

# **Quantum Learning Evaluation**

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## **Overview Of Findings and Recommendations**

### **5 Minute Survey**

Overall 296 participants from 11 schools responded to the survey. 63.9% of the participants rated the effectiveness of the presentation as a 10. Given this rating one may conclude that the presentation was extremely effective. See Part 2.

### **Teacher survey**

The responses show that the trainings are impacting the classroom and teachers behavior at various levels. While the teachers may not be implementing all tools due to time constraints, lack of individual support and mentoring, they are overall supportive of the trainings and feel that the trainings are making a positive impact on various aspects of student engagement in learning and behavior in the classroom. See Part 3.

### **Principal Support**

Overall the findings for the services she provided were high. Based on a scale of 1-5 her respondents rated her a 5 for helpfulness, communication skills and her mentoring and shadowing skills. The respondents rated her slightly lower for creating resources (4.83) and problem solving skills (4.88). It is significant to note that the principals may need to have more assistance in helping their teachers in applying the information at a level that changes teacher behavior (3.42). See Part 4.

### **Focus Group**

Most teachers admitted to using only the basic tools learned during Levels 1 and 2 and not much more. Time was a factor: teachers felt that they needed more time to apply the valuable information they received from the later trainings (level 3-5). In addition they voiced concerns about the need for refresher/follow up trainings during the 2003-04 school year in order to be able to apply the information they learned during the 2002-03 school year.

The teachers felt that the trainings should have been scheduled closer throughout the school year. Time was a mitigating factor in the teacher's ability to remember basic Quantum Learning terminology and concepts. They also felt that the trainings could have provided more explicit directions on how to use the tools (e.g. what specific music to use and when to use it), and a completed training manual. Teachers felt that the information was useful and immediately applicable to their classroom. It was valuable in helping them to bond with their colleagues. See Part 5.

### **Document review**

Based on the review of various documents KK provided valuable specialized support services to principals. See Part 6.

## **EXECUTIVE SUMMARY:**

### **Teacher Training Institute Projects**

The Teacher Training Institute Projects provide Quantum Learning training for teachers and administrators, and specialized support services for principals (e.g., mentoring, observations, collegial support, professional development, resources).

The purpose of these projects is to assist administrators and teachers to build capacity individually and as a professional learning community to increase student achievement. The mission of the Teacher Training Institute is “to make a difference in education together; specifically to help teachers and principals develop effective capacity, understanding and tools with which to improve student achievement, motivation, and comprehension, and to strengthen collegial culture” (Knox, 2002). Training and support is provided primarily by Kathryn Knox, Ph.D., President of the Teacher Training Institute.

### **Purpose**

The primary purpose of this external evaluation is to assess the impact of Quantum Learning Training on teacher and administrator capacity, and on student motivation and achievement. In addition, the purposes were to ascertain from principals the impact of specialized support services on teacher capacity and teachers’ perceptions regarding the impact of Quantum Learning training on student achievement.

### **Scope**

Teachers from seven schools were surveyed on their levels of implementation of Quantum Learning strategies. Overall, 95 teachers responded to the survey. Nine principals completed the Principal’s Survey designed to measure their level of satisfaction with the specialized support they received from Kathryn Knox, Ph.D. Five-minute surveys were used to assess participants’ satisfaction with Quantum Learning sessions (Levels I-V); two-hundred and ninety-six participants from 11 schools completed surveys. While some of the schools participated in the trainings, other schools elected to receive only the specialized support; some schools elected to receive both the trainings and specialized support.

### **Methodology**

The evaluators used qualitative and quantitative data from five different sources:

- 1. 5-Minute Survey.** The evaluators distributed the Quantum Learning 5-Minute Survey designed by the Learning Forum to teachers and administrators who participated in level-specific trainings. The 5-Minute Survey was administered immediately after training sessions. The purpose of this survey was to rate the effectiveness, clarity, and usefulness of the presentation. Participants were also asked to rate the presentation based upon how motivating it was for them. Other questions solicited information on valuable parts of the presentation and suggestions for improvement of the presentation.

- 2. Teacher Survey.** The Quantum Learning for Teachers Level 1-5 Training Survey designed by the Learning Forum was administered to participants. The purposes of this survey were to measure the level of implementation of Quantum Learning methods/strategies, to determine the level of implementation based upon the various Levels of training (1-5) in which the participants engaged and the ways in which they applied this training to their teaching, the enhancement of the classroom environment, to increase student engagement and achievement, their relationships and interactions with their students, in areas of classroom management, and in the enhancement of their interest and enjoyment of teaching. The survey included a section on specific Colorado Teaching Standards (#1, #3, #5 & #6) and national teaching standards dealing with commitment to students and their learning, content knowledge in the area of teaching, managing and monitoring student learning, commitment to lifelong learning and professional development, and commitment to being a member of a learning community. A teacher from each school assumed responsibility for administering, collecting the surveys, and mailing them to the evaluators.
- 3. Principal Support Survey.** The evaluation team used a survey designed in conjunction with Kathryn Knox, Ph.D. to measure the effectiveness of the support principals received from Kathryn Knox, Ph.D., President of the Teacher Training Institute. Examples of this support were her helpfulness, her ability to communicate with principals and make appropriate suggestions, creating and providing resources, mentoring/shadowing skills, and problem solving skills, and the content and effectiveness of her presentations. Principals were asked to quantify the changes in teacher behaviors they observed as a result of the Quantum Learning training, aspects of the training they found valuable, and how they were applying the information they learned.
- 4. Focus Groups.** The evaluation team conducted focus group interviews with teachers and administrators who received all Level 1-5 trainings. Purpose was to explore challenges and successes that were not captured by the surveys.
- 5. Document Review.** The evaluation team reviewed examples of specialized services (e.g., mentoring and support) provided by Kathryn Knox, Ph.D. These documents provided qualitative information on the specialized services, including the scope and quality of the interactions and recommendations Kathryn Knox, Ph.D. provided to principals