondary, and high school teachers. Institutes are taught by university professors and often incorporate guest lecturers, field trips to study primary materials, and other supplementary resources. While their primary focus is the advanced study of major humanities disciplines and topics, institutes also include discussions on how material may be integrated into the classroom. Over the last eighteen years, the LEH has funded 158 Institutes attended by 3,017 teachers, who in turn teach approximately 453,000 students annually.

Institutes concentrate primarily on providing teachers with intellectual stimulation and advanced knowledge of the subjects they teach. The institutes are typically four weeks in duration, and usually include a range of 12-15 classroom hours per week. The university professors submit proposals for Institute courses in both traditional and emerging fields to the LEH staff; all proposals are reviewed through the competitive grant process established by the LEH. Enrollment is limited to 25 teachers per institute. Previous Institutes have examined such topics as Southern women writers, the Old Testament as literature, classical Greek mythology, art and literature, comparative history of the Americas, traditional and contemporary African art, Louisiana folklore and literature, First Couples in the White House, Shakespearean voice, and the motherhood archetype in literature.

First presented as part of the regular LEH program, Institutes later gained support from the state of Louisiana and such state entities as the Board of Elementary and Secondary Education, and the Board of Regents (through the Louisiana Educational Quality Support Fund). The program also has received funding from private and corporate sources such as Freeport-McMoran, Inc., BellSouth Foundation, McDermott and Entergy, Inc.

Each Institute is evaluated by independent external evaluators (usually scholars from other universities), all participating teachers and LEH staff members. These evaluations take place during and at the conclusion of each institute. The present study was designed to complement this ongoing evaluation process by examining the long-term effects of the institutes on the personal and professional lives of the participants. Additionally, this study was developed to continue the examination of long-term results conducted by Drs. Alison Griffith and Jeffrey Oescher in 1992 (Greater Expectations, LEH, October 1992).

This current study was designed as a three-stage process, each stage included quantitative and qualitative research strategies. Stage 1 established databases of appropriate Institutes and Institute participants, from which samples were drawn for use in Stages 2 and 3. Stage 2 consisted of a survey, addressing participant opinions of the effects of the Institutes in the five areas of professional objectives and development, curriculum design, classroom practice, classroom materials, and overall characteristics, as well as information and opinions in the three general areas of demographics and employment, educational experience and responsibilities, and need for a residential training center. Survey responses served the dual function of identifying topical areas in need of further exploration, and providing the necessary data to assess the long-term impact of the institutes. Stage 3 of the study consisted of focus groups and interviews with Institute participants, which provided the opportunity for further exploration of the topics identified in the survey to deepen the understanding of the overall impact of the Institute program. This report describes the three stages of the evaluation study, summarizes information gathered in each stage, and discusses implications of the study for future Institutes and the LEH program.

The findings of this long-term impact study were overwhelmingly positive. Indicators such as the retention rate in institutes and the high response rate to the survey demonstrate the popularity of the program. Participants' responses to the survey clearly indicate that they perceive the Institute program to be an extremely beneficial personal growth and professional development opportunity. Teachers experience significant levels of change in all areas (curricular change, classroom practices, and classroom materials), and report corollary changes in the attitude and behavior of their students as a result of these changes. Significantly, most teachers report that they begin to make changes based on the experience immediately upon completion of the Institute. Additionally, the Institutes provide participants with networks to sustain personal and professional growth and development long after the Institute has ended. Institute effects on the professional development of participants in such areas as educational level attained, grade levels taught and job responsibilities also are demonstrable.

The study also revealed that almost 80 percent of the participants perceived the Teacher Institutes to be substantially more rigorous intellectually than other graduate courses they have taken.

Perhaps the most dramatic testimony for the efficacy of the Teacher Institute program comes from the large number of teachers who report that participation influenced their decision to remain in the teaching profession, an outcome of enormous significance given the attention Louisiana is currently giving to teacher retention concerns. Additionally, the fact that teachers attribute so much to the Institute experience, although it represents a small part of the actual time and energy they expend on professional development, is extraordinary. Equally extraordinary is the fact that teachers who completed the program as much as ten years previously continue to attribute as much influence to the experience as recent Institute graduates, indicating both the magnitude and longevity of the program's benefits to participating teachers. All of these data combine to provide overwhelming evidence for the effectiveness of the program. The consistency of responses between the 1992 study and the current study indicates that the program has been able to achieve a sustained level of excellence, and is responsible for long-term positive impact on the curriculum and pedagogy of participating educators, as well as student outcomes, of enormous magnitude.

B. Stage 1: The Data Base

At the beginning of the study, LEH and the principal investigator agreed to limit the study to Teacher Institutes taking place between 1985 and 1999 in order to assess the long-term effects of the program. Since the study began in the late fall of 1999, it was agreed that teachers participating in 1999 institutes would not have had sufficient time to utilize the materials or information presented, so surveys were mailed to graduates of 1990-98 Institutes. LEH staff compiled information on program participants from the existing Institute database, and also reviewed archival materials to identify recurrent themes or issues for further exploration. Rather than selecting a representative sample of Institutes, the entire program from 1990-1999 was examined, as a follow-up to the initial long-term impact study conducted, which focused on Institutes held from 1985-89 (see Appendix A for complete list of Institutes held, and total numbers of participants). A copy of the most recent database is located at the LEH office.

C. Stage 2: The Survey

The purpose of the survey stage of the evaluation was to gather information about the long-term effects of the Teacher Institutes on specific professional and pedagogical practices of the participants. To gather this information, a survey instrument was developed and mailed to teachers who had participated in Institutes

from 1990-1998. As explained above, graduates of the most recent Institutes held in 1999 were deliberately skipped in this phase of the study as too recent. A total of 952 survey packets were mailed in November 1999. Over the next two months, a total of 134 completed surveys were returned, for a response rate of 14%. This response rate is higher than the national average of approximately 2% for surveys of the public, and is itself indicative of the interest teachers have in the program.

D. The Survey Instrument

The survey instrument consisted of 48 items, arranged into the following eight topical areas, with space provided for additional comments at the end of the survey:

1. Professional Objectives and Development (6 questions related to objectives for enrolling in the Institute, and impact on professional development);
2. Curriculum Design (4 questions related to perceived extent of change in curriculum design and effect of these changes on student attitudes and achievements);
3. Classroom Practice (4 questions related to perceived extent of change in classroom practices and effect of these changes on student attitudes and achievements);
4. Classroom Materials (4 questions related to perceived extent of change in classroom materials used and effect of these changes on student attitudes and achievements);
5. Characteristics of the Institute (5 questions related to logistical concerns and comparisons of the Institute to other graduate courses);
6. Residential Training Center (7 questions related to perceived need and ability to attend a shorter variation of the Institute);
7. Educational Experience and Responsibilities (10 questions related to respondent's educational levels and teaching responsibilities at the time of the Institute and currently);
8. Demographic and Employment Profile (8 questions designed to develop respondent profile)

This survey was based on a revision of the instrument that had been developed for the 1992 study. Most items asked respondents to rate their Institute experience on a standard Likert scale of one to six, where one represented highest priority and six represented no response to the question (see Appendix B for complete survey instrument). In addition to assigning a numerical response to each question, respondents also were provided space to write descriptive comments in response to questions. These comments provided a rich source of qualitative information, which has been summarized and integrated into appropriate sections of this study.

Once completed, LEH staff and the external evaluator reviewed the survey

In 2003, due to the LEH's track record with teacher institutes, the US Department of Education awarded a \$1 million grant to the LEH and Orleans Public Schools for a series of graduate institutes in US. and Louisiana history for 400 American and Louisiana history teachers.

instrument for content relevance, clarity and technical problems. Minor changes were made and additional questions were added on topics of current concern to the LEH (e.g., the residential training center). The surveys were mailed to past participants along with a mailing list update form, and a postcard requesting their participation in a focus group to discuss the overall Institute experience. Additionally, a cover letter was sent to emphasize the importance of the survey in helping the LEH provide quality programming for Louisiana teachers. The letter also offered a free one-year subscription to Louisiana Cultural Vistas magazine for early respondents. Teachers were asked to provide feedback on Institutes they had attended in relation to their professional development and responsibilities.

E. Survey Sections

The results of the survey are presented below by topical area and item. General conclusions based on the evaluator’s summary of total responses received are presented at the beginning of each section, and a summary of each question as it appears on the survey follows each item number. The current study was not conceptualized or designed as a comparison to the 1992 Institute evaluation, and in some cases wording changes for response choices make strict comparison statistically invalid. However, general observations about changes in response patterns are presented in appropriate areas.

Note: The following survey results will refer to the Teacher Institutes by the program’s original name, Summer Teacher Institute, or simply STI.

a. PROFESSIONAL OBJECTIVES AND DEVELOPMENT

Summary: Most teachers report enrolling in STIs for personal enrichment and professional development opportunities. The vast majority of respondents report that the STI is an excellent match for their objectives, and attribute a significant or extensive level of professional invigoration to their participation. The high level of self-reported invigoration is substantiated by both increased professional activity and a great deal of influence to remain in the teaching profession as a result of STI participation. Additionally, many respondents report the development of professional contacts as a result of STI participation; both written comments on the survey and subsequent focus group discussions document the importance of these contacts in the personal and professional lives of teachers.

Item 1 (Rank objectives for enrolling in STI): 86.3% ranked personal enrichment and 90.9% ranked professional development respectively as the top two priorities. The three other objectives listed (i.e., state certification, university credit, and other) were typically ranked as third and fourth priorities. Although respondents were asked to assign a numerical value to each objective, there were a high percentage of missing responses to the last three choices, indicating minor support

for these objectives. Additionally, of the approximately 6% of respondents who ranked “Other” objectives as their highest priority for enrolling in the STI, many included descriptive responses that are closely linked to personal enrichment and/or professional development objectives, such as “continued personal studies”, “master’s degree” or “Use of info in my class”.

Item 2 (Match between STI and enrollment objectives): 96.9% of respondents believed the STI and their personal objectives for enrollment matched moderately to excellently. Of this percentage, 88.5% indicated an excellent match.

■ *“I thoroughly enjoyed my one institute – it was so refreshing! I had the courage to branch out and try new things as a result of this course. I want to take more institutions, so I hope they will be continued.”* (Using Popular Culture, 1992, LSU-Baton Rouge)

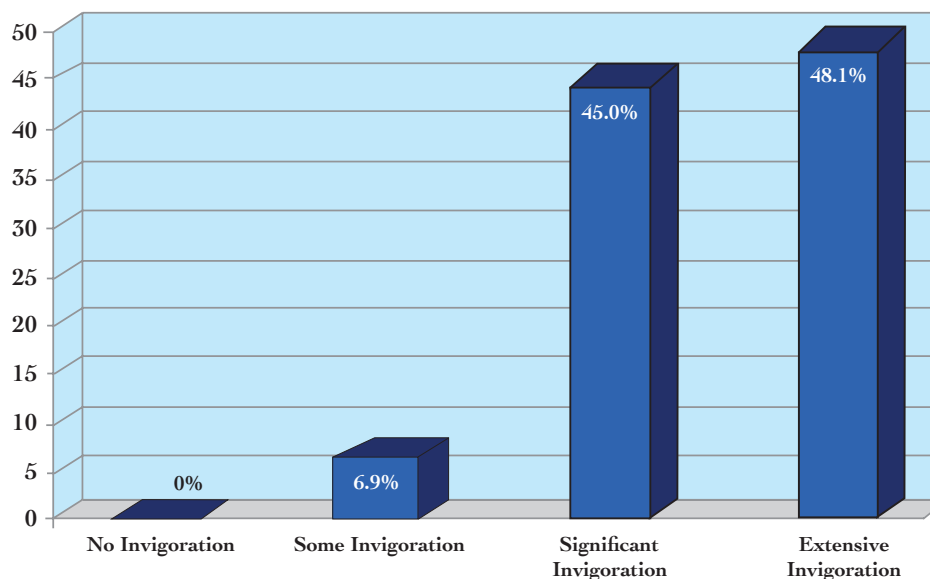
■ *“You may think I ranked conservatively this survey but there are two factors to keep in mind: my objective was “personal enrichment” and I teach French to 4th graders. Therefore, there was little to apply in class and it is not part of the elementary curriculum.”* (Society and Culture in Early Modern France, 1997, University of Louisiana at Monroe)

Item 3 (Areas influenced by STI participation): 41.7% of respondents said STI influenced their taking additional graduate courses and 38.6%, another STI. 87.9%

5. Indicate the level of professional invigoration attributable to the STI.

Percentage of Responses

n=134: 131 valid / 3 missing



perceived an effect on applying for fellowships or scholarships. This number is significantly higher than the 27.6% who gave a similar response in the 1992 STI evaluation, and may indicate the high level of regard for the LEH STI program in the broader professional community, as well as the proven value of STI participation on the professional development and expertise of teachers. Another interesting finding was that 12.1% of respondents report that STI participation was influential in their decision to enroll in a graduate program; comments on surveys and in subsequent focus groups indicate that some teachers receive motivation and support to enter entirely new areas of study as a result of their STI experience.

