Hanford Teacher Induction Program

A Report on the Mid-Year Survey of Candidates

2018-2019

prepared for the

Hanford Elementary School District

by the

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1 EXECUTIVE SUMMARY

This survey of teacher induction candidates was part of the formative and summative program evaluation of the Hanford ESD Teacher Induction Program. Its purpose was to both collect evidence for program implementation and effectiveness and to serve as a road map for program improvement. The questions focused on two key questions that research has shown are of prime importance to the success of induction teacher candidates:

1. Is this Teacher Induction Program (TIP) being implemented in accordance with the require CTC Standards?
2. Are candidates and mentors provided with the environment, support, professional learning, and resources that will ensure they are successful in their role and with students?

Results pointed to evidence that:
This program is generally being implemented in accordance with the required CTC Standards.

- Standard deviations were all well below 1.0. This means that respondents answered rating questions similarly.
- Candidates and their mentors seem to function in an environment that is supportive of their work and has needed resources. Adequate professional learning is available and individualized. They are assigned a mentor within 30 days of beginning teacher and begin working with that mentor within one week of enrolling in this program. They are receiving weekly one on one support of at least one hour about issues related to teaching practice. They developed their ILP goals within the first 60 days.
- It can unequivocally be stated that this program is being implemented in accordance with CTC standards and that candidates are being provided with what they need to be successful.

Mean results for individual questions for are shown in the table below. All rating question responses were designed to use a positively skewed four-point forced choice Likert scale. The results in the table are color coded as follows: **green** indicates where results are strongly positive (3.75 out of 4), and **red** indicates an area for possible improvement (below 3.0 out of 4). The indicators *PC, PS, CS,* following each question are related to the alignments of questions to Standards. These are explained further in the next section (Survey Design and Methodology) but left in the table for ease of reference.

Candidate Questions	Candidate
Were you assigned a mentor within 30 days of you beginning teaching in your first year? (PS2) *(% Yes)*	100.0%
When did you actually begin working with your mentor in your first year of this Induction Program?	
Before or at the same time as enrolled	78.6%
Within one week of enrolling	21.4%
Within one month of enrolling	0.0%

Approximately two months after enrolling	0.0%
I was assigned but have not yet working with	0.0%
I have not been assigned	0.0%
Generally, are you meeting, in person, with your mentor (teacher candidate) (or with someone else, but coordinated by you or your mentor) for an average of at least one hour per week about issues related to teaching practice? (PC3) *(% Yes)*	100.0%
On average, how frequently are you meeting, in person, with your candidate/mentor (or someone else, but coordinated by your mentor) about issues related to your teaching practice? (PC3) *(% At least weekly)*	100.0%
Generally, are meetings with your mentor or candidate(s) one-on-one or in a group? (PC3)	**Candidate**
One-on-one	100.0%
Group	0.0%
Did you develop Individualized Learning Plan (ILP) goals with your teacher candidate(s) (mentor) within the first 60 days they (you) were enrolled in this Teacher Induction Program? (PC4) *(% Yes)*	100.0%
On which of the CSTP(s) is your current Individual Learning Plan (ILP) and professional learning focused? (Mark all that apply.) (Information only, No analysis +-) (PS3 and PS4)	**Candidate**
CSTP 1. Engaging and Supporting all Students in Learning	46.4%
CSTP 2. Creating and Maintaining Effective Environments for Student Learning	71.4%
CSTP 3. Understanding and Organizing Subject Matter for Student Learning	39.3%
CSTP 4. Planning Instruction and Designing Learning Experiences for all Students	39.3%
CSTP 5. Assessing Students for Learning	39.3%
CSTP 6. Developing as a Professional Educator	28.6%
How many in-depth visits to your classroom (to observe and give you feedback) has your mentor made so far this year? (PS 3 & 4)	**Candidate**
Three or more visits	96.4%
Two visits	3.6%
One visit	0.0%
No visits so far this year	0.0%
Please rate the extent you agree or disagree with the following statements: *(4=Strongly Agree; 3=Moderately Agree; 2=Slightly Agree; 1=Do not agree)*	**Candidate**

a. I have the necessary resources available to me in order for me to accomplish the goals of my Individualized Learning Plan (ILP) (e.g. professional development, observation of other teachers, and other individualized support). (PS3, CS1)	3.89
b. The Induction process I experience supports the consistent practice of reflection on the effectiveness of instruction and student achievement. (PS3)	3.93
c. There are multiple opportunities during my Induction experiences for me to assess my progress towards mastery of the CSTP (or equivalent district standards/frameworks). (PS5)	3.93
d. My mentor uses the CSTP (or equivalent standards/frameworks) to guide my support and help me plan for my professional learning. (PS4)	3.89
e. My mentor provides guidance and clear expectations regarding this Teacher Induction experience. (PS4)	3.86
f. My mentor and I are well matched (adequate knowledge of the context and content area I am teaching, close proximity, etc.). (PS2)	3.75
g. My mentor demonstrates the ability, willingness and flexibility to meet my needs for support. (PS4)	3.79
h. My mentor provides effective support to me which enables me to implement my ILP. (PS4)	3.79
i. My mentor is providing high-quality service to me. (PS4)	3.82

Table 1

Disaggregation by first and second year teachers, along with descriptive figures, charts, tables and standard deviations are shown in the body of each of the reports in the follow-up sections.

2 SURVEY DESIGN AND ANALYSIS METHODOLOGY

The overall program evaluation of this Teacher Induction Program was designed to collect information from all stakeholders using multiple methods and at varying times in order to assess the extent the program is attaining excellence in the *Teacher Induction Program Precondition* (PC) *and Program Standards* (PS) and the *Common Standards* (CS) as required by the *California Commission on Teacher Credentials.* The questions in this survey are all aligned to an aspect of the above standards or to areas that have been shown to be important for the success of beginning teachers. The alignments are cited at the end of each question.

The questions gathered data about how soon candidates and mentors were assigned and met together, when they first began working together, whether they were meeting for an hour per week, the format for their meeting, when they first developed IIP goals, their CSTP focus, the number of in-depth classroom visits, resource availability to accomplish the goals of the IIP, the extent the CSTP guides the work, reflection on instruction, opportunities to assess progress in CSTP, appropriate matching and mentor skill and knowledge. Mentors were also asked about various aspects of their training. All respondents were asked four qualitative questions (meaningful learning, positive impact on work, support or professional development needs, and program support needs).

