

**Clear Administrative Service Credential Induction Program
2018-2019**

A Report on the Annual Survey of Candidates and Coaches

prepared for the

Hanford Elementary School District

by the



Sinclair Research Group

June 2018

Table of Contents

1.1	EXECUTIVE SUMMARY	5
1.2	METHODOLOGY	9
1.3	CANDIDATE RESULTS	10
1.3.1	During this past year, did you have an up-to-date written individualized program of professional development activities or IIP (sometimes called Goals, Professional Growth Plan or Applied Practicums)? (% Yes) PC 3	10
1.3.2	Did you collaborate with your coach and your program leadership (the entity that provides your program) in the development of your IIP (may be called Goals, Professional Development Plan, or Applied Practicums)? (% Yes) PC 3	11
1.3.3	During the past year, did you experience at least 40 hours of coaching support activities? (% Yes) PS 4	12
1.3.4	My coach/mentor and I collaboratively assessed my practice on the CPSELs (Description of Practice). (% Yes) PS 4-B	13
1.3.5	My CPSELs (Description of Practice) assessments were based on evidence (e.g., professional development outcomes, observations of my work, Applied Practicums, etc.) (% Yes) PS 4-B	13
1.3.6	My coach consistently used evidence of my progress in meeting competency and performance expectations (CPSELs/DOP) to guide our work together. (% Yes) PS 1	13
1.3.7	When did you first begin meeting with your coach? (In the month I was admitted to the program=4, In the 2nd month after I was admitted to the program=3, Three months or more after I was admitted to the program=2, Have not yet met=1) PS 1	14
1.3.8	This past year, how frequently have you revisited and reflected on the IIP (Goals, Professional Growth Plan, or Applied Practicums)? (<i>Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1</i>) PC 3	15
1.3.9	Candidate Rating for Program Effectiveness (Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1) PS 2-4	16
1.3.10	Candidate Rating of Coach Knowledge and Skill (Strongly Agree=4, Agree=3, Slightly Agree=2, Disagree=1)	17

1.4 QUALITATIVE REMARKS FROM CANDIDATES

18

1.4.1 In this past year, what types of coaching-support activities did you experience?

18

1.4.2 In what areas might your coach have benefited from additional training or support?

18

1.4.3 What did you learn from your experiences in this program that had the most positive impact on your work with students and/or teachers?

18

1.4.4 In what areas would you like more support or professional learning?

19

1.4.5 What could this program have done to help you increase your learning or be more effective?

19

1.5 COACH RESULTS

20

1.5.1 During this past year, did the candidate(s) that you coached have an up-to-date written Individualized Induction Plan: IIP (may be called Goals, Professional Growth Plans, Applied Practicums)? (% Yes)

20

1.5.2 Did you collaborate with your candidate(s) in the development of their IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? (% Yes)

21

1.5.3 During the past year, did you extend at least 40 hours of coaching support activities to each of your candidates? (% Yes)

22

1.5.4 When did you first begin meeting with your candidate? (If you have more than one candidate, please average). (In the month the candidate(s) was admitted to the program=4, In the 2nd month after the candidate was admitted to the program=3, Three months or more after the candidate was admitted to the program=2, Have not yet met=1)

23

1.5.5 This past year, how frequently has/have your candidate(s) revisited and reflected on the IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? (*Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1*)

24

1.5.6 This program has provided or is providing me with ongoing training and learning in refining my coaching skills. (% Yes)

25

1.5.7 This program has provided or is providing me with training and learning that updates me in educational trends, research and policy changes. (% Yes)

26

- 1.5.8 Mark all areas in which you received initial training. (*% Yes*)
27
- 1.5.9 Please rate the extent your training was thorough and high quality. (Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1)
28
- 1.5.10 Please rate your level of agreement with the following statements: (Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1)
29
- 1.5.11 Please rate the extent that you agree... (Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1)
30
- 1.6 QUALITATIVE REMARKS FROM COACHES
31
- 1.6.1 In this past year, what types of coaching support activities did you share with your candidate(s)?
31
- 1.6.2 What did you learn from your experiences in this program that had the
31
- 1.6.3 Please add any other comments you would like to make.
31
- 1.7 COMPARABLE RESULTS (CANDIDATES VS. COACHES)
32
- 1.7.1 Categorical Questions for Coaches and Candidates (*% Yes*)
32
- 1.7.2 When did you first begin meeting with your coach/candidate?
(In the month I/ the candidate(s) was admitted to the program=4, In the 2nd month after I/the candidate was admitted to the program=3, Three months or more after I/the candidate was admitted to the program=2, Have not yet met=1)
35
- 1.7.3 This past year, how frequently has/have you/your candidate(s) revisited and reflected on the IIP (may be called Goals, Program Growth Plan, or Applied Practicum)?
(Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1)
36
- 1.7.4 Please rate the extent that you agree... (*Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1*)
37

1.1 EXECUTIVE SUMMARY

The Annual Year-End Surveys of Clear Administrative Services Credential (CASC) candidates and their coach/mentors was part of the formative and summative program evaluation of the Hanford ESD Induction Program. The purpose of the overall evaluation 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 CASC Program being implemented in accordance with the required CTC Standards?
2. Is this CASC Program making a positive difference for candidates?

There are 5 CASC candidates and 4 coaches that responded to this survey. Because there was an % and % respectively, the results from this survey can/cannot be considered reliable as it relates to this program.

NOTE TO DIRECTOR: Please fill in the above. If the response rate is 80%, it can be considered generally reliable.

The following table shows the number of respondents in each group to these two surveys.

Experience	# of Candidates
1st Year Candidates	4
2nd Year Candidates	1
Total Candidates	5
Coaches	4
Total Respondents	9

Table 1

Results from the analysis give evidence that:

- Standard deviations are generally within the normal range. This means that respondents answered rating questions similarly, indicating they have similar perceptions about/experiences in the program.
- This program is being implemented in accordance with CTC Standards.
- This program is making a positive difference for candidates.
- All ratings were “strongly agree” or else 100%. Only one rating fell below 4.0. This was the extent that coaches had opportunity to participate in discussion about program design and implementation.

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). **Yellow** indicates statistically significant differences between role groups.

Note to Director: The above colored indicators are arbitrary and suggested by the directors in the Teacher Program Evaluation Collaborative. If you wish to change these, please feel free to do so. This is YOUR document and in Microsoft Word so changing colors is easily done. Please remove this notation in red before sharing this report.

<u>Quantitative Questions</u>	<u>Candidate</u>	<u>Coach</u>
1. During this past year, did you/your candidate have an up-to-date written individualized program of professional development activities or IIP (sometimes called Goals, Professional Growth Plan or Applied Practicums)? (% Yes) PC 3	100.0%	100.0%
2. When did you first begin meeting with your coach/candidate? <i>In the month I was admitted to the program=4, In the 2nd month after I was admitted to the program=3, Three months or more after I was admitted to the program=2, Have not yet met=1- PS 1</i>	4.00	4.00
3. Did you collaborate with your coach/candidate and your program leadership (the entity that provides your program) in the development of your IIP (may be called Goals, Professional Development Plan, or Applied Practicums)? (% Yes) PC 3	100.0%	100.0%
4. This past year, how frequently have you/has your candidate revisited and reflected on the IIP (Goals, Professional Growth Plan, or Applied Practicums)? <i>Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1 PC 3</i>	4.00	4.00
5. During the past year, did you/your candidate experience at least 40 hours of coaching support activities? (% Yes) PS 4	100.0%	100.0%
6. My coach/mentor and I collaboratively assessed my practice on the CPSELs (Description of Practice). (% Yes) PS 4-B	100.0%	
7. My CPSELs (Description of Practice) assessments were based on evidence (e.g., professional development outcomes, observations of my work, Applied Practicums, etc.) (% Yes) PS 4-B	100.0%	
8. My coach consistently used evidence of my progress in meeting competency and performance expectations (CPSELs/DOP) to guide our work together. (% Yes) PS 1	100.0%	
9. Please rate the extent that you agree... 4=Strongly Agree, 3=Moderately Agree, 2=Slightly Agree, 1=Do Not Agree	Candidate	Coach

a. ...the experiences you/your candidate had in the CASC program this past year were aligned with your own personal identified needs. <i>PS 2 and 4</i>	4.00	4.00
b. ...your (candidate's) IIP (Goals, Professional Growth Plan or Applied Practicums) was aligned to CPSELs (DOP). <i>PS 4-A</i>	4.00	4.00
c. ...your (candidate's) IIP (Goals, Professional Growth Plan or Applied Practicums) was based on your own identified needs. <i>PS 4-A</i>	4.00	4.00
d. ...your coach met/you met with you/your candidate in person and at the site. <i>PS 4</i>	4.00	4.00
e. ...your self-assessment was completed in collaboration with or reviewed by your coach. <i>PS 4-A</i>	4.00	
f. ...the coaching process helped you/your candidate set goals based on your leadership performance. <i>PS 4-B</i>	4.00	4.00
g. ...the professional development you received in the program addressed the needs expressed in your IIP (Goals, Professional Growth Plan or Applied Practicums). <i>PS 4-C</i>	4.00	
h. ...the professional development you received in the program promoted reflection on current practice. <i>PS 4-C</i>	4.00	
i. ...professional development you received in the program included examples of best practice, modeling and problem solving. <i>PS 4-C</i>	4.00	
j. ...professional development you received in the program gave you the opportunity to garner collegial support. <i>PS 4-C</i>	4.00	
Coach (ONLY) Questions	Coach % Yes	
6. Mark all areas in which you received initial training. (% Yes)		
a. Coaching skills <i>PS 3</i>	100.0%	
b. Goal setting <i>PS 3</i>	100.0%	
c. Use of appropriate coaching instruments <i>PS 3</i>	100.0%	
d. Process of formative and summative assessments designed to support candidate growth in CPSELs (or Descriptions of Practice). <i>PS 3</i>	100.0%	
7. Please rate the extent your training was thorough and high quality... Very thorough and high quality=4, Moderate=3, Slightly=2, Not thorough nor high quality=1, DID NOT receive training in this area=N/A	Coach Mean	
a. Coaching skills <i>PS 3</i>	4.00	
b. Goal setting <i>PS 3</i>	4.00	
c. Use of appropriate coaching instruments <i>PS 3</i>	4.00	

d. Process of formative and summative assessments designed to support candidate growth in CPSELs (or Descriptions of Practice). <i>PS 3</i>	4.00
8. This program has provided or is providing me with ongoing training and learning in refining my coaching skills. (% Yes) <i>PS 3</i>	100.0%
9. This program has provided or is providing me with training and learning that updates me in educational trends, research and policy changes. (% Yes) <i>PS 3</i>	100.0%
10. Please rate your level of agreement with the following statements... Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1	
a. I consistently used evidence of candidate progress in meeting competency and performance expectations (CPSELs or Descriptions of Practice) to guide my support efforts. <i>PS 4</i>	4.00
b. There was close alignment between the professional development in which I participated and my field work. <i>PS 4</i>	4.00
c. I had the opportunity to participate in discussion about program design and implementation of candidate preparation. <i>PS 2</i>	3.75
d. The program regularly communicated with me to ensure that my candidate(s) was/were building on coherent individualized learning. <i>PS 2</i>	4.00
e. I received regular ongoing support, training, and supervision from this program. <i>PS 3</i>	4.00
f. This program assisted me in reflecting on my coaching practice.	4.00
11. Please rate the extent that you agree... Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1	
d. ...your coaching experiences with your candidate(s) was/were regular, consistent and ongoing.	4.00
g. ...the coaching process helped the candidate(s) set goals based on their leadership performance.	4.00

Table 2

1.2 METHODOLOGY

At the end of the 2018-2019 academic year, all CASC candidates and their coach/mentors 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 *CASC Program Standards (PS)*. 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 generally had to do with the effectiveness of the program and the impact it had on participants. Question areas included the completion of and re-visitation of the IIP, the extent candidates and mentors collaborate, when they first started meeting, how much coaching was received/given, assessing practice, using evidence and basing their work together and the IIP on the CPSELs, the impact of coaching on their practice, professional growth, and on reflection, the extent best practice was shared/modeled, and promotion of collegial support. Coaches were also asked in what areas they received initial training and the quality of that training.

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.

The reporting of these surveys follows. It 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.