Item 4 (Level of professional invigoration attributable to STI): 93.1% of respondents attributed moderate to extensive professional invigoration to the STI experience. Of this group, 48.1% attributed extensive professional invigoration to the STI. Significantly, these percentages are comparable to those reported in the 1992 STI study, indicating a consistently high level of professional invigoration attributed to STI participation.

■ *“This STI awakened a keen interest that perhaps has lain latent in me in films, film-making, and film-watching. Teachers tend to become so focused on their small part of a curriculum that they rarely take opportunities to expand their thinking into other realms. For me, the awakening was the significant result of the STI -- an interest that continues in the arts and the various forms of expression.”* (Southern History in Film and Fiction, 1996, Louisiana Tech)

Item 5 (STI influence on staying in the teaching profession): 45.8% of respondents said the STI experience influenced their decision to stay in teaching “significantly” to “extensively”. Of this percentage, 13% said the STI had extensive influence on their decision to stay in teaching. Significantly, an overwhelming majority of respondents (76.3%) said the STI experience had at least “some” influence on their decision to remain in the teaching profession. This response indicates that enormous long-term impact that the STI program has on the teaching profession in Louisiana, and ultimately on the social, cultural, and economic quality of life in the state.

Item 6 (Extent to which ongoing professional contacts developed from STI): 48.8% of respondents reported the development of a significant to extensive level of professional contacts as a direct result of their STI participation. Of this percentage, 18% indicated an extensive level of professional contact arising from the STI.

■ *“The Institute was an energizing experience. I received a desperately needed ‘jump start’ that prompted me to continue my studies. The dedication, enthusiasm, and experience of the professors were exceptional! The African novels group formed an independent study group, Sojourn that stayed intact for two years. Dr. --- was fantastic and inspired us to want to know more. As an administrator, I am in a better position to influence decisions in my school. The Institute also*

helped me tremendously when I served on the state standards writing team.” (Shattered Innocence: Cinema/Youth/Values, 1990, Loyola University)

■ *“Attendance at these Institutes represented some of the best experiences in my professional career. I became acquainted with very learned professors, learned new material to impart to my students, and learned that one is never “too old” to learn new things. The interaction between the participants was friendly, yet challenging; and many of the same people attended each summer - - so new friends were found and lasting friendships made. These Institutes were real stress relievers for me. I will always be grateful for these Institutes and what changes came to my life because of them. The school board and the principals at my school supported this type of knowledge enhancements. Those of us who asked to attend were encouraged to do so.”* (Shattered Innocence: Cinema/Youth/Values, 1990, Loyola University)

b. CURRICULUM DESIGN

Summary: STIs appear to have had a substantial effect on course objectives and course content, and, as expected, a modest effect on course offerings. Teachers reported significant positive increases in student characteristics as a result of STI changes brought into the classroom. Significantly, most of these changes began the year following the STI experience. Responses related to the amount of support for making course-related changes were varied; the most supportive people were perceived by respondents to be their department heads.

Item 7 (Changes in courses as a direct result of STI): 57.6% of respondents attributed significant to 71.8% extensive changes in course objectives and course content, as a direct result of their STI experience. 28.2% of respondents reported that the STI had similar effects on course offerings. Additionally, 57.1% of respondents reported

significant to extensive changes in other course-related areas as a direct result of the STI. Written comments provided examples of some of these other changes that occurred, including “Course perspective changed,” “I used what I learned to infuse career courses with the humanities,” and “Some methodology particularly with Internet and video.”

■ *“The summer teacher institutes have been wonderful experiences for me as a teacher in a small country K-12 school. From each institute, I have gained information and a wealth of teaching materials to add greatly to the interests of my students. These institutes have changed the way I teach and the whole atmosphere of my classes. Please be assured how valuable these institutes are to teachers.”* (Women in the Arts, 1998, Louisiana Tech)

■ *“This LEH STI led to the creation of a women’s lit & history course at ACHS. I still use the course materials and my notes from Dr. ---. This STI was well worth my time.”* (Writing Women Back into History, 1992, McNeese State University)

“The [Teacher Institute I attended,]” said one teacher, “was one of the best courses I have ever taken. The course is still greatly impacting students. I certainly hope others will be offered as I would like to attend more in the future.”

■ *“STIs for elementary level educators should include opportunities for educators to develop activities to effectively include the subject matter into all areas of the curriculum. Institute directors should include sessions with professors trained in the area of curriculum integration.”* (Comparative History of the Americas, 1993, Tulane University)

Item 8 (Effects of course changes on student characteristics): 70.5% of respondents said the course-related changes described in Item 7 produced significant to extensive changes in student interest. 53.4% of respondents reported significant to extensive changes in student achievement as a result of the STI-related changes, while 81.9% reported significant to extensive effect on classroom tone.

■ *“I feel my students benefited the most from this class. I felt very comfortable teaching them some of the things I learned in class. I look forward to taking another class soon.”* (New Orleans Through its Sources, 1996, Loyola University)

Item 9 (Time to implement course changes): 97.6% of respondents implemented changes in curriculum design within two years following the STI. The majority of participants (77.8%) implemented curriculum-related changes the year following the STI, while an additional 19.8% implemented these changes within two years of their STI experience.

Item 10 (Support for curriculum design changes): 51% of respondents perceived significant to extensive support from their department heads for curriculum-related changes arising from the STI experience. 49.1% perceived significant to extensive support for curriculum-related changes from their faculty peers, while 50.0% felt that their school administration significant to extensive support for these changes. Only 25% of respondents perceived significant to extensive support for curriculum-related changes from their Parish administration, which may be mainly a reflection of teachers' lack of contact with parish administrators as compared to their daily contact with faculty and administrators at their local schools.

c. CLASSROOM PRACTICE

Summary: The major classroom practices that appear to have changed as a result of the STI were instructional methods and student assignments. The STIs appear to have had only a modest effect on assessment techniques or other classroom practices. The overwhelming majority of teachers reported that these changes had significant positive impact on all aspects of student characteristics addressed in the survey. Significantly, most classroom practice changes were made the year following the STI experience; respondents reported a similar amount of support for classroom practice changes as they had for course-related changes.

Item 11 (Changes in classroom practices as a direct result of STI): 63.4% of respondents reported significant to extensive changes in instructional methods and

68.2% reported significant to extensive changes in classroom assignments as a direct result of their STI experience. Only 43.7% reported significant to extensive changes in their classroom assessment techniques after the STI, while 27.8% reported significant to extensive “Other” changes resulting from the STI. Descriptions of these other changes make some appear to actually be instructional methods changes, such as “Presentation of content increased”, while others appear to be related to assessment changes, such as “ability to critique student products.” The majority of comments related to other classroom practice changes refer to specific content areas or resources the teachers were able to make available to students as a result of the STI experience.

■ *“The course I took was enlightening and thought-provoking because the professor was knowledgeable, well-prepared, and tenacious. The class held my interest. It would have to be because I drove 85 miles every day to attend the class. These types of classes are the ones that keep teachers refreshed, engaged, and involved in the learning process. These challenges and rewards indirectly are passed along to each of our students. As the --- High School Teacher of the Year 2000, I have spoken at several school and community gatherings and have expressed a serious need for these classes for our teachers. This gives them an opportunity to exercise their intellect and to broaden their knowledge base. A more informed teacher is a sturdy bridge to the future.”* (Picturing the South, 1997, Loyola University)

Item 12 (Effect of classroom practice changes on student characteristics): The overwhelming majority of respondents clearly perceived significant changes in student characteristics as a result of classroom practice changes attributed to STI participation. 76.6% of respondents reported significant to extensive changes in the areas of student interest, 54% reported significant to

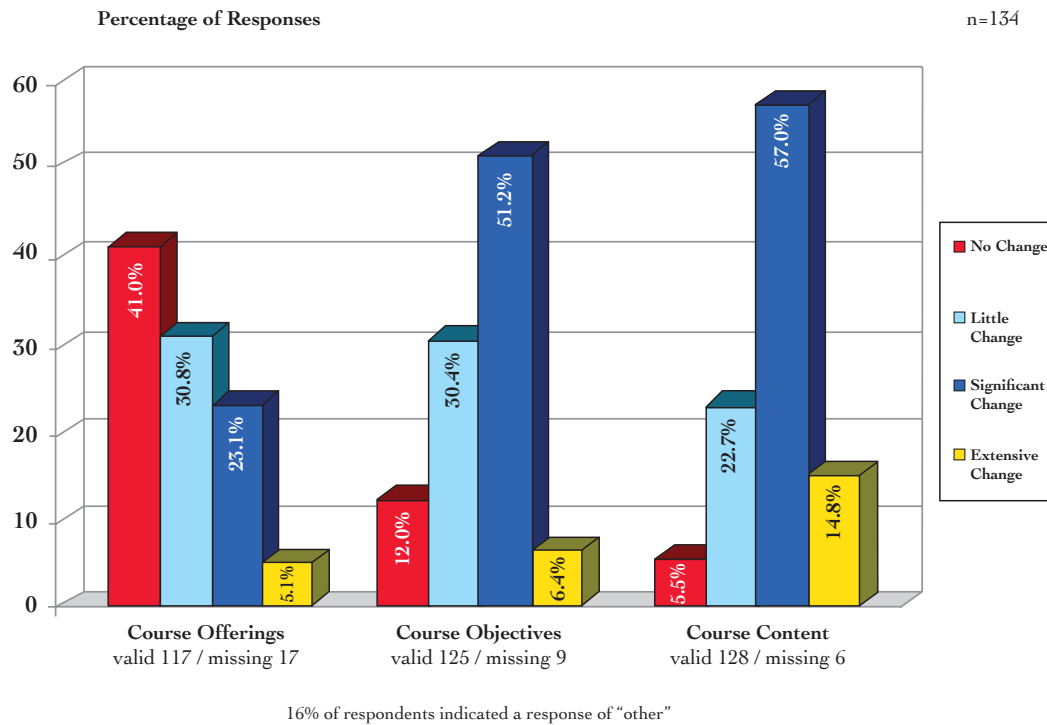
extensive changes in student achievement, and 76.2 percent reported significant to extensive changes in classroom tone as a result of the STI-related classroom practice changes.

Item 13 (Time to implement classroom changes): 96.0% of respondents implemented changes in classroom practices within two years following the STI. The majority of participants (79.7%) implemented classroom practice-related changes the year following the STI, while an additional 16.3 % implemented these changes within two years of their STI experience.

Item 14 (Support for classroom practice changes): The highest level of support for classroom practice changes arising from the STI experience was attributed to students, with 70% of all respondents reporting significant to extensive levels of this support from students. Smaller, but still noteworthy, percentages of respondents reported significant to extensive levels of support for classroom practice changes from department heads (51.9%), school administrators (45.9%), school faculty

“This course was one of the best graduate level courses I have ever taken. The teaching staff was excellent and the subject matter was very helpful. It was information that was immediately useful in my classroom.”

6. Indicate the level of change that has occurred in each of the following areas as a direct result of the STI.



(49.5%), and other educators (54.4%). Only 24.5% and 41.0% of respondents perceived significant to extensive support for classroom practice changes from their Parish administration and from parents, respectively, which may reflect the absence of daily contact with these groups on the part of teachers.

d. CLASSROOM MATERIALS

Summary: The majority of changes in classroom materials resulting from the STI were in the areas of supplemental readings and films/videos used. The STIs appear to have had minimal effect on textbooks used in the classroom. Changes in classroom materials were reported to have a significant positive impact on all aspects of student characteristics addressed in the survey. Significantly, most changes in classroom materials were also made the year following the STI experience; respondents reported a similar amount of support for changes in classroom materials as they had for classroom practice changes.

Item 15 (Changes in classroom materials as a direct result of STI): 64.9% of respondents reported significant to extensive changes in the use of supplemental readings and 62.8% reported significant to extensive changes in the use of

films/videos as a direct result of their STI experience. Only 28.7% reported significant to extensive changes in textbooks used in the classroom after the STI, which may be due to the fact, as one respondent explained in a written comment, that textbook choices are "not in my control." 46.6% of respondents reported significant to extensive "Other" changes in classroom materials resulting from the STI. Descriptions of these other changes related mainly to supplementary readings, such as "reading list for students (extensive change)", while additional comments related to innovative materials and resources, such as field trips, photographs, and Internet web sites, that teachers were able to make available to students as a result of the STI experience.

■ *"The Summer Teacher Institute which I attended has had a profound impact on my professional life. The institute topic was The Harlem Renaissance. After the institute, a number of the participants and the director of the institutes began a reading group, which continued to meet for almost a year after the institute. We discussed book written by African American writers, some of which were inspired by Harlem Renaissance writers and artists. Since that time I have included works written by Harlem Renaissance writers (and writers studied as a participant in the subsequent reading group) in courses I've taught on the high school, the middle school level, as well as the English methods courses I currently teach on the university level."*

■ *"This was a particularly inspirational and educational experience for a white woman who grew up in the segregated South with almost no exposure to the rich heritage of African American literature, both oral and written."* (Form and Context: Movements in African-American Literature, 1993, Southern University)

Item 16 (Effect of classroom materials changes on student characteristics):

The overwhelming majority of respondents clearly perceived significant changes in student characteristics as a result of changes in classroom materials attributed to STI participation. 77.9% of respondents reported significant to extensive changes in the areas of student interest, 59.7% in student achievement, and 72.7% in classroom tone as a result of the STI-related classroom materials changes.

