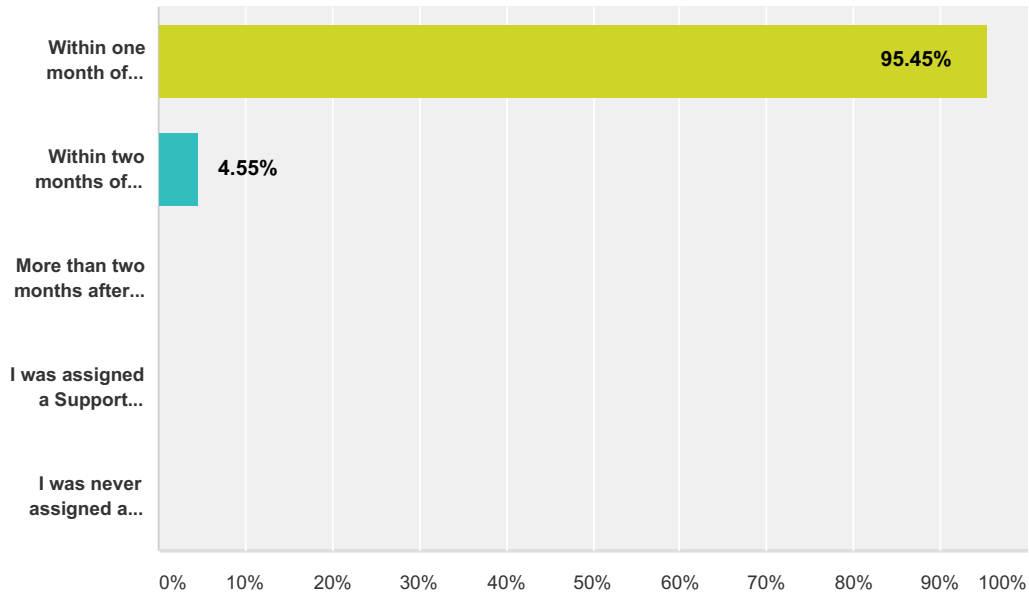


### Q2 When did you begin working with an Induction Support Provider this year?

Answered: 44 Skipped: 0

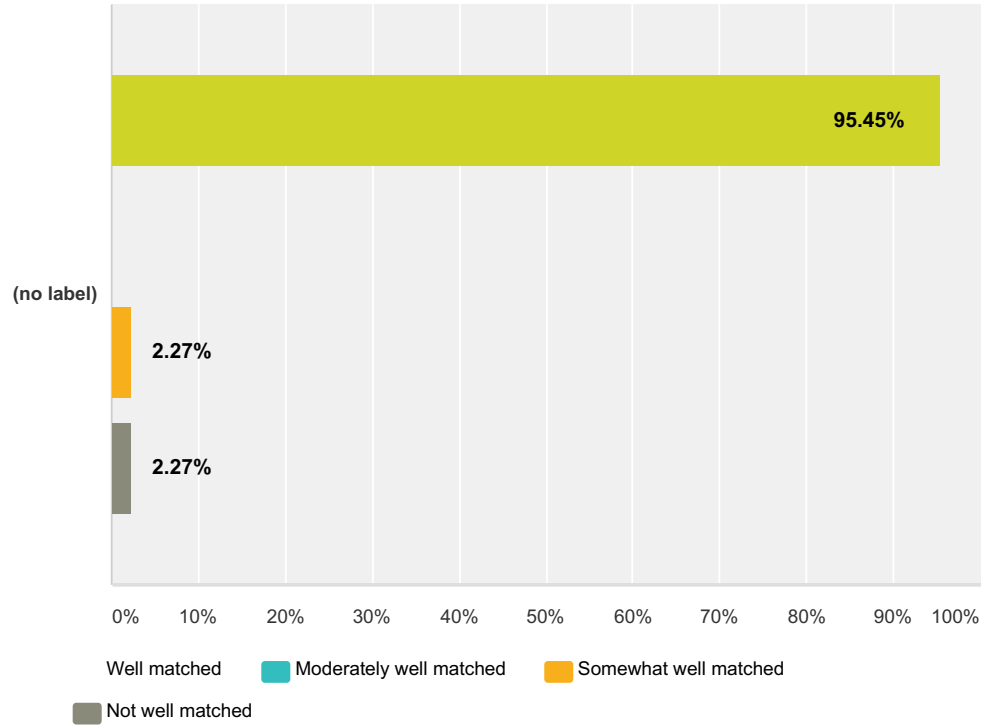


Answer Choices	Responses
Within one month of enrolling in the Induction Program	95.45% 42
Within two months of enrolling in the Induction Program	4.55% 2
More than two months after enrolling in the Induction Program	0.00% 0
I was assigned a Support Provider but never worked with him/her	0.00% 0
I was never assigned a Support Provider this year	0.00% 0
<b>Total</b>	<b>44</b>

### Q3 How well matched were you with your Support Provider?

Answered: 44 Skipped: 0

2015-16 Induction Candidate End-of-Year Survey

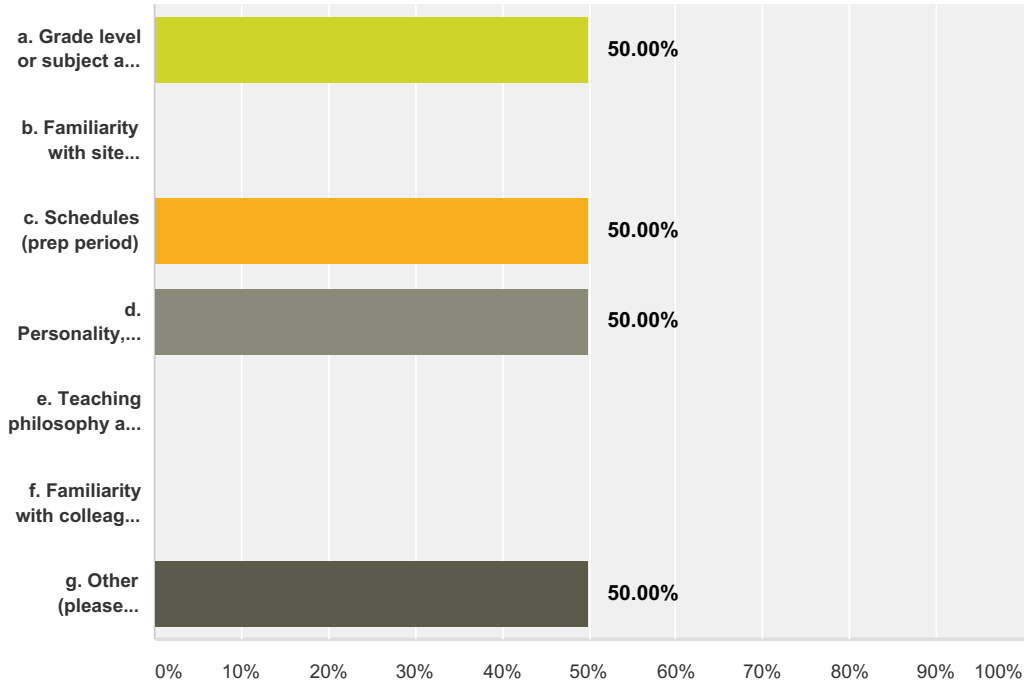


	Well matched	Moderately well matched	Somewhat well matched	Not well matched	Total	Weighted Average
(no label)	95.45% 42	0.00% 0	2.27% 1	2.27% 1	44	3.89

**Q4 Follow up question: You responded to question 3 that you are "not well matched" or "somewhat well matched" with your Support Provider. In which of the following areas could the match have been improved? (Mark all that apply.)**