The strategy for analyzing the quantitative data was to treat the four-point forced choice positively skewed Likert scale responses as quasi-interval data. This is in line with common statistical practice and supports the development of mean scores, standard deviations, comparisons and consistency statistics. The consistency of responses was tested by comparing the scores for each question within the survey with the total scores from each respondent. This is done by calculating the item-total correlation coefficient. Results demonstrated that generally respondents were acceptably consistent in their answers across this instrument; in other words, the survey tool had high internal validity. A response rate of at least 80% indicates that results are most likely reliable as they apply to this particular program and population. A lower than 80% response rate does not ensure the reliability of the results.

The majority of this report that follows contains frequency charts for categorical questions (yes/no and multiple choice) and frequency charts along with tables for rating questions. Qualitative (open ended) questions list all comments. All results are disaggregated by teacher candidates overall and those in their first and second years.

3 INDUCTION PROGRAM RESULTS

3.1 DEMOGRAPHIC DATA

The following table shows the total number of respondents from this program to both the *Teacher Candidate Mid-Year Survey.* (There are just two full time mentors in this program. Therefore, results cannot be aggregated and reported.)

Candidates	Respondents
Total	**28**
Year 1 Candidates	13
Year 2 Candidates	11
ECO Candidates	3
Education Specialist only	1
Both Gen Ed & Ed Spec	1
Mentors (not reported)	2

Table 2

There are ____ candidates in this program and there were 28 responses or _____%. Therefore, results can/cannot be considered reliable as they apply to this population.

Note to Director: We do not have the numbers of participants for your program. Fill in (or delete) the above paragraph to include a statement about the reliability of these results as they pertain to your program. A minimum of 80% is required demonstrate reliability for programs of 100 or more. For less than 100, there should be a 90% response rate. (Please send us your participant numbers at your convenience.)

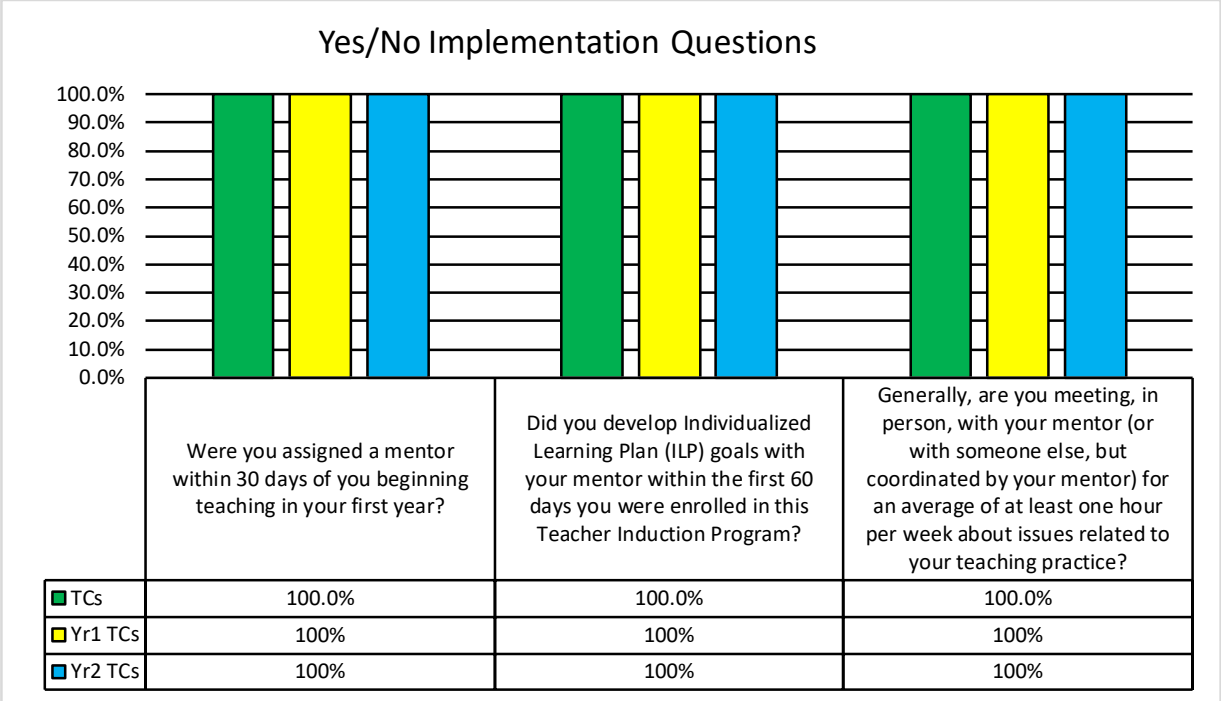
3.2 CATEGORICAL QUESTIONS

Results for all categorical questions (yes/no or multiple choice) asked of candidates in this program follow. Results are shown as percentages of positive responses.

3.2.1 Were you assigned to a mentor within your first 30 days of your enrollment in this Induction program? (PC 2)

3.2.2 Did you develop Individualized Learning Plan (ILP) goals with your mentor during the first 60 days you were enrolled in this Teacher Induction Program? (PC 4)

