

**Hanford ESD Teacher Induction Program  
General Education**

**Candidate Feedback  
of Mentor Effectiveness, Skill and Knowledge  
2018-2019**

**for the  
Hanford Elementary School District**

**by the**



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**Sinclair Research Group**

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## 1.1 INTRODUCTION

The Hanford ESD Teacher Induction Program administered a survey to General Education near the end of the 2018-2019 academic year. The purpose of the survey was to collect data related to the *Common and Induction Program Standards* regarding the skill, knowledge and general effectiveness of mentors. By assessing mentor effectiveness, planned professional development can be more focused. Also, mentors themselves can be given feedback regarding their practice and plan for their own improvement as part of their evaluation (*2015 Program Standard 4*).

Recent research from graduates and completers of induction programs (100,000 in California over five years) has shown significant differences between candidates that met regularly with their mentors throughout their two years of induction for a minimum of one hour per week and those who did not. The more frequently they met and the long the duration of the meetings (up to one hour), the more significantly positive were perceptions of the program and the belief the program experiences had enhanced their competence. It is now a state required “*Pre-Condition*” (3) for mentors and candidates to meet, on average, one hour per week for support and reflection on teaching practice.” Based on this, candidates were asked “*How successful has your mentor been at working with you on support activities for approximately one hour per week?*” *Additional research shows that new teachers move forward in their practice most profoundly when they receive dedicated support and assessment from a high quality mentor that includes reflective conversation, feedback on practice and planning from an experienced mentor in the context of continuous improvement based on standards. The Center for Strengthening the Teaching Profession has a long history of research and focus on mentors in the areas of (1) Working with Adult Learners, (2) Collaborative Work, (3) Communication, and (4) Knowledge of Content and Pedagogy (Teacher Leadership Skills Frameworks, (TLS) cstp-wa.org, 2009). Recently, the state of California rewrote Standards applicable to Induction programs that focus much more heavily on the knowledge and skills of the mentor in these areas.*

This particular assessment was developed over a two-year period and questions were initially drawn from the above framework around the dispositions, knowledge, skills, roles and opportunities needed to be effective teacher leaders (mentors). These were piloted and consistency statistics developed over a period of two years. Finally, since they are purposefully developed to be used in the state of California, they were studied for their alignment with the relevant Pre-Conditions, Common Standards, and, in particular Induction Program Standards 3 and 4 (December 2015). The framing question was “Please rate the extent you agree or disagree with...” The list of questions and their alignments with the various *TLS* and Standards were as follows:

<b>Candidate Feedback on Mentor</b>	<b>TLS</b>	<b>Standards</b>
a. My mentor created an environment of trust, caring and honesty, so that I feel valued, safe to risk, learn and share.	1, 2, 3	Induction Standard (IS 4)
b. My mentor used our time together effectively, focusing on my needs and not being unduly hurried.	1, 2	Pre-Condition (PC) 3, Common Standard (CS) 1,
c. My mentor used reflection as a tool to inform my	1, 3	IS 3 and 4

practice and develop my professional goals.		
d. My mentor encouraged collegial inquiry.	1, 2, 3	IS 2 and 4
e. My mentor helped me reflect on and assess my own practice and set goals.	1, 2	PC 4, IS 2
f. My mentor worked with me to assess my professional practice based on professional standards with multiple tools at multiple times during the year.	1, 2 and 4	PC 4, CS 1, 2, 4 IS 1, 2, 3, 4, 5 and 6
g. My mentor understood the requirements of this program, how I would earn a credential, and their role as a mentor.	2, 3	IS 4
h. Conversations with my mentor actively engaged me.	1,3	IS 4
i. My mentor documented our shared meetings to record what we did in our work together.	3	IS 4
j. My mentor moved me toward task completion using appropriate processes.	1,2,3	IS 4
k. My mentor used a variety of differentiated strategies to support my needs.	1, 3	CS 2 IS 2 and 4
l. My mentor communicated positively and with optimism.	1,3	IS 4
m. My mentor facilitated learning-focused discussions in a way that engaged me in reflective thinking, inquiry, analysis and the plan-teach-reflect-apply cycle of formative assessment.	1,2,3	IS 3 and 4
n. My mentor paraphrased what I said and asked me clarifying questions.	1, 2,3	IS 4
o. My mentor used data-driven dialogue to help me make decisions and take appropriate actions.	1,2,3,4	IS 2, 3 and 4
p. My mentor was able to help me move toward decisions.	1,2	
q. My mentor used curriculum standards and professional standards to build on previous my previous professional growth plans and plan for future improvement.	1, 2, 3 and 4	CS 1 and 2 IS 1, 2, 3, 4, 5, and 6
r. My mentor used data to inform our shared conversations and regularly worked with me to adjust my professional growth plans based on my personal strengths and needs.	1,4	IS 3 and 4
s. My mentor shared effective strategies to help me engage students in learning.	1,3,4	IS 3 and 4
t. My mentor observed me and provided feedback to me based on evidence aligned to professional standards.	1,3,4	IS 2, 3, 4 and 5

