

**Hanford ESD Teacher Induction Program
For the Academic Year 2018-2019**

**A Report on the Annual Year-End Survey of
Teacher Candidates**

prepared for the

Hanford Elementary School District

by the



**SINCLAIR
RESEARCH GROUP**

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1.1 ABSTRACT

1.1.1 Contents

An essential component of the Hanford ESD Teacher Induction Program is the collection and evaluation of the data for the purpose of attaining accreditation as outlined in the *Pre-Conditions*, the *Common Standards*, and the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. During the 2018-2019 academic year, this program retained the services of Sinclair Research Group to undertake an external and objective program evaluation, designed at the local level, of which these two surveys are a part. The program evaluation system formatively and summatively assesses all stakeholder groups at multiple points during the year, collecting evidence for meeting the Standards required by the *California Commission on Teacher Credentialing (CTC)*.

The research methodology for the overall evaluation incorporates various types of assessment instruments and processes in order to achieve its objective. After the completion of each instrument or process, the data are analyzed, disaggregated, and reported in summary format. Generally, this results in a concise and color-coded table. In this manner, the program leadership can, if necessary, efficiently and quickly modify the design to respond more effectively to the needs of the participants. All reports are also used in a summative manner as evidence of new teacher competency, their growth over time, program effectiveness, and as the basis for long-term program modifications. The report that follows is the result of the analysis of the responses from two surveys: *Annual Year-End Survey of Teacher Candidates*.

1.1.2 Methodology

At the end of the 2018-2019 academic year, all candidates were asked to respond to surveys that contained questions of a demographic, categorical and perceptual nature. The purposes of the questions were to measure how closely the program was to the attainment of the success levels outlined in the *Pre-Conditions (PC)*, *Common Standards (CS)* and the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs (IS)*. Each categorical and perceptual survey question was linked to one or more of the *Pre-conditions*, *Common* or *Program Standards*. (These aligned subsets are discussed in greater detail in the body of the report.)

The questions asked of candidates gathered data about the frequency, length and regularity of candidate/mentor meetings, the adequacy of time and resources, reflection, analysis of student data, opportunities to self-assess in the CSTP, the connection between professional growth plans and professional development, and the connection of their administration to this program, the impact of the Induction experience on many areas of classroom practice and the overall CSTP. First year teachers were also asked to respond to a needs assessment. They were also asked about the length and regularity of candidate/mentor meetings, the frequency of formal observation and opportunities to meet with other mentors for professional growth and sharing. They were asked a series of rating questions regarding their use of the CSTP for guidance efforts, resources available to candidates, effectiveness of reflection, analyzing student data with candidates, adequacy of time, program support for their efforts, the connections between ILPs,

professional development and their work, and their training. Finally, they were asked the extent that the program had made a positive impact on their own growth in the CSTP. All respondents were asked what they had learned from the program that they had implemented in their work, what about the program was making a positive impact on their work, to suggest how the program could be more effective, and if they were going to continue teacher next year.

These surveys were very focused in order to keep them manageable (able to be completed in about 5 minutes). Each of the questions were specifically asked to collect data about program effectiveness and candidate competence as it relates to the *Pre-Conditions*, *Common* and *Program Standards*. All questions clearly show these specific alignments in parenthesis after every question and result.

Aside from the few categorical questions, most question used a four point “forced choice” Likert scale. This strategy lends itself to the development of “quasi-interval” data, and allows the development and reporting of mean, comparison, median, mode, standard deviation and variance, which is in line with common practice.

1.1.3 Report Organization

The majority of the content of this report includes results given by respondents for each question. Categorical questions (yes/no and multiple choice) contain only frequency charts. Rating questions results are shown using figures and tables with means and standard deviations for all disaggregated groups (with four or more respondents) and for the overall group.

The Conclusions collapse results to show positive responses for percentages and the mean ratings. (At this point, disaggregation or standard deviation is not repeated, but kept to the body of the report.) Where questions are similar, results are grouped to show comparisons. Highlighting in the Conclusions helps to show the areas of strength (green), areas for growth (red), and statistically significant differences (.0626) between role groups (yellow). The *Pre-conditions*, *Common* and *Program Standards* to which each question is aligned are cited in all cases.

Results are shown for the General Education teacher candidates. Quantitative results were completed where there were four or more respondents. Furthermore, qualitative comments are included for every candidate respondent.

1.2 GENERAL EDUCATION PROGRAM RESULTS

1.2.1 Demographic Data

The following table shows the total number of stakeholder responses from this General Education Induction program that participated in the Teacher Candidate Annual Year-End Survey. This table is used to ascertain the reliability of this population study. The closer to a 100% response of program participants, the more reliable the results.

General Education	Respondents
Total Respondents	26
Total Candidates	26
Year 1 Candidates	13
Year 2 Candidates	10
ECO Candidates	3

Table 1

1.2.2 General Education Categorical Questions

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

1.2.2.1 *This academic year, did you receive an average of, and not less than, one hour per week, INDIVIDUALIZED support and mentoring, either given by or coordinated by your mentor? (PC 3)*

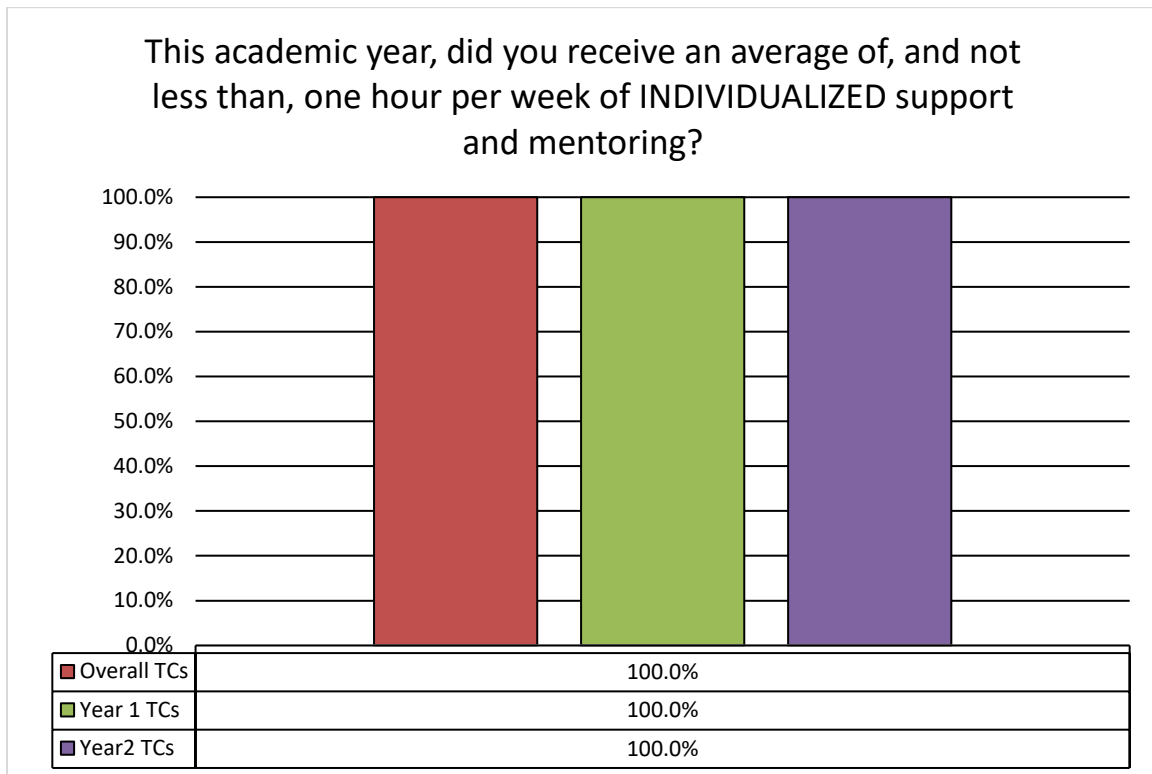


Figure 1

1.2.2.2 *This academic year, did you receive this INDIVIDUALIZED support in person? (Not by email, text, skype, etc.)*