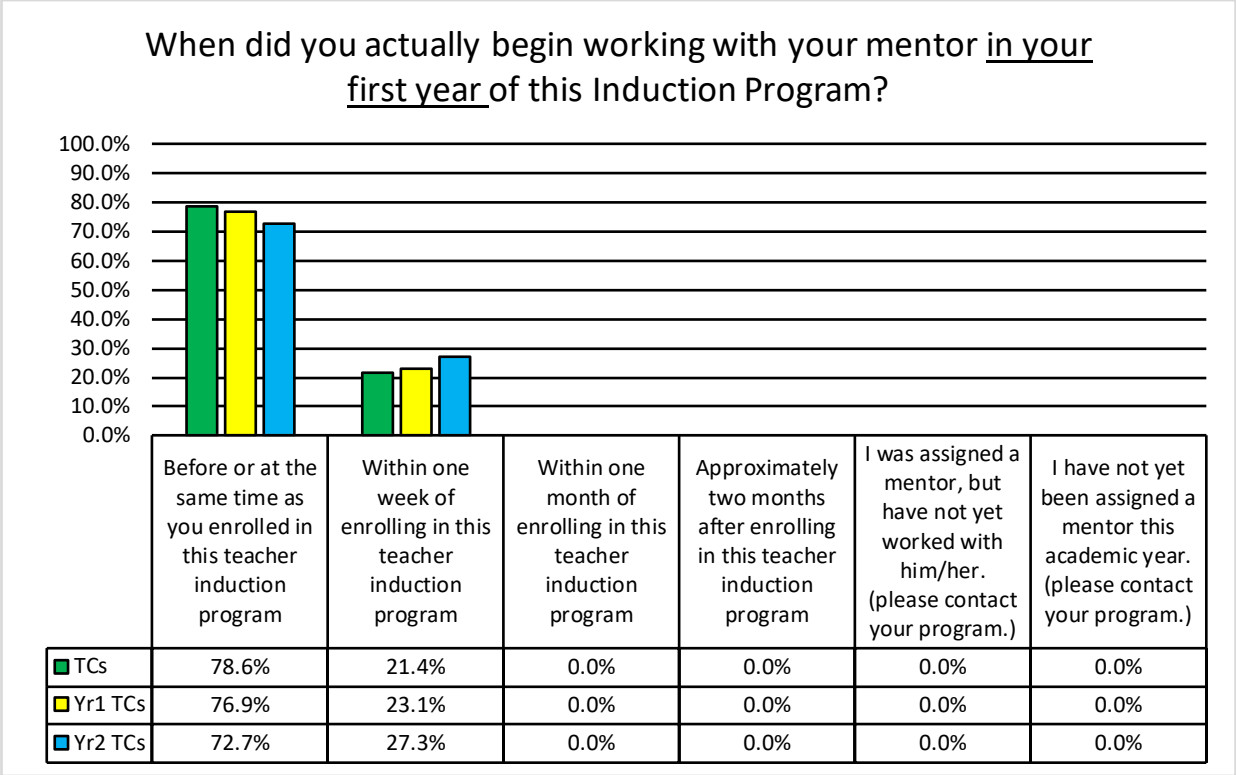
3.2.3 Are you meeting, in person, with your mentor (or with someone coordinated by your mentor) for an average of at least one hour per week about issues related to your teaching practice? (PC 3)



	Were you assigned a mentor within 30 days of you beginning teaching in your first year?	Did you develop Individualized Learning Plan (ILP) goals with your mentor within the first 60 days you were enrolled in this Teacher Induction Program?	Generally, are you meeting, in person, with your mentor (or with someone else, but coordinated by your mentor) for an average of at least one hour per week about issues related to your teaching practice?
TCs	100.0%	100.0%	100.0%
Yr1 TCs	100%	100%	100%
Yr2 TCs	100%	100%	100%

Figure 1

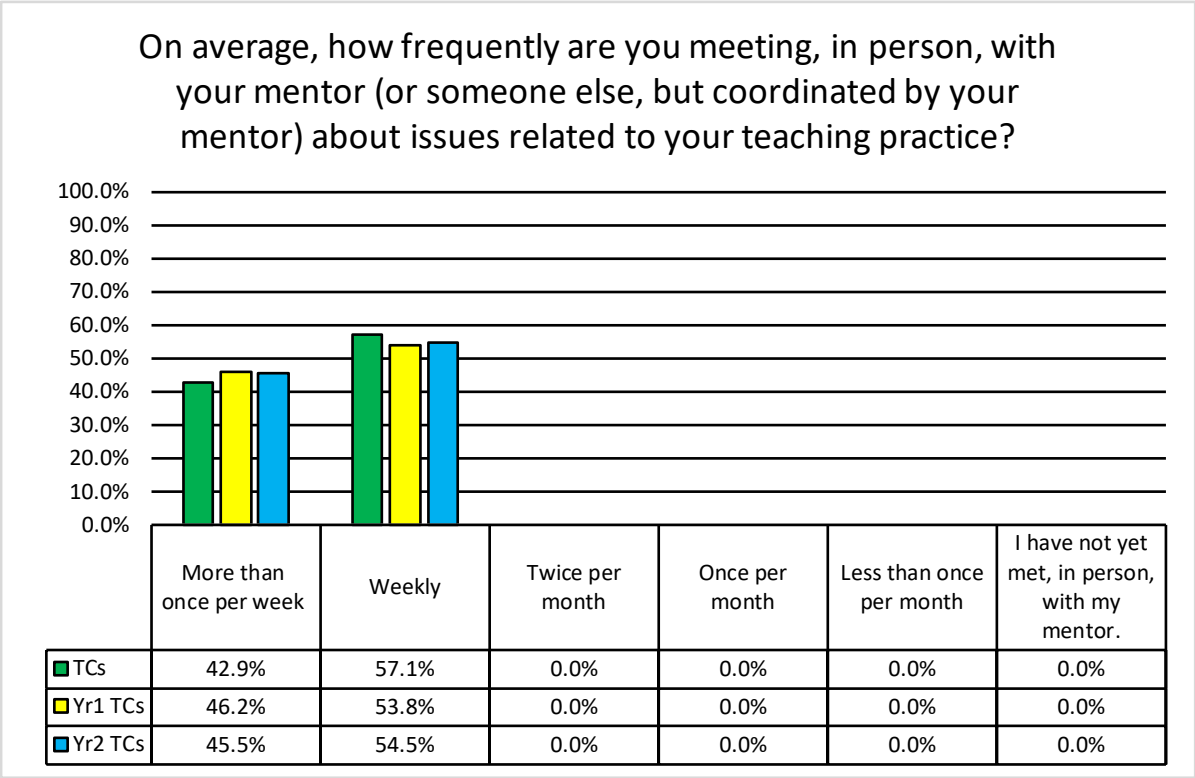
3.2.4 When did you actually begin working with your mentor in your first year of this Induction program? (PC 2)



