

**Teacher Induction Program
2019-2020**

**A Report on the Mid-Year Survey of
Candidates & Mentors**

prepared for the

Hanford Elementary School District

by the



Sinclair Research Group

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1 EXECUTIVE SUMMARY

The surveys of teacher induction candidates and their mentors (support providers) 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 give evidence that:

- Standard deviations were below 1.0. This means that respondents answered rating questions similarly, indicating they have similar perceptions about/experiences in the program.
- All respondents report that they were assigned to a mentor within 30 days of beginning teaching and began working with their mentor within one month of enrolling in the program.
- All respondents also report that they are meeting in person with their mentor (or someone coordinated by their mentor) for an average of one hour per week about issues related to teaching. All these meetings are one-on-one and not in a group.
- All candidates reported developing an ILP within the first 60 days they were enrolled in this induction program.
- General Education candidates most strongly agreed in the most positive way with all of the rating questions.
- This program is clearly being implemented in accordance with the required CTC Standards.

Mean results for individual questions for this overall group are shown in the tables below. Disaggregation by 1st and 2nd year teachers along with descriptive figures, charts, tables and standard deviations are shown in the body of the reports in the follow-up sections. Role groups with less than four respondents are not shown in charts and tables, as they are not quantitatively reliable.

All rating question responses were designed to use either a positively skewed four-point forced choice Likert scale or frequency data. The four-point 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). Questions with frequency results are shown as percentages. Where applicable, the percentage results in the table are color coded as follows: **green** indicates where results are above 90% affirmative, **red** indicates where results are below 80% affirmative.

Note to Director: 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.

All questions are designed to collect evidence around the *Pre-Conditions, Common and Program Standards*. (These are explained further in the next section: Survey Design and Methodology). Program Directors/Coordinators are given an alignment between the questions asked and the Standards in a separate document for use in Leadership Meetings or Commission on Teaching Credentialing examinations.

Mid-Year Survey Questions	Candidate Results
Were you assigned a mentor/to your first-year teacher candidate(s) within 30 days of you/them beginning their teaching?	100%
When did you actually begin working with your mentor in your first year of this Induction Program?	Candidate %
Before or at the same time as you enrolled in this Teacher Induction Program	69.6%
Within one week of enrolling in this Teacher Induction Program	26.1%
Within one month of enrolling in this Teacher Induction Program	4.3%
Approximately two months after enrolling in this Teacher Induction Program	0.0%
I was assigned a mentor, but have not yet worked with him/her.	0.0%
I have not yet been assigned a mentor this academic year.	0.0%
Generally, are you (or someone coordinated by you) meeting, in person, with your mentor/teacher candidate(s) for an average of at least one hour per week about issues related to your/their teaching practice?	100.0%
Generally, are meetings with your mentor one-on-one or in a group?	Candidate %
One-on-One	100.0%
Group	0.0%
Did you develop Individualized Learning Plan (ILP) goals with your mentor/teacher candidate(s) within the first 60 days you/they were enrolled in this Induction Program?	100.0%
On which of the CSTP(s) is/are your current Individual Learning Plan (ILP) and professional learning focused? (Mark all that apply.) Note: If your district uses some other framework for evaluation, please try to choose something that is close to the CSTP description.	Candidate %
CSTP 1: Engaging and Supporting all Students in Learning	60.9%
CSTP 2: Creating and Maintaining Effective Environments for Student Learning	60.9%
CSTP 3: Understanding and Organizing Subject Matter for Student Learning	73.9%
CSTP 4: Planning Instruction and Designing Learning Experiences for all Students	69.6%
CSTP 5: Assessing Students for Learning	39.1%
CSTP 6: Developing as a Professional Educator	21.7%
None of the above.	0.0%
Please rate the extent you agree or disagree with the following statements:	Candidate Mean
a. Candidate (<i>a. Mentor</i>) The induction/mentoring process I am experiencing in this Induction Program supports the consistent practice of reflection on the effectiveness of instruction and student achievement.	3.91
b. Candidate (<i>b. Mentor</i>) There are multiple opportunities during this Induction experience for me/candidates to assess my/their progress toward mastery of the CSTP (or equivalent district standards/frameworks).	3.96

c. Candidate (<i>c. Mentor</i>) The CSTP (or equivalent district standards/frameworks) guide and provide a road map for the support and assessment I receive from my mentor/provide to my candidate.	3.96
d. Candidate (<i>d: Mentor</i>) Evidence aligned to the CSTP (or equivalent standards/frameworks) are the foundation of the work my mentor and I do in planning for professional learning. (<i>d. Mentor</i>) Evidence aligned to the CSTP (or equivalent district standards/frameworks) is the foundation of the work my candidate(s) and I do in planning for professional learning.	3.96
e. Candidate (<i>e. Mentor</i>) I (My candidates) have the necessary resources available to me/them in order for me/them to accomplish the goals of my/their Individual Learning Plan (ILP) (e.g. professional learning opportunities, opportunities to observation of other teachers, or other individualized support).	3.83
b2. Candidate: My mentor uses the CSTP (or equivalent standards/frameworks) to guide my support and help me plan for my professional learning.	3.96
f. My mentor and I are well matched (adequate knowledge of the context and content area I am teaching, close proximity, etc.).	3.91
g. My mentor provides guidance and clear expectations regarding this Teacher Induction experience.	3.96
h. My mentor demonstrates the ability, willingness and flexibility to meet my needs for support.	3.96
i. My mentor uses questioning strategies that promote reflection on my own practice.	3.91
j. My mentor is able to provide timely support that addresses my immediate needs.	3.91
k. My mentor is working with me on my Individual Learning Plan (ILP) and helping me to implement this plan.	3.91
L. My mentor is connecting me with resources (in or out of the district) that are helping me improve my skill.	3.91
m. My mentor is helping me improve my classroom practice.	3.96
n. My mentor is providing high-quality service to me.	3.96
Please rate your current morale level. 1-100 Scale (<i>Higher = More positive current morale level</i>)	89.1
Candidate Morale Scale - Standard Deviation	15.9

Table 1

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 in a separate document sent to the Program Director/Coordinator.