Answered: 2 Skipped: 42

## 2015-16 Induction Candidate End-of-Year Survey

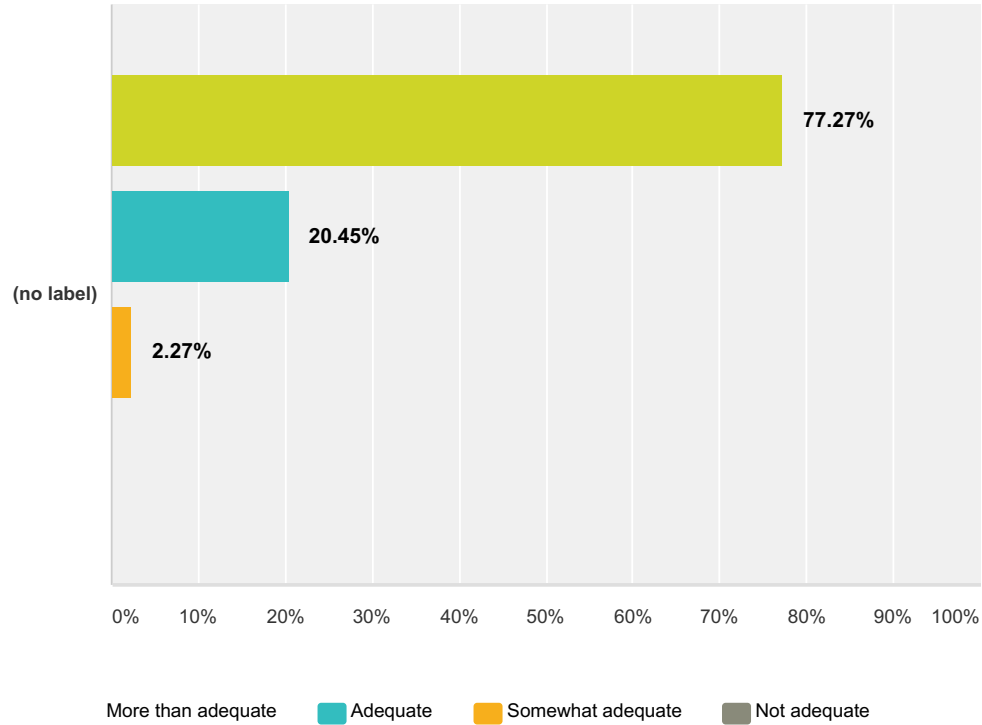


Answer Choices	Responses
a. Grade level or subject area experience or background	50.00% 1
b. Familiarity with site resources	0.00% 0
c. Schedules (prep period)	50.00% 1
d. Personality, disposition, and working style	50.00% 1
e. Teaching philosophy and style	0.00% 0
f. Familiarity with colleagues and site administration	0.00% 0
g. Other (please specify)	50.00% 1
<b>Total Respondents: 2</b>	

#	g. Other (please specify)	Date
1	<p>Aside from both of us having busy schedules with both of our kids in some type of extra curricular activity. The times that we meet I expect to talk about the focus question for inquiry which is differentiating language arts to meet ELD students. The majority of the time, she goes off task and shows me new sites or APPS that she uses in class or has heard would be helpful. In the beginning of the school year I did express that I have a handful of students with behavioral problems and did seek her expertise, I am thankful for her advise and have applied some of her strategies. She has also expressed to me different teaching strategies in all academic areas that I should try. It can be at times overwhelming and makes me feel inept. There are so many questions that I had on Module C and rather than asking her, I asked fellow teachers or searched online. The times I expressed to her my misunderstanding of a question from a Module, she would ask me, "well, what do you think?" I understand that we should be able to figure things out on our own but, when we really don't know, I would expect my SP to help me figure it out and not make me feel incompetent. I do appreciate what she is trying to do, which is have me reflect on my teaching and figure out what works and what doesn't through the students. It can be overwhelming and rather stressful at times. She has come to the class to model a writing program, gone with me to a training and set up observations and I am greatly appreciative of that. If there is a "better fit" SP that can assist me next year, that would greatly be appreciated. If not, I completely understand and will continue to work hard as I have this first year. I'm the type of person that honestly gets along with everyone and am a pretty passive and calm individual. I just want someone who will "support" me and will help me when I have questions and not make me feel like I should know the answer.</p>	5/26/2016 9:39 PM

**Q5 In terms of meeting your overall needs and completing program requirements, how adequate was the time you spent with your Support Provider?**