	Before or at the same time as you enrolled in this teacher induction program	Within one week of enrolling in this teacher induction program	Within one month of enrolling in this teacher induction program	Approximately two months after enrolling in this teacher induction program	I was assigned a mentor, but have not yet worked with him/her. (please contact your program.)	I have not yet been assigned a mentor this academic year. (please contact your program.)
TCs	78.6%	21.4%	0.0%	0.0%	0.0%	0.0%
Yr1 TCs	76.9%	23.1%	0.0%	0.0%	0.0%	0.0%
Yr2 TCs	72.7%	27.3%	0.0%	0.0%	0.0%	0.0%

Figure 2

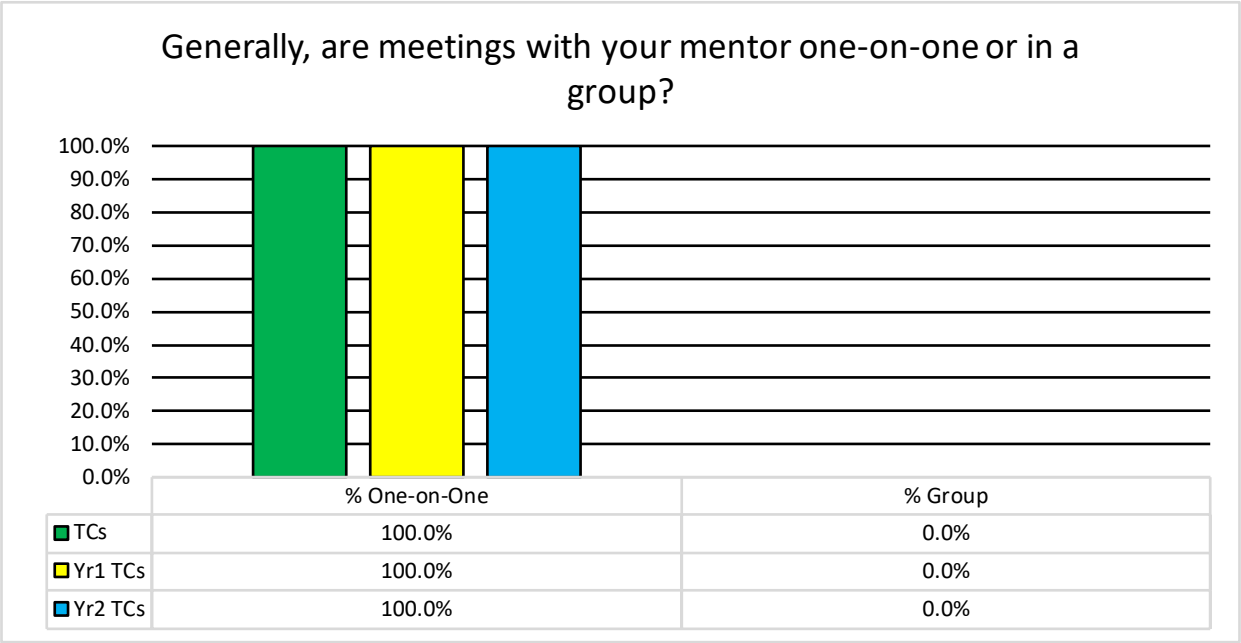
3.2.5 On average, how frequently are you meeting, in person, with your mentor (or someone coordinated by your mentor) about issues related to your teaching practice? (PC 3)



	More than once per week	Weekly	Twice per month	Once per month	Less than once per month	I have not yet met, in person, with my mentor.
TCs	42.9%	57.1%	0.0%	0.0%	0.0%	0.0%
Yr1 TCs	46.2%	53.8%	0.0%	0.0%	0.0%	0.0%
Yr2 TCs	45.5%	54.5%	0.0%	0.0%	0.0%	0.0%

Figure 3

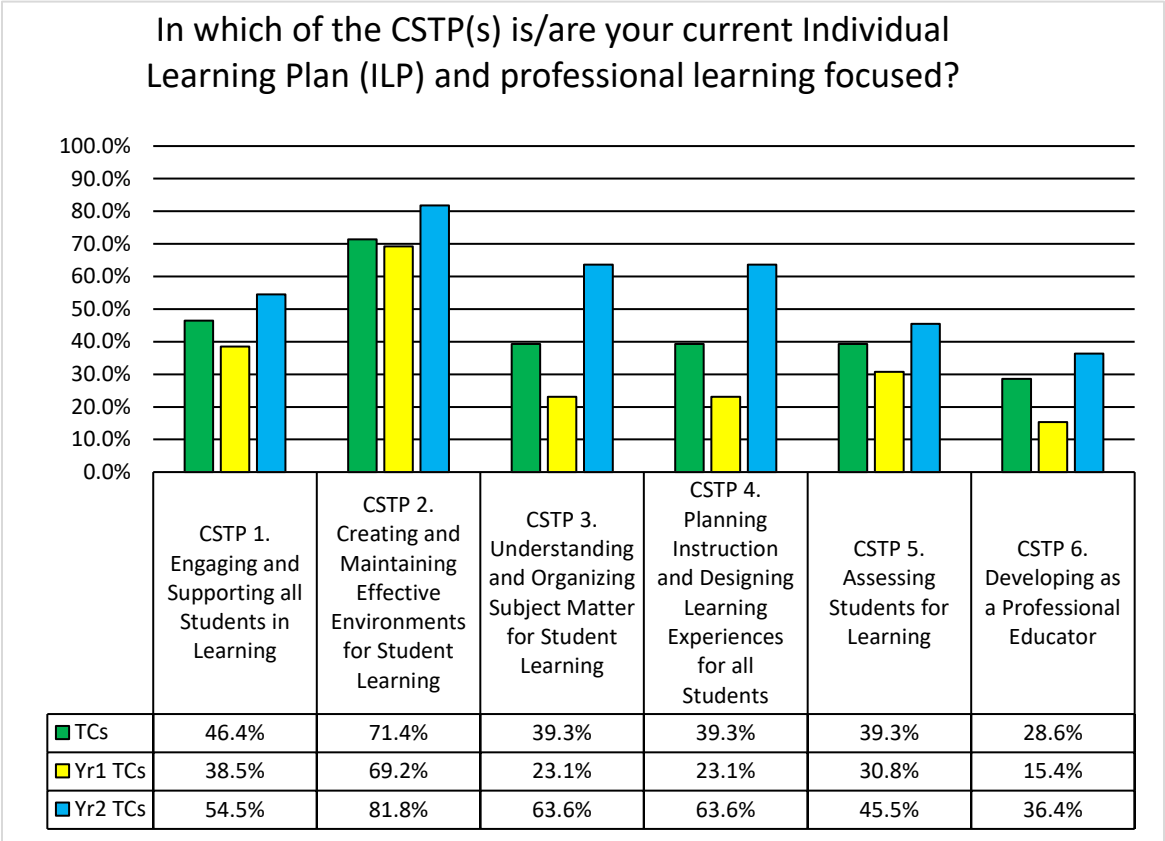
3.2.6 Are you and your mentor generally meeting one-on-one or in a group? (PC 3)



