



**Education  
By Design™**

**Evaluation Research**  
*Year One*  
**2003**

**Prepared by**  
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**September, 2003**

# Introduction

The author was contracted to complete work on Education By Design's first year of evaluation research. Because the author was not a part of the survey instrument design process or the development of overall research goals, objectives and methodologies, he is in a unique position to offer constructive criticism on all aspects of the project so that it may be improved in future years.

The following is the project summary provided by EBD staff to the author:

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## **Education By Design: An Effectiveness and Satisfaction Study Project Summary**

**Project administration:** This study will be conducted through collaboration between Education By Design and The Center for Multicultural Research and Practice. Both entities are a part of the Antioch New England Graduate School. The creation of survey tools, designation of survey population, and final report creation will be the responsibility of EBD. Survey administration and desegregation of data will be the responsibility of the CMRP.

**Rationale:** Based on archival data gathered from satisfaction surveys following individual institutes, as well as follow-up surveys administered in mid-October, we have concluded that most individuals have a high degree of satisfaction with the EBD institutes in the immediate aftermath. There is not, however, long-term data to determine whether this satisfaction translates to changes in classroom practice or increases in student achievement or satisfaction.

**Purpose:** The purpose of this study is:

1. To evaluate the effectiveness of the Education By Design (EBD) instructional model in changing classroom practice.
2. To evaluate the satisfaction of students, parents, teachers and administrators with the effects of implementation of the EBD model.

### **Timeline:**

Instrument Completion: October 15, 2002

Research Assistant Selection: November 1, 2002

School Contacts: February 1, 2003 (In order to facilitate board/ superintendent approval)

School Consent Received: February 15, 2003

Parent Consent Letters Out: February 22, 2003

Parent Consent Due: March 6, 2003

Population Selection: March 6, 2003

Schedule Administration: March 13, 2003  
Survey Administration: Week of April 14, 2003  
Survey Administration Deadline: May 30, 2003  
Data compilation and desegregation: June 30, 2003  
Report completion: July 30, 2003

**Population:** Surveys will be administered to the following groups:

- ◆ Administrators of representative schools in which individuals have participated in EBD institutes between 1996 and present. (Representative= 6 New England, 2 New York and 2 UK schools which have agreed to participate in the project)
- ◆ 10 Teachers from the schools designated above and selected at random from those who have participated in an EBD institute between 2000 and present. (Random selection= every third teacher listed in the EBD contact database who meets the previously described criteria and who has agreed to participate in the project)
- ◆ Students of the teachers designated above. (Secondary: one class, Elementary: main class)

**Methodology:** Data for this study will be gathered through surveys administered to all subjects.

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The following report is organized into three sections according to the major groups surveyed: Administrators, Teachers, and Students. Each section provides a critique of the instrument and some basic initial analysis of the data that was collected. Appendices A, B, and C display the original surveys, while appendices D, E, and F show the author's suggestions for revisions. *NOTE:* The suggested revisions to the instruments are largely formatting and presentation considerations, as well as the addition of introductory statements and instructions. As is noted throughout the report, much more substantive revisions need to be made based on a clearer understanding of what types of questions will actually produce useful data that meet the project's goals.

## Administrator Data

### **Overall satisfaction among school administrators with EBD Institutes**

A total of 4 administrators participated in the survey. The administrator survey instrument opens with the following questions which ask them about their satisfaction with the EBD Institute. Clearly, the administrators are satisfied with the Institute delivered at their schools, as indicated by 100% of them being *very likely* to recommend an EBD Institute to a teacher, as well as 100% of them being *very likely* to encourage participation by teachers at their schools should another EBD Institute be offered there. Administrators also find EBD Institutes an effective approach for their teachers as

indicated by 75% ranking the EBD Institute as *Very Effective* and 25% ranking it as *Effective*.