Item 17 (Time to implement classroom materials changes): 96.6% of respondents implemented changes in classroom materials within two years following the STI. The majority of participants (77.1%) implemented changes in classroom materials the year following the STI, while an additional 19.5% implemented these changes within two years of their STI experience.

■ *"This course was one of the best graduate level courses I have ever taken. The teaching staff was excellent and the subject matter was very helpful. It was information that was immediately useful in my classroom."* (Censorship in Young Adult Literature, 1991, University of

Louisiana at Lafayette)

Item 18 (Support for classroom materials changes): The highest level of support for changes in classroom materials arising from the STI experience was attributed to students, with 60.1% of all respondents reporting significant to extensive levels of this support from students. Smaller, but still noteworthy, percentages of respondents reported significant to extensive levels of support for classroom materials changes from department heads (52.6%), school administrators (48.6%), school faculty (48.1%), and other educators (46.9%). Only 25.6% and 32.6% of respondents perceived significant to extensive support for classroom materials changes from their Parish administration and from parents, respectively, which may reflect the absence of daily contact with these groups on the part of teachers.

e. CHARACTERISTICS OF THE STI

Summary: Teachers expressed strongly positive views of the institutional resources used during the STI, and perceived the STIs to be both significantly more useful and more intellectually rigorous than graduate courses they have taken. An overwhelming majority of respondents reported that the stipend provided by LEH was of major importance in their decision to take the STI, and that the amount of the stipend was sufficient to meet their needs.

Item 19 (Overall quality of institutional resources used during STI): 89.4% of respondents perceived the overall quality of institutional resources (e.g., library resources, student services, etc.) used during the STI to be excellent or significant. Of this percentage, 55.3% perceived the overall quality of institutional resources to be at the excellent level, while an additional 34.1% of respondents perceived the quality level to be significant.

Item 20 (Usefulness of the STI in comparison to graduate courses): 94.7% of respondents perceived the overall usefulness of the STI in comparison to other graduate courses they have taken to be excellent or significant. Of this percentage, 56.8% perceived the overall usefulness to be at the excellent level, while an additional 37.9% of respondents perceived the usefulness to be significant.

■ *“I love these programs. They have grad. school beat by a mile. I learn so much. I love the teachers, books and subject matter. Now, some have been better than others. I don’t mind an additional assignment for the grad credit, but I resent signing over my stipend check to Tulane when Loyola does not charge! And an additional assignment means just that – not a 25-page publishable paper! Unless you must have the credit. This is my summer enrichment, not my summer drudgery. I’ll attend as long as they are offered.”* (Comparative History of the Americas, 1993, Tulane University)

■ *“Central Louisiana does not offer enough STI opportunities. I have always been told that the lack of a graduate school faculty/facility is the reason for this. However, the institute that I attended was certainly on track with other graduate level classes/workshops I have attended*

through the years. What this institute did offer was an abundance of common sense, practical approaches that have been very useful to me as a classroom teacher. I was made aware of resources available locally and have already used many of them in classroom teaching. I completely revamped my approach to teaching depression era literature, and the students have been quite responsive. Don’t neglect Central La!” (The Roaring Twenties and the Great Depression, 1996, LSU-Alexandria)

Item 21 (Intellectual rigor of the STI in comparison to graduate courses): 77.9% of respondents perceived the STI to be substantially more intellectually rigorous than other graduate courses they have taken. Of this percentage, 40.5% perceived the STI to be at the most intellectually rigorous level, while an additional 37.4% of respondents perceived the STI to be more intellectually rigorous than other graduate courses they have taken.

■ *“This was the most significant seminar I’ve ever attended. Today I use film in my social studies classes in every aspect of the curriculum. Dr. – had the ability to make a family out of the participants and I have only superlatives for this experience.”* (Shattered Innocence: Cinema/Youth/Values, 1990)

■ *“The STI I attended was one of the best courses I have ever taken. The course is still greatly impacting students. I certainly hope others will be offered as I would like to attend more in the future.”* (African-American Literature in the Classroom, 1996, University of Louisiana at Monroe)

■ *“These Institutes are far more meaningful than a regular graduate course -- they are very special in that we become like a “close-knit” family, and can share more because of it, and we all get more from our Institute than from a regular graduate course.”* (The Foundations of America: The Generation and Its Documents, 1997, McNeese State University)

Item 22 (Importance of stipend): 70.9% of respondents said the stipend was a major factor in their decision to participate in the STI. Of this percentage, 22.8% felt that the stipend was substantially important, while 48.1% felt the stipend was a significantly important factor in their decision to participate in the STI.

Item 23 (Adequacy of stipend): 81.6% of respondents said the stipend was appropriately adequate to meet their needs. Of this percentage, 13.7% felt that the stipend was competitive, while 67.9% felt the stipend was at a sufficient level of adequacy. Only 1.5% of respondents reported that the STI stipend was inadequate to meet their needs.

f. RESIDENTIAL TRAINING CENTER

Summary: The vast majority of respondents expressed a great deal of interest in attending shorter variations of the STI held at a residential humanities center, assuming that there would be no room or meal charge for participation. Most teachers preferred a 3-5 day seminar format, but responses were divided between those preferring weekend or weekday sessions. Most respondents did not know if their school district would supply a substitute teacher so that they could attend a

All but one of Louisiana’s universities has served as sites for these Institutes.

humanities seminar, but believed that they could attend such a seminar if the cost of a substitute teacher were provided to the school district. The majority of respondents felt that receiving a stipend would be an important factor in their decision to attend the shorter variation of the STI, but choices of the best location for a residential humanities training center were mixed.

Item 24 (Interest in attending a shorter version of the STI): 83.3% of respondents reported a high level of interest in attending a 3-5 day advanced teacher residential seminar in humanities education. Of this percentage, 44.7% expressed a substantial interest in attending such a program, while 38.6% expressed a significant interest. Only 6.1% of all respondents reported no interest in attending such a program.

Item 25 (Ability to attend a shorter version of the STI): 81.1% of respondents said they would definitely be able to attend a 3-5 day advanced teacher residential seminar away from their school and home, assuming that there would be no charge for room or board. 2.3% of respondents were unsure if they would be able to attend, while 16.7% reported that they would definitely not be able to attend such a program.

Item 26 (Scheduling seminar days on the weekend): A slightly higher percentage of respondents (44.7%) said it would be easier to attend an advanced teacher residential seminar if it were scheduled on the weekend. 37.9% of respondents indicated no difference in ease of attending based on days of the week, while 17.4% of respondents reported that weekend scheduling would not make it easier for them to attend the program.

Item 27 (School district supplying substitute teacher to facilitate humanities program attendance): Most respondents (45.5%) did not know whether their school district would supply a substitute teacher to cover their classes so that they could attend a 3-5 day advanced teacher seminar. 35.8% of respondents believed that their school district would supply a substitute teacher to cover their classes, while 18.7% reported that their school district would not supply a substitute teacher in this scenario.

Item 28 (Ability to attend shorter variation of STI if cost of substitute teacher were provided to school district): When asked if they would be able to attend a 3-5 day advanced teacher seminar if the cost of a substitute teacher were provided to the school district, most teachers responded positively (67.5%). 27.6% of respondents reported that they did know if they would be able to attend the program even if the cost of a substitute teacher were provided, while 4.9% reported that they would not be able to attend the program even if the cost of a substitute teacher were provided.

Item 29 (Importance of stipend to attending shorter variation of STI): 61.6% of respondents said a stipend would be an important consideration in their attendance at an advanced teacher seminar, even if room and board costs were provided. However, the majority of these respondents (40.8%) indicated that the stipend was of only significant importance, while only 20.8% indicated that the stipend would be of substantial importance in their decision to participate.

Item 30 (Best location for a residential training center): Respondents were asked which of five Louisiana cities would be the best location for a residential humanities training center. 37.7% of respondents chose Baton Rouge as the best location for the center, followed by New Orleans as a close second choice for the best location (33.8% of respondents). Lafayette was selected as the third choice for best location (20.8%), followed by Alexandria (16.2%) and Shreveport (11.6%).

g. EDUCATIONAL EXPERIENCE AND RESPONSIBILITIES

Summary: Most respondents were teachers who had attended one or two STIs; a small but significant percentage of survey respondents were teachers who had attended three or more STIs. A significant percentage of respondents experienced a definite increase in educational level between STI attendance and the time they completed the survey, although this increase was not directly attributed to STI attendance. The vast majority of survey respondents identified themselves as teachers, although this percentage had decreased slightly since the time of the STI. Most of the respondents reported teaching either History or English, although these percentages had also declined slightly in the time elapsed since the STI. A substantial change in grade levels taught had occurred since the STI, with many more teachers now reporting teaching at the secondary level than at the time of the STI.

Item 32 (Number of STIs attended): 56.4% of respondents have attended one STI, 25.6% have attended two STIs, and 18.0% have attended three or more STIs.

Item 33 (NEH Seminars attended): 31.1% of respondents said they have attended one or more NEH Teacher Seminars. 15.9% of these respondents have attended one NEH Teacher Seminar, STI, 10.6% have attended two NEH Teacher Seminar, and 4.6% have attended three or more of these seminars. These responses may indicate some confusion relative to the question.

■ *“The Summer Teacher Institutes I have attended were greatly enriching. As a direct result of applying for, and having been admitted to 2 of them, I applied for 2 CBE (NEH) grants and was awarded both of them (1994 and 1995). The subject matter was timely and relevant; instructors/moderators were prepared and informed and provided a rewarding experience for all*

“The summer teacher institutes have been wonderful experiences for me as a teacher in a small country K-12 school. From each institute, I have gained information and a wealth of teaching materials to add greatly to the interests of my students.”

participants; and, my classroom instruction was enhanced and expanded.” (Echos from a Distant Battlefield, 1997, Tulane University)

Item 34 (Current educational level): At the time of survey completion, 23.5% of respondents reported having a BA/BS, 43.9% currently have an MA/MS, and 31.1% have an MA/MS + 30. A small percentage of respondents (1.5%) currently have a doctoral degree (Ph.D. or Ed.D.).

Item 35 (Educational level at the time of the STI): At the time they participated in the STI, 37.1% of respondents reported having a BA/BS, 44.7% had an MA/MS, and 17.4% had an MA/MS + 30. A small percentage of respondents (0.8%) reported having a doctoral degree (Ph.D. or Ed.D.). A clear increase in the educational level of STI participants has occurred since the time of the STIs.

■ “Thanks to the LEH Summer program and the Writing Project, also a summer institute, I am only six hours from a Masters plus 30.” (New Orleans Through its Sources, 1996, Loyola University)

Item 36 (Area of current professional responsibilities): At the time of survey completion, 87.2% of respondents are teachers. 6.8% of respondents described themselves as administrators, 4.5% are professional support staff (e.g., librarian, counselor), and 1.5% described themselves as “other.” Survey comments reveal that some of these other responses are simply clarifications of dual job titles, some are descriptions of job responsibilities, while some represent additional areas of job responsibility, such as media specialist and learning consultant.

Item 37 (Years of experience): 66.7% of respondents had ten or more years of professional experience. Percentages of responses followed a relatively normal distribution between 1-5 years and 26-30 years, with 15.4% of respondents reporting 1-5 years of experience, 19.2% reporting 26 or more years of experience, and the greatest number of respondents (19.1%) reporting 16-20 years of professional experience.

Item 38 (Current subjects and grade levels taught): 40% of respondents currently teach English/Language Arts, 21% currently teach history, 5% teach Geography, and 4% each teach foreign languages, Art/Art Education, and Civics/Free Enterprise. The majority of remaining respondents (14.0%) described their subject area as “Other”, and wrote in such subjects as American Studies, Louisiana Studies, Psychology, Sociology, and Religion. The majority of respondents (76.4%) currently teach at the secondary level (i.e., grades 10-12). 16.5% of the teachers teach at the middle or junior high level (i.e., grades 7-9), while 6.3% of the respondents teach at the elementary level, and 0.9% teach at the post-

secondary level.

