Teacher Induction Program

Leadership Survey Report
2019 - 2020

prepared for the

Hanford Elementary School District

by

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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 14 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.

First, all respondents were asked to describe their role. This was an open-ended question; therefore their individual responses are listed in the table below.

Table 1: Stated Roles of Leaders Responding to this Survey

What is your current leadership role? (Open-ended Question Responses)
Assistant Superintendent Curriculum, Instruction, and PD
CASC Coach
Classroom Teacher
Curriculum and Professional Development Specialist
Curriculum Committee Co-Chair
Director of Curriculum & Instruction with Induction
Director of Leadership Services
Director, Curriculum & Instruction (English Learners)
Human Resources Manager
Induction Advisory Committee
Induction Coach
Induction Mentor
Principal Jr. High (7th & 8th grade)
School Site Elementary Principal

Results from the survey pointed to evidence that:

- Generally, the leadership was familiar with the Preconditions, Common Standards and Program Standards by which this program will be measured for re-accreditation (approximately 71% reporting "very familiar" and 29% reporting moderately familiar).

- Overall, mean ratings were quite high (ranging from 3.36-4.0). This indicates that those involved in the leadership of the program believe it is effective and meeting the Standards.

- Twenty of the 23 questions achieved 3.75 (out of 4) positive rating (strongly agree).

- 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 the rating question "a. I am involved in the organization, coordination and decision making for this program."

- It is suggested that the program may be improved with involving more leadership members in the organization, coordination and decision making for this program.

- All respondents were aware that their on-site review would occur in April 2021.

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 3. Mean results for individual questions are shown in the table below (Table 2). 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).

Table 2: Mean Rating and Standard Deviation for All Leadership Survey Questions

Leadership Survey Conclusions	Mean	Standard Deviation
How would you rate your familiarity with the Standards (Preconditions, Common Standards and Program Standards) by which this program will be measured for re-accreditation?	3.71	0.47

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.)	Mean	Standard Deviation
a. I am involved in the organization, coordination and decision making for this program.	3.36	1.08
b. I regularly and systematically collaborate with colleagues to improve this program.	3.79	0.43
c. This program has adequate funding allocated to support what it needs to accomplish in order to remain accredited.	3.69	0.63
d. Administration provides sufficient resources for effective operation of the program and the new teacher candidates it serves.	3.85	0.38
e. District or County Administration employs and retains only qualified persons to deliver professional learning to candidates and mentors.	4.00	0.00
f. Appropriate information and personnel are accessible to guide each candidate's attainment of program requirements.	3.86	0.36
g. This program has a clearly defined process in place to identify and support candidates who need additional assistance to meet competencies.	4.00	0.00
h. This program regularly collect, analyze, and use candidate and completer data to continuously improve services.	4.00	0.00
i. Appropriate data collection has been or is being collected and analyzed from all stakeholders and around the required Standards for re-accreditation.	4.00	0.00
j. This program is implementing the CTC required comprehensive program evaluation which regularly collects, analyzes and uses data from all stakeholders to continuously improve.	4.00	0.00
k. Candidates are appropriately matched with mentors and begin meeting within 30 days of enrollment in Induction.	3.79	0.58
l. There is provision for individualization for candidate needs embedded in this program's system for mentoring/coaching.	3.86	0.36
m. Accountability structures are in place that ensure mentors/coaches and candidates are spending at least one hour per week for individualized support and mentoring (as required by CTC Preconditions).	4.00	0.00
n. I am confident that candidates receive a minimum of one hour per week or individualized support or mentoring.	3.93	0.27
o. Mentors are helping candidates to develop goals for their professional growth plan (ILP, IIP, etc.) within 60 days of enrolling in the program(s).	4.00	0.00
p. The candidate's professional growth plan is used solely for candidate growth and not for employment evaluation.	4.00	0.00
q. The focus of this program is helping candidates meet Professional Standards (California Standards for the Teaching Profession).	4.00	0.00
r. The program design is driven by the professional growth plan and based on the Professional Standards (CSTP).	4.00	0.00
s. Adequate resources are available to candidates and mentors/coaches to enable the candidate to accomplish the plans contained in their professional growth plans (ILP).	3.85	0.38
t. Selection of mentors is based on specific criteria.	3.77	0.44
u. Mentors are well trained for their role.	3.86	0.36
v. Candidates regularly self-assess on their mastery of the Professional Standards (CSTP).	4.00	0.00

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 required Standards. 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 indicators of the relevant standards 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 to identify their level of familiarity and involvement with the standards around their 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 22 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   FAMILIARITY WITH STANDARDS

Respondents were asked to rate how familiar they are with the standards (Preconditions, Common Standards and Program Standards) by which this program will be measured for re-accreditation. Results from this question are show in figure 1 (below) by percentage of respondents who selected each choice.