A four point “forced choice” Likert scale was used for responses (strongly agree, agree, disagree, strongly disagree). A total of 26 General Education candidates responded to the survey. The survey results suggest potential areas for fruitful program development. In line with common statistical practice, Sinclair Research Group has analyzed the rating data as quasi-interval, and has calculated mean scores, standard deviations, and consistency statistics.

The *Candidate Feedback of Mentor Skill, Knowledge and Effectiveness* is designed to closely follow the *Common and Induction Program Standards*. It is understood, however, that not all induction standards and criteria are of relevance to the effectiveness of mentors. Therefore, not

every Common or Program Standard was addressed in the survey design. These questions revolve main around *Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System* and *Standard 4: Qualifications, Selection and Training of Mentors*.

## 1.2 CONSISTENCY OF QUESTIONS AND INSTRUMENT RELIABILITY

Every survey should carefully consider reliability and validity. One test of reliability is the consistency of responses. In Figure 1, the scores for each rating question within the survey was compared with the total scores from each respondent. In the first full year of implementing this was over 1500 respondents. This was done by calculating the item-total correlation coefficient. Results below 1.0 indicated that respondents were being acceptably consistent in their answers across the instrument. This analysis was again completed this year, just for this program. Results are shown in Figure 1.

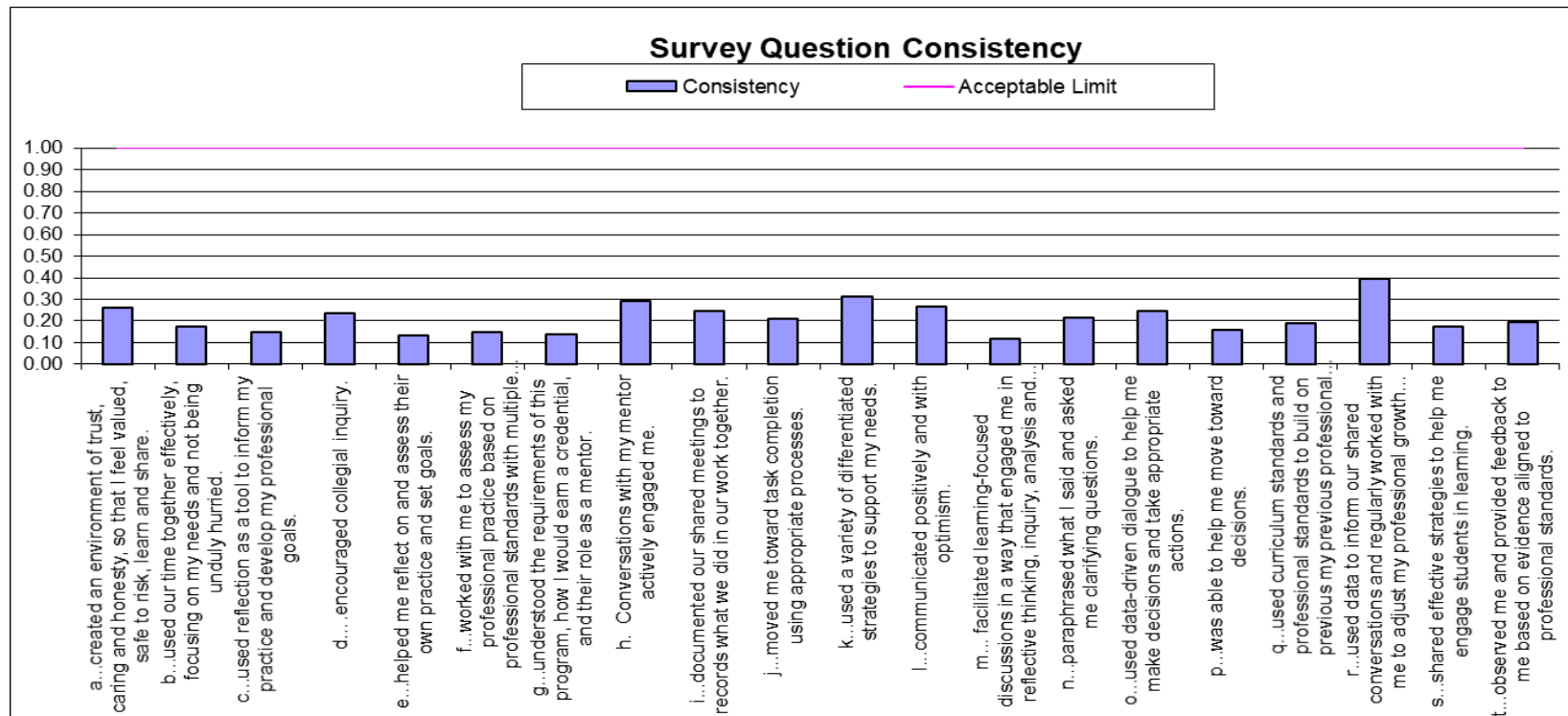


Figure 1

Responses from candidates were consistent (below 1.0). This means that respondents answered that question similarly than they did on the other questions in the survey. In general, the survey itself can be considered to be reliable and valid (internally consistent).

### 1.3 GENERAL EDUCATION

#### 1.3.1 General Education Means and Standard Deviations

A vital goal of program evaluation is to use results to more accurately assess the strengths and needs of program participants. This instrument was designed to examine the areas where candidates feel their mentors are highly effective and the areas where they might need improvement. Figure 2 below plots the mean response (in blue) and the variation of the responses as a standard deviation (in pink) for each of the questions in the survey. (The actual questions are listed in the first section of this report and aligned to Program Standards 4 and 5.)



Figure 2

### 1.3.2 General Education Global Statistics

In Figure 3 below, global statistics are shown for the General Education participating teacher rating questions. The median, mode, mean, variance, and standard deviation are shown. These measures summarize the descriptive measure and give the big picture of the responses. The median indicates where 50% of the responses are above or below that point. The mode indicates the most frequently chosen response. The mean indicates the “average” response. The standard deviation is simply the average distance from the mean. The variance is the square of the average distance from the mean. These last two indicates the similarity of the responses (lower standard deviation and variance indicates more agreement among responses).

