

**Teacher Induction Program
2019-2020**

Year End Survey of Candidates and Mentors

prepared for the

Hanford Elementary School District

by the



**SINCLAIR
RESEARCH GROUP**

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1 EXECUTIVE SUMMARY

The Year-End Surveys of teacher induction candidates and their mentors (support providers) was part of the formative and summative program evaluation of the Hanford ESD Teacher Induction Program. Its purpose was to both collect evidence for program implementation and effectiveness and to serve as a road map for program improvement.

The data collected in these surveys focused on two key questions:

1. Is this Teacher Induction Program being implemented in accordance with the require CTC Standards?
2. Is this Teacher Induction Program 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. For these questions, respondents answered rating questions differently, indicating they have different perceptions regarding or experiences in the program.
- This program is generally being implemented in accordance with CTC Standards
- Mean results were very high - generally “very strong” or “strongly agree” and percentages are largely “yes.”
- The only areas where they fell below 3.75 out of 4 were the extent candidates had grown in minimizing bias, teaching English Language learners, teaching students with special needs, and collaborating with families of students. Even these were above 3.5 out of 4.

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.

Quantitative results for individual questions for entire Induction program (all candidates and mentors no matter what credential they declared they were pursuing) are shown in Table 1 below. Where possible, questions that were similar are matched by candidate and mentor making triangulation more quickly clear.

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 “*Program-wide*” result and the “*disaggregated credential group*.”

Table 1: Comparative Results for Year End Survey Questions - Mean Ratings or Percentages for Candidates and Mentors

Hanford ESD Teacher Induction Year-End Survey Questions 2019-2020	Candidate	Mentor
Did you receive (provide your candidates) an average of (and not less than) one hour per week of support and mentoring, either given by or coordinated by your mentor/you? (% Yes) PC 3, PS 3	100.0%	100.0%
Up until the outbreak of the coronavirus and the closing of school, did you receive (provide) this support in person? (face to face and NOT by email, text, telephone, skype, or other electronic communication, etc.) (% Yes) PC 3, PS 3	100.0%	100.0%
After school closure, did you continue to receive (provide) weekly virtual support from your mentor (to your candidate)? (% Yes) PC 3, PS 3	100.0%	100.0%
Up until the outbreak of the coronavirus and the closing of school, did you receive (provide) your support and mentoring one-on-one or in a group? PC 3, PS 3	95.7%	100.0%
Up until the outbreak of the coronavirus and the closing of school, was there some person or organization (your mentor/you as the mentor, program administrator, Induction Program, site administrator, etc.) that ensured that you (your candidates) had regular, dedicated, uninterrupted time each week to meet with your mentor (you)? PC 3, PS 3	100.0%	100.0%
This year, were you (was your candidate) provided with time to observe your (their) colleagues? PS 3	100.0%	100.0%
Do you wish to continue teaching (as a mentor) next year? If "no," please state your reason for not wishing to continue next year. CS 2	100.0%	100%
To what extent were your ILPs developed in collaboration with your mentor (you)? % Chose "Generally, my mentor and I develop my ILP together as a team." PS 3	65.2%	100.0%
(Mentors only) How frequently did you have the opportunity to meet with other mentors for professional growth and sharing? % Chose "Monthly" PS 4		80.0%
(Mentors only) Up until the outbreak of the coronavirus, were you getting "just in time" support from this program" PS 4		80.0%
Please rate the extent you agree or disagree with the following statements. (4= Strongly Agree, 3=Moderately Agree, 2=Slightly Agree, 1=Do Not Agree)	Candidate	Mentor
a. This Teacher Induction Program and my district made the necessary resources available in order for me (my candidates) to accomplish the goals of my (their) ILP (e.g. professional development, observation of other teachers, research activities, etc.). CS 1, PS 3	4.00	4.00
b. Working with my mentor (candidates) supported the consistent practice of reflection on the effectiveness of instruction and student achievement. PS 3	3.96	4.00
c. My mentor (candidates) and I analyzed student and other outcome data this year and used these data to further inform the repeated cycle of planning and instruction. PS 2, 3, & 4	3.70	3.60
d. This Teacher Induction Program and work with my mentor (candidates) provided multiple opportunities for me to assess my (their) progress towards mastery of the CSTP. PS 5	3.96	4.00
e. Up until the outbreak of the coronavirus and the closing of school, the time I spent with my mentor (candidates) was adequate to meet my (their) overall needs and complete the program requirements. PC 2 & 3	4.00	4.00

f. (<i>Mentor only</i>) I used evidence aligned to the CSTP to guide my support efforts and help me plan with my candidate(s) for professional learning. <i>PS 3 & 4</i>		4.00
g. (<i>Mentor only</i>) The CSTP and the ILP guided and provided a road map for the support I provided my candidate(s). <i>PS 3 & 4</i>		4.00
h. (<i>Mentor only</i>) This Induction Program was responsive to my day-to-day needs and concerns. <i>PS 3</i>		4.00
How strong were the connections between the goals and research activities you developed (research activities of your candidates) for your Individual Learning Plan (also called an ILP, Inquiry, Professional Growth Plan) and the following? (4=Strong Connection, 3=Moderate, 2=Slight, 1=No Connection) PS 2, 3, & 4	Candidate	Mentor
a. Professional development in which I (they) participated/attended.	3.70	3.80
b. District/site professional development activities.	3.78	4.00
c. Work with your mentor/support provider (me).	3.96	4.00
How strong was the collaboration between this Teacher Induction Program and your site administration? (4=Strong, 3=Moderate, 2=Slight, 1=None) <i>CS 1</i>	3.71	3.60
(Candidates only) How much positive impact did the following Induction experiences have on your classroom practice? (4=Strong, 3=Moderate, 2=Slight, 1=None) CS 5 and PS 2, 3, 4, 5 & 6	Candidate	Mentor
a. Coaching and feedback from my mentor (support provider) based on observations of my teaching and analysis of student work.	3.96	
b. Collection and analysis of evidence of my teaching practice.	3.87	
c. Developing my professional growth plans (also called an Inquiry or Individual Learning Plan) with my mentor (support provider).	3.83	
d. Designing and engaging in professional learning as identified in my professional growth plans.	3.83	
e. Observing experienced teachers in my school or district.	3.87	
(Candidates only) During your time in Induction, to what degree have you grown in your teaching practice in the following areas: (4=Strong Positive Impact, 3=Moderate Positive Impact, 2=Slight Positive Impact, 1=No Positive Impact) CS 5 and PS 2, 3, 4, 5 & 6	Candidate	Mentor
a. Developing a repertoire of teaching strategies.	3.91	
b. Developing a repertoire of assessment strategies.	3.74	
c. Using results of assessment data to design instruction.	3.74	
d. Managing my classroom and fostering a safe environment that promotes student well-being.	3.91	
e. Minimizing bias and using culturally responsive pedagogy.	3.65	
f. Assessing student needs and differentiating instruction (including analysis of student work).	3.91	
g. Teaching to content and common core standards.	3.87	
h. Teaching English Language Learners.	3.61	
i. Teaching students with special needs.	3.52	
j. Collaborating with families of my students, including communicating learning goals and progress.	3.52	
k. Using technology as a teaching and learning tool.	3.83	
(Candidates only) To what extent did your Induction Program experience (working with your mentor, developing your ILP, participating in	Candidate	Mentor

professional learning) positively impact your growth in the following areas? (4=Strong, 3=Moderate, 2=Slight, 1=None) (Note: "1-2-3" etc. prefacing letters in front of statements refer to the relevant CSTP). CS 5, PS 5		
1a Connect classroom learning to the real world	3.74	
1b Engage students in inquiry, problem solving, and reflecting to promote their critical thinking	3.91	
1c Meet the instructional needs of English learners	3.70	
1d Identify and address special learning needs with appropriate teaching strategies	3.74	
2a Establish and maintain a safe and respectful learning environment for all students	3.91	
2b Create a productive learning environment with high expectations for all students	3.91	
3a Use effective instructional strategies to teach specific subject matter and skills	3.87	
3b Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students	3.87	
4a Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development	3.83	
4b Plan and adapt instruction that incorporates appropriate strategies, resources, and technologies to meet the learning needs of all students	3.87	
5a Involve all students in self-assessment, goal setting, and monitoring progress	3.74	
5b Give productive feedback to students to guide their learning	3.78	
6a Evaluate the effects of actions on student learning and modify plans accordingly	3.91	
THIS SECTION ONLY FOR THOSE WHO ARE COMPLETING THEIR FIRST YEAR OF INDUCTION.	Candidate	Mentor
<i>(1st Year Candidates only)</i> Did you receive clear guidance (handbook or in person) regarding the expectations of this program and how to clear your credential? <i>PC 1</i>	90.9%	
<i>(1st Year Candidates only)</i> Did you bring a Bridging Document or Preliminary Credential Transition Plan (PTP) with you when you entered this Induction Program? <i>PC 4</i>	100.0%	
Those 1st year candidates who are not familiar with the Bridging Document or Preliminary Credential Transition Plan (PTP). (<i>% Not Familiar</i>)	0.0%	
<i>(1st Year Candidates only)</i> If "YES", to what extent was your 1st ILP guided by and aligned to your Bridging Document or Preliminary Credential Transition Plan (PTP)? (<i>% Strongly Guided by my PTP</i>) <i>PC 4</i>	3.00	
FIRST YEAR CANDIDATES ONLY: In which areas do you desire more support from your Induction Program in order to enhance your impact on student learning? (Mark all areas where you might have an interest.)	Candidate	Mentor
a. Additional coaching, observation, and feedback from a support provider (mentor).	13.0%	
b. Developing a repertoire of teaching strategies.	17.4%	
c. Developing a repertoire of assessment strategies.	21.7%	
d. Using assessment data to design instruction.	4.3%	
e. Managing the classroom and fostering a safe environment that promotes student well-being.	13.0%	

f. Minimizing bias and using culturally responsive pedagogy.	8.7%	
g. Assessment of student needs and differentiating instruction.	17.4%	
h. Teaching to content/common core standards.	8.7%	
i. Ensuring access to the curriculum for all students/Teaching English Language Learners.	8.7%	
j. Ensuring access to the curriculum for all students/Teaching students with special needs.	8.7%	
k. Communicating and collaborating with families.	4.3%	
l. Using technology as a teaching and learning tool.	4.3%	
To what extent did the Induction Program experiences (participation in this Induction Program) positively impact your own growth in the CSTP? (4=Strong Positive Impact, 3=Moderate Positive Impact, 2=Slight Positive Impact, 1=No Positive Impact) CS 5 & PS 5	Candidate	Mentor
CSTP 1 Engaging and Supporting All Students in Learning	3.87	3.80
CSTP 2 Creating and Maintaining Effective Environments for Student Learning	3.96	3.80
CSTP 3 Understanding and Organizing Subject Matter for Student Learning	3.83	3.80
CSTP 4 Planning Instruction and Designing Learning Experiences for All Students	3.83	3.80
CSTP 5 Assessing Students for Learning	3.83	3.80
CSTP 6 Developing as a Professional Educator	3.83	3.80
(Candidate only) Please check any CSTP you addressed in any of your ILPs during your time in this Induction Program.	Candidate	Mentor
CSTP 1 Engaging and Supporting All Students in Learning	82.6%	
CSTP 2 Creating and Maintaining Effective Environments for Student Learning	91.3%	
CSTP 3 Understanding and Organizing Subject Matter for Student Learning	78.3%	
CSTP 4 Planning Instruction and Designing Learning Experiences for All Students	78.3%	
CSTP 5 Assessing Students for Learning	87.0%	
CSTP 6 Developing as a Professional Educator	60.9%	
(Mentor only) Did you complete the mentor training offered/required by this Induction program? PS 4 (% Yes)		100.0%
(Mentor only) This program provided me with guidance, clear expectations and high-quality training in the area of... (4=Strongly Agree, 3=Moderately Agree, 2=Slightly Agree, 1=Do Not Agree) PS 4	Candidate	Mentor
a...my role as a mentor.		4.00
b...program processes and uses of appropriate mentor and assessment instruments (requirements for clearing the credential, timelines, ILPs, etc.).		3.60
c...long term guidance that promotes enduring professional skills.		3.80
d...the Plan-Teach-Reflect-Apply cycle of continuous improvement.		3.60
e...best practices in adult learning.		3.60
f...guided reflection on practice (reflective or learning focused conversations).		3.80
g...goal setting.		3.80
h...developing the Individualize Learning Plan (ILP) with my candidate(s).		3.80
i...observation of classroom instruction.		3.80
j...feedback on classroom instruction.		3.80

k..."just in time" support in accordance with the ILP.		4.00
L...connecting candidates with available resources (professional development, time to observe, etc.) to support their professional growth and accomplish their ILP.		4.00
m...reflection on my own mentoring practice.		4.00

In addition to the quantitative questions, candidates and mentors were asked qualitative questions. (All of these comments are included in the body of the report that follows.) Some of these questions were to expand on an answer to a “yes/no” or categorical question:

- Since you did not receive (provide) an average of one hour per week of mentoring and support, how much time did you receive (provide)?
- Because you did not receive (provide) in person (face-to-face) support and mentoring, before the coronavirus and the closing of school, describe how you received (provided) support up to that time.
- Describe how you are receiving (providing) an average of one hour per week of virtual support during the outbreak of the coronavirus and the closing of school.
- Describe how you were you were ensured your weekly meetings with your mentor (candidate) would take place.
- How much time were you (your candidates) given to observe other teachers?
- If you do not wish to continue teacher (serving as a mentor) next year, please tell us your reasons.

Other questions were asked to provide more information around certain Standards and issues. These included:

- What type of resources, information or support has your mentor (have you) provided for your candidate) during school closures?
- Please explain what you believe is meant by “just in time” support.
- In what other areas would you like more support or professional learning?
- What did you learn in this Induction program that had the most positive impact on your work with students (candidates)?
- What could this Induction program have done to help you be more effective?
- Given your experiences with the coronaviruj and school closure this year, what could we do that would be most helpful to you as you start out next year.