1.3 CANDIDATE RESULTS

1.3.1 During this past year, did you have an up-to-date written individualized program of professional development activities or IIP (sometimes called Goals, Professional Growth Plan or Applied Practicums)? (% Yes) PC 3

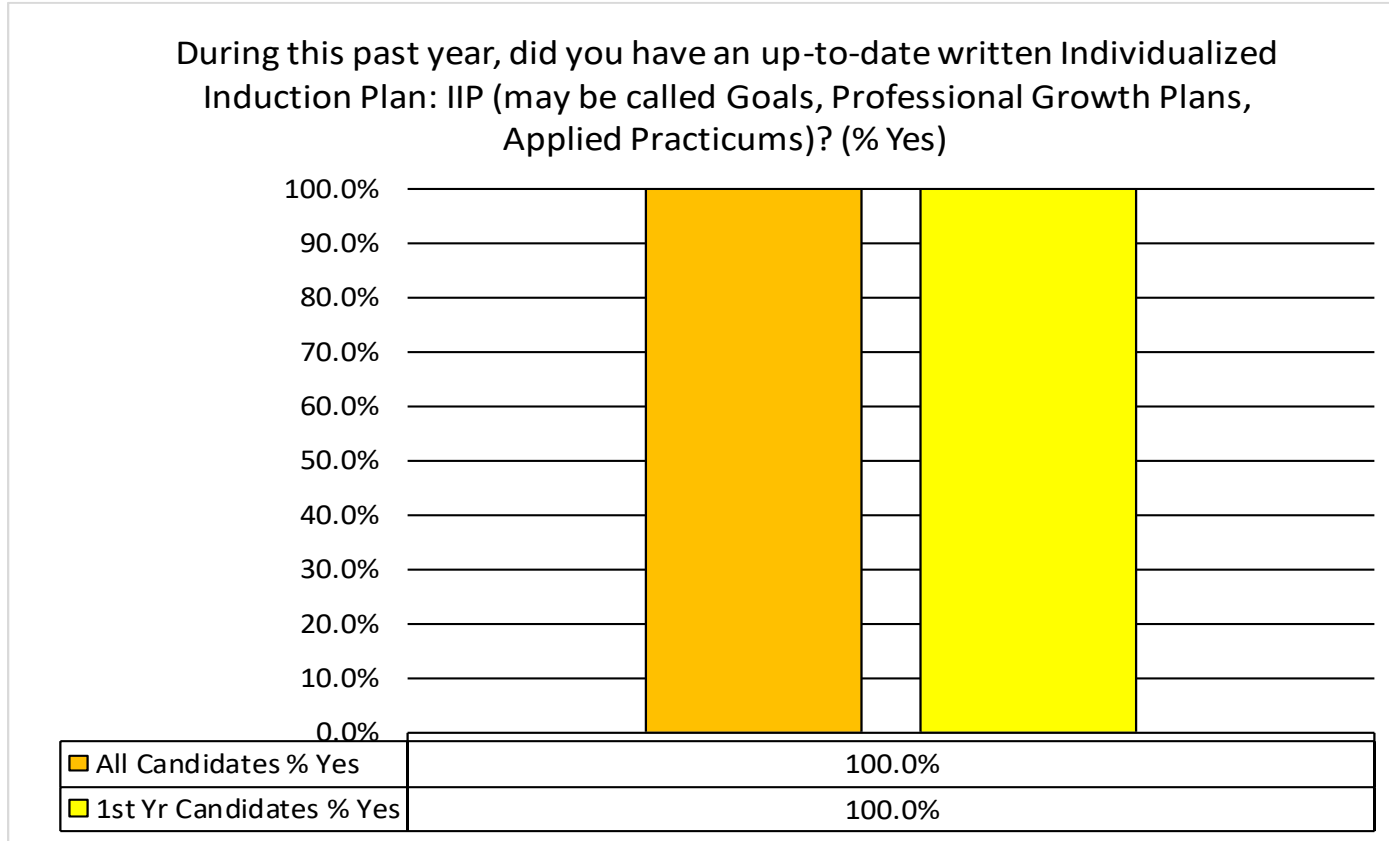


Figure 1

**1.3.2 Did you collaborate with your coach and your program leadership (the entity that provides your program) in the development of your IIP (may be called Goals, Professional Development Plan, or Applied Practicums)? (% Yes)
PC 3**

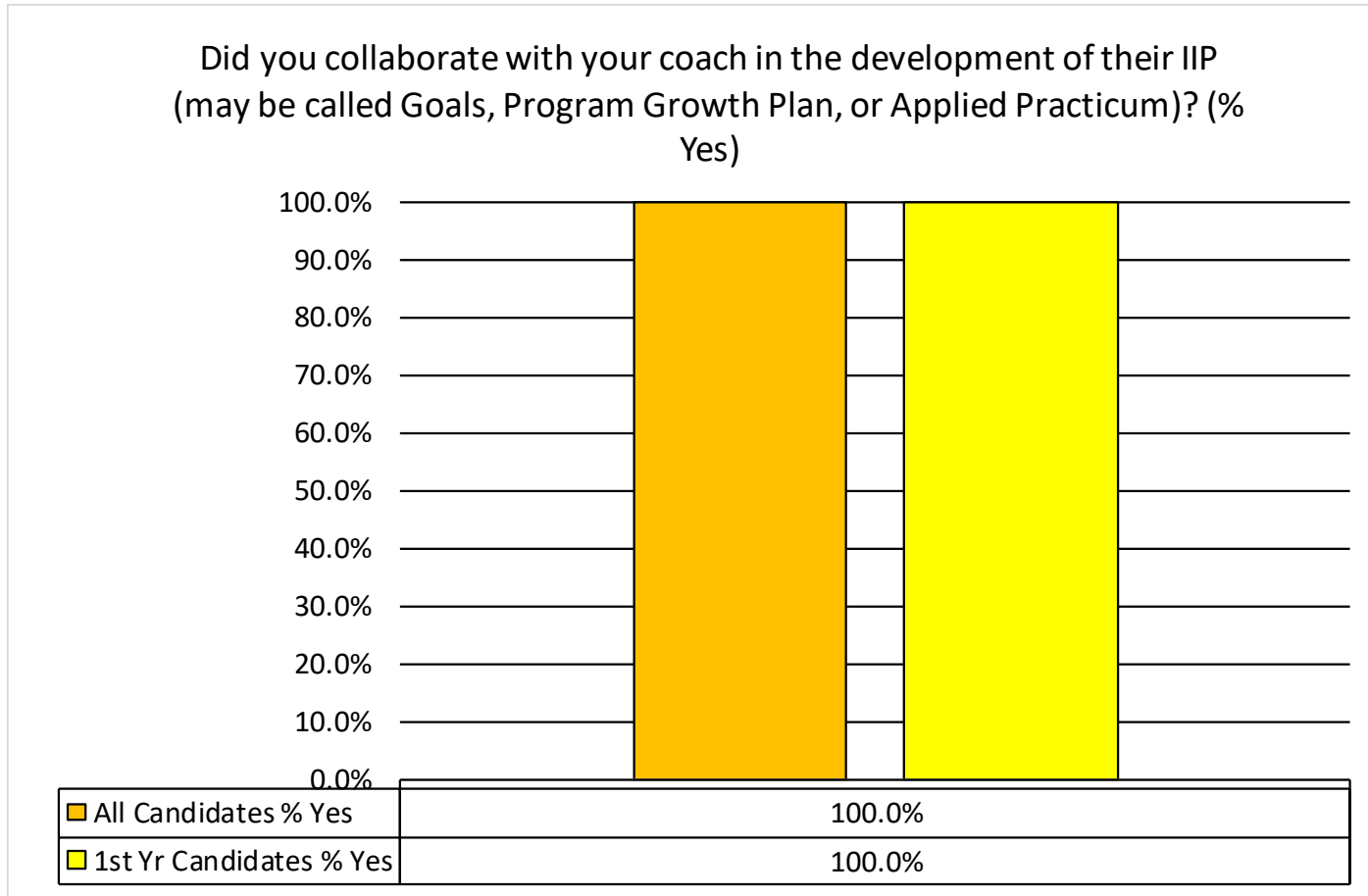


Figure 2

1.3.3 During the past year, did you experience at least 40 hours of coaching support activities? (% Yes) PS 4

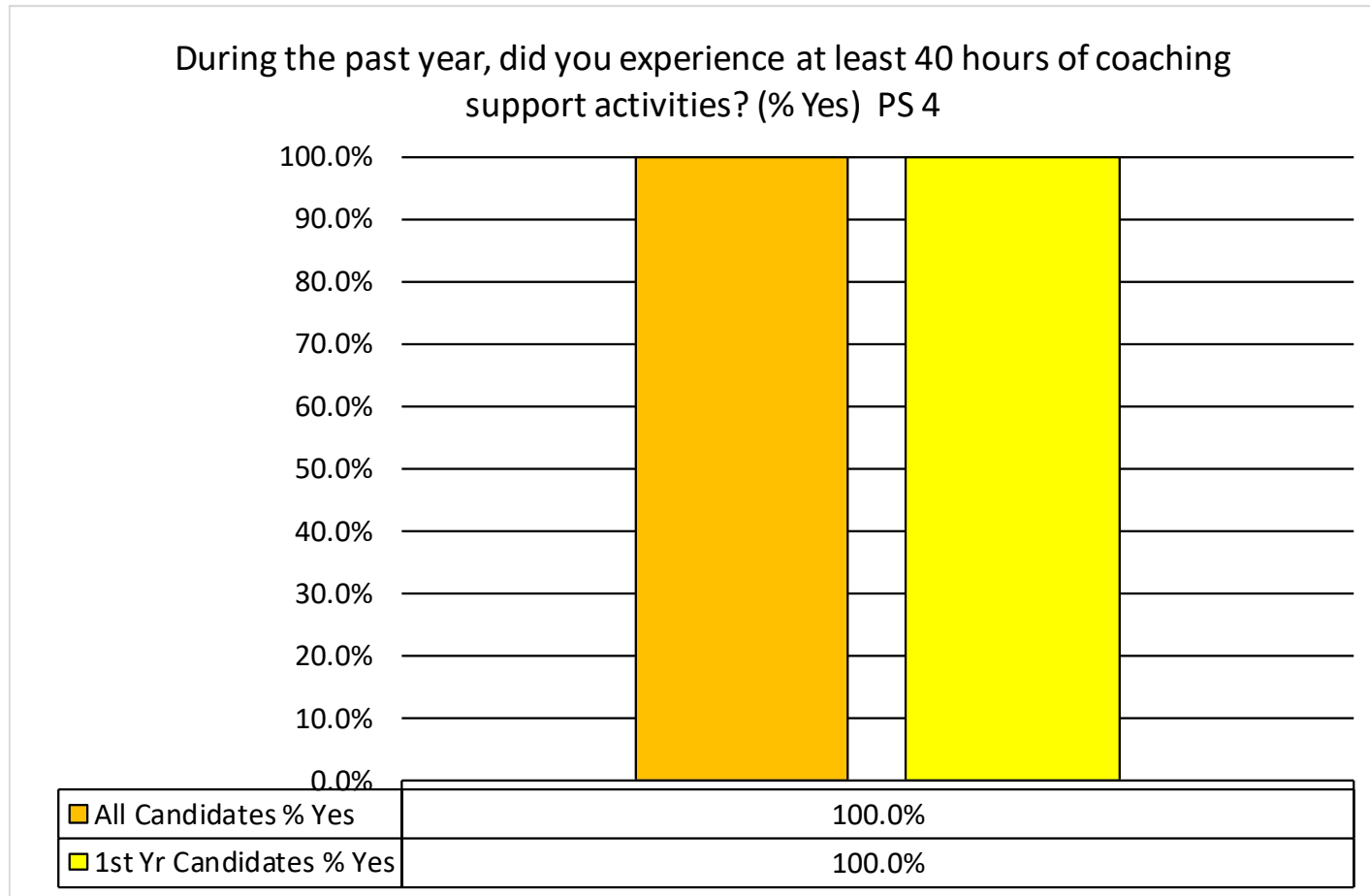


Figure 3

- 1.3.4 My coach/mentor and I collaboratively assessed my practice on the CPSELs (Description of Practice). (% Yes) PS 4-B
- 1.3.5 My CPSELs (Description of Practice) assessments were based on evidence (e.g., professional development outcomes, observations of my work, Applied Practicums, etc.) (% Yes) PS 4-B
- 1.3.6 My coach consistently used evidence of my progress in meeting competency and performance expectations (CPSELs/DOP) to guide our work together. (% Yes) PS 1

