

**Clear Administrative Service Credential Program
2019-2020**

A Report on the Annual Survey of Candidates and Coaches

prepared for the

Hanford Elementary School District

by the



Sinclair Research Group

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1 EXECUTIVE SUMMARY

The Year-End Surveys of Clear Administrative Services Credential (CASC) candidates and their coaches/mentors was part of the formative and summative program evaluation of the Hanford ESD CASC Program. Its purpose was to both collect evidence for program implementation and effectiveness and to serve as a road map for program improvement. The data collected in these surveys focused on two key questions:

1. Is this CASC being implemented in accordance with the require CTC Standards?
2. Is this CASC making a positive difference for candidates?

Results from the program wide group of candidates and mentors give evidence that:

- Generally, standard deviations were within the normal range (meaning that there was general agreement among respondents in their perceptions). A very few questions have standard deviations higher than 1.0. This is not unusual when there are a small number of respondents.
- This program is generally being implemented in accordance with CTC Standards.
- This program is making a positive difference for candidates.
- All candidates and all coaches rated each question asked at the highest possible level (100% or very strong).

All rating question responses were designed to use a positively skewed four-point forced choice Likert scale. All questions were developed to collect evidence for the *Pre-Conditions, Common and Program Standards*. These are explained further in the next section (Survey Design and Methodology). Program Directors/Coordinators were sent a copyrighted Survey Question and Alignment Matrix that identifies to which Standard each question is aligned in order to aid them in preparing for Leadership Meetings or *Commission on Teaching Credentialing* examinations.

The participants responding to this survey are shown in Table 1 below. Note that no disaggregation can be provided for first year candidates as there were only three. These are included in the overall results however.

Table 1: Number of candidate and coach/mentors responding to the survey

Experience	# of Candidates
1st Year Candidates	3
2nd Year Candidates	4
Total Candidates	7
Coaches	6

Total Respondents	13
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Quantitative results for individual questions are shown in Table 2, 3 and 4 below. Where possible, questions that were similar are matched by candidate and coach/mentor making triangulation more quickly clear.

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

The results in the table that follows show are color coded as follows: **green** indicates where results are strongly positive (3.75 out of 4), and **red** indicates an area for possible improvement (below 3.0 out of 4). **Yellow** indicates statistically significant differences between the candidate and coach/mentor results.

Table 2: Candidate and Coach Comparative Questions

Comparative Quantitative Questions	Candidate	Coach
1. During this past year, did you/your candidate(s) have an up-to-date written Individualized Induction Plan: IIP (may be called Goals, Professional Growth Plans, Applied Practicums)? (% Yes)	100.0%	100.0%
2. When did you first begin meeting with your coach/candidate? <i>In the month I/ the candidate(s) was admitted to the program=4, In the 2nd month after I/the candidate was admitted to the program=3, Three months or more after I/the candidate was admitted to the program=2, Have not yet met=1</i>	4.00	4.00
3. Did you collaborate with your coach/candidate(s) in the development of their IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? (% Yes)	100.0%	100.0%
4. This past year, how frequently has/have you/your candidate(s) revisited and reflected on the IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? <i>Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1</i>	4.00	3.83
5. During the past year, did you extend at least 40 hours of coaching support activities to each of your candidates? (% Yes)	100.0%	100.0%
6. My (candidates) IIP (Goals, Professional Growth Plan or Applied Practicums) was/were aligned to CPSELs (DOP)	4.00	4.00
7. My (candidates) IIP was/were based on my (candidates) identified needs	4.00	4.00
8. Up until the time of the COVID-19 pandemic and school closing, we met in person and at the site.	4.00	4.00
9. The coaching process help me (my candidate) set goals based on my (their) leadership performance.	4.00	4.00

Table 3: Candidate Quantitative Questions and Results

<u>Candidate Quantitative Questions</u>	Candidate %/Mean	Candidate SD
1. During this past year, did you have an up-to-date written individualized program of professional development activities or IIP (sometimes called Goals, Professional Growth Plan or Applied Practicums)? (<i>% Yes</i>)	100.0%	
2. When did you first begin meeting with your coach? <i>In the month I was admitted to the program=4, In the 2nd month after I was admitted to the program=3, Three months or more after I was admitted to the program=2, Have not yet met=1</i>	4.00	0.00
3. Did you collaborate with your coach and your program leadership (the entity that provides your program) in the development of your IIP (may be called Goals, Professional Development Plan, or Applied Practicums)? (<i>% Yes</i>)	100.0%	
4. This past year, how frequently have you revisited and reflected on the IIP (Goals, Professional Growth Plan, or Applied Practicums)? <i>Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1</i>	4.00	0.00
5. During the past year, did you experience at least 40 hours of coaching support activities? (<i>% Yes</i>)	100.0%	
6. My coach/mentor and I collaboratively assessed my practice on the CPSELs (Description of Practice). (<i>% Yes</i>)	100.0%	
7. My CPSELs (Description of Practice) assessments were based on evidence (e.g., professional development outcomes, observations of my work, Applied Practicums, etc.) (<i>% Yes</i>)	100.0%	
8. My coach consistently used evidence of my progress in meeting competency and performance expectations (CPSELs/DOP) to guide our work together. (<i>% Yes</i>)	100.0%	
9. Please rate the extent that you agree... <i>4=Strongly Agree, 3=Moderately Agree, 2=Slightly Agree, 1=Do Not Agree</i>		
a. ...the experiences you had in the CASC program this past year were aligned with your own personal identified needs	4.00	0.00
b. ...your IIP (Goals, Professional Growth Plan or Applied Practicums) was aligned to CPSELs (DOP)	4.00	0.00
c. ...your IIP (Goals, Professional Growth Plan or Applied Practicums) was based on your own identified needs	4.00	0.00
d. ...your coach met with you in person and at the site	4.00	0.00
e. ...your self-assessment was completed in collaboration with or reviewed by your coach	4.00	0.00
f. ...the coaching process helped you set goals based on your leadership performance	4.00	0.00

g. ...the professional development you received in the program addressed the needs expressed in your IIP (Goals, Professional Growth Plan or Applied Practicums)	4.00	0.00
h. ...the professional development you received in the program promoted reflection on current practice	4.00	0.00
i. ...professional development you received in the program included examples of best practice, modeling and problem solving	4.00	0.00
j. ...professional development you received in the program gave you the opportunity to garner collegial support	4.00	0.00

Table 4: Coach/Mentor Quantitative Questions and Results

<u>Coach Quantitative Questions</u>	Coach %/Mean	Coach SD
1. During this past year, did the candidate(s) that you coached have an up-to-date written Individualized Induction Plan: IIP (may be called Goals, Professional Growth Plans, Applied Practicums)? (<i>% Yes</i>)	100.0%	
2. When did you first begin meeting with your candidate? <i>In the month the candidate(s) was admitted to the program=4, In the 2nd month after the candidate was admitted to the program=3, Three months or more after the candidate was admitted to the program=2, Have not yet met=1</i>	4.00	0.00
3. Did you collaborate with your candidate(s) in the development of their IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? (<i>% Yes</i>)	100.0%	
4. This past year, how frequently has/have your candidate(s) revisited and reflected on the IIP (may be called Goals, Program Growth Plan, or Applied Practicum)? <i>Once a month=4, Once every semester=3, Once middle of the school year=2, Never=1</i>	3.83	0.41
5. During the past year, did you extend at least 40 hours of coaching support activities to each of your candidates? (<i>% Yes</i>)	100.0%	
6. Mark all areas in which you received initial training. (<i>% Yes</i>)		
a. Coaching skills	100.0%	
b. Goal setting	100.0%	
c. Use of appropriate coaching instruments	100.0%	
d. Process of formative and summative assessments designed to support candidate growth in CPSELs (or Descriptions of Practice).	100.0%	
7. Please rate the extent your training was thorough and high quality... Very thorough and high quality=4, Moderate=3, Slightly=2, Not thorough nor high quality=1, DID NOT receive training in this area=N/A		
a. Coaching skills	4.00	0.00
b. Goal setting	4.00	0.00
c. Use of appropriate coaching instruments	4.00	0.00
d. Process of formative and summative assessments designed to support	4.00	0.00

