

Paper for Review

Introduction

The data collected during the assessment provides the knowledge for developing an efficient employee orientation in the education sector. A well-designed and well-planned new teacher orientation can help the education sector establish long-term and healthy connections with the teachers and the organization (Roeser et al., 2012; Abdullah, 2020). This is considered an efficient and valuable tool for increasing employee happiness and contributing to achieving the organization's objectives. Because of this, the orientation process can be affected for further verification of the designs leading to new ideas to meet the needs of our workers while preparing them for a new position and meeting the organization's objectives. The design and evaluation stages of newly hired teachers are highlighted in this paper, which includes the training objectives, technique, overview and materials, and evaluation procedure.

Design

The next step in this process is designed. Finally, the following actions will be carried out to develop the training program.

- The identification of the objectives of the training
- Creation of an appropriate lesson plan for training
- Determination of training guide
- Execution of training in different ways
- Developing and acquiring resources for learners

Training Objectives

Their training guide is based on the information obtained during the assessment stage to make the teachers more efficient. The main objective of this training is to equip the teachers with strategies to reduce biases. Following are the goals of the training regarding teachers:

Making the teachers are aware of the consequences of discrimination or preferences in the class
Efficient communication strategies to build the bond between the teacher and student (Quinn, 2020). Involvement of different activities of the students with the teacher for a better understanding. Familiarize with different strategies to engage the students during lectures and other class activities. Continuous feedback on the teaching methodologies by the students to make teaching more efficient

Training Methods

The training aims to make the teachers aware of different strategies to engage the students in the class to remove biases or discrimination. The training includes both the existing and newly hired features; therefore, various training delivery techniques will be adopted. These will be consistent with the organization's criteria to appeal to different components to adopt strategies. Following training approaches will be used:

Group activities

Audio-video lectures

Workshops on eLearning

When it comes to establishing a training program, group activities can be considered one of the most popular approaches to be used. This strategy will be used since it enables different people to contribute to one another, depicting other skills. This strategy is also efficient because it accommodates more individuals to participate in training as a single unit, including their participation in lectures, case studies, and discussions.

Video and oral lectures are considered one of the most efficient tools during training programs. It is because video communication is deemed to retain in mind 95% of the time while listening to the lecture also helps understand and memorize things (Madhuri, 2013). In this, the

training manager will deliver essential information and the importance of maintaining the class discipline based on equality among the existing and newly recruited teachers. They will also be briefed about the consequences of biases and discriminatory behavior among the students. As the video and oral lectures are recorded, the teachers will have access to the web link to help them resolve any issues. The oral and video lessons will also include strategies that can help increase the number of students in the class, outlining the importance of active participation in fulfilling the training objectives.

A workshop regarding e-learning will also be a part of the training session. E-learning is considered one of the essential elements for which the teachers should be briefed regarding their procedures. Moreover, due to covid-19, e-learning has become an important aspect that can be availed anytime, leading to continuing education. Therefore, the newly recruited teachers and others will be briefed about the e-learning system.

Proposed Instructors

The training includes the knowledge of educational strategies and up-gradation of the e-learning system so that the main structures will be appointed. The instructors will have a clear understanding of the objectives and importance of the program. As the teachers will be trained to use efficient strategies to increase student engagement in the class, an educationist will be appointed for the training with experience. Similarly, it also includes the knowledge of soft skills, which consists of using different software through which e-learning can be promoted.

Tentative Training Outline

The training will be conducted for two days for a month leading to eight training sessions. The duration of the training will last from 10 a.m. to 3 p.m. Daily activities will be performed, and the progress will be assessed to the feedback. Moreover, the survey questionnaire

will also be distributed to observe the participants' learning. The assessment will also help in devising the success ratio of the training.

Training Materials

The training material for the training program will consist of different items. First, the participants will be given a training plan to be briefed about training. Other materials required for the activity will include the attendance, policies, and material needed to carry out the audio-video lectures and workshops. Availability of laptops for computers will also be made sure to teach the teachers about e-learning modules.

Evaluation

Evaluation is aimed at assessing the procedure and the development program discussed in the training and its efficiency. According to Warner, evaluation is a critical key process in HRD. It is the only way you can determine HRD has completed its objectives (Warner, 2007). To determine whether an organization's training has the desired outcome, training evaluation is critical to assess. It is important to understand the different training evaluation models and methods while applying the most suitable ones enables one's organization to improve the effectiveness of the training and, ultimately, improve the organizational performance. The systemic process of analyzing the training programs to ensure that it is delivered effectively and efficiently is training evaluation. This evaluation identifies training gaps and discovers opportunities for improving training programs.

Procedure of Evaluation

Evaluation is considered the final step in the training program to check the participants' efficiency and learning. The evaluation assesses whether the implementation of its training

program is successful in achieving its goals and objectives. Different evaluation procedures can be adapted according to the training programs and the participants. The evaluation will be based on pre-and post-assessments. The processing payment will help the trainers understand the teachers' level regarding the teaching strategies and the knowledge regarding e-learning systems. The post-assessment will help determine the success ratio after comparing the results with the pre-assessment. Along with that, the evaluation will also include feedback from the participants. All of these selectively will be used for the assessment and evaluation of the training leading to the determination of the success of the training.