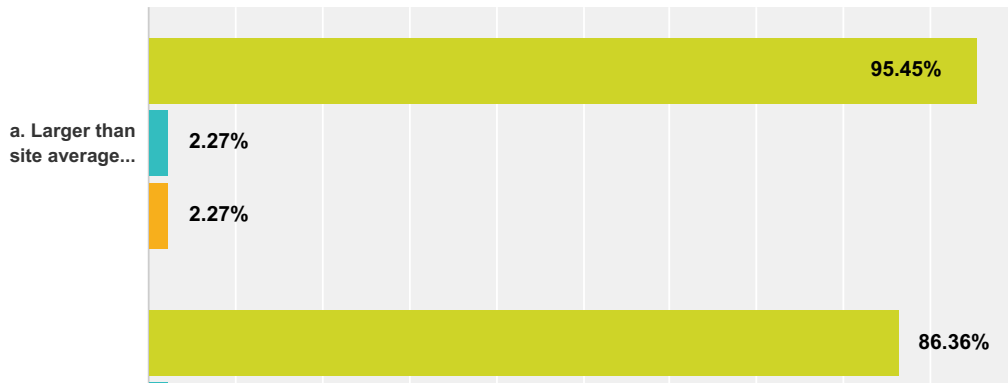
Answered: 44 Skipped: 0



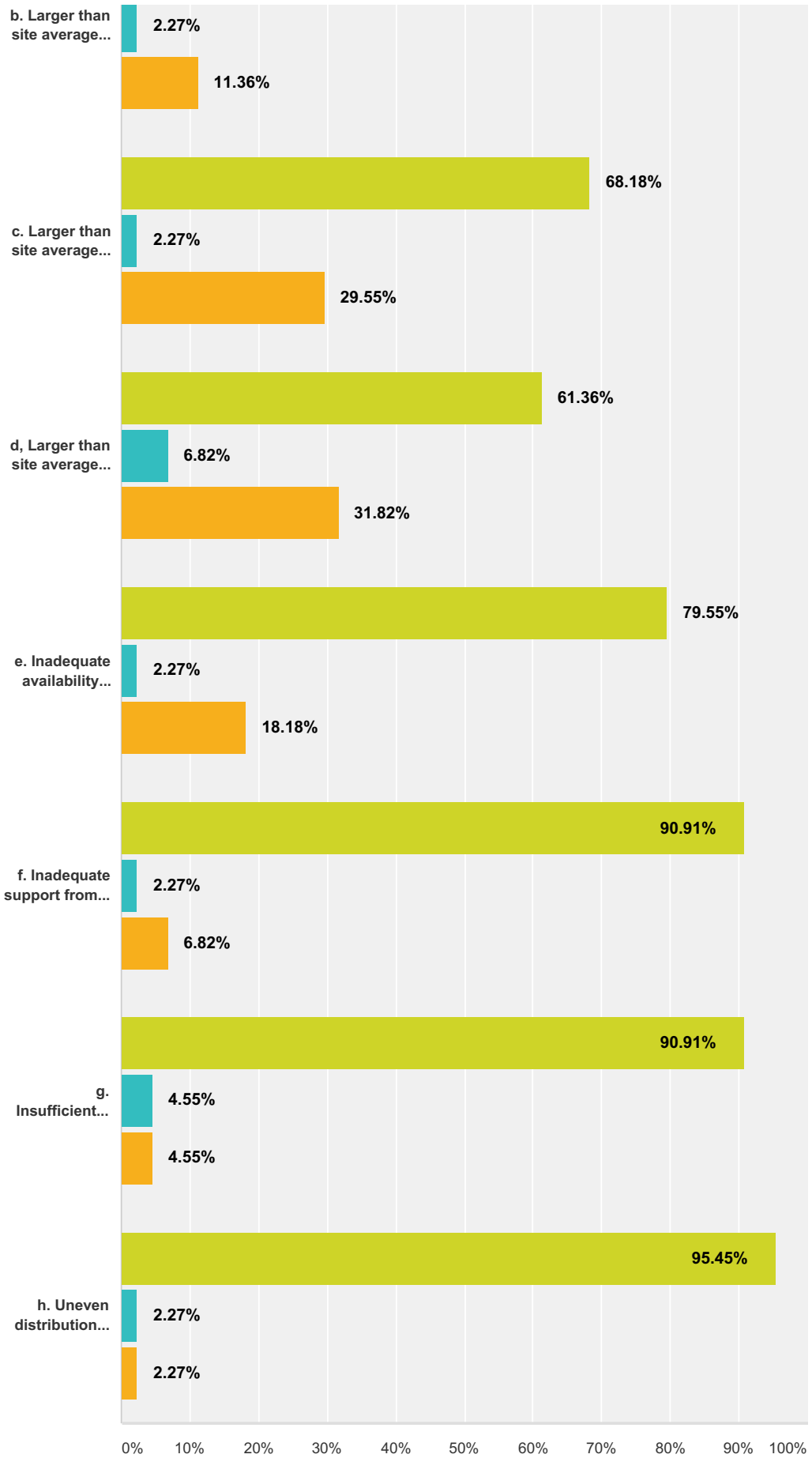
	More than adequate	Adequate	Somewhat adequate	Not adequate	Total	Weighted Average
(no label)	77.27% 34	20.45% 9	2.27% 1	0.00% 0	44	3.75

**Q6 Did the following challenging conditions exist for you and, if so, were additional resources and support (from the district, school or Induction Program) provided?**

Answered: 44 Skipped: 0



## 2015-16 Induction Candidate End-of-Year Survey



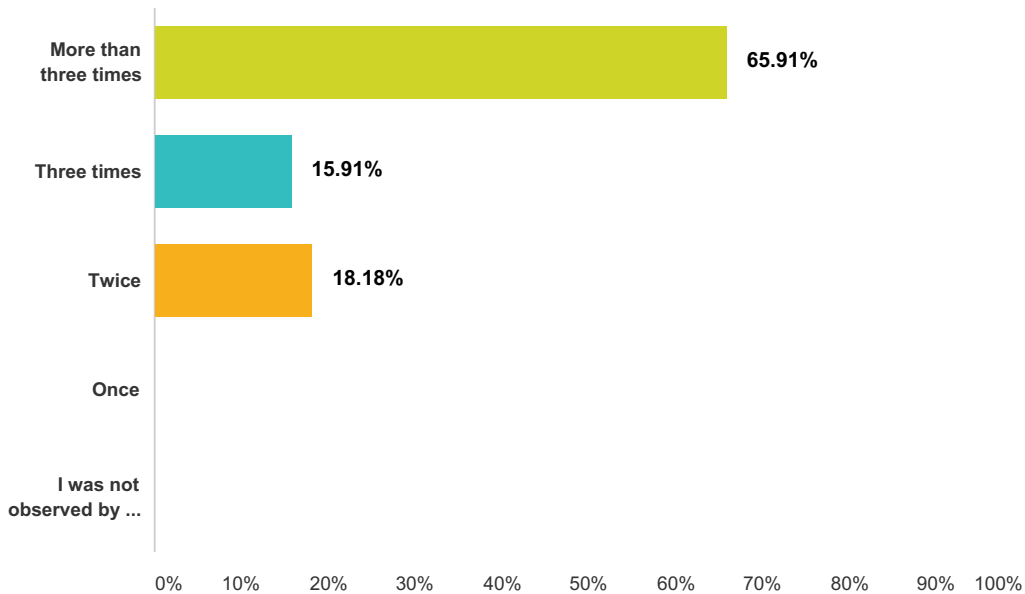
## 2015-16 Induction Candidate End-of-Year Survey

■ Condition did not exist    
 ■ No extra support given    
 ■ Extra support given

	Condition did not exist	No extra support given	Extra support given	Total
a. Larger than site average assignment to multiple prep, combination classes, etc.	<b>95.45%</b> 42	<b>2.27%</b> 1	<b>2.27%</b> 1	44
b. Larger than site average proportions of English Language Learners	<b>86.36%</b> 38	<b>2.27%</b> 1	<b>11.36%</b> 5	44
c. Larger than site average proportions of Special Populations	<b>68.18%</b> 30	<b>2.27%</b> 1	<b>29.55%</b> 13	44
d. Larger than site average proportions of students with behavior challenges	<b>61.36%</b> 27	<b>6.82%</b> 3	<b>31.82%</b> 14	44
e. Inadequate availability of instructional materials and equipment for students	<b>79.55%</b> 35	<b>2.27%</b> 1	<b>18.18%</b> 8	44
f. Inadequate support from Site Administrator(s)	<b>90.91%</b> 40	<b>2.27%</b> 1	<b>6.82%</b> 3	44
g. Insufficient time for collaboration with colleagues or your support provider	<b>90.91%</b> 40	<b>4.55%</b> 2	<b>4.55%</b> 2	44
h. Uneven distribution of extra duties (tutoring, teaching during prep period, coaching sports)	<b>95.45%</b> 42	<b>2.27%</b> 1	<b>2.27%</b> 1	44

### Q7 On average, how frequently did your support provider or an Induction Coach observe you in your classroom this year?

Answered: 44 Skipped: 0



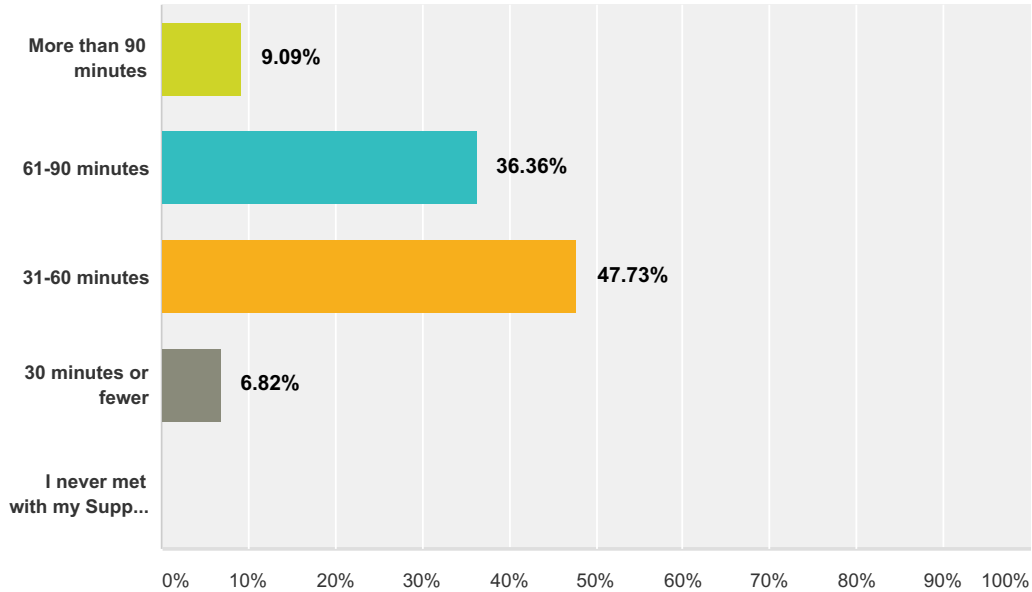
Answer Choices	Responses
More than three times	<b>65.91%</b> 29
Three times	<b>15.91%</b> 7