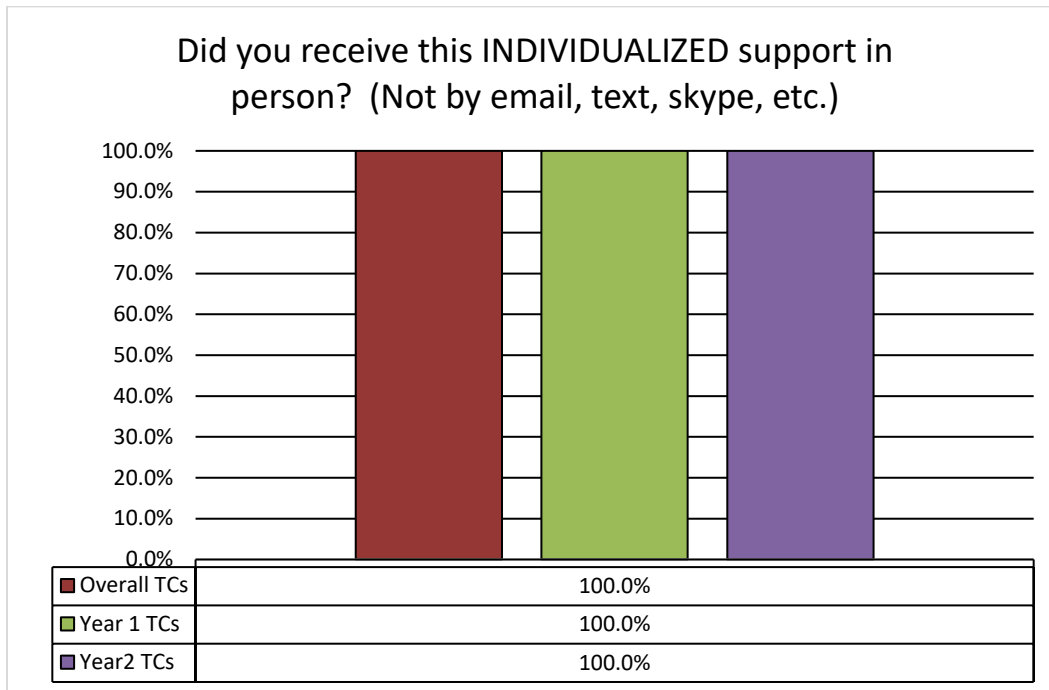


Figure 2

1.2.2.3 Do you wish to continue teaching next year? (CS 2)

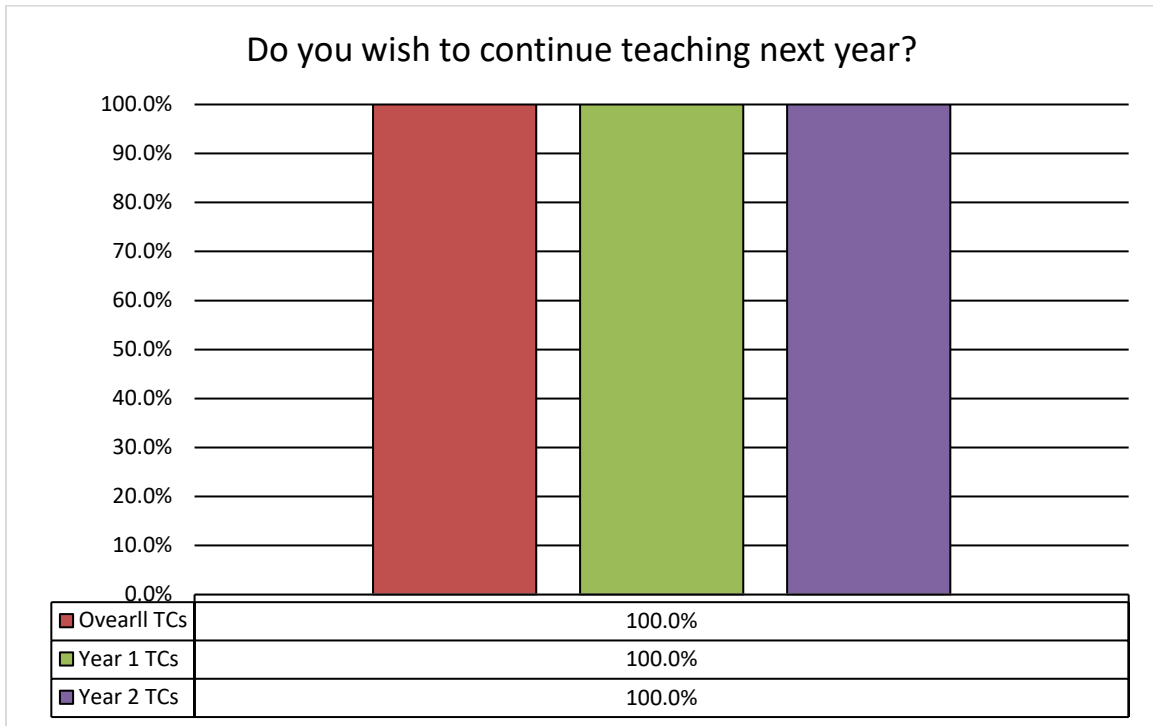


Figure 3

1.2.3 General Education Rating Results

The rating questions on the next page used a four point “forced choice” Likert scale (strongly agree=4, moderately agree=3, slightly agree=2, do not agree=1). Using a Likert scale response to statements supports the development of quasi-interval data in line with common practice (mean, median, mode, standard deviation and variance). This is then demonstrated in charts for quick viewing and tables for more in-depth comparisons and ranking. These are highlighted in the Conclusions.