Figure 1: Leadership Familiarity with Preconditions, Common and Program Standards

How would you rate your familiarity with the Standards (Preconditions, Common Standards and Program Standards) by which this program will be measured for re-accreditation?

	Very Familiar	Moderately Familiar	Slightly Familiar	Not at all Familiar
Leadership %	71.4%	28.6%	0.0%	0.0%
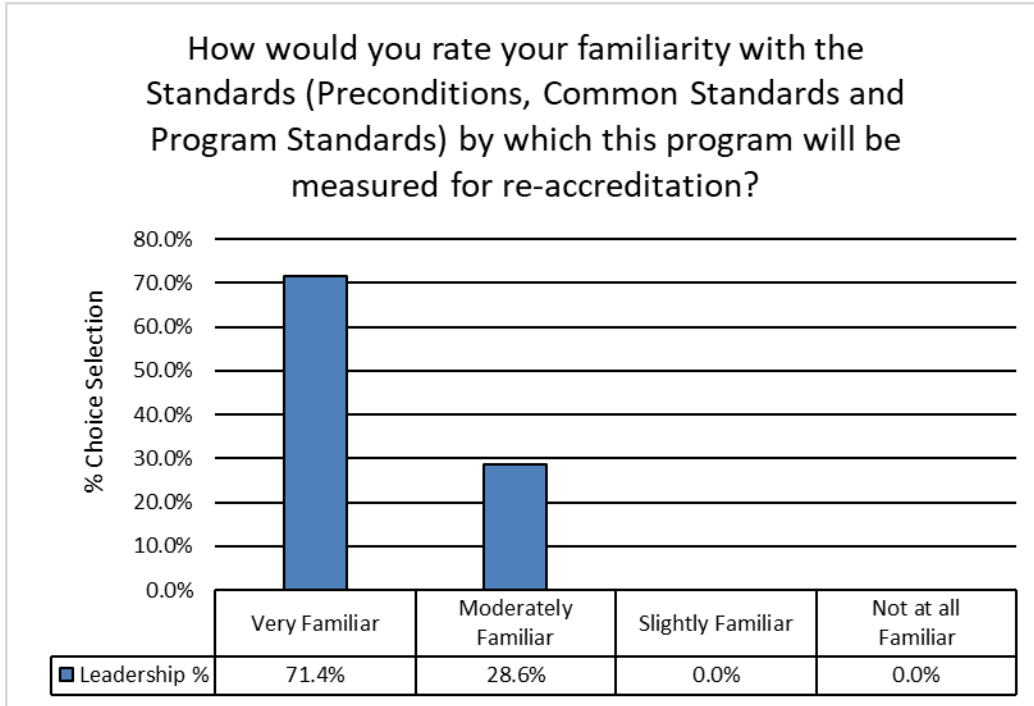
1.4 MEANS AND STANDARD DEVIATIONS

A vital goal of program evaluation is to use results to assess the strengths and needs of program participants by comparing their responses. Figure 2 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 and is relative to the vertical axis on the right side of the chart.