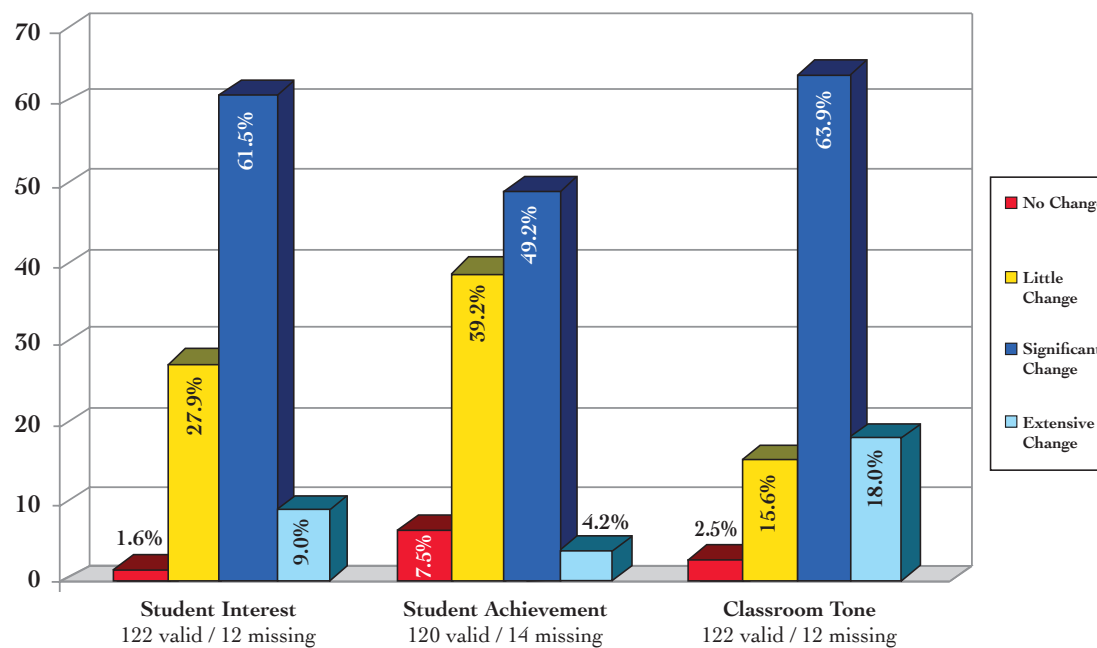
Item 39 (Area of professional responsibilities at time of STI): At the time of the STI, 92.5% of respondents were teachers, 1.5% were administrators, 3.8% were professional support staff (e.g., librarian, counselor), and 2.3% described themselves as “other”. A comparison with responses given to Item 36 reveals that a small, but significant shift in professional responsibilities had occurred since the time of the STI experience (i.e., teachers moving into administration).

Item 40 (Subjects and grade levels taught at the time of the STI): 40.5% of respondents taught English/Language Arts at the time of the STI, 21.5% taught history, 5% taught foreign languages, and 17.5% of respondents described their subject area as “Other.” At the time of the STI, the majority of respondents (61.0%) taught at the secondary level (i.e., grades 10-12), 34.4% taught at the middle or junior high level, and 4.4% of respondents taught at the elementary level. A comparison with responses given to Item 38 reveals that a small, but significant shift in subject areas and grade levels taught had occurred since the time of the STI experience (i.e., teachers moving into teaching at higher grade levels).

7. If any changes occurred in any area of your course offerings, course objectives, or course content, indicate the type of effect on the following student characteristics that you feel can be attributed to these changes.

Percentage of Responses

n=134



h. DEMOGRAPHIC AND EMPLOYMENT PROFILE

Summary: The typical respondent was a 49-year old Caucasian female. She is likely to be married with no children living at home, and earns an annual income between \$40,000 and \$50,000. She is an English or History teacher in a secondary school classroom in a public school. She holds an advanced degree (MA/MS or MA/MS + 30), and has approximately 16 years of experience in the classroom. She is likely to have attended only one LEH STI in her career.

Item 41(Age): Ages of survey respondents ranged from under 30 to over 70, with the average age of STI participants being 49. Approximately 86.1% of respondents were forty years old or older.

Item 42(Gender): 81.2% of the survey respondents were females, and 18.8% were males.

Item 43(Marital status): 66.9% of the survey respondents were married, while 15.0% were divorced or separated, 13.5% were single, and 4.5% were widowed.

Item 44(Race): 84.1% of survey respondents were Caucasian, 12.9% were African American, and 3.1% described themselves as another racial or ethnic group.

Item 45 (Number of children at home): 94.5% of survey respondents had fewer than three children living at home; of this number, 50% had no children currently living at home.

Item 46 (Family income): 52.3% of respondents reported an annual family income of \$50,000 or more, while 30.1% reported an annual family income under \$40,000. The average annual family income reported was between \$40,000 and \$50,000.

Item 47(Employment location): Survey respondents were approximately evenly divided between urban and suburban employment locations (39.8% and 39.1% respectively). The remaining respondents (21.1%) were employed in a rural location.

Item 48 (Type of school): 76.5% of survey respondents were employed at public schools, while 10.6% work in private schools and 12.9% in parochial schools.

F. Stage 3: The Focus Groups and Interviews

FOCUS GROUP AND TELEPHONE INTERVIEW METHODOLOGY

The purpose of Stage 3, the focus group and interview phase of the evaluation study, was to expand upon the perceptions of survey respondents about the impact of the Institutes upon their personal and professional lives. Focus groups and in-depth telephone interviews were conducted with STI participants to more fully ascertain the effect of Institutes on teachers' attitudes, knowledge, and teaching behavior. Focus groups were scheduled in Lafayette and New Orleans, and telephone interviews were concentrated in North Louisiana and the Baton Rouge area. Telephone interviews were also done with respondents from other under-represented areas of the state (e.g., mid-west Louisiana, Lake Charles area, etc.)

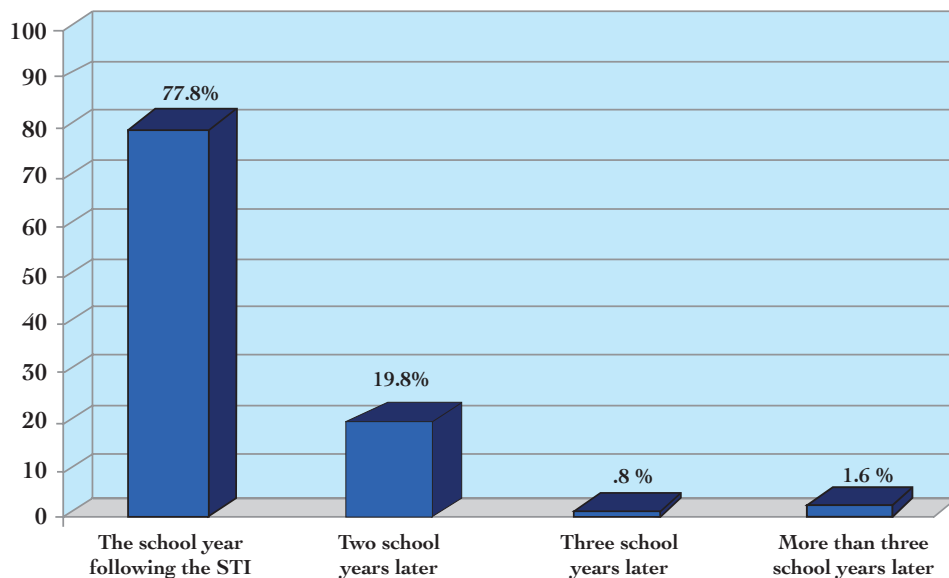
A total of 31 respondents participated in focus groups and telephone interviews, including 26 women and 5 men. Respondents were all educators who teach in a variety of humanities subject areas, including English literature, history, French literature and language, and Social Studies. Teachers also represented all grade levels from elementary through high school, and both public and private school settings. Thirty-three percent of the respondents had taken more than one Institute. Dr. Langley conducted all focus groups and telephone interviews. Dr. Langley and LEH staff reviewed recordings made during focus groups sessions.

Focus group participants were drawn from survey respondents who indicated a willingness to attend a focus group and provide

8. If any changes occurred in any area of your course offerings, course objectives, or course content, check the closest estimate to how long it took to implement these changes.

Percentage of Responses

n=134: 126 valid/8 missing



additional information about the Institute experience. Teachers were very willing, and in fact often eager, to discuss their Institute experiences. In one case, a teacher from North Louisiana drove to New Orleans to participate in a focus group! In areas where focus groups could not be scheduled, or were cancelled, the list of potential focus group participants became the list from which telephone interviews were conducted. In a few cases, teachers had formed post-Institute networks or discussion groups that included participants from Institutes held in 1999; where appropriate, the 1999 Institute graduates were also invited to join the focus groups.

Focus groups are a frequently used method for conducting qualitative research because they combine the flexibility of open-ended interviews with group dynamics to generate a wide range of data in a relatively short amount of time. Interaction between focus group participants will often stimulate discussion on topics that were not planned or anticipated by the group leader. Focus groups work especially well when participants can build on each other's responses, and when leaders pay careful attention to group processes to ensure that everyone present is encouraged to voice his or her opinions, however disparate they may be from those of the larger group. While focus groups may work well to investigate issues that are difficult to articulate individually, the setting may also serve to constrain individuals from voicing opinions that differ significantly from a majority of the other participants. Accordingly, this study supplements data gathered from focus groups with telephone interviews.

Both the focus groups and the telephone interviews were conducted by asking a set of fourteen open-ended questions, from which additional discussion or topics developed at the direction of the participants (see Appendix C for focus group questions). Themes for topical questions had been identified by the researcher from several sources, including a review of the survey instrument and responses to the survey, review of the STI evaluations conducted as a regular part of each Institute, and review of the STI Impact Study conducted in 1992.

The initial fourteen questions covered the following eight broad themes related to the Institute experience:

Focus Group and Telephone Interview Discussion Themes

1. Overall impressions and description of the STI experience, both positive and negative,
2. Re-invigorating humanities teaching practices in schools,
3. Impact of participant's teaching area and/or grade level on STI experience,
4. The STI experience of being a student,
5. External forces impacting use of the STI materials,
6. Personal and professional networking opportunities,
7. Practical issues and STI logistics, and
8. Recommendations for future STIs.

Summaries of information gathered are presented below under each thematic

heading. Direct responses of participants have been incorporated as much as possible, with respondent quotations used to highlight key points or issues. Only minor editorial changes in quotations have been made to facilitate ease of understanding between the oral and written narratives.

FOCUS GROUP AND TELEPHONE INTERVIEW RESULTS:

1. Overall Impressions and Description of the STI Experience

Participants' single-word or brief descriptive responses to the Institutes were uniformly positive. Even when specifically asked for negative elements or descriptions, few respondents were able to identify any negative aspect of the STI experience. The Institutes were variously credited with re-energizing, stimulating, and inspiring the participants, and most participants stated that the program had significant impact on their classroom teaching. Many participants also commented on the expertise of the professors, who were almost universally considered to be outstandingly dedicated and creative instructors.

■ *"It was an outstanding experience; it's really very rewarding to find that you are on-track with you peers and to share ideas with them."* (Mark Twain & G.W. Cable: Critics of Racial Policies, 1998, Nicholls State University)

There was not a single instance of respondents initially generating a negative description of the Institute experience. When prompted to consider whether there had, in fact, been any negative aspect of the program, participants generally gave responses related to the logistics of the Institutes, such as "There are not enough of them!" or "Not enough of them close to here!" Under further prompting, additional negative responses mainly focused on the length of the Institute as being too short to cover the amount of material on the reading list, and the amount of work assigned as being too strenuous for participants who are not seeking graduate credit.

■ *"The instructor tried to cram too much in – the reading list was too long."* (Mark Twain & G.W. Cable: Critics of Racial Policies, 1997, Nicholls State University)

■ *"The STI was too short, so we couldn't go into enough depth on any of the materials or topics."* ('Challenge of the First Amendment, 1994, McNeese State University)

2. Re-invigorating Humanities Teaching Practices in Schools

Participants noted that the Institutes had a significant effect on their performance in the classroom. Specifically, teachers described learning about and using a wealth of new humanities resources, learning new classroom techniques, including the use of new technologies, and making curricular changes based upon their Institute experience. Program topics provided teachers with exposure to resources and materials in topical areas that were both traditional and new to them, and they learned new techniques for teaching humanities both by seeing them modeled by the Institute instructor, and by using them to complete the assignments. In order to more fully explore the effects of the program on humanities teaching practices, these responses are examined in more detail below

under the three general headings of new resources, new techniques, and curricular changes.

New Humanities Resources: The Institutes presented teachers with exciting new information and resources to facilitate teaching humanities. Respondents were particularly enthusiastic about discovering the use of original source documents, as well as new materials to generate enthusiasm in students.

■ *“The STI really broadened my horizons as to what is going on, and what is available. I was getting stale, and didn’t even realize it. It woke me up, and gave me a different point of view.”* (Arts of War, 1992, McNeese State University)

■ *“I now use film clips in the classroom. As a result of the STI, my history students are exposed to new materials, and a broader cultural perspective in general.”* (Southern History in Film & Fiction, 1997, Louisiana Tech)

■ *“I took so much back into the classroom! In twenty-five years, I have never had anything prepare me to teach Louisiana history like that STI – I went back into the classroom like a brand new teacher.”* (Louisiana Geography w/Dr. Hall, 1990, LSU-Shreveport)

■ *“Another teacher in the STI told me about making chapbooks with students, and the worldwide web address, and how to do it – everything. So my student teacher and I actually published a chapbook that we even sold in town! One mother bought three copies of it that Saturday that we had our readings! And that is something that really gave our students ownership. I didn’t think it was that important, but I’m glad I did it.”* (Motherhood Archetype, 1999, University of Louisiana at Lafayette)

New Teaching Techniques: Many participants commented that they had observed the Institute instructor using teaching techniques that they later adopted in the classroom, or in some cases that they had been given assignments that forced them to learn new teaching techniques and strategies. Respondents were candid in describing their initial dislike of these assignments, but equally candid in describing the eventual benefit of mastering the new teaching techniques and strategies. They could clearly describe the value of having brought these techniques back to their own classroom for use with students.

