Hanford ESD Teacher Induction Program
2020-2021

A Report on the Mid-Year Survey of Candidates & Mentors

prepared for the

Hanford Elementary School District

by the

Sinclair Research Group

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1 EXECUTIVE SUMMARY

The 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 questions focused on two key questions that research has shown are of prime importance to the success of induction teacher candidates:

1. Is this Teacher Induction Program (TIP) being implemented in accordance with the require CTC Standards?
2. Are candidates and mentors provided with the environment, support, professional learning, and resources that will ensure they are successful in their role and with students?

Results give evidence that:

- Standard deviations for 4pt. Likert-scale questions were below 1.0. This means that respondents answered rating questions in the same manner, indicating they have similar perceptions about/experiences in the program.
- All candidates (100%) report being assigned a mentor within 30 days of them beginning teaching, and 100% of candidates report "actually beginning" to work with their mentor within one month of entering this Induction program. 100% of candidates report they are meeting an hour per week about issues related to teaching practice. Forty percent of candidates report they are meeting one-on-one and 100% of candidates report they developed ILP goals within the first 60 days they were enrolled in the program.
- It can be definitively stated that this program is being implement in accordance with the required CTC Standards.
- All candidates report having brought a Bridging Document with them into this Induction Program and report that it was used moderately (3.30 out of 4) in alignment to create their first ILP.
- While the majority (70%) of candidates report not having any outstanding requirements for their preliminary credential, COVID-19-related school closures affected some candidates. three candidates report needing to complete their Teacher Performance Assessment, two need to complete their Reading Instruction Competency Assessment, and one needs to complete both the RICA and a TPA.
- Candidates overall gave the program strong ratings (3.70-3.90) for the various aspects of program effectiveness (supports the consistent practice of reflection, multiple opportunities to assess on professional standards, professional standards provide a roadmap to guide work, evidence aligned to professional standards are foundational to work, and access to needed resources).
- Areas of additional support that were most frequently requested were using technology as a teaching and learning tool, developing a repertoire of assessment strategies, using data to design instruction, and teaching to content/common core standards.
- General morale among candidates was rated at 69 out of 100, lower than the previous year.
- Generally, it can be said that candidates are provided with the environment, support and professional learning and resources that will ensure they are successful in their role and with students.

Mean results for individual questions Disaggregation by 1st and 2nd year teachers, along with descriptive figures, charts, tables and standard deviations are shown in the body of the reports in the follow-up sections. Groups with less than four respondents are not shown in charts and tables, as they are not quantitatively reliable. However, qualitative comments for groups with less than four respondents are included.

All rating question responses were designed to use either a positively skewed four-point forced choice Likert scale or frequency data. The four-point results in the table 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). Questions with frequency results are shown as percentages. Where applicable, the percentage results in the table are color coded as follows: **green** indicates where results are above 90% affirmative, **red** indicates where results are below 80% affirmative. Yellow indicates statistically significant differences (at a level of 0.626) between role groups.

All questions are designed to collect evidence around the *Pre-Conditions, Common and Program Standards.* (These are explained further in the next section: Survey Design and Methodology). Program Directors/Coordinators are given an alignment between the questions asked and the Standards in a separate document for use in Leadership Meetings or Commission on Teaching Credentialing examinations.

1.1 DEMOGRAPHIC DATA

The following table shows the total number of respondents from this Teacher Induction Program to both the *Teacher Candidate Mid-Year Survey* and the *Mentor Mid-Year Survey*. Note that groups with fewer than four respondents were omitted from the quantitative analysis. However, qualitative responses from groups with less than four are included in the report.

Table 1:Demographic Breakdown of Mid-Year Survey Respondents

Teacher Induction Program Demographics	# of Respondents
Total Respondents	21
Total Candidates	20
Year 1 Candidates	9
Year 2 Candidates	10
ECO Candidates	1
Candidates clearing more than one credential type	1
Mentors	1
Mentors with Year 1 Candidates	1

Responses from this group are reflected in the following analysis in this section. Note that one candidate reported working to clear more than one credential. There must be a minimum of 80% of possible participants responding to the survey for it to be considered reliable and valid. (In the case of programs with under 50 in any disaggregated group, the response rate should be 90%). The higher the response percentage, the more reliable the results as they apply to this program.

Table 2: Candidate Mid-Year Survey Quantitative Results

***Candidate* Teacher Induction Mid-Year Survey Results 2020-2021**	**Percent**	
Were you assigned a mentor within 30 days of BEGINNING YOUR TEACHING? *(% Yes)*	100.0%	
When did you actually begin working with your mentor in this first year of this Induction Program? (% began within one month or sooner)	100.0%	
Before or at the same time as you ENROLLED in this Induction Program	60.0%	
Within one week of ENROLLING in this Induction Program	30.0%	
Within one month of ENROLLING in this Induction Program	10.0%	
Approximately two months after ENROLLING…	0.0%	
I was assigned a mentor but have not yet worked with him/her.	0.0%	
I have not yet been assigned a mentor this academic year.	0.0%	
Did you develop Individualized Learning Plan (ILP) goals with your mentor within the first 60 days you were ENROLLED in this Teacher Induction Program? *(% Yes)*	100.0%	
Did you receive clear guidance (either via a handbook or in-person) regarding the expectations of this program and how to clear your credential? *(% Yes)*	100.0%	
Did you bring a Bridging Document or Preliminary Credential Transition Plan (PTP) with you when you entered this Induction Program?	**Percent**	
Yes	100.0%	
No	0.0%	
I'm not familiar with these terms	0.0%	
	Mean	**SD**
If YES, to what extent was your 1st ILP guided by and aligned to your Bridging Document or Preliminary Credential Transition Plan (PTP)?	3.30	0.95
Generally, are you meeting, in person or remotely, with your mentor (or with someone else, but coordinated by your mentor) for an average of at least one hour per week about issues related to your teaching practice? *(% Yes)*	100.0%	
Generally, are meetings with your mentor one-on-one or in a group?	**Percent**	
one-on-one	40.0%	
in a group	60.0%	
On which of the CSTP(s) is/are your current Individual Learning Plan (ILP) and professional learning focused? (Mark all that apply.)	**Percent**	
CSTP 1: Engaging and Supporting all Students in Learning	85.0%	
CSTP 2: Creating and Maintaining Effective Environments for Student Learning	40.0%	
CSTP 3: Understanding and Organizing Subject Matter for Student Learning	45.0%	
CSTP 4: Planning Instruction and Designing Learning Experiences for all Students	40.0%	
CSTP 5: Assessing Students for Learning	25.0%	
CSTP 6: Developing as a Professional Educator	15.0%	
Other	0.0%	

Do you have any of the following requirements to complete, stemming from your preliminary credential program and COVID-19-related school closures?	**Percent**	
Teacher Performance Assessment (CalTPA, EdTPA, etc.)	15.0%	
Reading Instruction Competency Assessment (RICA)	10.0%	
Both TPA and RICA	5.0%	
I have completed all assessments necessary for my preliminary credential.	70.0%	
Please rate the extent you agree or disagree with the following statements:	**Mean**	**SD**
a. The Induction process I experience in this program supports the consistent practice of reflection on the effectiveness of instruction and student achievement.	3.90	0.31
b. There are multiple opportunities during my Induction experiences for me to assess my progress towards mastery of the CSTP (or equivalent district standards/frameworks).	3.85	0.37
c. The CSTP (or equivalent standards/frameworks) guide and provide a road map for the support and assessment I receive from my mentor.	3.85	0.37
d. Evidence aligned to the CSTP (or equivalent standards/frameworks) are the foundation of the work my mentor and I do in planning for professional learning.	3.85	0.37
e. I have the necessary resources available to me in order for me to accomplish the goals of my Individual Learning Plan (ILP) (e.g. professional learning opportunities, opportunities to observe other teachers, and other individualized support).	3.90	0.31
f. I was provided additional resources to help me be successful with students during this pandemic.	3.70	0.57
Considering all the good things and the stressors in your life, please rate your overall morale level at this time. - Slide Scale According to your Morale Level	69.2	17.9
Minimum Morale Score	40	
Median Morale Score	71	
Maximum Morale Score	100	
Range of Scores between 1st and 3rd Quartile	23	
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.)	**Percent**	
a. Additional coaching, observation and feedback from a mentor (support provider).	10.0%	
b. Developing a repertoire of teaching strategies.	20.0%	
c. Developing a repertoire of assessment strategies.	25.0%	
d. Using assessment data to design instruction.	25.0%	
e. Managing the classroom and fostering a safe environment that promotes student well-being.	15.0%	
f. Minimizing bias and using culturally responsive pedagogy.	5.0%	
g. Assessment of student needs and differentiating instruction.	20.0%	
h. Teaching to content/common core standards.	30.0%	
i. Ensuring access to the curriculum for all students/Teaching English Language Learners.	15.0%	
j. Ensuring access to the curriculum for all students/Teaching students with special needs.	10.0%	
k. Communicating and collaborating with families.	15.0%	
l. Using technology as a teaching and learning tool.	25.0%	

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 in order to assess the extent the program is attaining excellence in the *Teacher Induction Program Precondition* (PC) *and Program Standards* (PS) and the *Common Standards* (CS) as required by the *California Commission on Teacher Credentials.* The questions in this survey are all aligned to an aspect of the above standards or to areas that have been shown to be important for the success of beginning teachers. The alignments are cited at the end of each question.