In the body of the following sections, disaggregation by 1st and 2nd year teachers, along with descriptive figures, charts, tables and standard deviations are shown. Also, where questions are matched (between candidates and mentors), results are also matched so that triangulation of data is more quickly clear. Groups with less than four respondents are not shown in charts and tables, as they are not quantitatively reliable. However, they are included in the overall program-wide results.

2 SURVEY DESIGN AND ANALYSIS METHODOLOGY

At the end of the 2019-2020 academic year, all candidates and 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 *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Each categorical, perceptual, and qualitative survey question was linked to one or more of the *Pre-conditions*, *Common* or *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 frequency, length, regularity, and type of candidate/mentor meetings/contacts, opportunities to observe colleagues, their desire to continue teaching, ILP collaboration with mentors, the adequacy of resources and time with mentor, reflection on effective instruction and student achievement, analysis of data, the formative assessment cycle, opportunities to assess progress on CSTP, the connection between professional growth plans, professional development and work with their mentor, and the connection of their administration to this Induction program, the impact of the Induction experience on many areas of classroom practice, and various aspects of and the overall CSTP. First year teachers were also asked to respond to a “needs assessment.” Mentors were asked many of the same questions asked of candidates so that results could be triangulated. In addition, they were asked how frequently they had the opportunity to meet with other mentors for professional growth and sharing, if they were getting ‘just in time’ support, and to explain what they believe was meant by “just in time” support. They were asked to self-assess their use of evidence aligned to the CSTP to guide their support efforts and plan for professional learning, and to provide a road map and support for their candidates. They were also asked about the responsiveness of the Induction program. Finally, they were asked if they had completed the mentor training offered through their Induction program and to rate the extent the program provided them with guidance, clear expectations and high-quality training in various areas required in the *Program Standards*. Education Specialist candidates and mentors were also asked if they had sufficient opportunities to collaborate with the larger community of teacher candidates, if their candidates were involved in Induction activities that reflected their specific service delivery model and assignment as Education Specialists, and if their were sufficient professional development opportunities available to the candidates to assist them in expanding their skill as Education Specialists. (The seven qualitative questions asked are listed in the previous section beneath Table 1.)

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).

3 INDUCTION PROGRAM RESULTS

3.1 DEMOGRAPHIC DATA

The following table shows the total number of candidates and mentors responding to this Year-End Survey that reported they were pursuing (or supporting) a General Education or Education Specialist credential.

Table 2: Responses for Candidates and Mentors Pursuing or Supporting

Candidate Demographics	# of Respondents
Year 1 Candidates	9
Year 2 Candidates	14
ECO Candidates	0
Total Candidates	23
Candidates also Clearing Ed. Spec.	3
Mentors	5
Total Respondents	28

The table above is used to ascertain the reliability of this population study. A minimum of 80% is expected. (Programs with a population or under 50 candidates should have a 90% response rate to ensure the reliability of the results of this survey as they pertain to their program. The closer to a 100% response rate, the more reliable the results.

The following table is used to ascertain the longevity of the responding mentors in their role.

Table 3: Distribution of Mentors by Years of Experience in their Role

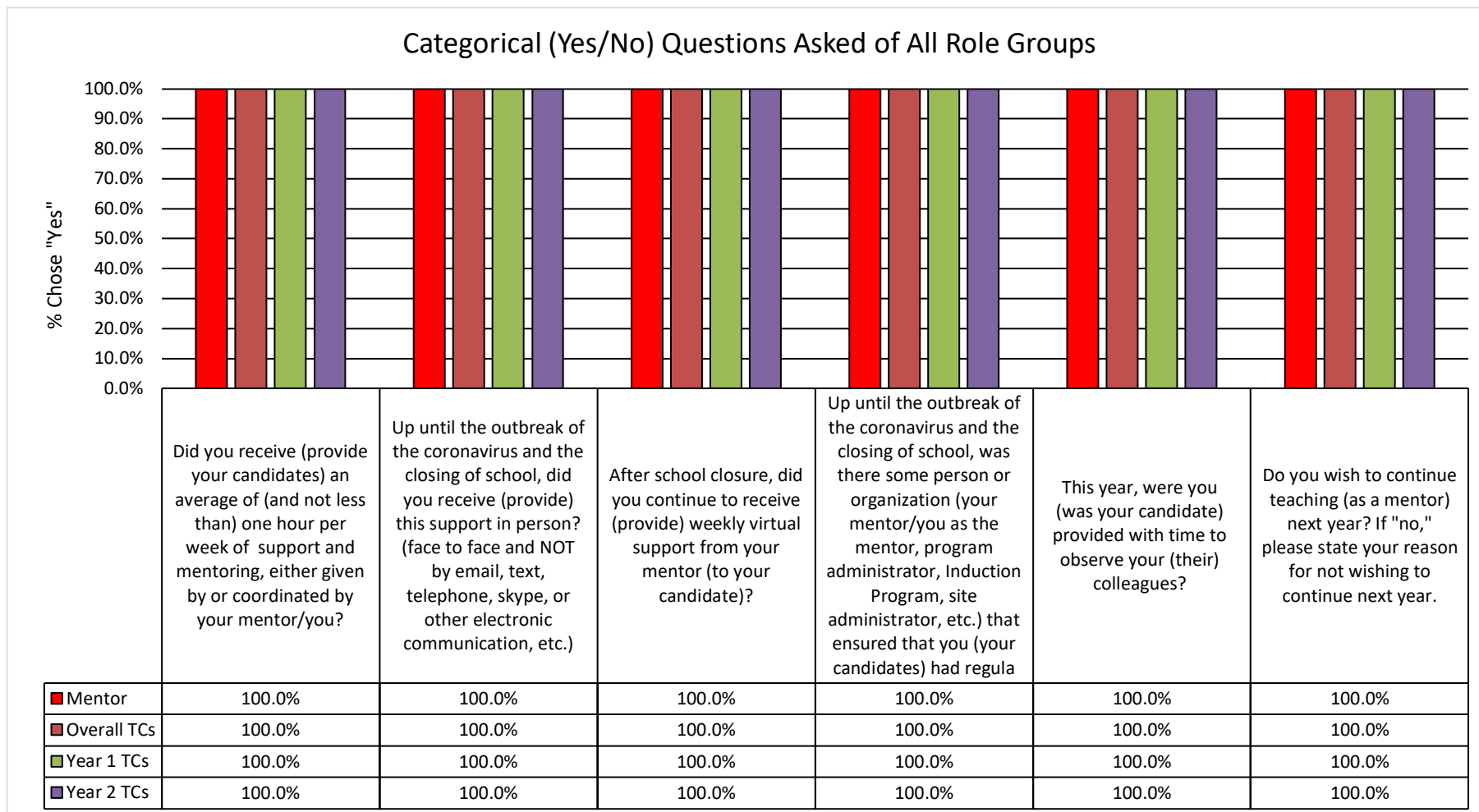
Mentor Demographics	# of Respondents
My first year	1
My second year	2
3-5 years	2

3.2 CATEGORICAL QUESTIONS

- 3.2.1** *Did you receive (provide your candidate) an average of (and not less than) one hour per week of support and mentoring either given by or coordinated by your mentor (you)?*
- 3.2.2** *Up until the outbreak of the coronavirus and the closing of school this academic year, did you receive (provide) this support in person (face-to-face and not by email, text, telephone, Skype, or other electronic communication)?*
- 3.2.3** *After school closure, did you continue to receive (provide) weekly virtual support from your mentor (to your candidate)?*
- 3.2.4** *Up until the outbreak of the coronavirus and the closing of school, was there some person or organization (your mentor/you as the mentor, program administrator, Induction Program, site administrator, etc.) that ensured that you (your candidates) had regular, dedicated, uninterrupted time each week to meet with your mentor (you)?*
- 3.2.5** *What types of resources, information or support has your mentor (have you) provided for you (your candidates) during school closures?*
- 3.2.6** *This year, were you (was your candidate) provided with time to observe your (their) colleagues?*
- 3.2.7** *Do you wish to continue teaching (as a mentor) next year?*

Results for six categorical questions (yes/no or multiple choice) asked of teacher candidates and mentors in this program are shown in Figure 1 on the next page. Results are shown as percentages of positive responses.

Figure 1: Yes/No Categorical Questions



Each of the “Yes/No” Questions had follow-up questions to delve more deeply into the response. The overall questions and the follow-up questions are shown on the following pages along with a complete list of all responses. (Norma will send these for us to insert)

3.2.1 Did you receive (provide your candidate) an average of (and not less than) one hour per week of support and mentoring either given by or coordinated by your mentor (you)? If “no,” how much mentoring and support time (on average) did you receive (provide) each week.

Candidates:

- No comments made.

Mentors:

- 44.5 hours total. Meetings were weekly.

3.2.2 Up until the outbreak of the coronavirus and the closing of school this academic year, did you receive (provide) this support in person (face-to-face and not by email, text, telephone, Skype, or other electronic communication)? If “no,” describe how you received (provided) your support and mentoring.

Candidates:

- No comments made.

Mentors:

- No comments made.

3.2.3 After school closure, did you continue to receive (provide) weekly virtual support from your mentor (to your candidate)? If “yes,” describe how your virtual support was provided (given).

Candidates:

- After the school closure, we began to meet using zoom weekly.
- I continue to have Zoom meetings with my mentor, and she has been present to my class meetings on Zoom as well.
- I have received digital support Resources via email to help with the distant learning format. I have had weekly one-on-one meetings with my coach. I have also attended a couple group meetings with my coach to discuss support for distant learning. My coach has also attended my Zoom meetings with my class. My couch also provides resources and reminders via text.
- I met with my mentor through zoom. We also communicated through text and emails.
- I met with my mentor weekly for Zoom meeting that lasted about 30 mins. We also had a couple group meetings to share ideas on distance learning. She listened to what I was trying to do for my students within the distance learning model and each week came back with ideas to support me. Her ideas have included tips for conducting Zoom meetings with students, using programs like Nearpod to create lessons, and ideas for making learning engaging to promote student participation.

- I received support through the use of emails, phone calls and zoom meetings. My mentor was available for questions within a reasonable time and was great at offering suggestions to reach students during school closures.
- My coach would support me through zoom meetings and we would discuss the upcoming items that are due. She would also ask if I needed any help with distance learning and recommended resources I could use with my class.
- My mentor contacted me via email, text message. and face to face zoom meetings.
- My mentor has guided me and sent me many useful resources to support my students' distant learning, just as she did when we were still in the classroom.
- My mentor hosts weekly Zoom meetings.
- My mentor speaks with me over the phone weekly as well as has zoom meetings that I can attend and participate in.
- My mentor, Joanna hosted zoom meeting and called me a couple times a week. She was also available to me any time I had a question.
- Virtual support is provided through email with ideas on distant learning and zoom calls
- We had schedule zoom meetings with all other year one candidates and our coach. I have also had phone calls from my coach to check in.
- We have a weekly one on one zoom meeting to talk about any questions that I have. I also receive many email resources for how to teach online.
- Weekly meetings with Joanna my mentor via Zoom as well as support through text messages and email.
- zoom conference, extra support is given through email, text messages and/or phone calls
- Zoom conferences were held several times a week. Emails were exchanged several times a week.

Mentors:

- I have had Zoom meetings once a week with my candidates that last between 45 minutes to an hour. I also email them resources and information, as well as phone calls and texts as needed.
- Since administrators were still working at their school sites, I was able to schedule my weekly face to face visits with them. We met for one hour weekly and made myself available via zoom, telephone and email. The support I provided was assistance in completing the candidate's inquiry, collection of artifacts, assistance in CPSEL post self-assessment, organizing candidate's electronic portfolio and support in preparing for the affirmation of program completion oral presentation.

3.2.4 Up until the outbreak of the coronavirus and the closing of school, was there some person or organization (your mentor/you as the mentor, program administrator, Induction Program, site administrator, etc.) that ensured that you (your candidates) had regular, dedicated, uninterrupted time each week to meet with your mentor (you)? If “no,” how were you (your candidates) ensured that you had regular weekly meetings?

Candidates:

- No comments made.

Mentors:

- Yes, The program administrator. Support also provided by partners at the Kings County Office of Education.

3.2.5 What types of resources, information or support has your mentor (have you) provided for you (your candidates) during school closures?

Candidates:

- Digital activities to implement during Zoom meetings and programs/apps to help distant learning. One on one advice when dealing with tech issues or inquiry project questions.
- Distance learning resources, ideas to improve instruction, activities for lessons to keep students engaged.
- During our weekly zoom meeting, my mentor and fellow teachers share ideas to engage our students during this unrepresented time. My mentor provides feedback on my completed inquiry. She offers ideas and examples to further enhance my inquiry.
- During school closure she has provided use videos on how to access zoom and other online platforms. She has also sent us strategies that would benefit us and our students. She helped us establish norms and procedures for distance learning.
- During the school closures, my mentor has continued to provide feedback and support in relation to induction requirements. She remains open and flexible to answer any questions that I may have and responds quickly to inquiries.
- I have received resources for how to use Flipgrid, zoom, and teams. These resources included classroom management, expectations, creative ideas, and more. They have also reached out to discuss what I could be doing at home to plan for the end of the year/start of next year.
- Joanna has provided me with an opportunity to observe a veteran teacher. She has also given me ideas on how to better enhance my lessons when she would come and observe me. Joanna shares resources from other teachers if I am in need of additional support. Her experience as a teacher has allowed her to give me encouragement during difficult days as well as share ideas on how to help certain students. Joanna has been a tremendous help, this is our second year together and she has seen my struggles and my growth. She

is so flexible and understanding of how demanding this career is and I am glad she is my mentor.