■ *“I use a lot of drills and activities I learned in the STI. They really give unity to my class, serve as wonderful icebreakers, and help my students learn to ‘emote,’ even when discussing literature.”* (Discovering Shakespeare’s Voice, 1998, LSU-Baton Rouge)

■ *“After taking the STI, I began using a reader’s journal – this has been very important for my students. It was an idea that was shared in-group, and also I was required to keep one. It’s made a big difference in my teaching.”* (Mark Twain & G.W. Cable: Critics of Racial Policies, 1998, Nicholls State University)

■ *“I teach 8th grade Louisiana history, and as a result of the STI, I created a PowerPoint presentation set to music to help my students learn the parishes and parish seats. The professor thought we were more technologically literate than we were, and we sure put up a fuss when he said we had to create a PowerPoint! But the end result was that it worked, and now I use it all of the time. I have never seen a group of students learn the material so quickly!”* (Society and Culture in Early Modern France, 1997, University of Louisiana at Monroe)

■ *“I’ve done it before in college when the professor delegated subject matter to students to teach,*

but I had never done that in my class. I saw that done [in the STI] the second time and I started doing that with my students, to have them delegate and teach their classmates about this topic. I picked that up as a teaching technique.” (First Couples in the White House, 1996, LSU-Shreveport)

■ *“You know, so much of what happened this summer and a few summers ago, becomes integrated in a classroom that it is hard for me to say where I came up with it, or where it became part of me. But every time I have taken an STI, there has been a major change in my syllabus, and in my attitude, and in the way that I deal with students, and even in the journal topics that I write and everything. And you can only step back and say, ‘Well the reason why I’m doing that is the stuff I got this summer.’* (Growing up Female, 1992, University of Louisiana at Lafayette)

Curricular Changes: In addition to using new materials and new techniques to provide students with richer, more fulfilling exposure to traditional humanities course content, Institute participants were able to develop new courses and new curricular units for their students. Teachers describe the opportunities for curricular enhancement as being some of the most fulfilling aspects of the experience.

■ *“As a result of the STI, I am able to incorporate African-American literature into my teaching. I teach in a very small, rural high school, where 99% of the students are black, and very poor, and this literature enables me to connect more with the students. I have now developed a thematic unit on African-American literature, and also an African-American literature festival (which is funded through a small grant from a local corporation). Taking the course made me the expert in my parish!”* (African American Literature in the High School Classroom, 1997, University of Louisiana at Monroe)

■ *“After I took the STI, I began to incorporate Louisiana folklore into my syllabus, and I now use it regularly.”* (Louisiana Folklore & Literature, 1995, Loyola University)

■ *“I teach history but every time I come back from an STI, I start incorporating more and more literature into my classes. I think I’ve got enough, and then I go and find another novel that I can use. I am the only history teacher at my school that uses literature in my classroom.”* (Picturing the South: Southern Photography, 1998, Loyola University)

■ *“I am an English teacher, but I end up teaching history or current events once a week in the course of discussing novels. The kids ask if it is history or English. And I say, today’s current events are tomorrow’s story that someone is going to write.”* (Motherhood Archetype, 1999, University of Louisiana at Lafayette)

■ *“I wanted my students to know that we have a history that pre-dates the enslavement of our people in America. The Institutes gave me an opportunity to share the struggle of the African American people.”* (Writing Race, 1998, Loyola University)

3. IMPACT OF PARTICIPANT’S TEACHING AREA AND/OR GRADE LEVEL ON STI EXPERIENCE

The majority of respondents described the importance of the Institute in relation to the specific dictates of their particular humanities discipline, teaching area, or grade level. When asked if the participant’s subject area or grade level taught had

a major impact on the Institute experience, teachers gave a variety of responses. Most believed that some level of diversity added valuable depth and breadth to the STI group dynamic; several noted that the enthusiasm of the individual was more important than the humanities discipline or grade they represented.

■ *“It is valuable to have the different areas, and to have different personalities in the STI, too. You need some folks who are very laid back, and some who will jump up in the middle, and some who have read so many volumes that you think, ‘I am so far behind that I will never catch up!’ But the diversity was ok in our STI, because everyone in the class respected the level you were at. And that is an experience you can’t recreate.”* (Motherhood Archetype, 1999, University of Louisiana at Lafayette)

■ *“My STI was geared toward theater, but I know that the English teachers who participated found the material very useful as English literature, and planned to use it in their English composition classes.”* (Discovering Shakespeare’s Voice, 1998, LSU-Baton Rouge)

■ *“The other participants in my STI were middle school and high school teachers in history and language arts – we even had one science teacher with us, and she got a lot out of the STI, too!”* (Writing Women Back into History, 1993, McNeese State University)

■ *“I’ve taken three institutes, and each one is like ‘old home week.’ There seem to be about 25 of us that go to each institute. The major factor is not the grade level or subject area taught, but the teacher – some people are just ‘brain dead’ no matter what you do.”* (Photography & American History, 1995, Loyola University)

■ *“It seems especially important to have other people from different backgrounds in your STI if you work at a small school where it’s hard to specialize. It seems like there’s a growing emphasis on teaching across the curriculum everywhere.”* (African American Literature, 1997, University of Louisiana at Monroe)

In some cases, participants said Institutes could better meet the curricula needs of teachers if

Institutes focused on specific grade levels. The most frequently discussed division in the Institute experience was that between elementary and secondary teachers.

■ *“We had a range from 6th to 12th grade teachers, but I think the senior high teachers got more out of it because of the emphasis on literary strategies specific to controversial literature.”* (Mark Twain & G.W. Cable, 1998, Nicholls State University)

■ *“I think our STI was appropriate for middle school and high school teachers, but not elementary teachers. I mean, the STI was geared so that everyone could follow along and ‘get it’, and the information and materials are certainly accessible. I also believe that the STI experience should stretch participants, so maybe it would be good for elementary teachers in the sense of being personally fulfilling. I guess I just don’t see how they would use the materials in the classroom – it just wasn’t geared for the requirements of their teaching level.”* (Reviewing the British Tradition: Reading History, Gender & Race in Beowulf, Chaucer,

Shakespeare & Milton, 1998, Southeastern Louisiana University)

■ *“I don’t think the STI would be good for elementary school teachers. They seem to want everything broken down and handed to them for immediate use in the classroom. Sometimes I think they want to be spoon-fed too much, but maybe that’s because of the demands on them to cover so much material in such a short time (I know what they face, because I do a lot of in-service training for elementary teachers).”* (The 20th Century Novel: Multicultural Classics, 1992, Northwestern State University)

The comments of one elementary school teacher were particularly useful in understanding the differing perspectives of Institute participants based on the grade level that they teach. She described the struggle elementary teachers face to bring innovative humanities materials and original source documents into the classroom at a reading and comprehension level appropriate to the students, while continuing to meet the dictates of an extremely crowded curriculum. According to this respondent, the addition of a curriculum specialist would greatly facilitate the effectiveness of the Institutes in meeting the needs of elementary teachers:

■ *“I think that the most important thing, along with the subject matter, is to have a curriculum specialist to show teachers how to incorporate the material into the curriculum in a meaningful manner that will enhance student achievement. Because too often the arts and humanities are viewed as an add-on, as something that we can maybe finish our year with if we’ve covered all of the required materials. But instead we should look at the humanities as a way to make otherwise boring curriculum material come alive for students. So you need a specialist in that area – someone who, when you go to an Institute, can show you professional activities that will enhance student achievement, will enhance your life as teacher, and will make you want to go to work.”* (Introduction to African Philosophy, 1991, Southern University)

“The course I took was enlightening and thought provoking because the professor was knowledgeable, well prepared, and tenacious. The class held my interest. It would have to because I drove 85 miles every day to attend the class.”

4. PERSONAL ENRICHMENT AND THE STI EXPERIENCE OF BEING A STUDENT

Respondents recalled their first experience of participating in an Institute as being full of excitement, and in some cases fear or intimidation. They remember being unsure about practical issues like finding the classroom, being embarrassed to ask other participants’ names after initial introductions, and concerns about whether they would be able to successfully complete the course assignments. They described their personal growth in self-efficacy throughout the course of the Institute, and stated that the experience provided them with personal enrichment, while simultaneously giving them renewed empathy for the daily struggles of their students.

■ *“So and so may have gotten very upset today, or so and so may have felt that your comment was not great. Even if someone got upset or somebody didn’t understand what that person said,*

we saw that the instructor didn't let it become a problem. And that was a great experience for all of us to take back to our students." (Motherhood Archetype, 1999, University of Louisiana at Lafayette)

■ "We each had to do a presentation, and were each accountable for something. We knew the teacher grades hard, and we were so worried about our grades — but I felt real ownership, and that was wonderful — it had been such a long time since I felt that! I didn't have to write about stupid things or things I wasn't interested in. I got to do something that I really wanted to do." (Motherhood Archetype, 1999, University of Louisiana at Lafayette)

■ "The whole experience gave me a lot of empathy for my students. I had to re-learn a lot of things about what students go through!" (Cultures & Literature, 1994, LSU-Shreveport)

■ "The experience of having to keep a journal really changed me, and gave me a whole different empathy for my students." (Mark Twain & G.W. Cable, 1998, Nicholls State University)

It is interesting to note that in the case of one respondent, the Institute was credited with opening new avenues for career exploration and change, "The STI started me going back to school, to get a humanities degree of all things! It gave me a lot of new perspective on my students, too!" (World Geography, 1990, LSU-Shreveport)

5. EXTERNAL FORCES AFFECTING THE USE OF THE INSTITUTE MATERIALS

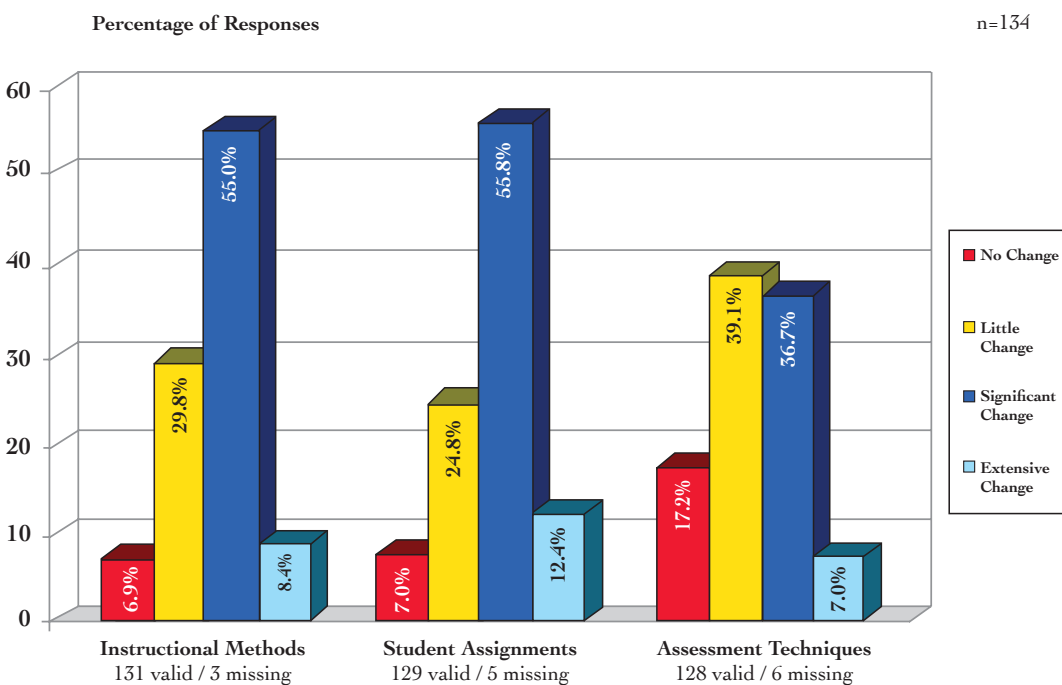
Teachers often face daily barriers to success that include economic constraints, teacher shortages, the intensification of teachers' work, and increased curricular demands. Given the ongoing nature of these barriers, respondents were asked if they perceived any external forces that impacted their use of the Institute materials back in the classroom. It is interesting to note that participants surveyed in 1992 reported many more barriers to curriculum change and innovation than current respondents reported. Although budgetary circumstances may not have improved significantly, the majority of teachers reported a greater level of academic freedom in the classroom.

■ "Heavens, no, I've never encountered any barriers or opposition to teaching what I want to — nobody cares what you do in your classroom. I could be doing absolutely anything in there — I have perfect academic freedom. Also, when I get an idea for a unit, I always get total support for everything I do. I've also done a Civil Rights tour and a Holocaust tour, and I always make new lesson plans for my students." (Photography & American History, 1995, Loyola University)

■ "I've never had any kind of external pressure. My supervisor really encourages us. I mean, he personally picks and chooses the materials we can use, but he doesn't really put up any barriers." (Writing Women Back into History, 1993, McNeese State University)

9.

Indicate the level of change that has occurred in your classroom practice as a result of the STI.