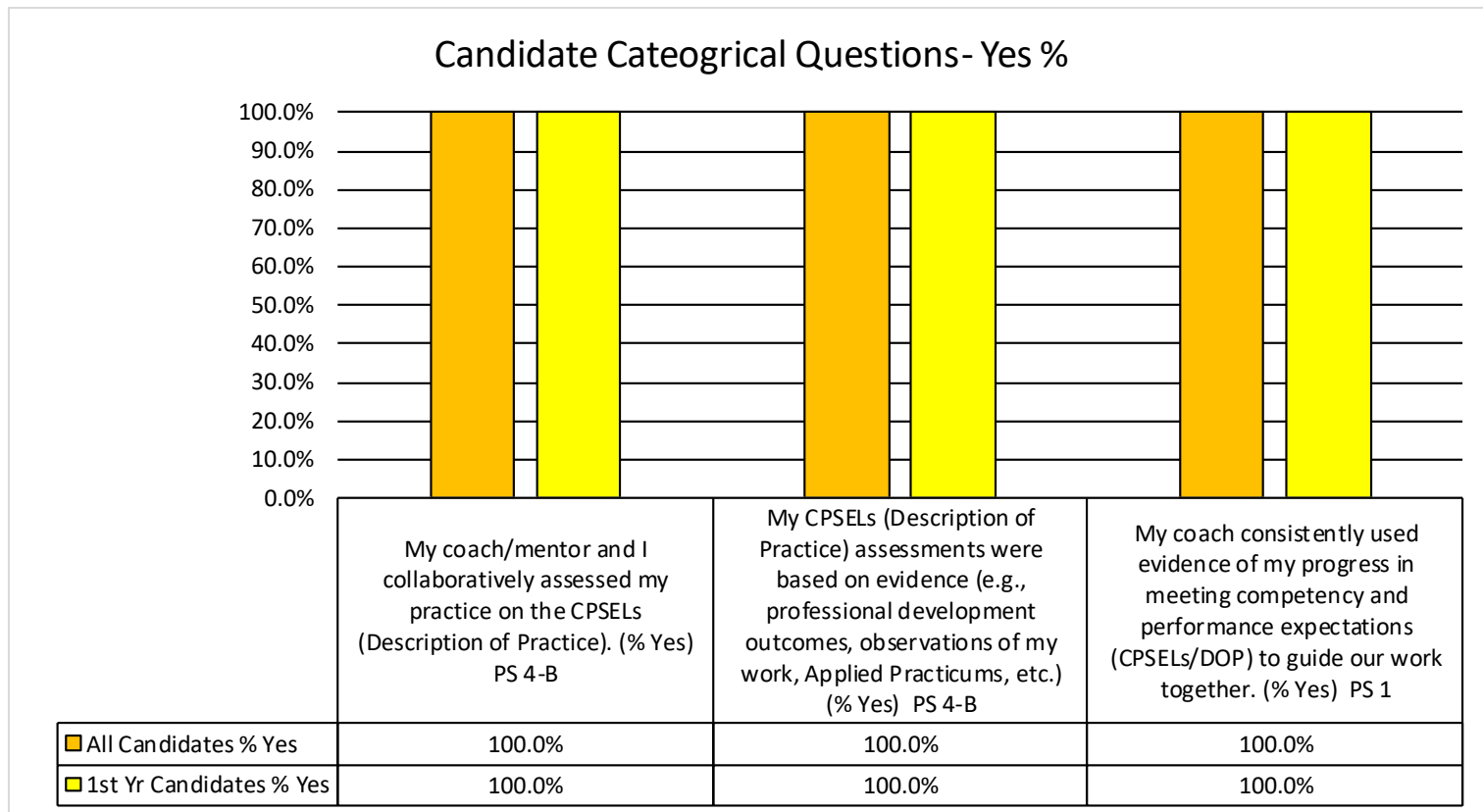


Figure 4

1.3.7 When did you first begin meeting with your coach? (In the month I was admitted to the program=4, In the 2nd month after I was admitted to the program=3, Three months or more after I was admitted to the program=2, Have not yet met=1) PS 1

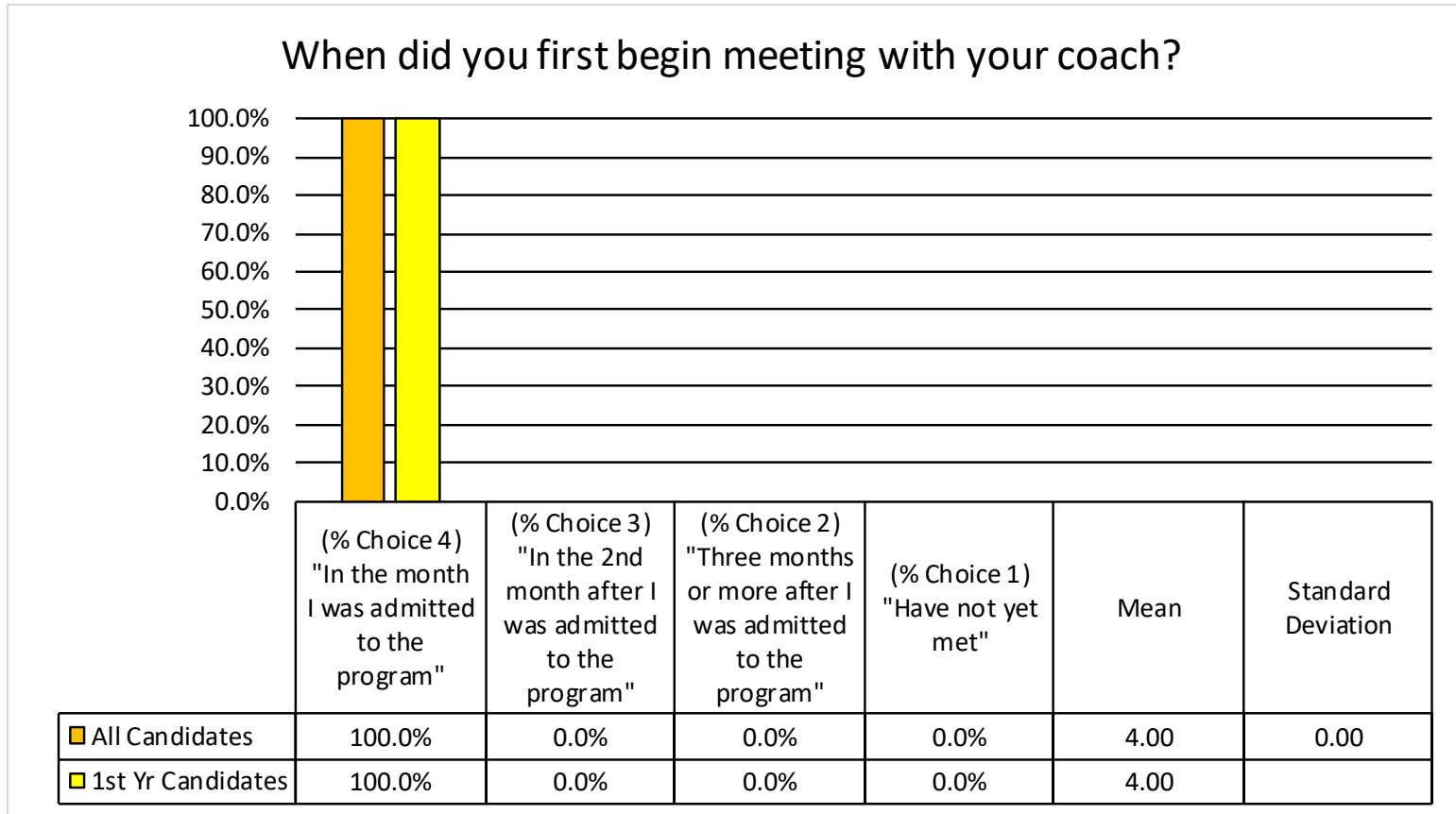


Figure 5

1.3.8 This past year, how frequently have you revisited and reflected on the IIP (Goals, Professional Growth Plan, or Applied Practicums)? (Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1) PC 3