| QUESTION   | Very Likely    | Likely    | Somewhat Likely    | Somewhat Unlikely    | Unlikely    | Very Unlikely    |
|--|----------------|-----------|--------------------|----------------------|-------------|------------------|
| 1. How likely would you be to recommend an Education By Design (EBD) Institute to a teacher?                     | 100%           | 0%        | 0%                 | 0%                   | 0%          | 0%               |
| 2. If another EBD workshop or institute was offered, how likely would you be to encourage teacher participation? | 100%           | 0%        | 0%                 | 0%                   | 0%          | 0%               |
| QUESTION   | Very Effective | Effective | Somewhat Effective | Somewhat Ineffective | Ineffective | Very Ineffective |
| 3. In your experience, how effective is the EBD approach for your teachers?                                      | 75%            | 25%       | 0%                 | 0%                   | 0%          | 0%               |

### Administrator opinions of the effectiveness of the EBD model for various sub-groups of students

Questions 5a-5i asked the administrators to rank the effectiveness of the EBD model for various sub-groups of students in their schools. The table below summarizes that data. In general, the administrators find the EBD model *Effective* for all the sub-groups of students listed. The only notable variations in this pattern were that all of the administrators found the EBD model *Very Effective* with gifted/talented students. In addition, 25% of the administrators found the model *Very Effective* with physically, learning and behaviorally disabled students. Finally, only one administrator found the model just *Somewhat Effective* for behaviorally disabled students.

| QUESTION   | Very Effective | Effective | Somewhat Effective | Somewhat Ineffective | Ineffective | Very Ineffective |
|--|----------------|-----------|--------------------|----------------------|-------------|------------------|
| 5a. How effective are the EBD model's techniques with racial and ethnic minorities in your school? | 0%             | 100%      | 0%                 | 0%                   | 0%          | 0%               |
| 5b. How effective are the EBD model's techniques with ESL students in your school?                 | 0%             | 100%      | 0%                 | 0%                   | 0%          | 0%               |
| 5c. How effective are the EBD model's  |                |           |                    |                      |             |                  |

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| techniques with girls in your school?  | 0%   | 100% | 0%  | 0% | 0% | 0% |
| 5d. How effective are the EBD model's techniques with boys in your school?                           | 0%   | 100% | 0%  | 0% | 0% | 0% |
| 5e. How effective are the EBD model's techniques with low income students in your school?            | 0%   | 100% | 0%  | 0% | 0% | 0% |
| 5f. How effective are the EBD model's techniques with physically disabled students in your school?   | 25%  | 75%  | 0%  | 0% | 0% | 0% |
| 5g. How effective are the EBD model's techniques with learning disabled students in your school?     | 25%  | 75%  | 0%  | 0% | 0% | 0% |
| 5h. How effective are the EBD model's techniques with behaviorally disabled students in your school? | 25%  | 50%  | 25% | 0% | 0% | 0% |
| 5i. How effective are the EBD model's techniques with gifted/talented students in your school?       | 100% | 0%   | 0%  | 0% | 0% | 0% |

### Administrator opinion of the effectiveness of the EBD model at increasing collaboration

Questions 6a-6f asked administrators to rank the effectiveness of the EBD model at increasing collaboration between various groups related to the school. As can be seen in the table below, the administrators generally find the EBD model *Very Effective* or *Effective* at increasing collaboration among the sub-groups listed. The only notable exceptions are that the administrators provide somewhat lower rankings as to this effectiveness for collaboration among parents/administrators and parents/students. Still, the lower ranking is at least *Somewhat Effective*.

| QUESTION                                      | Very Effective | Effective | Somewhat Effective | Somewhat Ineffective | Ineffective | Very Ineffective |
|---|----------------|-----------|--------------------|----------------------|-------------|------------------|
| 6a. How effective has the Education By Design | 25%            | 50%       | 25%                | 0%                   | 0%          | 0%               |