13% of respondents indicated an answer of "other"

■ "I have not experienced any kind of barrier to implementing my ideas, because people simply don't tell me what to do. I've been the Chairman of the department at a private school for twelve years, and I tolerate no external pressure." (Reviewing the British Tradition: Reading History, Gender & Race in Beowulf, Chaucer, Shakespeare & Milton, 1998, Southeastern Louisiana University)

■ "Fortunately my school has a principal who is very supportive. I have a lot of leeway, and I can pretty much do whatever I want to do as far as incorporating the arts or the humanities into the curriculum in a meaningful manner, not only for my class but for the whole school. And now our school is a model for other schools in the district who want to incorporate the cultural arts of our city and the humanities in a meaningful manner. I've taken three STIs, and I developed an annual workshop that I've done for five or six years, reaching over 500 teachers with an impact of several hundred thousand children."

In those cases where respondents did experience barriers to their use of STI materials in the classroom, the external opposition was sometimes difficult to identify or describe.

■ "I didn't encounter anything deliberate, but the principal and the curriculum people don't let

you go too far afield. I mean, 11th grade is American Lit, and that's it!" (Discovering Shakespeare's Voice, 1998, LSU-Baton Rouge)

■ "I've encountered some problems with religious beliefs, in the form of parent objections to literature I want to present to the students. I learned to give my students an alternate unit." (Mark Twain & G.W. Cable, 1998, Nicholls State University)

■ "In the small rural areas of Louisiana they won't let us use some of the STI materials. It's not necessarily that they ban us; it's just that we know that would never go over here. We're formally and informally restricted. I mean, I just know not to put Toni Morrison in the curriculum." (The 20th Century Novel: Multicultural Classics, 1993, Northwestern State University)

6. PERSONAL AND PROFESSIONAL NETWORKING OPPORTUNITIES

A major strength of the Institutes is the opportunity provided to participants to establish networks with new colleagues, while renewing contacts and networks developed throughout their professional career. These personal and professional

networks provided participants with ongoing support systems, critical resource links, and necessary career opportunities. In some cases, these networks were maintained through professional organizations, through periodic "reunion" meetings of Institute "alumni," or through more formal channels. Virtually all of the respondents described the significance of the STI experience in terms of the personal and professional networks that were created.

■ "My STI was full of bright women who were all very passionate about teaching. We were all problem solvers, and we've kept a really strong network going by phone and e-mail. We still meet monthly for a literature discussion and potluck supper. We really re-invigorate each other, and still help each other with resources and referrals. My faith in the public schools was renewed through the STI." (Motherhood Archetype, 1999, University of Louisiana at Lafayette)

[The researcher attended one of these monthly potluck supper and literature discussion sessions, and found that virtually all of the STI participants are still regular attendees. The evening was conducted in much the same way as the STI had been, with time for everyone's input and respect for each person's opinions. Special attention was given to practical classroom applications through such questions as "How would you teach this book in the classroom?"]

■ "I became friends with the instructor, and hope to get a teaching job at the college where he works eventually, partially through his encouragement. I've kept in touch with the other participants, too. I started the Bayou Council for Teachers of English as a result of the STI, and we're working on a newsletter through Nicholls State now." (Mark Twain & G.W. Cable, 1998, Nicholls State University)

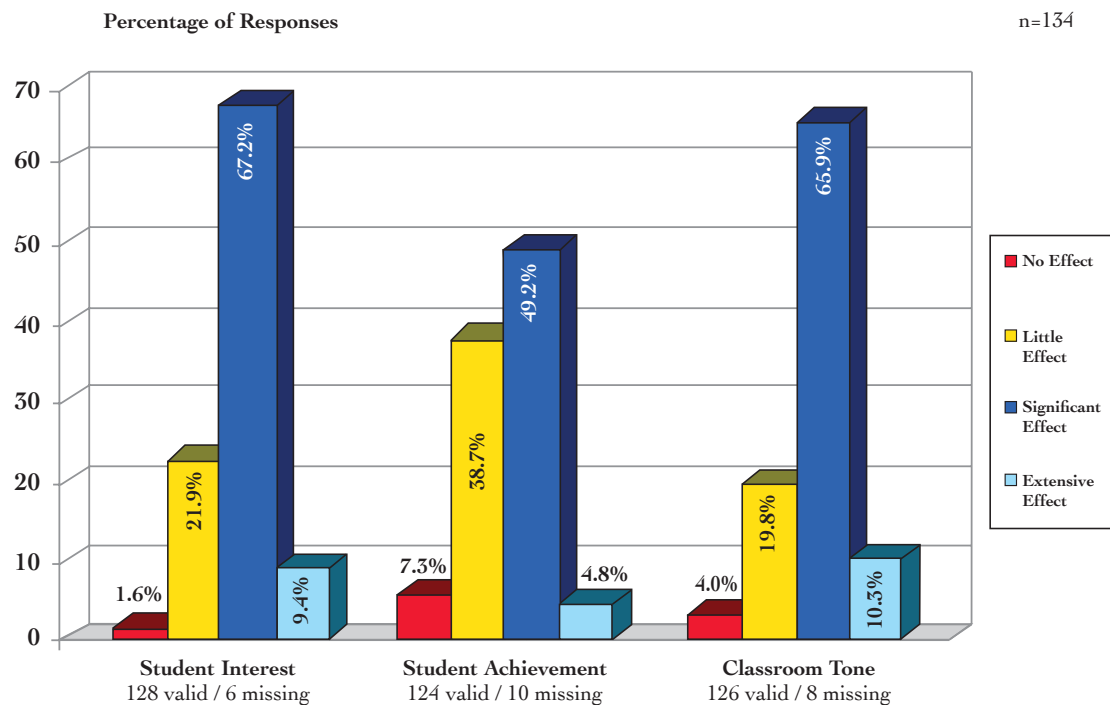
■ "The instructor wrote to everyone, and got us all together for a follow-up meeting one year later. We shared classroom application experiences with others in the group. We also exchanged numbers and information, and most of us still keep in touch." (Discovering Shakespeare's Voice, 1998, LSU-Baton Rouge)

■ "Yes, there were lots of opportunities for networking, and I still have occasional contact with the other participants. All of the credit goes to the STI director. He really emphasized networking, and also provided the opportunities. That was very helpful to me because I was between jobs at the time of the STI, and it really helped me maintain my morale." (Teaching the Experience of the Vietnam War, 1996, Tulane University)

■ "The opportunities for networking were fantastic. I made good contacts with industry, like at the tourist bureau, and I still keep in touch with them." (World Geography, 1990, LSU-Shreveport)

■ "I'm still in contact with the professor and some of the other participants. In fact, the professor is speaking to my Advanced Placement U.S. History class via videoconference this week. The local newspaper is coming to cover it, and I plan to describe our STI if they ask how we met each other."

10. If any changes occurred in any area of your instructional methods, student assignments, or assessment techniques, indicate the type of effect on the following student characteristics that you feel can be attributed to these changes.



(Southern History in Film & Fiction, 1997, Louisiana Tech)

Only one respondent described a practical issue related to networking, urging that more attention be paid to it.

7. PRACTICAL ISSUES AND INSTITUTE LOGISTICS

The three practical issues identified as affecting participation in the Institutes were location, the stipends paid to participants, and graduate credit earned, in that order. Location was described as a primary factor in whether or not teachers chose to enroll in an Institute. Although some of the respondents reported a willingness to drive long distances to attend an Institute, the majority stated that they would only enroll in Institutes that were located in close proximity to their home. In fact, a significant number of respondents made requests for future Institutes in traditionally underserved geographic regions of the state, such as North Louisiana. (N.B.: It should be noted that only eight of the twenty-six institutions of higher education in Louisiana are located in North Louisiana, so that the number of Institutes that have been held in that region actually represent a higher proportion than in other areas of the state.)

■ *“I would like to see more institutes in North Louisiana, or at least the present level maintained.”* (Southern History in Film & Fiction, 1997, Louisiana Tech)

■ *“I would like more institutes in North Louisiana, like at Tech and Grambling!”* (African American Literature, 1997, University of Louisiana at Monroe)

■ *“The location was very convenient, but there are so few STIs in North Louisiana!”* (Society and Culture in Early Modern France, 1997, University of Louisiana at Monroe)

The stipend was described by participants as helpful to cover expenses, and also as an important acknowledgment of their worth as teachers. 43% of the total respondents reported that they would take future Institutes even if no stipend were available, and only one respondent expressed the concern that the stipend may serve as a motivator for some teachers to participate in Institutes. These responses were consistent with those received during the survey phase of the study, in which 81.6% of respondents reported that the stipend was appropriately adequate to meet their needs.

8. RECOMMENDATIONS FOR FUTURE INSTITUTES

All of the participants in focus groups and telephone interviews were asked for general comments and recommendations to improve future Institutes. Some of the recommendations expressed by participants pertaining to logistical factors, such as attention to networking and location, have already been discussed above. Another key concern expressed by participants was the lack of information about Institutes among teachers. Many stated that they had first heard about the program through word of mouth, and that in some cases they missed critical deadlines because they did not receive the necessary information in time to apply.

■ *“All of the teachers in my school got the STI brochures late – after the deadline! Please let us know sooner!”* (Discovering Shakespeare’s Voice, 1998, LSU-Baton Rouge)

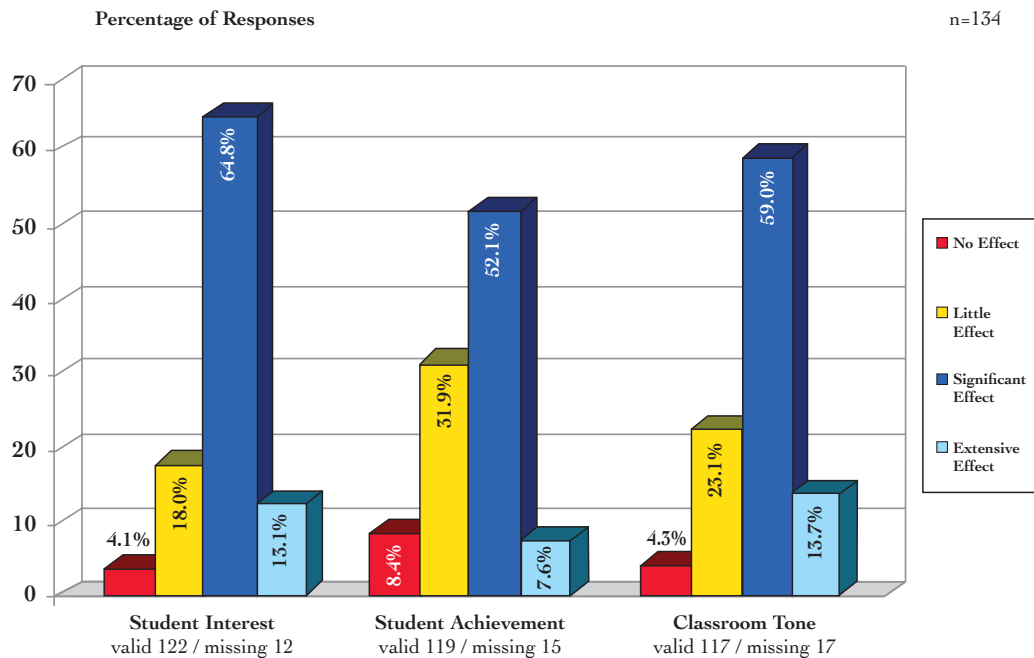
■ *“The key is advertising – not many teachers even know about the STIs to apply. Word of mouth is critical among teachers. I only got into the first one because the instructor called me personally, but since then I’ve gotten onto the mailing list.”* (Writing Women Back into History, 1993, McNeese State University)

The three major areas of recommendation for change to the Institutes were in workload for participants, the structure of the Institutes, and the topical focus of Institutes.

Workload for participants: Teachers said they are adverse to the idea of long hours spent outside the Institute completing papers or other assignments, especially if they are not taking the Institute for graduate credit. Teachers said they enroll in the Institute out of a love for the subject area, and they are highly motivated to take the materials back into the classroom, so more time on discussion or practical classroom application exercises is preferable to long research papers.

■ *“There was only one negative, and it came from a brochure for an STI I didn’t take. The workload was way too much, especially since I wasn’t taking it for graduate credit. The STIs should mainly be for enrichment. It turned me off to the class, and*

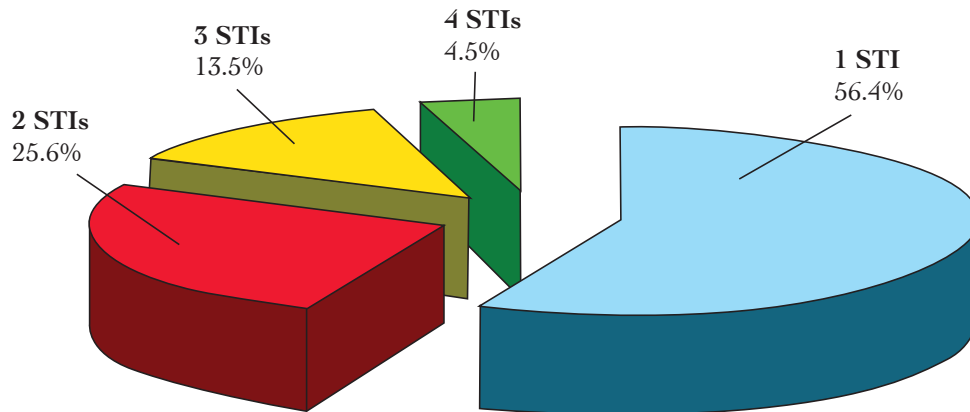
11. If any changes occurred with respect to your choice of textbooks, supplemental readings, or films/videos, indicate the type of effect on the following characteristics you feel can be attributed to these changes.