The questions gathered data about how soon candidates and mentors were assigned and met together, when they first began working together, whether they were meeting for an hour per week, the format for their meeting, when they first developed IIP goals, their CSTP focus, reflective practice, opportunities to assess progress in CSTP, the extent the CSTP guides the work, resource availability to accomplish the goals of the ILP, appropriate matching, and various aspects of mentor skill and knowledge. Mentors were also asked about various aspects of their training. All respondents were asked a series of qualitative questions. Candidates were asked about the most meaningful learning gained from program participation, the positive impacts of the program, areas where they might need more support or professional learning, what more they might need from their mentors, and ways in which the program might help them be more effective with students. Mentors were asked what they had learned from the program that was most meaningful to their mentoring work, what was having the most positive impact on their work with candidates, areas where they might like more support or professional learning, and what the program might do to help them be more effective with candidates. In addition, both Education Specialist candidates and mentors were asked about opportunities to collaborate with General Education teachers, the emphasis of their induction learning on their Education Specialist assignment, and the sufficiency of their professional learning opportunities as they relate to their role.

The strategy for analyzing the quantitative data was to treat the four-point forced choice positively skewed Likert scale responses as quasi-interval data. This is in line with common statistical practice and supports the development of mean scores, standard deviations, comparisons and consistency statistics. The consistency of responses was tested by comparing the scores for each question within the survey with the total scores from each respondent. This is done by calculating the item-total correlation coefficient. Results demonstrated that generally respondents were acceptably consistent in their answers across this instrument; in other words, the survey tool had high internal validity. 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.

The majority of this report that follows contains frequency charts for categorical questions (yes/no and multiple choice) and frequency charts along with tables for rating questions. Qualitative (open-ended) questions list all comments. All results are disaggregated by teacher candidates overall and those Year 1 and Year 2.

3 TEACHER INDUCTION PROGRAM QUANTITATIVE RESULTS

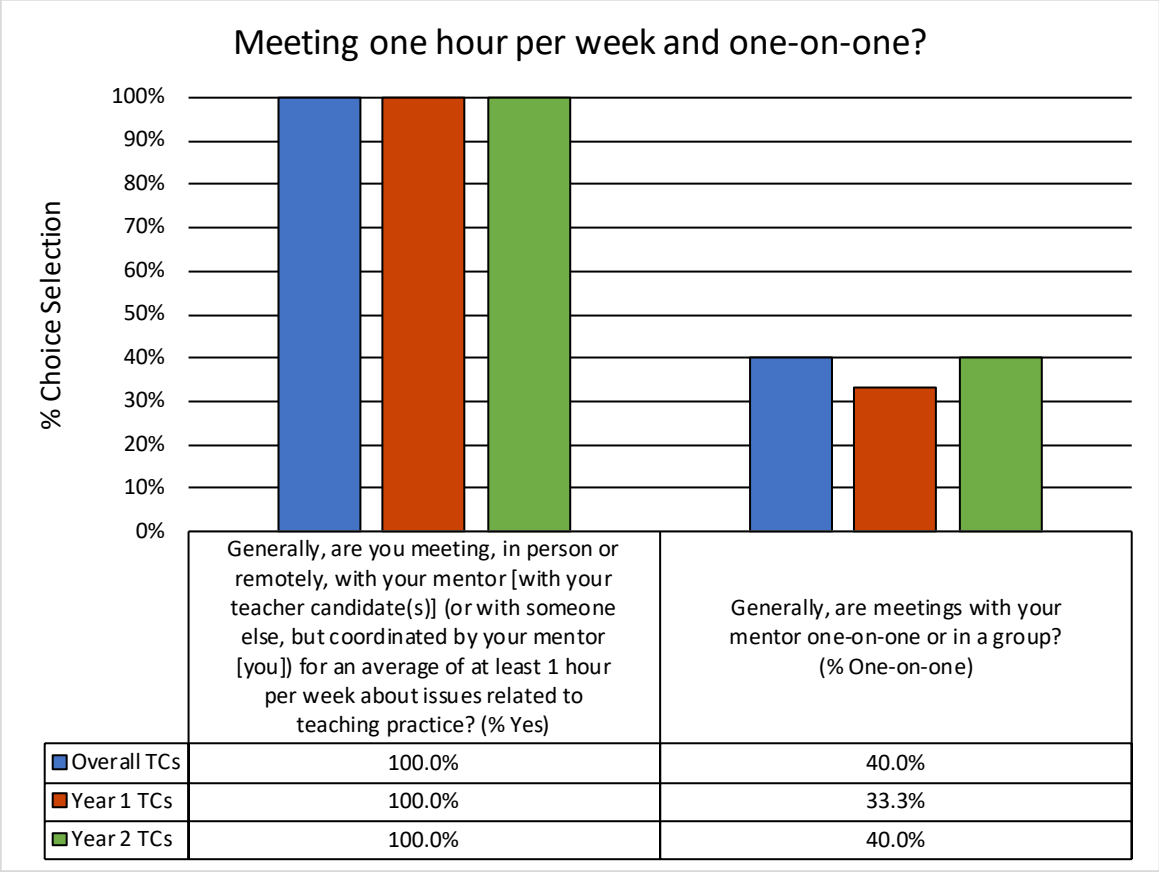
3.1 CATEGORICAL QUESTIONS

Results for all categorical questions (yes/no or multiple choice) asked of candidates and mentors in this program follow. Questions are listed above each chart in heading 3 formats (eg. 3.1.1). Most questions were asked of both candidates and mentors, the text that was specific to mentors is found in [bracketed text] embedded in the heading 3 questions. Several questions had open-ended follow up questions associated with them (generally when a "no" response was recorded). Results are shown as response percentages of the answer choice(s) selected (eg. "yes" or "One-on-one").

3.1.1 Generally, are you meeting, in person or remotely, with your mentor [with your teacher candidate(s)] (or with someone else, but coordinated by your mentor [you]) for an average of at least one hour per week about issues related to your [their] teaching practice? (% Yes)