candidate growth in CPSELs (or Descriptions of Practice).		
8. This program has provided or is providing me with ongoing training and learning in refining my coaching skills. (% Yes)	100.0%	
9. This program has provided or is providing me with training and learning that updates me in educational trends, research and policy changes. (% Yes)	100.0%	
10. Please rate your level of agreement with the following statements... Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1		
a. I consistently used evidence of candidate progress in meeting competency and performance expectations (CPSELs or Descriptions of Practice) to guide my support efforts.	4.00	0.00
b. There was close alignment between the professional development in which I participated and my field work.	4.00	0.00
c. I had the opportunity to participate in discussion about program design and implementation of candidate preparation.	4.00	0.00
d. The program regularly communicated with me to ensure that my candidate(s) was/were building on coherent individualized learning.	4.00	0.00
e. I received regular ongoing support, training, and supervision from this program.	4.00	0.00
f. This program assisted me in reflecting on my coaching practice.	4.00	0.00
11. Please rate the extent that you agree... Strongly Agree=4, Moderately Agree=3, Slightly Agree=2, Do Not Agree=1		
a ...candidate IIPs (Goal, Professional Growth Plans, Applied Practicums) were aligned to CPSEL (or Descriptions of Practice).	4.00	0.00
b ...candidate IIPs (Goal, Professional Growth Plans, Applied Practicums) were based on their identified needs.	4.00	0.00
c. ...your coaching met candidate individual needs	4.00	0.00
d. ...your coaching experiences with your candidate(s) was/were regular, consistent and ongoing.	4.00	0.00
e. ...you met with your candidate(s) in person and at the site.	4.00	0.00
f.the coaching process included data collection and analysis.	4.00	0.00
g. ...the coaching process helped the candidate(s) set goals based on their leadership performance.	4.00	0.00

In addition to the quantitative questions, candidates and coach/mentors were asked qualitative questions. All these comments (sic) are included in the body of the report that follows.

Candidates were asked:

- Up until the outbreak of the coronavirus and the closing of school, what types of coaching-support activities did you experience this past year?
- In what areas might your coach have benefited from additional training or support?

- What did you learn from your experiences in this program that had the most positive impact on your work with students and/or teachers?
- In what areas would you like more support or professional learning?
- What could this program have done to help you increase your learning or be more effective?
- Describe how you received your support from your coach during the time of the coronavirus and the closing of school?
- Given your experiences with the coronavirus and school closures this year, what could we do that would be most helpful to you as you start out next year?
- Describe the types of virtual resources, information and support your coach/mentor has given you during school closures.

Coach/Mentors were asked:

- Up until the outbreak of the coronavirus and the closing of school, what types of coaching-support activities you provide your candidate(s)?
- What did you learn from your experiences in this program that had the most positive impact on your work with new administrators?
- In what areas would you like more support or professional learning?
- What could this program do to help you increase your learning and be more effective?
- Describe how you provided support to your new administrator(s) since the outbreak of the coronavirus and the closing of school?
- Given your experiences with the coronavirus and school closures this year, what could we do that would be most help to you as you start out next year?
- What types of virtual resources, information and support have you provided to your new administrator(s) during school closure?

In the body of the following sections, results are disaggregation by 1st and 2nd year CASC candidate and overall coach/mentor. Included are descriptive figures, charts, tables and standard deviations. Also, where questions are matched (between candidates and coach/mentors), results are also matched so that triangulation of data is clearer.

2 SURVEY DESIGN AND ANALYSIS METHODOLOGY

At the end of the 20-21 academic year, all CASC candidates and their coach/mentors were asked to respond to surveys that contained questions of a demographic, categorical and perceptual nature. The purposes of the questions were to measure how closely the program was to the attainment of the success levels outlined in the *Pre-Conditions*, *Common Standards* and the *Program Standards*. Each categorical, perceptual, and qualitative survey question was linked to one or more of the *Pre-conditions*, *Common or Standards of Quality and Effectiveness: Administrative Service Credential Clear Induction Program Standards*. These aligned questions were sent to the Program Director/Coordinator in a separate copyrighted matrix to enable better preparation of evidence for Leadership meetings and Commission on Teacher Credentialing review activities.

The questions asked of candidates gathered data about the IIP, (also called goals, professional growth plan, or Applied Practicums), the coach collaboration in it and frequency of revisions. They were asked when they began meeting, how many hours coaching they received, the extent the CPSEL assessment were based on evidence, the alignment of the program with their personal needs, and their professional development they experienced. They were asked an extensive series of questions regarding the skill of their coach/mentors.

The questions asked of coaches some questions that were similar to those of candidates so that results could be triangulated. In addition, they were asked to mark all areas where they received training (coaching skills, goal setting, use of appropriate program instruments, formative and summative assessment processes) and then to rate the thoroughness and quality of that training. They were also asked about ongoing training provided, the extent they used evidence of candidate progress in their support efforts, the alignment between professional learning, their opportunities to participate in program design and implementation, program communication and their level of support from the program. Finally, they were asked if the candidate IIP aligned to the CPSEL (Descriptions of Practice), if goals were based on identified needs, and to self-assess their skills in five areas (coaching met candidate needs, experience was regular and ongoing, met with candidate one-on-one, included data collection and analysis, set goals based on performance).

These surveys were very focused in order to keep them manageable (able to be completed in about 7 minutes). Not all questions are asked of all role groups. Aside from the few categorical questions, most question used a four point “forced choice” Likert scale. This strategy lends itself to the development of “quasi-interval” data, and allows the development and reporting of mean, comparison, median, mode, standard deviation and variance, which is in line with common practice.

The reporting of these surveys follows. It includes results given by respondents for each question. Categorical questions (yes/no and multiple choice) contain only frequency charts. Rating questions results are shown using figures and tables with means and standard deviations for all disaggregated groups (with four or more respondents) and for the overall group.

The Executive Summary collapses results to show positive responses for percentages and the mean ratings. (At this point, disaggregation or standard deviation is not repeated, but kept to the body of the report.) Where questions are similar, results are grouped to show comparisons. Highlighting in the Executive Summary helps to show the areas of strength (green), areas for growth (red), and statistically significant differences at a .0626 level (yellow) between candidates results and coach/mentor results.