1.2.3.1 Candidates: Please rate the extent you agree or disagree with the following statements. (PC 3, CS 1, PS 2-5)

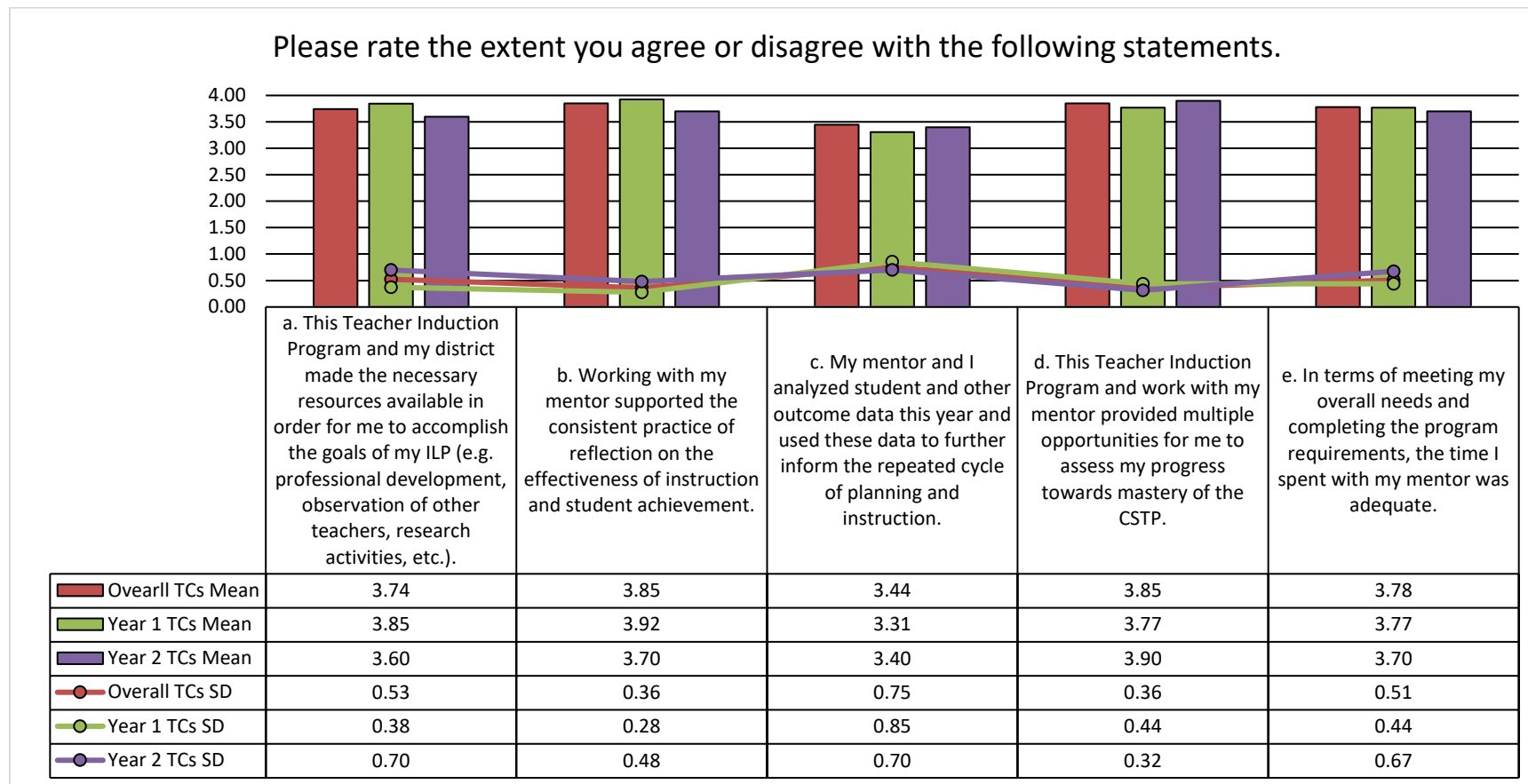


Figure 4

1.2.3.2 How strong were the connections between the goals and research activities you developed for your Individual Learning Plan (also called an IIP, Inquiry, or Professional Growth Plan) and the following? (PS 2-4).

