

# **Teacher Induction Program**

## **Site Administrator Survey Report 2019-2020**

prepared for the

**Hanford Elementary School District**

by



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## 1.1 EXECUTIVE SUMMARY

This survey of site administrators was part of the formative and summative program evaluation of this Teacher Induction Program. Its purpose was to both collect evidence for program effectiveness and to assist the program leadership in know where to support site administrators as they work with induction teacher candidates. After a few questions regarding district priorities and preparation, the key questions are:

- Is the district supportive of new teachers?
- Are schools of education appropriately preparing new teachers?
- Are mentors well prepared and doing a high-quality job of supporting new teachers?
- Do site administrators understand the support structures of new teachers and the credentialing process?
- Are site administrators creating an environment and support structures that will enable teacher candidates to be successful?

Results pointed to evidence that:

- The survey itself is highly reliable and valid.
- Standard deviations were within the normal range. This indicates that generally site administrators have the same perceptions and experiences with new teachers and this program.
- It can be said that site administrators have very positive perspectives regarding this program. All results were in the "very strong" area (3.5-4).
- Of the 10 responding administrators gave a perfect 4 out of 4 for the extent this district places a high priority on and strongly supports teacher candidates and for mentor preparation to do a high-quality job of supporting new teachers.
- When asked to rate their own ability, site administrators gave a perfect 4 out of 4 to the following areas:
  - protecting teacher candidate time by limiting extra duties and responsibilities
  - providing teacher candidates with needed resources and supplies
  - providing teacher candidates with resources necessary to accomplish their professional growth plans, and
  - clearly articulating expectations for teacher candidates.
- Site administrators gave the lowest rating to the extent they believe teachers have been well prepared by their schools of education; thought this was still rated at 3.5 out of 4.
- There is some slight evidence that using the CSTP to guide professional learning within the school and their own support efforts might be an area where they could use additional focus and practice.

Mean results and standard deviations for individual questions are shown in the table that follows. All questions are on a positively skewed four-point forced choice Likert scale. The results are color coded as follows: green indicates where site administrators gave high ratings or believe they have strong skill (3.75 out of 4), and red indicates areas where site administrators gave lower ratings (below 3.0 out of 4) or might benefit from more support or professional learning. In addition, significant statistical differences between results for the "All Site Administrator" mean and the other two disaggregated results by yellow highlighting in any numerical response.

<b>2019-2020 Induction Site Administrator Survey Quantitative Conclusions</b>	<b>Overall Site Administrator Mean</b>	<b>Site Admin with General Education Candidates</b>
a)...distributing challenging students among various classrooms.	3.80	3.78
b) ...protecting teacher candidate time by limiting extra duties and responsibilities.	4.00	4.00
c) ...providing teachers candidates with needed resources and supplies.	4.00	4.00
d) ...placing teachers candidates in classrooms that optimize their chances for success.	3.90	3.89
e) ...providing teachers candidates with resources necessary to accomplish their professional growth plans.	4.00	4.00
f) ...ensuring that teachers candidates and their mentors have dedicated time for observation of colleagues, professional development, and personal interaction in order to discuss teaching practice.	3.90	3.89
g) ...clearly articulating expectations for teachers candidates.	4.00	4.00
h) ...visiting teacher candidate classrooms, providing them feedback, and helping them set goals.	3.90	3.89
I) ...using evidence to measure professional standards(CSTP) and guide my own support efforts.	3.70	3.78
j) ...engaging teachers candidates in the continuous improvement process using evidence-based inquiry.	3.80	3.78
k) ...focusing on the strengths and providing support for the areas of growth identified in my evaluations of my teacher candidates.	3.70	3.78
l) ...maintaining regular personal communication with my teacher candidates.	3.80	3.78
m) ...facilitating teacher candidate participation in professional learning opportunities.	3.80	3.78
n) ...facilitating teacher candidate observation of exemplary experienced teachers.	3.80	3.78
o) ...using the CSTP to structure professional learning opportunities at my school.	3.60	3.56
p) ...assisting teacher candidates in my school to engage with and integrate into the larger professional community of teachers.	3.80	3.78
q) ...supporting and helping to develop teacher candidates into effective and caring faculty.	3.90	3.89
r) ...engaging in my own learning and increasing my own effectiveness through reflection and study.	3.90	3.89

a. My district places a high priority on and strongly supports teacher candidates.	4.00	4.00
b. I have a clear understanding of the support structures and credentialing processes for teachers at my site who do not yet have a Clear Credential (teacher candidates).	3.80	3.78
c. My experiences with the teacher candidates in my school have led me to believe that they have been well prepared by their schools of education.	3.50	3.56
d. I believe mentors in my school are well prepared and are doing a high quality job of supporting and assessing teacher candidates.	4.00	4.00