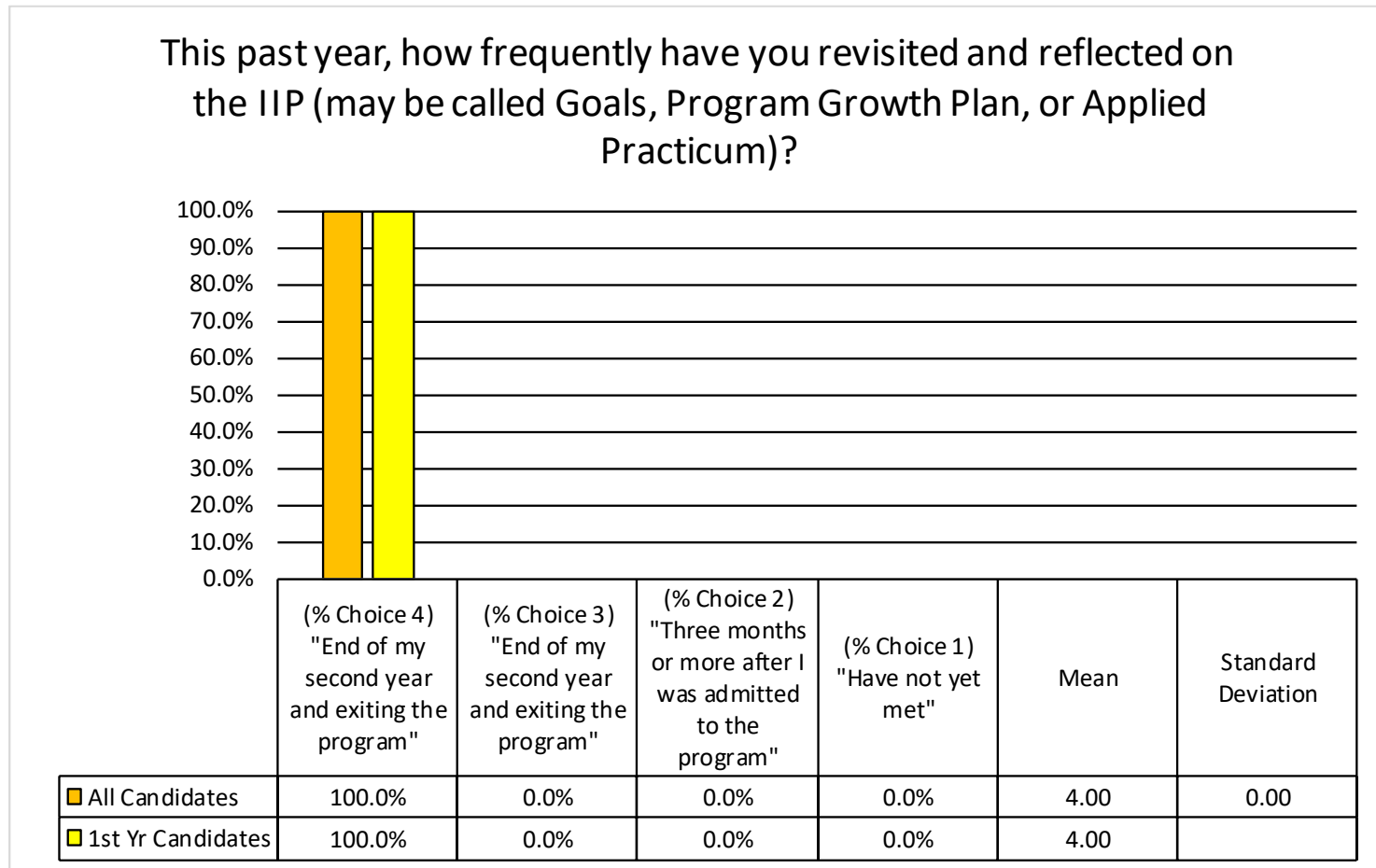


Figure 6

1.3.9 Candidate Rating for Program Effectiveness (Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1) PS 2-4

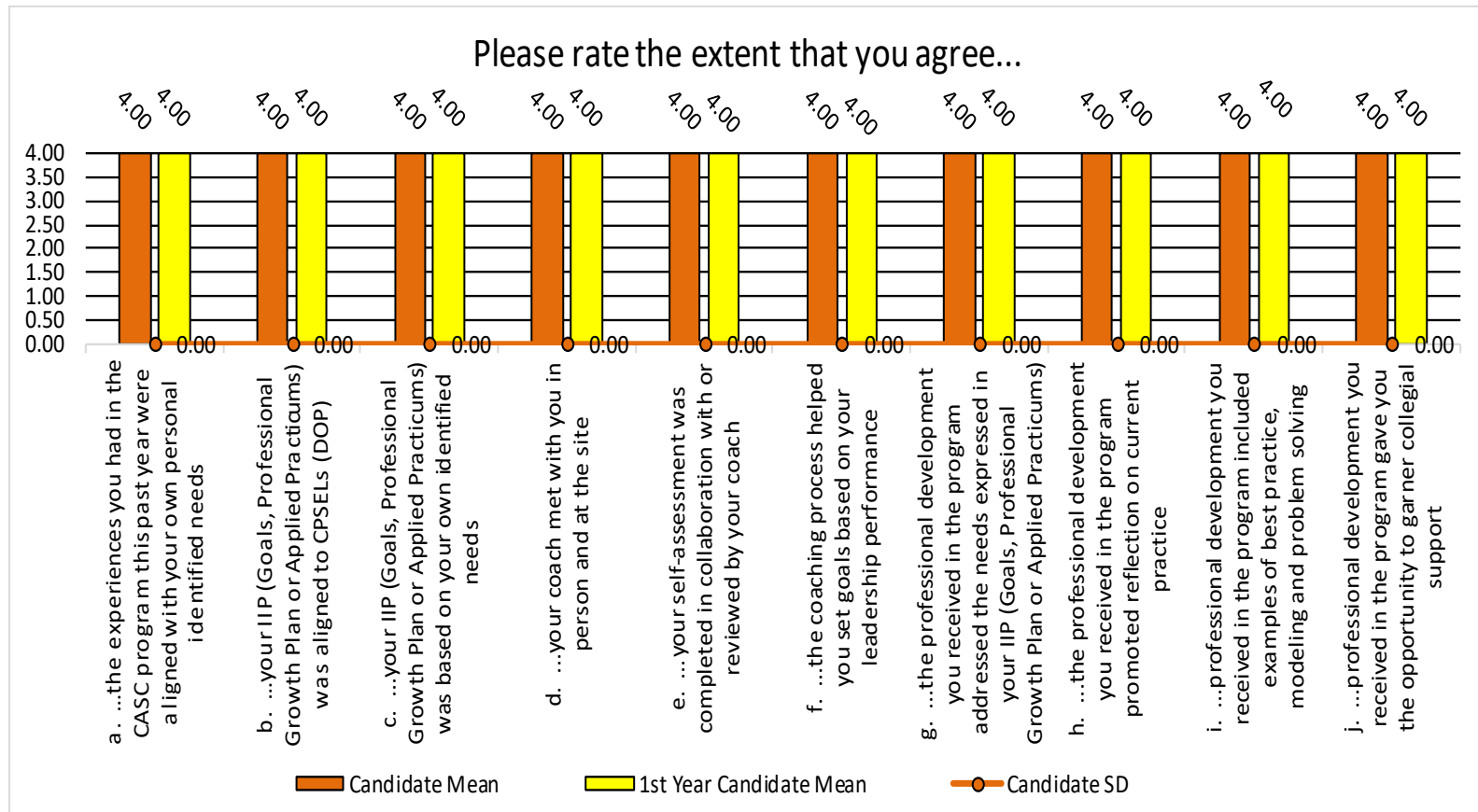


Figure 7

1.3.10 Candidate Rating of Coach Knowledge and Skill (Strongly Agree=4, Agree=3, Slightly Agree=2, Disagree=1)

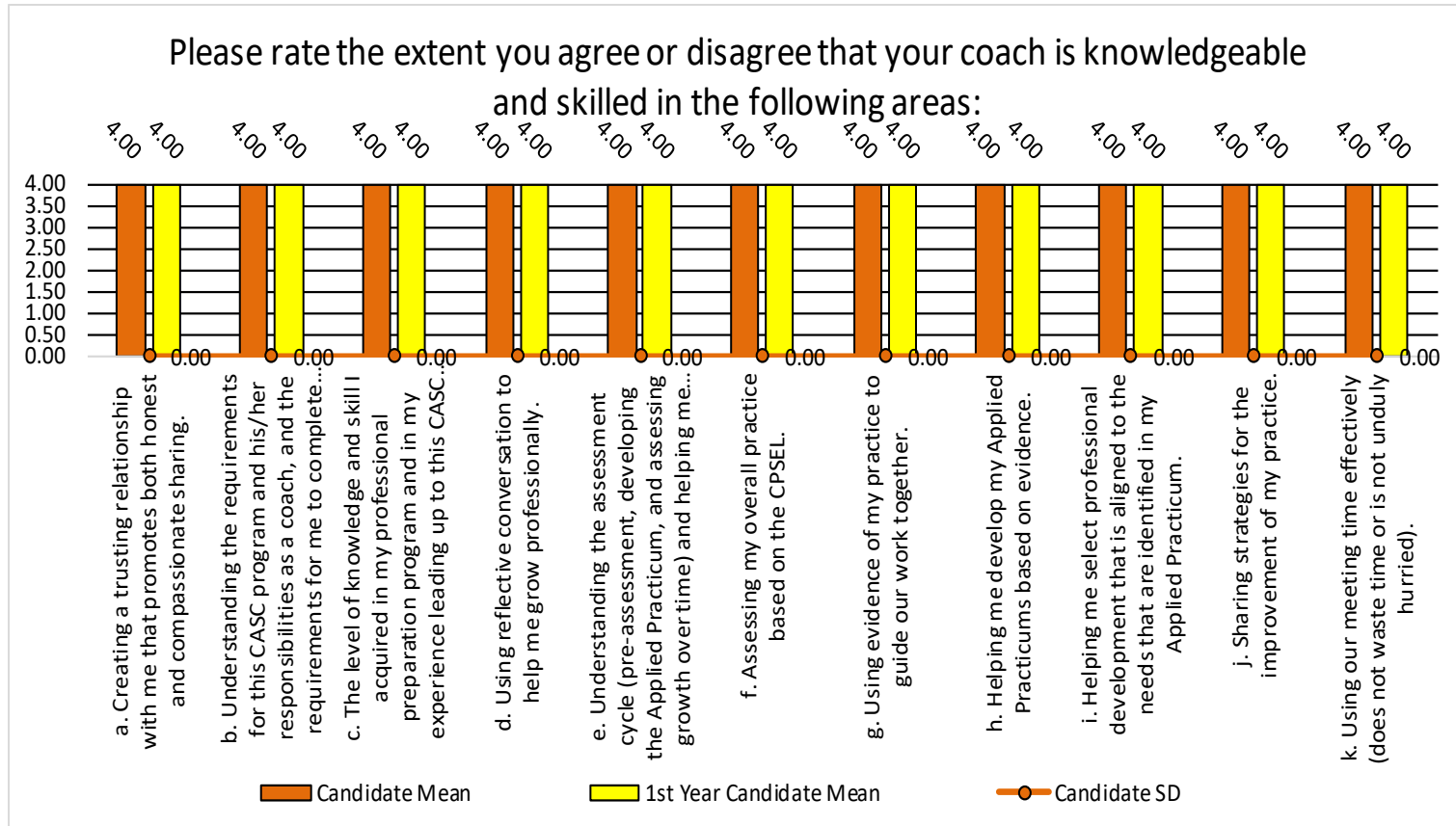


Figure 8

1.4 QUALITATIVE REMARKS FROM CANDIDATES

1.4.1 In this past year, what types of coaching-support activities did you experience?

- I was able to have most of my coaching cycles face-to-face focusing on my Individual Induction Plan, Inquiry Research Project, reflection of practices, questioning of next steps and/or observations of my CPSELs 1-3.
- Observations, Modeling, Problem solving, Discussions,
- Hands-on, real life coaching. My coach and I spent well over 40 hours of working together on my goals.
- Everything; real time coaching and feedback based on observations
- My coach and I participated in analyzing data, meeting with the Principal and teachers and she prepared me to present to the District Instructional Cabinet Team.

1.4.2 In what areas might your coach have benefited from additional training or support?

- My coach was very well versed in the CPSELs and has a wealth of experience to offer.
- No areas of improvement needed

1.4.3 What did you learn from your experiences in this program that had the most positive impact on your work with students and/or teachers?

- I really enjoyed the time with my coach and reflecting on practices where he offered many suggestions and strategies to use the expertise of my teachers to strengthen other teachers on campus and build a community of continuous learning. The biggest impact on students came through my Inquiry Research Project of providing interventions to at-risk students both academically and behaviorally. 20% of the student population received some sort of an intervention based off their individual needs. Through professional development, coaching conversations, self reflection and coaches observations, I was able to refine and grow my Intervention Tracking to support our at-risk students.
- Being purposeful and prepared with professional development and collaboration goes a long way in facilitating growth.
- To continue to be reflective in my practices
- I learned how to design a targeted reading intervention program with teacher input, implement the program and plan next steps

1.4.4 In what areas would you like more support or professional learning?

- Response to Intervention, Building effective teams
- I am always interested in learning more about supporting our RSP and EL students.
- I would like to continue learning about how to effectively analyze data.

1.4.5 What could this program have done to help you increase your learning or be more effective?

- Some CPSELs are harder to meet than others. Maybe having more examples of ways to meet those would be helpful.

1.5 COACH RESULTS

1.5.1 During this past year, did the candidate(s) that you coached have an up-to-date written Individualized Induction Plan: IIP (may be called Goals, Professional Growth Plans, Applied Practicums)? (% Yes)

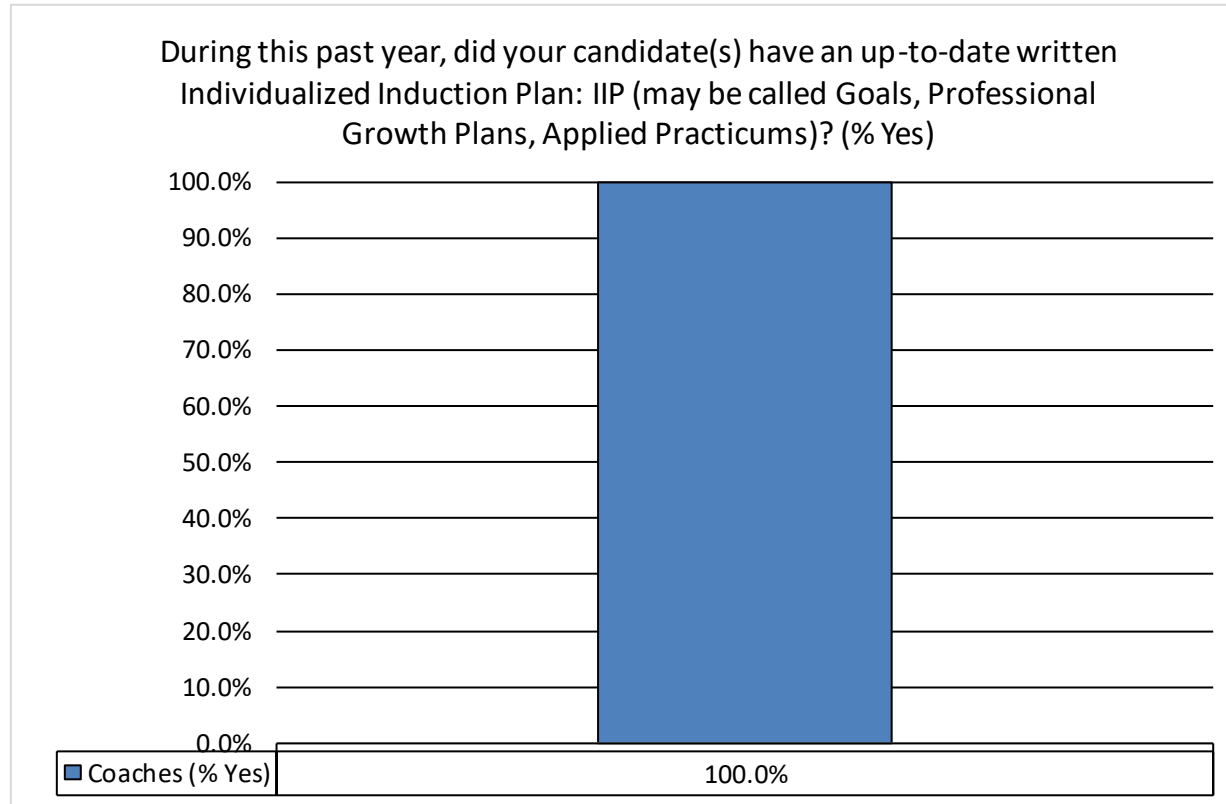


Figure 9

1.5.2 Did you collaborate with your candidate(s) in the development of their IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? (% Yes)

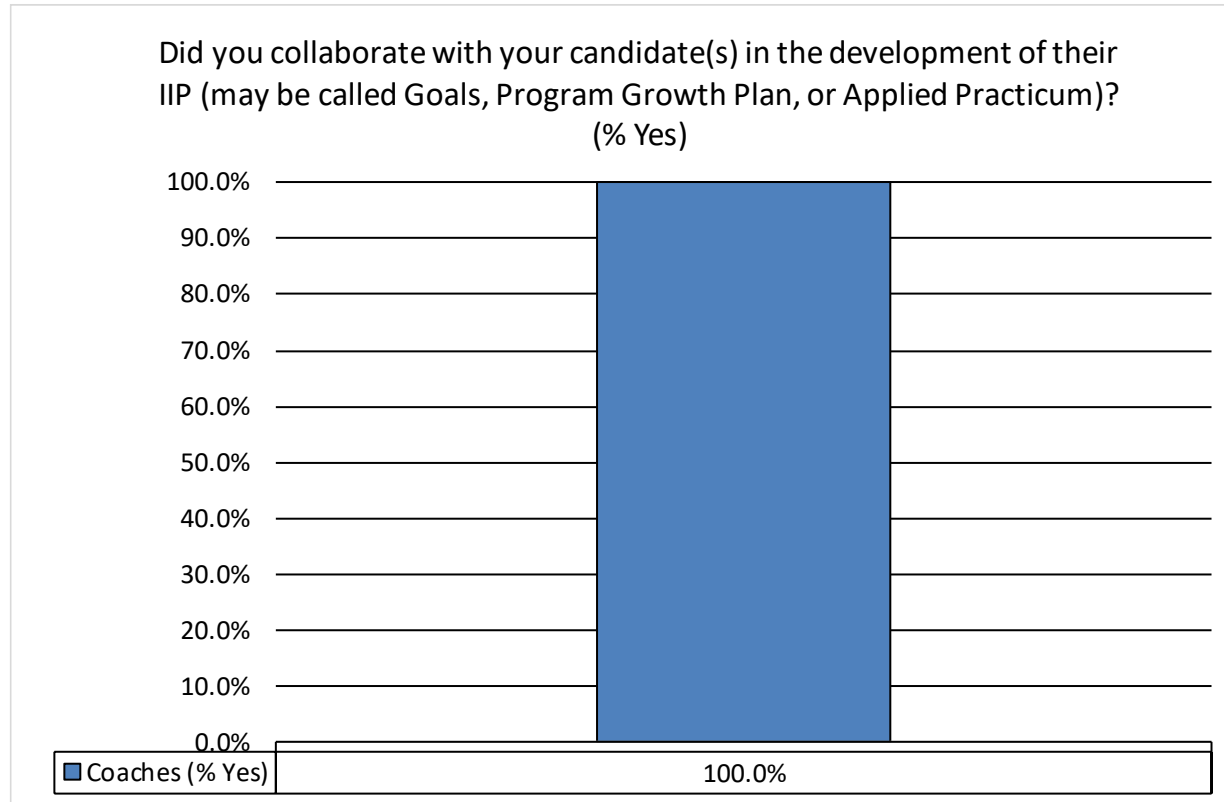


Figure 10

**1.5.3 During the past year, did you extend at least 40 hours of coaching support activities to each of your candidates?
(% Yes)**