- Meeting with peers, referrals to trainings, and general advice on things that we can do to reach out to our students.
- My mentor and I have talked a lot of about expectations for distant learning and how to make distant learning manageable using the same types of strategies that I was using in the classroom. For example, students using the thumbs up and down to check for understanding. Having set rules and expectations online has made all the difference when I am meeting virtually with my class. Apart from online class management, my mentor has also sent many sites that can help keep students engaged (like Nearpod) as well as found others in our new teacher group to share their ideas and strategies on Zoom meetings. This has been invaluable because we are able to grab ideas from each other about how to effectively deliver information online to our students.
- My mentor has answered many of my questions for me and provided me with guidance during the school closure. She has also continued meeting with me and offering support through Zoom, email, and phone.
- My mentor has been sending emails every week. She also send Zoom invites to give support and assistance during school closure. They have given ideas on what to do during our class meetings.
- My mentor has given me support through phone calls and zoom meetings in regards to emotional support, resources and information in regards to my program and requirements. She has set up zoom meetings with other candidates so that we can share ideas and resources as well as maintain expectations.
- My mentor has gone above and beyond! Since the school closures, she has reached out with zoom meetings and given all the induction candidates a chance to collaborate together. This has been extremely helpful to see how other teachers are handling this difficult situation and how they are continuing with distance learning. As a team we have shared ideas, online resources, and worked out problem areas with future class zoom meetings.
- My mentor has helped brainstorm ideas for distance learning with my students. She had sent links to trainings and has helped assist me in any question I had concerning my classroom and teaching.
- My mentor provided me with ideas for creating daily routines. She had an idea for a daily agenda so that each day the objective for my lesson was clearly stated on my Smartboard. She also provided me with ideas for how to conduct morning review and collect homework. She also provided me with ideas for using a daily exit ticket to check for understanding. My mentor also provided me with support on how to pace my lessons. Her ideas included using timers to keep me on pace; with which she provided me online software. Her ideas also included how to conduct partner talks to make sure they were efficient and held students accountable for discussing the content. She also had ideas for how to conduct group conversations that were efficient. My mentor also helped give me ideas for how to deal with inappropriate student behavior. Her ideas included how to create and manage my seating chart. She also recommended when and how to handle difficult students. She also showed me ideas for motivating students when

they are not motivated. My mentor also made sure I went to observe other outstanding teachers that were good in areas I needed support. She also arranged for me to go through a coaching cycle with a district coach. In that coaching cycle I learned how to create units of study and use resources other than the district curriculum. I also attended several 90 minute PD sessions set up by the induction program.

- My mentor was available for any questions that came up. She provided me with extra resources such as Flipgrid to help continue distance learning with students. She kept me informed on any adjusted due dates due to the school closures. She arranged zoom meetings with other colleagues so that we could share and discuss different strategies and resources we are using during distance learning.
- online webinars, virtual field trips, different ways to provide instruction through zoom to support students/parents
- Resources and ideas on how to stay connected with my all of students grades 1-6 at two schools.
- Resources such as showing me where to send parents to pick up packets from the district. She has told me about webinars going on in our district that I could use for my distance learning with my class. She has communicate different ways to get ahold of parents and try to establish a sense of learning during this time. My mentor has also given me resources to make distance learning engaging. For example, she has shown me different websites that offer free virtual field trips that I can use with my students. She has also talked about microsoft teams and how our district uses teams to communicate with students. She has also discussed how we can use seesaw or other resource to help us teach our students.
- Tutorials on how to use virtual media tools, continued support in how to reach students and families.
- We have met once a week as a cohort to discuss instructional resources we are using to support our students. We've discussed using platforms like Seesaw, Zoom, IXL, RazKids, and Kahoot as methods of instruction to continue to support our students in their learning.
- Websites to materials that can be used by students during school closures. Technology ideas on how to provide support to students.

Mentors:

- Resources I provided were titles of Webinars to watch and share with staff (Social Emotional Learning, Teaching Equity, Teach Us All) I also provided websites that could assist the leadership team with strategies to use when reopening their schools in the fall.
- I have gone over the Long Distance Learning resources provided by our district as well as protocols. I have demonstrated and collaborated on how to use Zoom and Screencast. I have brainstormed and collaborated on the best ways to use other platforms, depending on the candidate's grade level, such as Seesaw, Learning A to Z, Marco Polo, REMIND, Instagram, etc. I have also provided feedback and support on their long distance learning schedules, lesson plans, zoom sessions, and parent contact. In regards to Induction, I have provided my candidates guidance and feedback on their portfolios, specifically their ILPs and Inquiry projects, through our zoom sessions, as well as emails, texts, and phone calls.

I have given candidates the opportunity in our group zoom sessions to share what they've been doing, what's working, and to ask and answer questions about Induction.

- I provided coaching, videos, articles, websites, and lesson ideas.
- Mentoring, advice, assistance with tasks related to distance learning, computer distribution etc. (Note my candidate is the school site learning director. He remains on duty and on site during closure.)
- talking about challenges of distance learning discussing end of year procedures during school closure review of board policy related to independent study and infectious disease

3.2.6 *This year, were you (was your candidate) provided with time to observe your (their) colleagues? If “yes,” how much time were you (they) given to observe other teachers?)*

Candidates:

- 3
- 1 Day to observe 2 teachers, about an hour each.
- 1 hour observation and 2 hours of planning of lesson that I observed.served
- 2 half days
- Approximately 4 hours
- I had about 5 hours, but I believe that if I wanted more observation time, they would have arranged it for me.
- I observed 2 teachers for half of a day, about four hours.
- I was given 6 opportunities spanning several hours.
- I was given about 10 hours to observe other teacher
- I was given one half day to observe two other teachers at another site.
- One opportunity was
- Usually half a day and then I could go back for the other half of the day. Sometimes the whole day.
- We were given one day earlier this year to observe a couple of teachers. This took place from 8:00 to 11:30 with a 20 minute break.

Mentors:

- All administrators in the district belong to the district's instructional cabinet team. This team regularly visits selected schools in the district to meet with the site administrator to hear about school vision/goals and walk through classrooms to observe teachers delivering instruction focused on school goals. These visits provide an opportunity for other administrators to learn from others and to provide feedback to the host site regarding what was observed in the classrooms regarding student engagement, formative feedback, instructional practice and school climate/culture.
- Candidates were given the opportunity to observe another teacher(s) for either an entire morning or afternoon block. Many principals also provided candidates additional time observe other teachers on their campuses.

- My candidate is a site administrator. He was provided time to meet with colleagues at the district Instructional Cabinet sessions, at data analysis meetings, and at meetings with our partners at the Kings County Office of Education.
- They are given a minimum day on a Wednesday to observe two veteran teachers.

3.2.7 Do you wish to continue teaching (as a mentor) next year? If “no,” please state your reason for not wishing to continue next year.

Candidates:

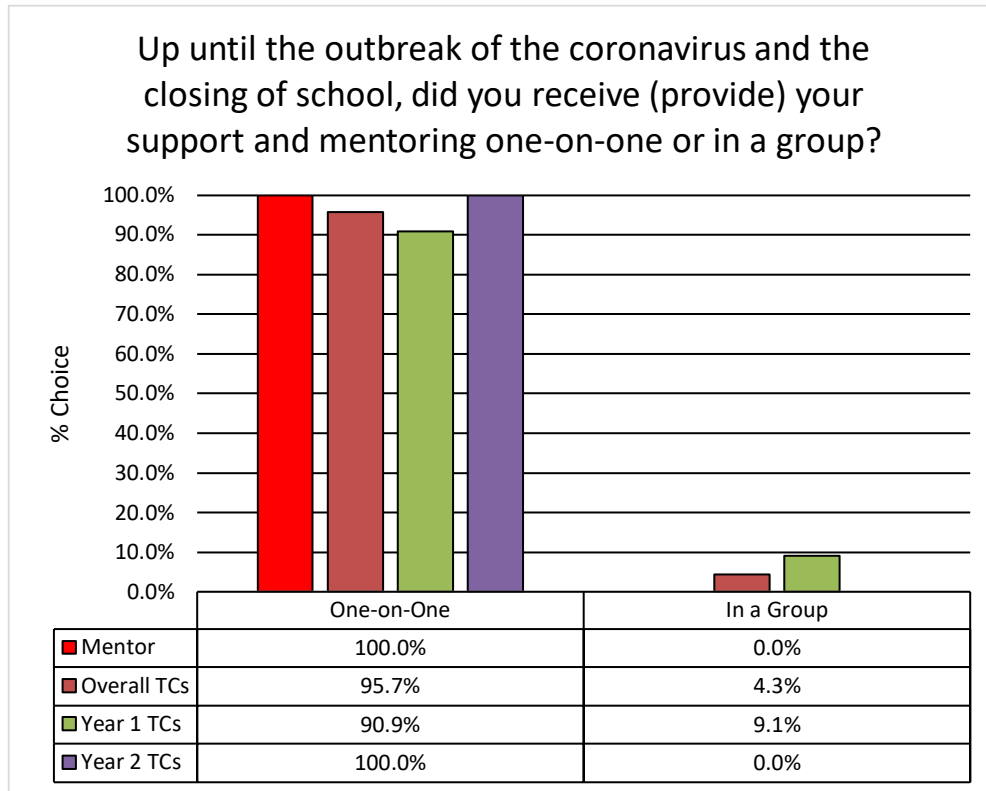
No comments made.

Mentors:

No comments made.

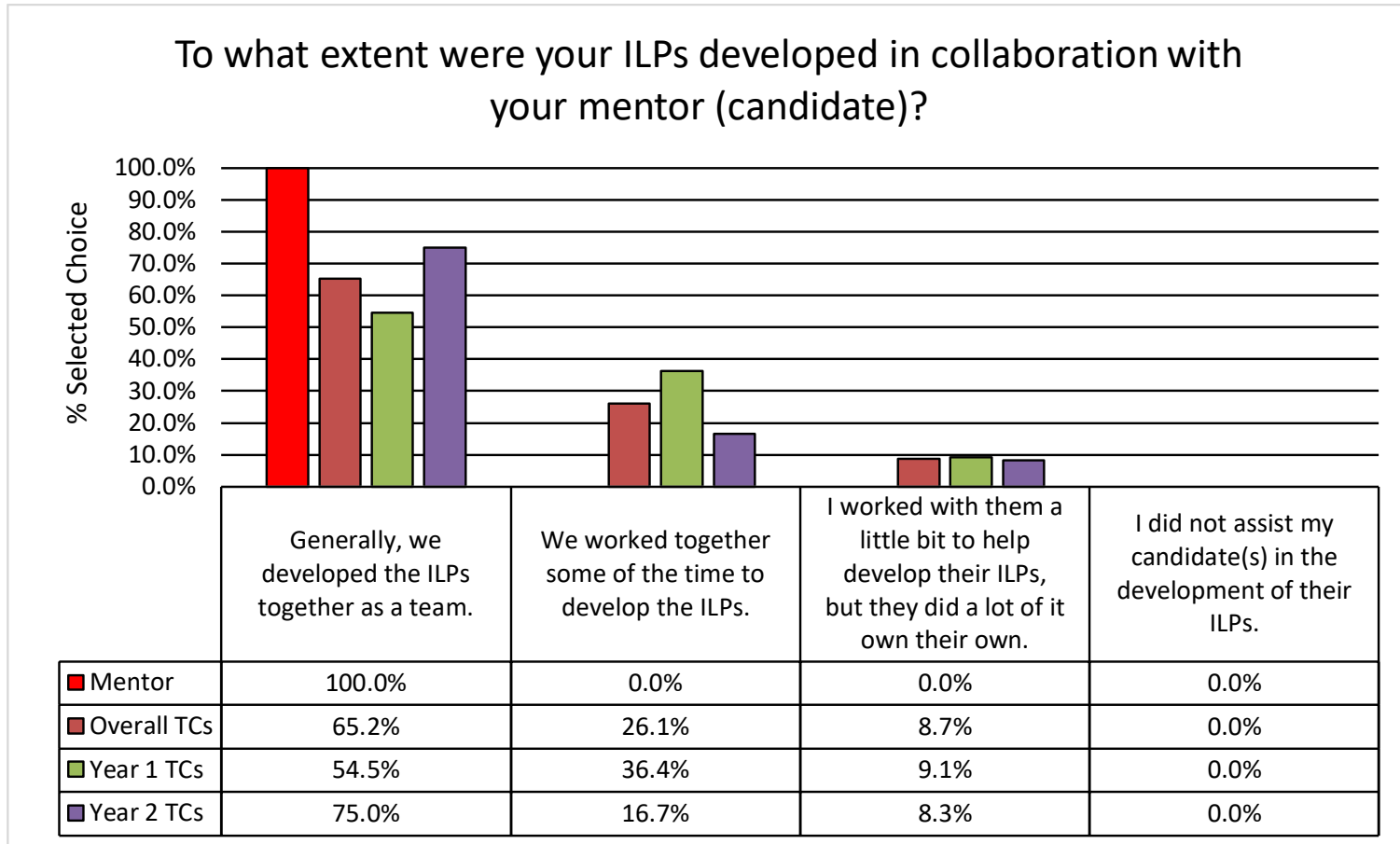
3.2.8 Up until the outbreak of the coronavirus and the closing of school, did you receive (provide) your support and mentoring one-on-one or in a group?