Figure 2: Mean and Standard Deviation for all Leadership Survey Questions
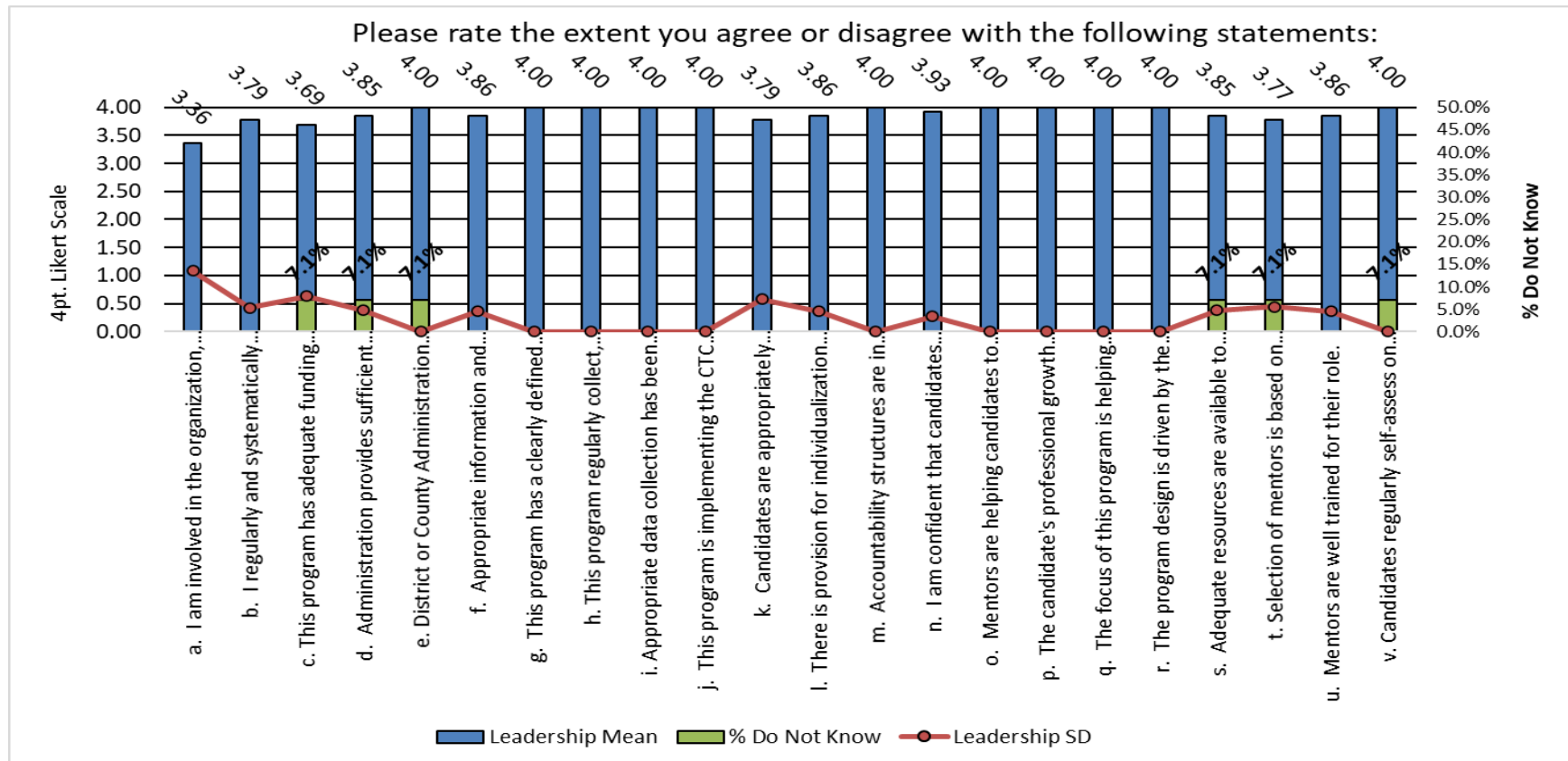
1.5   RANK ORDER AND STANDARD DEVIATIONS

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.) Generally, mean ratings were high. This indicates that 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 agreement and answered questions with fairly similar ratings. Mean ratings from highest to lowest and the associated standard deviations are shown below.

**Table 3: Survey Questions in Rank Order (Highest to Lowest)**

Leadership Survey Rating Questions in Rank Order		
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.)	**Mean**	**Standard Deviation**
e. District or County Administration employs and retains only qualified persons to deliver professional learning to candidates and mentors.	4.00	0.00
g. This program has a clearly defined process in place to identify and support candidates who need additional assistance to meet competencies.	4.00	0.00
h. This program regularly collect, analyze, and use candidate and completer data to continuously improve services.	4.00	0.00
i. Appropriate data collection has been or is being collected and analyzed from all stakeholders and around the required Standards for re-accreditation.	4.00	0.00
j. This program is implementing the CTC required comprehensive program evaluation which regularly collects, analyzes and uses data from all stakeholders to continuously improve.	4.00	0.00
m. Accountability structures are in place that ensure mentors/coaches and candidates are spending at least one hour per week for individualized support and mentoring (as required by CTC Preconditions).	4.00	0.00
o. Mentors are helping candidates to develop goals for their professional growth plan (ILP, IIP, etc.) within 60 days of enrolling in the program(s).	4.00	0.00
p. The candidate's professional growth plan is used solely for candidate growth and not for employment evaluation.	4.00	0.00
q. The focus of this program is helping candidates meet Professional Standards (California Standards for the Teaching Profession).	4.00	0.00
r. The program design is driven by the professional growth plan and based on the Professional Standards (CSTP).	4.00	0.00
v. Candidates regularly self-assess on their mastery of the Professional Standards (CSTP).	4.00	0.00