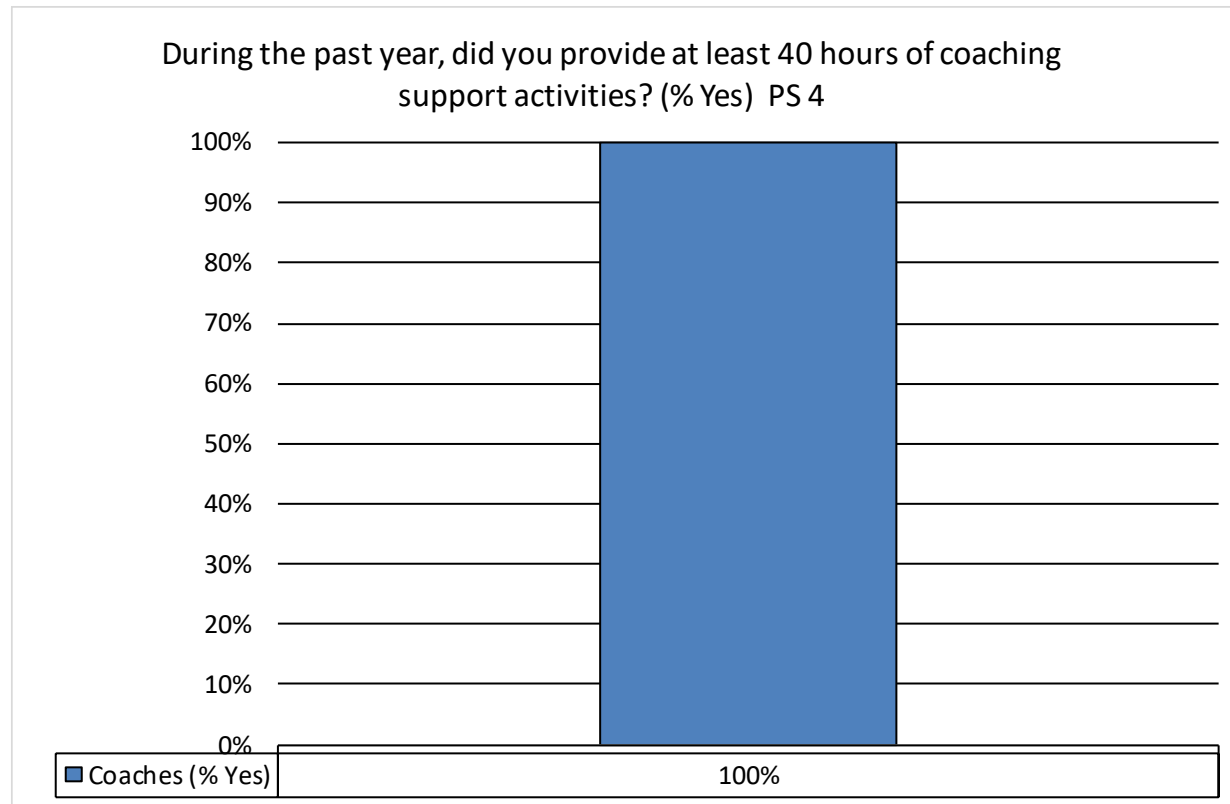


Figure 11

1.5.4 When did you first begin meeting with your candidate? (If you have more than one candidate, please average). (In the month the candidate(s) was admitted to the program=4, In the 2nd month after the candidate was admitted to the program=3, Three months or more after the candidate was admitted to the program=2, Have not yet met=1)

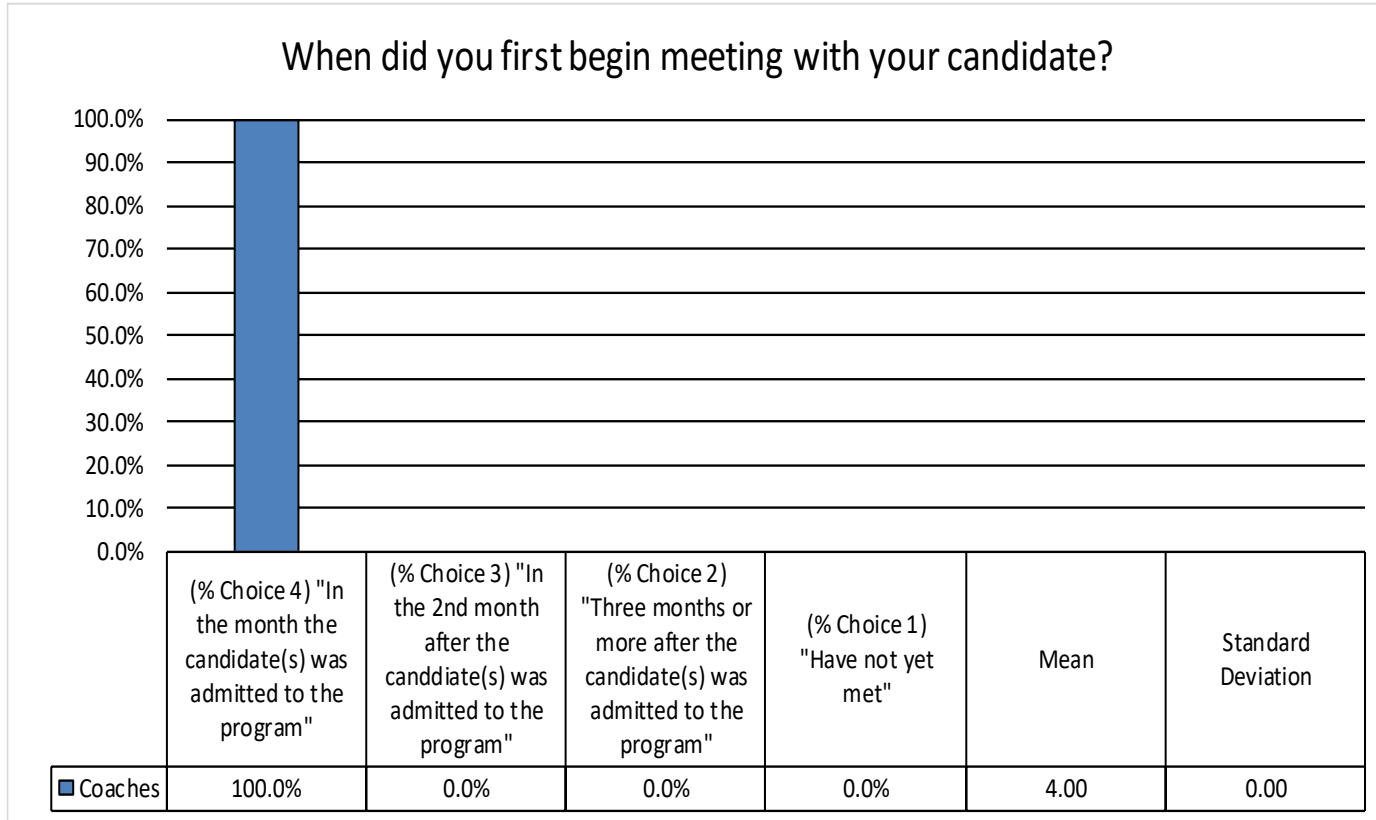


Figure 12

1.5.5 This past year, how frequently has/have your candidate(s) revisited and reflected on the IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? (*Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1*)

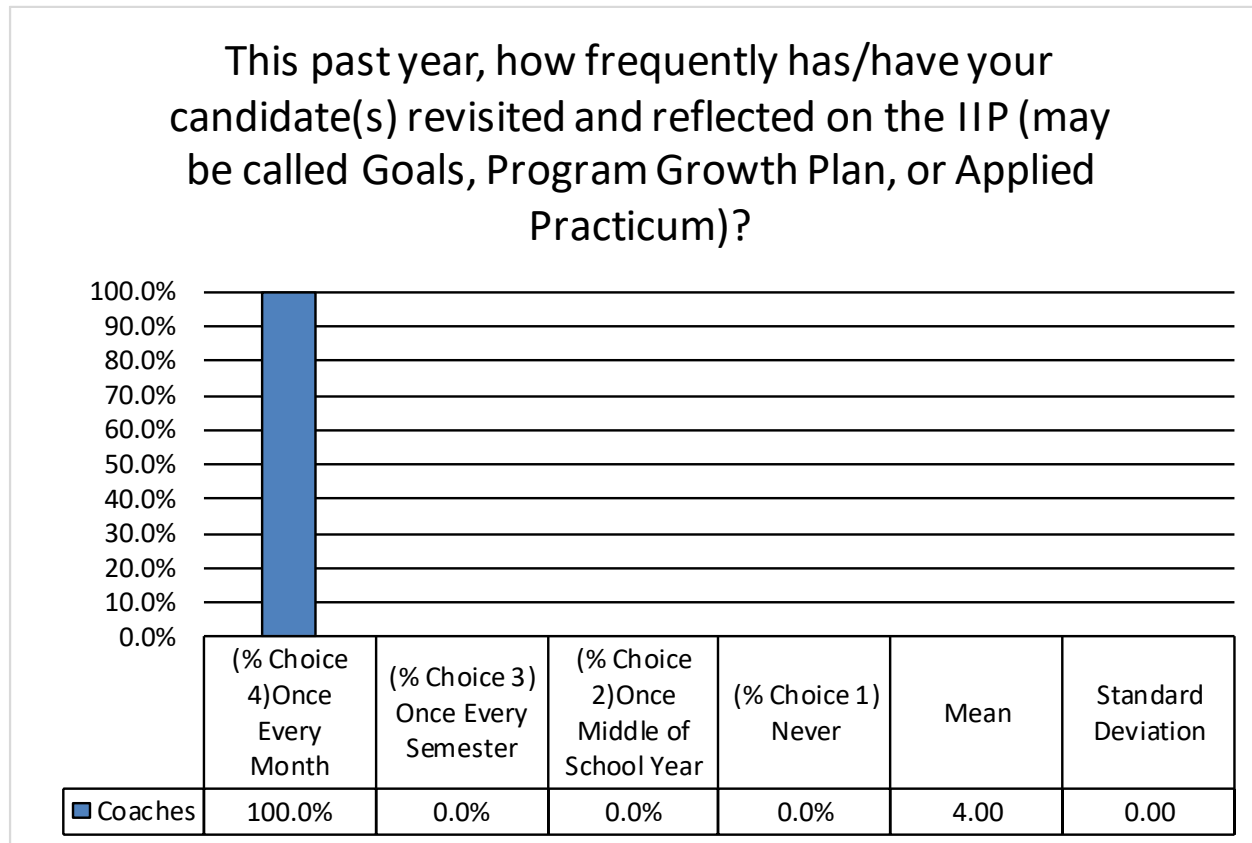


Figure 13

**1.5.6 This program has provided or is providing me with ongoing training and learning in refining my coaching skills.
(% Yes)**

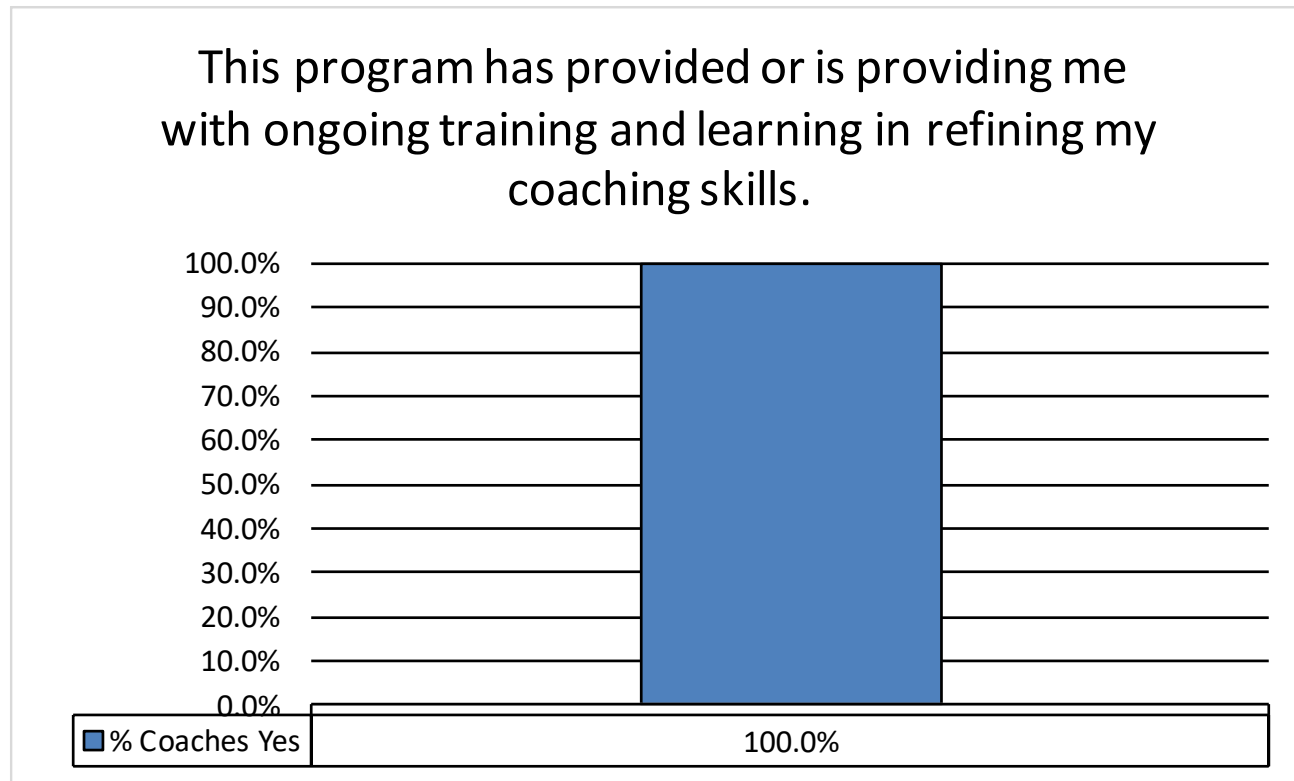


Figure 14

1.5.7 This program has provided or is providing me with training and learning that updates me in educational trends, research and policy changes. (% Yes)