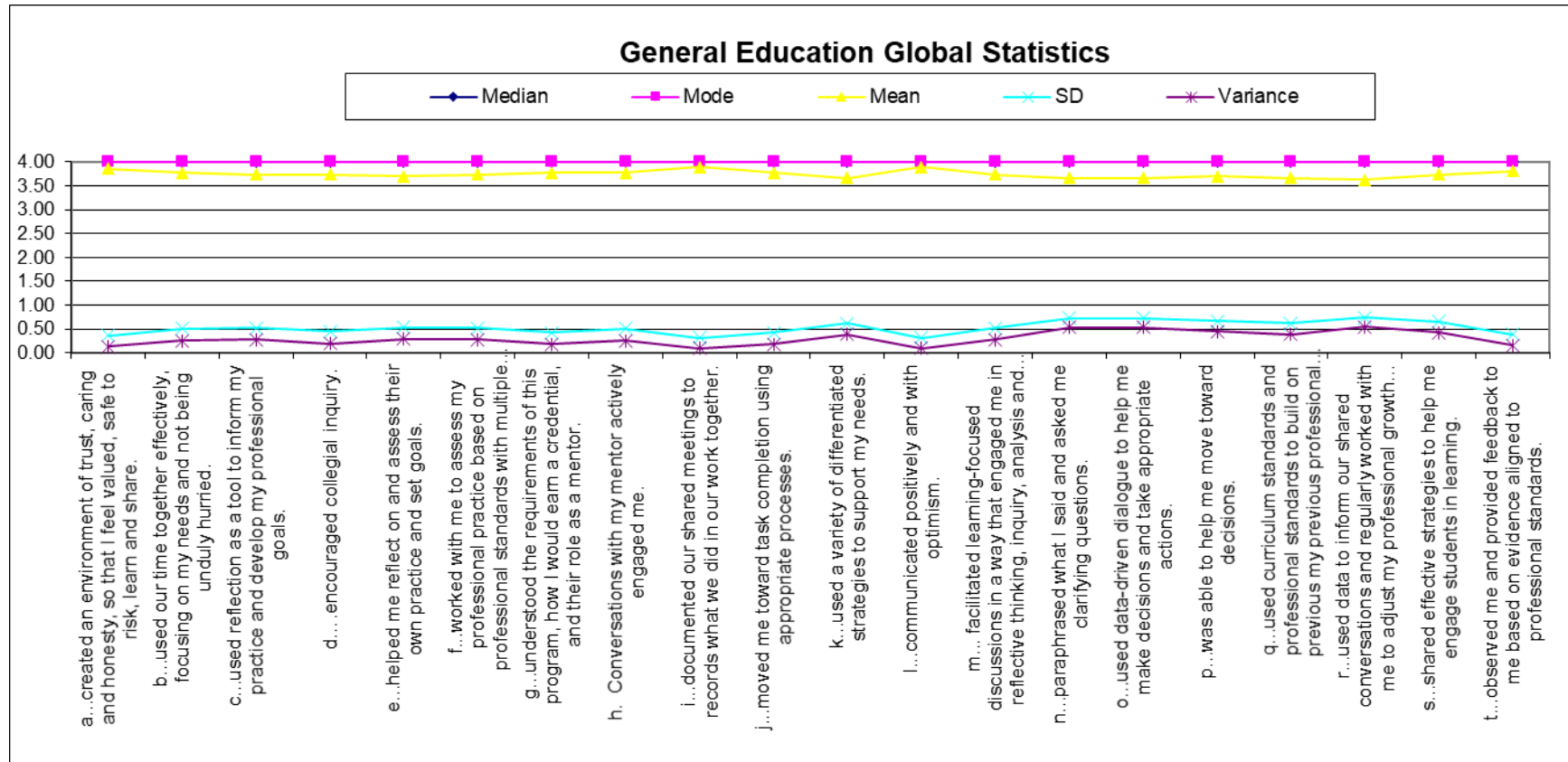


Figure 3

### 1.3.3 General Education Comments

Candidates were asked to state any area where they believed their mentor might benefit from more professional development or program support. Their responses are shown below.

- I feel that my mentor exceeded my expectations and adequately met my needs as a new instructor.
- Providing resources for EL learners.
- Providing feedback along with resources. I feel that the feedback often is just words, and would maybe benefit from having more hands on or electronic resource ideas sent to me so I can properly apply new strategies.
- My mentor did a great job recognizing my needs.
- I don't know what my mentor can benefit on because she has been there to help support me in all subject areas.
- My mentor is very supportive in needs I may have. She will often model teaching when I have questions, and give me great ideas to try out.
- My mentor may have benefitted from more training and support in managing chronic difficult behaviors.
- I feel like my mentor could have benefitted from being more organized. There were many days where I was confused on what it was that I was supposed to be doing. But other than that, I appreciate all that my mentor has offered me over the last 2 years. I have definitely learned a lot.
- My original mentor could have benefitted from training on how to understand the culture of a classroom and adjust the support accordingly. After I switched mentors she was able to provide exactly what I needed.
- My mentor would benefit from having support with scheduling. She is busy enough as it is catering to many candidates, it must take her an unnecessary amount of time trying to accommodate and schedule to everyone. She should be able to focus on her candidates, and I believe she should receive more support with scheduling.
- Having the mentors more knowledgeable about the math expectations in my grade level would be beneficial to apply more in the moment mentoring during those lessons.
- More familiarity and understanding of the calendar and what assignments would be due when.