2015-16 Induction Candidate End-of-Year Survey

Twice	18.18%	8
Once	0.00%	0
I was not observed by my support provider or an Induction Coach	0.00%	0
<b>Total</b>		<b>44</b>

**Q8 On average, how long were the in-person meetings with your support provider?**

Answered: 44 Skipped: 0



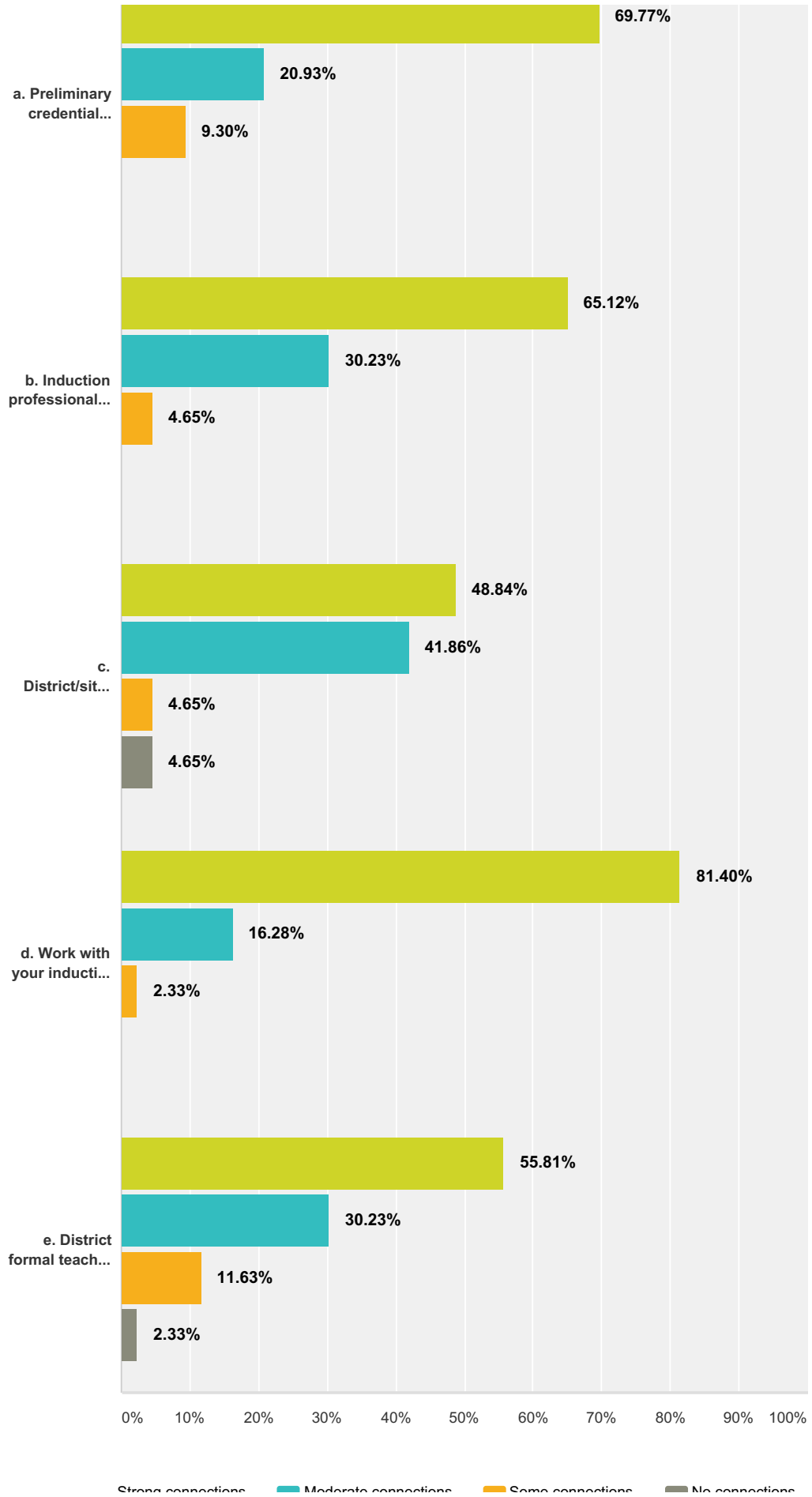
Answer Choices	Responses
More than 90 minutes	9.09% 4
61-90 minutes	36.36% 16
31-60 minutes	47.73% 21
30 minutes or fewer	6.82% 3
I never met with my Support Provider in person	0.00% 0
<b>Total</b>	<b>44</b>

**Q9 How strong were the connections between the goals and action research activities you developed and engaged in for your Individual Induction Plan (IIP / C1) and the following?**

Answered: 43 Skipped: 1



## 2015-16 Induction Candidate End-of-Year Survey





## 2015-16 Induction Candidate End-of-Year Survey

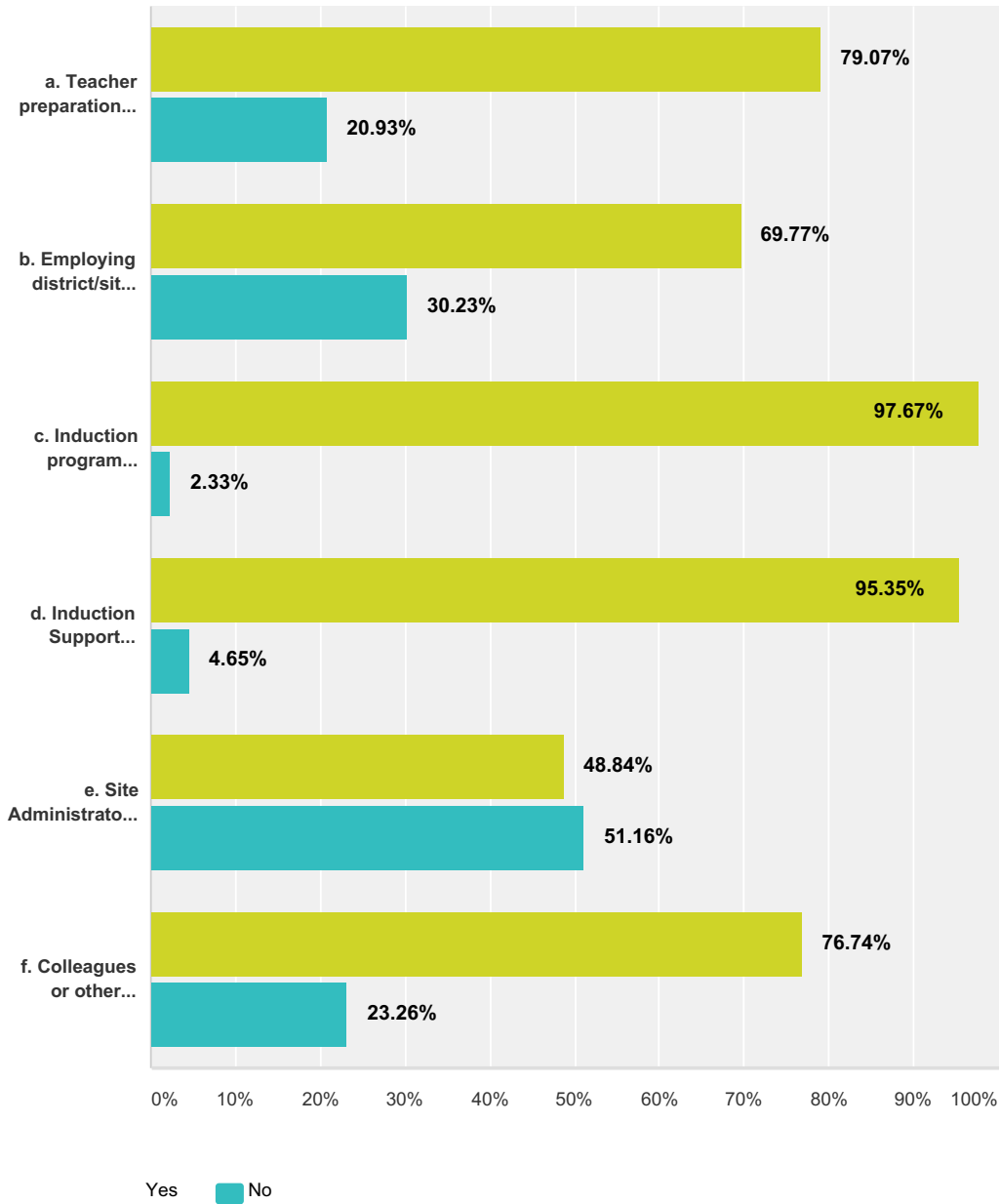
■ Strong connections    
 ■ Moderate connections    
 ■ Some connections    
 ■ No connections