Figure 2: One-on-One or Group Support from Mentor



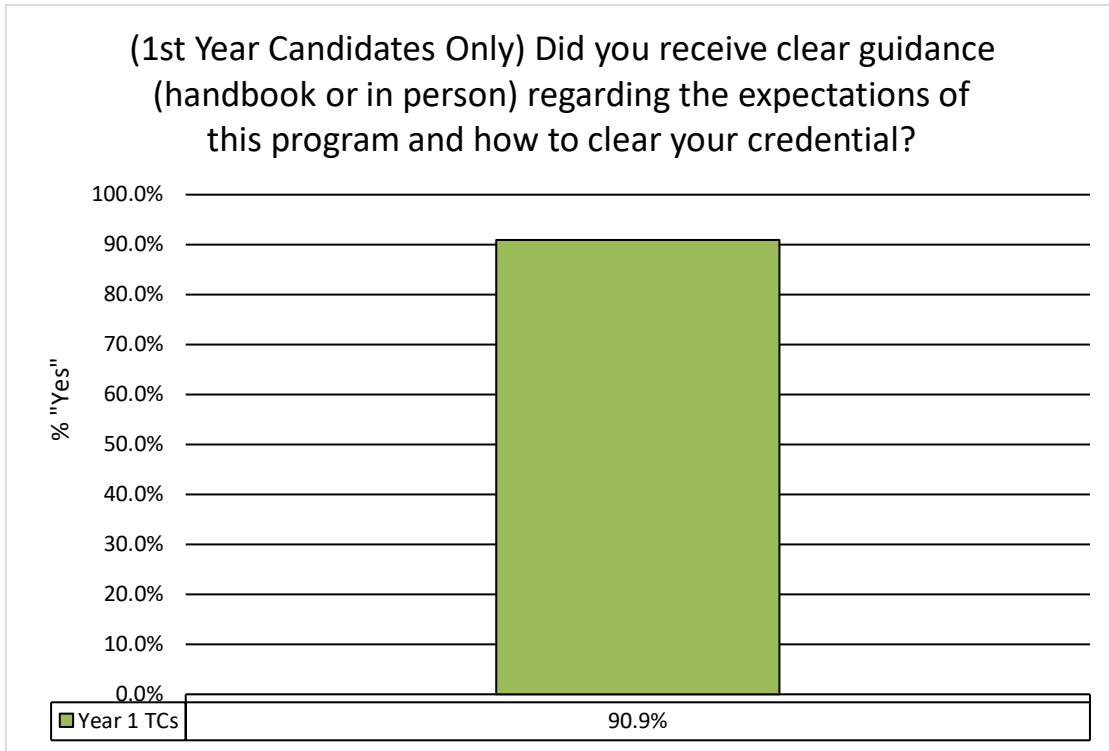
3.2.9 To what extent were your ILPs developed in collaboration with your mentor (you)?

Figure 3: Extent ILP was Collaboratively Developed (between Candidate and Mentor)



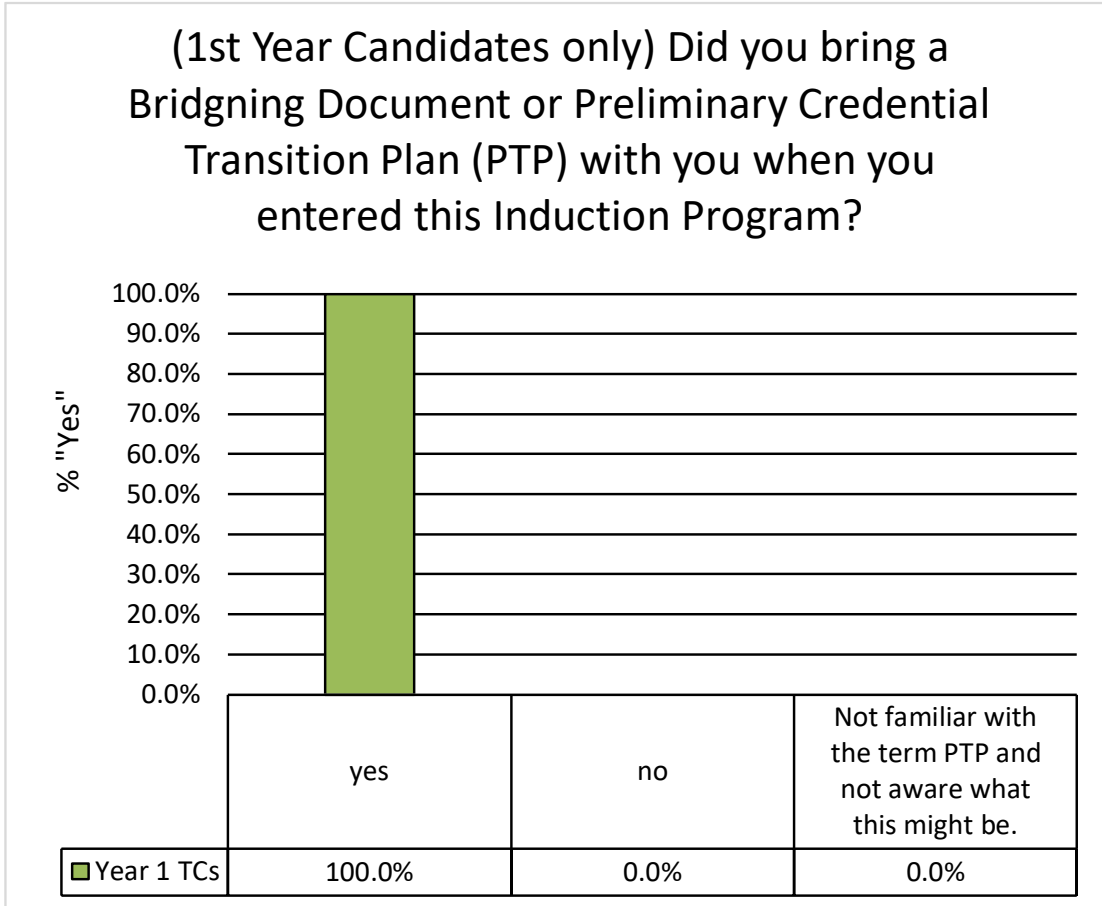
3.2.10 (1st Year Teacher Candidates only) Did you receive clear guidance (handbook or in person) regarding the expectations of this program and how to clear your credential?

Figure 4: Received Clear Guidance Regarding Program Expectations and Clearing Credential



3.2.11 (1st Year Candidates only) Did you bring a Preliminary Transition Plan (PTP) with you from your Preliminary Credential Program when you entered this Induction Program?

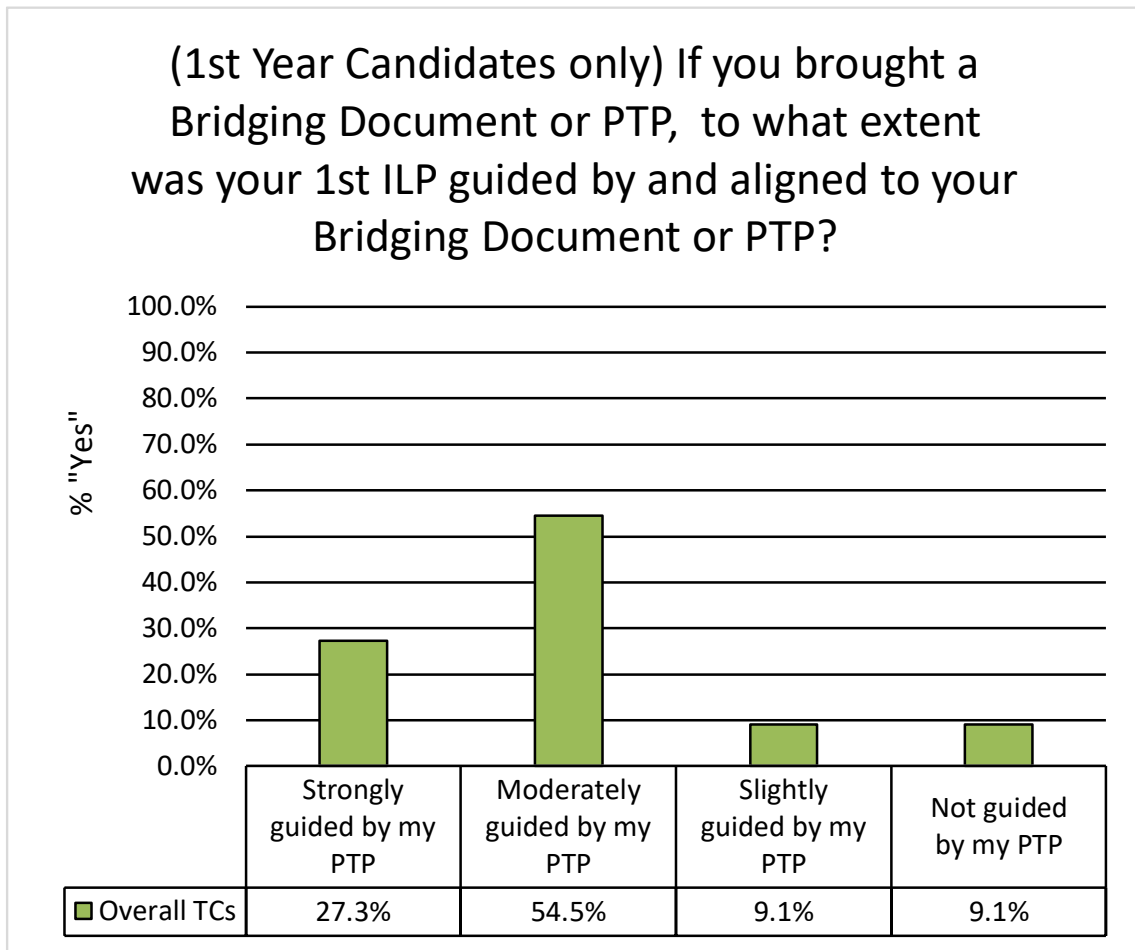
Figure 5: Brought Bridging Document (PTP) when Entering Induction Program



3.2.12 (1st Year Candidates only) To what extent was your first ILP guided by and aligned to your Bridging Document or Preliminary Credential Transition Plan (PTP)?

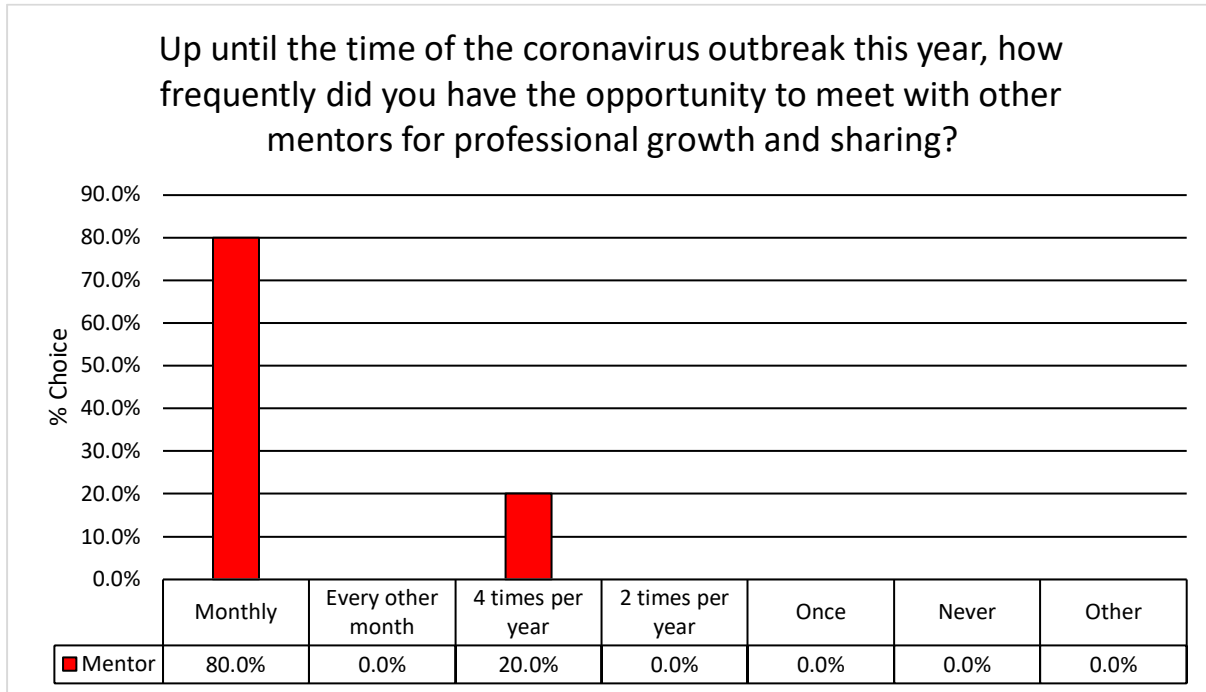
Those first-year teachers that responded “Yes” (that they did bring a PTP with them when they entered this Induction Program) were asked the extent that their first ILP was guided by and aligned to that document. Their responses are shown below.

Figure 6: Extent First ILP Guided by PTP (Bridging Document)



3.2.13 (Mentor only) Up until the time of the coronavirus outbreak this year, how frequently did you have the opportunity to meet with other mentors for professional growth and sharing?

Figure 7: Frequency of Mentor Meetings

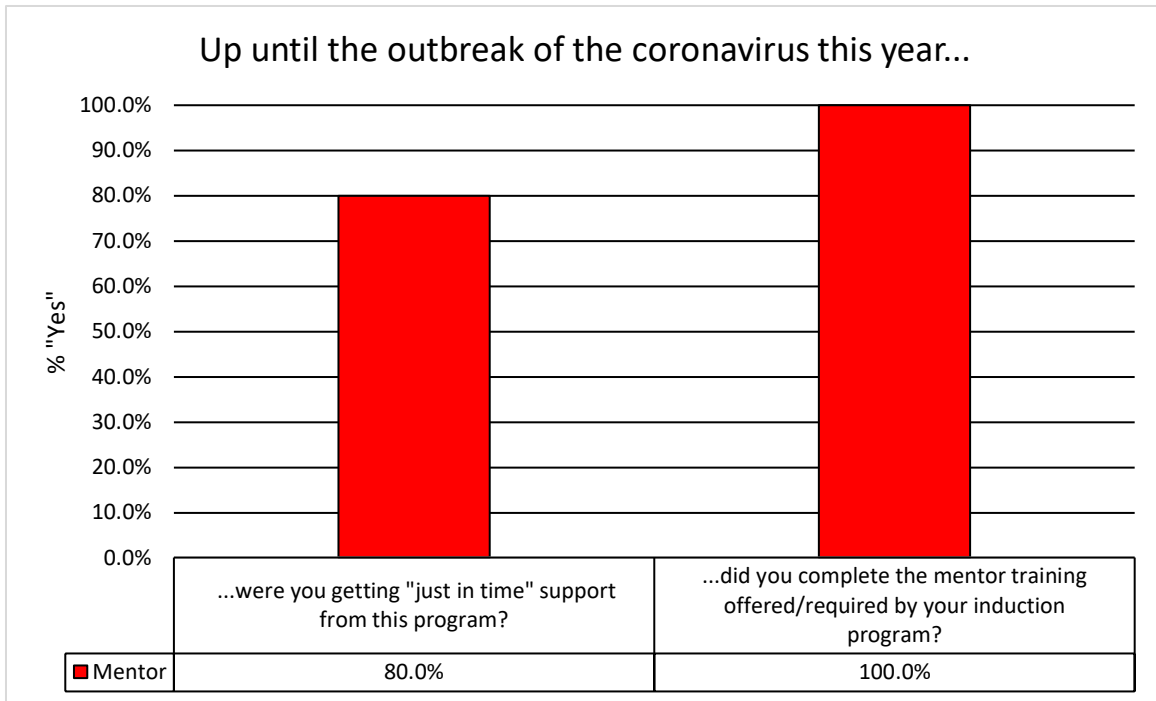


3.2.14 (Mentor only) Up until the outbreak of the coronavirus, were you getting "just in time" support from this program.