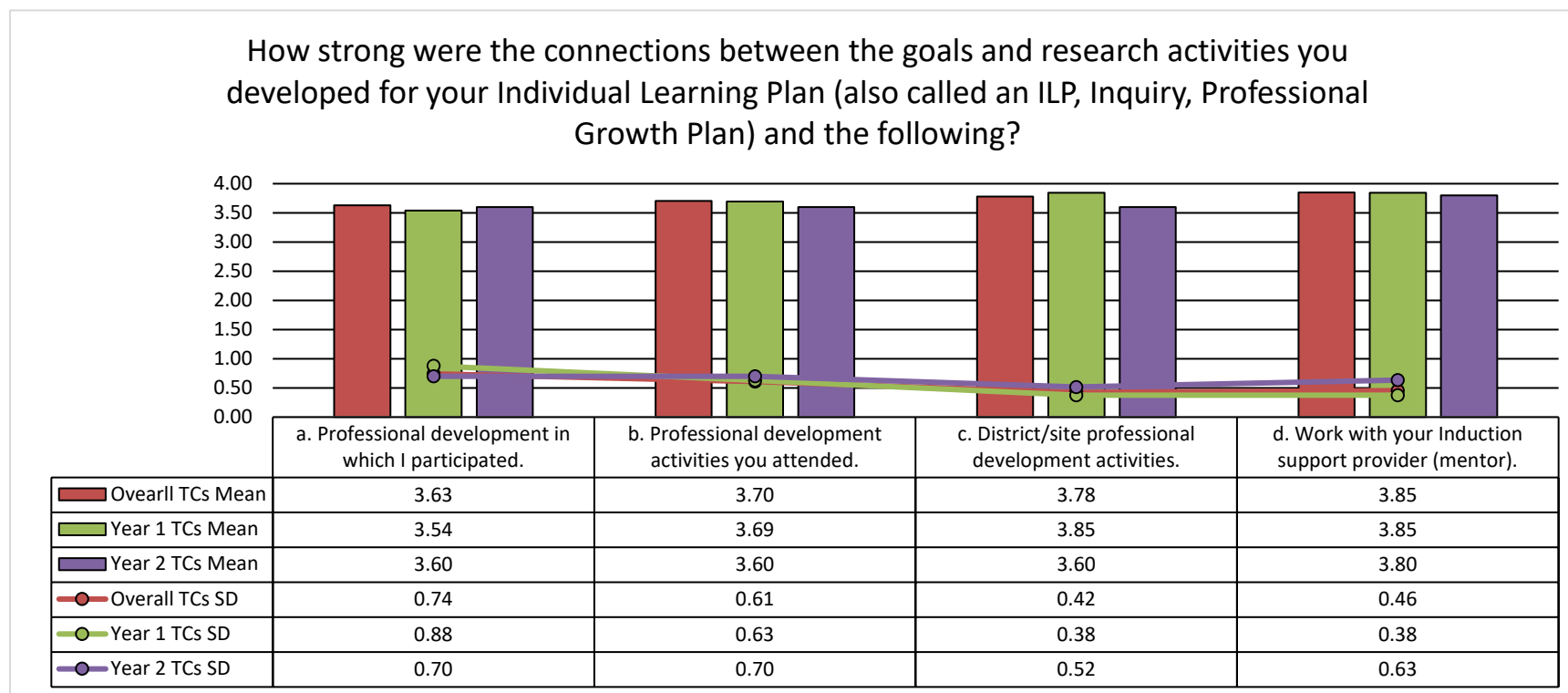


Figure 5

1.2.3.3 How strong was the collaboration between this Teacher Induction Program and your site administration? (CS 1)

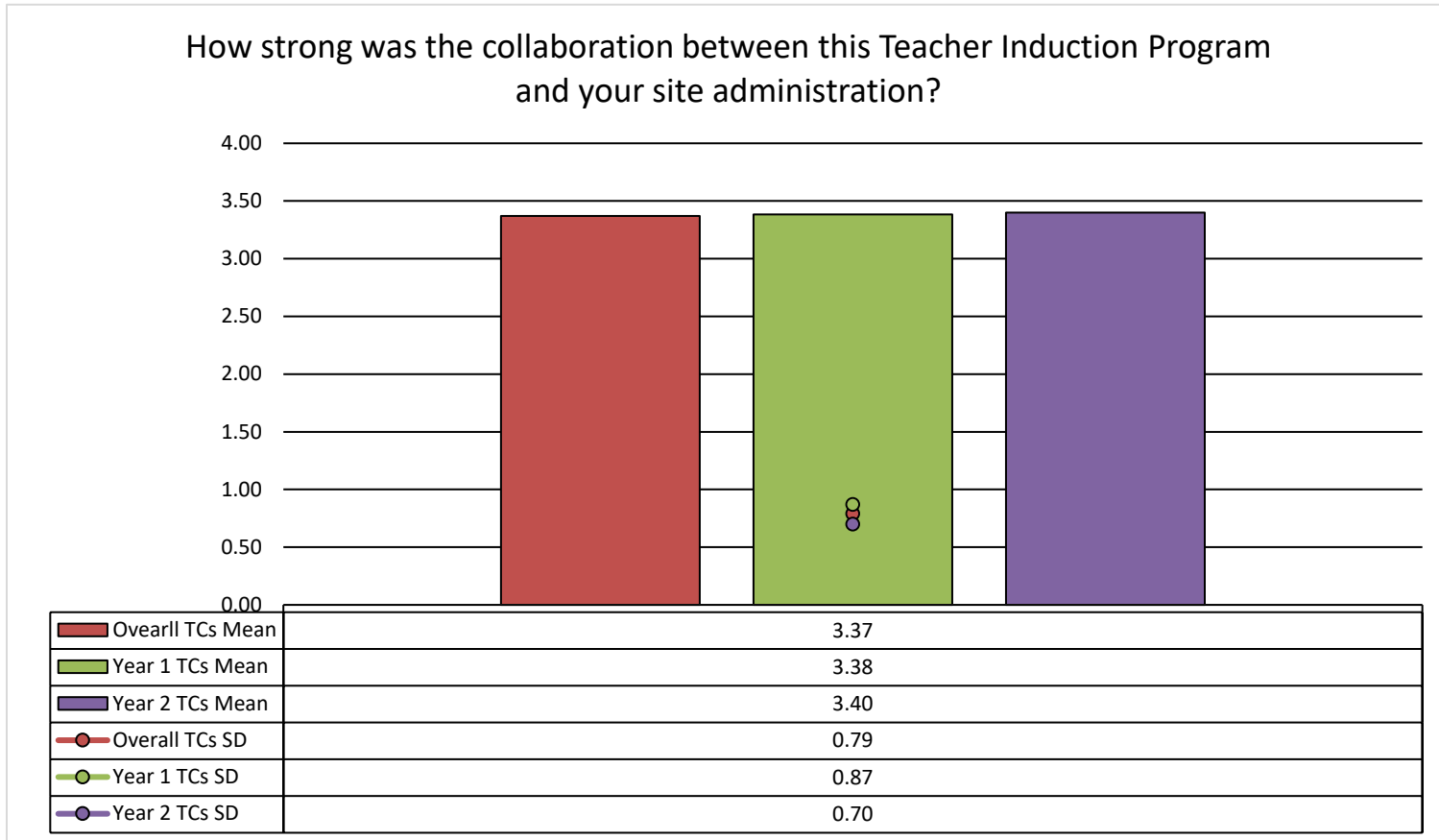


Figure 6

1.2.3.4 *Extent Induction Experiences Have Positively Impacted Candidate Classroom Practice. (CS 5 & PS 2-6)*