3.1.2 Generally, are meetings with your mentor [your teacher candidate(s)] one-on-one or in a group? (% one-on-one)

Figure 1: Meeting for 1-Hour per Week and One-on-One



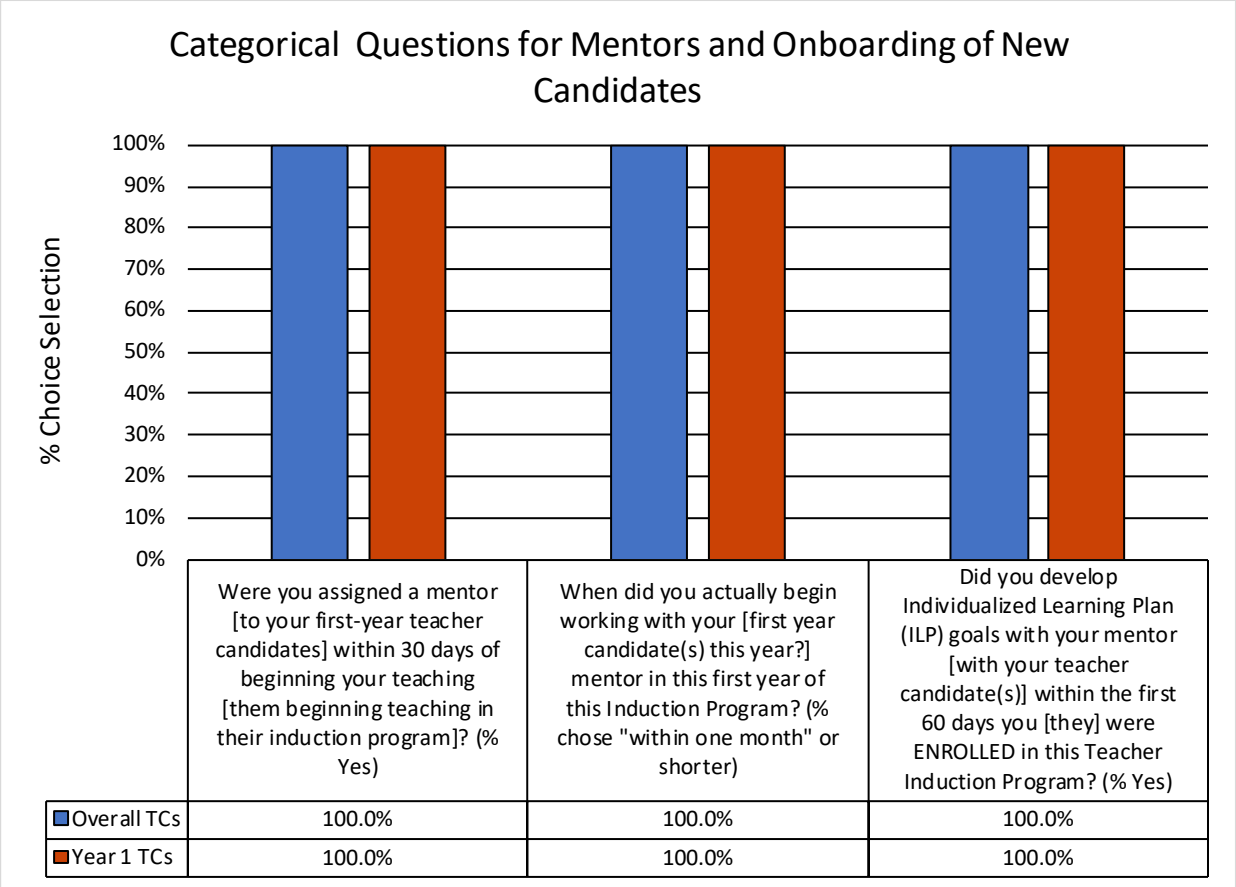
	Generally, are you meeting, in person or remotely, with your mentor [with your teacher candidate(s)] (or with someone else, but coordinated by your mentor [you]) for an average of at least 1 hour per week about issues related to teaching practice? (% Yes)	Generally, are meetings with your mentor one-on-one or in a group? (% One-on-one)
Overall TCs	100.0%	40.0%
Year 1 TCs	100.0%	33.3%
Year 2 TCs	100.0%	40.0%

3.1.3 Were you assigned a mentor [to your candidate] within your first 30 days of (their) enrollment in this Induction program? (% “Yes”)

3.1.4 When did you actually begin working with your [first-year candidate(s) this year?] mentor in this first year of this Induction Program? (% chose "within one month" or shorter)

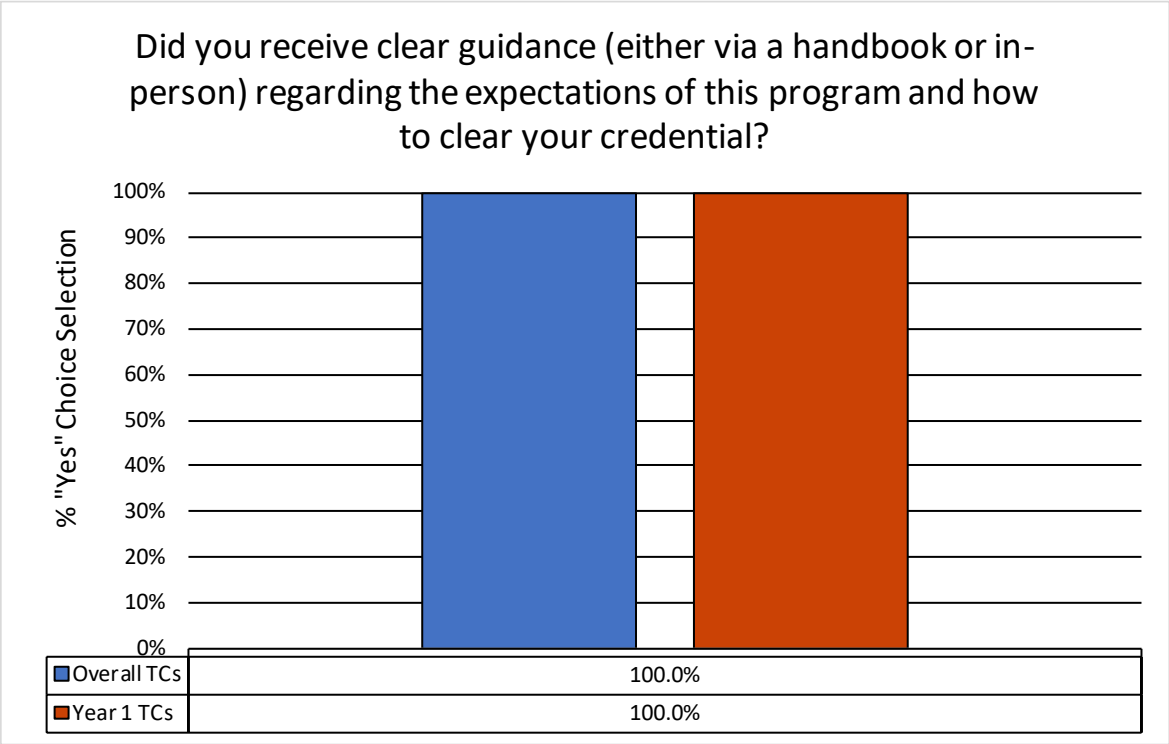
3.1.5 Did you develop Individualized Learning Plan (ILP) goals with your mentor [with your teacher candidate(s)] within the first 60 days you [they] were ENROLLED in this Teacher Induction Program? (% "Yes")

Figure 2: Categorical Questions for Mentors and Onboarding of New Candidates



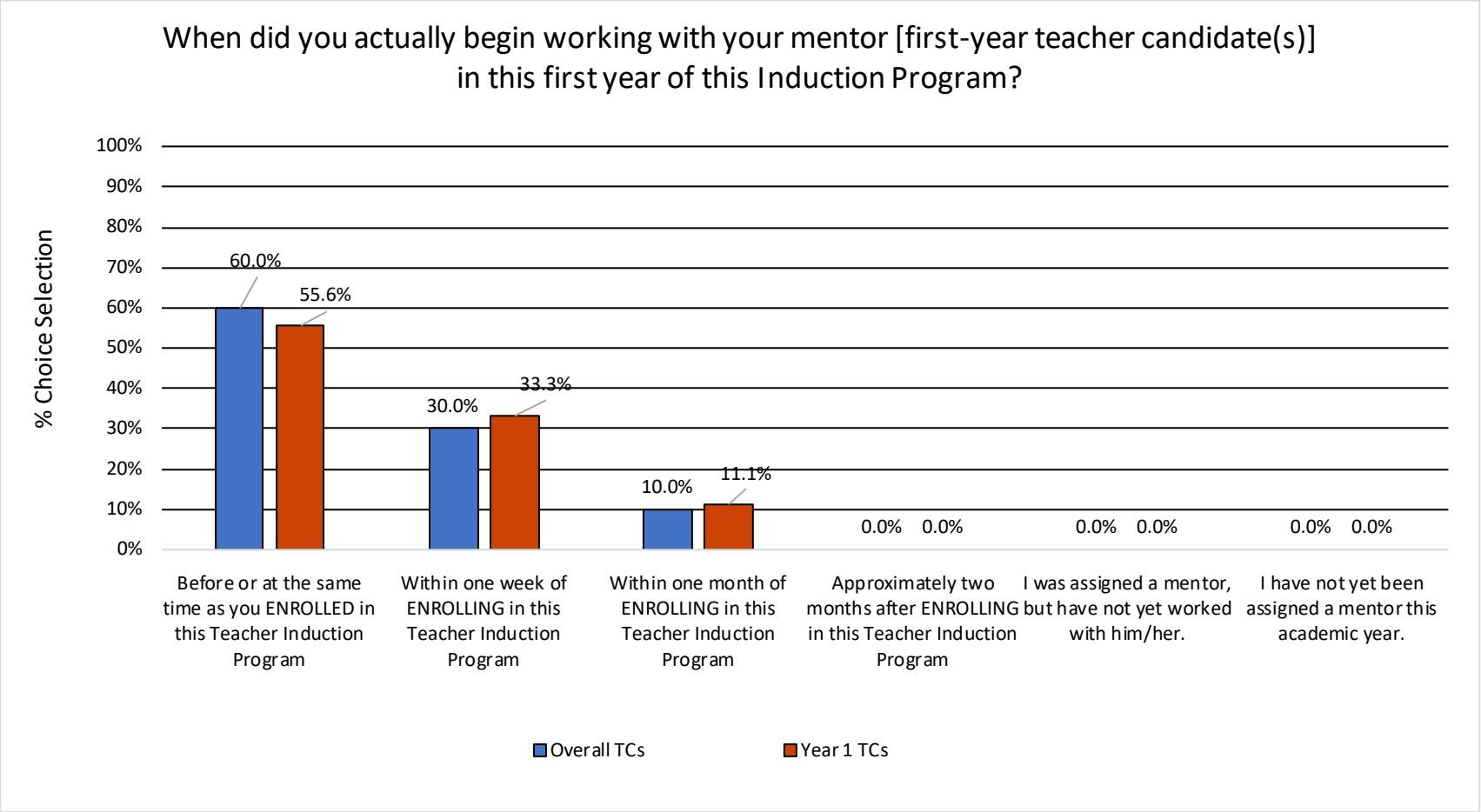
3.1.6 Did you receive clear guidance (either via a handbook or in-person) regarding the expectations of this program and how to clear your credential?