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, reflective practice, opportunities to assess progress in CSTP, the extent the CSTP guides the work, resource availability to accomplish the goals of the IIP, appropriate matching, and various aspects of mentor skill and knowledge. Mentors were also asked about various aspects of their training. All respondents were asked a series of qualitative questions. Candidates were asked about the most meaningful learning gained from program participation, the positive impacts of the program, areas where they might need more support or professional learning, what more they might need from their mentors, and ways in which the program might help them be more effective with students. Mentors were asked what they had learned from the program that was most meaningful to their mentoring work, what was having the most positive impact on their work with candidates, areas where they might like more support or professional learning, and what the program might do to help them be more effective with candidates. In addition, both Education Specialist candidates and mentors were asked about opportunities to collaborate with General Education teachers, the emphasis of their induction learning on their Education Specialist assignment, and the sufficiency of their professional learning opportunities as they relate to their role.

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 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. (open ended) questions list all comments. All results are disaggregated by General Education and Education Specialist programs, teacher candidates overall and those Year 1 and Year 2, and mentors. Results are first shown for the General Education candidates and mentors. This is followed by results for the Education Specialist program, and the CTE program. Finally, results are shown for individual districts by disaggregation.

3 TEACHER INDUCTION PROGRAM RESULTS

3.1 DEMOGRAPHIC DATA

The following table shows the total number of respondents from this General Education program to both the *Teacher Candidate Mid-Year Survey* and the *Mentor Mid-Year Survey*.

Overall Respondents	# of Respondents
Total Respondents	23
Total Candidates	23
Year 1 Candidates	9
Year 2 Candidates	12
ECO Candidates	0
Mentors	2

Table 2

Responses from this group are reflected in the following analysis in this section. Note that two mentors responded. A comparative report for mentors cannot be developed until there are a minimum of four respondents. Two candidates reported working to clear their Education Specialist credential (both in their first year) and one reported attempting to clear both General Education and Education Specialist (in Year 2).

There must be a minimum of 80% of possible participants responding to the survey for it to be considered reliable and valid. (In the case of programs with under 50 in any disaggregated group, the response rate should be 90%). The higher the response percentage, the more reliable the results as they apply to this program.

3.2 CATEGORICAL QUESTIONS

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

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

3.2.2 Generally, are you meeting, in person, with your mentor (candidate) (or with someone coordinated by your mentor/you) for an average of at least one hour per week about issues related to your (their) teaching practice?