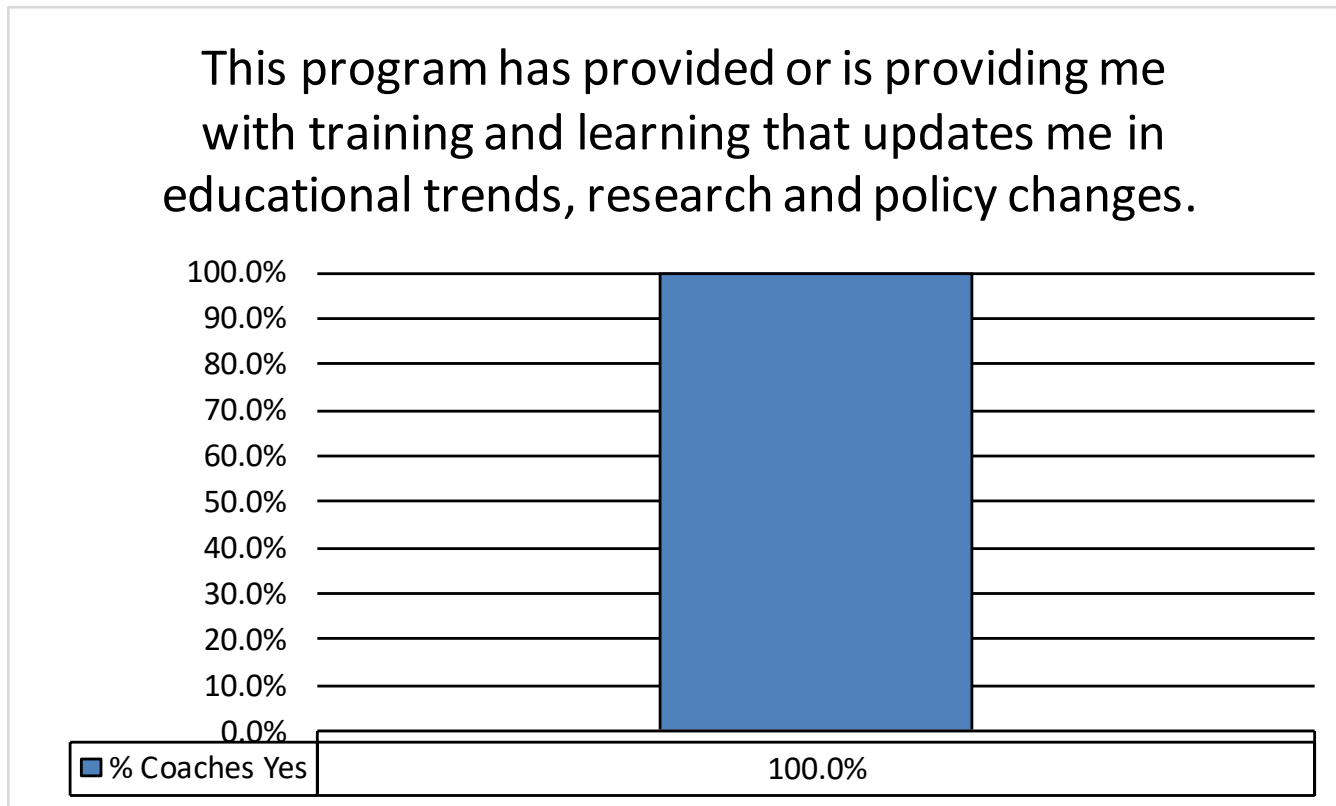


Figure 15

1.5.8 Mark all areas in which you received initial training. (% Yes)

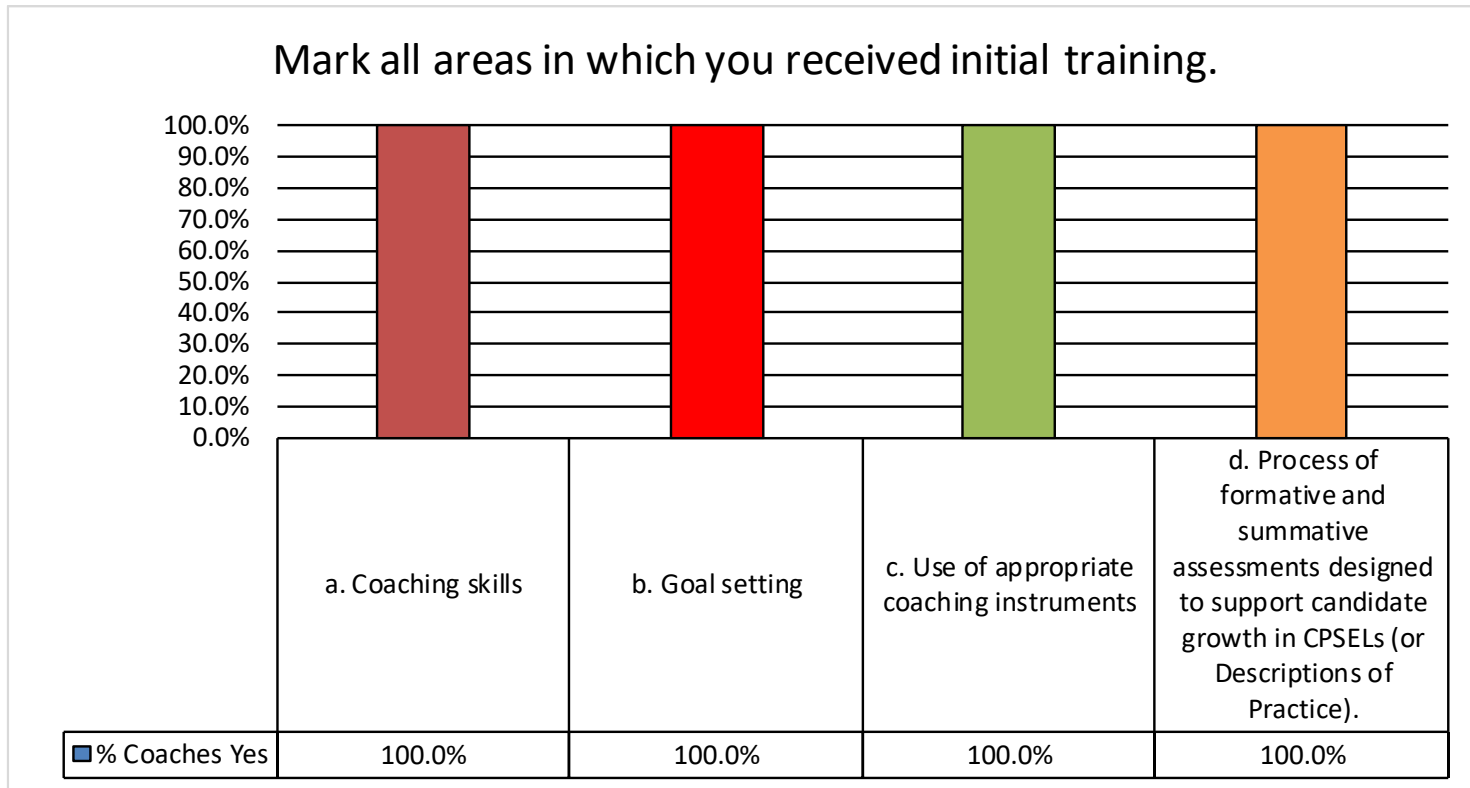


Figure 16

1.5.9 Please rate the extent your training was thorough and high quality. (Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1)

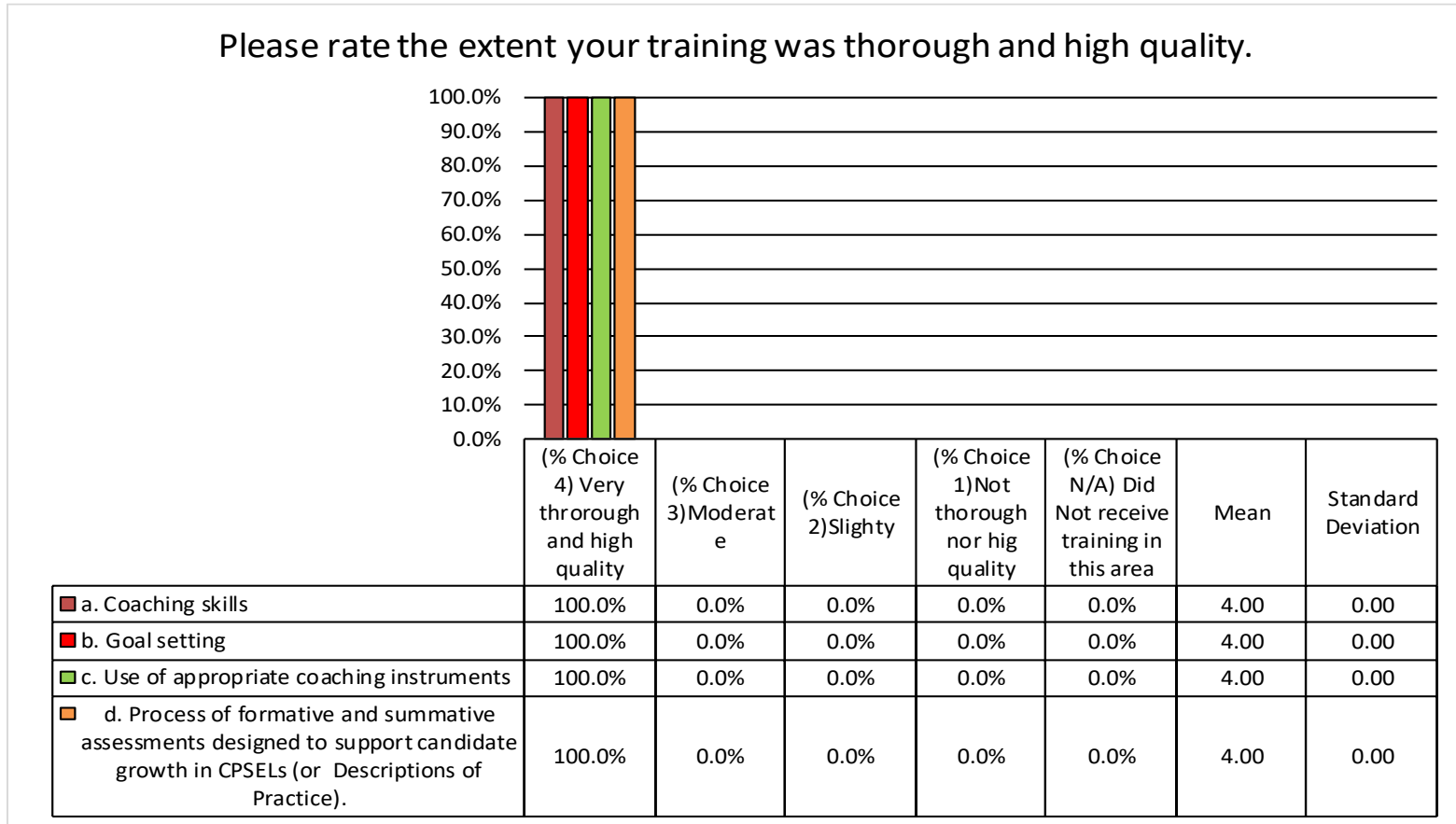


Figure 17

1.5.10 Please rate your level of agreement with the following statements: (Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1)