**Table 1**

## 1.2 SURVEY DESIGN AND ANALYSIS METHODOLOGY

The overall program evaluation of this Teacher Induction Program was designed to collect information from all stakeholders using multiple methods and at varying times to assess the extent the program is attaining excellence in the *Teacher Induction Program Precondition and Program Standards* and the *Common Standards* as required by the *California Commission on Teacher Credentials*. The individual questions in this survey of mentors were designed to collect information around the following:

- Precondition 3: Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
- Common Standard 1: Institutional Infrastructure to Support Educator Programs
- Common Standard 2: Candidate Recruitment and Support
- Program Standard 1: Program Purpose
- Program Standard 2: Components of the Mentoring Design, and
- Program Standard 3: Designing and implementing Individual Learning Plans within the Mentoring System.

In addition to Standards and Preconditions, the questions were also designed around the research regarding what site administrators should know and be able to do to support new teachers. These are described in the *Professional Standards for Educational Leaders* (the National Policy Board for Educational Administration) (PSEL), and the *ASCD Core Induction Tasks for Principals* (ASCD). (Alignments of individual questions to all standards and research are sent to the Program Director/Coordinator in a separate document so that this evidence can easily be prepared for Leadership Meetings or for CTC Site Visits.)

In order to test internal validity, the scores for each question within the survey were compared 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. 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. A response rate of at least 80% indicates that results are most likely 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 DEMOGRAPHICS

#### 1.3.1 Number of Years as a Site Administrator

<b>Total Site Administrators Responding</b>	<b>10</b>
This is my first year.	0
2-5 years	1
6 or more years	9

Table 2

#### 1.3.2 Number of New Teachers Site Administrators Reported Pursuing Various Credentials

<b>Total Site Administrators Responding</b>	<b>10</b>
General Education teacher candidates	9
Education Specialist teacher candidates	3
CTE (Career Technical Education) teacher candidates	0
Intern teachers	8
Teachers on PROVISIONAL Internship Permit (PIP)	3
Teachers on Short-Term Staff Permit (STP)	1
Other (please specify)	0

Table 3

### 1.4 RATINGS FOR DISTRICT PRIORITY, PROGRAM UNDERSTANDING, CANDIDATE PREPARATION AND HIGH-QUALITY MENTORING

Figure 1 plots the mean response (as a blue bar) and the variation of the responses as a standard deviation (as a blue line) for each question regarding district priority place on teacher candidates, understanding of the program, extent candidates have been prepared, and extent mentors are doing a high-quality job. Standard deviations are within the normal range (below 1.0) mean site administrators general agree on responses.