3 SURVEY RESULTS

3.1 MATCHED RESULTS (CANDIDATES & COACH/MENTORS)

3.1.1 Questions re. Pre-conditions

Figure 1: Candidate/coach first meeting

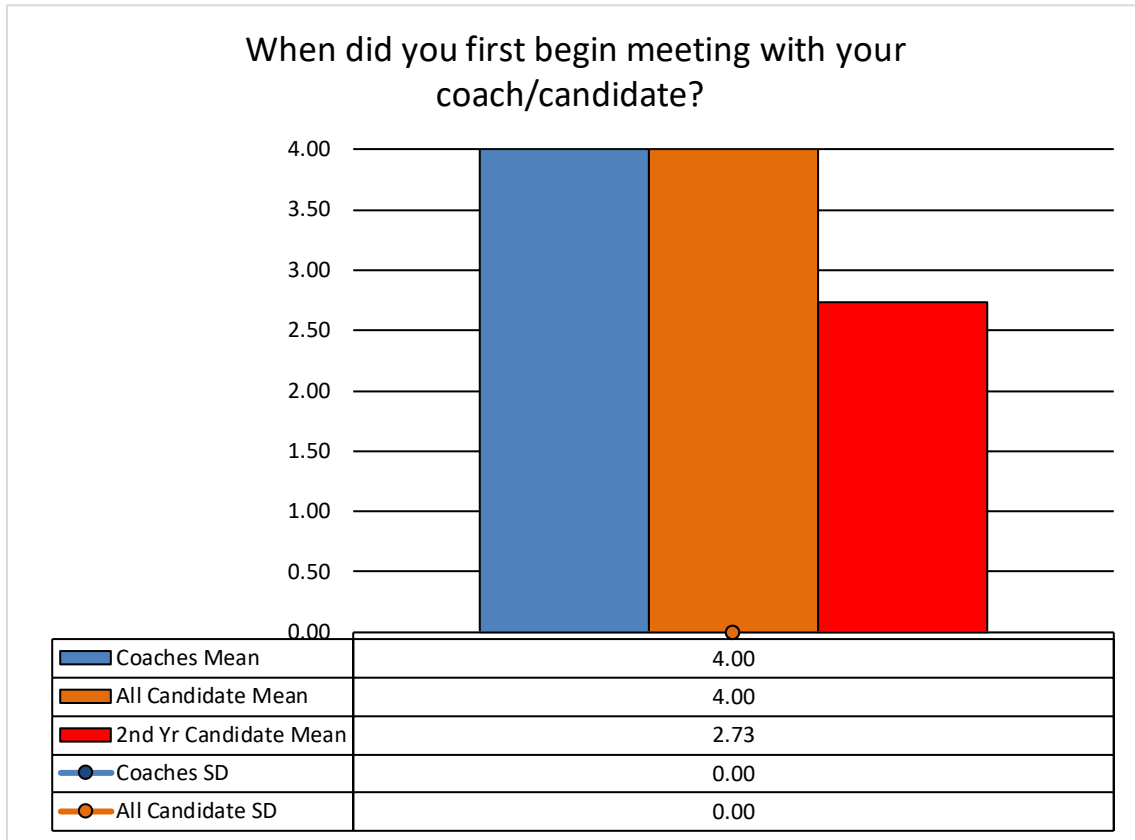
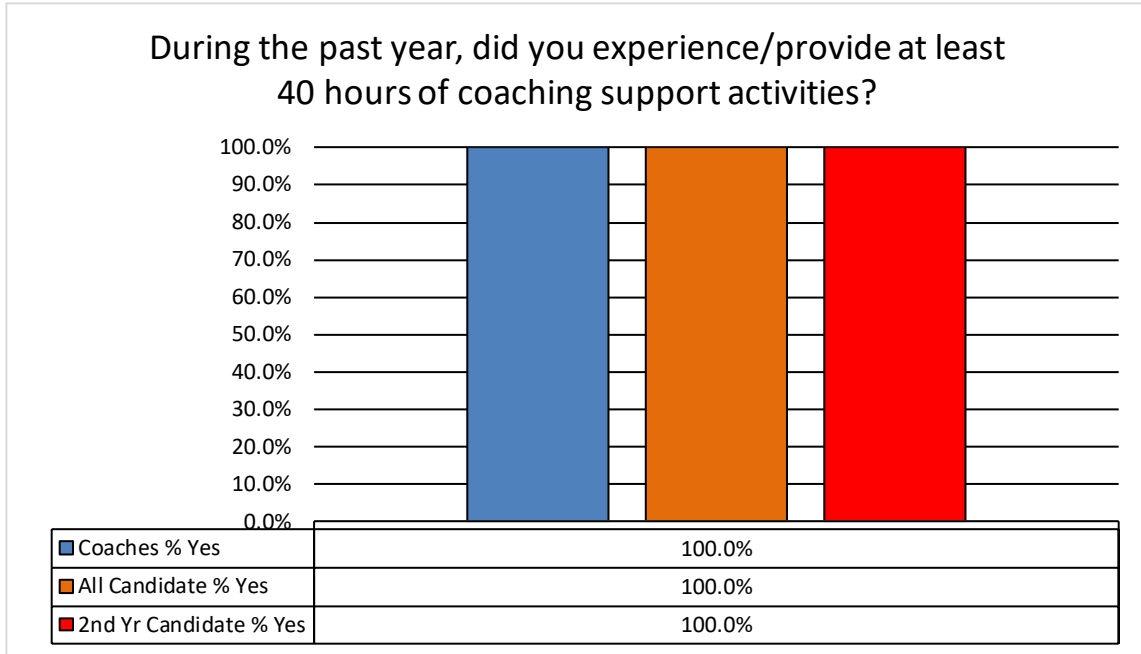