Figure 3: Receipt of Clear Guidance Regarding Expectations and Clearing Credentials



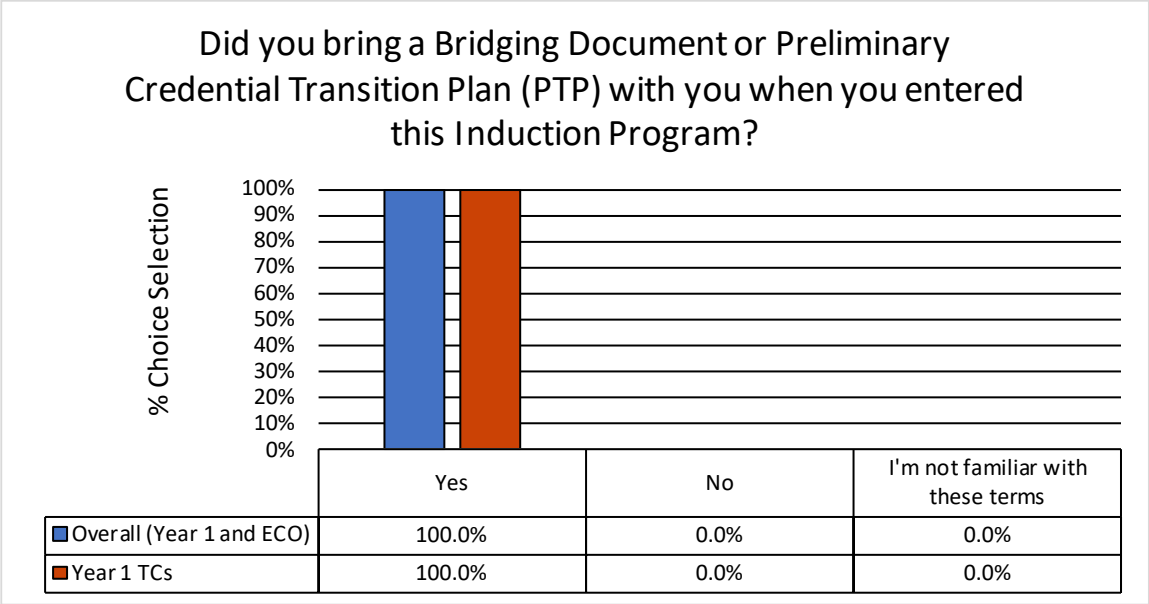
3.1.7 When did you actually begin working with your [first year candidate(s) this year?] mentor in this first year of this Induction Program?

Figure 4: Distribution of Times New Candidates and Mentors Began Working Together



3.1.8 Did you bring a Bridging Document or Preliminary Credential Transition Plan?

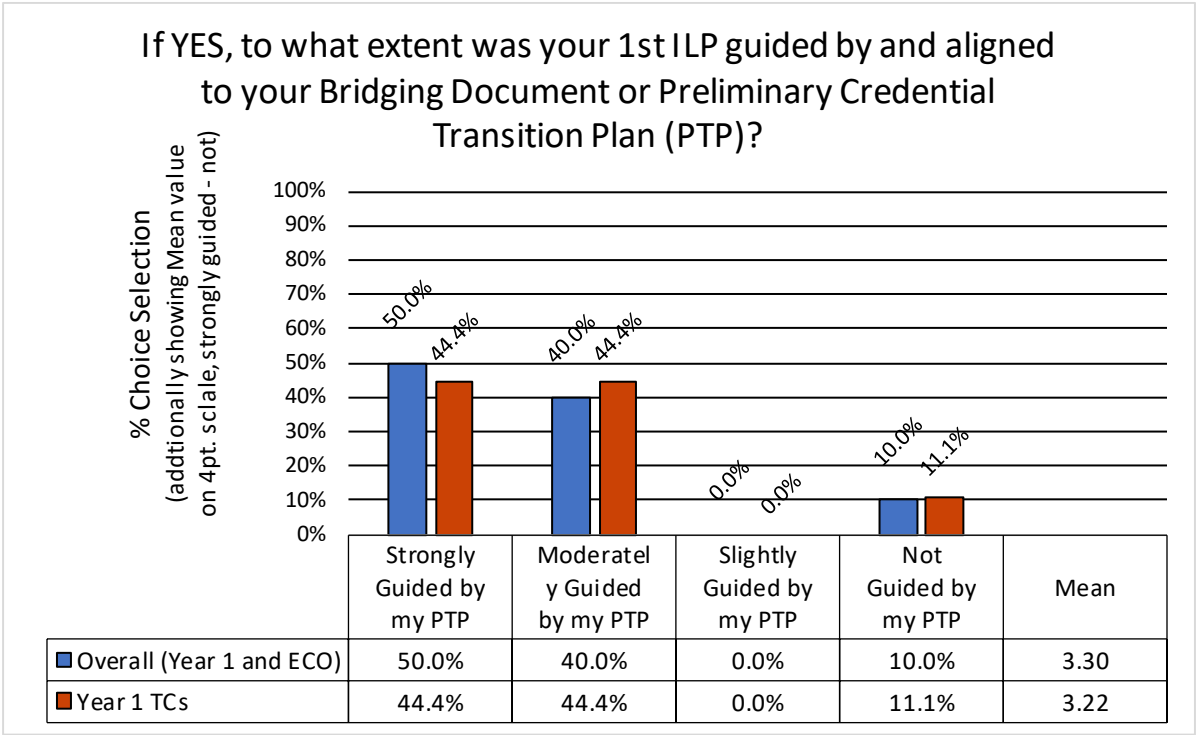
Figure 5: Did candidate bring Bridging Document or Preliminary Credential Transition Plan?