	Strong connections	Moderate connections	Some connections	No connections	Total	Weighted Average
a. Preliminary credential preparation goals and activities (teacher preparation)	69.77% 30	20.93% 9	9.30% 4	0.00% 0	43	3.60
b. Induction professional development activities	65.12% 28	30.23% 13	4.65% 2	0.00% 0	43	3.60
c. District/site professional development activities	48.84% 21	41.86% 18	4.65% 2	4.65% 2	43	3.35
d. Work with your induction support provider	81.40% 35	16.28% 7	2.33% 1	0.00% 0	43	3.79
e. District formal teacher evaluation process	55.81% 24	30.23% 13	11.63% 5	2.33% 1	43	3.40

### Q10 Which of the following contributed to your understanding of your induction program?

Answered: 43    Skipped: 1

## 2015-16 Induction Candidate End-of-Year Survey

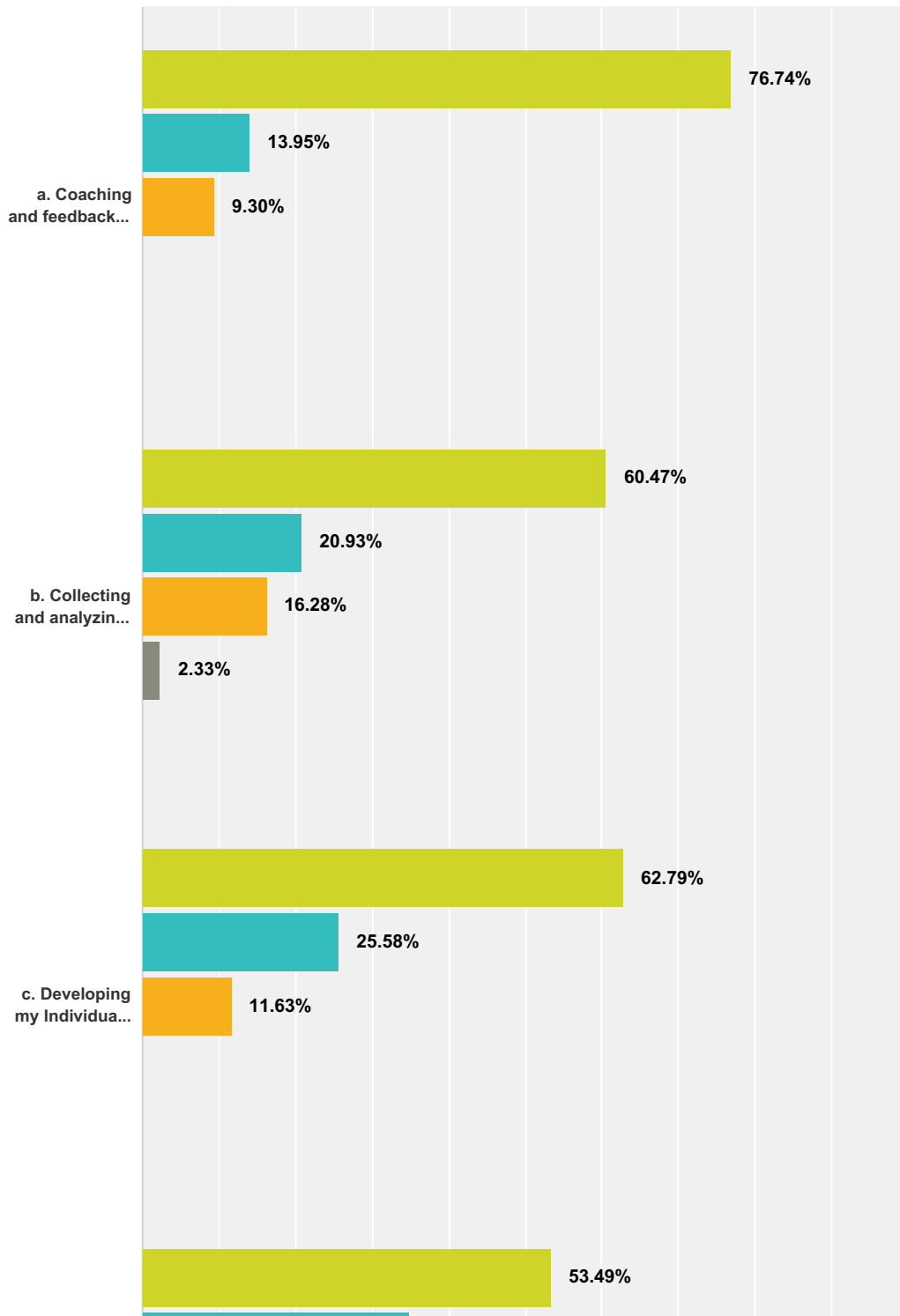


	Yes	No	Total
a. Teacher preparation program	79.07% 34	20.93% 9	43
b. Employing district/site advice and assistance upon hiring (i.e. availability of the program, how to enroll, etc.)	69.77% 30	30.23% 13	43
c. Induction program personnel	97.67% 42	2.33% 1	43
d. Induction Support Provider	95.35% 41	4.65% 2	43
e. Site Administrator (Principal or Assistant Principal)	48.84% 21	51.16% 22	43
f. Colleagues or other teachers at your site	76.74% 33	23.26% 10	43