n. I am confident that candidates receive a minimum of one hour per week or individualized support or mentoring.	3.93	0.27
f. Appropriate information and personnel are accessible to guide each candidate's attainment of program requirements.	3.86	0.36
l. There is provision for individualization for candidate needs embedded in this program's system for mentoring/coaching.	3.86	0.36
u. Mentors are well trained for their role.	3.86	0.36
d. Administration provides sufficient resources for effective operation of the program and the new teacher candidates it serves.	3.85	0.38
s. Adequate resources are available to candidates and mentors/coaches to enable the candidate to accomplish the plans contained in their professional growth plans (ILP).	3.85	0.38
b. I regularly and systematically collaborate with colleagues to improve this program.	3.79	0.43
k. Candidates are appropriately matched with mentors and begin meeting within 30 days of enrollment in Induction.	3.79	0.58
t. Selection of mentors is based on specific criteria.	3.77	0.44
c. This program has adequate funding allocated to support what it needs to accomplish in order to remain accredited.	3.69	0.63
a. I am involved in the organization, coordination and decision making for this program.	3.36	1.08

1.6   GLOBAL STATISTICS

In Figure 3 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. The Median and Mode of each question in this data set were equal to 4.0 out of 4.0 (hence the green and red lines are overlapping).

Figure 3: Global Statistics for Leadership Survey
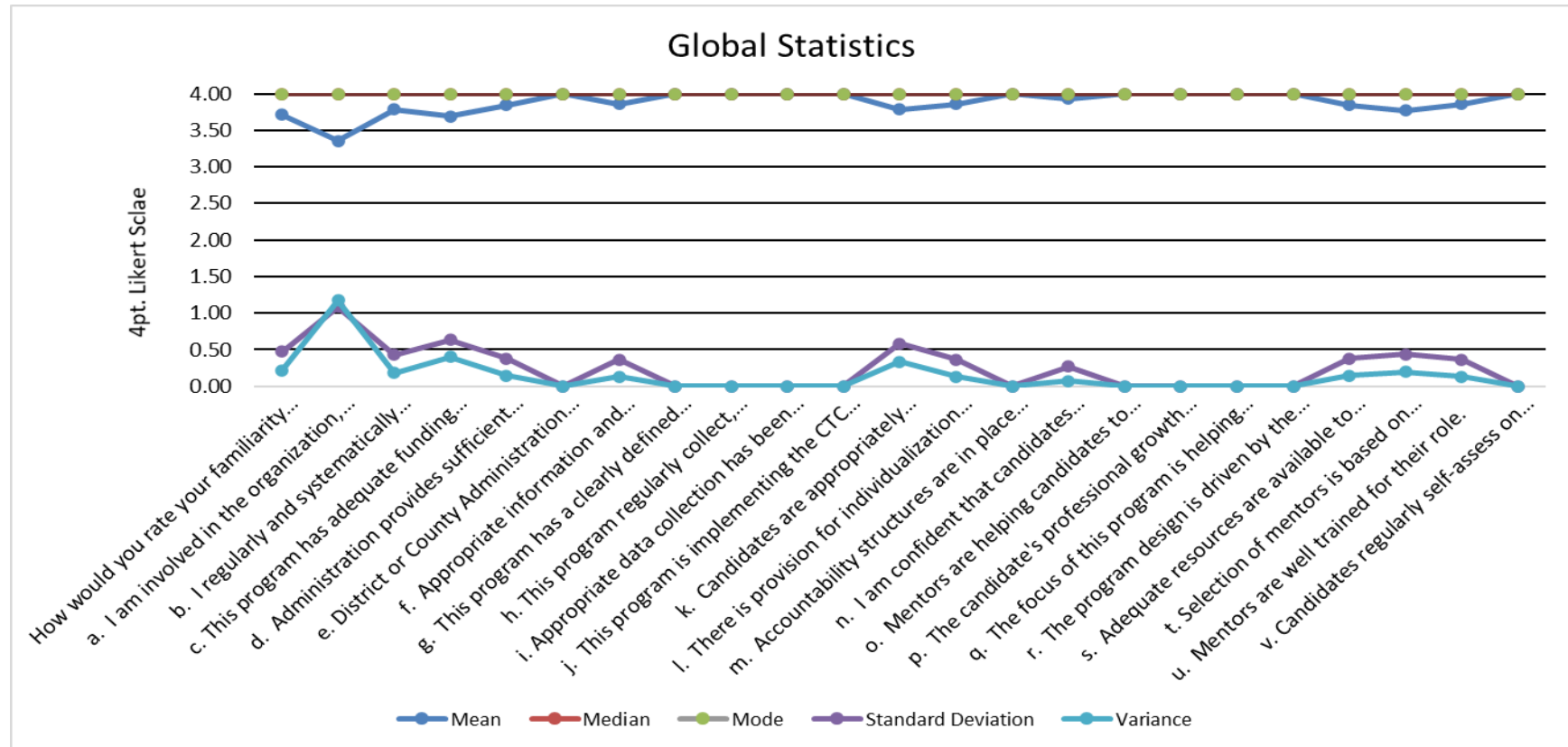
The median indicates where 50% of the responses are above or below that point. The mode indicates the most frequently chosen response. The mean indicates the "average" response. The standard deviation is simply the average distance from the mean. The variance is the square of the average distance from the mean. These last two indicates the similarity of the responses (lower standard deviation and variance indicates more agreement among responses).