	% One-on-One	% Group
TCs	100.0%	0.0%
Yr1 TCs	100.0%	0.0%
Yr2 TCs	100.0%	0.0%

Figure 4

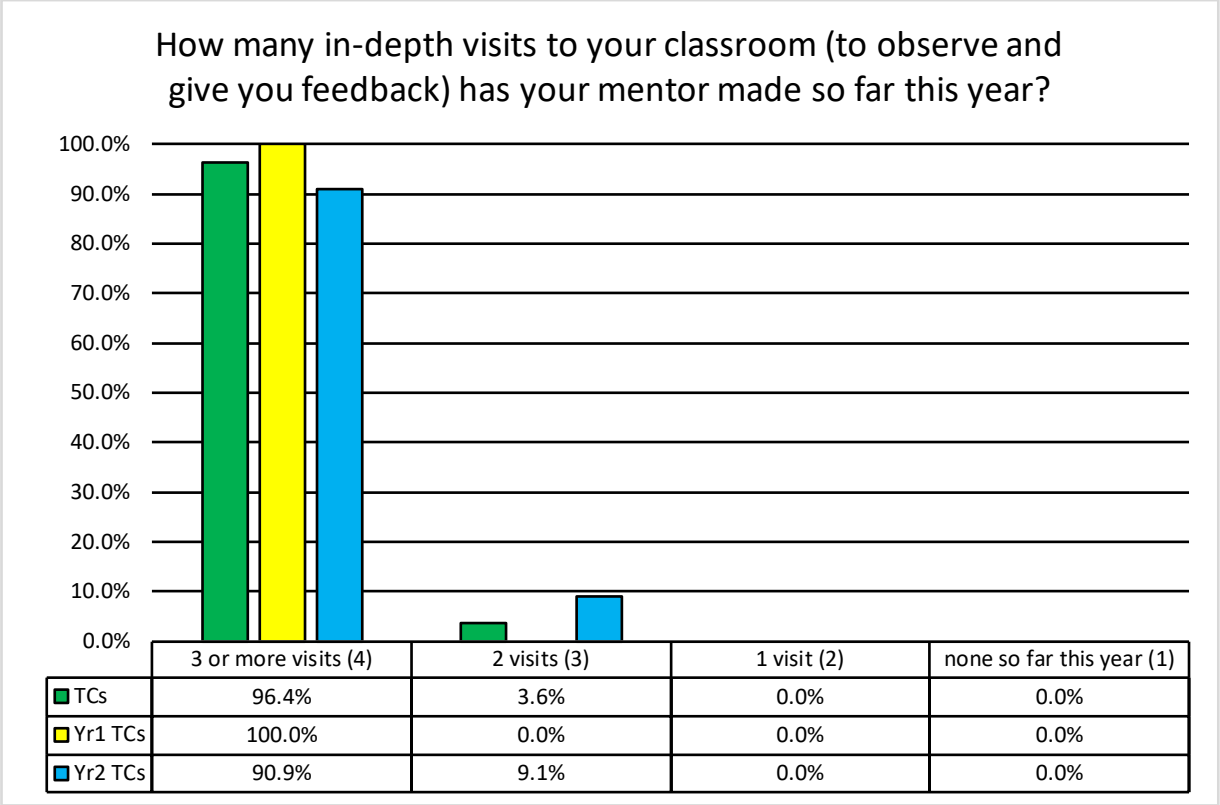
3.2.7 In which CSTP(s) is/are your current Individual Learning Plan (ILP) and professional learning focused? (PS 3 and 4)



	CSTP 1. Engaging and Supporting all Students in Learning	CSTP 2. Creating and Maintaining Effective Environments for Student Learning	CSTP 3. Understanding and Organizing Subject Matter for Student Learning	CSTP 4. Planning Instruction and Designing Learning Experiences for all Students	CSTP 5. Assessing Students for Learning	CSTP 6. Developing as a Professional Educator
TCs	46.4%	71.4%	39.3%	39.3%	39.3%	28.6%
Yr1 TCs	38.5%	69.2%	23.1%	23.1%	30.8%	15.4%
Yr2 TCs	54.5%	81.8%	63.6%	63.6%	45.5%	36.4%

Figure 5

3.2.8 How many in-depth visits to your classroom (to observe and give you feedback) has your mentor made so far this year?



	3 or more visits (4)	2 visits (3)	1 visit (2)	none so far this year (1)
TCs	96.4%	3.6%	0.0%	0.0%
Yr1 TCs	100.0%	0.0%	0.0%	0.0%
Yr2 TCs	90.9%	9.1%	0.0%	0.0%

