

Teacher Induction, Intern, CASC & PASC Programs

**Mentor/Coach Self-Assessment Report
2019-2020**

prepared for the

Hanford Elementary School District

by the



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1.1 EXECUTIVE SUMMARY

This survey of mentors (support providers, coaches, etc) was part of the formative and summative program evaluation of the Hanford Elementary School District efforts to support both teachers and administrators during their early years in their role. Its purpose was to both collect evidence for program effectiveness and to move mentors toward planning for their own professional growth. The self-assessment focused on two key questions that research has shown are of prime importance to the success of induction teacher candidates:

1. Is adequate dedicated time provided for the mentors to observe, reflect with, and candidates?
2. Are mentors and coaches knowledgeable and skilled in the various aspects of their role?

The number of respondents is shown in each category in Tables 1 and 2 below.

Program or Credential of Candidates	# Mentors/Coaches
General Education	2
Education Specialist	1
CTE (Career Technical Education)	0
Intern Teacher	1
Teachers on PROVISIONAL Internship Permit (PIP)	0
Teachers on Short-Term Staff Permit (STP)	0
Clear Administrative Services Credential (CASC)	4
Preliminary Administrative Services Credential (PASC)	1
Peer Assistance & Review (PAR)	0
Other (please specify)	1

Table 1

Years of Experience	# of Mentors
Total	7
1st Year	2
2nd Year	2
3-5 Years	3
6+ Years	0

Table 2

In order for results to be developed from these responses, there should be at least an 80% response rate from the overall and each separate disaggregated group.

Results pointed to evidence that:

- The survey questions have high internal validity.
- Mentors and coaches respond to questions in a similar manner as indicated by low standard deviations (1.0 or below).
- Respondents are generally knowledgeable and skilled in the various aspects of their role. All mean ratings were well above 3 out of 4.

- All respondents strongly agree that their candidates are receiving at least one hour per week of individualized support and mentoring, and that they communicate positively and with optimism
- Nearly all respondents strongly agree that they:
 - create an environment of trust, caring and honesty and their candidates feel valued, safe to risk, learn and share
 - use reflection as a tool to inform their own practice and develop their professional goals
 - intentionally structure dialogue and discussion to further candidate professional growth goals
 - work toward helping candidates reflect on and assess their own practice
 - assess candidate professional practice based on professional standards with multiple tools at multiple times during the year
 - hold themselves and the candidates accountable for shared goals and outcomes
 - successfully facilitate shared conversations to actively engage candidates
 - document meetings to record the work and thinking of candidates
 - understand the developmental readiness of candidates and use a variety of differentiated strategies to support their particular needs
 - adapt their communication skills for the unique needs of the candidates with which they are working
 - facilitate learning-focused discussions in a way that engaged candidates in reflective thinking, inquiry, analysis and the plan-teach-reflect-apply cycle of formative assessment
 - use curriculum standards and professional standards to build on previous professional growth plans and plan for future improvement
 - share effective strategies in order to help candidates engage in learning
 - use observation of candidates to provide evidence-based feedback aligned to professional standards.
- The only ratings (beside the rubric) that fell below 3.5 out of 4 was: (19) I lead data-driven dialogue in a manner that facilitates informed decisions and appropriate actions. This may be an area where mentors and coaches could use additional training and support.
- Ratings are somewhat lower on the four-question rubric at the end of the survey. This is not surprising in that the rubric is a combination of descriptors; some of which a mentor or coach may agree with and some which they may not. It is not unusual for these four to have relatively lower ratings. None fell below an average of 3 out of 4 rating.

Mean results for individual questions for the Overall group and the CASC program (the only programs with four or more responses) are shown in Table 3, below. Disaggregation by 1st year, 2nd year, 3-5 years, and 6 plus years was not possible as there were not four in any category. Therefore, the overall rating stands.

Descriptive figures, charts, tables and standard deviations are shown in the body of each of the reports in the follow-up sections. All questions are on a positively skewed four-point forced choice Likert scale. The results are color coded as follows: green indicates where mentors believe they have strong skill (3.75 out of 4), red indicates areas where mentors might need more

support or professional development (below 3.0 out of 4), and yellow indicates where there are statistically significant differences between two groups (.0626). There were no areas where there were significant statistical differences. In addition, no areas fell below 3.0.

