

Hanford ESD Teacher Induction Program

**Leadership Survey Report
2018 - 2019**

prepared for the

Hanford Elementary School District

by



Sinclair Research Group

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1.1 EXECUTIVE SUMMARY & DEMOGRAPHICS

This survey of site administrators 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 effectiveness and to assist the program leadership in knowing where to support site administrators as they work with induction teacher candidates. The two key questions are:

1. What is the extent that the administrative leadership in the district/county are knowledgeable regarding the program(s)?
2. Is the administrative leadership creating an environment and support structures that will enable candidates to be successful?

This survey was sent to people in leadership positions, and there were 12 of them that responded. This is a response rate of % and therefore results can/cannot be considered a reliable as they apply to this population.

Note to Director: We do not have your numbers of those in leadership/program support positions to which you sent this survey. Fill in (or delete) the above paragraph to include a statement about the reliability of these results as they pertain to your program. A minimum of 90% is required demonstrate reliability for smaller populations.

Please mark any program in your district with which you are affiliated. (Mark all that apply.)	
Program Affiliations	Of the 12 total # of Respondents
Teacher Induction	11
CASC (Clear Administrative Services Credential) Induction	5
PASC (Preliminary Administrative Services Credential)	1
Intern Teacher	3
Other	3

Table 1

What kind of leadership role or responsibility do you have for any of the programs you chose above? (Mark all that apply.)	
Leadership Roles	Of the 12 total # of Respondents
District administration	6
Advisory Board/Steering Committee	6
IHE	0
Administrator with specific responsibilities for the program	3
I have no responsibility or leadership role in any of the programs above.	0
Other responsibility or leadership role not listed above (please specify)	3

Table 2

Results from the survey pointed to evidence that:

- Overall, mean ratings were extremely high. This indicates that generally those involved in the leadership of the program believe that it is effective and meeting the standards. Standard deviations were generally within the normal range. This means that respondents were in general agreement and answered questions with fairly similar ratings. There was less agreement (higher standard deviation) with questions “to what degree are you involved in the planning and administrative support of the program(s) you help to lead” and rating question “a. I am involved in the organization, coordination and decision making for this/these program(s).”
- Almost all leaders (11 of the 12 respondents) reported examining professional growth plans or other evidence of candidate progress in the professional standards. Leaders agree that professional standards are the basis for the program and that the design for learning is driven by the professional growth plan. They believe that information and personnel are accessible to guide each candidate and that mentors are helping candidates develop their growth plans and use them to move forward.
- The leaders responding to this survey were moderately involved in the planning, delivery, organizing and decision making of this program. It is clear that the program may be improved with more regular collaboration with these leaders and a greater understanding of the program standards to which the program must attain.

All rating questions used a positively skewed four-point forced choice Likert scale for responses. Mean ratings, from highest to lowest, and the associated standard deviations are shown in Table 4. Mean results for individual questions are shown in the table below (Table 3). The results are color coded as follows: **green** indicates where mentors believe they have strong skill (3.75 out of 4), and **red** indicates areas where mentors might need more support or professional development (below 3.0 out of 4).

<u>Leadership Survey Crating & Categorical Questions</u>	Mean	Standard Deviation
1. To what degree are you involved in the planning and administrative support of the program(s) you help to lead? (Very involved, moderately, slightly, not involved)	3.08	1.08
2. To what degree are you aware of the program standards (Preconditions, Common Standards and specific Program Standards) for the programs you help to lead? (Very Aware, moderately, slightly, not aware)	3.67	0.65
	% Yes	
3. Have you examined professional growth plans or other evidence of candidate progress in the professional standards (CSTP, TPE, CPSEL, CAPE) in the programs you help to lead? (Yes/No)	91.7%	
	Mean	Standard Deviation
4. If you have examined candidate evidence, to what degree have you found that evidence to be in accordance with the program design(s)? (Completely In Accordance, moderately, slightly, not in accordance)	4.00	0.00
5. Please rate the extent you agree or disagree with the following statements: (Note: If you are very involved with more than one program, please average.)		
a. I am involved in the organization, coordination and decision making for this/these program(s). (CS 1)	3.27	1.19
b. I regularly and systematically collaborate with colleagues to improve this/these program(s). (CS1)	3.50	0.80
c. Administration provides sufficient resources for effective operation of this Induction Program. (CS 1)	4.00	0.00
d. Administration employs and retains only qualified persons to provide professional development. (CS 1)	4.00	0.00
e. Appropriate information and personnel are accessible to guide each candidate's attainment of program requirements. (CS 2)	4.00	0.00
f. This/These program(s) has/have a clearly defined process in place to identify and support candidates who need additional assistance to meet competencies. (CS 2)	4.00	0.00
g. This/These program(s) regularly collect, analyze, and use candidate and completer data to continuously improve services. (CS 4)	4.00	0.00