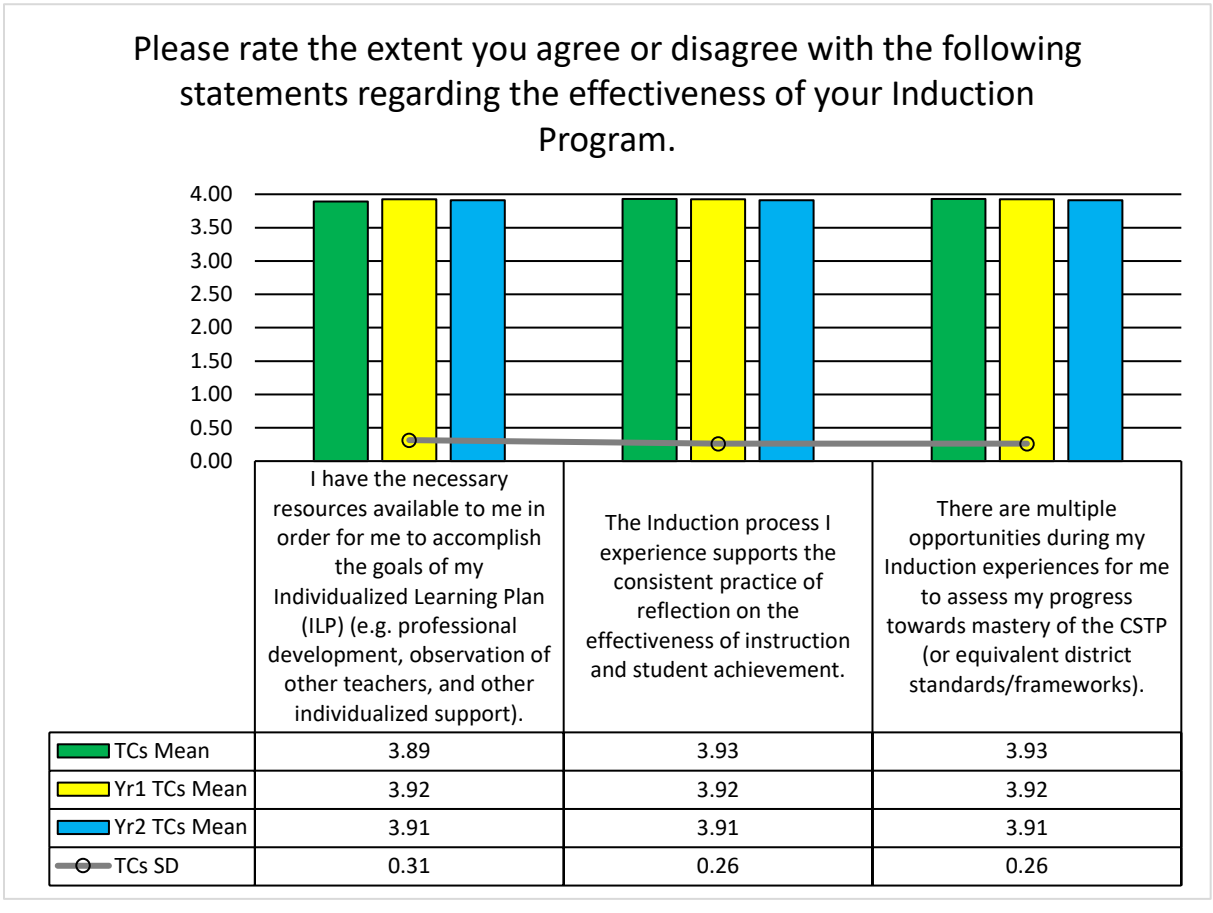
Figure 6

3.3 RATING QUESTIONS

The following figures show the results from the rating questions asked of candidates. Using a Likert a four point "forced choice" Likert scale (strongly agree=4, moderately agree=3, slightly agree=2, do not agree=1) responses to statements support the development of quasi-interval data in line with common practice (mean, median, mode, standard deviation and variance). This is demonstrated in the following sections in separated figures in order to facilitate clarity if the reader wishes to go deeper into the data. However, where the questions are similar, results from both role groups are compared in Table 1 in the *Executive Summary*.

3.3.1 Program Effectiveness

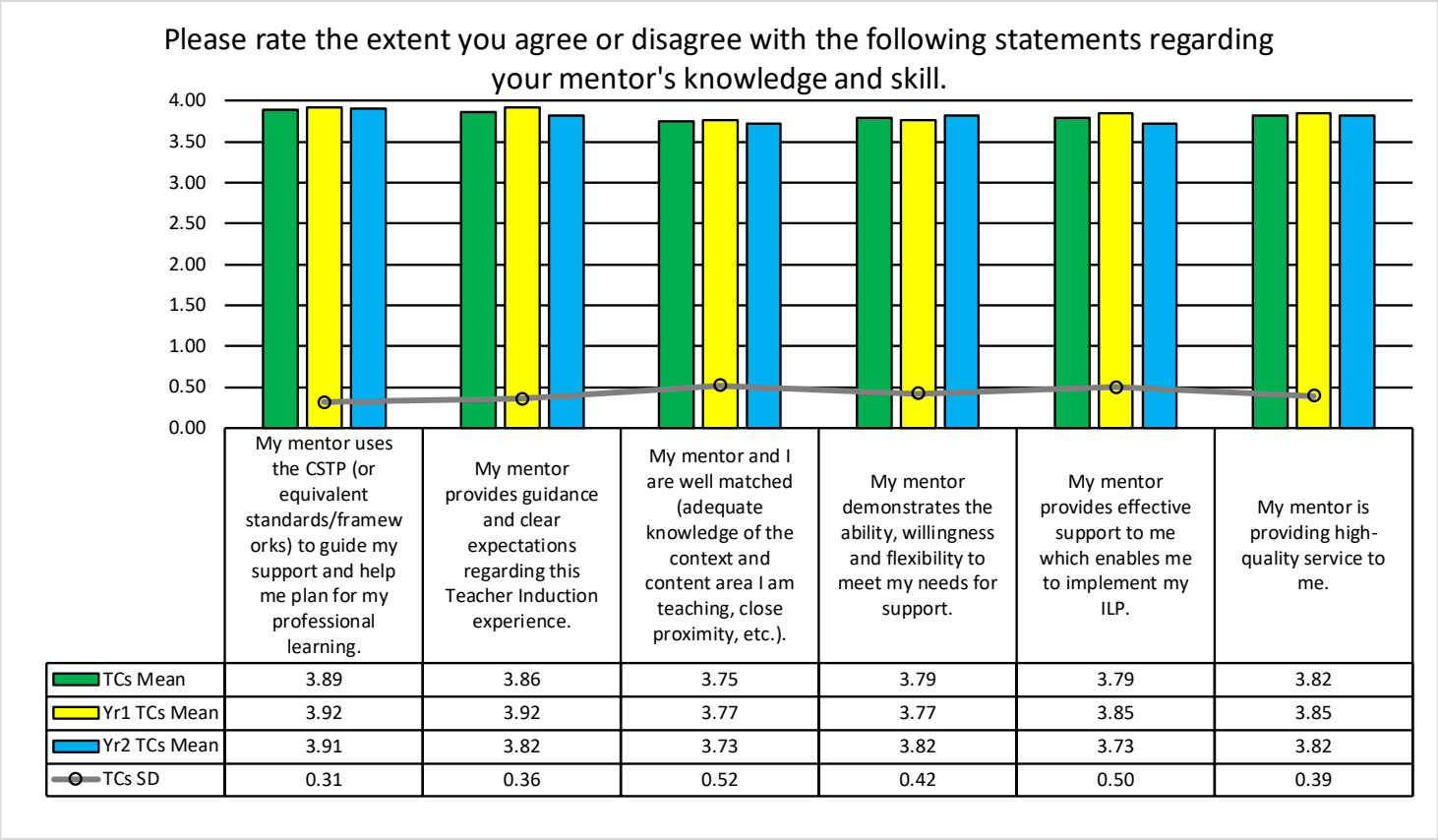
The two figures that follow show the results from candidate rating question. Figure 7 contains the questions regarding program effective and Figure 8 contains feedback on mentor matching, knowledge and skill.