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

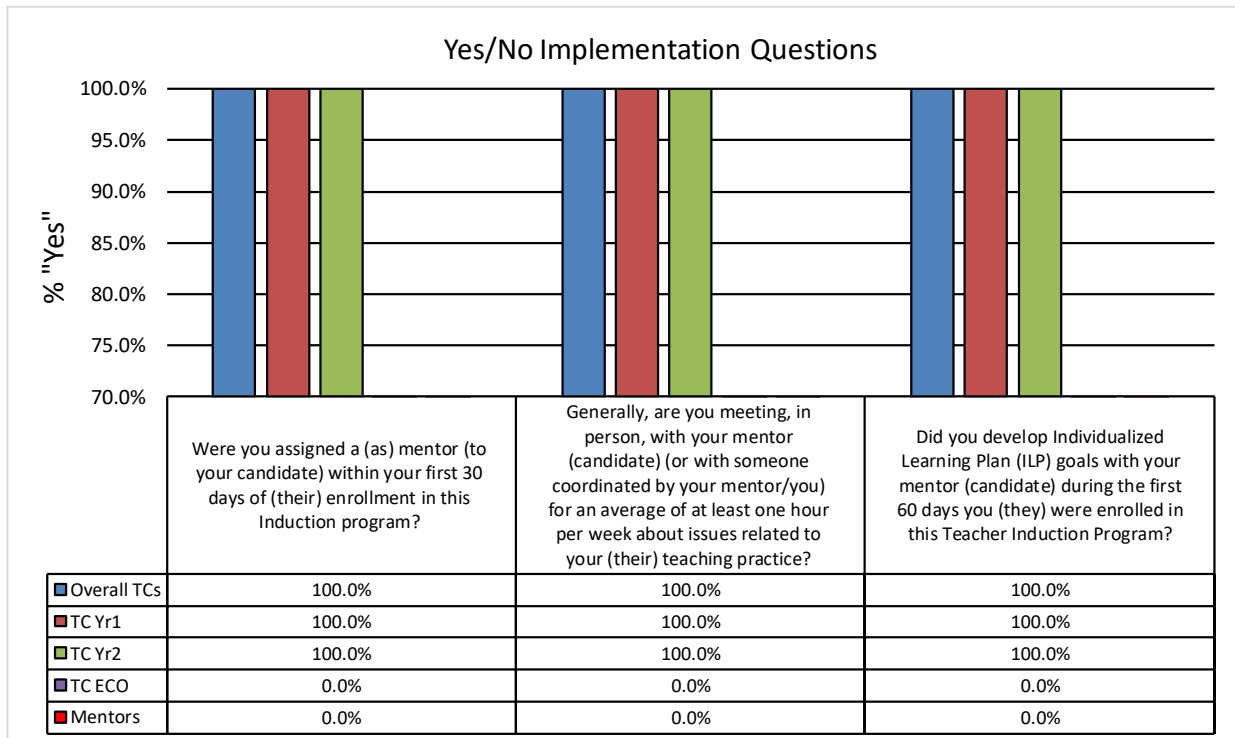


Figure 1

3.2.4 When did you actually begin working with your mentor this year?

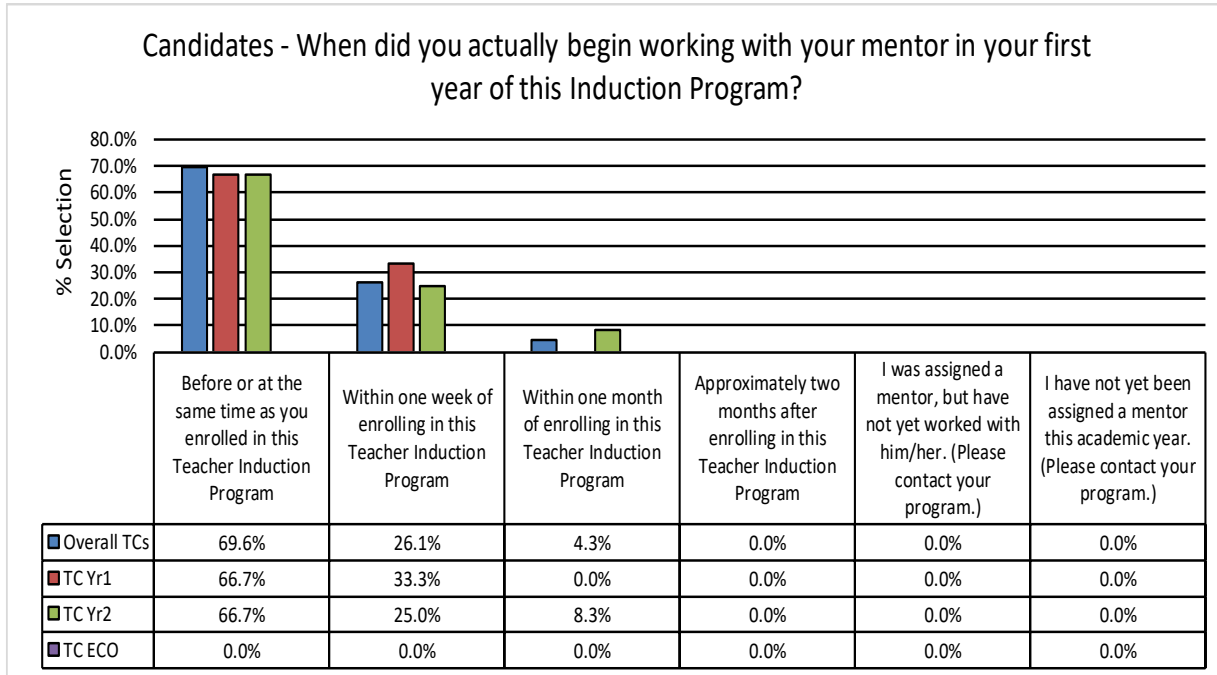


Figure 2

3.2.5 Are you and your mentor generally meeting one-on-one or in a group?

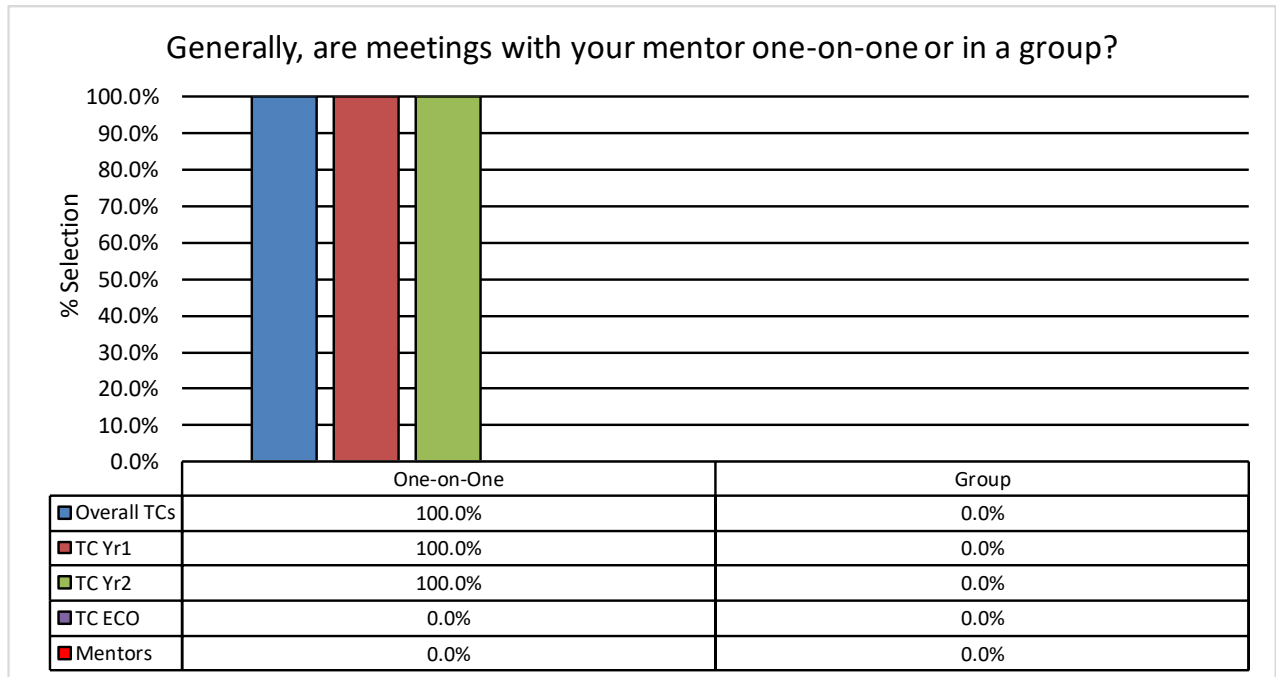


Figure 3

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

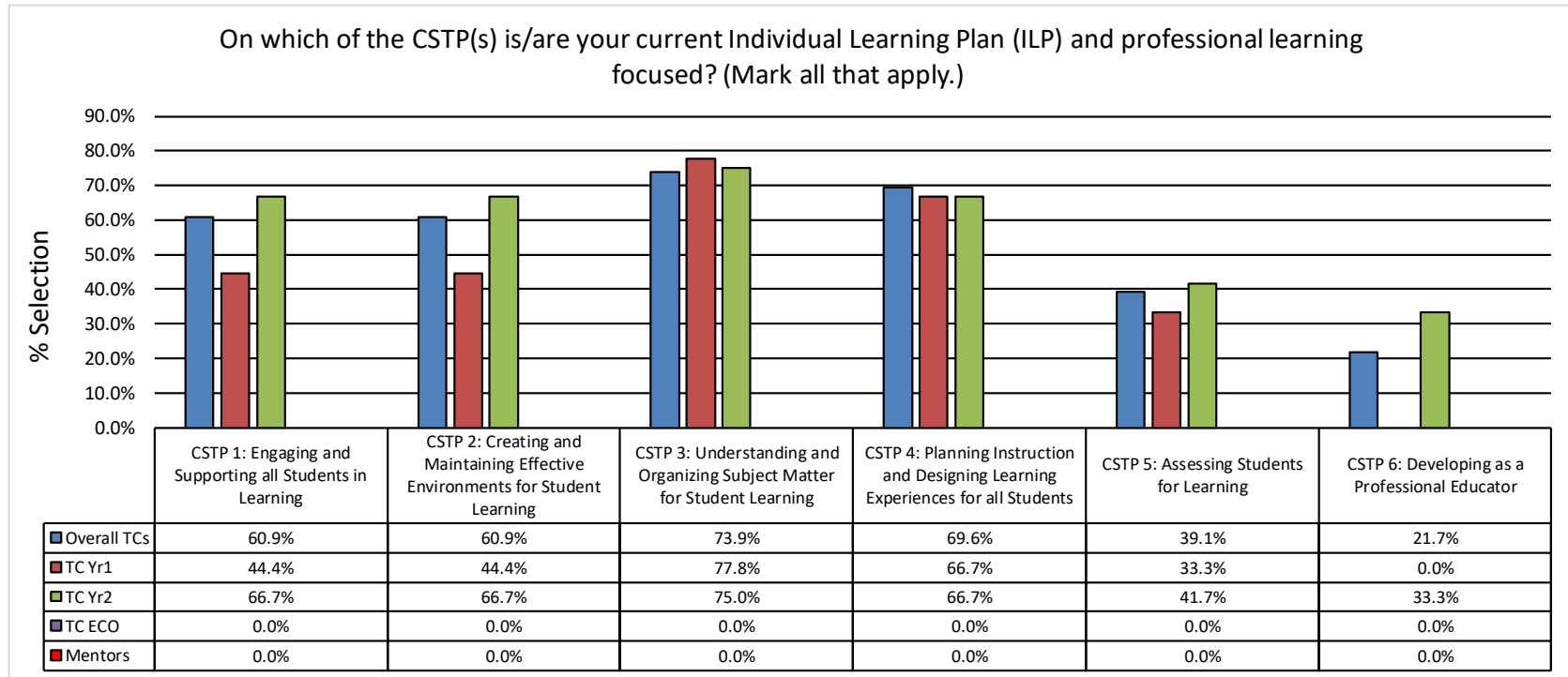


Figure 4