1.7   RESPONSES TO QUALITATIVE QUESTIONS

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

1.7.1.1   In what ways are you making sure that candidates are receiving a minimum one hour per week of individualized support or mentoring (from their mentor or someone else)?

- Teacher mentors/coaches maintain schedules for support and support logs which are regularly monitored by the program director.

- I am checking in with my teachers in induction and verifying their weekly schedules.

- I am the mentor of a CASC candidate. We have a one-hour weekly meeting calendared for the entire school year. Additionally, we participate together in professional development activities, collaboration with our county office of education partners, and regular district led student achievement data analysis meetings. We have exceeded the required number of hours.

- Induction mentors document all contact with induction candidates on a contact log. At the beginning of the year, a meeting is held with the induction mentors and director of induction to discuss the expectations and mentors are given a timeline of how many hours of contact time must be given to candidates. Mentors sign a letter of commitment to indicate they acknowledge their role in meeting with candidates on a regular basis of one hour per week.

- We keep a log of all interactions as well as a record of each interaction to ensure we are meeting the hours required for meeting. The Director contacts us and interacts with us frequently to ensure we stay on track and to offer one-on-one time with her to ask questions and/or verify we are on track. It is very supportive of both the candidate and the mentor.

- Mentors maintain contact logs.

- We are required to meet with all of our teachers for one hour per week. The hour is divided into two portions....face-to-face and classroom observation. During the face-to-face session the mentor and teacher talk about what the teacher is experiencing in the classroom. It could be anything from lesson planning, student behavior to assessments...anything that affects classroom living.   During the class observation the mentor observes the teacher to give feedback on anything that the individual wishes to improve on. The mentor could also do some mode teaching as well, or team teach with the teacher.

- Contact logs between candidate and mentor and reflections on contacts by candidates

- If I have a Teacher that is new or in induction, I communicate with our director of this program as well as the teacher themselves to ensure they are getting the support (required one hour per week) they need. I monitor and make sure this is occurring.

- Contact logs, candidate surveys, observations

- As a mentor I'm required to meet with my candidates one hour per week. I do 30 minutes of classroom observation with each of my candidates every week, where I may provide individualized support, just in time coaching, positive feedback, or some modeling. In addition to classroom observations, I also meet with candidates each week for 30 minutes of face to face time, which is our one-on-one time to go over what's happening in the classroom, any questions or concerns they have, lesson planning, looking over data, and discuss their Induction work on their Individual Learning Plans, professional growth goals, growth in the CSTP, as well as anything else in their portfolios.

- Candidates receive support before school, during lunch, or after school from a mentor, and from Network events.

1.7.1.2 *In what ways do you know that this program is functioning in accordance with its requirements and the Standards?*

- In additional to regular surveys and monitoring of the program requirements by the program director, the program maintains an active Induction Advisory group which consistently reviews survey results from all stakeholders as well regular review of the program standards and professional development and support offered to candidates and mentors.