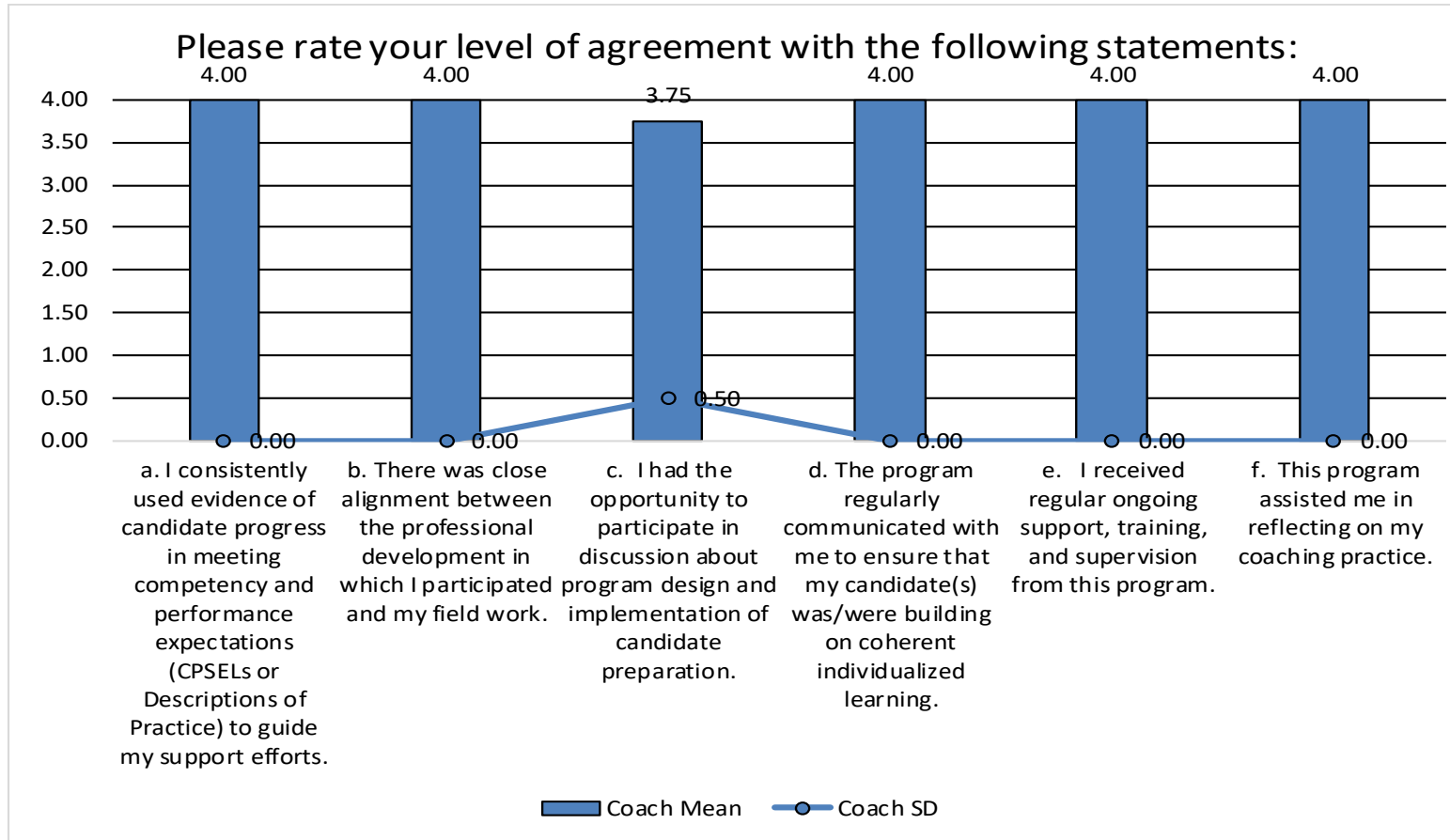


Figure 18

1.5.11 Please rate the extent that you agree... (Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1)

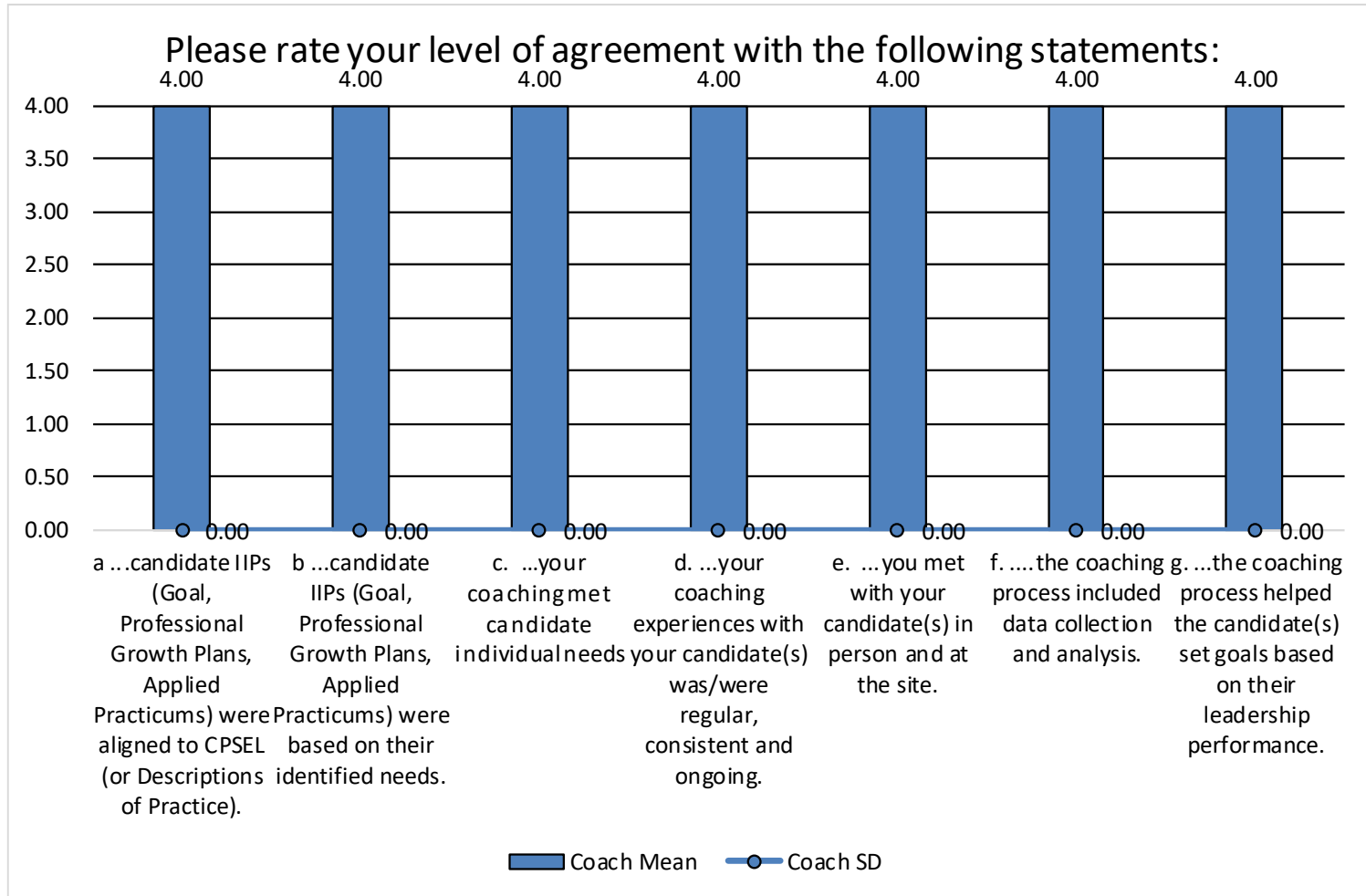


Figure 19

1.6 QUALITATIVE REMARKS FROM COACHES

1.6.1 In this past year, what types of coaching support activities did you share with your candidate(s)?

- We held reflective conversations which helped my candidate summarize, analyze, construct new learning and commit to application of new procedure. We worked together on listening and paraphrasing activities to help validate and affirm candidate's thinking. Another activity we were involved in was the use of "questioning" to help extend the thinking time of the candidate. One of my goals was to help my candidate learn to be resourceful. I had to let go of my need to give a solution to a given problem and allow my candidate develop her own solution.
- Classroom observations, professional development planning tools, teacher strength analysis tools, data analysis strategies, referral to successful peers, one on one situational coaching and feedback etc.
- CASC Candidate/Coach Meetings, Cognitive Coaching PD, Observations/meetings with site principal and teachers (related to inquiry project), weekly coaching sessions, Instructional Cabinet and Data Meetings.

1.6.2 What did you learn from your experiences in this program that had the

- Relationship building is one of the most critical components to having a successful coaching experience. We took time to get to know each other which helped to build trust between us. We engaged in "whole face" listening which meant that we ensured no distractions during our conversations. I learned that the conversations had to be about the candidate and not me. What worked for me may not have the same impact for the candidate. Having coaches that are from within our district is extremely beneficial because they understand the district's mission and have been successful principals in the district.
- It is helpful for new leaders to have a person to bounce ideas off of that can be objective and removed from the work site. I think it helps to provide much needed perspective.
- Cognitive Coaching PD: Provided me with a framework of looking at what is already working when building plans for working on something new. It helped me to listen and coach, rather than direct.

1.6.3 Please add any other comments you would like to make.

- I am proud that our district can offer new administrators a Clear Administrative Service Credential Induction Program.
- I enjoyed coaching in HESD's CASC program. I am looking forward to serving next year as well. Thank you for the PD, support, and opportunity to coach!

1.7 COMPARABLE RESULTS (CANDIDATES VS. COACHES)

1.7.1 Categorical Questions for Coaches and Candidates (% Yes)

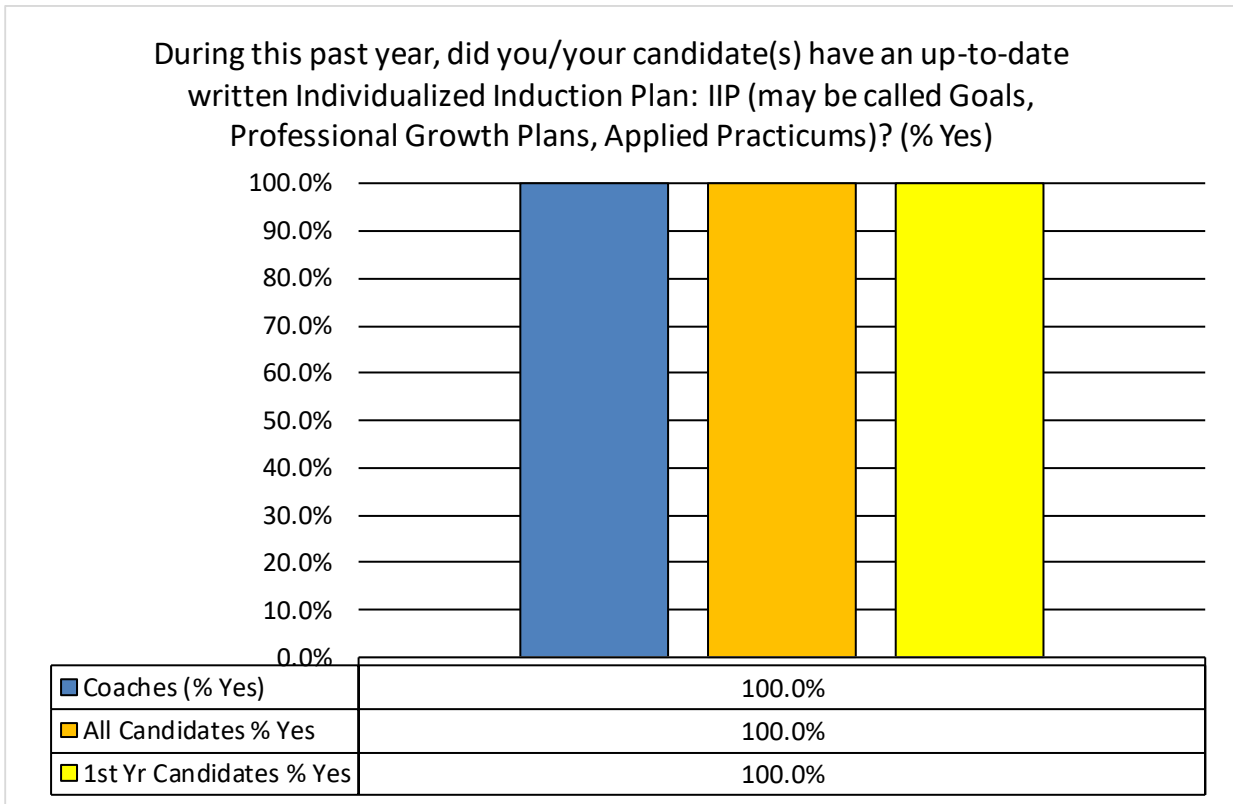


Figure 20

Did you collaborate with your coach/candidate(s) in the development of their IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? (% Yes)

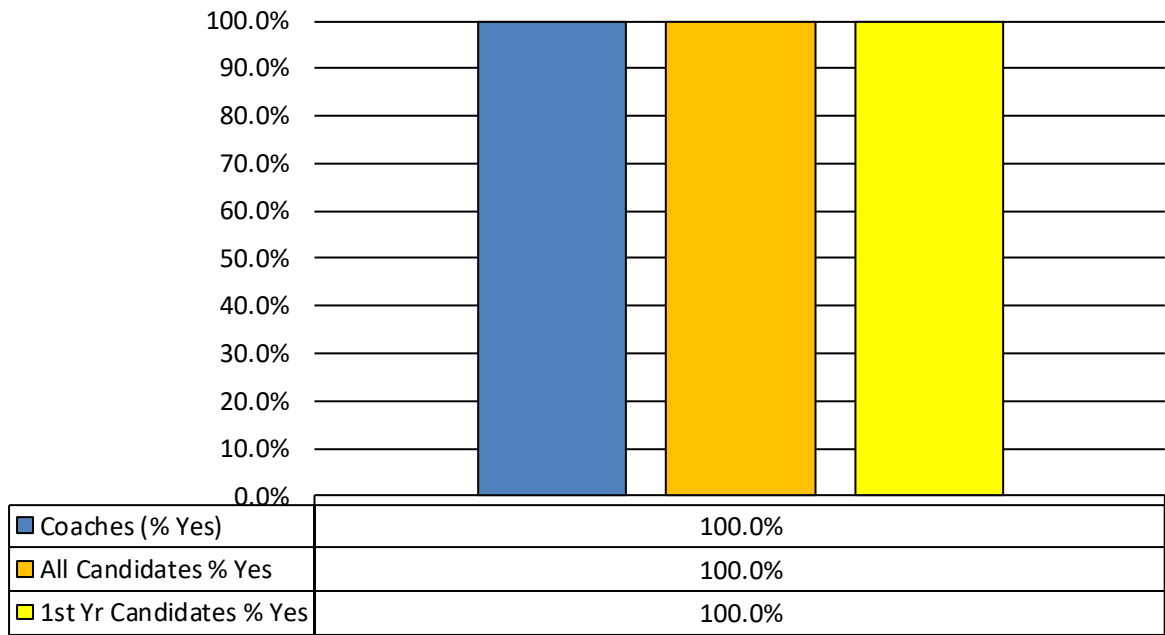


Figure 21

During the past year, did you provide/experience at least 40 hours of coaching support activities? (% Yes) PS 4