3.2.7 Candidate Morale Rating

Figure 5 contains self-reported data on how candidates rate their current morale level (on a scale of 1-100, with higher values being more positive).

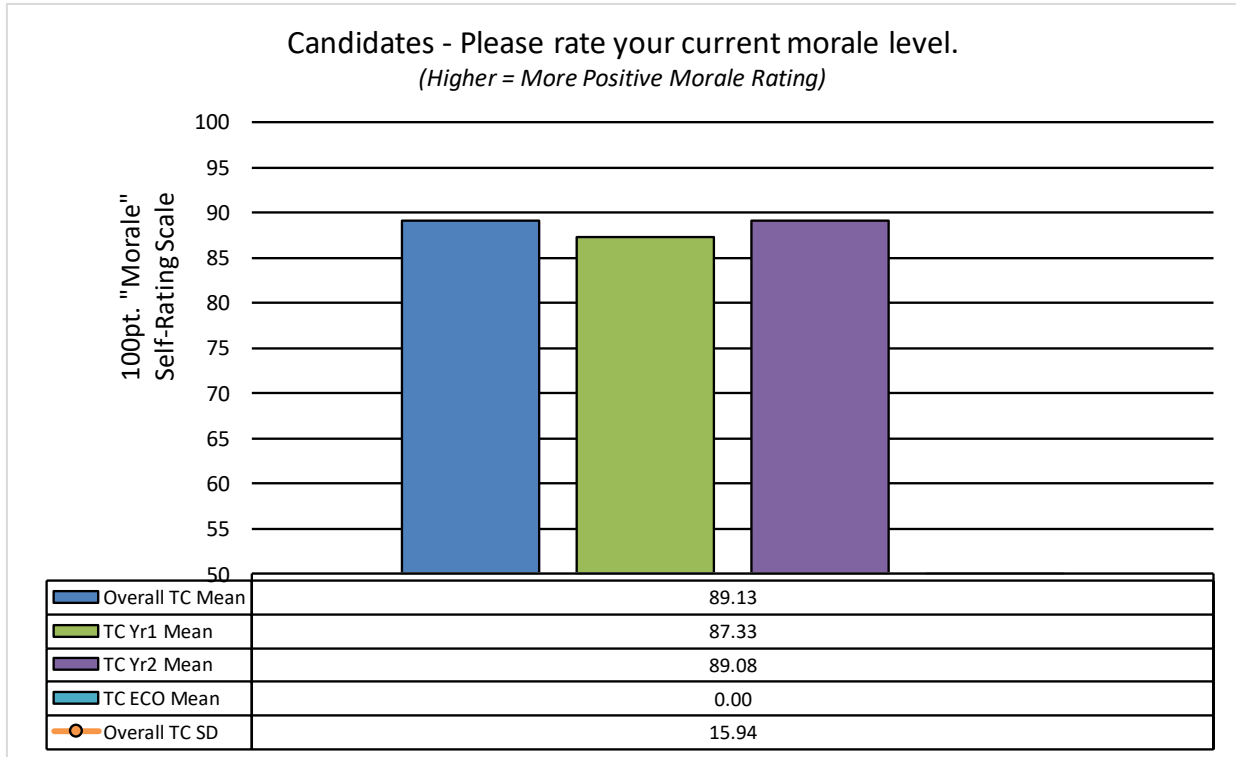


Figure 5

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). Figure 6 contains the candidate questions regarding program effectiveness and figure contains this same information in truncated format. Results are shown in the same manner for figures 7 and 7(b).