h. This/These program's system(s) for mentoring/coaching, support and professional learning is individualized. (TIP PC 1 and 3)	4.00	0.00
i. Candidates in our program(s) are appropriately matched with mentors and begin meeting within 30 days of enrollment in Induction. (TIP PC 2)	4.00	0.00
j. Administrative leadership provides resources to support mentors/coaches having a minimum of one hour per week to provide individualized support and mentoring to candidates. (TIP PC 3)	4.00	0.00
k. Accountability structures are in place that ensure mentors/coaches and candidates are spending at least one hour per week for individualized support and mentoring. (TIP PC 3)	4.00	0.00
l. Each of our mentors/coaches is helping candidates to develop goals for their professional growth plan (ILP, IIP, etc.) within 60 days of enrolling in the program(s). (TIP PC 4)	4.00	0.00
m. The candidate's professional growth plan is used solely for candidate growth and not for employment evaluation. (TIP PC 5)	4.00	0.00
n. The professional standards (CSTP, CPSEL, TPE, CAPE) are the basis for our program(s), and the focus is on helping candidates to meet those standards. (TIP PS 1)	4.00	0.00
o. The program design is driven by the professional growth plan and based on the professional standards (CSTP, CPSEL, TPE, CAPE). (TIP PS 3)	4.00	0.00
p. Adequate resources are available to candidates and mentors/coaches to enable the candidate to accomplish the plans contained in their professional growth plans. (TIP PS 3)	4.00	0.00
q. Dedicated time for regular mentor/coach and candidate meetings for support and assessment is provided. (TIP PS 3)	4.00	0.00
r. Selection of mentors/coaches is based on specific criteria. (TIP PS 4)	4.00	0.00
s. Mentors/Coaches are provided with guidance, clear expectations and thorough training. (TIP PS 4)	4.00	0.00
t. The program(s) provide(s) for the candidates to be regularly assessed on their mastery of the professional standards (CSTP, CPSEL, TPE, CAPE). (TIP PS 5)	4.00	0.00

Table 3

1.2 SURVEY DESIGN AND METHODOLOGY

Programs sanctioned by the California Commission on Teacher Credentialing (CTC) are required to collect information about program effectiveness, candidate competence or growth, and if the program is attaining the standards required. This particular survey attempts to collect information from site administrators regarding their involvement with the Teacher Induction Program. The program has five standards that are common to all preparation programs, “preconditions” (things that must be in place before a program is approved) and specific program standards (things that the program must show evidence of attaining before they can continue preparing candidates for credentials. (All standards can be read in full at www.ctc.ca.gov.) The standard indicators shown throughout this report are:

- Common Standards (CS)
- Preconditions (PC)
- Program Standards (PS)

In addition to Common Standards, Preconditions, and Program Standards, some of the questions were designed around professional standards and research regarding what qualities that leaders in educational administration (and the district/county structure) should be able to do to support candidates. These are described in the Professional Standards for Educational Leaders (the National Policy Board for Educational Administration) and indicated in this report as: “PSEL.”

Respondents were first asked four questions that would help to identify their level of familiarity and involvement with the various programs. (This may help to assess the reliability of the results and, to some extent, answer the first overall research question above.) Then they were asked 19 rating questions, each aligned to the appropriate preconditions or program standards (indicated by letters after each question).

The consistency of responses was tested by comparing the scores for each question within the survey with the total scores from each respondent. This was 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.

The strategy for analyzing the 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.

It is difficult to guarantee the reliability of results themselves as the researcher cannot ascertain the numbers for the total population. However, a response rate of at least 80% indicates that results would likely be reliable as they apply to this particular program and population. A lower than 80% response rate does not ensure the reliability of the results.

1.3 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 by comparing their responses. Figure 1 plots the mean response (in blue bars) and the variation of the responses as a standard deviation (in a pink line chart) for each question in the survey regarding the district program. Additionally, the % of respondents who “don’t know” is shown in green bars.