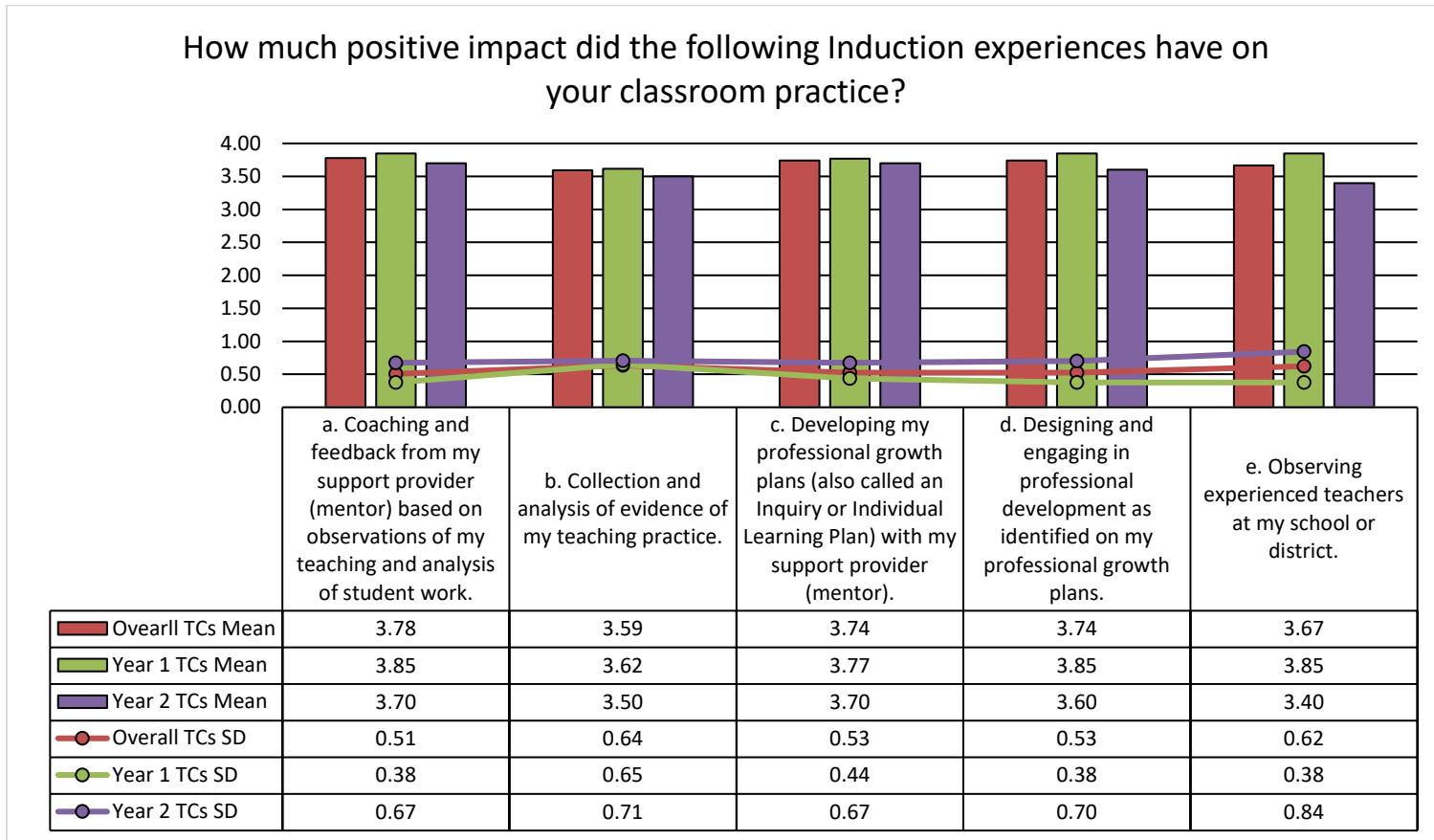


Figure 7

1.2.3.5 Extent Candidate Has Grown in Various Aspect of Teaching Practice While in Induction (CS 5 & PS 2-6)

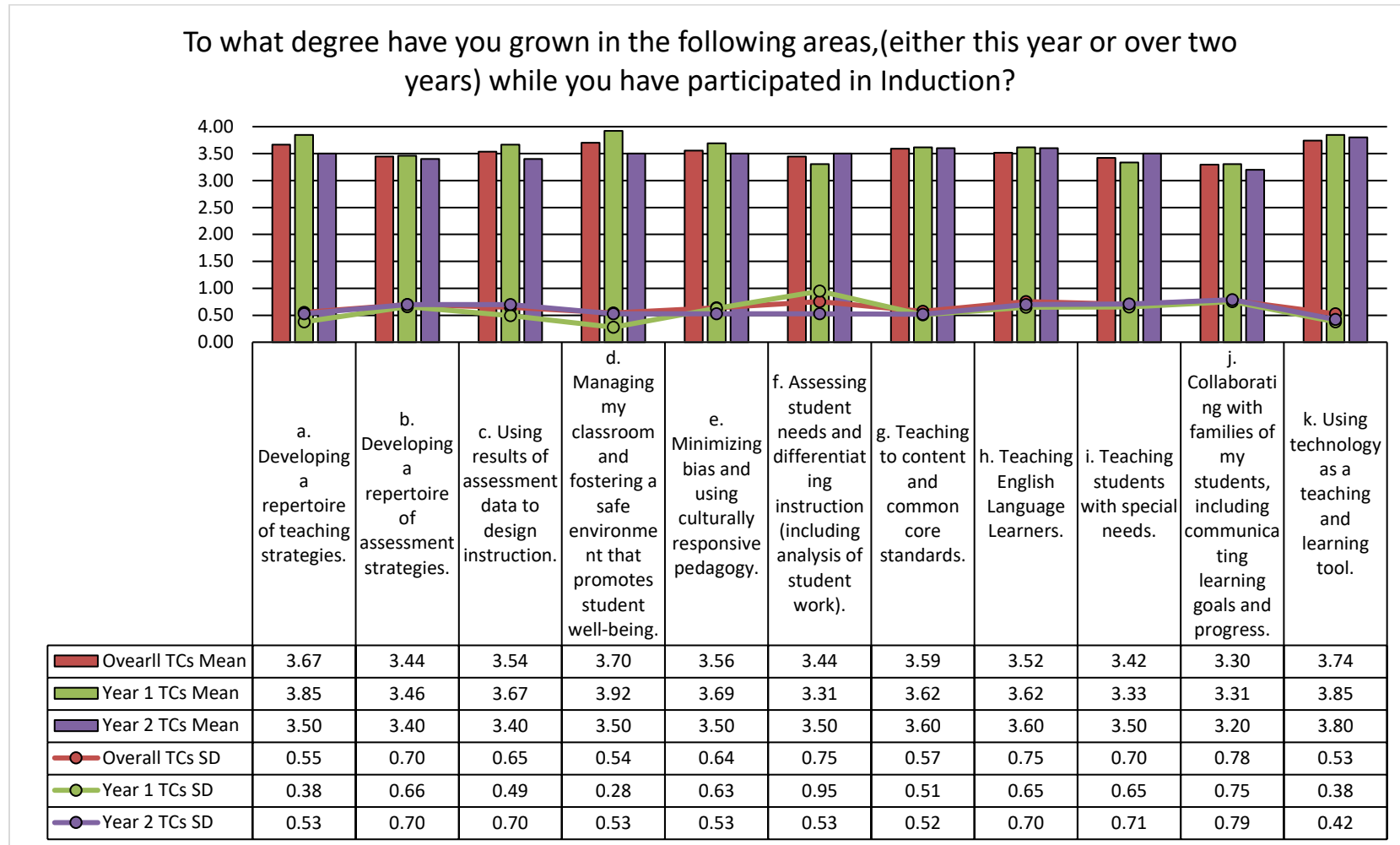


Figure 8

1.2.3.6 Extent Induction Program Experiences Positively Impacted Teacher Candidate Growth in the CSTP (CS 5 & PS 1-6)

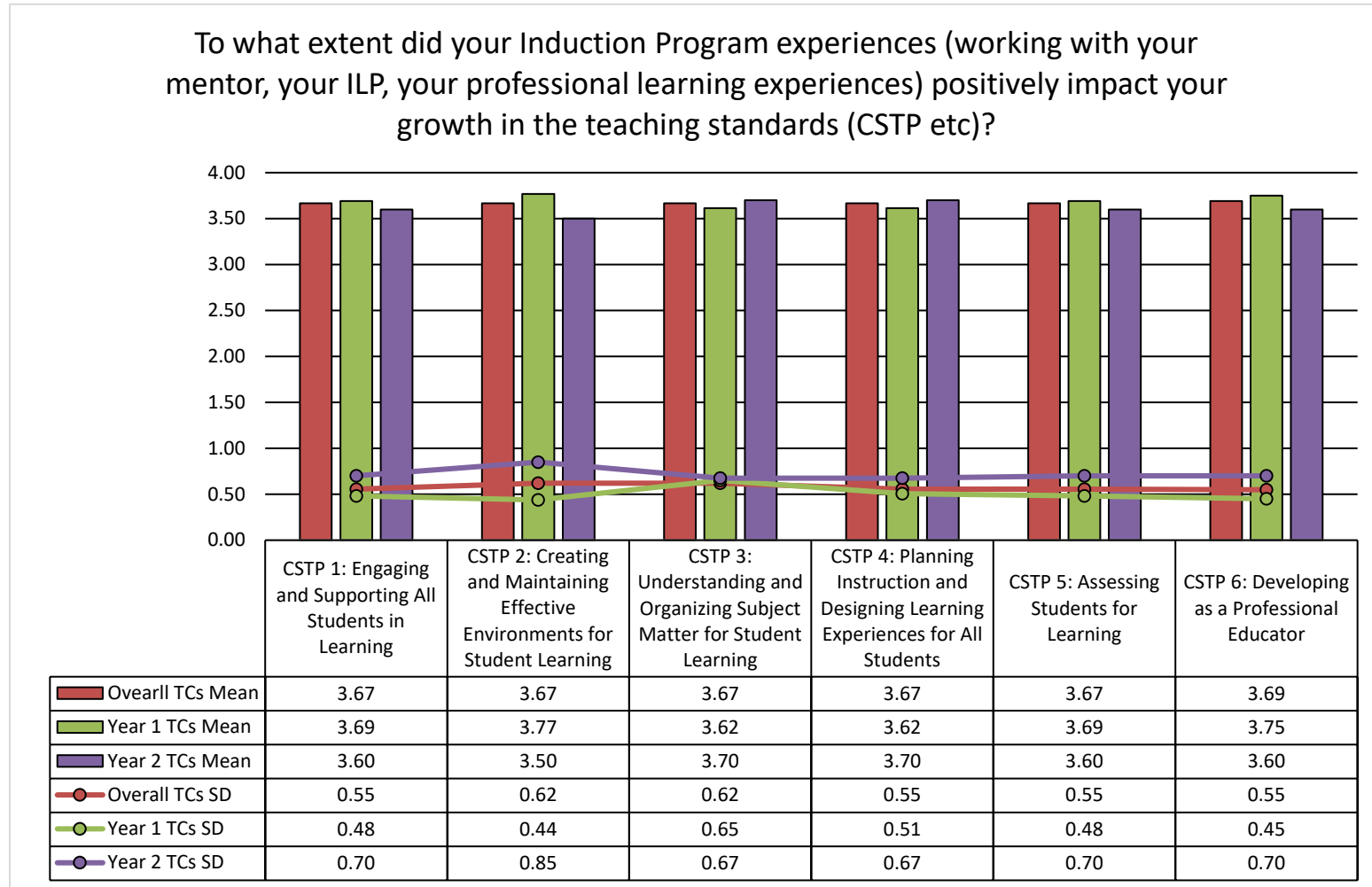


Figure 9

1.2.3.7 Extent Induction Program Experiences Positively Impacted Teacher Candidate Growth (CS 5 & PS 1-6)