Mentor/Coach Self-Assessment - Program Comparative Table	Overall	CASC
Categorical Question: How successful have you been at working with your candidate on support activities for approximately one hour per week?	4.00	4.00
Rating Questions:		
1. I create an environment of trust, caring and honesty, so that my candidate(s) feel valued, safe to risk, learn and share.	3.86	3.75
2. I effectively use time with my candidate(s), focusing on their needs and not being unduly hurried.	3.57	3.50
3. I use reflection as a tool to inform my practice and develop my professional goals.	3.86	3.75
4. I intentionally structure dialogue and discussion to further my candidate(s) professional growth goals.	3.86	3.75
5. I encourage collegial inquiry.	3.57	3.75
6. I work toward helping my candidate(s) reflect on and assess their own practice.	3.86	3.75
7. I assess candidate professional practice based on professional standards with multiple tools at multiple times during the year.	3.86	3.75
8. I hold myself and my candidate(s) accountable for shared goals and outcomes.	3.86	3.75
9. I understand the requirements of this program, how candidates will earn a credential, and my role as a mentor.	3.71	3.50
10. I successfully facilitate shared conversations to actively engage my candidate(s).	3.86	3.75
11. I use my candidate(s) plans to assist them in planning for their professional development.	3.57	3.75
12. I document meetings to record the work and thinking of my candidate(s).	3.86	3.75
13. I move my candidate(s) toward task completion using appropriate processes.	3.71	3.75
14. I understand the developmental readiness of my candidate(s) and use a variety of differentiated strategies to support their particular needs.	3.86	3.75
15. I adapt my communication skills for the unique needs of the candidate(s) with which I am working.	3.86	3.75
16. I communicate positively and with optimism.	4.00	4.00
17. I facilitate learning-focused discussions in a way that engaged my candidate(s) in reflective thinking, inquiry, analysis and the plan-teach-reflect-apply cycle of formative assessment.	3.86	3.75

18. I understand and demonstrate deep listening skills, such as paraphrasing and asking clarifying questions.	3.57	3.50
19. I lead data-driven dialogue in a manner that facilitates informed decisions and appropriate actions.	3.43	3.50
20. I synthesize, summarize and use mediation to move my candidate(s) to decisions.	3.71	3.75
21. I use curriculum standards and professional standards to build on previous professional growth plans and plan for future improvement.	3.86	3.75
22. I use data to inform my work with my candidate(s) and to regularly adjust professional growth plans based on their strengths and needs.	3.71	4.00
23. I share effective strategies in order to help my candidate(s) engage learning.	3.86	3.75
24. I use observation of my candidate(s) to provide evidence-based feedback aligned to professional standards.	3.86	3.75
RUBRIC		
I. WORKING WITH ADULT LEARNERS	3.29	3.25
II. COLLABORATIVE WORK	3.43	3.50
III. COMMUNICATION	3.14	3.25
IV. KNOWLEDGE OF CONTENT & PEDAGOGY	3.14	3.25

Table 3

1.2 SURVEY DESIGN AND 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 to assess the extent the program is attaining excellence in the *Preconditions*, *Program Standards* and the *Common Standards* as required by the *California Commission on Teacher Credentials*. The individual questions in this survey of mentors were designed to collect information around the following:

- Precondition 2: The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
- Precondition 3: Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
- Precondition 4: Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
- Program Standard 3: Designing and implementing Individual Learning Plans within the Mentoring System, and
- Program Standard 4: Qualifications, Selection and Training of Mentors.

In addition to Standards and Preconditions, the questions were also designed around the research done on the knowledge, skills and dispositions that are possessed by effective teacher leaders found in *Teacher Leadership Skills Frameworks* (cstp-wa.org, 2009). This framework focuses on mentor effectiveness in the areas of (1) Working with Adult Learners, (2) Collaborative Work, (3) Communication, and (4) Knowledge of Content and Pedagogy.

In order for the program management to understand the alignments of individual questions to all standards and research, a copyrighted "Table of Alignments" has been shared with the program director. In addition, a rubric was developed on which mentors could assess their practice at various levels. It is described more fully in the Appendix.

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. 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. For groups of 100 or more, a response rate of at least 80% indicates that results are most likely reliable as they apply to this particular program and population. For groups of under 100, the response rate should be at 90% to ensure reliability of the results.

The survey was disaggregated for four groups: mentors in their first year, second year mentors, mentors with 3-5 years of experience, and mentors with six or more years of experience. This means that results from all these groups of mentors can serve as a needs assessment and therefore

professional development can be differentiated by experience level. In addition, when this tool is used with first year mentors, results can be retained, and can become a baseline for comparing growth over time (2 or more years).