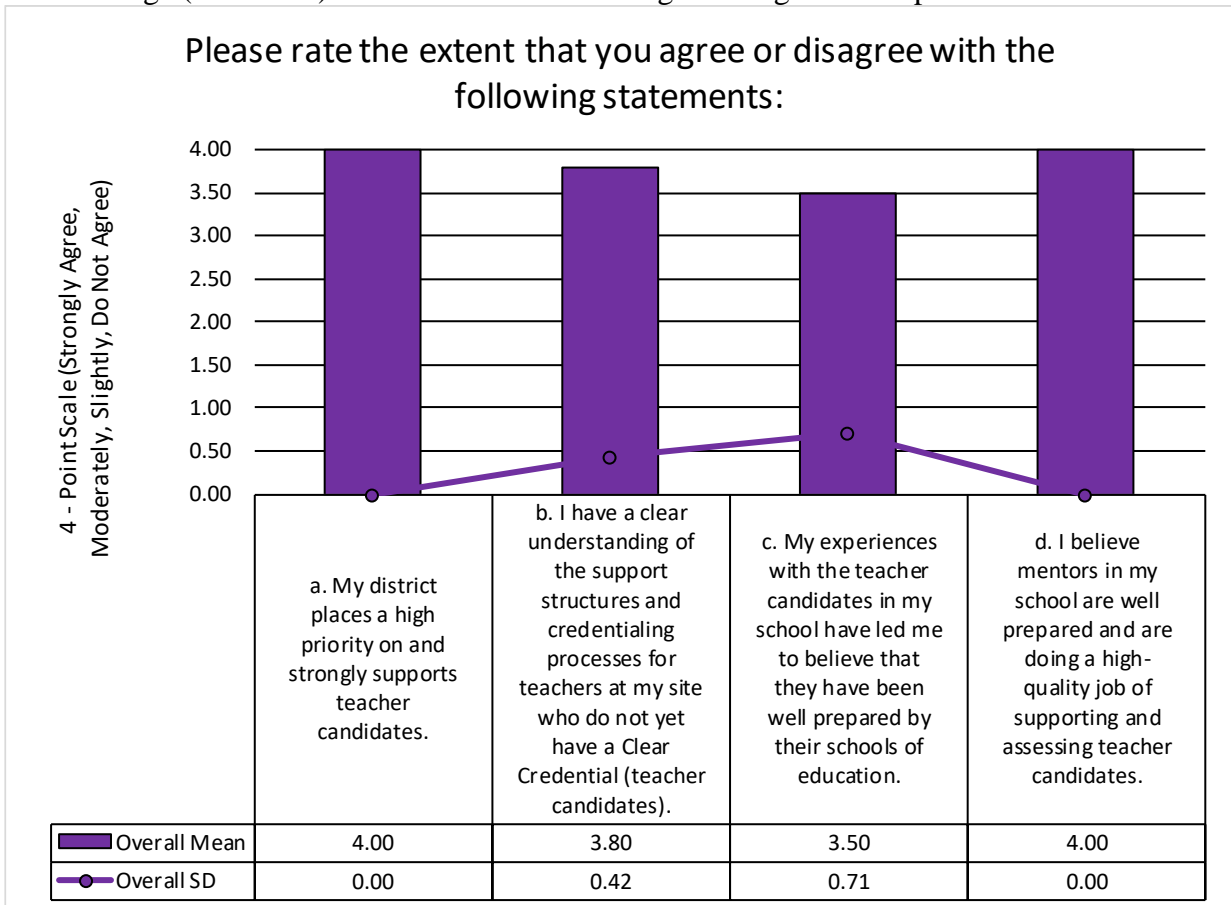


Figure 1



## **1.5 SITE ADMINISTRATOR SELF-RATINGS**

The second set of questions had to do with areas that research has shown are within the scope of what site administrators should be doing to ensure teacher candidates are successful. Again, mean ratings are shown by bars with standard deviations blue lines.

Note that the “Overall Mean” includes all responses from Site Administrators; even if they did not have any General Education or Education Specialist candidates in their school.