	Yes	No	I'm not familiar with these terms
Overall (Year 1 and ECO)	100.0%	0.0%	0.0%
Year 1 TCs	100.0%	0.0%	0.0%

3.1.9 To what degree was the Bridging Document used to guide your ILP?

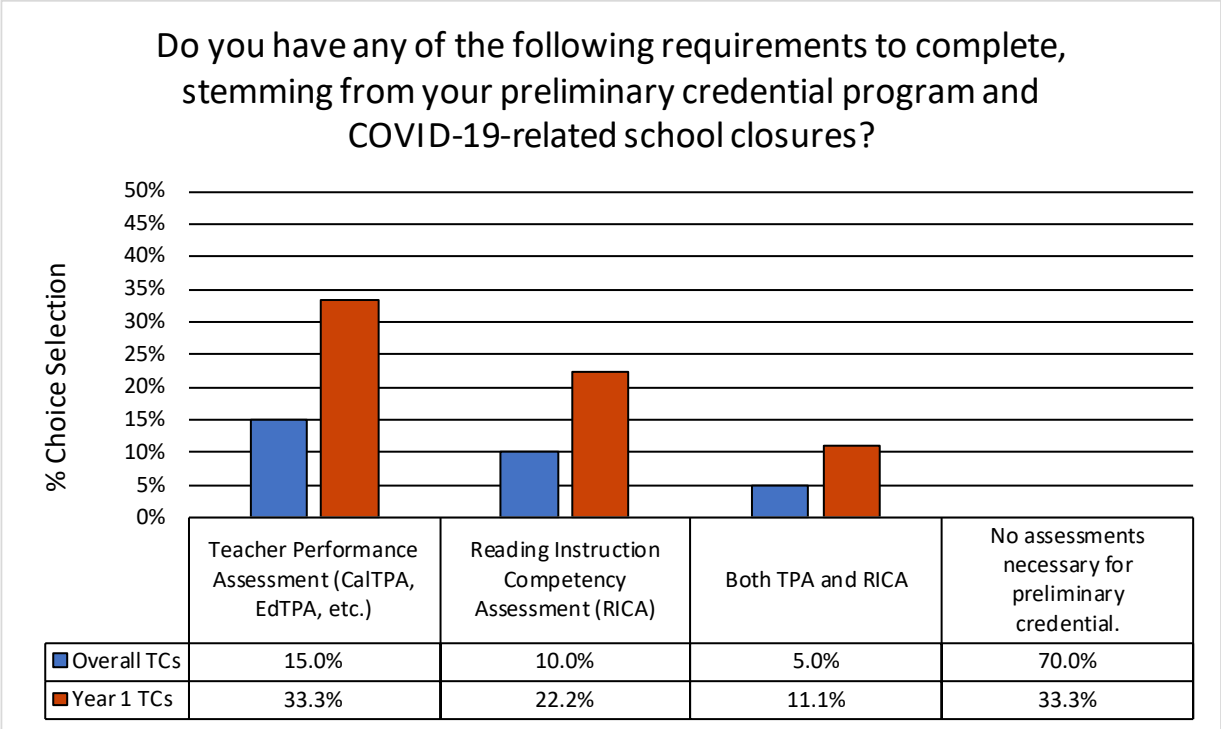
Figure 6: To what degree was the Bridging Document used to guide your ILP



	Strongly Guided by my PTP	Moderatel y Guided by my PTP	Slightly Guided by my PTP	Not Guided by my PTP	Mean
Overall (Year 1 and ECO)	50.0%	40.0%	0.0%	10.0%	3.30
Year 1 TCs	44.4%	44.4%	0.0%	11.1%	3.22

3.1.10 Do you have any requirements to complete your preliminary credential?

Figure 7: Do you have any requirements to complete your preliminary credential?



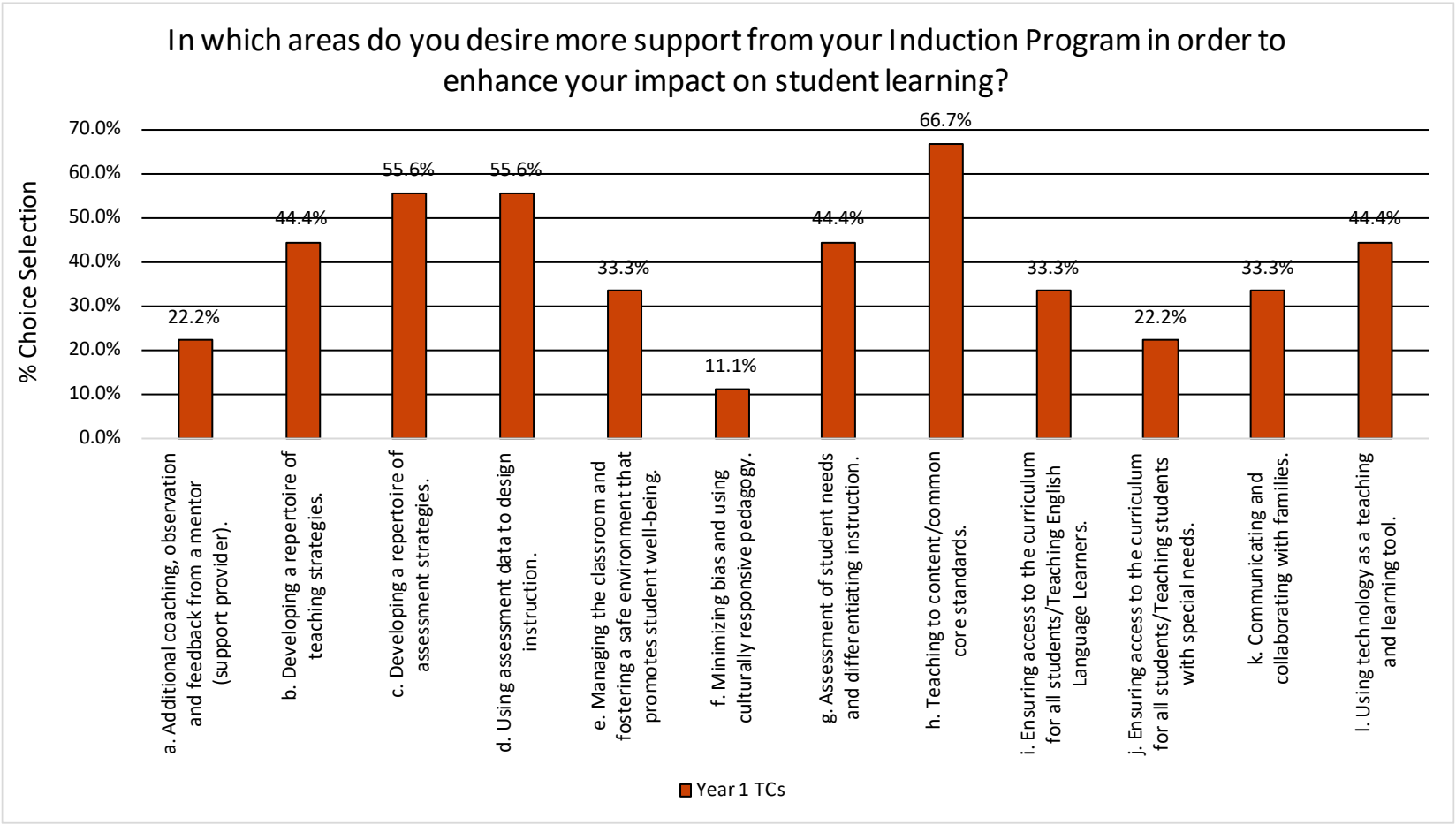
	Teacher Performance Assessment (CalTPA, EdTPA, etc.)	Reading Instruction Competency Assessment (RICA)	Both TPA and RICA	No assessments necessary for preliminary credential.
Overall TCs	15.0%	10.0%	5.0%	70.0%
Year 1 TCs	33.3%	22.2%	11.1%	33.3%

In what ways are you providing specific support to your candidate(s) to successfully complete these requirements? (asked of mentors after question 3.1.11, if they confirm they have candidates with remaining preliminary credential requirements)