To what extent did your Induction Program experiences (working with your mentor, developing your ILP, participating in professional development) positively impact your growth in the following areas?

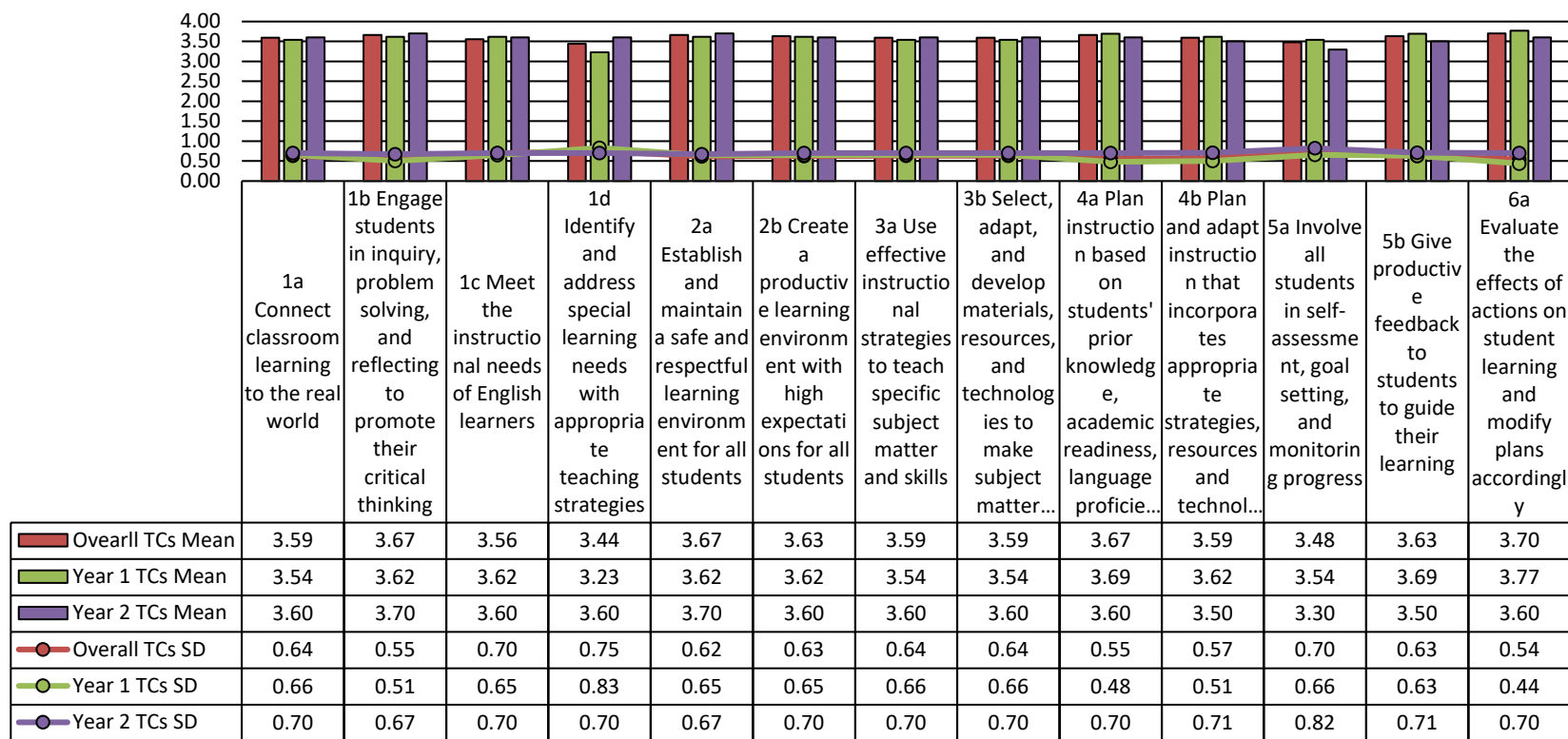


Figure 10

1.2.3.8 (1st Year Teacher Candidates only) In which areas do you desire more support from your Induction program in order to enhance your impact on student learning? (PS 2 & 3)