1.3 RESULTS

1.3.1 Success at Working with Candidates for One Hour Per Week

This very important question of how successful mentors were at ensuring their candidates received one hour per week of individualized support and mentoring received a 4 out of 4 (very successful) rating from every respondent – both when analyzed by their role and their years of experience.

1.3.2 Overall Mean and Standard Deviation

Figures 1, below, shows the overall mean for each of the 24 individual rating questions on this survey for the overall program (seven responses) and the Clear Administrative Certification Program (the only other program where there were at least four responses). Please note that this chart is truncated and shows only results between 3 and 4 in order to more clearly see the slight differences. (Associated standard deviations are shown in the final table on pages 13 and 14.)

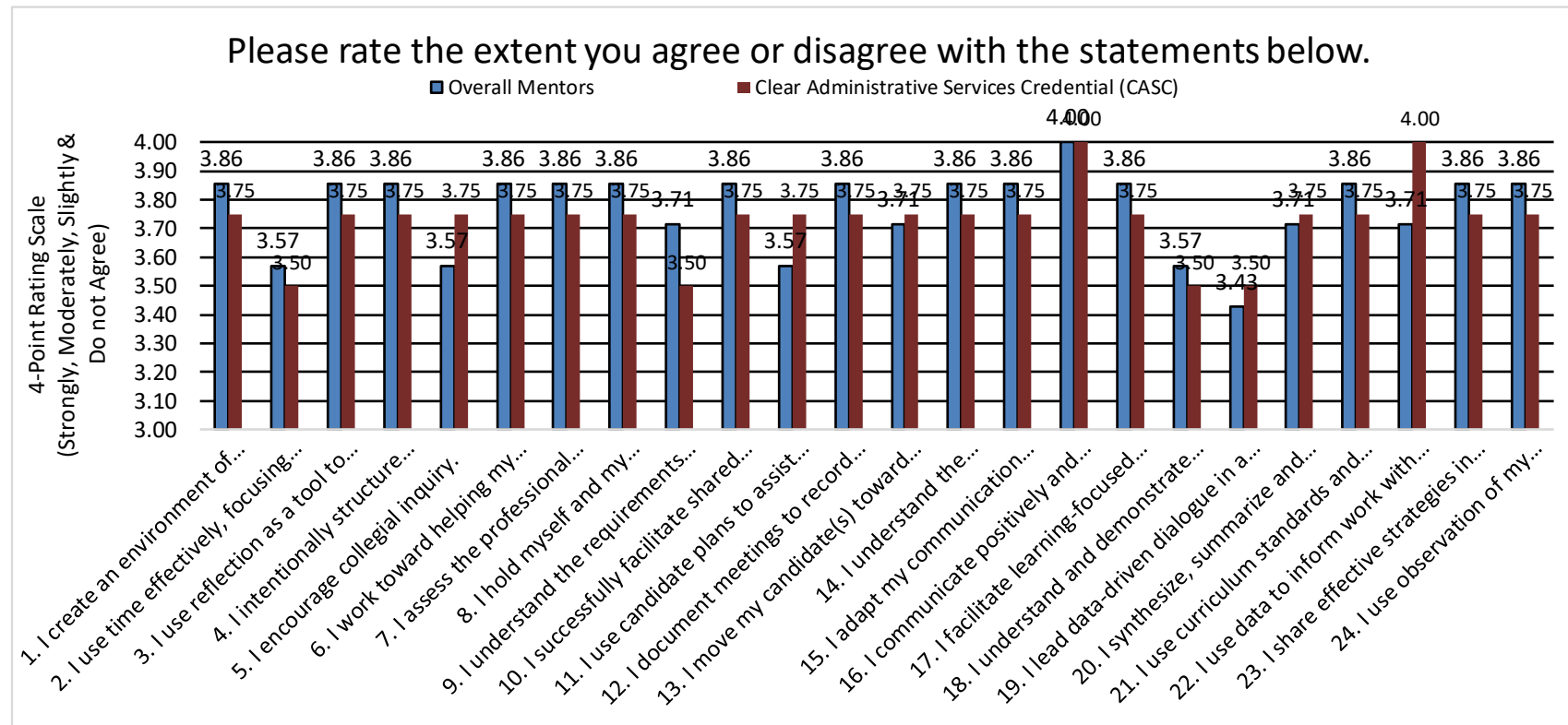


Figure 1

No chart is shown for results by years of experience as there were not four responses for any disaggregated category.