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| methodology been in increasing collaboration among parents and teachers?   |     |     |     |    |    |    |
| 6b. How effective has the Education By Design methodology been in increasing collaboration among students and teachers?      | 50% | 50% | 0%  | 0% | 0% | 0% |
| 6c. How effective has the Education By Design methodology been in increasing collaboration among students?                   | 75% | 25% | 0%  | 0% | 0% | 0% |
| 6d. How effective has the Education By Design methodology been in increasing collaboration among teachers?                   | 50% | 25% | 25% | 0% | 0% | 0% |
| 6e. How effective has the Education By Design methodology been in increasing collaboration among parents and administrators? | 0%  | 25% | 75% | 0% | 0% | 0% |
| 6f. How effective has the Education By Design methodology been in increasing collaboration among parents and students?       | 0%  | 25% | 75% | 0% | 0% | 0% |

**Administrator perceptions of teacher use of EBD techniques**

Question 7 asked administrators to rank how often they think their teachers are using techniques taught to them in the EBD Institute. Generally, the administrators seem to think that their teachers are using EBD techniques at least 4 times per month, with one giving a lower usage of 2-2 times per month and one giving a higher usage of every day.

| QUESTION   | Every Day | 4+ Times Per Month | 2-3 Times Per Month | Monthly | Bi-Monthly | Never |
|--|-----------|--------------------|---------------------|---------|------------|-------|
| 7. How frequently do your teachers use the techniques taught in the Education By Design Institute? | 25%       | 50%                | 25%                 | 0%      | 0%         | 0%    |

**Demographic information about the administrators**

50% of the administrators were male and 50% were female. All the administrators were white/Caucasian. Their average age was 46. Their average length of service as administrators was 9 years (note that this average would have been slightly higher except that one administrator had a much shorter term of service at 4 years). 2 of the administrators have not attended an EBD Institute. One has attended a Level I Institute, and one has attended a Level II Institute.

# Teacher Data

## Overall satisfaction among school administrators with EBD Institutes

A total of 31 teachers participated in the survey. The teacher survey instrument opens with the following questions which ask them about their satisfaction with the EBD Institute. The teachers are largely satisfied with the Institute delivered at their schools, as indicated by only 10% of teachers being *Somewhat Unlikely* or *Very Unlikely* to recommend an EBD Institute to a peer, with the remaining 90% being either *Very Likely*, *Likely*, or *Somewhat Likely* to do so. If another Institute were offered at their schools, 81% of the teachers would probably attend, but 19% probably would not. All the teachers surveyed find EBD Institutes an effective approach for their students, although they were equally divided between *Very Effective*, *Effective*, and *Somewhat Effective*. No teachers ranked them as ineffective.

| QUESTION   | Very Likely    | Likely    | Somewhat Likely    | Somewhat Unlikely    | Unlikely    | Very Unlikely    |
|--|----------------|-----------|--------------------|----------------------|-------------|------------------|
| 1. How likely would you be to recommend an Education By Design (EBD) Institute to a peer?    | 55%            | 13%       | 23%                | 7%                   | 0%          | 3%               |
| 2. If another EBD workshop or institute was offered, how likely would you be to participate? | 42%            | 10%       | 29%                | 13%                  | 3%          | 3%               |
| QUESTION   | Very Effective | Effective | Somewhat Effective | Somewhat Ineffective | Ineffective | Very Ineffective |
| 3. In your experience, how effective is the EBD approach for your students?                  | 33%            | 33%       | 33%                | 0%                   | 0%          | 0%               |

*NOTE: some percentages do not total 100 due to rounding.*

### Teacher opinions of the effectiveness of the EBD model for various sub-groups of students

Questions 5a-5i asked the teachers to rank the effectiveness of the EBD model for various sub-groups of students in their schools. The table below summarizes that data. In general, there is much more variance among the teachers than administrators concerning the effectiveness of the EBD model for the various sub-groups of students listed.