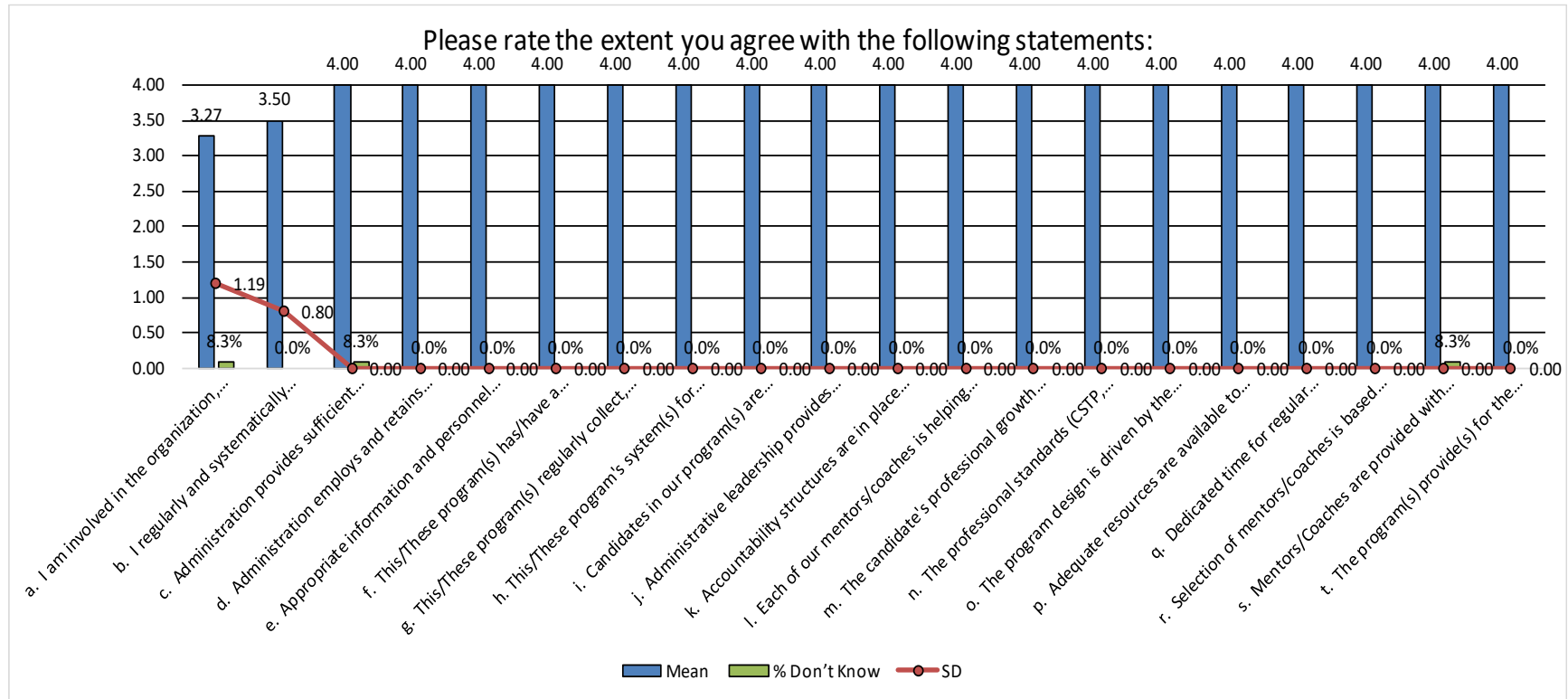


Figure 1

1.4 RANK ORDER AND STANDARD DEVIATIONS

All rating questions are shown in the table below in rank order (from highest to lowest) along with their associated standard deviations. (Overall results are given in the Executive Summary at the beginning of this report.) Overall, mean ratings were high. This indicates that generally those involved in the leadership of the program(s) believe that it/they is/are effective and meeting the standards. Standard deviations were generally within the normal range. This means that respondents were in general agreement and answered questions with fairly similar ratings. Mean ratings from highest to lowest and the associated standard deviations are shown in Table 4.

