

Clear Administrative Services Credential Program

**Candidate Feedback on Coach/Mentor Skill and Knowledge
2018-2019**

for the

Hanford Elementary School District

by the



Sinclair Research Group

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1.1 EXECUTIVE SUMMARY

The Hanford ESD Clear Administrative Services Credential Induction Program administered a survey to candidates at the end of the 2018-2019 academic year. The purpose of the survey was to collect data related to the *Pre-Conditions, Common and Program Standards* regarding the skill, knowledge of coaches (mentors). By assessing coach effectiveness, planned professional development can be more focused. Also, coaches themselves can be given feedback regarding their practice and plan for their own improvement as part of their evaluation.

All candidates were asked a series of questions around areas where coaches should have knowledge and skill. They were asked the "extent to which they agreed or disagreed that their coach was knowledgeable and skilled" in those areas. A four point "forced choice" Likert scale was used for responses (strongly agree, agree, disagree, strongly disagree). A total of five candidates responded to the survey; all of them, except one, in their first year.

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 following table shows the result as mean ratings from candidates regarding their coaches (mentors). The table generally has two different types of highlighting: green indicates where results are 3.75 or above out of 4 (areas of strength); red indicates where responses are below 3.0 or may be areas of concern. For this group, all ratings were 4 out of 4.

Questions	Mean
a. Creating a trusting relationship with me that promotes both honest and compassionate sharing	4.00
b. Understanding the requirements for this CASC program and his/her responsibilities as a coach, and the requirement for me to complete this program and obtain a Clear Administrative Services Credential.	4.00
c. The level of knowledge and skill I acquired in my professional preparation program and in my experience leading up to this CASC program.	4.00
d. Using reflective conversation to help me grow professionally.	4.00
e. Understanding the assessment cycle (pre-assessment, developing the IIP/Growth Goals/Practicums, and assessing growth over time) and helping me to use it as part of my own self-assessment process.	4.00
f. Assessing my overall practice based on the CPSEL	4.00
g. Using evidence of my practice to guide our work together.	4.00
h. Helping me develop my IIP/Goals/Applied Practicums based on evidence	4.00

i. Helping me select professional development that is aligned to the needs that are identified in my IIP/Goals/Applied Practicums.	4.00
J. Sharing strategies for the improvement of my practice.	4.00
k. Using our meeting time effectively (does not waste time or is not unduly hurried).	4.00

Table 1

1.2 CONSISTENCY

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 have been compared with the total scores from each respondent to the survey. This is done by calculating the item-total correlation coefficient. Results below 1.0 indicate that respondents are being acceptably consistent in their answers across the instrument.