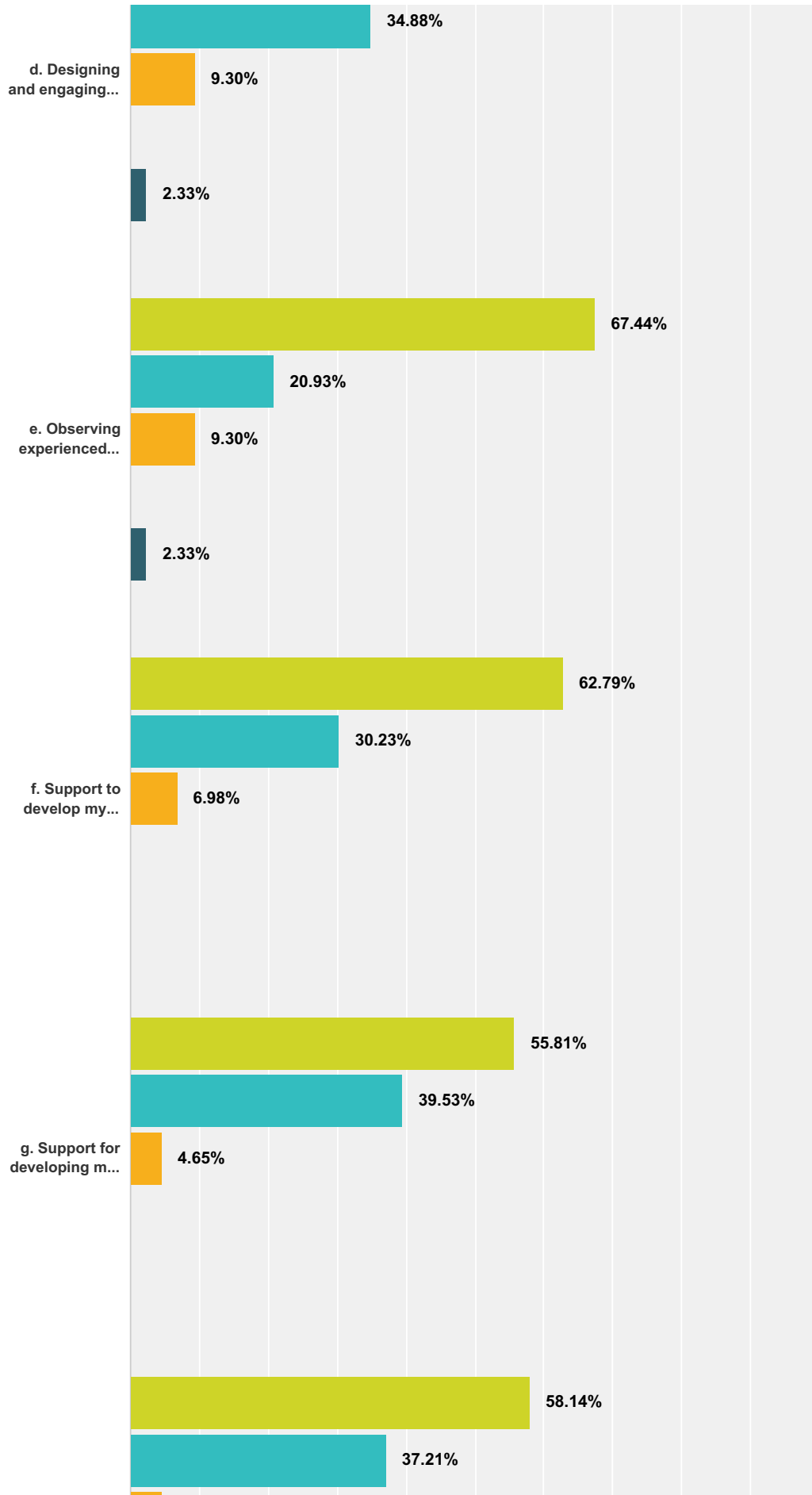
### Q11 How much impact did your overall

**induction experience have on your classroom practice from the following program components? (Consider your work with your Support Provider, your formative assessment inquiry experiences, and professional development over the course of this year.)**