- I know because I am periodically involved in Induction "meetings" where we are provided this information and data. I am also "seeing" the inducation program in action through the progress of my teachers on campus.

- We meet as leadership 3 times a year and get to see reports, survey results, anecdotal records, and we get to experience portfolio showcases by teachers who are exiting.

- We (coaches) meet regularly with the Director of Induction and Professional Development. I am a member of the Induction Advisory committee. Analysis of the program and its function within the requirements is a part of these meetings.

- As part of the Advisory Board, we regularly assess program data

- The Induction Advisory Committee meets regularly 2-3 times each year where the director and mentors in the program provide information to all stakeholders. Time is spent on reviewing program standards, accreditation status, analysis of a variety of data, professional development offered to candidates as well as mentors, and resources that are provided to candidates to meet their needs.

Mentors also have the opportunity to share best coaching practices used with candidates. Committee members provide input or suggestions to the program that help to enhance what is currently being offered.

- The Director of Induction provided the standards as well as explaining the purpose of the program in our first meeting and training as coaches. This information was also provided to those of us serving on the Advisory Committee. During the Advisory Meeting, we frequently connect with the Standards as well as learning about the program and its requirements. We review data relative to surveys taken by all stakeholders to ensure that the program continues to grow, to be aligned with the standards, and that it is functioning with its requirements. As a committee member and coach, I give input about the program, but I know there are weekly meetings with the Assistant Superintendent and Directors of the Curriculum Department that give additional input and ensure that we remain in compliance.

- There are several ways that we are kept abreast regarding the program and have opportunity for input: -monthly meetings with the Induction Director -Induction Director holds Induction Committee Meetings at least three times per year -Induction Director sends out Induction Newsletter -Induction Director shares out Induction Information during Instructional Cabinet, which includes all administration (held twice a month)

- The pacing guide for the year is scheduled so that the teachers are able to experiment, and develop their teaching skills for all the CSTP's. At the beginning of the year the teachers are assign a mentor who matches their grade level experience. The ILP (Individual Learning Plan) is individualized to give the teacher the opportunity to work on their professional goals; these goals can be changed any time during the year or left alone and worked on all year. During the second part of the year the teacher take on a Inquiry Project where they design a lesson sequence that includes a pre-assessment, lesson unit, and post- assessment. During this inquiry time, the teacher reflects on their teacher practices and observations; studies student needs and interventions, and equity for all students. Throughout the year, the teacher looking back at the CSTP's to reflect on their growth along the continuum for the standard of their choice. How did they do? What are they doing to fullfill that growth? The year is filled with refection and is ended with reflection as well.....at the end of the year, the teacher reflects on their journey as a 1st year teacher.

- All decisions, meetings, and conversations are centered around program requirements and the standards. Decision making is driven by standards and the needs of candidates in meeting those standards

- We collaborate two or three times a year as a committee and go over the standards and where our candidates are in their individual processes. We do this to ensure me are adhering to standards and requirements. We also have meetings with candidates to ensure they feel they are being supported and address any needs they may have.

- Program Director shares standards, program components, and data from all surveys at our IAC meetings.

- Upon entering the program, candidates are assigned a mentor who has similar grade level experience within 30 days. Candidates also receive a portfolio pacing guide and professional development overview that helps guide them as they grow and develop their teaching skills in the CSTP. Within the first two months candidates develop their professional growth goals as part of their Individual Learning Plan with support from their mentors. Once they've developed their goals, they schedule a Site Administrator/Candidate/Mentor Collaboration Meeting to go over their ILP professional growth goals.   During the second half of the year candidates complete an Inquiry Project where they develop a unit of study that includes a pre-assessment, focus students selection, essential components plan for the unit, lesson plan template, classroom observation and reflection, analysis of student work, summative assessment, and Individual Learning Plan Inquiry questions that ask candidates to reflect on the work they've done and provide evidence of strategies used to support their students. Candidates then schedule another Site Administrator/Candidate/Mentor Collaboration meeting to review their ILP Inquiry Projects. Candidates also self-assess and reflect on CSTP 1-6 throughout the year. They complete candidate-mentor feedback each trimester as well as a Mid-year Induction Survey and End of the Year Induction Survey. Candidates are also given the opportunity to attend their choice of several New Teacher Networks that provide PD for new teachers from qualified presenters.

- This program diligently works to meet all requirements and remains professional at all times. They constantly refer to the requirements and standards and adhere to them.