Figure 2: 40 Hours of Coaching Support Experienced/Provided



3.1.2 IIP (Goals, Professional Growth Plan, Applied Practicum) Collaborative, Up to Date & Frequency of Revisiting

Figure 3: Percentage of IIPs Collaborative & Up to Date

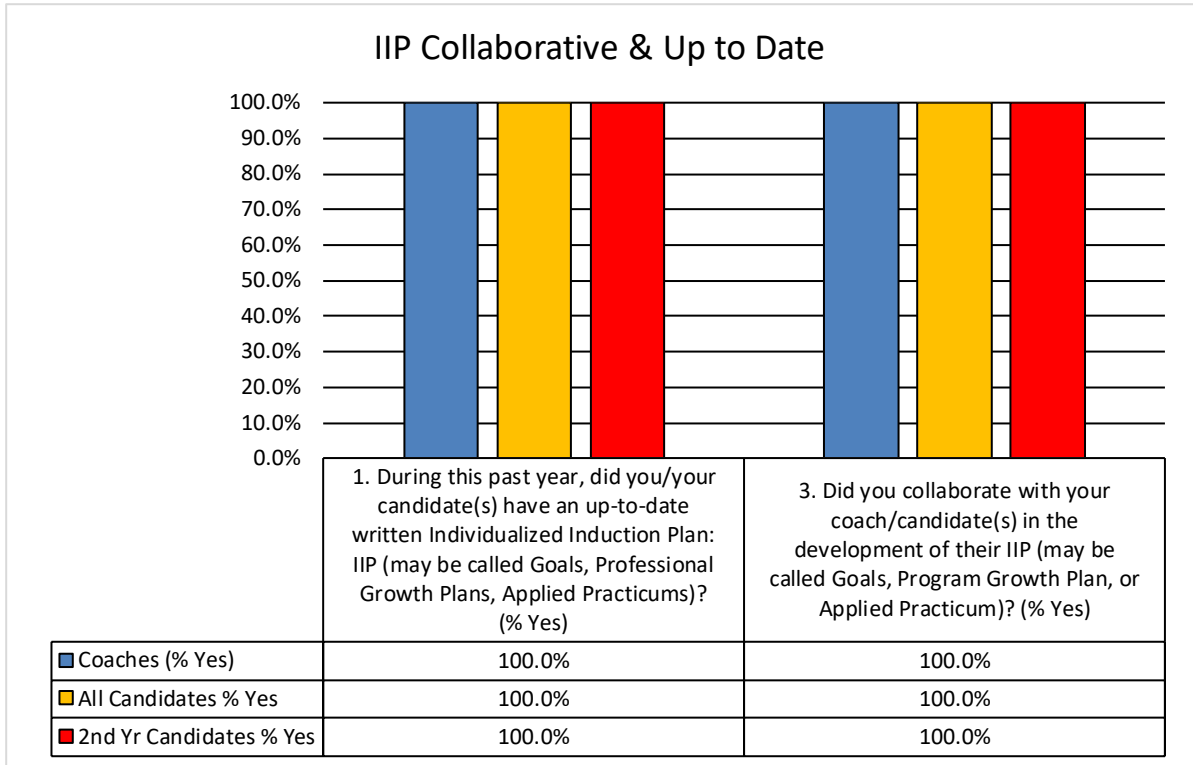
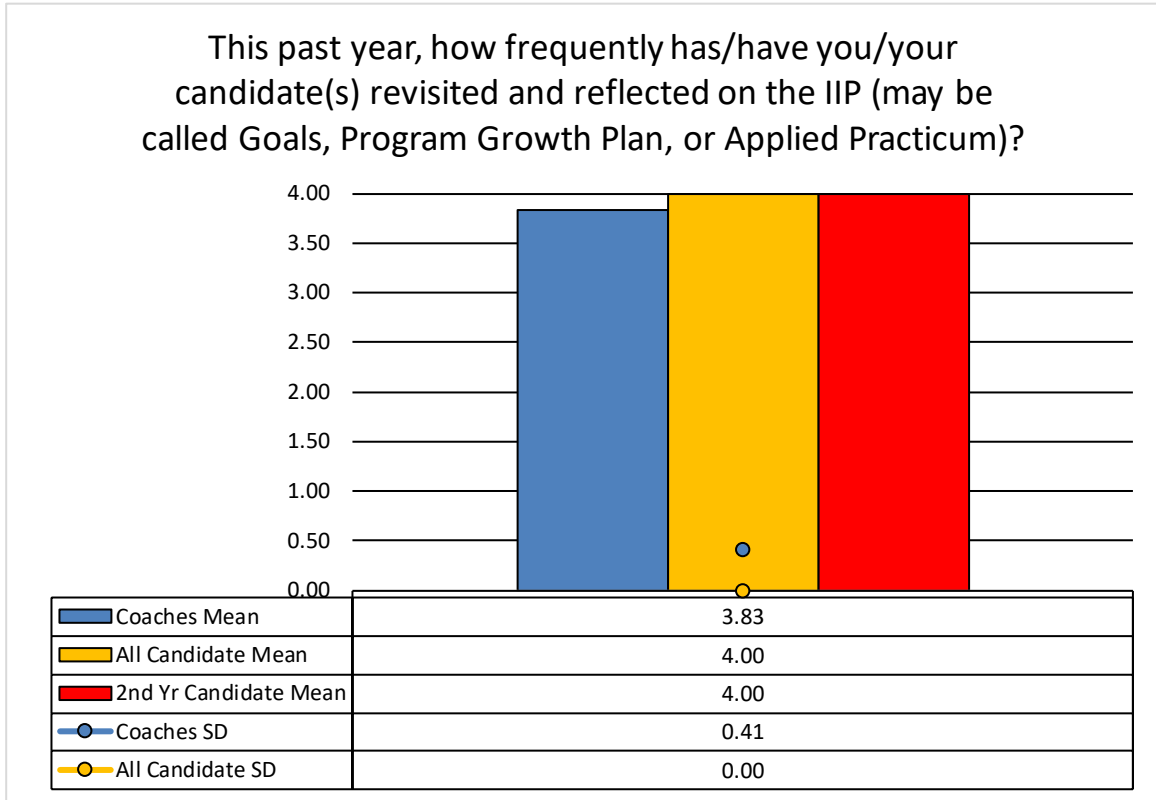


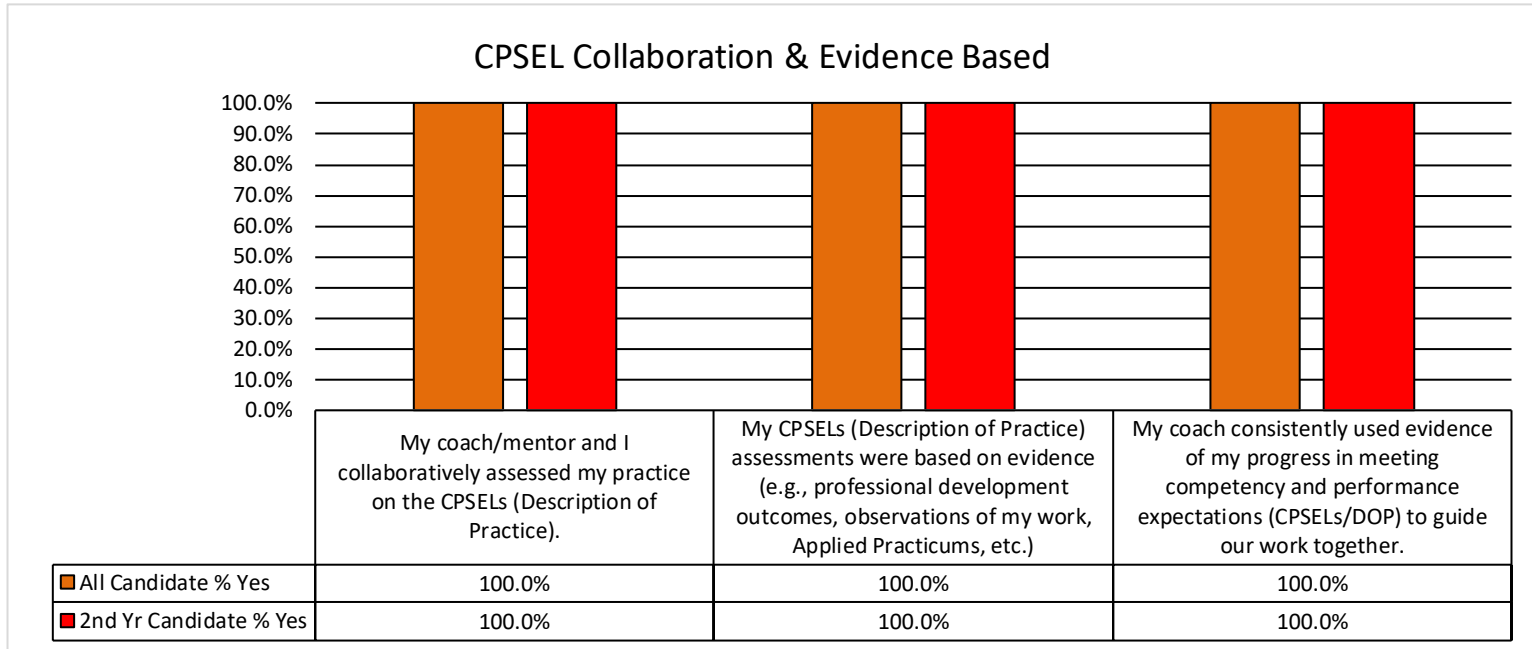
Figure 4: Frequency of Revisiting & Reflecting on IIP