Leadership Survey Rating in Rank Order	Mean	Standard Deviation
4. If you have examined candidate evidence, to what degree have you found that evidence to be in accordance with the program design(s)? (Completely In Accordance, moderately, slightly, not in accordance)	4.00	0.00
c. Administration provides sufficient resources for effective operation of this Induction Program. (CS 1)	4.00	0.00
d. Administration employs and retains only qualified persons to provide professional development. (CS 1)	4.00	0.00
e. Appropriate information and personnel are accessible to guide each candidate's attainment of program requirements. (CS 2)	4.00	0.00
f. This/These program(s) has/have a clearly defined process in place to identify and support candidates who need additional assistance to meet competencies. (CS 2)	4.00	0.00
g. This/These program(s) regularly collect, analyze, and use candidate and completer data to continuously improve services. (CS 4)	4.00	0.00
h. This/These program's system(s) for mentoring/coaching, support and professional learning is individualized. (TIP PC 1 and 3)	4.00	0.00
i. Candidates in our program(s) are appropriately matched with mentors and begin meeting within 30 days of enrollment in Induction. (TIP PC 2)	4.00	0.00
j. Administrative leadership provides resources to support mentors/coaches having a minimum of one hour per week to provide individualized support and mentoring to candidates. (TIP PC 3)	4.00	0.00
k. Accountability structures are in place that ensure mentors/coaches and candidates are spending at least one hour per week for individualized support and mentoring. (TIP PC 3)	4.00	0.00

l. Each of our mentors/coaches is helping candidates to develop goals for their professional growth plan (ILP, IIP, etc.) within 60 days of enrolling in the program(s). (TIP PC 4)	4.00	0.00
m. The candidate's professional growth plan is used solely for candidate growth and not for employment evaluation. (TIP PC 5)	4.00	0.00
n. The professional standards (CSTP, CPSEL, TPE, CAPE) are the basis for our program(s), and the focus is on helping candidates to meet those standards. (TIP PS 1)	4.00	0.00
o. The program design is driven by the professional growth plan and based on the professional standards (CSTP, CPSEL, TPE, CAPE). (TIP PS 3)	4.00	0.00
p. Adequate resources are available to candidates and mentors/coaches to enable the candidate to accomplish the plans contained in their professional growth plans. (TIP PS 3)	4.00	0.00
q. Dedicated time for regular mentor/coach and candidate meetings for support and assessment is provided. (TIP PS 3)	4.00	0.00
r. Selection of mentors/coaches is based on specific criteria. (TIP PS 4)	4.00	0.00
s. Mentors/Coaches are provided with guidance, clear expectations and thorough training. (TIP PS 4)	4.00	0.00
t. The program(s) provide(s) for the candidates to be regularly assessed on their mastery of the professional standards (CSTP, CPSEL, TPE, CAPE). (TIP PS 5)	4.00	0.00
2. To what degree are you aware of the program standards (Preconditions, Common Standards and specific Program Standards) for the programs you help to lead? (Very Aware, moderately, slightly, not aware)	3.67	0.65
b. I regularly and systematically collaborate with colleagues to improve this/these program(s). (CS1)	3.50	0.80
a. I am involved in the organization, coordination and decision making for this/these program(s). (CS 1)	3.27	1.19
1. To what degree are you involved in the planning and administrative support of the program(s) you help to lead? (Very involved, moderately, slightly, not involved)	3.08	1.08

Table 4

1.5 GLOBAL STATISTICS

In Figure 2 below, global statistics are shown for the survey 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.