- Regular meetings with candidates and sharing Cal TPA resources

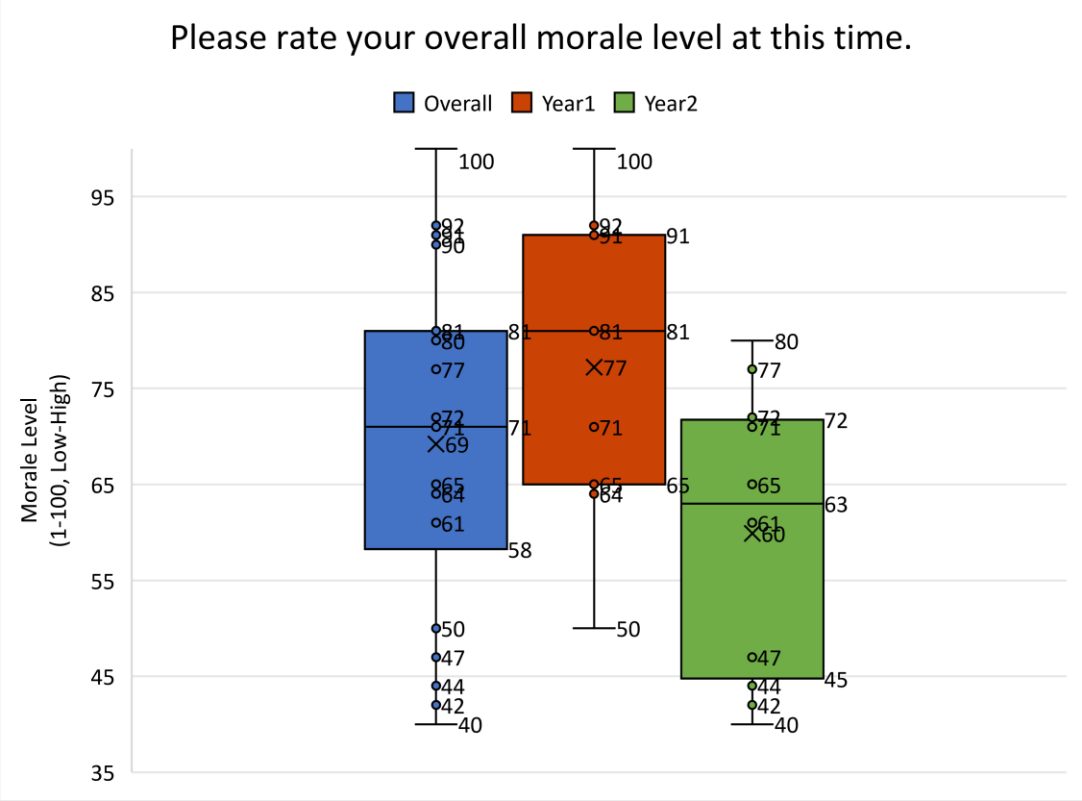
3.1.11 In which areas do you desire more support from your Induction Program in order to enhance your impact on student learning?

Figure 8: Areas where more support is desired from candidates.



3.1.12 Please rate your overall morale level at this time.

Figure 9: Boxplot showing distribution of candidate morale.



What are the reasons you have for your morale level rating for this time? (follow up, for candidates, to question 3.1.13)

- I feel as though I have an amazing support system within my district. My induction mentor is always positive and strives to help me to become the best educator I can be. Any concern that may occur, I know will be taken seriously and will resolved with a team effort.
- I am honestly very grateful to have a job and to have been able to do my job during a time where a lot of people do not have the same opportunity. Also, being a first year teacher I think I was given a special situation to learn about my students in a new and different format that has helped me with learning new techniques with teacher.
- I am still really enjoying my class and my mentor, but struggle with not being able to be in person with students and staff.
- HESD has developed a wonderful and supportive induction program for candidates.
- Lot's of changes in the way I am expected to deliver instruction to my students. Lots of juggling around. It is a lot all at once, but exciting to finally get some face to face with students.
- All things considering happening worldwide, on top of anyone's personal stressors is enough to bring an individuals moral down. However, I truly love my job and I feel tremendously supported by fellow teachers, admin, coaches and my induction mentors

which bring my moral WAY up. While so much is expected of educators, personally I think expectations and requirements have been appropriately modified.

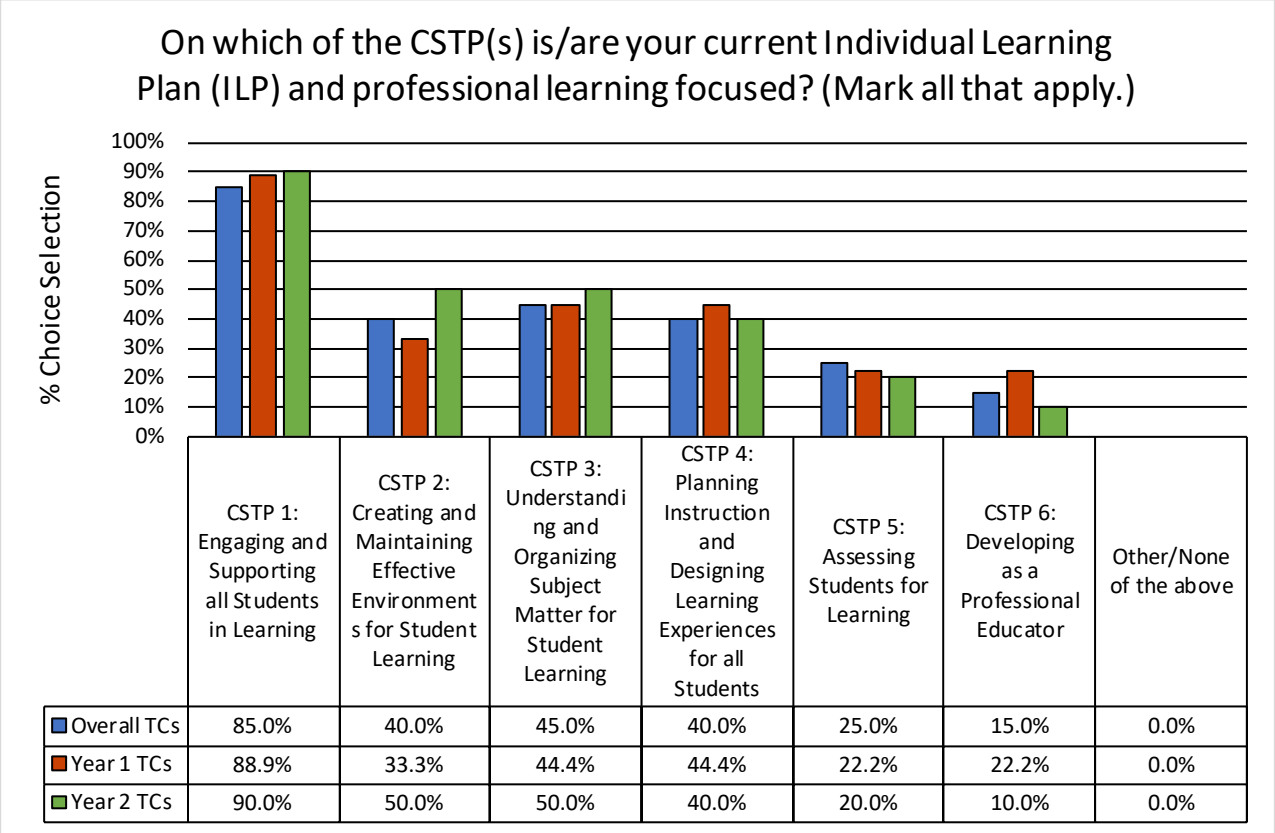
- Very busy and stressful week!
- I'm very stressed out with being a new teacher in Hanford Elementary and teaching a new grade level. Also, I found out that I have to redo my TPA 1 completely, so that is very stressful as well. With that being said, I'm confident that I will get all the training and support that I need to succeed in Hanford Elementary.
- I have been supported by so many colleagues and my mentor to help me through this trying time. I feel very accomplished and that my students are learning what they need to succeed. Although the pandemic has thrown a curveball in our lives, i feel supported.
- Coming off of distance learning has given me a boost of morale. The situation is not 100 because getting used to wearing masks and talking is exhausting. Making sure that all students are appropriately social distanced and keeping their mask on can be at times tedious. I prefer those challenges than student's not logging on or not completing their work when working via distance learning.
- The induction program has been helpful with the support it offers. The additional meetings have added a small level of stress and time consumption. However, these are not the primary factor for the morale rating. The current state of safety in the community is an area of extreme concern. Having family that are "at risk" during the pandemic has added a great stress to daily activities.
- I am currently motivated and optimistic about the potential changes we will have in the upcoming future. I am however a little worried about students getting tired of Distance Learning.
- Teaching during a pandemic has been stressful, especially with school-aged children of my own. I am constantly worried about my students and if I am doing enough for them. It is a constant battle of feeling helpless and putting on that happy face for the students so they do not see the stress and struggle.
- COVID and the stresses that it brings
- Teaching on Zoom over the computer is a challenge for me. I am having difficulty focusing which is causing me to take a lot longer to complete tasks. I am struggling to balance work and home.
- General Workload are causing most of my decline in morale level at this time.
- I have been switched schools in the middle of the year and have had to prepare for the school reopening. I am stacked on planning, holding parent conferences, and having to complete induction work.
- Most of my induction work is planned out and I am ahead at this time, I have wonderful support when I need it and I never feel alone, the support is available any time, and I am regularly checked on.
- Having a strong grade level team and constant support system at school

Table 3: Year-to-year comparison of candidate morale

Morale Rating from last year to this year		
	19-20 Academic Year	20-21 Academic Year
Overall TC Mean	89	69
Year 1 TC Mean	87	77
Year 2 TC Mean	89	60

3.1.13 In which CSTP(s) is/are your current Individual Learning Plan (ILP) and professional learning focused?

Figure 10: Which CSTP(s) is/are your current ILP and professional learning focused?