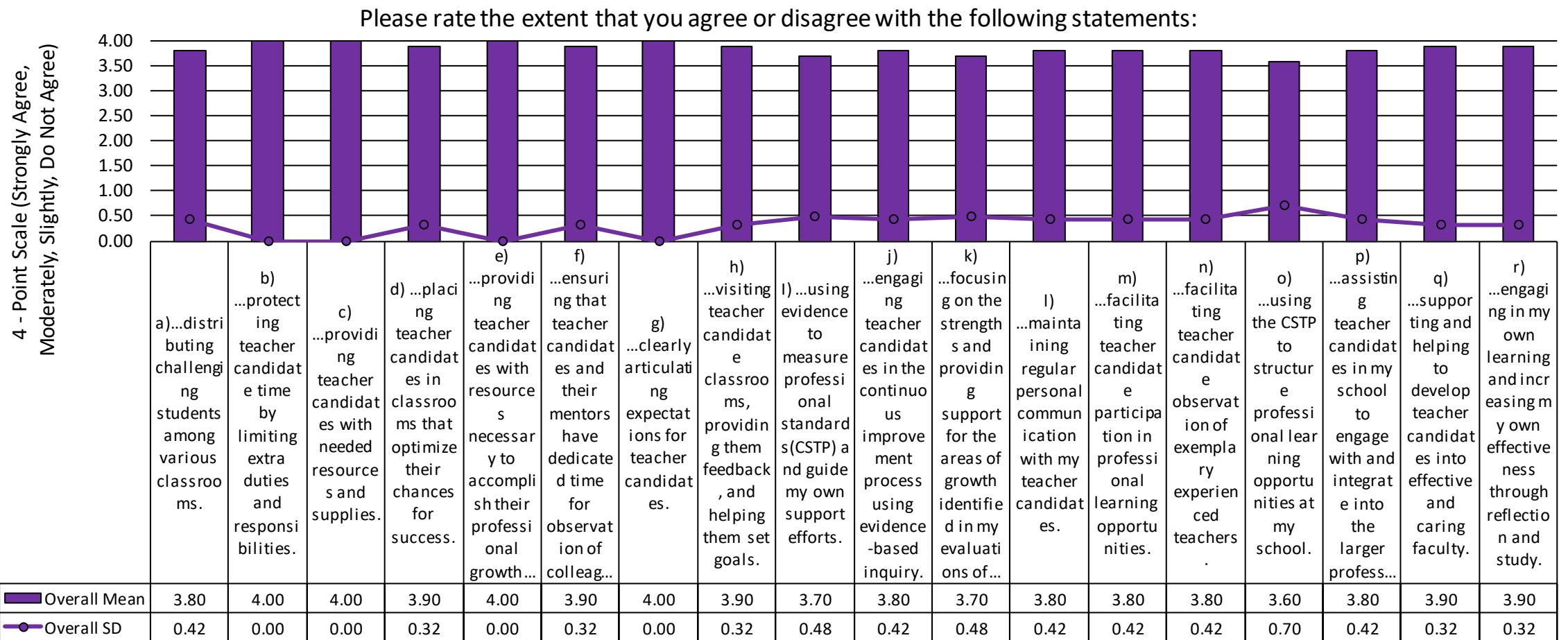


Figure 2

### 1.5.1 Rank Order and Standard Deviations for Rating Questions

Rating questions 2a-2r are shown in rank order (highest to lowest) along with the associated standard deviations. This is the result for the combined group of site administrators (all that responded no matter what credential their teacher candidates are pursuing).

<b>2019-2020 Induction Site Administrator Survey Quantitative Conclusions</b>		
<b>Please rate the extent that you agree or disagree with the following statements: "I have been generally successful at..."</b>	<b>Mean</b>	<b>Standard Deviation</b>
b) ...protecting teacher candidate time by limiting extra duties and responsibilities.	4.00	0.00
c) ...providing teachers candidates with needed resources and supplies.	4.00	0.00
e) ...providing teachers candidates with resources necessary to accomplish their professional growth plans.	4.00	0.00
g) ...clearly articulating expectations for teachers candidates.	4.00	0.00
d) ...placing teachers candidates in classrooms that optimize their chances for success.	3.90	0.32
f) ...ensuring that teachers candidates and their mentors have dedicated time for observation of colleagues, professional development, and personal interaction in order to discuss teaching practice.	3.90	0.32
h) ...visiting teacher candidate classrooms, providing them feedback, and helping them set goals.	3.90	0.32
q) ...supporting and helping to develop teacher candidates into effective and caring faculty.	3.90	0.32
r) ...engaging in my own learning and increasing my own effectiveness through reflection and study.	3.90	0.32
a) ...distributing challenging students among various classrooms.	3.80	0.42
j) ...engaging teachers candidates in the continuous improvement process using evidence-based inquiry.	3.80	0.42
L) ...maintaining regular personal communication with my teacher candidates.	3.80	0.42
m) ...facilitating teacher candidate participation in professional learning opportunities.	3.80	0.42
n) ...facilitating teacher candidate observation of exemplary experienced teachers.	3.80	0.42
p) ...assisting teacher candidates in my school to engage with and integrate into the larger professional community of teachers.	3.80	0.42
i) ...using evidence to measure professional standards(CSTP) and guide my own support efforts.	3.70	0.48
k) ...focusing on the strengths and providing support for the areas of growth identified in my evaluations of my teacher candidates.	3.70	0.48
o) ...using the CSTP to structure professional learning opportunities at my school.	3.60	0.70

<b>Please rate the extent that you agree or disagree with the following statements:</b>	<b>Mean</b>	<b>Standard Deviation</b>
a. My district places a high priority on and strongly supports teacher candidates.	4.00	0.00
d. I believe mentors in my school are well prepared and are doing a high quality job of supporting and assessing teacher candidates.	4.00	0.00
b. I have a clear understanding of the support structures and credentialing processes for teachers at my site who do not yet have a Clear Credential (teacher candidates).	3.80	0.42
c. My experiences with the teacher candidates in my school have led me to believe that they have been well prepared by their schools of education.	3.50	0.71

**Table 4**

## **1.6 RESPONSES TO QUALITATIVE QUESTIONS**

Site Administrators in this program were asked two qualitative questions and then given an opportunity to add comments. Those questions and the responses (sic.) are shown in the two sections below.