Mentor/Coach Self-Assessment 2019-2020

1.3.1 Mentor Self-Assessment Rubric

Figure 2 (below) shows the mean ratings and standard deviations for the four-area holistic rubric for mentors (based on the work of the *Teacher Leadership Frameworks* referred to in Section 1.2 “Survey Design and Methodology”). Again, it is first shown for any group where there are four or more respondents from a program or by years of experience. The rubrics themselves are longer narratives which encompass several different ideas. They include various aspects of the following:

- I. WORKING WITH ADULT LEARNERS
- II. COLLABORATIVE WORK
- III. COMMUNICATION
- IV. KNOWLEDGE OF CONTENT & PEDAGOGY

The scale for this was 1=emerging, 2=developing, 3=proficient, and 4-refining. (See Appendix for complete rubric.)

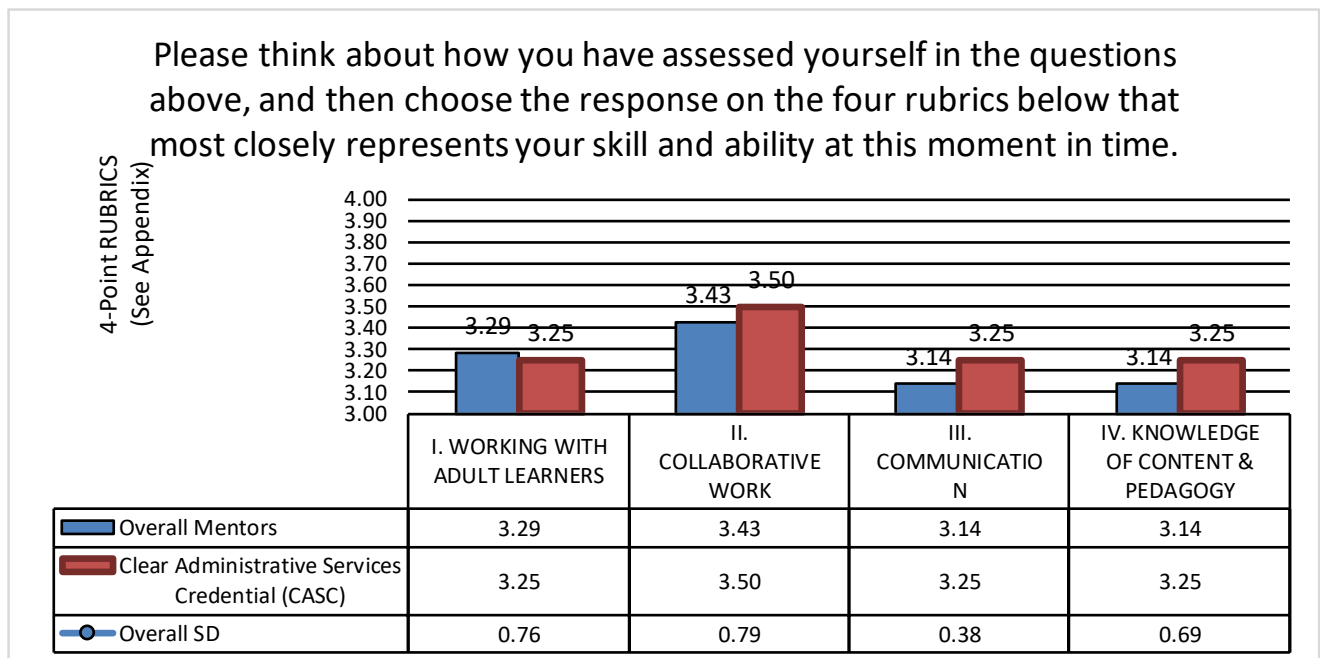


Figure 2

These ratings are relatively lower than the individual question ratings. However, this is not unusual in that rubrics generally contain a number of different aspects or topics combined into one area. Often respondents cannot agree to every statement in the rubric. No rubric area fell under 3 out of 4. Note that the above table is truncated (between 3 and 4) to show comparative differences.

Again, there is no separate table for results by years of experience as there were not four in any one disaggregation.

1.3.2 Qualitative Responses for Mentors

Mentors were asked to “please state any areas where you would like more program or professional support”. The responses are shown in full below.