Evaluation Instruments

The first and foremost tool for the evaluation to be used as an instrument includes the questionnaires (Remesal et al., 2017). The questionnaire will be based on the questions that will help the trainers to receive feedback from the participants regarding the efficiency and benefits of a training program. In addition, these questionnaires include a set of questions according to the trainees' experiences. Additionally, audio-visual presentations will also be a part of the evaluation where the participants will be asked to present regarding particular situations.

After implementing the questionnaires as an assessment tool, the data will be assessed and analyzed to separate the participants' responses and feedback. This questionnaire can be considered an efficient tool for determining the participants' understanding levels, allowing the trainer to evaluate the success of the training session. The questionnaire will be based on open- and closed-ended questions so that all sorts of feedback can be achieved to define the benefit of the training session.

Sample Questions:

These questions include the following:

1. Do I typically go to the same students to lead projects or other assignments?
2. Do I create opportunities for other students to demonstrate their capabilities and potential?
3. How do I identify and choose students for visual recognition?
4. How can I contribute to inclusive learning?
5. Do I typically recognize students that look like me or have a similar background?
6. What are the critical components of ensuring that the training achieves its goals?
7. Is there any other school district that is modeling the way with inclusive learning?

The above survey questions will provide necessary details on how to effectively implement an instructor implicit and unconscious bias training program that can help minimize exclusion and absenteeism and improve student productivity and the overall engagement of the instructors. The survey will involve 20 instructors who work at the school selected based on different aspects to address the gap between diversity and inclusion.

Data analysis

Reliability, validity, and practicality are vital issues when using data collection methods. Being able to answer the following questions will determine whether the training was worth the organization investment.

1. *How effective was the training in helping learners gain relevant knowledge and skills?*
2. *Were the learners able to apply what they learned to improve their performance at work?*
3. *What other benefits did the training program achieve?*

Conclusion

Training is about improving not only the group performances but individuals which in turn will improve the overall performance of the organization. It is vital to evaluate the effectiveness of training and ensure that all learning goals and objectives were achieved. For this training program to be vital, the organization needs to review what was learned to improve training. Training should not be one time event. There must always be continuous learning paths for the organization to succeed.

The current training program aims to make the teachers aware of different strategies and techniques in the class to make the children more engaging and active during class activities and lectures. It also aims to avoid any prejudices that directly or indirectly prejudice the students. The training was also named at familiarizing the teachers with e-learning systems which will be helpful. The training will include different strategies, including audio-visual presentations, group activities, and e-learning systems. The assessment will be based on a questionnaire comprising both open and closed-ended questions helping to determine the success rate of the training.

References

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Appendix

Five Levels of Professional Development Evaluation

Evaluate Five Levels of Professional Development Evaluation From Gasky, T. R., (2000). Evaluating Professional Development Evaluation. Thousand Oaks, CA: Corwin Press, pp. 79-81.				
 This material is based upon work supported by the National Science Foundation under Grant No. 0802245. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.				
Evaluation level	What questions are addressed?	How will the information be gathered?	What is measured or assessed?	How will the information be used?
1. Participants' reactions	- Did they like it? - Was their time well spent? - Did the material make sense? - Will it be useful? - Was the leader knowledgeable and helpful? - Were the refreshments fresh and tasty? - Was the room the right temperature? - Were the chairs comfortable?	- Questionnaires administered at the end of the session - Focus groups - Interviews - Personal learning logs	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' learning	Did participants acquire the intended knowledge and skills?	- Paper-and-pencil instruments - Simulations and demonstrations - Participant reflections - Participant portfolios - Case study analyses	New knowledge and skills of participants	To improve program content, format, and organization
3. Organization support and change	- What was the impact on the organization? - Did it affect organizational climate and procedures? - Was implementation advocated, facilitated, and supported? - Was the support public and overt? - Were problems addressed quickly and efficiently? - Were sufficient resources made available? - Were successes recognized and shared?	[College] records - Minutes from follow-up meetings - Questionnaires - Focus groups - Structured interviews with participants and [college] administrators - Participant portfolios	The organization's advocacy, support, accommodation, facilitation, and recognition	- To document and improve organizational support - To inform future change efforts
4. Participants' use of new knowledge and skills	Did participants effectively apply the new knowledge and skills?	- Questionnaires - Structured interviews with participants and their [department chairs] - Participant reflections (oral and/or written) - Participant portfolios - Direct observations - Video- or audiotapes	Degree and quality of implementation	To document and improve the implementation of program content
5. Student learning outcomes	- What was the impact on students? - Did it affect students' performance or achievement? [Did it influence students' employability?] [Did it affect students' work performance?]	- Student records [College] records - Questionnaires - Structured interviews with students, [instructors, and, and/ or employers] - Participant portfolios	- Student learning outcomes: - Cognitive (performance and achievement) - Affective (attitudes and dispositions) - Psychomotor (skills and behaviors)	- To focus and improve all aspects of program design, implementation, and follow-up - To demonstrate the overall impact of professional development

³ Text in brackets has been modified from the original to fit the community college context.

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