3.3.1 Candidate Ratings: Program Effectiveness

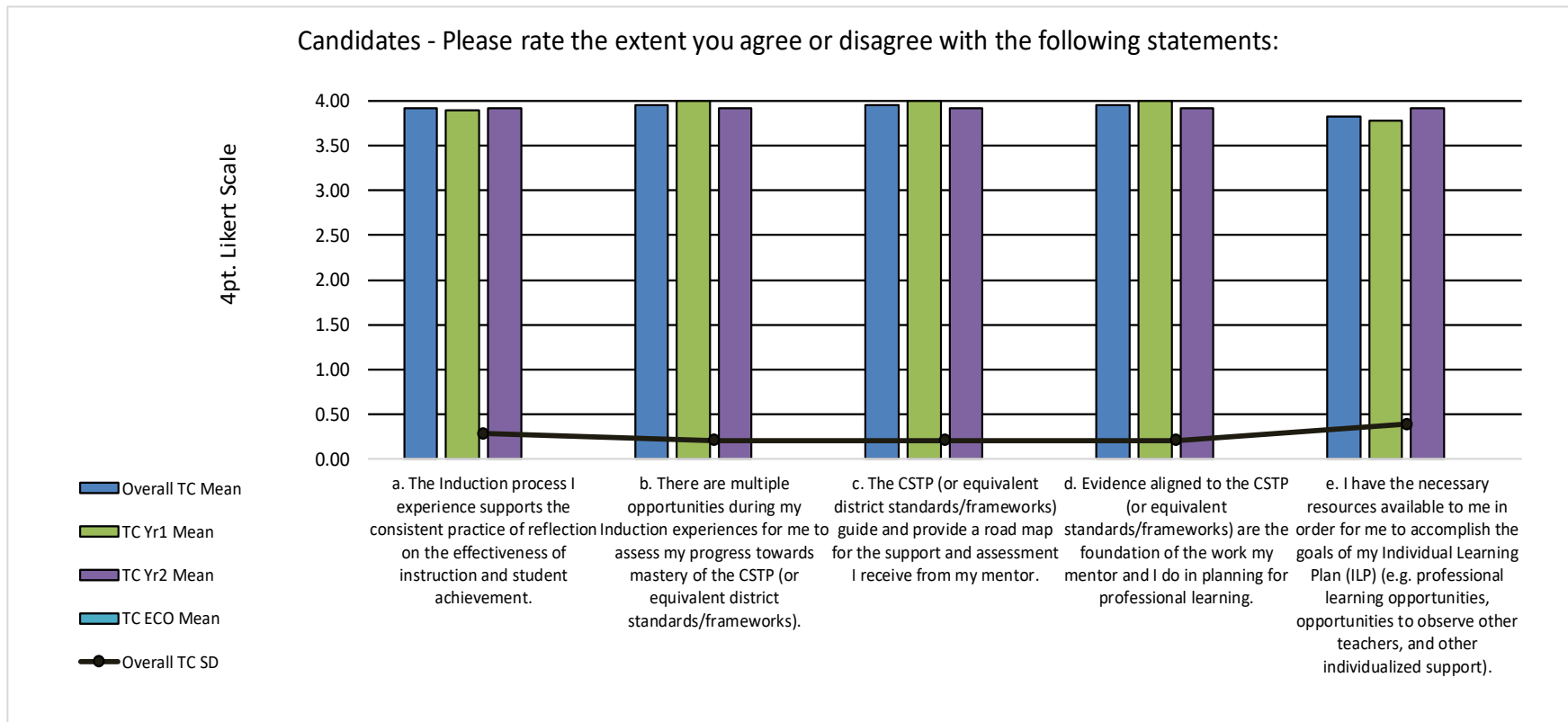


Figure 6

Candidates - Please rate the extent you agree or disagree with the following statements:

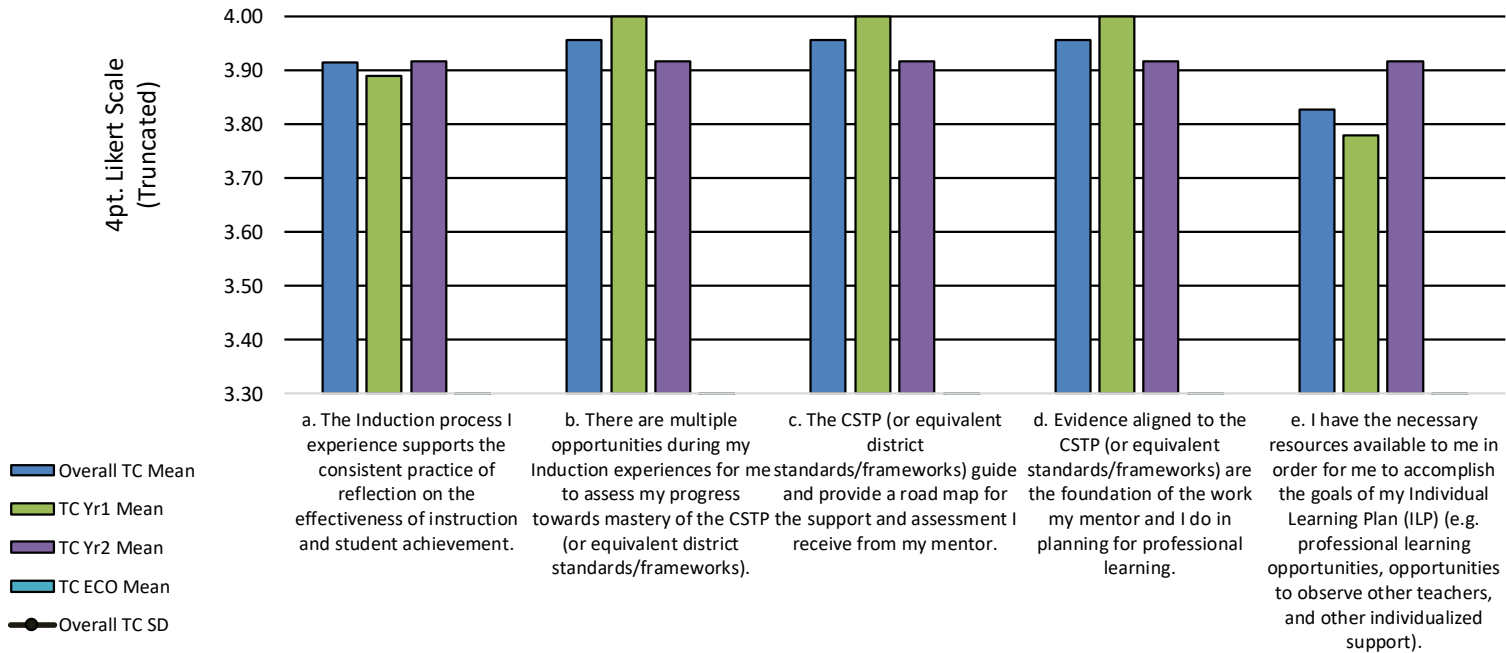


Figure 6(b)