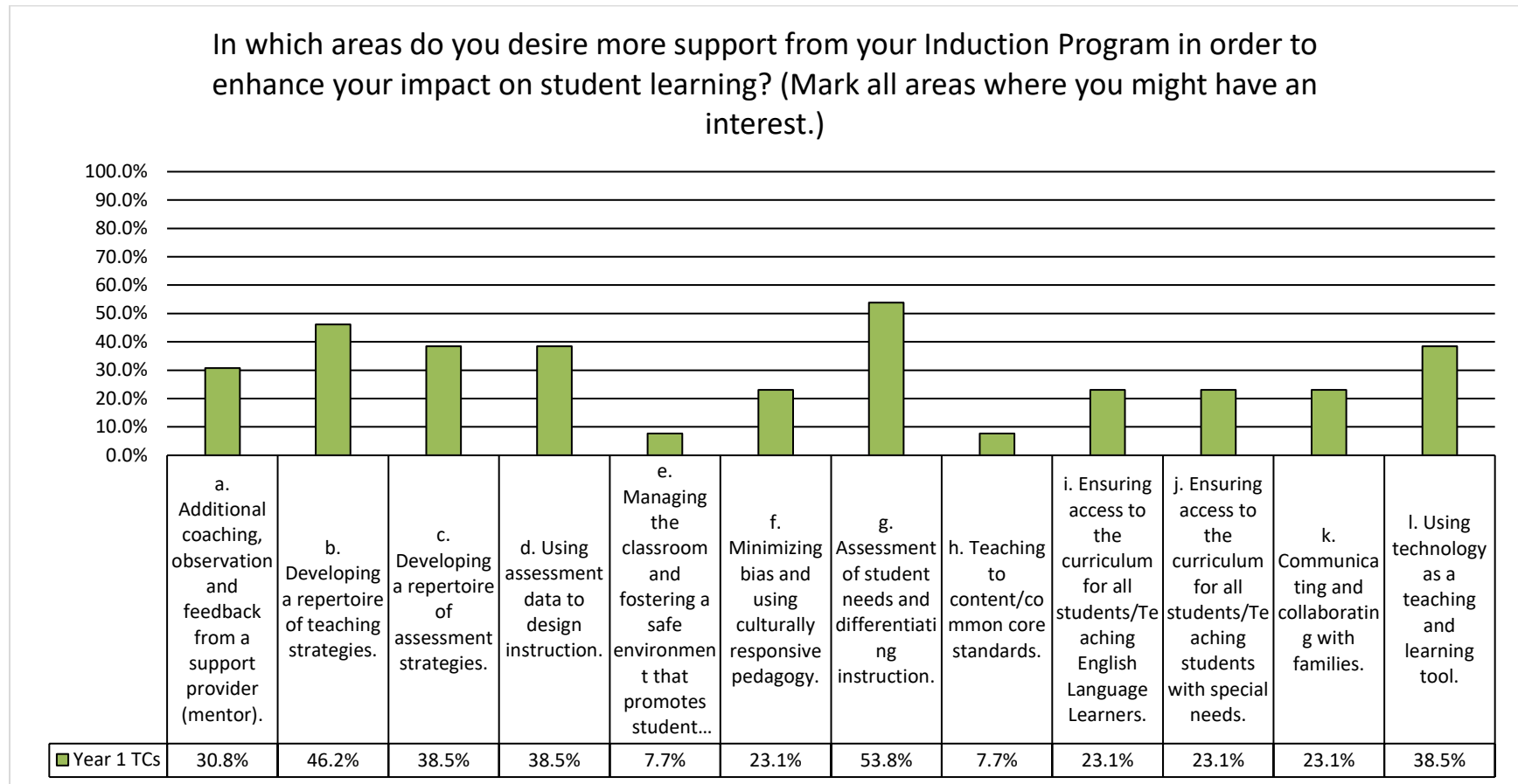


Figure 11

1.2.4 General Education Comments

The following bullet points show all the comments for each of the respondents.

1.2.4.1 Teacher Candidate Comments

In what other areas might you like more support or professional development?

(First year teacher candidates only)

- I would like to focus more on content standards next year as well as assessing data.
- I would like a PD on small group resources.
- I would like to learn more about teaching reading to upper elementary students, especially those who read at a lower level (below 2nd grade)
- small group instructions
- Managing Chronic Difficult Behaviors
- Diving into the standards and understanding the expectations of my students based on the states expectations. What does that actually look like?

If you do not wish to continue teaching next year, please state your reason(s).

No Responses

What did you learn in this Induction Program that had the most positive impact on your work with your students?

- I have learned that through perseverance and continuing to ask questions I have gained many skills to help me with my teaching practices. I was lucky to have a very experienced mentor that gave me great insights to the questions I had. She greatly helped me with reading groups and strategies to help my students during guided reading. By communicating what I was doing in the classroom she was able to send me resources to either strengthen my lesson plans or supplement activities I would do with my students. I will continue to use these resources such as Smart Notebooks and other activities. By communicating, asking questions and being willing to keep trying new things, I was able gain skills and strategies to enhance my teaching practices.
- The focus of my professional growth was using formative assessments to guide my instruction; however, I would say my mentor's work with me on accountable student talk impacted my work with students the most this year.
- I learned on ways to create a engaging classroom environment. The NTN's were also helpful. The NTN on parent teacher conferences was by far the best learning experience I had. It prepared me, I would have never realized what I needed to have a successful conference.
- Classroom Management strategies helped me manage my class, which lead to me being able to focus on the content and delivery. It is the one area I feel my credential program did not prepare me for.
- I just continued a similar reflection process that was done while I was receiving my credential.

- I learned how to incorporate shared reading with my reading groups. I learned how to move lessons around in order to make it fit into my schedule. I learned how important turn and talks are; and that I need to allow more time in my lesson for turn and talks.
- I believe that gaining new classroom management strategies from my mentor and teacher observations has had the most impact on my work with my students.
- I've learned different strategies to have student collaborate with one another, so that they get a chance to share their thoughts.
- I learned that I have to be consistent with the consequences I provide to students who do not follow the classroom rules and procedures. This has had the most positive impact on my work with my students as it hold them accountable for their choices. It also promotes and supports a healthy and productive learning environment in which all students can be successful.
- How to effectively reflect on educational practices.
- I learned that using formative and summative assessment (student data) is pivotal in directing/redirecting my instruction as well as my guide for future planning. More importantly, if students aren't involved in the analyzation fo their own data, then they are learning with no goal(s) or sense of direction.
- Management and organization
- To be more mindful.
- I have learned many things in this Induction Program that have had a positive impact on my work with my students. Learning all of the CTP's as well as veteran observations have taught me how to be a successful teacher.
- In this induction program, I learned the importance of scaffolding for students appropriately, while still maintaining a rigorous classroom environment.
- The thing I learned that has the biggest positive impact is to take advice into consideration, but if it would ultimately hurt your students then you need to make that call and not always just do it. While I can give any advice a good try, some might have not been the best for my students and induction has really taught me to stand up for what I think my students need.
- The Induction Program really made me think about doing pre-assessments, analyzing that data, then working towards a goal to increase student learning!
- During the induction program I learned how to use reflection in order to improve my teaching strategies. I am able to use the different things that I learned in the NTN's and the different mentoring moments at different times during the day.

If you have any ideas, suggestions or a message for your Induction program leaders that you feel will enhance this program's services or improve the experience for other new teachers, please include it here.

- I was very satisfied with my experience with the induction program as well as with my mentor. My only suggestion is that the quality of the program continues as it has for me.
- I feel that the program should have times when we come together as a group and work on our inquiry. This way we can get more ideas and see how other people approach there inquiry.

- I think it is a great program overall, and I feel much more prepared for my second year of teaching!
- I enjoy reflection work, and I understand the need for reflecting on the CTP's; however, I am concerned that I will have the exact same assignments next year. The program is similar to the credential program I participated in, so I feel like I have already completed some of these assignments; therefore, next year I'll be doing the same reflections for a third time. At a certain point it does seem unnecessarily to document it in so much detail. Thank you for your time.
- I think my only suggestion would be to include one more veteran observation a semester. Some of the most valuable tools I gained were from veteran teacher observations.
- It would be great to have a few co-teaching sessions with the induction coach.
- Streamline the paperwork- there was a lot of redundancy in the reflection questions.
- I love all coaching staff!
- I thought this whole induction program was too overwhelming and extremely repetitive. There were so many reflection questions throughout the entire ILP that were so similar and I felt like I never had anything new to say. I felt as if this program actually hindered me from teaching to the best of my abilities because I had to spend so much time filling out documents all the time which took away from me prepping adequately for my daily lessons. I did not enjoy this program at all and honestly thought it was a waste of time in many cases.
- I see the value in the ILP and Inquiry Projects to the induction program, however, I do feel that there are a lot of assignments due throughout the year that could possibly be combined into fewer assignments that still serve the same purpose to relieve stress off of teaching candidates. I also feel that there are some questions on the Inquiry Project that are repetitive, and can be combined into one question.
- All of the ladies behind the HESD Induction program, from Terri to Debra to Joanna do a really great job and are so professional!
- I know the NTN's are time consuming, but providing more opportunities for them would be great!