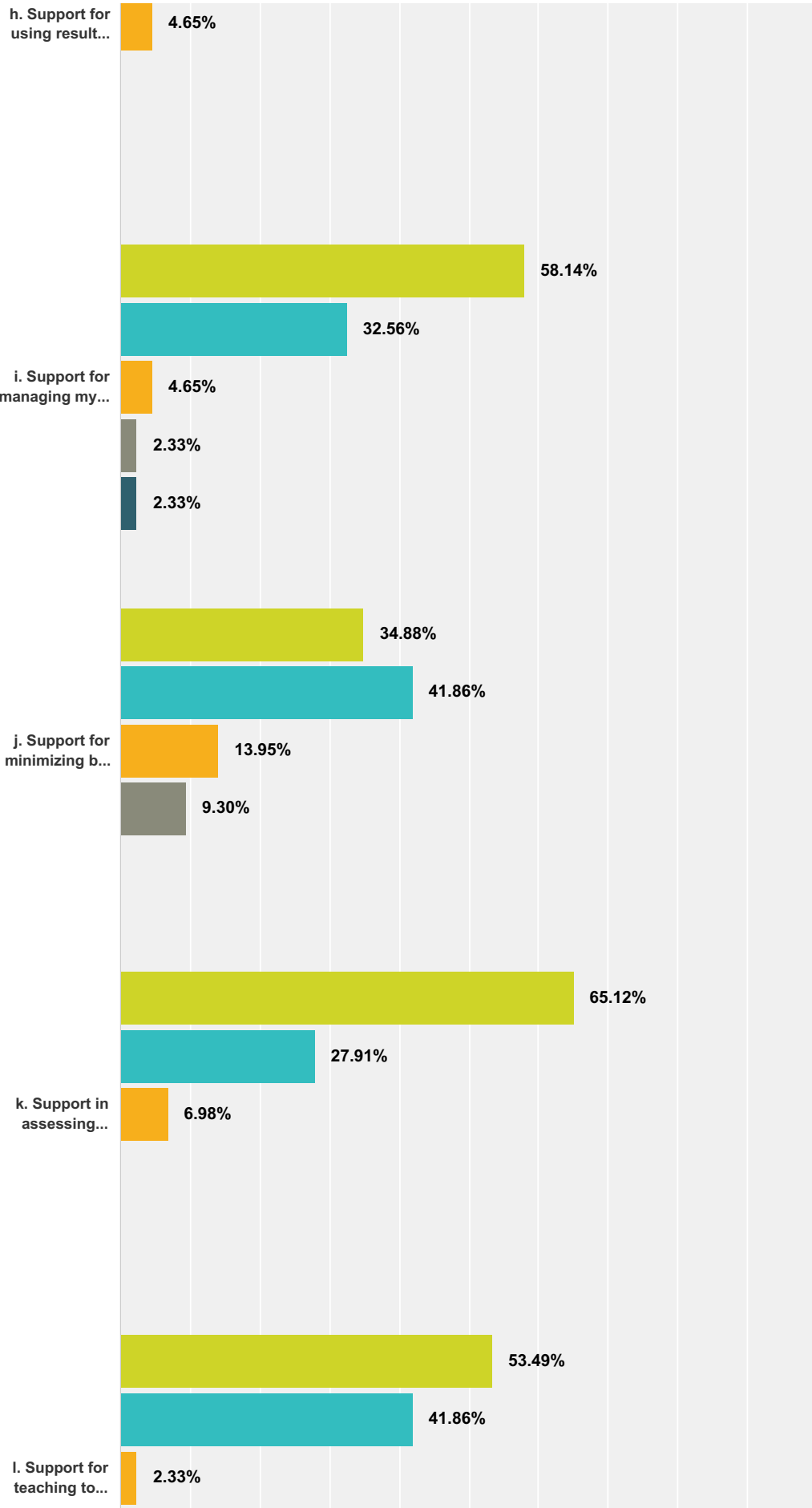
Answered: 43 Skipped: 1



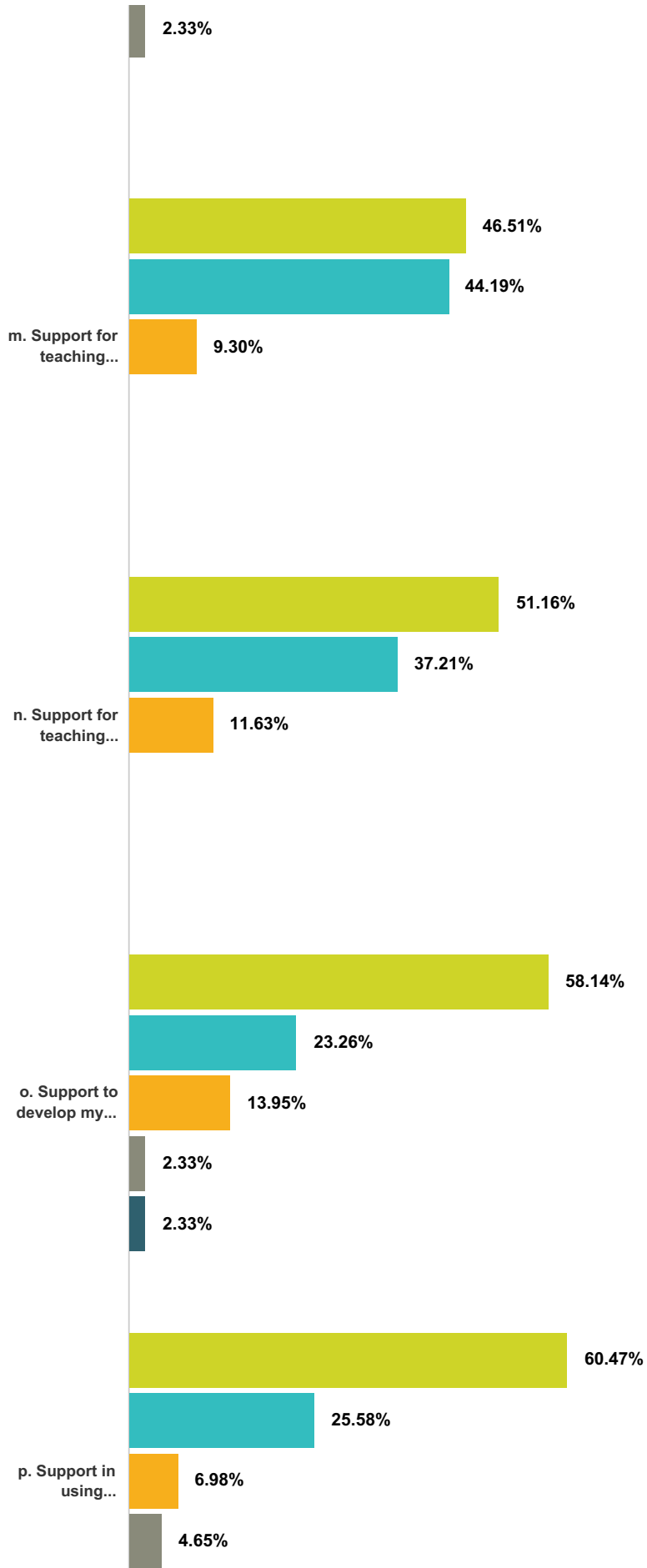
2015-16 Induction Candidate End-of-Year Survey



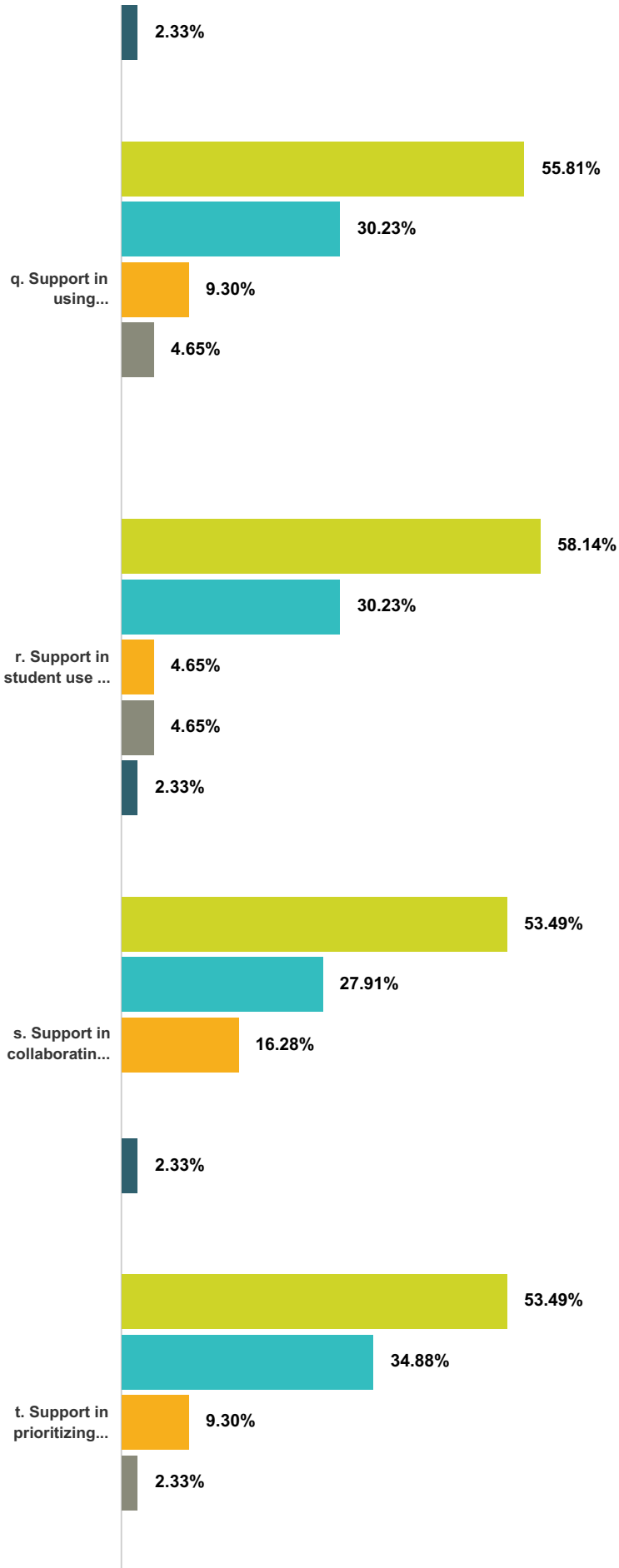
## 2015-16 Induction Candidate End-of-Year Survey



2015-16 Induction Candidate End-of-Year Survey



2015-16 Induction Candidate End-of-Year Survey



## 2015-16 Induction Candidate End-of-Year Survey

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strong impact    
  Moderate impact    
  Some impact    
  No impact  
 Did not participate in this activity