3.3.2 Candidate Ratings: Candidate Feedback on Mentors

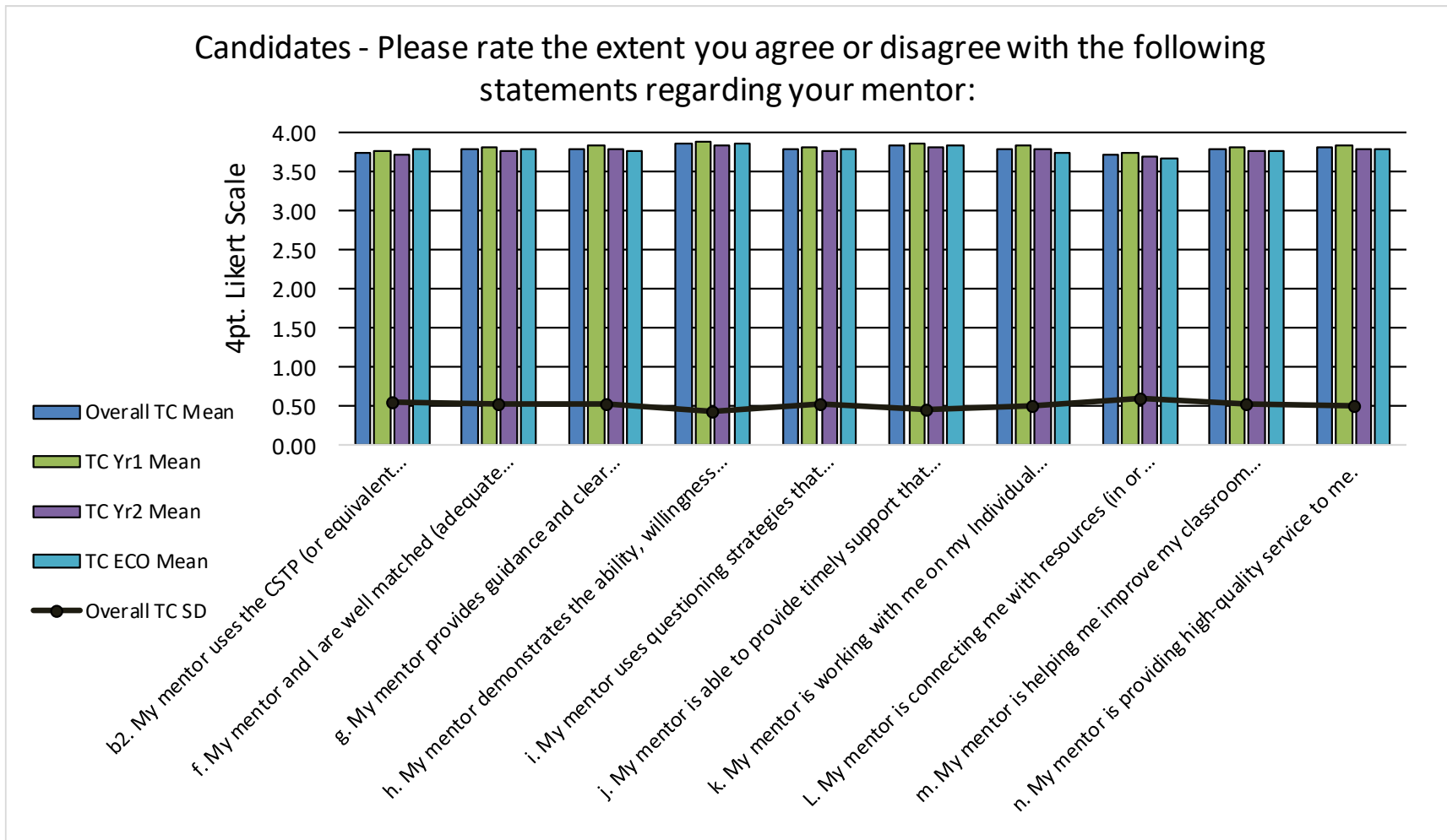


Figure 7

Candidates - Please rate the extent you agree or disagree with the following statements regarding your mentor:

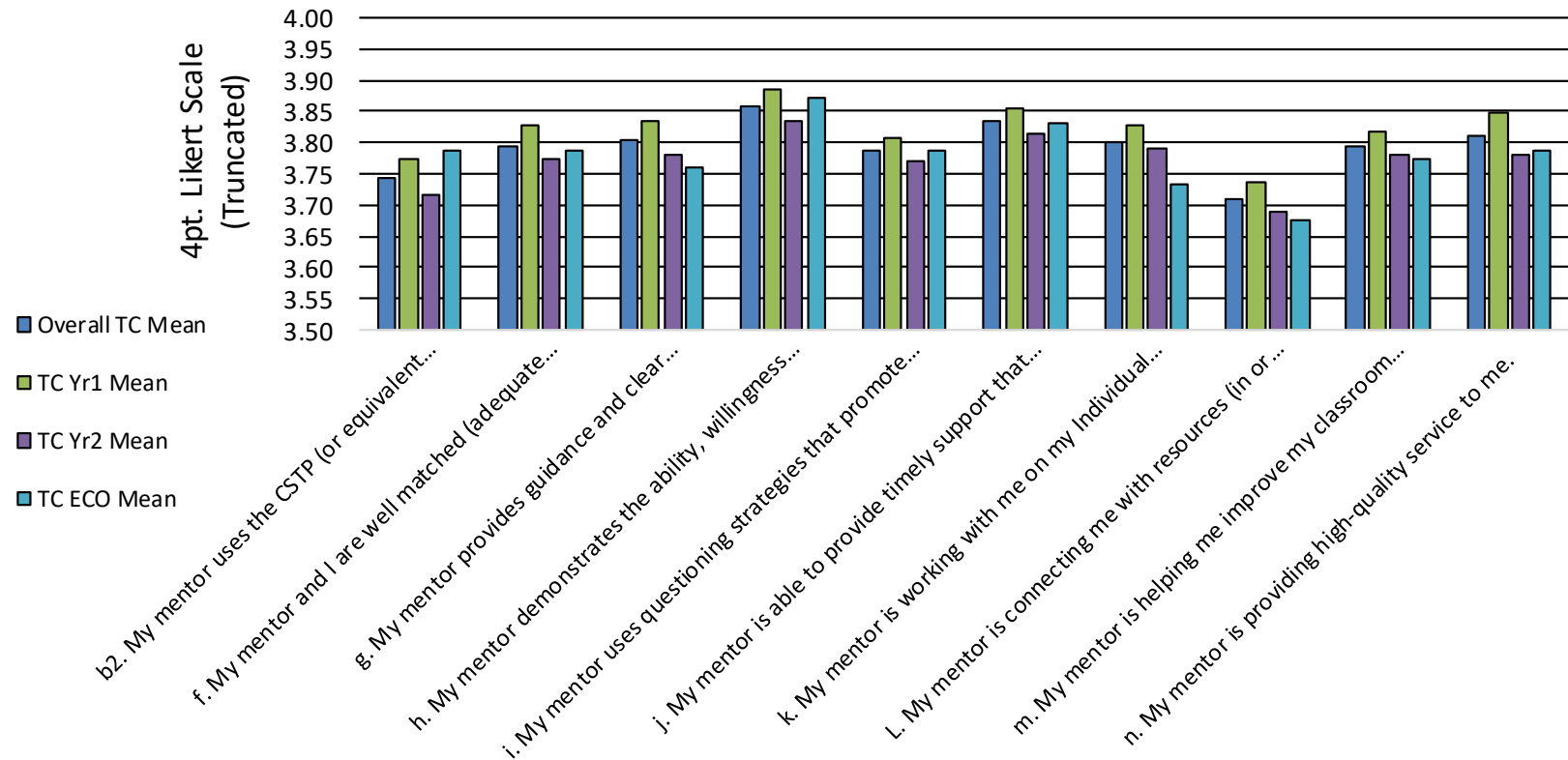


Figure 7(b)