	I have the necessary resources available to me in order for me to accomplish the goals of my Individualized Learning Plan (ILP) (e.g. professional development, observation of other teachers, and other individualized support).	The Induction process I experience supports the consistent practice of reflection on the effectiveness of instruction and student achievement.	There are multiple opportunities during my Induction experiences for me to assess my progress towards mastery of the CSTP (or equivalent district standards/frameworks).
TCs Mean	3.89	3.93	3.93
Yr1 TCs Mean	3.92	3.92	3.92
Yr2 TCs Mean	3.91	3.91	3.91
TCs SD	0.31	0.26	0.26

Figure 7

3.3.2 Mentor Matching, Knowledge and Skill



	My mentor uses the CSTP (or equivalent standards/frameworks) to guide my support and help me plan for my professional learning.	My mentor provides guidance and clear expectations regarding this Teacher Induction experience.	My mentor and I are well matched (adequate knowledge of the context and content area I am teaching, close proximity, etc.).	My mentor demonstrates the ability, willingness and flexibility to meet my needs for support.	My mentor provides effective support to me which enables me to implement my ILP.	My mentor is providing high-quality service to me.
TCs Mean	3.89	3.86	3.75	3.79	3.79	3.82
Yr1 TCs Mean	3.92	3.92	3.77	3.77	3.85	3.85
Yr2 TCs Mean	3.91	3.82	3.73	3.82	3.73	3.82
TCs SD	0.31	0.36	0.52	0.42	0.50	0.39

Figure 8

3.3.3 Comments

3.3.3.1 What are you learning in this Induction program that is most meaningful to you as a teacher?

- Learning new teaching strategies. Also, observing veteran teachers has also been very meaningful to me.
- I have been receiving guidance in multiple areas of benefit, but the most valuable is the advice I am receiving for my classroom management. Other areas of benefit have been assistance in structuring my lessons, small group instruction, and establishing accountable talk with my students.
- As I work through the program, I am discovering teaching techniques that I can immediately implement in my classroom.
- I have learned new skills that I am able to use in the classroom on the spot or the next day. My mentor encourages me to try new things that may be of interest to me or even slightly out of my comfort zone to help me improve on my skills to be a more impactful teacher for my students.
- Classroom management and strategies to make my teaching more effective.
- I am being shown first hand and in real time how to effectively execute strategies, when situations arise within the classroom.
- To take advantage of the help I'm getting. I can't be afraid to try new strategies I learn or observe, I just need to try them and make adjustments for future practice.
- In the Induction program I am learning about ways manage my time effectively and make sure my students get the most out of learning.
- I'm learning how to find meaningful resources. Also networking with others through the program has been helpful. We are able to share our ideas.
- I am learning different strategies to incorporate into my classroom. They are instructional strategies and classroom management strategies that help the overall learning environment in the class.
- I am learning how important it is to make connections with the students, make learning meaningful to them, and being open to trying different approaches to meet the needs of all my students.
- I am learning how to effectively manage my class and make engaging lessons that hold my students attention.
- Learning strategies and creating a rigorous environment for all students.
- I am learning a variety of good differentiation strategies that make learning more accessible to a variety or learners with different needs.
- In this Induction program, I am learning how to use my knowledge of the CSTP's and applying that in my classroom through lessons. I am learning how to use formative assessement to further drive my instruction.
- I am learning that there is more than one way to teach. Every teacher has her/his own way of teaching and that is perfectly okay. I'm glad I'm finding my groove. My students are benefiting from me just being me.
- Everything that I'm learning is helping grow as a teacher.

- Induction has helped me set goals for myself and my students so that I can visually see what should be happening and hold myself accountable.
- I am learning how to maintain an effective learning environment for all students.
- I am learning a lot of things from this Induction program that are meaningful to me. I am learning practical classroom management strategies, valuable teaching/pedagogical strategies, and of course overall good teaching practices.
- organization and management
- I am currently learning the different ways to help my students meet all their learning goals through differentiated instruction and small group. The induction program has provided me resources and training to help me develop as an educator to provide the best experience for my students.
- I am learning more about the CSTPs.
- How to align grade level curriculum with the individual learning needs of my special education students.

3.3.3.2 What are you learning in this Induction program that is having the most positive impact on your work with your students?