12. List the number of STIs you have attended.

Percentage of Responses

n=valid=133 / missing=1



I didn't take it. (Discovering Shakespeare's Voice, 1998, LSU-Baton Rouge)

■ *"I took two last summer, and the second one was like a Ph.D. candidate course. I mean, I love mythology, and for me to not want to think about the subject means it was pretty bad! [The instructor] was giving us all these library assignments and things and everyone went huh? We were like, we just sat in class for four hours and now we have to go do all this research?"* (Motherhood Archetype, 1999, University of Louisiana at Lafayette)

■ *"I'd like the option of doing a paper or test to get credit, but I don't believe there should be a mountain of work. The last institute I took was just too burdensome (we all had to do a 20-page paper). Most people are there out of love of the subject – ease up on us!"* (Photography & American History, 1995, Loyola University)

Structure of the Institutes: The majority of respondents felt that the Institutes would best fulfill their mission by remaining in the summer, though a few teachers said that they would consider taking Institutes of shorter duration during other school breaks.

■ *"I liked the format. The professor was laid back, and had great guest speakers. It was just the reading list that was too heavy. Overall I wouldn't change anything. You definitely need to keep them in the summer. I would like to do one again. Overall I really enjoyed the experience and found it worthwhile, especially the networking and keeping in touch with the professor and others."* (Mark Twain & G.W. Cable, 1998, Nicholls State University)

Additional recommendations for improving the Institutes' structure and format came from elementary school teachers, one of whom suggested creating the role of

curriculum development specialist in Institutes that were specially designed for K-5 teachers (see discussion above). These Institutes would then have appropriately relevant curriculum materials, resources and practical exercises to make them truly effective with elementary school teachers.

Topical focus of the Institutes: Some of the respondents expressed concern with the topics covered by the Institutes, as being either too narrowly focused for the courses they teach, or too limited in scope. They understood that a primary purpose of the program is to provide Louisiana teachers with exposure to humanities resources that they might otherwise not have access to, but still expressed a desire for more topics that met the demands of their existing teaching loads.

■ *"My group would really like to see a continuation of the STI (Reviewing British Literature), say from Milton to the present, and also American Traditions, in as many parts as it takes. In other words, how to update the entire survey course we teach."* (Reviewing the British Tradition, 1998, Southeastern Louisiana University)

■ *"I think it might help if they sent a syllabus for each institute so you could be more specific about what the focus will be, and how much time will be spent on each element. Maybe each professor could give the institute facilitator an outline of what they intend to do, including sections that are specifically geared towards being used in the classroom."* (First Couples in the White House, 1997,

LSU-Shreveport)

■ *"We need topics that are relevant to small, rural schools – not too advanced!"* (African-American Literature, 1997, University of Louisiana at Monroe)

■ *"A lot of the STIs seem to me to be too narrowly conceived. I think I detect a political agenda, drawn primarily from the left-wing bias of the academy. I think this bias is evident in the STI topics (e.g., ecology, feminism). The bias is more evident in the NEH, but it's still there, and there's a lack of more traditional topics. Maybe the purpose is to explore topics that teachers are otherwise not exposed to, but I'd still like topics for those teaching survey courses, on subjects like the New Deal, Civil Rights, etc."* (Teaching the Experience of the Vietnam War, 1995, Tulane University)

V. EVALUATION SUMMARY

The evaluation methodology for this study utilized targeted focus groups and telephone interviews to complement archival research and the comprehensive surveys of Institute participants. Through data gathered from Institute participants, the evaluation focused on process and implementation issues as much as outcomes (e.g., did the Institute typically follow their published syllabi; did the Institute meet participants' expectations, etc.). The survey questions elicited data

from teachers about the impact of the Institute on their classroom experiences in the entire time that had elapsed since they participated in the Institute. While the survey instrument is by its nature limited to the use of closed questions, a great deal of information was also provided through written comments included in surveys.

Focus groups and telephone interviews were then designed to build upon all of the archival and survey data, in order to expand upon the perceptions of teachers and more clearly understand the personal and professional impact of the Institutes upon their lives. Overall, participants' responses demonstrated that they are overwhelmingly enthusiastic about all aspects of the program. Those few concerns expressed arise from participants' desire to enhance the program by making it more fully representative of the geographic and cultural diversity of Louisiana. Concerns related to the practical applications of STI material in the classroom, and the need to customize the program for elementary and secondary grade levels stems from participants' need to introduce their students to all the richness available through study of the humanities.

■ *"Please keep doing the wonderful work! This means a great deal to beleaguered teachers! Your program really encourages us to re-enter the trenches with enthusiasm! I applaud the LEH for their dedication."* ('98 Reviewing the British Tradition @ Southeastern)

Overall the data clearly indicate that the Institutes have an important, long-term positive effect on Louisiana teachers, both personally and professionally, of enormous magnitude. The vast positive contribution of the STI program may be seen in the many examples of curricular enhancements, innovative teaching techniques, and creative classroom resources utilized by teachers as a result of their participation in an STI. Both the survey and focus group data indicate that teachers perceive these enhancements to significantly impact their own professional development and career choices, as well as student success. Participants are also enthusiastic about the personal and professional networks developed through the Institutes.

In evaluating programs, it is unusual to find so many participants speaking so positively about an educational experience and attributing so much growth to participation long after they have completed the program. For example, participants frequently attribute equal or greater value to a single Institute as they do to their studies for an advanced degree. The researcher went to unusual lengths to investigate this phenomenon, including probing for negative experiences and responses about the program during focus groups and telephone interviews. However, teachers continued to be almost universally consistent in their high regard for the program, even crediting the Institutes for influencing their decision

to remain in the teaching profession.

In conclusion, the high response rate to the survey, the high retention rate in institutes, and the uniformly positive comments of participants clearly demonstrate the popularity of the LEH Teacher Institute program. Participants' responses to the survey also clearly indicate that they perceive the program to be an extremely beneficial personal growth and professional development opportunity. Teachers experience significant levels of change in all areas (curricular change, classroom practices, and classroom materials), and report corollary changes in the attitude and behavior of their students as a result of these changes. Significantly, most teachers report that they begin to make changes based on the experience immediately upon completion of the Institute. Additionally, Institutes provide participants with networks to sustain personal and professional growth and development long after they have ended. Institute effects on the professional development of participants in such areas as educational level attained, job responsibilities, and grade levels taught are also demonstrable.

Dramatic testimony for the efficacy of the program comes from the large number of teachers who report that participation in the program influenced their decision to remain in the teaching profession, a finding of enormous significance given current teacher retention concerns in Louisiana. Teachers attribute a great deal to the Institute experience, although it represents a small part of the actual time and energy they expend on professional development. Additionally, the extraordinary magnitude and long-term benefit of the program is seen in the fact that teachers who completed Institutes more than a decade ago continue to attribute as many results to the

experience as recent Institute graduates.

All data collected in this long-term impact study provide overwhelming evidence for the effectiveness of the Teacher Institute program. The consistency of responses between the 1992 report and the current study indicates that the program has achieved a sustained level of excellence and is responsible for long-term positive effects on the curricula and pedagogy of participating educators and student outcomes.

Over the last nineteen years, the LEH has supported 158 institutes that included 3,017 Louisiana middle and high school teachers, who in turn teach more than 453,000 Louisiana students annually.

EVALUATION

The survey is part of an evaluation of the Louisiana Endowment for the Humanities Summer Teacher Institutes (STIs). The survey is divided into eight sections, each of which contains several items related to aspects of the STI you attended. Your response to each item should relate to a specific STI.

If you have attended more than one institute and would like to provide feedback on each, please photocopy this form or contact the LEH at the number below to request additional copies.

1. Please begin by recording the title and year of the specific Institute you attended:

_____ Institute Title

_____ Year

2. Please respond to each item in sections **A** through **H** by recording your response in the appropriate space on the survey. Please be assured that your responses will be held in the strictest confidence.



PROFESSIONAL SECTION A | OBJECTIVES & DEVELOPMENT

- Using a scale in which **1** represents the highest priority, rank your objectives for enrolling in the Institute.

_____	Personal enrichment
_____	Professional development
_____	State certification
_____	University credit
_____	Other (specify)
- Check all of the following areas that have been influenced by attending the Institute.

<input type="checkbox"/>	Enrollment in additional graduate courses
<input type="checkbox"/>	Formal enrollment in a graduate program
<input type="checkbox"/>	Attendance in subsequent Institutes
<input type="checkbox"/>	Attendance in NEH Teacher Programs
<input type="checkbox"/>	Application for or receipt of fellowships and/or scholarships
<input type="checkbox"/>	Promotion
<input type="checkbox"/>	Other professional development (specify)
- Circle the level that best describes how well the Institute matched your objectives.

Poor Match	1	2	3	4	Excellent Match
------------	----------	----------	----------	----------	-----------------
- Indicate the level of professional invigoration attributable to the Institute.

No Invigoration	Some Invigoration	Significant Invigoration	Extensive Invigoration
1	2	3	4
- Indicate the extent to which the Institute has been influential in your staying in the teaching profession.

No Influence	Some Influence	Significant Influence	Extensive Influence
1	2	3	4
- Indicate the extent to which you have developed any ongoing professional contacts (e.g. with other teachers, instructors, conference participants, etc.) as a direct result of this Institute.

No Contacts	Some Contacts	Significant Contacts	Extensive Contacts
1	2	3	4

SECTION B | CURRICULUM DESIGN

Items **7-10** relate specifically to the development or revision of your curricular goals and/or objectives.

- 7.** Indicate the level of change that has occurred in each of the following areas as a direct result of the Institute.

	No Change	Some Change	Significant Change	Extensive Change
Course offerings	1	2	3	4
Course objectives	1	2	3	4
Course content	1	2	3	4
Other (specify)	1	2	3	4

- 8.** If any changes occurred in any area of your course offerings, course objectives, or course content, indicate the type of effect on the following student characteristics that you believe can be attributed to these changes.

	No Change	Some Change	Significant Change	Extensive Change
Student Interest	1	2	3	4
Student Achievement	1	2	3	4
Classroom Tone	1	2	3	4

- 9.** If any changes occurred in any area of your course offerings, course objectives, or course content, check the closest estimate to how long it took to implement these changes.

- The school year following the Institute
- Two school years later
- Three school years later
- More than three school years later

- 10.** For each of the following sources, indicate the level of support for any changes in your curriculum design resulting from your Institute experience.

	No Support	Some Support	Significant Support	Extensive Support
Parish administration	1	2	3	4
School administration	1	2	3	4
Department heads	1	2	3	4
School faculty	1	2	3	4

SECTION C | CLASSROOM PRACTICE

Items 11-14 relate specifically to your teaching practices, including instructional methods (e.g., seminar presentations), student assignments (e.g., journal writing), and assessment techniques (e.g., portfolios).

- 11.** Indicate the level of change that has occurred in your classroom practice as a result of the Institute.

	No Change	Some Change	Significant Change	Extensive Change
Instructional methods	1	2	3	4
Student Assignments	1	2	3	4
Assessment Techniques	1	2	3	4
Other (specify)	1	2	3	4

- 12.** If any changes occurred in any area of your instructional methods, student assignments, or assessment techniques, indicate the type of effect on the following student characteristics that you believe can be attributed to these changes.

	No Effect	Some Effect	Significant Effect	Extensive Effect
Student interest	1	2	3	4
Student Achievement	1	2	3	4
Classroom Tone	1	2	3	4

13. If any changes occurred in any area of your instructional methods, student assignments, or assessment techniques, estimate how long it took to implement these changes.

- The school year following the Institute
- Two school years later
- Three school years later
- More than three school years later

14. For each of the following sources, indicate the level of support for any changes in your instructional methods, student assignments, or assessment techniques resulting from your Institute experience.

	No Support	Some Support	Significant Support	Extensive Support
Parish Administration	1	2	3	4
School Administration	1	2	3	4
Department Heads	1	2	3	4
School Faculty	1	2	3	4
Other Educators	1	2	3	4
Students	1	2	3	4
Parents	1	2	3	4
Others (specify)	1	2	3	4

SECTION D | CLASSROOM MATERIALS

Items 15-18 relate specifically to the materials used in your classroom, including textbooks, supplemental readings, and films/videos.

15. Indicate the level of change that has occurred in your choice of textbooks, supplemental readings, and films/videos as a result of the Institute.

	No Support	Some Support	Significant Support	Extensive Support
Textbooks	1	2	3	4
Supplemental Readings	1	2	3	4
Films/Video	1	2	3	4
Other (specify)	1	2	3	4

16. If any changes occurred with respect to your choice of textbooks, supplemental readings, or films/videos, indicate the type of effect on the following student characteristics you believe can be attributed to these changes.

	No Effect	Some Effect	Significant Effect	Extensive Effect
Student Interest	1	2	3	4
Student Achievement	1	2	3	4
Classroom Tone	1	2	3	4

17. If any changes occurred in respect to your choice of textbooks, supplemental readings, or films/videos, estimate how long it took to implement these changes.

- The school year following the Institute
- Two school years later
- Three school years later
- More than three school years later

18. For each of the following sources, indicate the level of support for any changes in your classroom methods resulting from your Institute experience.