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

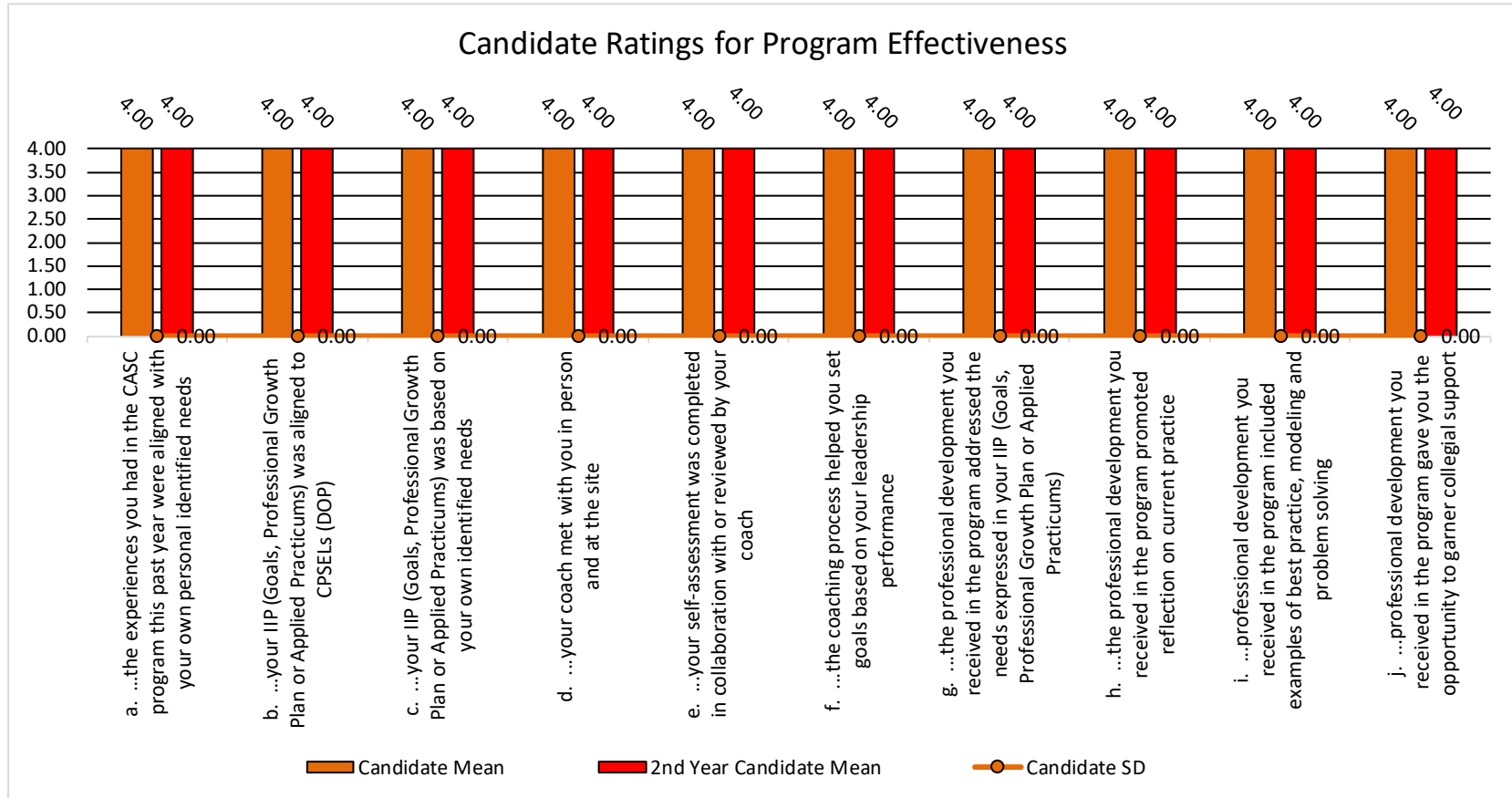
3.2 CANDIDATE RESULTS FOR CPSEL

Figure 5: Candidate percentages for CPSEL completed collaboratively, based on evidence, and used to guide work



3.3 CANDIDATE RATINGS FOR PROGRAM EFFECTIVENESS

Figure 6: Candidate ratings for program effectiveness



3.4 QUALITATIVE REMARKS FROM CANDIDATES

Up until the outbreak of the coronavirus and the closing of school, what types of coaching-support activities did you experience this past year?

- Book club, professional development mentoring sessions, CASC provided activities, weekly meetings, School Dashboard training, SSC/ELAC training, curriculum support, teacher support, etc.
- 6 observations, 40 plus hours of reflecting on CPSELs, collaboration on IIP and IRP and next steps.
- My coach came to my school site every other Wednesday for 2.5 hours. We discussed my IIP and she helped me schedule meetings and create communication flyers and logs to plan the Parent Resource Fair that I had set as my goal. We both met with the District Social Worker to learn about community resources and she helped me conduct a survey of teachers and parents to see what worked and what needs to be changed for next year.
- Face to Face 1 hour weekly, e-mail as needed, phone as needed, observations throughout the year.
- Not only did my coach attend all of the CASC participant activities with me, but we met AT LEAST weekly in my office to discuss ALL facets of my new position. Additionally, my coach attended various leadership activities throughout the year that include, but are not limited to, Back to School Night, ELPAC testing, collaboration periods, SSC/ELAC meetings, etc.
- One on one, reflective conversations, resources, PD
- In person conversation, planning and implementation support for critical projects, problem solving, etc.

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

No suggestions

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

- A more informed approach to analyzing data and making decisions based on that data.
- Through collaborations, professional development, and other activities provided through this program I was able to learn about transformational leadership and this has impacted me as a leader and in return has developed positive relationships with my staff and have directly impacted the work we are doing with our academically and behaviorally at-risk population I serve.
- I learned how to analyze data, reflect on best practices and I learned how to create a collaborative culture within a grade level team.
- Always using data to build your foundation on a need/desire for the school- data doesn't lie!

- This is more of a what did I RECEIVE in my experience. Being a year 1 leader comes with an array of challenges. Having a personal coach during this time acted as a support system throughout the year, leading up to and during the COVID outbreak. My coach supported me in all areas of my new position, not just those associated with my goal. I had a personal support system during one of the most challenging periods of my life and I greatly benefited from that.
- An additional perspective on situations and how to handle them
- I gained valuable insight into the roles and experiences of others, and how those experiences can influence the decisions and actions that are taken. I gained skills that help me to actively consider and account for the skills and strengths that all stakeholders bring to the table so that our work can be collaborative and valuable for all.

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

- Curriculum support and development
- Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
- I would like more support in how to address social emotional needs in teachers and students.
- Curriculum
- School Budgeting and monies

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

- Program was very effective in increasing my knowledge and growth as a educational leader.
- This program was very effective and I feel fortunate to have participated in it.

Describe how you received your support from your coach during the time of the COVID-19 pandemic and the closing of school?

- My coach and I continued with our weekly meetings, phone support, and work on my portfolio. As the pandemic grew in strength, we did taper back our meetings to as needed. Regardless, I know that I can reach my mentor and/or receive support from my mentor at a moments notice.
- Support from my coach continued face-to-face as well as through email and phone conferences.
- Since the closing of school, My coach and I have had weekly Zoom meetings and we have shared our paperwork via email.

- During the closure my coach offered Zoom sessions, e-mail and phone communication frequently. I have felt very supported by my coach during this odd time.
- My coach and I continue to speak frequently on the phone and through email. When the opportunity presented itself at the beginning of the outbreak, we still met face to face, but went away from that as things intensified.
- Zoom, Phone conversation, email
- My coach and I are both considered essential workers. Because of that, we are able to continue in-person meetings (with appropriate physical distancing) on a very regular basis. She has been a great support in ensuring that I continue to work towards mastery of my professional goals as the face of our work changes.

Given your experiences with the COVID-19 pandemic and school closures this year, what could we do that would be most helpful to you as you start out next year?