- I believe that observing veteran teachers as they teach has been impacting my work with students in a positive way.
- The guidance I am receiving on my classroom management has been the most helpful. While I was an intern I did not receive the kind of dedicated guidance I am receiving now from my mentor in my induction program.
- The feedback from my mentor. When she is in my classroom, she will suggest changes. I can make those changes at that point and receive continued feedback from my mentor.
- Our NTN's our choice professional development opportunties that are related to our aspirations and goals as professionals. I love being able to have the choice on which activities I'd like to participate in.
- Ways to differentiate instruction for my lower students as well as higher students.
- Talking about different ways to approach the subject matter so that I am able to reach all of my students more effectively and efficiently.
- The on the spot coaching. My mentor does a great job of letting me teach, but then stepping in as necessary for either clarification or better practice.
- The Conferences that I have been attending are great and are helpful to use in the classroom. My mentor is amazing and always supports me in new ideas of learning.
- The NTNs have gave me useful tools to use with my students. Things I learn are implemented into the classroom within that week.
- The fact that I have a coach that comes in and jumps in to co-teach with me is very helpful. I get to see how another teacher works in the classroom and take some ideas with me to implement in my classroom but in my way.
- The advice that my mentor is giving me is having the most positive impact on my work with my students.
- The tools and resources that my mentor have provided me.

- Being on top of all subject areas and having all lessons prepared at a high rigor, ready for an observer to come in at any time, any day, during any lesson.
- The most positive impact is the support from mentors, admin and fellow teachers.
- The observations in this program is having the most positive impact on my work with my students. Not only to I value the feedback given to me, it is also a great way to learn and know what you are doing is working. I also feel like observing other teachers has positively impacted my work with my students by allowing me to see how something is done and then bringing that knowledge back to my classroom and applying it.
- The most positive impact on my work with my students will have to be the one-to-one meetings with my coach and the in-class coaching I receive.
- The Professional Development sessions have been truly beneficial.
- The induction program has helped me be more effective with disciplining and thus have a more structured classroom where we can focus on learning.
- I am constantly given feedback from my mentor when she stops by to observe my teaching strategies.
- I think that the support and encouragement from my mentor has been instrumental in helping me become more confident in the classroom. This year I have really started to realize that there are always going to be things that I can improve on, but it's also important to celebrate the areas in which I am growing in as an educator.
- Having the time to meet and work with a mentor has been the most beneficial part of the program. The constant feedback has been very helpful.
- The positive praise is positively impacting my work with my students.
- Having a mentor that physically models way to improve my teaching practice.

3.3.3.3 In what areas do you need more support or professional development in order to be more effective?

- I need more support with reading groups.
- I could use more support in continuing to establish accountable talk with my students. In addition, I could use guidance in my questioning practice so that I can facilitate deeper thinking among my students.
- I feel that the area of need is in lesson planning.
- none.
- Guided reading groups
- I am currently working on strengthening writing and math instruction. I have been receiving reading professional development so I am beginning to feel more confident in that area.
- Writing. That is one of my goals for this year, so it has been a big point of focus for me.
- To have my mentor continue to observe and give me feedback the way she does. It helps me see how I should be doing things.
- I just need more support in quick finishers to have management over class.

- I would like continued support with strategies on dealing with some of my harder and more challenging students. We have made progress with a student who has trouble raising their hand and staying in their seat.
- I need more professional development on strategies for differentiating instruction for all my students in order to be more effective.
- I need more support in classroom management.
- More support with behavioral issues that cause a distraction for the whole classroom (nothing to do with my induction program).
- I feel that at this point, I could benefit from meeting with a variety of coaches and learning how they plan and how they go about creating meaningful lessons from scratch / day 1.
- I feel like at this time I am getting plenty of support and professional development. I just need the time to use what I have learned and apply it in the classroom.
- This is a hard question to answer. I couldn't ask for a better team to work with or a better program to be enrolled in. I appreciate all the hard work that goes into planning my one-to-one meetings and the NTN trainings.
- Developing stronger questioning strategies.
- I would like more support with writing instruction.
- I would like more support in formal assessments.
- Areas in which I would like more support would be practical ways to collect student data as I teach (checklists, etc), and how to organize that data to be used for formative assessment purposes.
- More veteran teacher observations outside the district or PD Conferences
- Differentiating lessons to help students at all different levels of learning.
- More professional development geared towards special education (RSP)

3.3.3.4 What could this Induction program do to help you be more effective with your students?

- I feel like this induction program is helping me with the support I need.
- I currently get observed 30 minutes per week with my mentor offering comments and also modeling the teaching practice. I also get 30 minutes of face to face time that usually turns into 45 because my mentor allows me to pick her brain. I am quite pleased with my program as it is offering more support than I ever received as an intern. The only area I would like more opportunities is to observe more veteran teachers.
- I can't always get away from my classroom to observe. I would like my mentor to lead a lesson, so that I can have a visual of what my lesson should look like.
- Nothing. I feel that I am being supported in the best way!
- Continue providing me the support that it already is.
- I appreciate the time taken to work with me and my students. I feel like when I have a question it gets answered in a timely manner if not immediately. I like the constructive criticism when it is given while I am being observed by my mentor. I feel that if all of these things continue to happen, I will be successful this year.

- I'm not sure. I feel the program so far is doing a great job in helping me to become a better teacher.
- Continue to have conferences that will help us like the ones we have been attending. They are great and useful.
- They could send teachers to PD that are based on newer techniques.
- At this time I feel like everything that has been provided is very adequate in meeting my needs. With continued support I feel like my teaching will and has already improved. I look forward to seeing how much more can improve within the first year.
- It would be great to have a new teacher network workshop on differentiating instruction.
- Maybe have some websites for certain subject areas or standards ready for teacher use in a handy document.
- Continue the the same support as they have been.
- At this time, I feel no help is needed in this area.
- If I could have Ms. Stone in my classroom all day, everyday that would be super helpful.
- The program could help by having a writing workshop with our writing coach or allowing us to observe effective writing teachers.
- I think it would help if we were able to observe more veterans teachers specific to our needs.
- I think that if the coaches had the flexibility to come and watch a lesson from every subject at least once throughout the year that would be helpful so that I can receive suggestions that pertain to teaching all subject areas.
- continue the feedback and meeting with mentors about the teaching practice.
- I would be more effective with my students if I had more time to analyze data and prepare for instruction instead of having to spend so much time filling out monthly surveys about the quality of my mentor's work, and completing busy work, answering questions that are worded in a very confusing way. Compared to year's past, this induction program has added a great deal of busy-work assignments and surveys to an already hefty workload.
- Nothing, I am content with how the Program has helped me thus far.