	No Support	Some Support	Significant Support	Extensive Support
Parish Administration	1	2	3	4
School Administration	1	2	3	4
Department Heads	1	2	3	4
School Faculty	1	2	3	4
Other Educators	1	2	3	4
Students	1	2	3	4
Parents	1	2	3	4
Others (specify)	1	2	3	4

CHARACTERISTICS

SECTION E | *of the* INSTITUTE

19. Indicate your perception of the overall quality of the institutional resources (e.g., library resources, student services, etc.) used during the Institute.

Poor Match	Modest Match	Significant Match	Excellent Match
1	2	3	4

20. In comparison to other graduate courses you have taken, how useful was the Institute?

No Use	Little Use	Significant Use	Excellent Use
1	2	3	4

21. In comparison to other graduate courses you have taken, how intellectually rigorous was the Institute?

Not Rigorous	Less Rigorous	More Rigorous	Most Rigorous
1	2	3	4

22. How important was the stipend in your decision to attend the Institute?

No Importance	Little Importance	Significant Importance	Substantial Importance
1	2	3	4

23. Indicate the degree of adequacy of the Institution stipend.

Inadequate	Passable	Sufficient	Competitive
1	2	3	4

RESIDENTIAL

SECTION F | TRAINING CENTER

For items 24-30, assume that there will be no room or meal charge to you for use of the residential training center.

24. Assuming there will be no charge for the room and board, how interested would you be in attending a three-day to week-long advanced residential teacher seminar in humanities education (a shorter variation of the Institute) held in a residential/conference facility?

No Interest	Little Interest	Significant Interest	Substantial Interest
1	2	3	4

25. Would you be able to attend a three- to five-day advanced teacher residential seminar away from your school and home? YES NO

26. Would scheduling two to three days of the seminar on a weekend make it easier to attend? YES NO

27. Would your school district supply a substitute teacher for your classes if you were to attend a three- to five-day advanced teacher seminar?
 YES NO DON'T KNOW

28. Would you be able to attend a three- to five-day advanced teacher seminar if the cost of a substitute teacher for your class were provided to your school district?
 YES NO DON'T KNOW

29. Assuming rooming and a food allowance are provided, how important is receiving a stipend for the three- to five-day advanced teacher seminar in deciding whether to take the seminar?

No Importance	Little Importance	Significant Importance	Substantial Importance
1	2	3	4

30. What would be the best location for the residential training center?
 Alexandria Baton Rouge Lafayette New Orleans Shreveport

EDUCATIONAL EXPERIENCE

SECTION G | *and* RESPONSIBILITIES

31. How many Institutes have you attended? _____

32. If you have attended more than one Institute, list the name and year of each.

33. List the number of NEH Teacher Seminars you have taken. _____

34. Please check your *current* educational level.

- BA / BS MA / MS MS / MS plus 30 Ph.D / Ed.D

35. Please check your educational level at the time of the Institute.

- BA / BS MA / MS MS / MS plus 30 Ph.D / Ed.D

36. Check the area in which the *majority* of your *current* professional responsibilities fall.

- Teaching Administration Professional support
 Other (specify) _____

37. Indicate the approximate number of years of experience you have had working in the area you checked on item No. 34. _____ years

38. If you checked teaching in item No. 36, indicate the subjects and grade levels you *currently* teach.

Subjects	Grade Level
_____	_____
_____	_____
_____	_____

39. Check the area in which the majority of your professional responsibilities fell *at the time of the Institute*.

- Teaching Administration Professional support
 Other (specify) _____

40. If you checked teaching in item No. 39, indicate the subjects and grade levels you taught *at the time of the Institute*. Otherwise, skip to the next section.

Subjects	Grade Level
_____	_____
_____	_____
_____	_____

DEMOGRAPHIC

SECTION H | & EMPLOYMENT PROFILE

41. Age: _____

42. Gender: Female Male

43. Marital Status: Single Married
 Widowed Divorced or Separated

44. Race: Caucasian African-American Asian
 Hispanic Native American Other

45. Number of children living at home: _____

46. Annual family income:

- Below \$20,000 \$40,001 – \$50,000 \$20,001 – \$30,000
 \$50,001 – \$75,000 \$30,001 – \$40,000 More than \$75,000

47. Employment location: Urban Suburban Rural

48. Type of school: Public Private Parochial

Year	Project Title	Grant No.	Director	University
1990	Search for Democracy in Russia	90-046-002	Thomas C. Owen	Louisiana State University
1990	Shattered Innocence: Cinema/Youth/Values	90-046-003	Andrew Horton	Loyola University
1990	Children's Literature and Culture in French Language Programs	90-046-004	Robert C. Lafayette	Louisiana State University
1990	The Emergence of Modern Black Literature	90-046-009	Craig A. Milliman	Northwestern State University
1990	The Female Vision: American Women Playwrights	90-046-010	Dorothy H. Brown	Loyola University
1990	Science, Human Values, and Narrative Techniques in Science Fiction	90-046-016	Dennis E. Minor	Louisiana Tech University
1990	Four Southern Women Writers	90-046-018	Dorie LaRue & Helen Taylor	Louisiana State University Shreveport
1991	Louisiana Since Huey	91-046-070	Michael Kurtz	Southeastern Louisiana University
1991	Censorship in Young Adult Literature	91-046-071	C. Bruder and S. Iskander	University of Louisiana Lafayette
1991	Introduction to African Philosophy	91-046-072	Charles A. Frye	Southern University at New Orleans
1991	Shakespeare in His Time and Ours	91-046-073	James Lake	Louisiana State University Shreveport
1991	American Women Artists: Cultural Histories	91-046-074	Kim Finley-Stansbury	Southeastern Louisiana University
1991	The African Novel, A Teaching Resource	91-046-076	Phanuel Egejeru	Loyola University
1991	The Arts of War	91-046-077	James Dunaway	McNeese State University
1991	Redefining Southern Culture	91-046-079	John Lowe	Louisiana State University
1991	Two Louisiana Novelists	91-046-080	Huey Guagliardo	Louisiana State University Eunice
1991	The Old Testament as Literature	91-046-085	Edward C. Jacobs	Louisiana Tech University
1992	The Development of the English Novel: A (Re)Discovery of Women's Writing	92-197-001	Elisabeth Gibson	University of Louisiana Monroe
1992	The Chinese: Adapting the Past, Facing the Future	92-197-004	Gregory Levitt & Dr. Edward Lazzerini	University of New Orleans
1992	An Introduction to Classical Greek Mythology, Art and Literature	92-197-005	Robert E. Jungman	Louisiana Tech University
1992	Abraham Lincoln's Leadership in a Comparative and Historical Perspective	92-197-007	William Pederson	Louisiana State University Shreveport
1992	Writing Women Back Into History	92-197-012	Janet Allured	McNeese State University
1992	Athens in the Fifth Century	92-197-014	Darrel Colson & Jean D'Amato	Northwestern State University
1992	The 20th Century American Novel	92-197-015	Paralee Norman	Northwestern State University
1992	Growing Up Female: Where Psychological Theory and Literary Text Meet	92-197-019	Mary Wilson	University of Louisiana Lafayette
1992	Women's Creativity and Issues of Authorship	92-197-020	E. Gold and T. Fick	Southeastern Louisiana University
1992	Using Popular Culture	92-197-022	Robin Roberts	Louisiana State University
1992	The Louisiana Community: It's Culture, History, and Sources	92-197-023	Mark F. Fernandez	Loyola University
1993	Media Power and Responsibility	93-197-062	Peter Dart	McNeese State University
1993	Foundations of American Culture	93-197-063	James H. Dorman	University of Louisiana Lafayette
1993	The Origins of the South African Crisis: Images and Realities	93-197-064	Henry Efeso-Mokosso	Southern University at New Orleans
1993	Cultures and Literatures	93-197-065	Sura P. Rath	Louisiana State University Shreveport
1993	Comparative History of the Americas	93-197-066	Ralph Lee	Tulane University
1993	Varied Voices: 20th-Century Short Fiction in Europe and the Americas	93-197-068	Donald Kaczvinsky	Louisiana Tech University
1993	Form and Context: Movements in African-American Literature	93-197-070	Jo Ann Marx	Southern University & A&M College
1993	Shakespeare and His Fellow Dramatists	93-197-072	Helaine Ross	Northwestern State University
1993	Louisiana in Fact, Fiction and Film	93-197-075	Anna C. Burns	Louisiana State University Alexandria
1994	Women and Ethnic Groups in Modern American Autobiography	94-197-110	Robert Colbert	Louisiana State University Shreveport
1994	Images of America in Literature and Film	94-197-112	John May	Louisiana State University
1994	Negotiating Difference in 19th-Century American Literature	94-197-113	Thomas H. Fick	Southeastern Louisiana University
1994	An Introduction to Traditional and Contemporary African Art	94-197-115	Sara Hollis	Southern University

Year	Project Title	Grant No.	Director	University
1994	Rediscovering the Middle Ages	94-197-117	Jeffrey Galle	Xavier University
1994	Comedy and Culture	94-197-121	Andrew Horton	Loyola University
1994	Photography and American History	94-197-122	Leslie Parr	Loyola University
1994	The Search for Home: Place in American Literature	94-197-123	Jeffrey Galle	University of Louisiana Monroe
1994	Mark Twain: The Artist and His World	94-197-125	James D. Wilson	University of Louisiana Lafayette
1994	The Challenge of the First Amendment	94-197-129	Raymond S. Rodgers	McNeese State University
1995	The Bible as Literary Tradition	95-415-004	David Hodges	Grambling State University
1995	Teaching the Experience of the Vietnam War	95-415-005	Randy J. Fertel	Tulane University
1995	Louisiana Folklore and Tradition	95-415-008	David C. Estes	Loyola University
1996	Southern History in Film and Fiction	96-415-041	John P. Daly	Louisiana Tech University
1996	New Orleans Through its Sources	96-415-042	Mark F. Fernandez	Loyola University
1996	African-American Literature in the Classroom	96-415-043	Linda D. Hart	University of Louisiana Monroe
1996	American Humor and Democracy	96-415-044	John Lowe	Louisiana State University
1996	First Couples in the White House	96-415-046	William Pederson	Louisiana State University Shreveport
1996	Latin American History & Culture	96-415-047	H. Micheal Tarver	McNeese State University
1996	The Roaring '20s & the Great Depression	96-415-050	Anna C. Burns	Louisiana State University Alexandria
1996	Representing Nature	96-415-051	Michael Zimmerman	Tulane University
1997	Mark Twain and George W. Cable: Critics of Racial Policies	97-415-090	R. Allen Alexander	Nicholls State University
1997	Society & Culture in Early Modern France	97-415-091	Christopher A. Blackburn	University of Louisiana Monroe
1997	Echoes from a Distant Battlefield: Postwar Fiction & Poetry from America & Vietnam	97-415-094	Randy J. Fertel	Tulane University
1997	The Myth of Quest in Literature & Film	97-415-095	John May	Louisiana State University
1997	Discovering Shakespeare's Voice	97-415-096	Robert H. Davis	Louisiana State University
1997	20th Century Poetry: Social, Literary, and Artistic Intersections	97-415-099	Ralph Adamo	Loyola University
1997	Picturing the South: Southern Photography, Culture, and History	97-415-100	Leslie Parr	Loyola University
1997	Reviewing the British Tradition: Reading History & Race in Boewulf, Chaucer, Shakespeare & Milton	97-415-104	Eva Gold & Jana Schulman	Southeastern Louisiana University
1997	The Foundations of America: The Generation and Its Documents	97-415-106	Janet Allured & Carolyn DeLatte	McNeese State University
1998	We The People	98-604-001	Janet Frantz	University of Louisiana Lafayette
1998	The Motherhood Archetype in Literature	98-604-002	Mary Ann Wilson	University of Louisiana Lafayette
1998	Gender in the English Renaissance	98-604-004	Helaine Razovsky	Northwestern State University
1998	Women in the Arts	98-604-005	Saul Zalesch	Louisiana Tech University
1998	Folk & Fairytale: Structure, Theme, & Archetype	98-604-006	Delma McLeod-Porter	McNeese State University
1998	United States Policy and the Contemporary World	98-604-008	H. Micheal Tarver	McNeese State University
1998	Life and Story: Discovering the New Autobiography	98-604-009	Dorie LaRue	Louisiana State University Shreveport
1998	Cultures of India: A Multi-Media View	98-604-010	Sura P. Rath	Louisiana State University Shreveport
1998	Many Neighbors, Many Voices: Films, Literatures and Cultures in Contact in Asia, Latin America and the United States	98-604-011	Jeanne Gillespie	Southeastern Louisiana University
1998	American Women Writers in Context	98-604-012	Carol Mattingly	Louisiana State University
1998	Russian Nationalism from Dostoevsky to Solzhenitsyn	98-604-013	Thomas C. Owen	Louisiana State University
1998	Writing Race: Louisiana Literature and the African American Experience	98-604-016	David C. Estes	Loyola University
1998	Teaching the Content of World Civilization with Joy and Enthusiasm	98-604-017	Benjamin Wren	Loyola University
1998	Contexts of Greek Myth	98-604-018	Davina McLain	Loyola University



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