- Guidance and support to navigate the new norms next year. With the face of the campus still uncertain (will all students return, modified schedule, etc?) any assistance in navigating these new norms would be helpful.
- Some professional development on online resources around distant learning and how to support families and teachers alike with these resources.
- I think the most helpful thing would be for our schedules to be flexible. There are deadlines that drive us right at the beginning (Initial ELPAC testing etc.) I would be beneficial to have time to support students, teachers and parents. I anticipate a lot of questions and anxiety about what next year will look like and I think we need to be ready to step in and take care of people before we start the paperwork.
- Keep in mind that I will need more support near the end of the year. Essentially I was robbed of my first year experience due to this outbreak. I have weathered the storm through the first 2/3 of the school year, but will go into next year not having experienced final ELPAC testing and SBAC testing.
- Check in and share resources on how other schools are dealing with beginning a new year.
- My experience with the CASC program has not changed due to the Corona Virus. I am still able to work and collaborate with my coach on a very regular basis, and I am still able to get adequate professional development through professional texts and virtual meetings. I do not feel that accommodations or changes are necessary.

Describe the types of virtual resources, information and support your coach/mentor has given you during school closures.

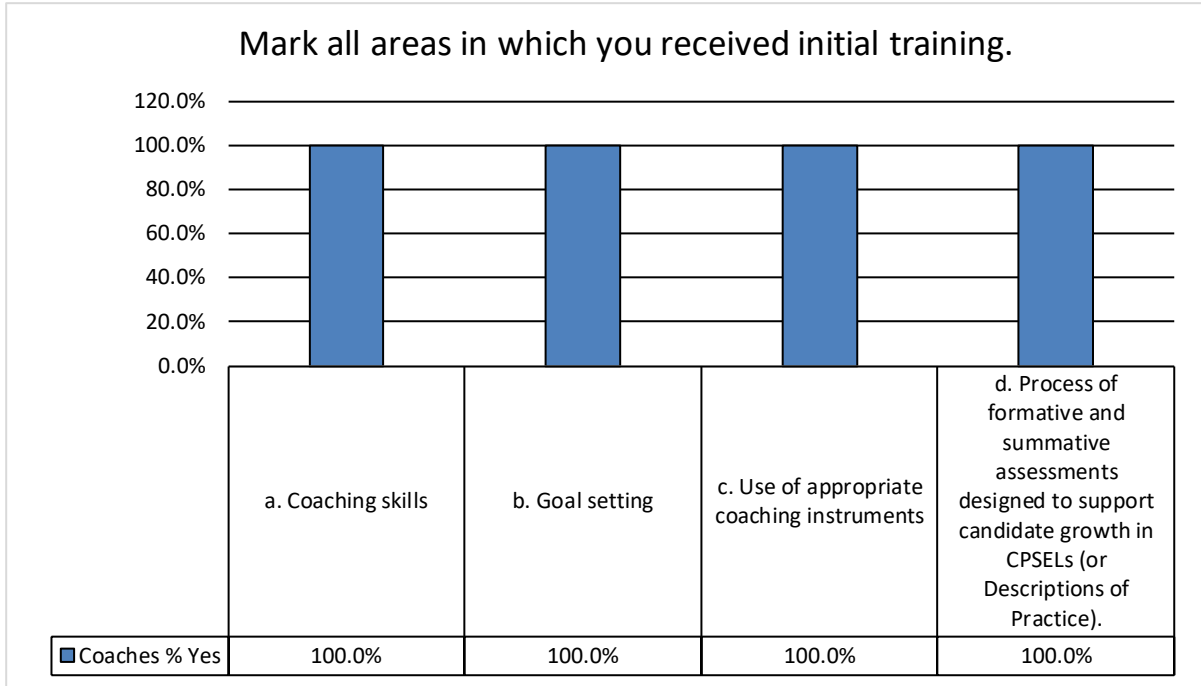
- As needed support
- Zoom, District provided online resources
- My coach has shared with me Digital Learning Resources and she has explained the District expectations for teachers. She has also made online PD available for all staff so that they can have training on how to use Zoom, Microsoft Teams or FlipGrid.

- Passed along articles and encouraging words. Met with coach via social distancing, e-mail and phone.
- Consistent email communication!

3.5 COACH/MENTOR TRAINING

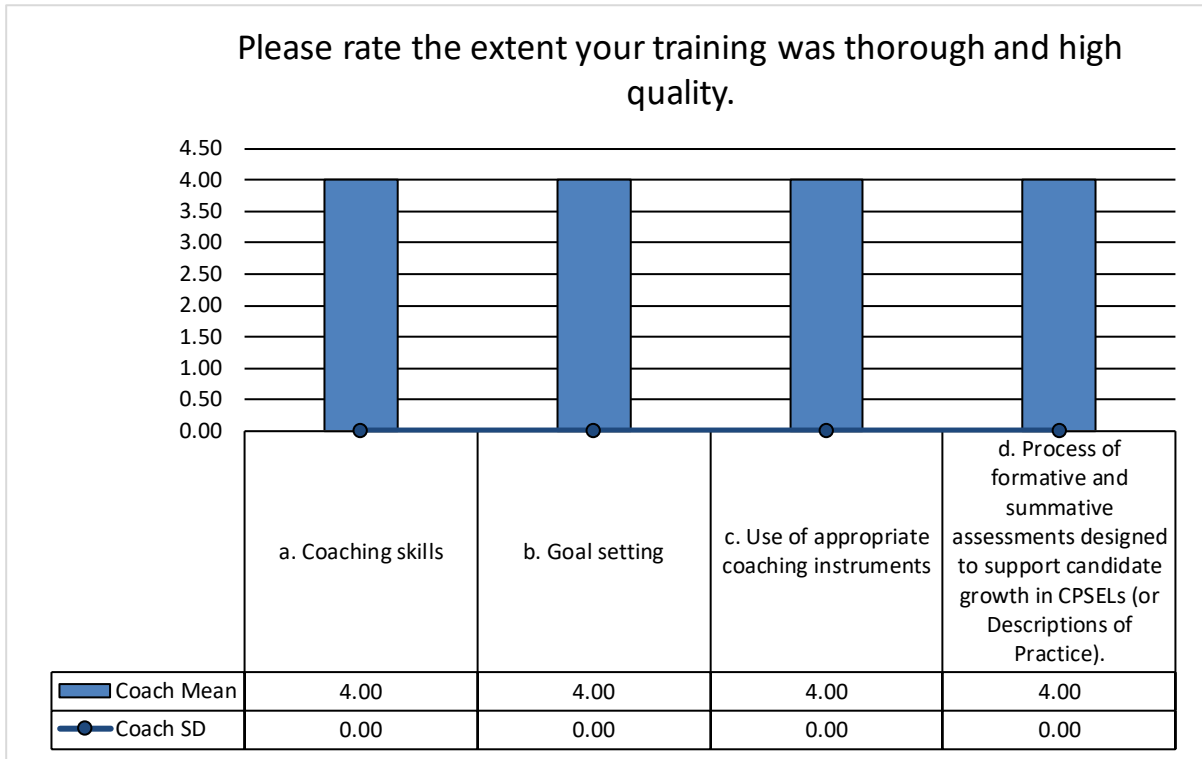
3.5.1 Areas Where Initial Training was Received