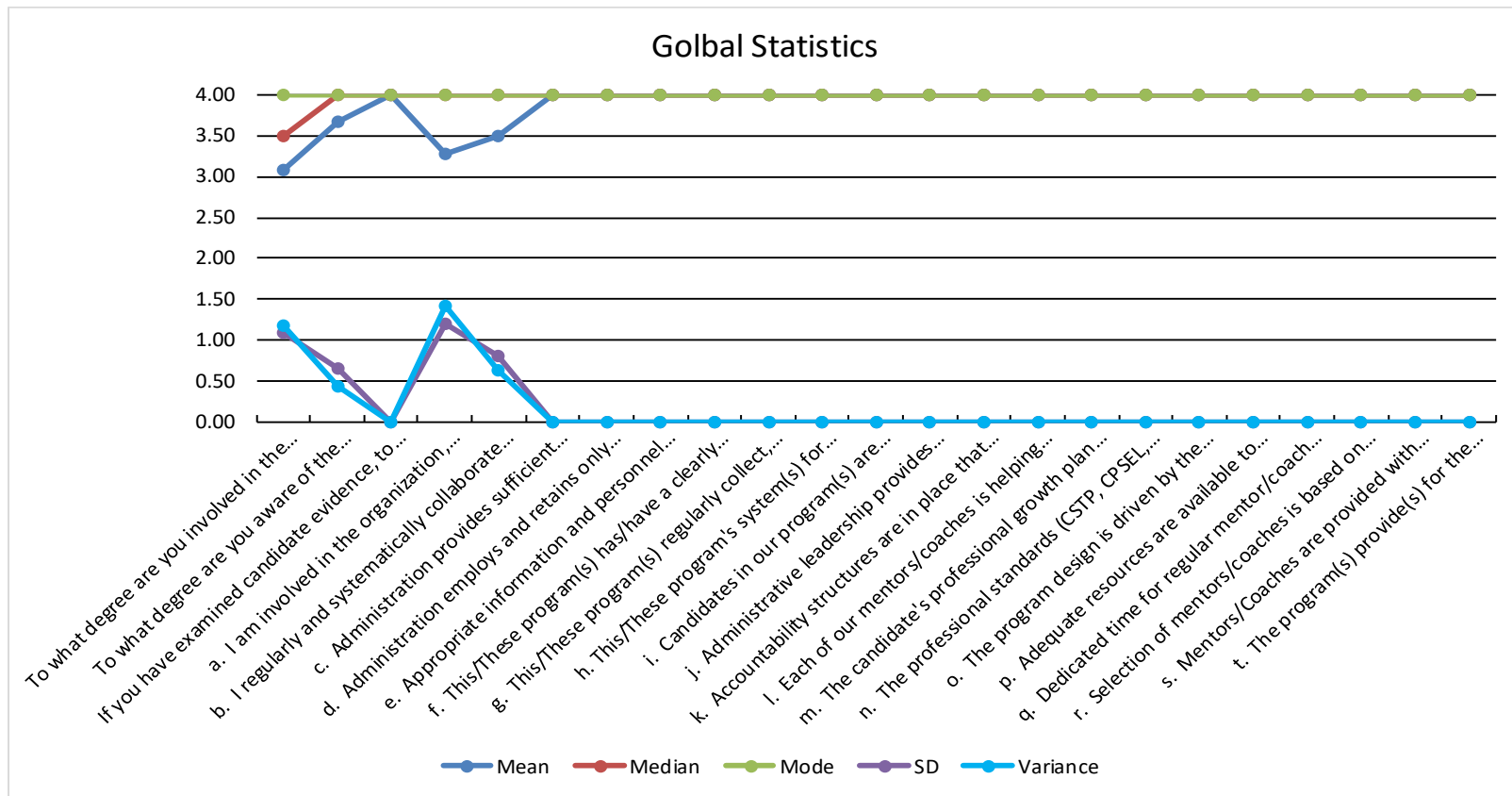


Figure 2

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).

1.6 RESPONSES TO QUALITATIVE QUESTIONS

Respondents were asked three qualitative questions. These questions and all comments are shown below.

1.6.1.1 In what ways do you know that the program(s) has/have robust mentoring/coaching systems?

- The District's program allocates resources to fund two full-time release coaches. Coaches do not have to juggle classroom responsibilities with their coaching responsibilities. Coaches are available during the school day to model instruction and provide support to candidates.
- I have witnessed the proof of this program through the growth of individual teachers. Also through hearing about their progress through the induction support team.
- I have been part of the Induction advisory committee this year and participated in the interview exit panel.
- Induction coaches meet with candidates weekly (records from meetings) Professional Development (New Teacher Networks) Feedback from candidates (surveys, interviews, etc.)
- Our district is committed to supporting new teachers with well qualified full release coaches. The Induction program ensures the coaches receive opportunities for professional development that keep the coaches updated regarding working with adult learners, current instructional trends and practices that result in student success. By offering new teachers mentoring in the classroom setting and one on one "face" time allows the new teacher multiple ways for learning and growing. The induction coaches also work collaboratively with the district's instructional coaches to offer support/learning opportunities to new teacher induction candidates.
- Through candidate and supervisor feedback, we consistently learn what is happening and how well-supported candidates feel.
- I'm involved in monthly Induction Meetings/Collaboration, Advisory Committee, and Instructional Cabinet. During our Instructional Cabinet meetings throughout the school year, all administration is consistently updated regarding the Induction Program.
- Veteran Teachers are selected by Academic coaches throughout the district to model teaching strategies and mentor candidates. Interns have mentor and coaching support as well. There is nothing more powerful then seeing quality teaching in action and having mentoring resources to draw from. Our Admin candidates have advisers or mentors walking them through their programs as well. What makes our programs unique is they are highly driven by feedback of the candidates and what their needs are. They have a voice in the process and this really increases buy in and motivates all to succeed. The robust worthwhile evidence is in the quality candidates/teachers and administrators that come out of

our programs. They come out of our programs motivated and eager to serve our community and students with the knowledge and skills they have acquired.