- The processes and requirements of the program.
- I feel that our program director offers strong and frequent opportunities for PD. I will continue to take advantage of the PD offered. One area I am enjoying is our professional reading and book club. This is helping me to stay on track with my professional reading, and I am learning from my colleagues in the process.
- I would like to be able to access all of the apps in Clever so I can discuss how to use these tech resources as a tool for my teachers, but in order to do so I'd need a class roster.
- Dealing with resistance from adults, building relationships that open doors.

1.3.1 Disaggregated Results Compared with Standard Deviation

What follows, in Table 4, is the comparative mean ratings for the overall program along with the CASC program where there were at least four responses. The cells in the table are color coded. Results above 3.75 (out of 4) are shaded green and may be areas of strength. The “Overall” standard deviation is shown in gray.

Mentor/Coach Self-Assessment - Program Comparative Table	Overall	CASC	Overall SD
Categorical Question: How successful have you been at working with your candidate on support activities for approximately one hour per week?	4.00	4.00	0.00
Rating Questions:			
1. I create an environment of trust, caring and honesty, so that my candidate(s) feel valued, safe to risk, learn and share.	3.86	3.75	0.38
2. I effectively use time with my candidate(s), focusing on their needs and not being unduly hurried.	3.57	3.50	0.79
3. I use reflection as a tool to inform my practice and develop my professional goals.	3.86	3.75	0.38
4. I intentionally structure dialogue and discussion to further my candidate(s) professional growth goals.	3.86	3.75	0.38
5. I encourage collegial inquiry.	3.57	3.75	0.79
6. I work toward helping my candidate(s) reflect on and assess their own practice.	3.86	3.75	0.38
7. I assess candidate professional practice based on professional standards with multiple tools at multiple times during the year.	3.86	3.75	0.38
8. I hold myself and my candidate(s) accountable for shared goals and outcomes.	3.86	3.75	0.38
9. I understand the requirements of this program, how candidates will earn a credential, and my role as a mentor.	3.71	3.50	0.76
10. I successfully facilitate shared conversations to actively engage my candidate(s).	3.86	3.75	0.38
11. I use my candidate(s) plans to assist them in planning for their professional development.	3.57	3.75	0.53
12. I document meetings to record the work and thinking of my candidate(s).	3.86	3.75	0.38
13. I move my candidate(s) toward task completion using appropriate processes.	3.71	3.75	0.49
14. I understand the developmental readiness of my candidate(s) and use a variety of differentiated strategies to support their particular needs.	3.86	3.75	0.38
15. I adapt my communication skills for the unique needs of the candidate(s) with which I am working.	3.86	3.75	0.38

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RUBRIC			
I. WORKING WITH ADULT LEARNERS	3.29	3.25	0.76
II. COLLABORATIVE WORK	3.43	3.50	0.79
III. COMMUNICATION	3.14	3.25	0.38
IV. KNOWLEDGE OF CONTENT & PEDAGOGY	3.14	3.25	0.69

1.4 APPENDIX - RUBRIC

I. WORKING WITH ADULT LEARNERS

Given all of my strengths and areas of need in <i>working with adult learners</i>, where do I fall on this continuum?			
Refining	Proficient	Developing	Emerging
<p>I motivate others to build trusting relationship that promote collaborative inquiry, disrupt existing assumptions, value diversity of opinion, and foster mutual responsibility for learning. I affect teacher change by planning and implementing work based on the knowledge of my candidate’s needs as an adult learner and that are grounded in reflective practice. I help others to create an environment that encourages risk taking and innovative thinking.</p>	<p>I build trusting relationships that promote collaborative inquiry, disrupt existing assumptions, value diversity of opinion, and foster mutual responsibility for learning. I plan and implement intentional work that engage my candidate as an adult learner and is grounded in reflective practice. I create an environment that supports risk taking.</p>	<p>I promote a friendly relationship with my candidate that encourage open conversations and creates a cooperative environment. I plan appropriate conversations that engage my candidate as an adult learner and moves them to reflect practice. I act on constructive feedback in order to model risk taking in my own practice.</p>	<p>I understand the need for building trusting relationships with my candidate. I have participated in cooperative learning activities. I understand the need to value my colleagues’ ideas and the power of reflection on my own practice.</p>
<p>What patterns do I see in my <i>Working with Adult Learners</i> self-assessment? What are my next steps?</p>			
<p>Additional questions to ponder:</p> <ol style="list-style-type: none"> 1. What strategies might be most effective in working with my candidate? 2. What fears do I have about working with adult learners? What might I do about confronting or challenging my fears? 3. To what degree do I hold the same patience with adult learners as I do/did with my students? 			