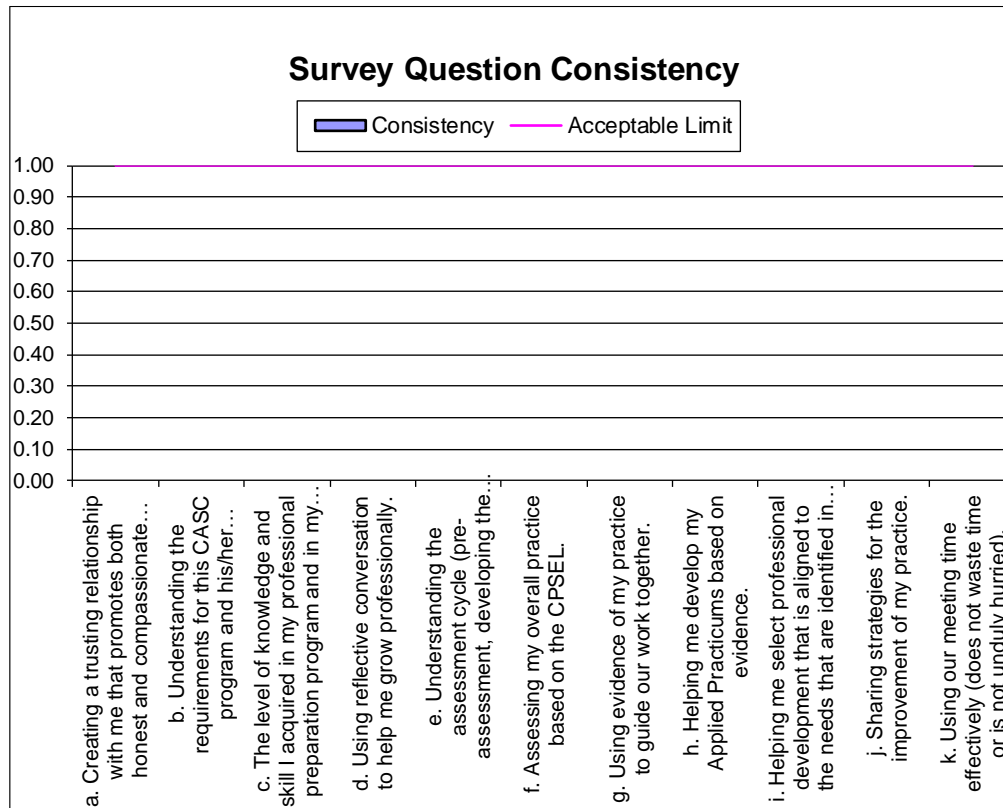


Figure 1

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. For this group, the survey itself can be considered to be reliable and valid (internally consistent). There was complete consistency.

1.3 RESULTS

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 believe 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 in the rank order of ratings in the next section.)