1.3 GENERAL EDUCATION CONCLUSIONS

In these conclusions, categorical questions are reported as percentages of “yes” or positive responses (responses collapse, ie. more frequency, appropriate length, etc.). Then numbers are coded for positive and negative results as follows:

- Green indicates where results are 3.75 or above out of 4 (clearly in the “strongly agree” category) or above 90%.
- Red indicates where results fall below 3.0 out of 4 (below the “moderately agree” category) or below 80%.

Generally, standard deviations for all questions were within the normal range (under 1.0). This means that there were similar perceptions regarding questions across the role groups. Standard deviations for each question are shown on the individual charts in the body of this report, and in the Conclusions table below.

General Education Year-End Questions	Candidate % or Mean	Candidate Standard Deviation
This academic year, did you receive an average of (and not less than) one hour per week of INDIVIDUALIZED support and mentoring, either given by or coordinated by your mentor?	100%	
Did you receive this INDIVIDUALIZED support in person? (not by email, text, skype, etc.)	100%	
Please rate the extent you agree or disagree with the following statements.	Candidate Mean	Candidate SD
a. This Teacher Induction Program and my district made the necessary resources available in order for me to accomplish the goals of my ILP (e.g. professional development, observation of other teachers, research activities, etc.).	3.74	0.53
b. Working with my mentor supported the consistent practice of reflection on the effectiveness of instruction and student achievement.	3.85	0.36
c. My mentor and I analyzed student and other outcome data this year and used these data to further inform the repeated cycle of planning and instruction.	3.44	0.75
d. This Teacher Induction Program and work with my mentor provided multiple opportunities for me to assess my progress towards mastery of the CSTP.	3.85	0.36
e. In terms of meeting my overall needs and completing the program requirements, the time I spent with my mentor was adequate.	3.78	0.51
How strong were the connections between the goals and research activities you developed for your Individual Learning Plan (also called an ILP, Inquiry, Professional Growth Plan) and the following?	Candidate Mean	Candidate SD
a. Professional development in which I participated.	3.63	0.74
b. Professional development activities you attended.	3.70	0.61
c. District/site professional development activities.	3.78	0.42
d. Work with your Induction support provider (mentor).	3.85	0.46

How strong was the collaboration between this Teacher Induction Program and your site administration?	3.37	0.79
How much positive impact did the following Induction experiences have on your classroom practice?	Candidate Mean	Candidate SD
a. Coaching and feedback from my support provider (mentor) based on observations of my teaching and analysis of student work.	3.78	0.51
b. Collection and analysis of evidence of my teaching practice.	3.59	0.64
c. Developing my professional growth plans (also called an Inquiry or Individual Learning Plan) with my support provider (mentor).	3.74	0.53
d. Designing and engaging in professional development as identified on my professional growth plans.	3.74	0.53
e. Observing experienced teachers at my school or district.	3.67	0.62
To what degree have you grown in the following areas,(either this year or over two years) while you have participated in Induction?	Candidate Mean	Candidate SD
a. Developing a repertoire of teaching strategies.	3.67	0.55
b. Developing a repertoire of assessment strategies.	3.44	0.70
c. Using results of assessment data to design instruction.	3.54	0.65
d. Managing my classroom and fostering a safe environment that promotes student well-being.	3.70	0.54
e. Minimizing bias and using culturally responsive pedagogy.	3.56	0.64
f. Assessing student needs and differentiating instruction (including analysis of student work).	3.44	0.75
g. Teaching to content and common core standards.	3.59	0.57
h. Teaching English Language Learners.	3.52	0.75
i. Teaching students with special needs.	3.42	0.70
j. Collaborating with families of my students, including communicating learning goals and progress.	3.30	0.78
k. Using technology as a teaching and learning tool.	3.74	0.53
To what extent did your Induction Program experiences (working with your mentor, developing your ILP, participating in professional development) positively impact your growth in the following areas?	Candidate Mean	Candidate SD
1a Connect classroom learning to the real world	3.59	0.64
1b Engage students in inquiry, problem solving, and reflecting to promote their critical thinking	3.67	0.55
1c Meet the instructional needs of English learners	3.56	0.70
1d Identify and address special learning needs with appropriate teaching strategies	3.44	0.75
2a Establish and maintain a safe and respectful learning environment for all students	3.67	0.62
2b Create a productive learning environment with high expectations for all students	3.63	0.63

3a Use effective instructional strategies to teach specific subject matter and skills	3.59	0.64
3b Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students	3.59	0.64
4a Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development	3.67	0.55
4b Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students	3.59	0.57
5a Involve all students in self-assessment, goal setting, and monitoring progress	3.48	0.70
5b Give productive feedback to students to guide their learning	3.63	0.63
6a Evaluate the effects of actions on student learning and modify plans accordingly	3.70	0.54
To what extent did your Induction Program experiences (working with your mentor, your ILP, your professional learning experiences) positively impact your growth in the teaching standards (CSTP etc)?	Candidate Mean	Candidate SD
CSTP 1: Engaging and Supporting All Students in Learning	3.67	0.55
CSTP 2: Creating and Maintaining Effective Environments for Student Learning	3.67	0.62
CSTP 3: Understanding and Organizing Subject Matter for Student Learning	3.67	0.62
CSTP 4: Planning Instruction and Designing Learning Experiences for All Students	3.67	0.55
CSTP 5: Assessing Students for Learning	3.67	0.55
CSTP 6: Developing as a Professional Educator	3.69	0.55
THIS SECTION ONLY FOR THOSE WHO ARE COMPLETING THEIR FIRST YEAR OF INDUCTION. In which areas do you desire more support from your Induction Program in order to enhance your impact on student learning? (Mark all areas where you might have an interest.)	1st Yr TC Mean	
a. Additional coaching, observation and feedback from a support provider (mentor).	31.3%	
b. Developing a repertoire of teaching strategies.	43.8%	
c. Developing a repertoire of assessment strategies.	37.5%	
d. Using assessment data to design instruction.	37.5%	
e. Managing the classroom and fostering a safe environment that promotes student well-being.	6.3%	
f. Minimizing bias and using culturally responsive pedagogy.	18.8%	
g. Assessment of student needs and differentiating instruction.	43.8%	
h. Teaching to content/common core standards.	6.3%	
i. Ensuring access to the curriculum for all students/Teaching English Language Learners.	18.8%	

j. Ensuring access to the curriculum for all students/Teaching students with special needs.	18.8%	
k. Communicating and collaborating with families.	18.8%	
l. Using technology as a teaching and learning tool.	37.5%	
	All Candidate %	
Do you wish to continue teaching next year?	100.0%	

Table 2