3.2.15 (Mentor only) Did you complete the mentor training offered/required by this Induction program?

There were two “yes/no” questions that were asked just of mentors. The results from these two questions are shown below.

Figure 8: Mentors Receiving “just in time” Support and Completing All Required Training



As a follow up to the “yes/no” question asked of mentors regarding whether they received “just in time” support, *the mentors were asked to explain what they believe was meant by “just in time” support. Their responses were as follows:*

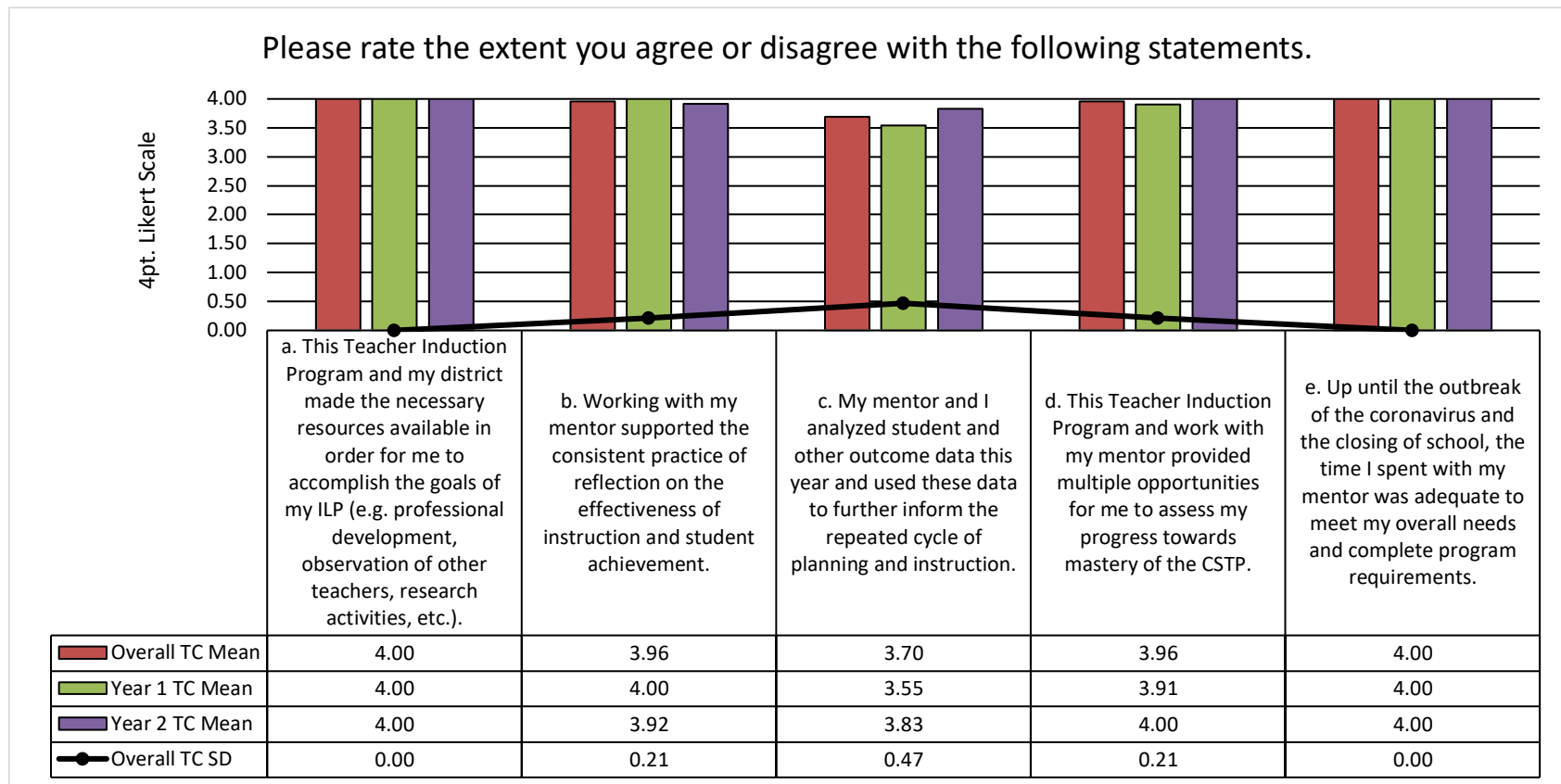
- Just in time support is assistance/guidance provided by the mentor/coach with real time challenges at the workplace.
- Just in time support is assistance I need to better coach a teacher.
- Just in time support is receiving support in a timely and efficient way, exactly when you need it!
- opportunity to discuss and trouble shoot regarding current workplace challenges.
- Regular meetings with the program director and partners at the Kings County Office of Education.

3.3 RATING RESULTS

The rating questions on the next page used a four point “forced choice” Likert scale (strongly agree=4, moderately agree=3, slightly agree=2, do not agree=1). These measures are demonstrated separately by candidate and mentor in figures for quick viewing but matched in the overall table in the Executive Summary thereby enabling triangulation of results.

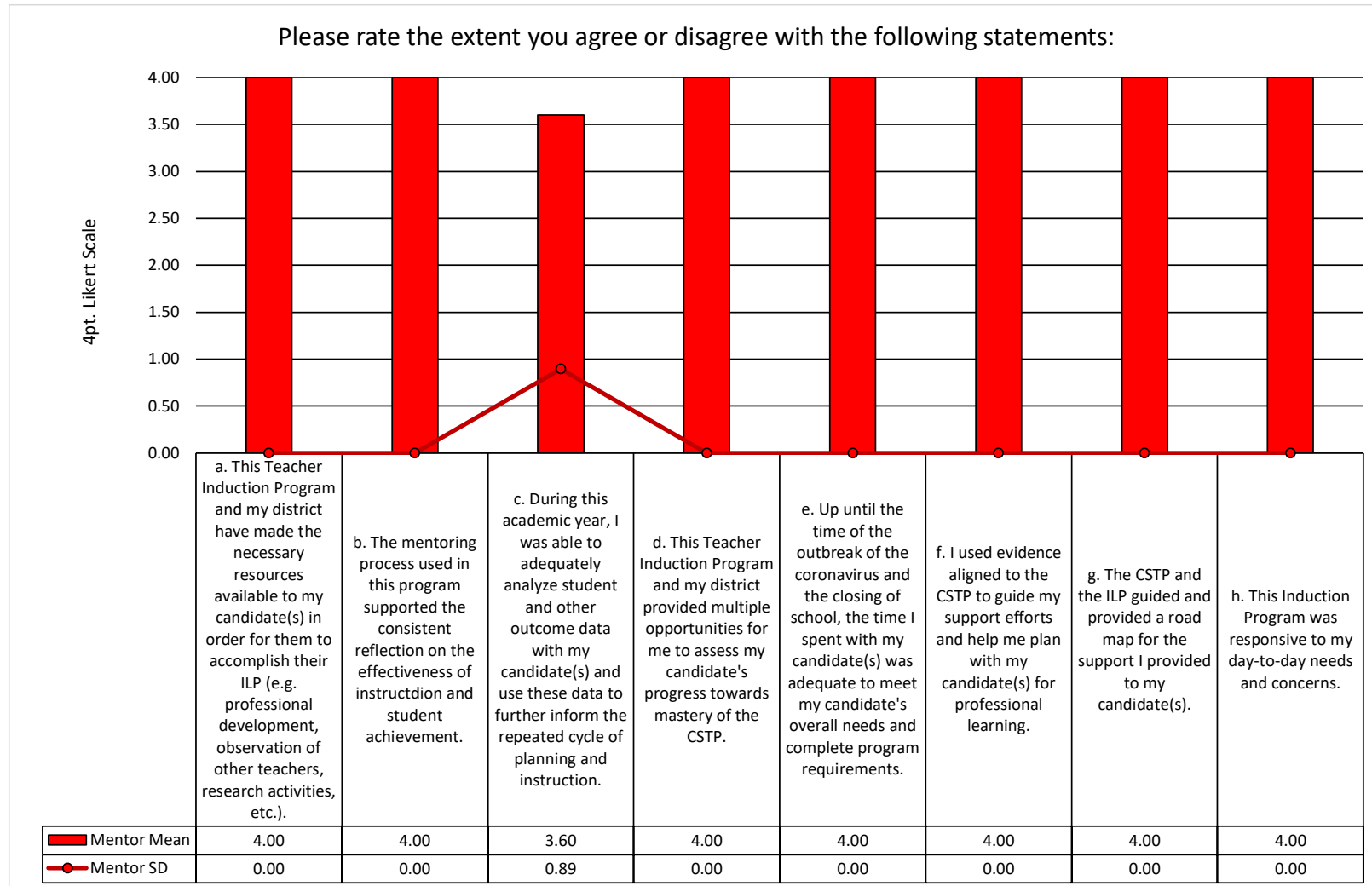
3.3.1 Candidate Rating Questions: Program Effectiveness

Figure 9: Candidate Perceptions of Program Effectiveness



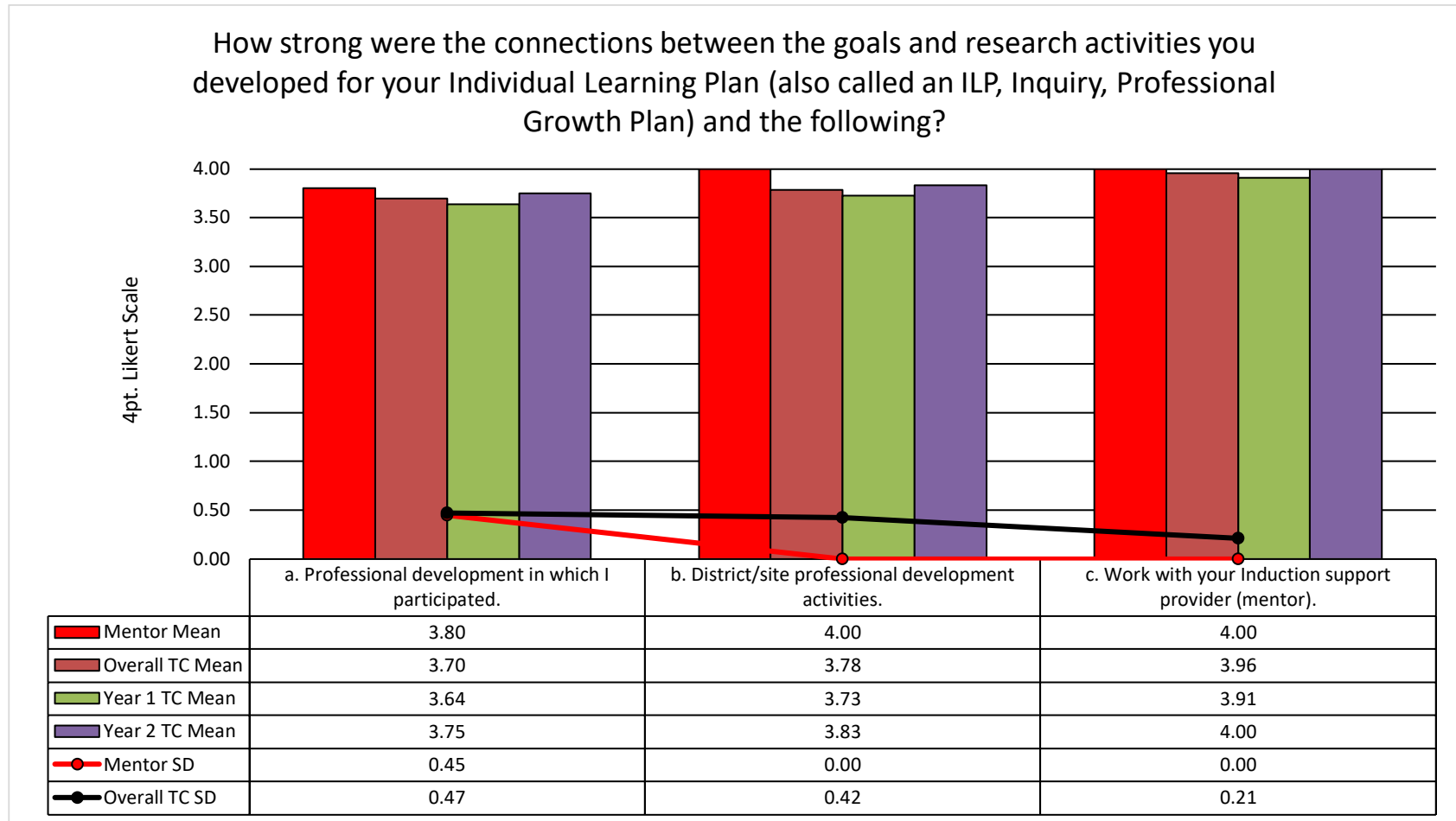
3.3.2 Mentors Rating Questions: Program Effectiveness and Self-Reflection