II. COLLABORATIVE WORK

Given all of my strengths and areas of need in <i>collaboration</i>, where do I fall on this continuum?			
Refining	Proficient	Developing	Emerging
<p>I share responsibility in order to develop collaborative leadership and empower my candidate. I actively seek new tools that help my candidate function effectively and introduce these tools when appropriate. I believe in the power of collaboration and model that belief in ways that motivate others.</p>	<p>I consistently use a wide variety of skills and strategies such as norm setting and protocols to achieve goals with my candidate. I am comfortable with diverse points of view. I document meetings, access appropriate resources and delegate responsibility to help my candidate move toward solutions. I am flexible in facilitation and open to compromise in order to move toward common goals.</p>	<p>The skills and strategies I use with my candidate meet with some success. I strive to master the collaborative skills needed to help my candidate move toward solutions. I am actively working to demonstrate my commitment to collaborative work processes.</p>	<p>I recognize the power of collaboration and seek to increase my skills in working with colleagues. I have observed effective collaborative strategies that I will work to develop. I desire to work with candidates but face challenges in facilitating collaboration.</p>
<p>What patterns do I see in my <i>Collaborative Work</i> self-assessment? What are my next steps?</p>			
<p>Additional questions to ponder:</p> <ol style="list-style-type: none"> 1. Who do I know with exceptional collaborative skills? Specifically how do they model collaboration? 2. How could I gain more experience facilitating collaborative work with my candidate? 3. Where does collaboration work the best? Are there situations in which collaboration is not helpful? 			

III. COMMUNICATION

Given all of my strengths and areas of need in <i>communication</i>, where do I fall on this continuum?			
Refining	Proficient	Developing	Emerging
<p>I empower others to build relationships through effective communication. I help others develop technical communication skills and hone their ability to work with candidates using reflective conversation. I model inclusive practices that support the contributions of my candidate toward our shared goals.</p>	<p>I build relationships through effective communication in order to help my candidate accomplish tasks. I use my technical skills to effectively facilitate learning-focused conversations and data-drive dialogue. I value the professional experience and expertise of others and foster a sense of community.</p>	<p>I have some success using effective communication to build relationships. My technical skills are effective in some contexts but not all. I am actively working to demonstrate that I value the professional experience and expertise of others.</p>	<p>I am aware of the importance of effective communication in building relationships. I intend to increase my technical skills in order to become a more effective communicator. I strive to approach this work with an open mind in order to help my candidate improve.</p>
<p>What patterns do I see in my <i>Communication</i> self-assessment? What are my next steps?</p>			
<p>Additional questions to ponder:</p> <ol style="list-style-type: none"> 1. Who in my professional context exemplifies effective communication in working with candidates? What do I admire about his/her competence in communicating? 2. What fears do I have about communicating with my candidate? What might I do about confronting or challenging my fears? 			

IV. KNOWLEDGE OF CONTENT AND PEDAGOGY

Given all of my strengths and areas of need in <i>knowledge of content and pedagogy</i>, where do I fall on this continuum?			
Refining	Proficient	Developing	Emerging
<p>I consistently and fluently apply my expert knowledge of content, pedagogy, strategies and assessment with my candidates. I frequently find myself leading colleagues in this area in both formal and informal roles. I constantly seek new learning challenges and opportunities for deep professional reflection.</p>	<p>I consistently and fluently apply my expert knowledge of content, pedagogy, strategies and assessment with my candidate. I am regularly invited to share my practices with colleagues in order to improve candidate support and student achievement. I thrive on new learning challenges and continuously reflect on my practice.</p>	<p>I am increasing my expert use of the content, pedagogy, strategies and assessment skills needed to be effective with my students and learn from and with my colleagues. I accept learning opportunities with enthusiasm and am working to develop reflective practices.</p>	<p>I reflect on my own practice and solicit and value the input of others in order to build my personal capacity in content, pedagogy, strategies and assessment.</p>
<p>What patterns do I see in my <i>Knowledge of Content and Pedagogy</i> self-assessment? What are my next steps?</p>			
<p>Additional questions to ponder:</p> <ol style="list-style-type: none"> 1. What strategies keep me aware of research findings, a variety of perspectives and thought leaders in my content area? 2. How do I contribute to my learning community and to the broader profession at large? 3. How do I build a community that keeps me professionally relevant? 			