### **1.6.1 In what areas do you believe your new teachers would benefit from additional support or professional development?**

- -student engagement strategies -helping student own their learning -being responsive to student needs and adjusting instruction accordingly
- New teachers can benefit from additional support in effective reading instructional strategies. Specifically when it relates to guided reading and supporting struggling readers.
- Classroom management
- Classroom management
- Lesson balance (length and pace of a lesson, knowing when to move on). Engaging reluctant students. Monitoring system to collect student data (more for math).
- Classroom management Planning lessons/units based on assessment Utilizing the Formative Assessment Process Checking for Understanding
- continued feedback, colleague visits, lab visit (with multiple classrooms and the opportunity to ask questions of the teachers holding labs, PDs to support needs.
- Utilizing the formative assessment cycle and the importance of being reflective upon their instructional practices. The importance of seeking assistance when needed.
- Dealing with difficult students

### **1.6.2 In which areas could this Induction Program give you additional assistance as you support new teachers?**

- Our program does a great job of communicating updates and keeping us apprised of what teacher candidates are currently working on. In addition, the New Teacher Networks have served as a great support for teachers.
- credential requirements
- Effective feedback
- More time for teacher candidates to meet and discuss best practices with admin, mentors, and team members.
- Utilizing the Formative Assessment Process
- continued feedback on how candidates are doing and how they are being supported.
- Clearer and more frequent communication with the coach when something of concern may arise.

## 1.7 DISAGGREGATED AND COMPARATIVE RESPONSES BASED ON TYPE OF CREDENTIAL CANDIDATE PURSUING IN THAT SCHOOL

Note that the “Overall Mean” reflects every response, not just responses from those site administrators who have Induction candidates in their school.

### 1.7.1 By Various Credential New Teacher is Pursuing

The table below shows disaggregated responses for all questions from site administrators with new teachers pursuing various credentials in the school. Results can only be shown where there are four or more respondents in any category. Color coding indicates areas where ratings were comparatively high (3.75 or above out of 4 - green) or low (below 3.0 out of 4 - red).

Please rate the extent that you agree or disagree with the following statements: "I have been generally successful at..."	Overall Site Admin. Mean	Supporting Intern Teachers
a)...distributing challenging students among various classrooms.	3.80	3.88
b) ...protecting teacher candidate time by limiting extra duties and responsibilities.	4.00	4.00
c) ...providing teachers candidates with needed resources and supplies.	4.00	4.00
d) ...placing teachers candidates in classrooms that optimize their chances for success.	3.90	3.88
e) ...providing teachers candidates with resources necessary to accomplish their professional growth plans.	4.00	4.00
f) ...ensuring that teachers candidates and their mentors have dedicated time for observation of colleagues, professional development, and personal interaction in order to discuss teaching practice.	3.90	3.88
g) ...clearly articulating expectations for teachers candidates.	4.00	4.00
h) ...visiting teacher candidate classrooms, providing them feedback, and helping them set goals.	3.90	3.88
i) ...using evidence to measure professional standards(CSTP) and guide my own support efforts.	3.70	3.63
j) ...engaging teachers candidates in the continuous improvement process using evidence-based inquiry.	3.80	3.75
k) ...focusing on the strengths and providing support for the areas of growth identified in my evaluations of my teacher candidates.	3.70	3.63
L) ...maintaining regular personal communication with my teacher candidates.	3.80	3.75
m) ...facilitating teacher candidate participation in professional learning opportunities.	3.80	3.75
n) ...facilitating teacher candidate observation of exemplary experienced teachers.	3.80	3.75

o) ...using the CSTP to structure professional learning opportunities at my school.	3.60	3.50
p) ...assisting teacher candidates in my school to engage with and integrate into the larger professional community of teachers.	3.80	3.88
q) ...supporting and helping to develop teacher candidates into effective and caring faculty.	3.90	3.88
r) ...engaging in my own learning and increasing my own effectiveness through reflection and study.	3.90	3.88
<b>Please rate the extent that you agree or disagree with the following statements:</b>	<b>Mean</b>	<b>Mean</b>
a. My district places a high priority on and strongly supports teacher candidates.	4.00	4.00
b. I have a clear understanding of the support structures and credentialing processes for teachers at my site who do not yet have a Clear Credential (teacher candidates).	3.80	3.88
c. My experiences with the teacher candidates in my school have led me to believe that they have been well prepared by their schools of education.	3.50	3.63
d. I believe mentors in my school are well prepared and are doing a high quality job of supporting and assessing teacher candidates.	4.00	4.00

**Table 5**