Figure 10: Mentor Perceptions of Program Effectiveness and Self-Reflections



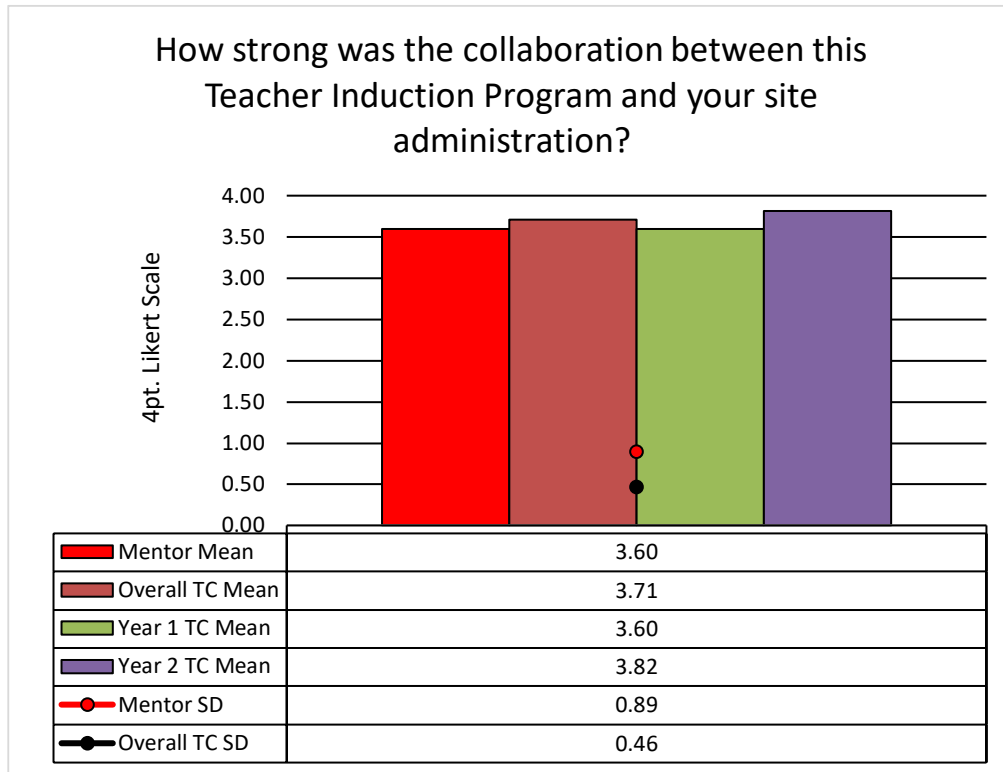
3.3.3 *How strong were the connections between the goals and research activities you developed (your candidates developed) for your (their) Individual Learning Plan (also called an ILP, Inquiry, Professional Growth Plan) and the following? (PS 2-4).*

Figure 11: Strengths of Connections between Goals and Research Activities and Professional Learning and Work with Mentor



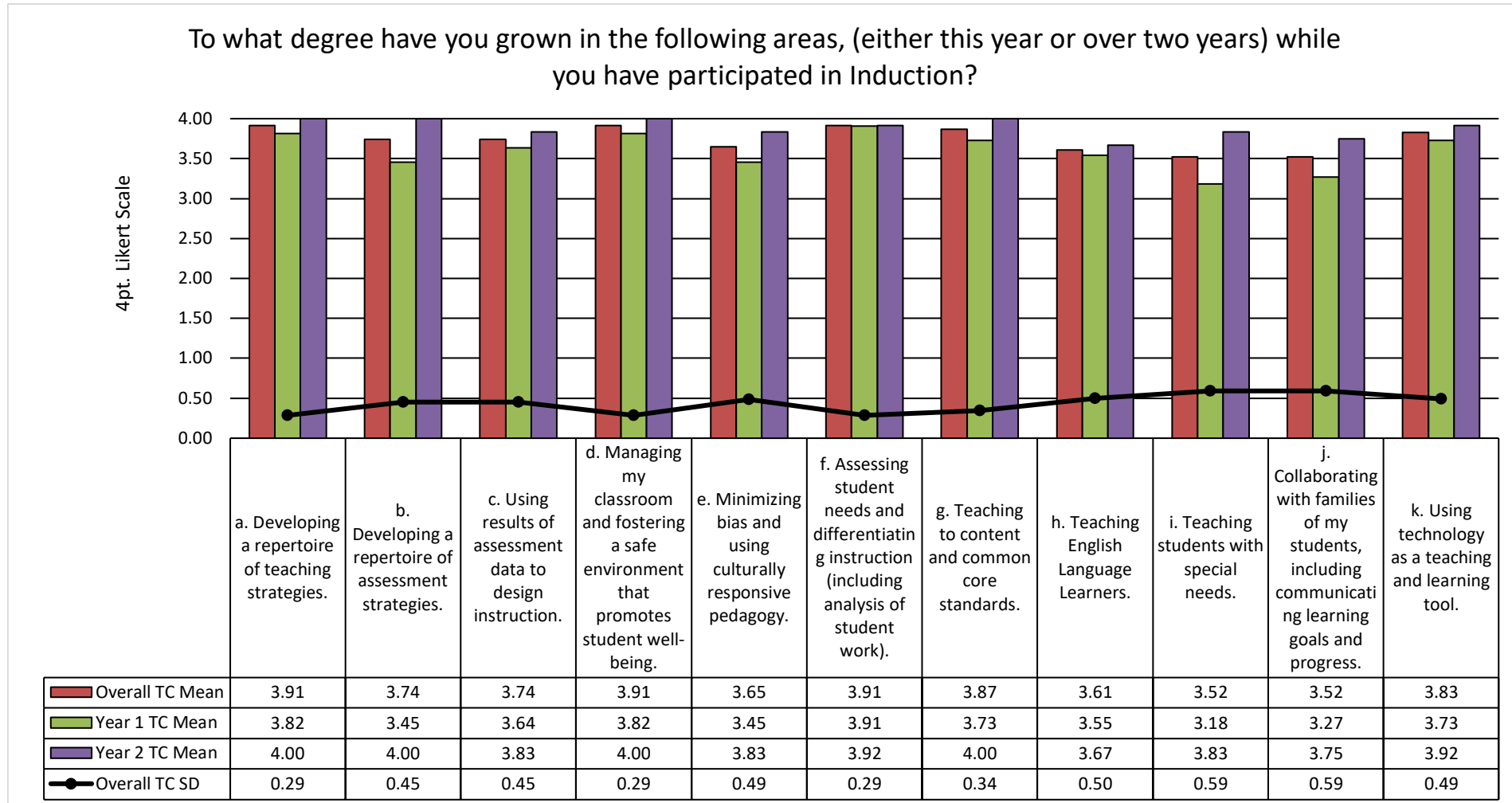
3.3.4 How strong was the collaboration between this Induction program and your site administration?

Figure 12: Strength of Collaboration between Program and Site Administrator



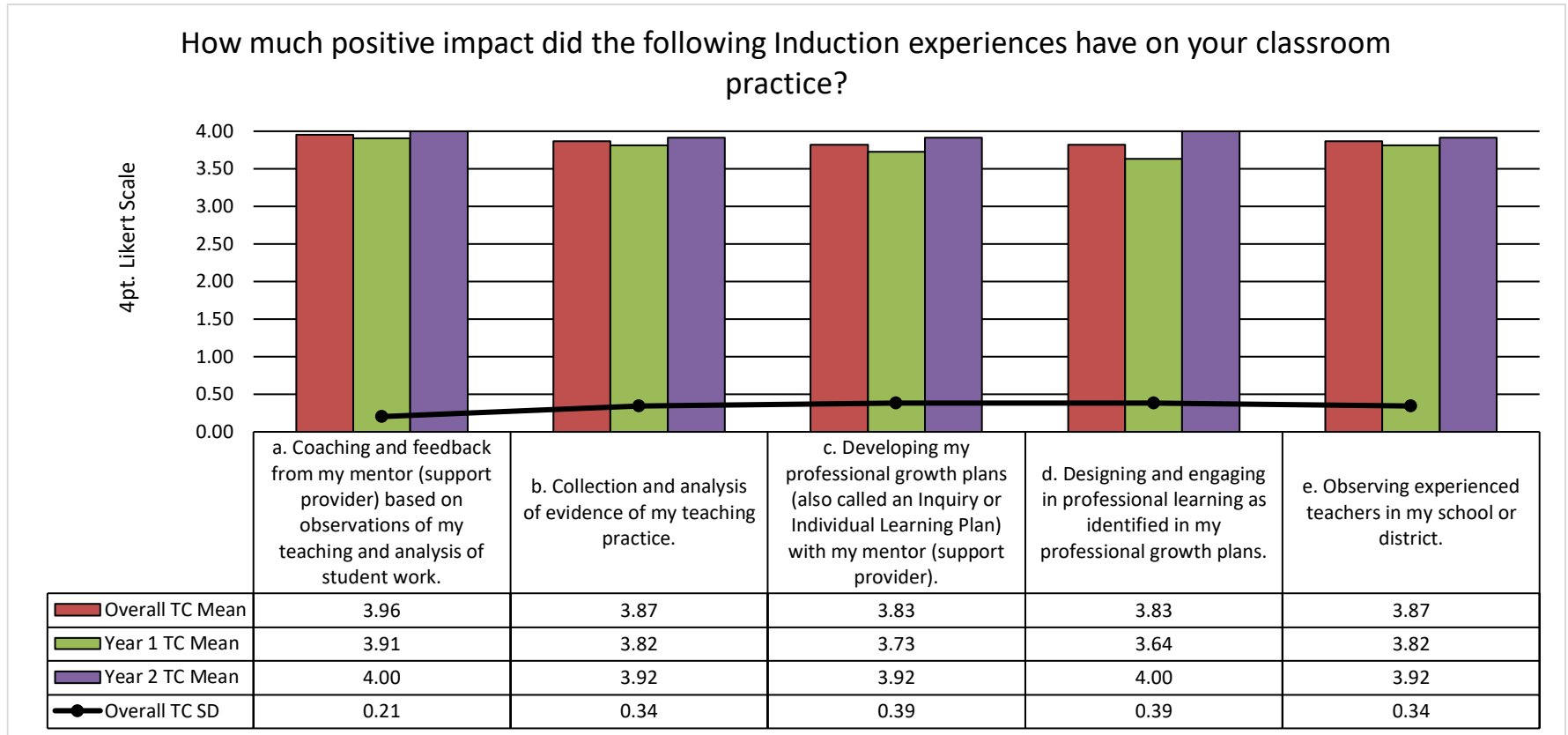
3.3.5 Extent Candidates Have Grown in Teaching Practice.

Figure 13: Candidate Growth in Teaching Practice



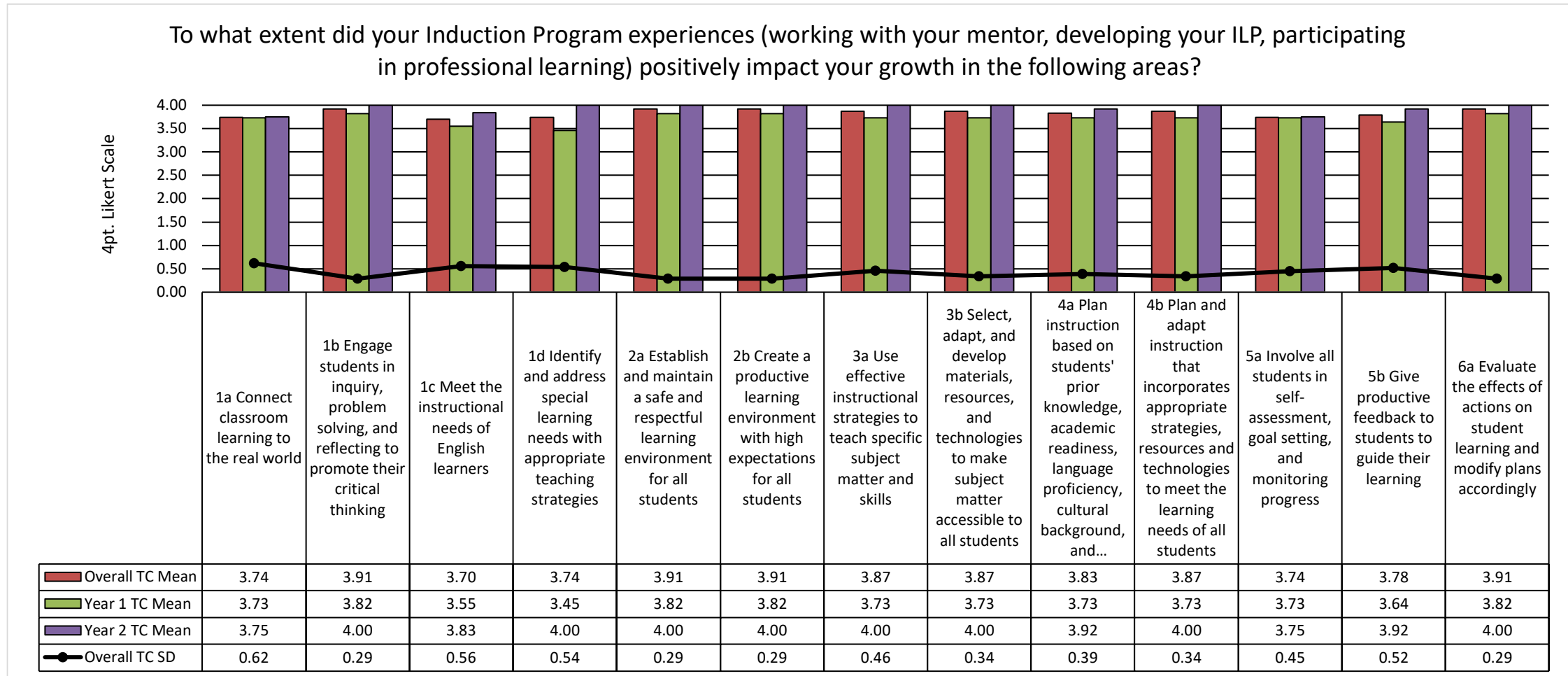
3.3.6 Extent Induction Program Experiences Positively Impacted Candidate Classroom Practice.