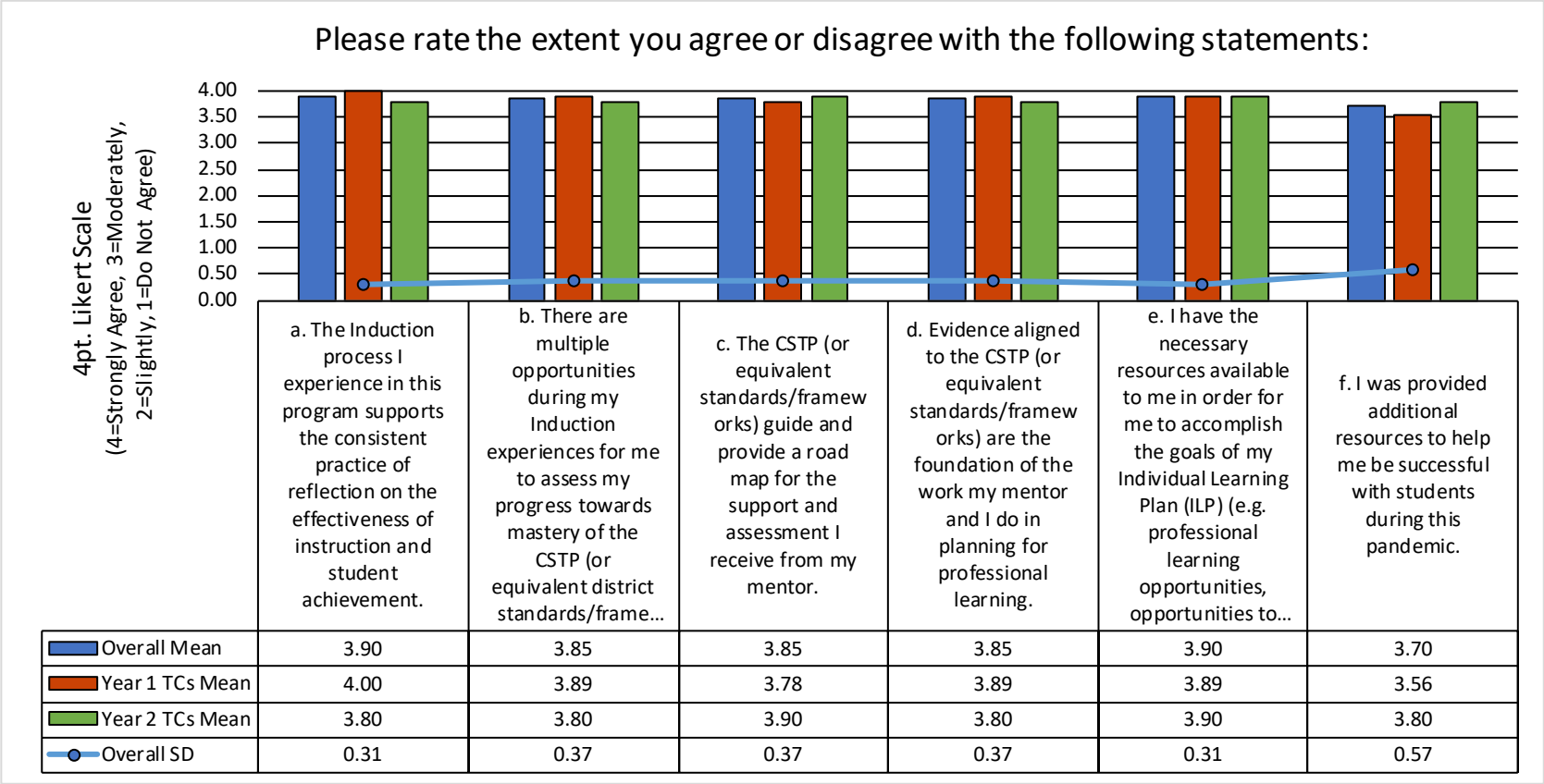
	CSTP 1: Engaging and Supporting all Students in Learning	CSTP 2: Creating and Maintaining Effective Environments for Student Learning	CSTP 3: Understanding and Organizing Subject Matter for Student Learning	CSTP 4: Planning Instruction and Designing Learning Experiences for all Students	CSTP 5: Assessing Students for Learning	CSTP 6: Developing as a Professional Educator	Other/None of the above
Overall TCs	85.0%	40.0%	45.0%	40.0%	25.0%	15.0%	0.0%
Year 1 TCs	88.9%	33.3%	44.4%	44.4%	22.2%	22.2%	0.0%
Year 2 TCs	90.0%	50.0%	50.0%	40.0%	20.0%	10.0%	0.0%

3.2 TEACHER INDUCTION PROGRAM RATING QUESTIONS

The following figures show the results from the rating questions asked of candidates and mentors. Using a Likert a four point "forced choice" Likert scale (strongly agree=4, moderately agree=3, slightly agree=2, do not agree=1). Figure 12 contains the candidate questions regarding program effectiveness.

3.2.1 (Candidates) Please rate the extent you agree or disagree with the following statements…

Figure 11: Candidate Rating Questions on Program Effectiveness



	a. The Induction process I experience in this program supports the consistent practice of reflection on the effectiveness of instruction and student achievement.	b. There are multiple opportunities during my Induction experiences for me to assess my progress towards mastery of the CSTP (or equivalent district standards/frame…	c. The CSTP (or equivalent standards/framew orks) guide and provide a road map for the support and assessment I receive from my mentor.	d. Evidence aligned to the CSTP (or equivalent standards/framew orks) are the foundation of the work my mentor and I do in planning for professional learning.	e. I have the necessary resources available to me in order for me to accomplish the goals of my Individual Learning Plan (ILP) (e.g. professional learning opportunities, opportunities to…	f. I was provided additional resources to help me be successful with students during this pandemic.
Overall Mean	3.90	3.85	3.85	3.85	3.90	3.70
Year 1 TCs Mean	4.00	3.89	3.78	3.89	3.89	3.56
Year 2 TCs Mean	3.80	3.80	3.90	3.80	3.90	3.80
Overall SD	0.31	0.37	0.37	0.37	0.31	0.57

3.3 TEACHER INDUCTION OPEN-ENDED QUALITATIVE COMMENTS

3.3.1.1 What are you learning in this Induction program that is most meaningful to you (as a teacher/as a mentor)?

Candidates:

- I am learning how to empower students in my classroom and help them to become more confident learners. The resources and guidance from my mentor has greatly improved many of my teaching practices. My students have a growth mindset and they are learning to speak using the academic language which is creating a deeper appreciation for their education. I have learned about technology tips, classroom management strategies, and collaboration activities which align with my ILP goal. I have gained so much in the short amount of time I have been in induction.
- What I learning is really to expand different ways to connect to students to have them engage in lessons. Also the feedback that is provided has really helped me with how to assess the students and think of different ways to assess.
- I enjoy getting strategies from the other teachers in induction!
- Iâ€™m learning how to become a more effective teacher for my students.
- Specific feedback from my induction coach on teaching strategies.
- The NTN's are very helpful. They are most meaningful to me because the presenters give you realistic expectations, strategies and offer themselves up if we need anything.
- How to build and maintain relationship with students, how to keep students engaged both distance learning and in the classroom, and different ways of implementing technology.
- I am learning how to manage and implement different strategies into my lessons to ensure that students comprehend and engage with the curriculum.
- Through the many observations that I have had, I'm learning what my strengths and weakness are. My mentor has given me advice that I have then taken back to the classroom and improved my teaching methods. I fell like this has been the most meaningful to me so far in the Induction Program.
- I am learning that self reflection can truly benefit our teaching practices. By reaching out to others in time of need, we are given advice and resources to better our teaching practices.
- My mentor Joanna is very helpful and flexible. She gives me ideas in how to make my lessons better. She also passes along any information regarding professional development that will be beneficial for my teaching.
- Becoming more familiar with standards has helped me with general classroom instruction as well as writing IEP goals.
- I am learning how to seek out resources and advice based on my teaching "likes and dislikes". It has opened my eyes to a wide world of helpful educators that are willing to spend the time to help me grow as a professional. Due to our trial runs of different teaching methods, have learned that it is okay to fail because it makes us all stronger teachers.
- I am learning to trust my instincts and use the CSTP's to guide my instruction. My mentor always reminds me, "you know your kids, do what is best for them within your lessons, stay consistent, and you will see growth, not matter how small". This year has shown me

to stop and appreciate the little things; the kid that never has a camera on Zoom, shares out--WIN!, the student begins to understand dividing fractions--WIN!, and when a lesson goes better than expected--WIN!. Stopping to appreciate all those little moments has made this year better than the initial bleak foreshadowing that was happening in August.