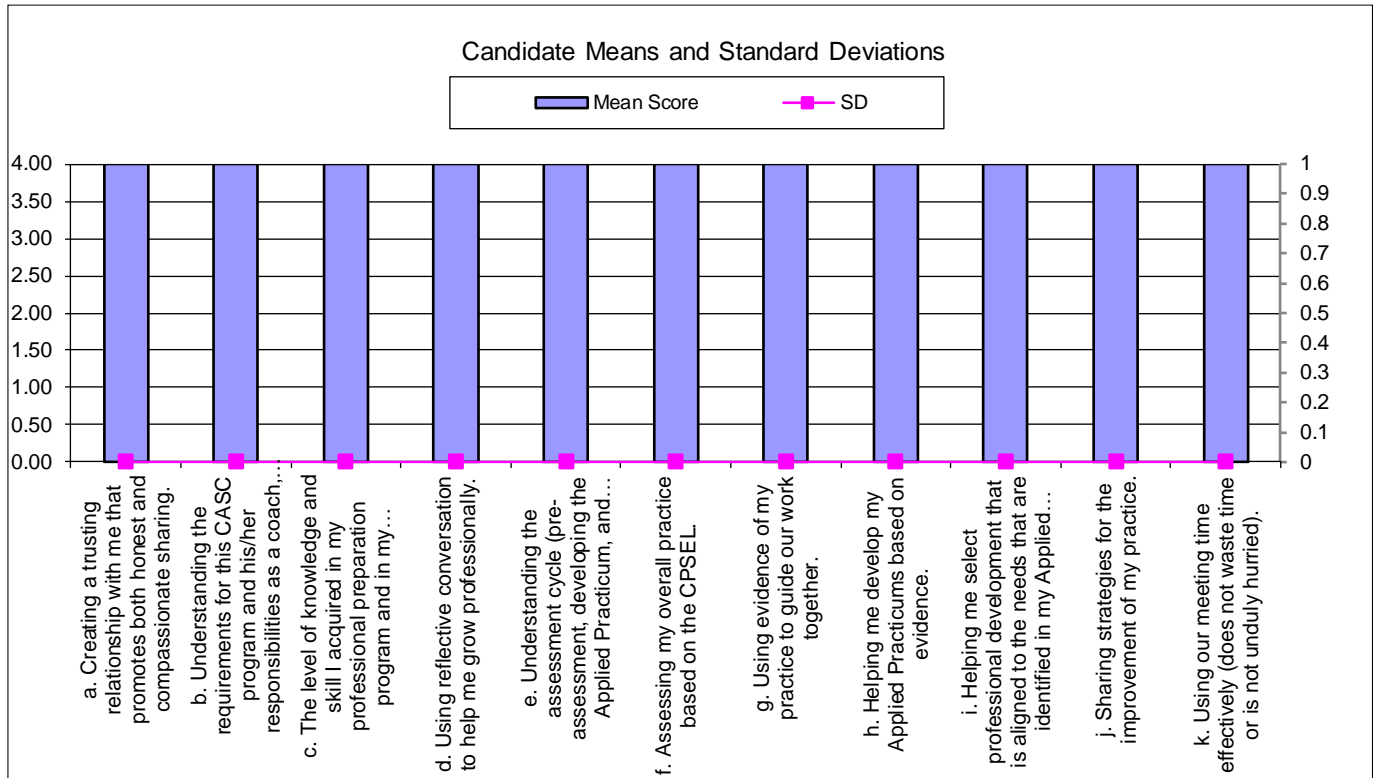


Figure 2

All ratings were four. Standard deviations were 0.

1.4 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.

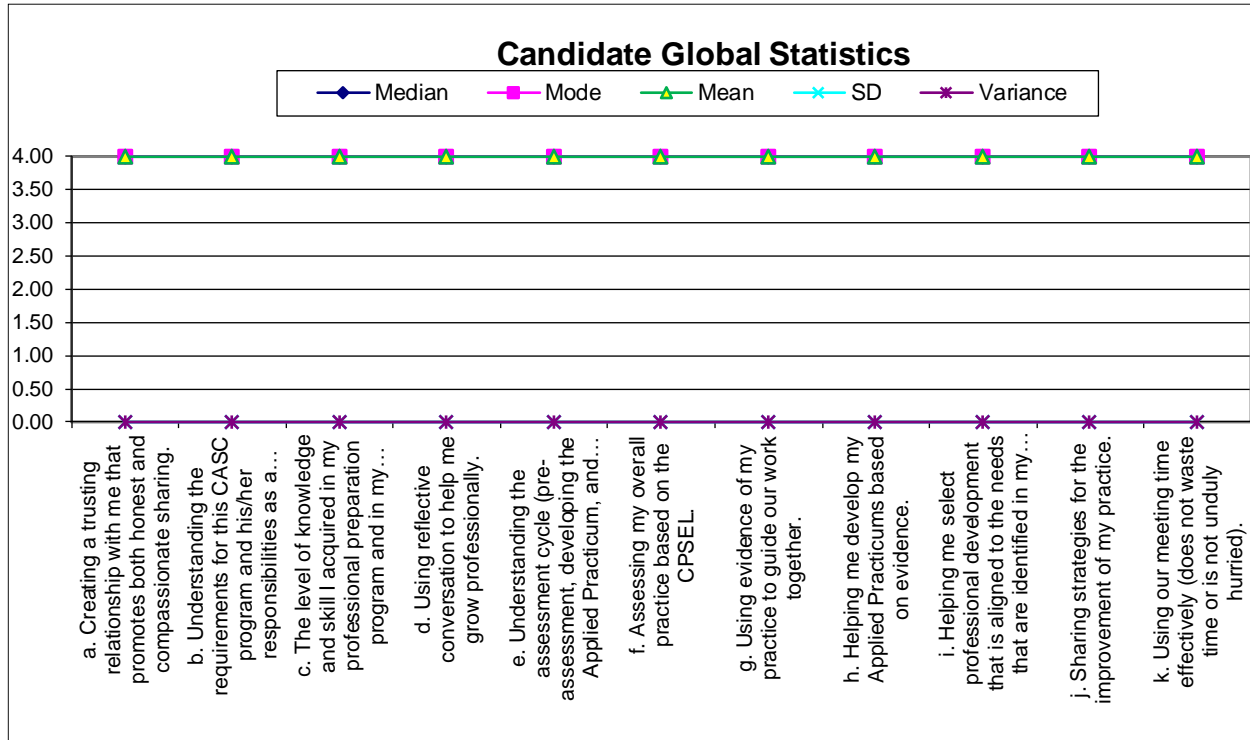


Figure 3

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).

1.5 QUALITATIVE COMMENTS

1.5.1 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.

1.5.2 In what areas might your coach have benefitted from additional training or professional development?

- My coach was very well versed in the CPSELs and has a wealth of experience to offer.