| QUESTION   | Very Effective | Effective | Somewhat Effective | Somewhat Ineffective | Ineffective | Very Ineffective |
|--|----------------|-----------|--------------------|----------------------|-------------|------------------|
| 5a. How effective are the EBD model's techniques with racial and ethnic minorities in your school? | 11%            | 44%       | 33%                | 11%                  | 0%          | 0%               |
| 5b. How effective are the EBD model's techniques with ESL students in your school?                 | 0%             | 40%       | 20%                | 40%                  | 0%          | 0%               |
| 5c. How effective are the EBD model's techniques with girls in your school?                        | 27%            | 57%       | 17%                | 0%                   | 0%          | 0%               |
| 5d. How effective are the EBD model's techniques with boys in your school?                         | 10%            | 55%       | 31%                | 3%                   | 0%          | 0%               |
| 5e. How effective are the EBD model's techniques with low income students in your school?          | 4%             | 48%       | 33%                | 15%                  | 0%          | 0%               |
| 5f. How effective are the EBD model's techniques with physically disabled students in your school? | 0%             | 39%       | 39%                | 23%                  | 0%          | 0%               |
| 5g. How effective are the EBD model's techniques with learning disabled students in your school?   | 11%            | 33%       | 52%                | 4%                   | 0%          | 0%               |
| 5h. How effective are the EBD model's techniques with behaviorally disabled students               | 4%             | 40%       | 32%                | 20%                  | 4%          | 0%               |

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| in your school?  |     |     |     |    |    |    |
| 5i. How effective are the EBD model's techniques with gifted/talented students in your school? | 40% | 40% | 20% | 0% | 0% | 0% |

*NOTE: some percentages do not total 100 due to rounding.*

**Teacher opinion of the effectiveness of the EBD model at increasing collaboration**

Questions 6a-6f asked teachers to rank the effectiveness of the EBD model at increasing collaboration between various groups related to the school. As can be seen in the table below, the teachers once again have a much more variable view of the effectiveness of the EBD model for increasing collaboration.

| QUESTION  | Very Effective | Effective | Somewhat Effective | Somewhat Ineffective | Ineffective | Very Ineffective |
|---|----------------|-----------|--------------------|----------------------|-------------|------------------|
| 6a. How effective has the Education By Design methodology been in increasing collaboration among parents and teachers?  | 0%             | 33%       | 48%                | 15%                  | 4%          | 0%               |
| 6b. How effective has the Education By Design methodology been in increasing collaboration among students and teachers? | 29%            | 43%       | 29%                | 0%                   | 0%          | 0%               |
| 6c. How effective has the Education By Design methodology been in increasing collaboration among students?              | 22%            | 63%       | 15%                | 0%                   | 0%          | 0%               |
| 6d. How effective has the Education By Design methodology been in increasing collaboration among teachers?              | 29%            | 36%       | 29%                | 4%                   | 4%          | 0%               |
| 6e. How effective has the Education By Design methodology been in increasing collaboration among parents                | 5%             | 26%       | 13%                | 4%                   | 0%          | 0%               |

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| and administrators?  |    |     |     |     |    |    |
| 6f. How effective has the Education By Design methodology been in increasing collaboration among parents and students? | 0% | 35% | 48% | 13% | 4% | 0% |

*NOTE: some percentages do not total 100 due to rounding.*

### **Teacher use of EBD techniques and tools**

Question 7 asked teachers to rate how frequently they use EBD techniques. EBD techniques are used in the teachers' classrooms on at least a monthly basis (only one teacher reported using EBD techniques on a bi-monthly basis), with a full 27% using them every day.

| <b>QUESTION</b>  | <b>Every Day</b> | <b>4+ Times Per Month</b> | <b>2-3 Times Per Month</b> | <b>Monthly</b> | <b>Bi-Monthly</b> | <b>Never</b> |
|--|------------------|---------------------------|----------------------------|----------------|-------------------|--------------|
| 7. How frequently do you use the techniques taught in the Education By Design Institute? | 27%              | 17%                       | 23%                        | 30%            | 3%                | 0%           |

### **Demographic information about the teachers**

17% of the teachers were male and 83% were female. All the teachers were white/Caucasian. Their average age was 38. Their average length of service as teachers was 12 years. 39% of the teachers have attended a Level I Institute, 36% a Level II Institute, and 26% a Level III/Crafting Institute.