- A variety of things are being taught to me right now and I feel they are all making me become a better teacher.
- I am learning about applying researched based strategies to my practices with a focus on students taking ownership in their learning.
- The value of reflection, research, and working with my grade level team and others for the planning of my practice.
- I am learning how to use technology to engage student learning.
- The most meaningful take away thus far is the ability to and freedom to focus on different goals in my classes-- I feel that I can explore what I want and can really focus on myself as a professional. I can create my own program culture and agenda and I know that I can always make adjustments to that because of the resources I have gained through this program.
- I am learning how to reflect on my goals and adapt teaching strategies to better assist my students

Mentors:

- I am learning to facilitate differentiated, yet collaborative, professional learning that includes opportunities for teachers to build on their own strengths, experiences, needs, and goals to improve their learning practice.

3.3.1.2 What is it in this Teacher Induction program that is having the most positive impact on your work with your students/candidate(s)?

Candidates:

- My students are becoming more confident in working with their peers and speaking out in front of the class. My mentor suggested sentence frames for my students to use while they are collaborating or adding to an academic conversation in class. Students are wanting to participate and are working their hardest to excel in class. It has been amazing to witness their improvements.
- All the feedback that is given is always worked towards helping me be more engaging with students and also always promotes learning more about my students.
- I like that I am still able to meet with other teachers and with my mentor, even if it is virtual. I don't feel so alone in this time!
- Something from the program that is having a positive impact on my students is the teaching strategies shared with me by my mentor.
- Ongoing learning of teaching strategies during the NTN's.
- The feedback from my mentor impacts how I plan, teach, modify- everything for my students because she sees my students and their specific personalities and abilities. I get

support that is tailored specifically to me and the kiddos who are sitting (virtually) in front of me!

- The amount of support and resources that we have.
- The support between the mentors and members understanding the difficult/ strange time this has been with the presence of Covid guidelines. There are strategies and motivation shared that make sure we know we are not secluded by feeling this way. It allows me to reflect on the things that are working and how I can continue to support my students.
- Having quick feedback after an observation and many P.D.'s during the Induction Program has made a positive impact on my work with my students. I feel more confident that I'm serving my students to my full potential.
- i have a very supportive mentor who consistently helps me improve my teaching practices, Joanna is very familiar with my grade level and consistently has resources to support me in my teaching.
- I do enjoy when my mentor observes my class; she gets to know my students and she also able to see their growth. I also like to get feedback on how my lesson went and how I can improve. Getting feedback also gives me another viewpoint from an experienced teacher.
- The feedback from mentors on lesson delivered virtually has been amazing.
- I like to believe that my students are benefiting from the different teaching methods that I am bringing to the table. Some of these methods impacted students in a great way and some did not. Through this trial and error we are able to work together to see what works best for the student. I feel being in the program has not made me stagnant when it comes to teaching.
- For the fall focusing on my ILP growth goal has had the greatest impact with my students. I chose to set a goal about integrating more social-emotional learning in the class room using a novel study to guide my students. I have seen a huge shift in maturity within my classroom and growth in their ability to answer the higher DOK questioning and enable them to think strategically and extend their thinking to personal and real-world connections.
- We are looking at engagement techniques specifically and that really has a positive on the relationship that I build with my students.
- The support of a mentor and weekly observations with feedback.
- I have enjoyed getting together even remotely with others at my grade level as well as others to discuss what we are doing in the classroom
- It is holding me accountable to ensure that every student is participating.
- My mentor! She helps me see my goals come to life.
- Having my mentor to help and support when needed.

Mentors:

- Building and maintaining effective relationships with teachers based on trust, caring, respect, and honesty through using positive language, active listening, and a wide variety of strategies that build on their strengths first.

3.3.1.3 In what areas do you need more support or professional development in order to be more effective?

Candidates:

- I would love extra support with collaboration strategies now that our district is moving towards in-person learning. The collaboration tips my mentor provided me with greatly helped during distance learning, so any guidance on how to keep students safe, but also work with one another would be great!
- Although I was not able to and have not, I think support in how to contact and talk with parents would help me.
- I would love to see strategies for hands-on activities that stay within the cleanliness guidelines when we return.
- I would love additional support/development in lesson planning and assessments.
- I think that the PE should get an NTN for just PE. The majority of the technology/strategies we have been learning in the NTN's are not geared to or applicable to PE teachers. It would be nice if a veteran PE teacher in the district was able to give us an NTN.
- I would love more planning support. Being in a new grade level with lots of content to cover it takes me a very long time to find a groove to start planning. Getting some more practice that relates to "Planning with a Purpose" NTN would be helpful to me.
- More resources on teaching Writing and guided reading
- I would like to have more support with planning to the pacing calendar. I need help with taking the pacing calendar and then planning out my lessons so that they coincide with the calendar dates.
- I would like more support in trauma related behaviors.
- I am content with the support I am receiving and the professional development courses that I am taking. The current PDs that I am taking are helpful and give me ideas that are geared towards my ILP goal.
- I would like my mentor to suggest areas of improvement.
- I will always embrace more support in differentiating instruction. All students learn at a different pace and some need a different pathway to achieve the same goal. I have been working hard to make sure all students are taking away knowledge from my lessons, but I am always looking for more ways to teach the same content.
- HESD provides more than sufficient support for its teachers. Between New Teacher Networks, weekly induction mentor meetings, and direct communication with instructional coaches I feel more than supported in my endeavor to become an effective teacher.
- Reading instruction
- I would love to learn more about helping readers far below grade level. What skills do you see readers need to bridge the gap?
- I would like more support in finding resources.
- I would like more support on making content fun for students and how to understand content standards better. I want to know how to teach students how to learn a language and the best practice for teaching students how to read.
- PE specific resources such as trainings for distance learning.

- Having more opportunities to meet in person with other teachers during distance learning

3.3.1.4 Is there anything more you need from your mentor that you are currently not getting?

Candidates:

- My mentor has been extremely attentive to me and my needs. There is nothing I need that I am not already receiving.
- Nope, Joanna always helps in every way she can.
- No.
- No.
- Not at this moment. My mentor is very good at evaluating how I am handling work loads, assessments, and how much I am putting to use and giving me goals that will not be overwhelming or that cannot be properly implemented.
- At this time, I'm very happy with the support that I have gotten from my mentor.
- no, my mentor is very well rounded and so supportive.
- No at this moment.
- Not at this time.
- I feel that my mentor is providing everything that I need for success. Her door is always open and she replies to every question via email or call.
- No. My mentor is an amazing support system as I grow into an effective educator.
- No, she's great.
- Not that I can think of.
- no.
- Not at the moment
- No, I feel that I am receiving all I need.
- no

3.3.1.5 In what ways are you modifying your support for candidates to assist them in facing the challenges caused by the pandemic?

Mentors:

- Based on my teachers' needs, I am facilitating demonstrations by other veteran teachers or instructional coaches on tech platforms that are collaborative, engaging, and provide student/teacher feedback in real time such as Nearpod or Microsoft Whiteboard.
- I am also creating "how to" screencasts or videos to support them in their ILPs and induction work.
- I have been very flexible in rescheduling or moving our meeting times around due to internet or technical difficulties and made myself available through texts, phone calls, zoom, or emails throughout the instructional day as well as the evening.

3.3.1.6 If there are any areas where you would like more support or professional development, or anything this program could do to help you be more effective?

Mentors:

- I'd like more research or resources on learning labs.