Figure 14: Impact of Induction on Classroom Practice



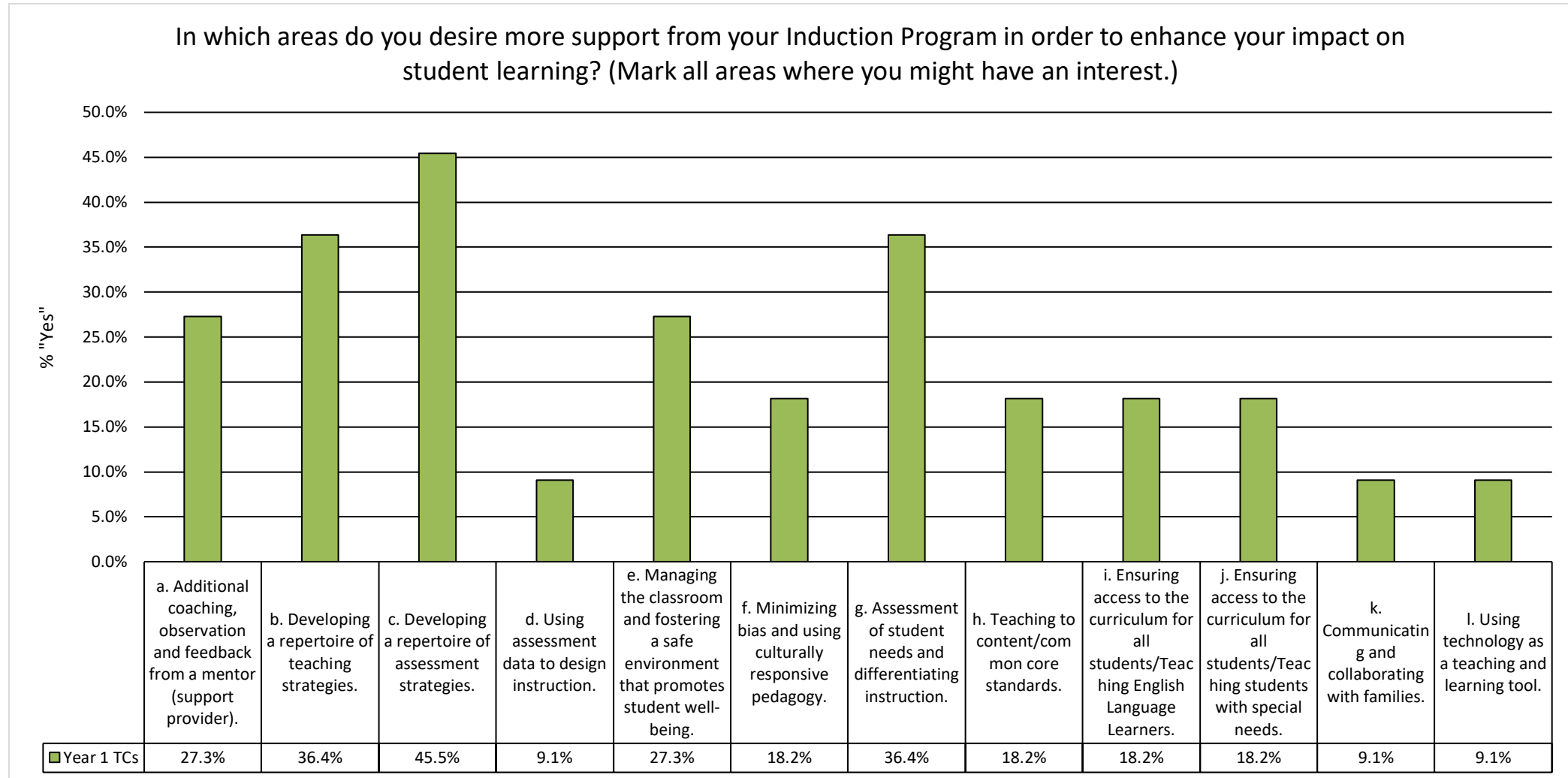
3.3.7 *Extent Induction Program Experiences Positively Impacted Teacher Candidate Growth in the following areas: (letters in front of each area is aligned to various CSTP):*

Figure 15: Impact on Candidate Growth in Various Elements of the CSTP



3.3.8 (1st Year Teacher Candidates only) In which areas do you desire more support from your Induction program in order to enhance your impact on student learning?

Figure 16: First-Year Candidates Desire More Support from Program to Enhance Impact on Student Learning.

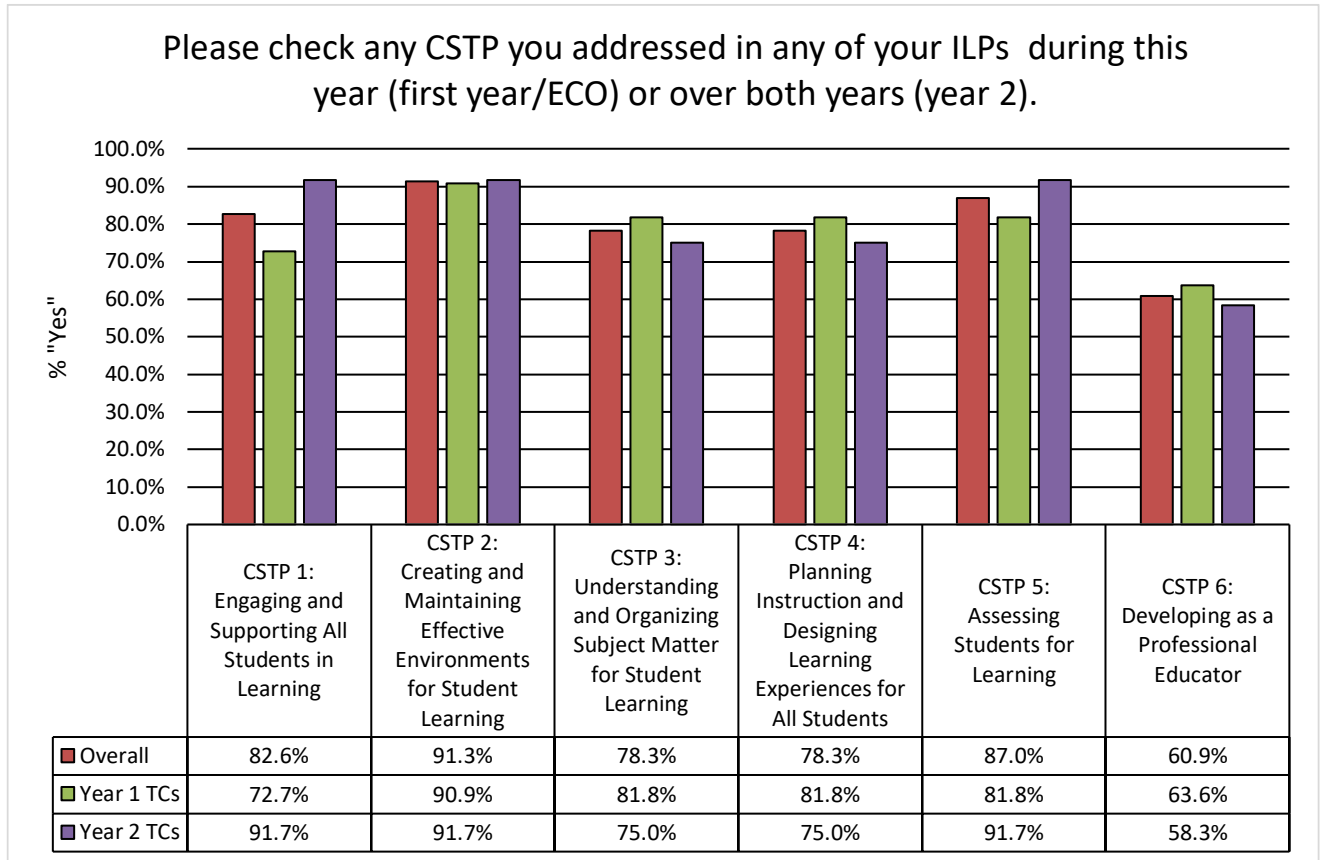


As a follow up to this question, first year candidates were asked the open-ended question: **“In what areas would you like more support or professional development?”** Their responses are shown below:

- Attend trainings geared towards special education,
- I would like more support on creating lessons that are culturally responsive and differentiated to all levels of students in the classroom. I would like to receive more strategies that will help students with special needs.
- I would like more support with time management and understanding the amount of time I should put into grade if student work, giving feedback, planning lessons, contacting parents, and dealing with classroom behaviors on a weekly basis.
- More opportunities to observe veteran teachers would be nice.
- PE specific professional development would be wonderful.

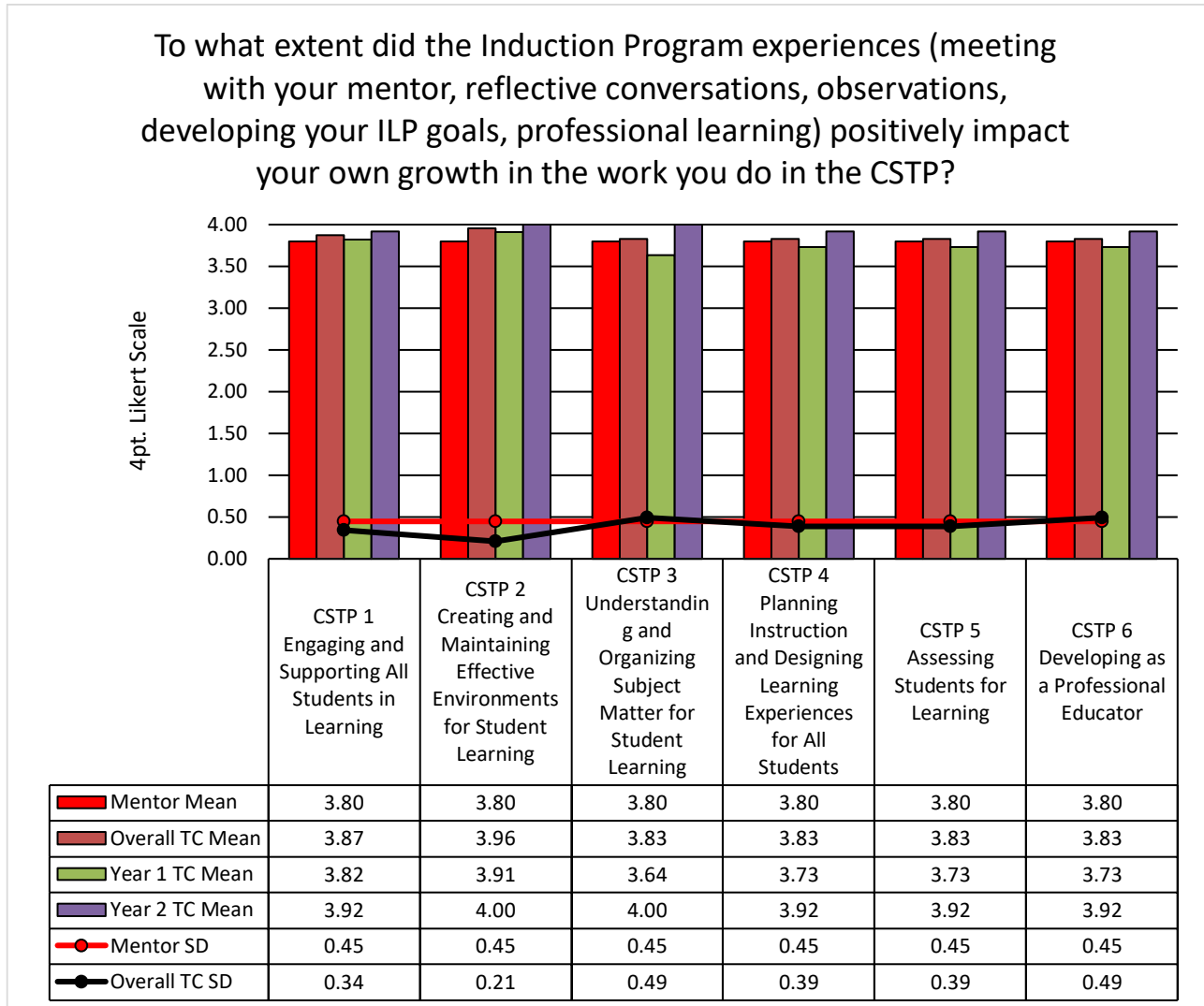
3.3.9 (Candidates only) Candidates Addressed the following CSTP in their ILPs during their time in this Induction Program