3.3.3 Qualitative Comments

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

- As this is my first year in the district, going through the induction program has provided me multiple opportunities to get a fresh perspective on district and site expectations. I very much enjoy working with my mentor because I feel that she provides honest and productive feedback. Because of the relationship that we share, I feel that I can be open and honest when I am struggling or needing support with classroom implementations to ensure that I am striving to meet district and site goals.
- Classroom management and how to present instruction at different instructional levels according to my student's needs.
- Classroom management skills
- How to incorporate strategies that focus on improving sportsmanship in PE!
- I am learning a variety of skills in my Induction Program. One of the most meaningful things I have learned is how to use formal and informal data to drive instruction for whole class. I have also learned the value of taking student skills, abilities, and levels to group them together to create a targeted/goal-oriented small group learning experience.
- I am learning about the different parts of the CSTP's and I feel that is meaningful and helpful to my teaching practice.
- I am learning how to be a successful first grade teacher. My experience in teaching (TX, VA, and CA) have been only kindergarten. Being in a new district and in a new grade level is challenging, but very rewarding. My mentor, Joanna Stone is incredibly helpful and supportive. She has given me excellent feedback and is great at brainstorming with. She has provided me with multiple opportunities for professional development (workshops, coach training days, scheduling other teacher observations for me to take notes, etc). Joanna goes above and beyond and makes me feel incredibly comfortable. I have grown a lot this semester and I owe a lot of that to her. She is a GREAT mentor! I love the coaching experience and the professional development opportunities.
- I am learning how to consistently improve classroom management. This concept is the most important to me because a music class (like any other class) cannot function if the class is chaos. Through the program, I am becoming more and more confident in creating a controlled environment. I am also improving on my lesson planning. My mentor takes the time to look and assess what I am teaching, which gives me a new perspective on the subject. I use this information to further differentiate my instruction.
- I am learning that the CSTP's provide an invaluable support to me and help me to improve my classroom everyday.
- I am learning that there are plenty of people that are willing to help me because they have been on the same boat. The program has showed me all the places I can go for possible resources to better my teaching.
- I am learning to incorporate strategies into my lesson to meet the needs of all my students.

- I am learning to incorporate the knowledge of the CSTP's into my lessons and using the CSTP's to reflect on my teaching practices. My mentor is very supportive of my professional growth and has guided me throughout my experience, she acknowledges my strengths and areas of growth and gives effective feedback that benefits my students and I.
- I am learning to manage everyday situations that I am struggling to deal with like management of "special" student needs and resources to manage the educational and behavioral needs of students.
- I'm learning how to meet the needs of all my learners through small group instruction. I'm also learning how to make my centers meet the needs of my students and help them practice their reading. I have learned several teaching practices to incorporate within my small group instructions that will help my students succeed.
- In this Induction program I have found the planning and the refining of my lessons the most meaningful. I feel that I have gotten stronger with lesson planning, and that my lessons are more beneficial to the students because of this program.
- In this induction program, I am learning strategies to improve my teaching skills. I like that I receive support by having different strategies suggested in my teaching. I'm also able to observe veteran teachers in their classrooms. I enjoy being able to go into different classrooms because I am able to see a good model of how teaching should look like.
- My ILP goal is on develop and maintain daily routines that maximize student learning. My mentor is always providing me with ideas I can use to develop my classroom management, such as, transitions and student behavior. She also provides me with feedback of practices observed in my classroom and give me the opportunity for reflection. I have also been on two observations to observe routines of other teachers.
- My mentor is very personable and speaks to you as if you were her peer. I have learned that I need to constantly reflect on my teaching strategies in order to help all my students and their unique needs.
- New strategies to help me become a better teacher.
- Overviewing the CSTPs and making sure the implement them in my practice/teaching.
- The feedback during my coaching observation have been the most beneficial. My coach gives me immediate feedback and leaves a record of the information provide along with further suggestions.
- What is it in this Teacher Induction program that is having the most positive impact on your work with your students/candidate(s)?

3.3.3.2 *What is it in this Teacher Induction program that is having the most positive impact on your work with students?*

- Becoming more familiar with the standards and knowing where we want students to be successful in each area has really helped me to focus my teaching practices toward student needs and expectations of the CSTP.
- Hands down -- the training. Everything that I learn at my professional development workshops I am able to implement in my classroom right away.
- I appreciate the immediate feedback that I receive from my mentor.

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- I feel that the consistent face-to-face time within the classroom and without students has had the most impact. Every week I know that if I have a question about how to approach a subject, or how to best help a student, I will receive support. I also know that if my coach notices a way for me to make a lesson better, she will help me.
- I find that the multiple opportunities for observation and NTN's have been having the most positive impact in my own work with my students. Having a chance to see someone else in practice often triggers a spark and can be inspiring to try something new that I hadn't thought of before which could prove beneficial to my students. I also find that the NTN's are especially helpful in creating connections with fellow colleagues who may be having similar experiences and provide insightful techniques to assist us along the way.
- I like that we get to network with other teachers, and that we get the opportunity to see other teachers teach.
- I really love how Mrs. Graham utilized the app Flipgrid in order for probationary teacher to communicate and interact with one another throughout the entire district. It helps to have support for other new teachers who are going through the same experiences and we are all able to bounce ideas and thoughts off of one another.
- Mentor observations and modeling
- My mentor giving effective and in the moment suggestions has given me a powerful and positive insight on my teaching practices and areas of growth. She positively engages with me and has created a very open and collaborative environment that helps me strive to excel in my professional growth.
- My mentor models lessons and provides me with materials to support my student's learning.
- My relationship with my mentor!
- Our NTN's are some of the most impactful professional learning experiences I have had as an educator. I love that each NTN I have selected is targeted toward my ILP goal and when I leave the NTN, not only do I have resources to reference for my own benefit, but I also have resources I can use to drive student thinking and mastery over grade-level content. I appreciate the resources and tools we have been provided through this program.
- The constant feedback in the program has been beneficial not only for myself but for my students. When I get written or verbally praised or tips it really allows me to see the flaws and how I can improve. My mentor always gives helpful suggestions.
- The feedback I receive either in the moment or through text messages. The comments point out some of the good things I am doing that I do not always see and provide me with questions to reflect to revise my practice.
- The most positive thing in the induction program is the one-on-one support that is offered to help with specific my specific needs of my classroom and students to create a positive learning experience for the students.
- The NTN's my program offers have been very beneficial in exposing me to various aspects of a learning environment. I'm able to immediately take the teaching back to my classroom. The teachers of the NTN's make themselves available after the NTN, if further information is needed.