Figure 7: Percentages of coaches receiving initial training



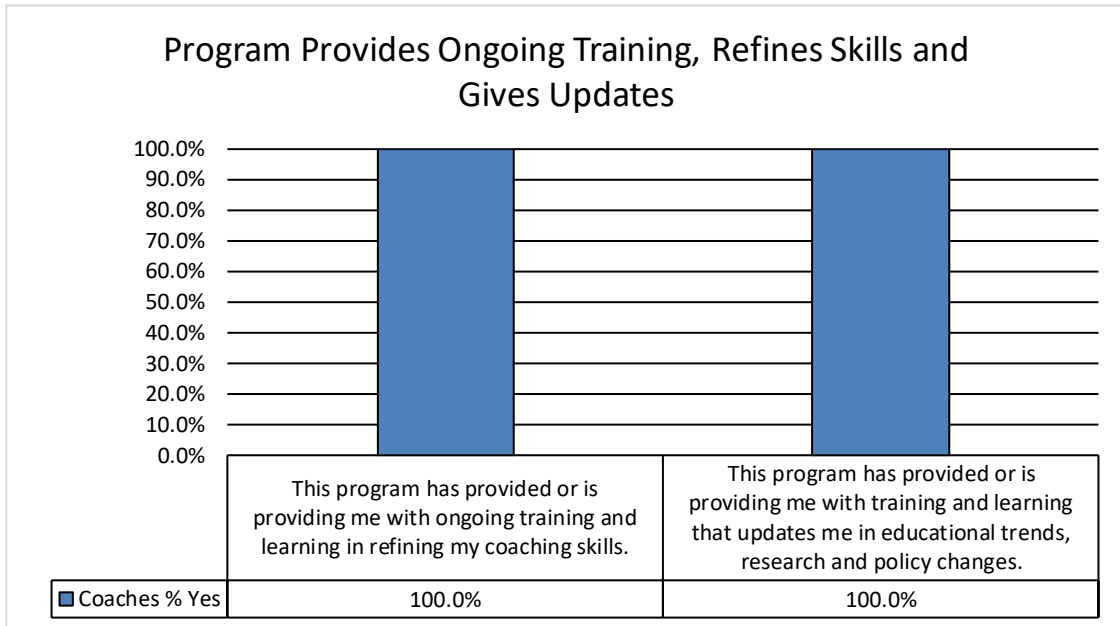
3.5.2 Training Quality and Thoroughness

Figure 8: Coach/mentor ratings for training quality and thoroughness



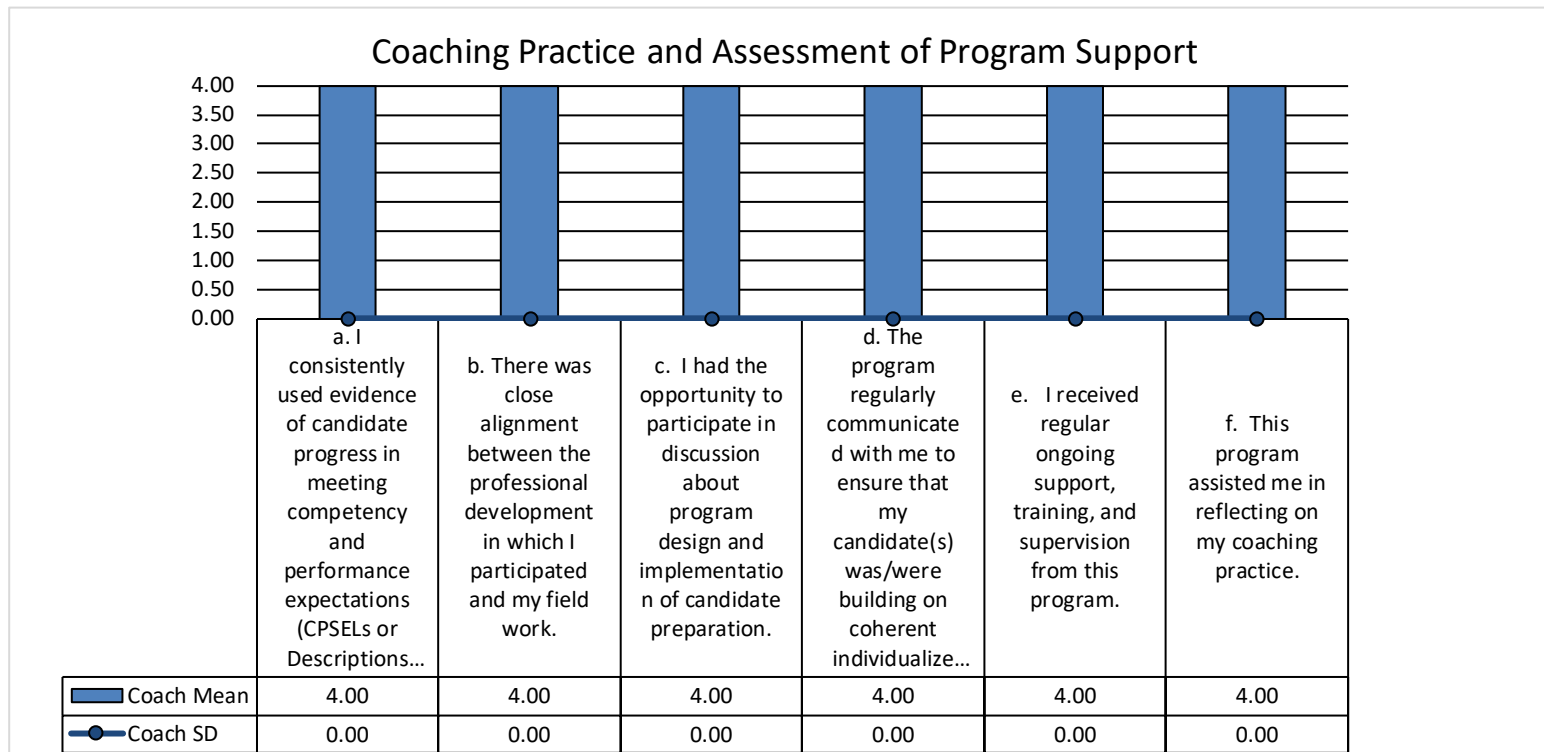
3.5.3 Training is Ongoing, Refines Coaching Skills and Gives Updates

Figure 9: Coach/mentor ratings for ongoing training, refines skills and gives updates