Figure 17: CSTP Addressed in Candidate ILPs during Induction



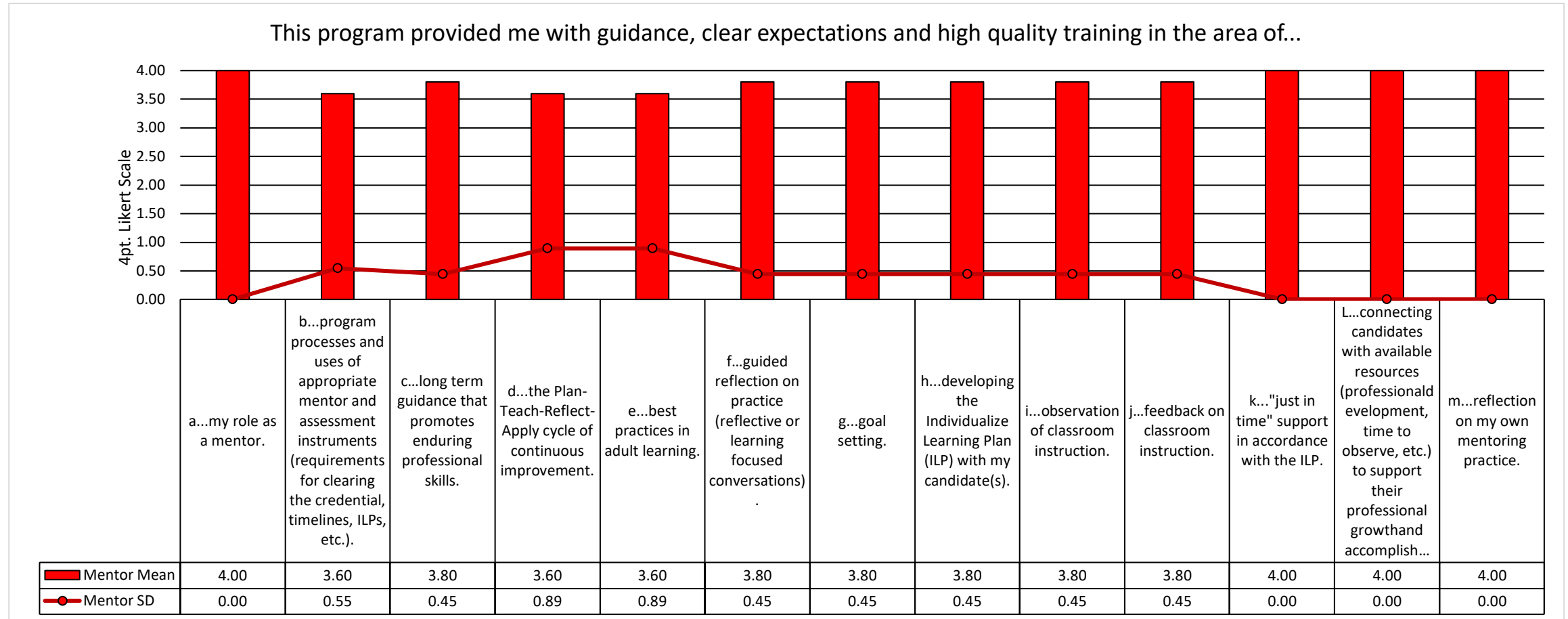
3.3.10 Extent Induction Program Experiences Positively Impacted Teacher Candidate and Mentor Growth in the CSTP

Figure 18: Impact of Program on Candidate and Mentor Growth in CSTP



3.3.11 Mentor Training Provided Guidance, Clear Expectations & High-Quality Training

Figure 19: Mentor Feedback on Training



3.4 QUALITATIVE COMMENTS

If you are a classroom teacher, what did you learn in this Induction Program that had the most positive impact on your work with your own students?

Mentors:

No comments made.

What was it in this Induction program that had the most positive impact on your work with your candidate(s)?

Mentors:

- My face to face weekly meetings with my candidates where I was able to actively listen, provide feedback, as well as use my coaching stems to question and help them reflect has had the most positive impact on my work with my candidates.
- The inquiry project and the weekly meetings. Both were connected to the daily work of a school.
- The most positive impact on my work with my candidates has to be the opportunity to work more with them in class.
- The time to meet with my candidate, reflect on his areas of strength and areas of need, and provide guidance and support.

What did you learn in this Induction Program that had the most positive impact on your work with your students?

Candidates:

- Being in the induction program I learned that being an effective teacher requires you being reflective. Also that team work can help you get through anything. I got so many ideas from my mentor and other teachers in the program. Different things work for different classrooms but it was helpful knowing we all have the same problems and being expressing ideas and listens you can be helped.
- Classroom Management. I was given many resources and training on classroom management and that alone took me a long way with my students. If you cannot get your students in line with you, then all of your other teaching skills cannot play a part in the long run.
- Coming in from an internship program, I was prepared to do projects and reflection. I was a bit nervous because I did not know what to expect in regards to my responsibilities in this program. I can say finishing off this first year of induction was a whole

new good experience because I was prepared to do the things that were asked of me. The program was a breath of fresh air in a sense that it was not demanding, stressful, and stringent. Joanna is a really good mentor and is flexible in helping me when I need the help even if it texting her on a Sunday afternoon. She really helped me immerse into the program and explained my responsibilities. She gives constructed feedback in my teaching as well as in regards to my induction documentation. Aside from my induction mentor, I really enjoyed looking at student learning in a different way through my inquiry project. Giving student a pre-assessment and post assessment is very valuable and it was not emphasized in my internship program. As a teacher you can see student growth but with valuable documentation it allows you to see the importance of what students' strengths and needs are. I will be doing pre-assessments from now on because it is a valuable tool. Finally, evaluating my teaching with the CTPs are also very helpful in reflecting how you are as a teacher and how you can improve.

- I feel that the most positive impact has been on my reflections of my lessons and assessments. Looking back, on my lessons and assessments gives me the opportunity to improve my students learning. I can determine if I can move forward or if i need to re-teach. The reflections also give me information on what strategies worked and what could be improved on.
- I learned classroom management strategies
- I learned how to create units of study that were engaging while also implementing technology in an educational way. I also was able to observe and learn many teaching strategies centered around collaboration, something which I will always try to implement in my classroom. I also learned of fun and exciting ways to get students talking, as well as ways to engage students in discussions both as a whole class and discussions with each other.
- I learned how to manage my class and dress the needs to all learners. I learned how to apply different strategies so that the needs of all my students could be met.
- I learned that I have a large group of people supporting me and they are motivated to help me succeed, they are reflective and give me a great insight into my teaching. I have learned that I can make a positive impact at my school and am contributing a great deal of success to my students. I have learned that my students challenge me and help me learn how to be a better teacher every year. I have also learned that although my students are very young, they are so capable and have achieved so much because i strive for them to learn more than our standards for our grade and continuously push them to be the best that they can be.
- I learned the importance of having supportive mentor and the collaboration with her. I had someone to talk to and made me feel comfortable when asking questions and/or support in the classroom. Reflecting on student work and preparing next steps for my students. Learning how to develop engaging academic centers for my classroom.
- I learned the importance of making connections with the kids is what helps keep them engaged.
- I learned to use consistency as a tool for dealing with student behaviors.

- I learned valuable classroom management skills. I also learned to plan and maintain strong collaborative partnerships and groups in all content areas.
- I think the most positive impact that occurred during my time in this Induction Program has been the many strategies that we have come up with to best teach my class. This year's class required a full repertoire to best teach and challenge students to the best of their ability. With my mentor, we discussed multiple seating arrangements, carpet time, behavior management strategies, possible discussions that needed to be brought to administration's attention and so forth. The support and feedback was not only helpful but was readily applicable and practical.
- I was brand new to the district and I was moved from kindergarten to 1st grade within the first few weeks of school already starting. Joanna, was a cheerleader from the beginning. She really helped me make the transition. Since I was new to 1st grade I needed a lot of help with "guided reading." Joanna gave me a ton of resources and helped me work out all the kinks. With all of her help I was able to run my guided reading groups effectively!
- I've learned to be flexible. I've realized that being more in tune with where my students are in terms of their readiness to learn is far more important than following a pacing guide. In being more in tune with where my kids are emotionally, physically, and cognitively I am better able to reach them and promote learning in a positive environment.
- My use of check in's and self assessment worked really well, as well as station teaching that I started implementing because of some ideas brought up during my meetings with Joanna.
- Out of my two years in the induction program, I have learned a tremendous amount about small groups. My first year I had a positive impact on my centers and how I can combine my shared reading with my guided reading groups. My second year I had a positive impact on my small group instruction. I learned how to incorporate reading passages and questions to help student's comprehension. In both years, I have learned a lot about how to strategically teach students at different reading levels. I have been taught how to do word work with my lower groups in one to two minutes, which sight words are appropriate for each level of reading, and finding goals for each reading group to challenge them.
- The coaching cycle they arranged was the most beneficial PD I ever participated in. The coaching cycle showed me how to create units of study rather than just using the district curriculum. The coaching cycle taught me how to make sure my lessons meet the rigor and complexity of the standards and showed the deficiencies in my district curriculum.
- The consistent feedback on my practices, along with the suggestions to enhance what I was already doing I feel had the most positive impact. I appreciate how the inquiry projects pushed my teaching practices further and strengthened how I reflect on lessons, and apply data to drive future lessons.
- The most beneficial thing that I learned through induction has been through NTN's. I felt like this year I was able to learn something at each one I attended that would positively impact my teaching.
- The variety of classroom management strategies that can be used and differentiated for students needs.

- This induction program has taught me that I am not alone in my struggles and that there is a village within this program and HESD as a whole that wants me to succeed and is there for me. Being able to lean on my mentor, teaching partners, coaches, etc. allowed me to make it through the difficult times I experienced throughout the year. The work in the induction program pushed me to dive deep into improvements I can make to my teaching in order to provide equitability to my students and pushing them to do their best. My inquiry project allowed me to grow as a teacher because it made me enlarge the lense in which I look through while I teach and pinpoint deficits in my teaching as well as my students learning and make the appropriate adjustments in order for us to all be successful together.

What could this Induction program have done to help you be more effective?

Candidates:

- At the moment, there is nothing I can think of that would help me be more effective. This program has been helpful the last two years and I have learned a lot.
- Due to a shortage of substitute teachers and school closures due to the virus, I only was able to observe a master teacher for the general education classroom once in the fall. I would have liked an opportunity to observe another master teacher in the spring.
- Honestly, I never felt alone during this year. I knew support and help was always a message or phone call away and I definitely utilized that.
- I don't think this Induction program could have done anything to be more effective. I have found tremendous support from my mentor and other coaches throughout this process.
- I feel as if this induction program offered everything I needed to be successful.
- I feel that observations of fellow grade level teachers would have been very helpful.. I understand that due to a substitute shortage that was not possible. The learning lab was very beneficial and hopefully it will be implemented next year, possibly utilizing the after-school program.
- I feel that this induction program has done a lot to help me be more effective, I don't know what else they can do. This induction program has given us PD's that have been so helpful in implementing the strategies in our class. My coach has been amazing and has definitely pushed me outside my comfort zone in a good way, that I feel helped me become a better educator. We were always up to date on things that were going to be due and assignments coming up. The program really did well with my admin in terms of goals for me. My admin was so on board with the induction program that he offered to give me two more days of subs, if I wanted to observe veteran teachers. The induction would find the best veteran teacher in our district to help us in our ILPs. They even would book the subs for us and there was never any added pressure. I feel that this induction

program dedicates 110% of itself to the new teachers and supports them in anyway that it can. This program goes above and beyond for its candidates.

- I felt HESD went above and beyond! They offered lots of support, resources, workshops, and opportunities to collaborate. I can't think of anything extra they could've have done to help me be more effective.
- I really enjoyed the writing lab that i was a part of in the beginning of the year. We were involved in the entire process of the observation and it was much more beneficial than just observing another teacher. It gave me a lot of new insight and really helped me see things through many perspectives.
- I would have appreciated more chances to observe colleagues.
- I would have like to observe a teacher of my same grade level.
- It was an amazing program! I couldn't have expected more!
- This program has been fantastic. I will thoroughly miss Joanna next year.
- Observing more special education programs, and academic workshops
- The program could have brought people from outside the district to host NTN's so we could see what other people in the state do.
- The program could have given my mentor more resources on Physical Education in our district from the beginning of the school year but overall the experience was so great!
- The program was sufficient in supporting this area.
- This induction program could have helped me by providing with more guidance on managing behaviors in the classroom and what steps to take when a behavior is inappropriate

Mentors:

No comments made.

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

Candidates:

- The biggest thing on my mind for next school year is how much of a deficit my new students coming in will have having missed a whole trimester this school year. I would like to see support in effective review that can help students bridge the gaps they are inevitably going to have at the beginning of next school year.

- A structured curriculum for all students and organized zoom schedules.
- Allowing us to have our class list sooner to set-up student accounts sooner so we can be ready to go on day one. Also, providing the students with their laptops as soon as possible at the beginning of the year and as many parent “how to videos” in regards to the use of technology and the programs we frequently use on the laptops.
- Apply information that students missed in their previous year in a timely and effective manner so that the standards in 4th grade aren't being cut short or rushed through during the year.
- As we start the new school year, it would be helpful to have a PD in how to address the uncertainty of a school closure and how can students slowly go back to normalcy in a school setting. Maybe have school psychologists gives us some guidance to help those students who were greatly affected by it and not having a set routine.
- Continue giving support in areas that will be adjusted. Such as where instruction will begin for students who missed the end of the school year, etc.
- Continuing to learn more ways to implement technology in the classroom and ensuring all students have access to devices at home TK-2nd grade
- For next school year, I think it would be helpful to know how to manage a classroom full of students who have been learning outside of a classroom for about 5 months. What would be the best way to ease students to getting used to a classroom setting? How can we engage students who got used to learning virtually?
- Guide and support us to get ourselves and our students back to the normalcy of school.
- How to incorporate the standards missed from 3rd trimester into the beginning of next year, while still staying on track for the year.
- I am not sure. I am switching grade levels.
- I feel like the school districts will have to slow down next year to review all the time we lost with the students. So as long as the induction program realizes this slow down and plans accordingly with us, that will be very helpful.
- I feel that with the school closure, induction was still as effective. So next year it will be the same as if the school never closed.
- I think that we should take into consideration where students start the year off and just meet them at their level.
- If possible, it would be nice if my mentor could check in on my class next year at the beginning of the year. I do feel confident with the coaching I have received the last two years before the school closures however, to begin the new year with a strong start.
- It will no doubt be essential to have PD days to inform our practices since we will need to cover standards that were missed per the school closure. With this in mind, I think most teachers would welcome the time to plan and get their classrooms ready with their teams and/or individually.
- Just a simple check in with my mentor! I really miss her and I miss our face to face conversations!

- One thing that I think would be most helpful for me starting out next year, would be to get the veteran observations that I wasn't able to observe because of Covid-19.
- Online learning!! Our school closure came so quickly and time was wasted learning how to reach our students through online learning.
- Pacing suggestions for the beginning of the year to fill in the holes from the last two months of the students school year.

Mentors:

- Focus on social emotional health (students, parents, staff) Continued opportunities to work virtually as needed.
- One thing that might be helpful next year, is prepare the teachers with distance learning tools.
- -Provide us time with the tech coach to go over any new platforms or technology ideas that could help us support our candidates going forward if school closures or modifications continue to happen.