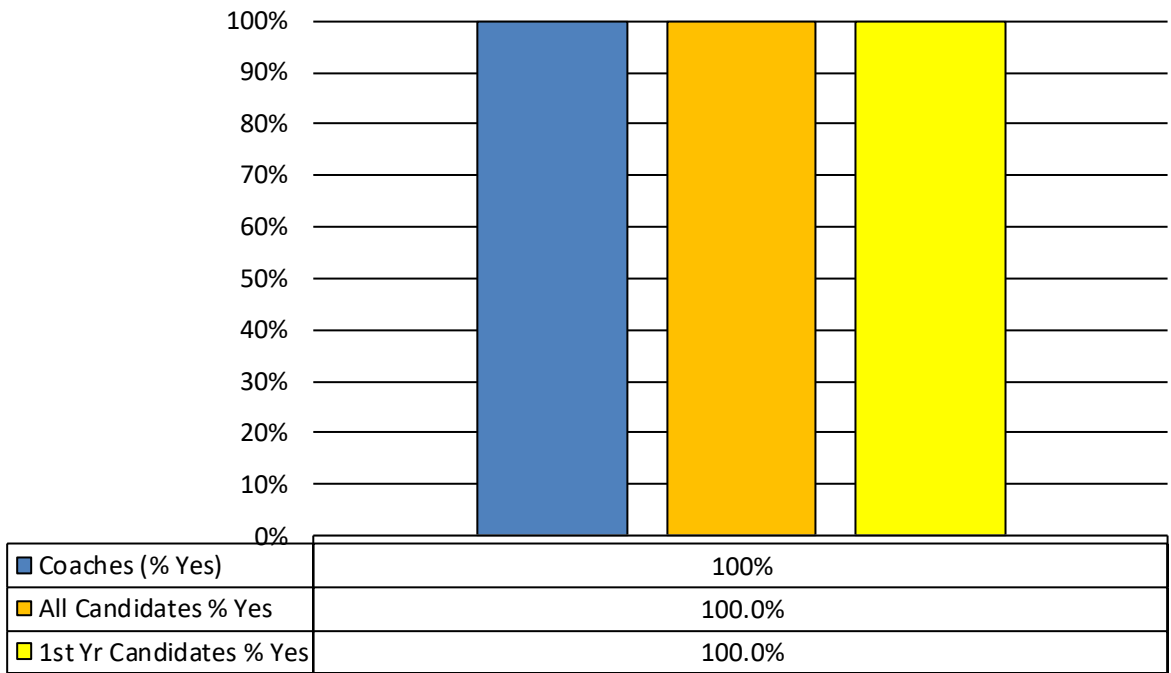


Figure 22

1.7.2 When did you first begin meeting with your coach/candidate?
(In the month I/ the candidate(s) was admitted to the program=4, In the 2nd month after I/the candidate was admitted to the program=3, Three months or more after I/the candidate was admitted to the program=2, Have not yet met=1)

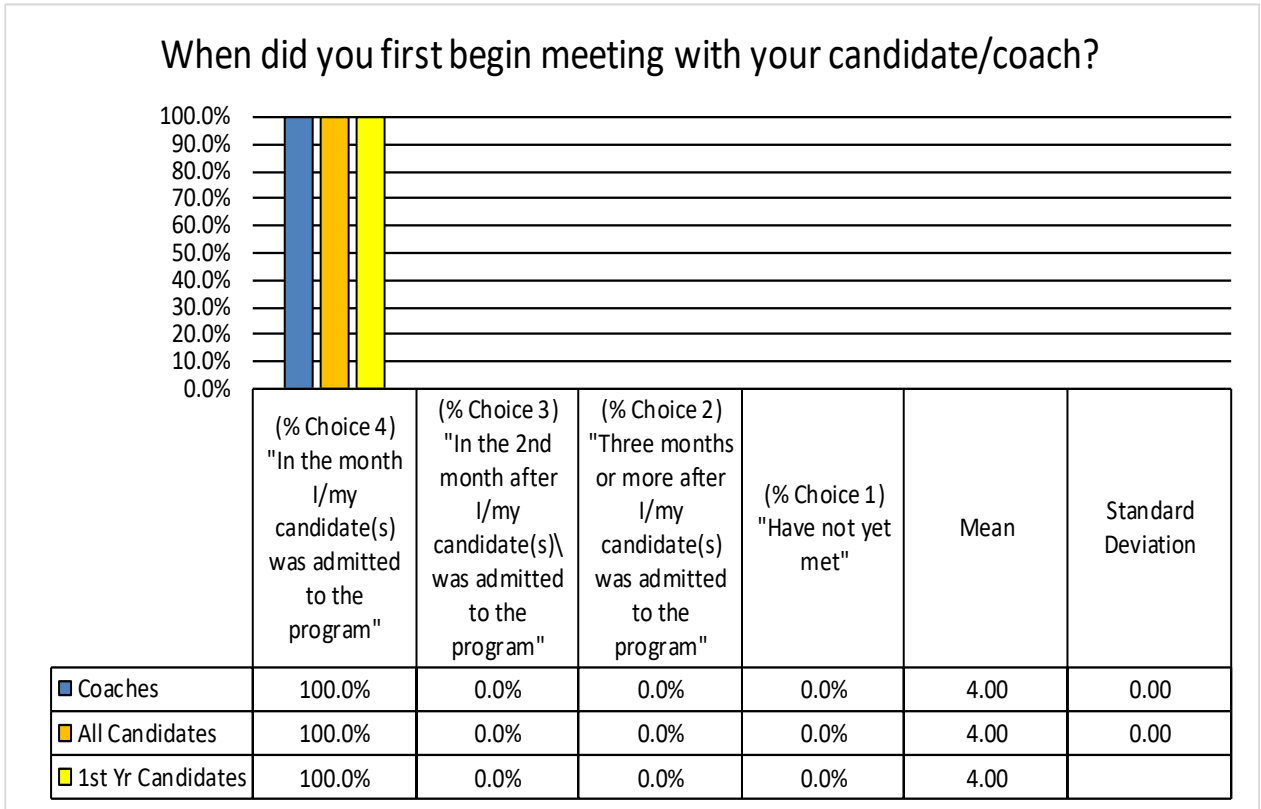


Figure 23

1.7.3 This past year, how frequently has/have you/your candidate(s) revisited and reflected on the IIP (may be called Goals, Program Growth Plan, or Applied Practicum)?

(Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1)

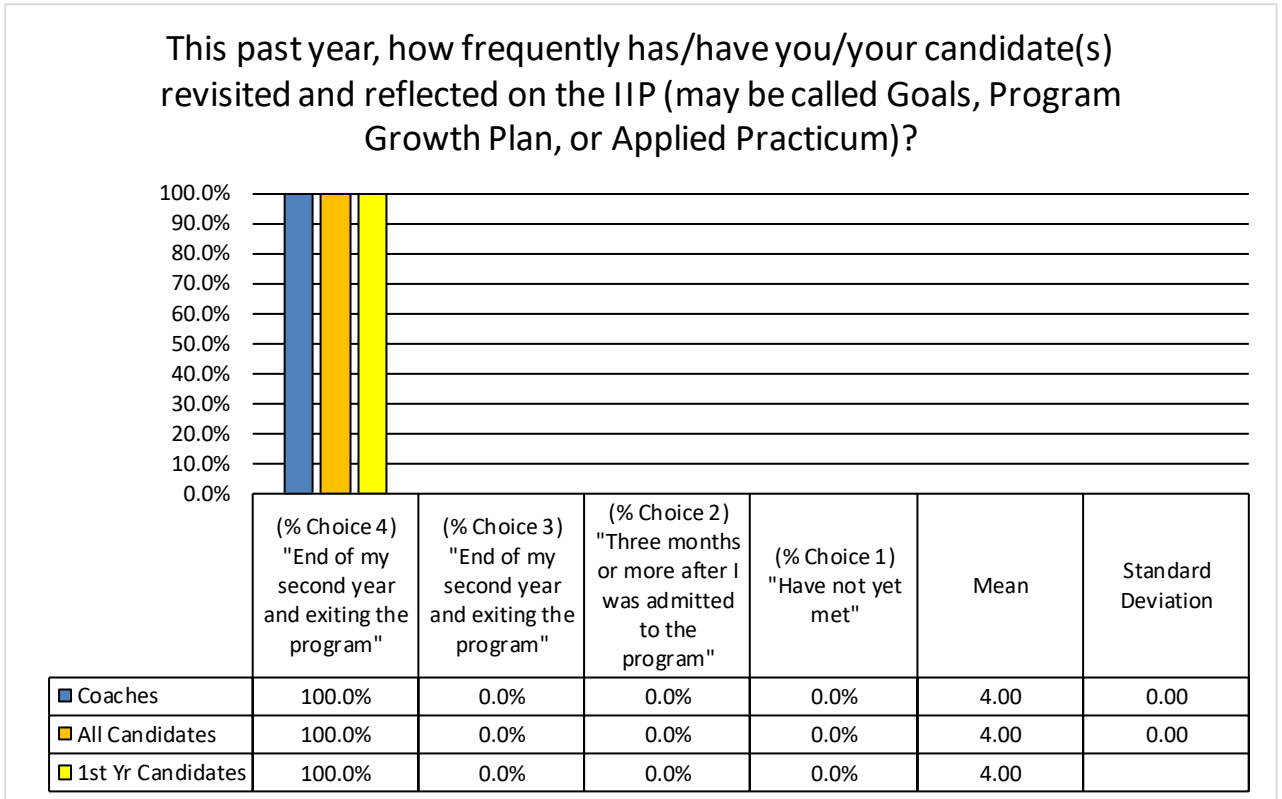


Figure 24

1.7.4 Please rate the extent that you agree... (Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1)

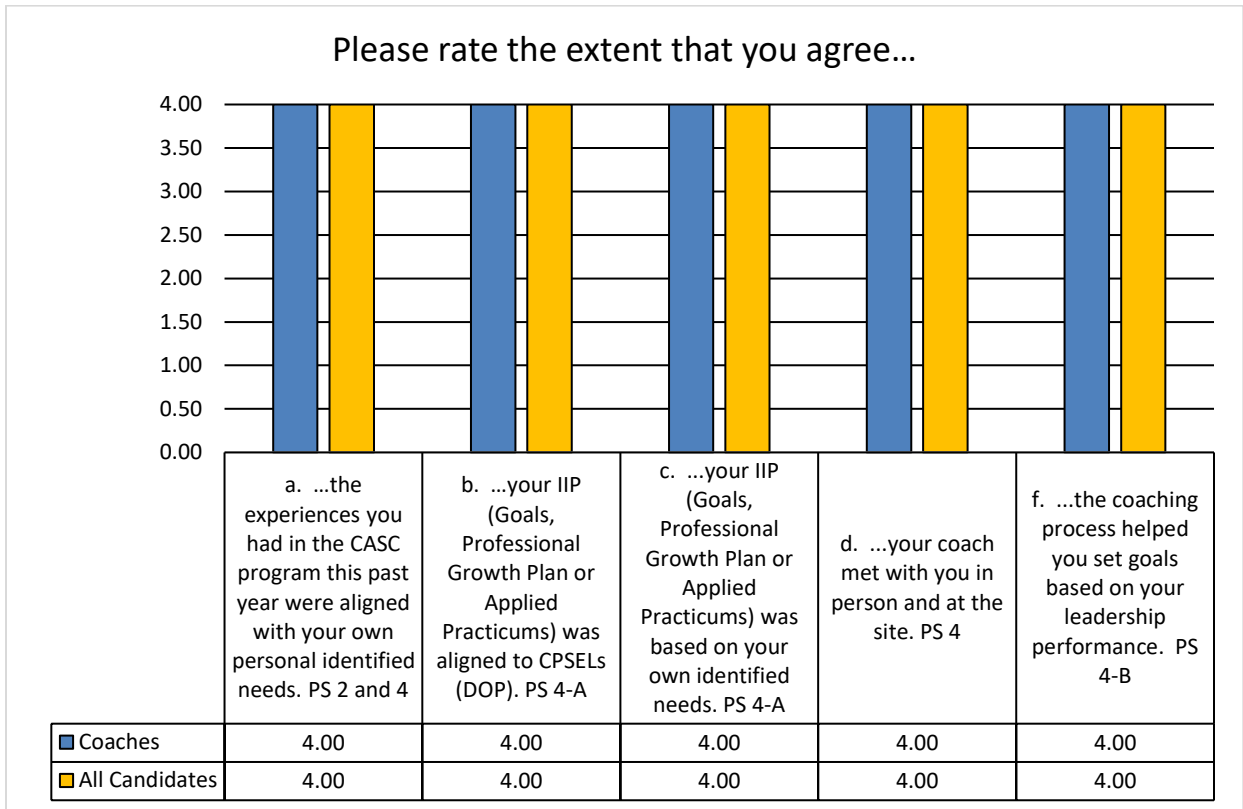


Figure 25