### 1.3.4 General Education Conclusions

The survey itself can be considered a reliable instrument with internal consistency. Standard deviations were within the normal range. This means that generally respondents were in agreement and answered questions with fairly similar ratings.

In the table below, green highlighting indicates where the mean rating was above 3.75 out of 4 (clearly in the “strongly agree” area). Red indicates where the mean rating fell below 3 out of 4 (into the “slightly agree” to “do not agree” area). Yellow highlighting indicate areas where there are statistically significant differences between results for this program and the overall group of respondents to date (N=1582).

There were no areas that fell below 3 out of 4. It is clear from this report that, generally, these candidates believe that their mentors were highly skilled and effective. (The administrators should carefully examine the individual responses for “evaluative data (required by the Standards) on each individual mentor.)

General Education - Candidate Feedback on Mentors	Program Teacher Candidate Results	
	MEAN	SD
a. My mentor created an environment of trust, caring and honesty, so that I feel valued, safe to risk, learn and share. TLS 1-3, Induction Standard (IS 4)	3.85	0.36
b. My mentor used our time together effectively, focusing on my needs and not being unduly hurried. TLS 1 & 2, Pre-Condition (PC) 3, Common Standard (CS) 1	3.78	0.51
c. My mentor used reflection as a tool to inform my practice and develop my professional goals. TLS 1, 3, IS 3 & 4	3.74	0.53
d. My mentor encouraged collegial inquiry. TLS1-3, IS 2 & 4	3.74	0.45
e. My mentor helped me reflect on and assess their own practice and set goals. TLS 1 & 2, PC 4, IS 2	3.70	0.54
f. My mentor worked with me to assess my professional practice based on professional standards with multiple tools at multiple times during the year. TLS 1, 2 & 4, PC 4, CS 1, 2 & 4 IS 1- 6	3.74	0.53
g. My mentor understood the requirements of this program, how I would earn a credential, and their role as a mentor. TLS 2 &3, IS 4	3.78	0.42
h. Conversations with my mentor actively engaged me. TLS 1,3, IS 4	3.78	0.51
i. My mentor documented our shared meetings to records what we did in our work together. TLS 3, IS 4	3.89	0.32
j. My mentor moved me toward task completion using appropriate processes. TLS 1-3, IS 4	3.78	0.42

k. My mentor used a variety of differentiated strategies to support my needs. TLS 1, 3, CS 2, IS 2 and 4	3.67	0.62
l. My mentor communicated positively and with optimism. TLS 1 & 3, IS 4	3.89	0.32
m. My mentor facilitated learning-focused discussions in a way that engaged me in reflective thinking, inquiry, analysis and the plan-teach-reflect-apply cycle of formative assessment. TLS 1-3, IS 3 and 4	3.74	0.53
n. My mentor paraphrased what I said and asked me clarifying questions. TLS 1-3, IS 4	3.67	0.73
o. My mentor used data-driven dialogue to help me make decisions and take appropriate actions. TLS1-4, IS 2, 3 & 4	3.67	0.73
p. My mentor was able to help me move toward decisions. TLS 1 & 2	3.70	0.67
q. My mentor used curriculum standards and professional standards to build on previous my previous professional growth plans and plan for future improvement. TLS 1-4, CS 1 and 2, IS 1-6	3.67	0.62
r. My mentor used data to inform our shared conversations and regularly worked with me to adjust my professional growth plans based on my personal strengths and needs. TLS1,4, IS 3 & 4	3.63	0.74
s. My mentor shared effective strategies to help me engage students in learning. TLS 1,3 & 4, IS 3 & 4	3.74	0.66
t. My mentor observed me and provided feedback to me based on evidence aligned to professional standards. TLS 1,3 & 4, IS 2-5	3.81	0.40

**Table 1**