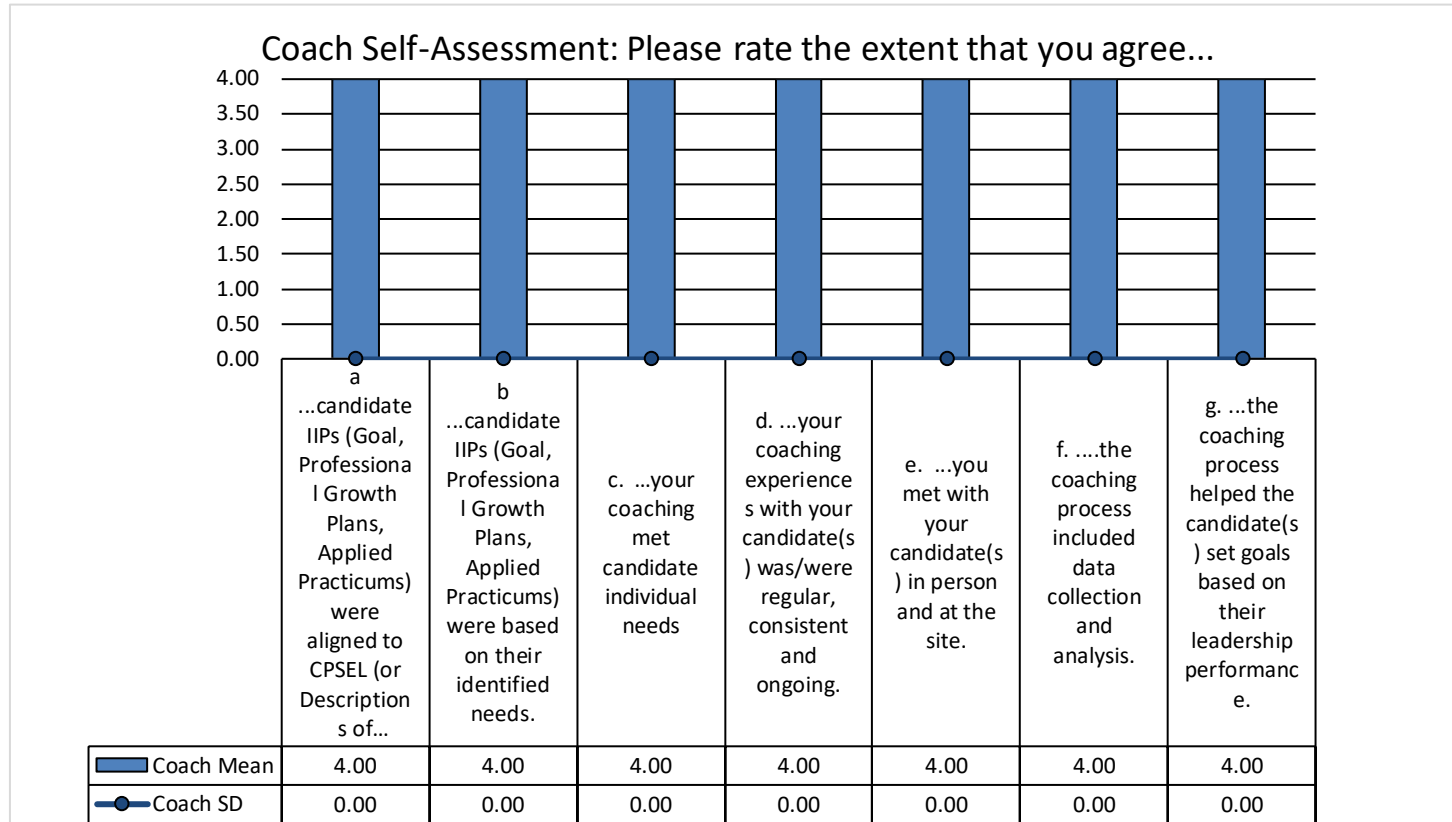
3.6 COACH PRACTICE & SUPPORT ASSESSMENT

Figure 10: Coach ratings for coaching practice and program support assessment



3.7 COACH SELF-ASSESSMENT

Figure 11: Coach Self-Assessment



3.8 QUALITATIVE REMARKS FROM COACH/MENTORS

Up until the outbreak of the coronavirus and the closing of school, what types of coaching-support activities you provide your candidate(s)?

- Collaborated with candidates on the development of their IIP, identified strengths, areas for growth, action, outcomes and professional growth goals. Supported candidates with strategies to deal with disruptive students. Discussed work place challenges and brainstormed an action plan. Provided feedback to candidates after observing candidates involved in communicating with teachers, parents, and students as well as support staff such as the after school program staff. Discussed school site interventions and reviewed data from interventions. Supported candidates with creating a student monitoring device. Joined in with candidates when celebrating student achievement. Used cognitive coaching strategies as well as some of Elena Aguilar's coaching lenses. Planned and attended professional development sessions with candidates focused on equity for all, building a positive culture, learning and leadership discussions with Dr. Patricia Greco.
- observations with feedback, face to face conferences, intervention development and support, teaching management, discipline and attendance data with feedback
- observations with feedback, face to face conferences, intervention development and support, teaching management, discipline and attendance data with feedback
- Many face-to-face conversations to prepare for meeting with teachers or administrators as well as problem-solving challenging situations; reflection on goals and moving forward to meet the goals; working in a variety of contexts with a variety of people.
- CASC/Coach Meetings

What did you learn from your experiences in this program that had the most positive impact on your work with new administrators?

- The depth of reflection and how to support that in a more thoughtful way rather than simply providing suggestions to the candidate.
- The relationship that develops between a coach and candidate is a critical component to a successful mentoring model. I have learned how to be a better listener, how to develop trust with my candidates, and not be so quick to want to fix things for the candidate. I have learned how to listen, ask clarifying questions, and help my candidates become stronger at thinking through their own dilemmas or problems. Coaching conversations have helped me to be better prepared when working with my candidates. I consider the following during my conversations: How much did I talk? Did I provide wait time? What kinds of questions did I ask? Which stance did I take: confrontational, cathartic, supportive, informative or prescriptive?
- That new administrators are very appreciative of feedback from experienced school administrators.
- That new administrators are very appreciative of feedback from experienced school administrators.
- The depth of reflection and how to support that in a more thoughtful way rather than simply providing suggestions to the candidate.

- Scenarios and Mock Coaching Conversations with a Focus on Listening and Questioning.

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

- I would like to learn how to ensure that my coaching support is having an impact on the candidate.
- I feel our program made sure I felt comfortable supporting new administrators throughout the process.
- I felt very supported throughout the process of coaching candidates. Our program is well developed and thorough. Our director go out of her way to come up with valuable and worthwhile PD sessions that both the coach and candidate can take with them and implement immediately.
- I will continue to participate in the ongoing professional learning to continue to build my own coaching skills as I believe it also makes me a more effective coach of our leadership and of teachers.
- I always appreciate continued work on coaching conversations.

What could this program do to help you increase your learning and be more effective?

- Continue to provide our group sessions and the individual sessions when needed.
- Continue to provide collaborative time to meet with other coaches to discuss strategies and available resources that I could offer my candidates.
- This program was very thorough in making sure we were comfortable and knowledgeable in all areas to support our candidates
- Continue to be available for questions as well as to hold the variety of professional development opportunities (e.g., book talks, virtual speakers, conferences).

Describe how you provided support to your new administrator(s) since the outbreak of the coronavirus and the closing of school?

- We continued to meet frequently to plan and respond to the new situation as well as to address the ILP.
- I continued to meet with my candidates each week for one hour via zoom or in person (practicing social distancing).
- we would meet keeping in mind social distancing we met through Zoom meetings we held phone conferences
- our observations were already complete before the schools closed down. We only needed a few more hours to complete the 40 hour requirement. We did this through zoom meetings or discussions while practicing social distancing. Topics included: lunch distribution to her 525 students, distance learning, lap top distribution for her 3rd-6th grade students, portfolio reviews, and intervention ideas for next school year
- We both work in the same area and are still working, so we have used both in person (with distancing) and email/Zoom to continue contact.
- Zoom Phone Email

Given your experiences with the coronavirus and school closures this year, what could we do that would be most help to you as you start out next year?

- I believe I can adequately support my candidate in person, via email, Zoom, etc.
- Offer training with a variety of virtual platforms that could be used to communicate with teachers, students, parents.
- maybe lighten the number of hours from the 19-20 year so that year 1 candidates can began year 2
- my candidate will complete the program next month
- I believe our program has provided all the means for us to continue to meet effectively whether we are practicing social distancing or not.
- I'm not sure right now. Sorry. I think that the program is set up in such a way that it works well in a face to face setting and in a virtual setting, so I think we will be okay to start...

What types of virtual resources, information and support have you provided to your new administrator(s) during school closure?

- Articles, news, websites, email with information about resources as well as webinars that might be of interest at this time.
- Zoom, Flipgrid, Microsoft Teams, REMIND Instructional work packets for students in grades K-8 were created and made available for all students in the district. Guidelines and expectations were shared with all teachers and students. Students in grades 3-8 were issued student laptops to be able to connect with their classroom teachers.
- my candidate and i only needed a few hours to complete the 40 hours. We also completed all observations and reflections. So, we just concentrated on getting her portfolio completed and made sure all year 2 documents were in order.
- zoom meetings, online distant learning ideas