- The one on one mentor meetings/observations. The meetings provide real time feedback that I can quickly use to improve my teaching. My students benefit from this because they get to experience different methods of teaching and classroom management. I am able to use the new information I gather from the meeting and quickly start implementing them in my next class.
- The positive feedback and support that my mentor has offered. It has been so amazing to have this type of support and a person to bounce ideas off of. I feel like she has helped me push myself to become the best teacher I can be for my students. She makes me enjoy teaching and excited to learn more ways to make my teaching engaging for my students.
- The teacher induction program has taught me how to make my lessons meaningful to the students. I have learned ways to engage the students in the lessons.
- Through observations, my mentor has given me recommendations to use or implement in my teaching. Her ideas are to enhance my teaching rather than change it. I like how Joanna is always so positive and finds the good in everything and in my worst days.
- Ways to deal with bad behavior during class without developing a negative learning space.

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

- Differentiation and working with special populations.
- For me, I find that working with the coaches in particular has been greatly beneficial. It has helped to streamline math and has greatly improved student engagement and success rates. Moving forward, I would like to continue working with my team and coaches to create a similar plan for writing.
- Guided Reading more time to observe other senior teachers
- Honestly, I have so much support in all areas of teaching from my mentor that I don't feel like I need more support. My mentor helps me get more veteran observation by talking to my principal.
- I am receiving support through my induction program to work on my classroom routines and management. In addition, my mentor referred me to a district math/science coach to further my practice by helping me plan my instruction to make sure my lessons are standards based and provide students with the opportunity for conceptual and fluency development of the content. Therefore I do not think I need any further support at this time.
- I feel that I have a lot of support as it is. If anything I would enjoy a professional development on analyzing data.
- I feel that I have adequate support to be successful this year. I know that if a challenge arises Joanna will provide me with the support I need to overcome the challenge.
- I have asked for help in writing, and with technology. So far I have received help in these areas, so I am using what I have been taught.
- I have received extensive support with reading and writing so far. While I have had support for math, I feel that I could use some more help to strengthen my lessons to push my students further.

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- I need more support in organizing paperwork and resources in my classroom. I spend so much time looking for digital and physical copies of resources in my classroom and struggle to find the extra supports I have found for students at the appropriate times.
- I still need a lot of support in classroom management and how to plan effective lessons for students of all learning needs.
- I would like more professional development in analyzing data and ways to pinpoint areas of challenge for students, and ways to implement those findings into mini lessons.
- I would like some more information and support on my specific subject matter. The program is already working on this and it is greatly appreciated. The more role models and teaching examples the program can give me will always be beneficial.
- I would like to have more support in making writing a more engaging process for my students. I at times feel as if I am not doing enough to get my students to write what they should be writing.
- Modeling and coaching
- More support with running an SDC classroom with students who are at different levels and have extreme behaviors in order to provide my students with instruction for them to make progress towards their goals.
- My induction coach and I have talked a lot about improving my reading groups and providing students with support within those reading groups in order to improve their reading skills.
- My mentor is well rounded and is doing a great job.
- Physical Education specific professional development would be greatly appreciated.
- Student motivation can be difficult to maintain and facilitate. Engaging students and creating a "buy in" attitude would be beneficial for teachers and students.

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

- I would like to have more support in making writing a more engaging process for my students. I at times feel as if I am not doing enough to get my students to write what they should be writing.
- I need more support in organizing paperwork and resources in my classroom. I spend so much time looking for digital and physical copies of resources in my classroom and struggle to find the extra supports I have found for students at the appropriate times.
- I have received extensive support with reading and writing so far. While I have had support for math, I feel that I could use some more help to strengthen my lessons to push my students further.
- I feel that I have a lot of support as it is. If anything I would enjoy a professional development on analyzing data.
- I would like some more information and support on my specific subject matter. The program is already working on this and it is greatly appreciated. The more role models and teaching examples the program can give me will always be beneficial.
- Student motivation can be difficult to maintain and facilitate. Engaging students and creating a "buy in" attitude would be beneficial for teachers and students.

- I still need a lot of support in classroom management and how to plan effective lessons for students of all learning needs.
- More support with running an SDC classroom with students who are at different levels and have extreme behaviors in order to provide my students with instruction for them to make progress towards their goals.
- Differentiation and working with special populations.
- Modeling and coaching
- Honestly, I have so much support in all areas of teaching from my mentor that I don't feel like I need more support. My mentor helps me get more veteran observation by talking to my principal.
- Physical Education specific professional development would be greatly appreciated.
- I am receiving support through my induction program to work on my classroom routines and management. In addition, my mentor referred me to a district math/science coach to further my practice by helping me plan my instruction to make sure my lessons are standards based and provide students with the opportunity for conceptual and fluency development of the content. Therefore I do not think I need any further support at this time.
- I would like more professional development in analyzing data and ways to pinpoint areas of challenge for students, and ways to implement those findings into mini lessons.
- I feel that I have adequate support to be successful this year. I know that if a challenge arises Joanna will provide me with the support I need to overcome the challenge.
- My mentor is well rounded and is doing a great job.
- For me, I find that working with the coaches in particular has been greatly beneficial. It has helped to streamline math and has greatly improved student engagement and success rates. Moving forward, I would like to continue working with my team and coaches to create a similar plan for writing.
- Guided Reading more time to observe other senior teachers
- I have asked for help in writing, and with technology. So far I have received help in these areas, so I am using what I have been taught.
- My induction coach and I have talked a lot about improving my reading groups and providing students with support within those reading groups in order to improve their reading skills.