- Weekly meetings with a focus on just in time coaching. PD opportunities for Mentors (Cognitive Coaching, Speed of Trust, etc.) Professional reading for mentors Observations and feedback for mentors Survey data indicate that candidates appreciate their coaches and feel supported.
- Coaches are full release and have dedicated an hour a week to spend with each candidate. We ask our candidates to provide feedback about our program as well as their mentor support.
- The director ensures the coaches have shown strong teaching skills, are personable, caring, and have a heart for helping new teachers be successful in the first 2 years of growth.

1.6.1.2 What is/are the strongest feature(s) of the program(s)?

- District-focused program not affiliated with the county office of education. Teacher coaches assigned exclusively to the program and not responsible for classroom duty in addition to coaching. Dedicated administrator to focus on program needs and program organization/responsibilities. Program guidelines, forms and processes are well-organized and streamlined for use.
- The communication and frequency that the mentor and program staff meet with new teachers. Teachers feel very supported and have the ability to ask questions as frequently as needed. The program also matches the needs of the teachers, helps them to get acquainted with the school as well as find resources for their students and instruction.
- The leader is well organized and the coaches are great resources.
- Full-time program coordinator Full-time induction coaches Support from school site administration Support from LCAP and federal programs
- The strongest feature of the program is the quality of our mentors and the experience they bring to their coaching. Their ability to build a trusting relationship with their teacher candidate helps give the candidate a safe environment to speak freely about their needs and areas they want to grow in relation to the CSTPs.
- Because mentors and leaders are all employees of the district, the support is available beyond the minimum required, and is coordinated with other district initiatives meaning that everything a candidate does is relevant to their current work.
- The on-going analysis of candidate feedback to identify ways to tailor support structures/opportunities. Additionally, the weekly support seems to be an asset that candidates greatly appreciate.
- The strongest features of our Induction, Intern and Admin programs are, the support given to candidates throughout their programs and the quality of the candidates produced is evident and celebrated. The collaborative journey the candidate experiences gives them a sense of belonging and is good for the culture and climate of our entire district.

- Contextualized Learning: The fact that we have a district program allows our team to tailor the coaching to the candidate needs as well as the context of the district. Quality Mentors and Mentor Professional Development: Our program includes multiple opportunities to attend PD, read professional books, practice coaching techniques, and receive feedback from the director. The approach is relevant, timely, and comprehensive.
- Mentors are full-release coaches and have dedicated time to spend an hour a week with each candidate for support, just in time coaching, and guidance. Candidates have Individualized Learning Plans and choose their own Professional Growth Goals.
- Some strong features this program possesses are; the clear expectations, timely helpful feedback, amazing professional developments for any new teacher regardless of position, and the overall support this program provides to their new teachers. I also like how top administrators are included in ensuring this program is top notch.

1.6.1.3 In what ways could the program(s) be more effective?

- Continued reflection on needs of the teachers as these may change. Continued communication with all support providers with and to teachers.
- Continue to integrate program requirements with teachers' ongoing professional development/instructional coaching requirements and/or needs.
- The program could continue working on building stronger connections to each school team, support staff, students, families and community. We must build a shared commitment from all stakeholders.
- Keep up the great work!
- I believe that the program design is responsible to the candidates' needs, therefore, continuing to analyzing feedback is critical to support structures. Our program is quite remarkable!
- Perhaps, differentiating grade level Academic Coaches from K-4 coaches to 5-8 coaches. In short more coaches with experience at those certain grade-levels. Perhaps even K-2, 3-5, 6-8. This requires money and resources I know, just an idea.
- Continue to build upon the model of observations that were piloted this year: Model was set up like a lab-site with collaborative planning, followed by an observation in a classroom (with built in coaching/questioning during the observation), and a debriefing meeting at the end.
- Possibly having less teachers per coach, so coaches could have more time to plan with candidates and model lessons as part of a unit multiple days in a row.
- I think the program could be more effective by providing teachers more time to observe veteran teachers both in the district and outside of it. They do a great job with the funds they are given however, I feel as though new teachers want to observe and plan with great successful teachers, and could benefit from having more opportunities to do that.