	Strong impact	Moderate impact	Some impact	No impact	Did not participate in this activity	Total	Weighted Average
a. Coaching and feedback from my support provider based on observation of my teaching and analysis of student work.	76.74% 33	13.95% 6	9.30% 4	0.00% 0	0.00% 0	43	3.67
b. Collecting and analyzing evidence of my teaching practice and comparing my teaching practice against criteria (e.g. self-assessment in you Continuum of Teaching Practice aka CTP)	60.47% 26	20.93% 9	16.28% 7	2.33% 1	0.00% 0	43	3.40
c. Developing my Individual Induction Plan (IIP/C1) with my support provider.	62.79% 27	25.58% 11	11.63% 5	0.00% 0	0.00% 0	43	3.51
d. Designing and engaging in action research/professional development as identified on my IIP.	53.49% 23	34.88% 15	9.30% 4	0.00% 0	2.33% 1	43	3.37
e. Observing experienced teachers at my school or district.	67.44% 29	20.93% 9	9.30% 4	0.00% 0	2.33% 1	43	3.51
f. Support to develop my repertoire of teaching strategies from my support provider and/or professional development opportunities.	62.79% 27	30.23% 13	6.98% 3	0.00% 0	0.00% 0	43	3.56
g. Support for developing my repertoire of assessment strategies from my support provider and/or professional development opportunities.	55.81% 24	39.53% 17	4.65% 2	0.00% 0	0.00% 0	43	3.51
h. Support for using results from assessment data to design instruction from my support provider and/or professional development opportunities.	58.14% 25	37.21% 16	4.65% 2	0.00% 0	0.00% 0	43	3.53
i. Support for managing my classroom and fostering a safe environment that promotes student well-being from my support provider and/or professional development opportunities.	58.14% 25	32.56% 14	4.65% 2	2.33% 1	2.33% 1	43	3.42
j. Support for minimizing bias and using culturally responsive pedagogy from my support provider and/or seminar/professional development opportunities.	34.88% 15	41.86% 18	13.95% 6	9.30% 4	0.00% 0	43	3.02
k. Support in assessing student needs and differentiating instruction (including analysis of student work) from my support provider and/or seminar/professional development opportunities.	65.12% 28	27.91% 12	6.98% 3	0.00% 0	0.00% 0	43	3.58
l. Support for teaching to content standards from my support provider and/or professional development opportunities.	53.49% 23	41.86% 18	2.33% 1	2.33% 1	0.00% 0	43	3.47
m. Support for teaching English Language Learners from my support provider and/or seminar/professional development opportunities.	46.51% 20	44.19% 19	9.30% 4	0.00% 0	0.00% 0	43	3.37
n. Support for teaching students with special needs from my support provider and/or seminar/professional development opportunities.	51.16% 22	37.21% 16	11.63% 5	0.00% 0	0.00% 0	43	3.40
o. Support to develop my ability to collaborate with families of my students, including communicating learning goals and progress from my support provider and/or seminar/professional development opportunities.	58.14% 25	23.26% 10	13.95% 6	2.33% 1	2.33% 1	43	3.33
p. Support in using technology to deliver instruction from my support provider and/or seminar/professional development opportunities.	60.47% 26	25.58% 11	6.98% 3	4.65% 2	2.33% 1	43	3.37
q. Support in using technology to assess and monitor student learning from my support provider and/or seminar/professional development opportunities.	55.81% 24	30.23% 13	9.30% 4	4.65% 2	0.00% 0	43	3.37



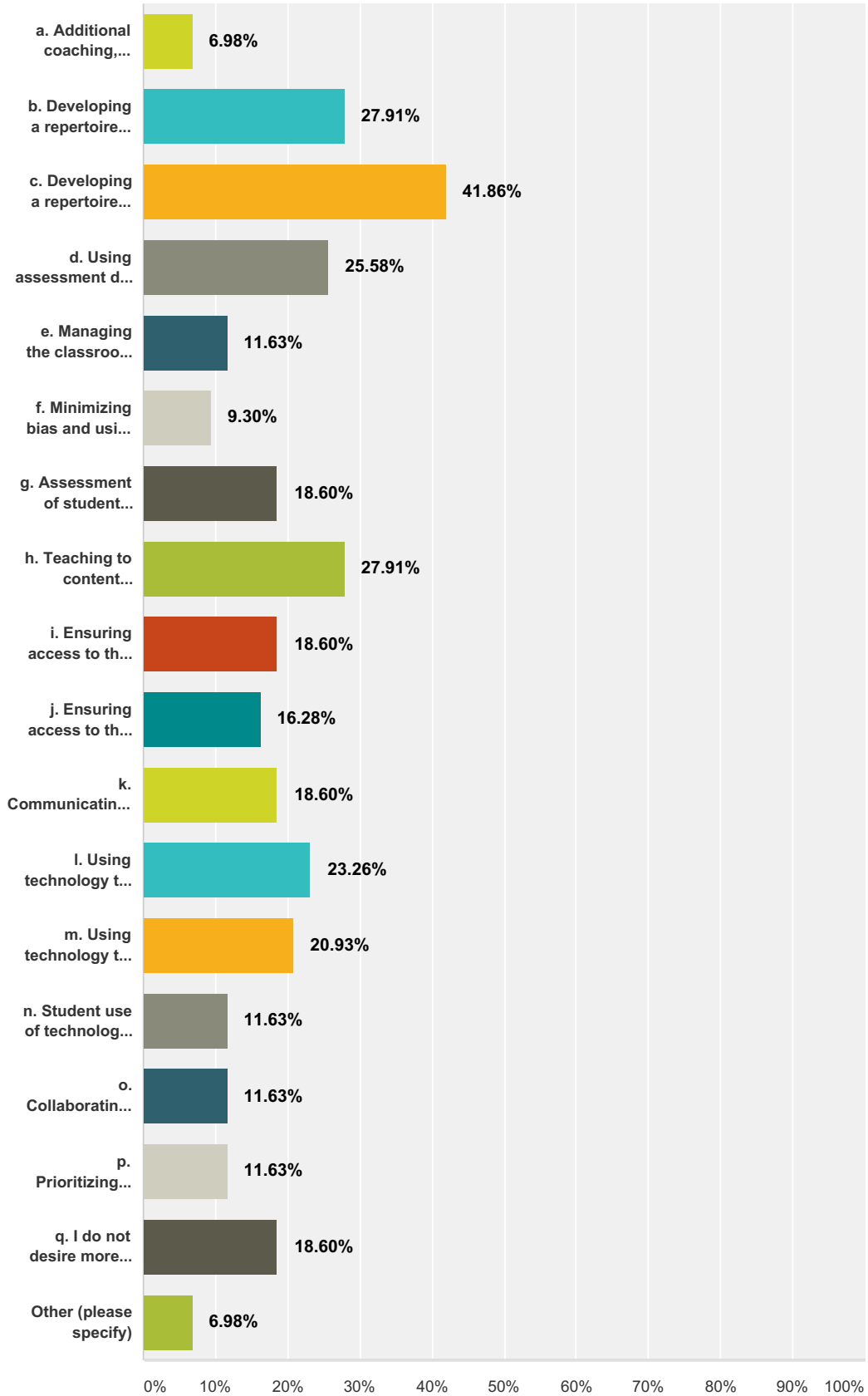
## 2015-16 Induction Candidate End-of-Year Survey

r. Support in student use of technology to enhance/demonstrate their learning from my support provider and/or seminar/professional development opportunities.	<b>58.14%</b> 25	<b>30.23%</b> 13	<b>4.65%</b> 2	<b>4.65%</b> 2	<b>2.33%</b> 1	43	3.37
s. Support in collaborating productively with colleagues and resource personnel, and navigating the protocols, policies and culture of my school and district from my support provider and/or professional development opportunities.	<b>53.49%</b> 23	<b>27.91%</b> 12	<b>16.28%</b> 7	<b>0.00%</b> 0	<b>2.33%</b> 1	43	3.30
t. Support in prioritizing the professional workload.	<b>53.49%</b> 23	<b>34.88%</b> 15	<b>9.30%</b> 4	<b>2.33%</b> 1	<b>0.00%</b> 0	43	3.40

### **Q12 In which areas do you desire more support from your induction program to impact student learning? (Mark all that apply.)**

Answered: 43 Skipped: 1

## 2015-16 Induction Candidate End-of-Year Survey



Answer Choices	Responses
a. Additional coaching, observation and feedback from a Support Provider	6.98% 3

## 2015-16 Induction Candidate End-of-Year Survey

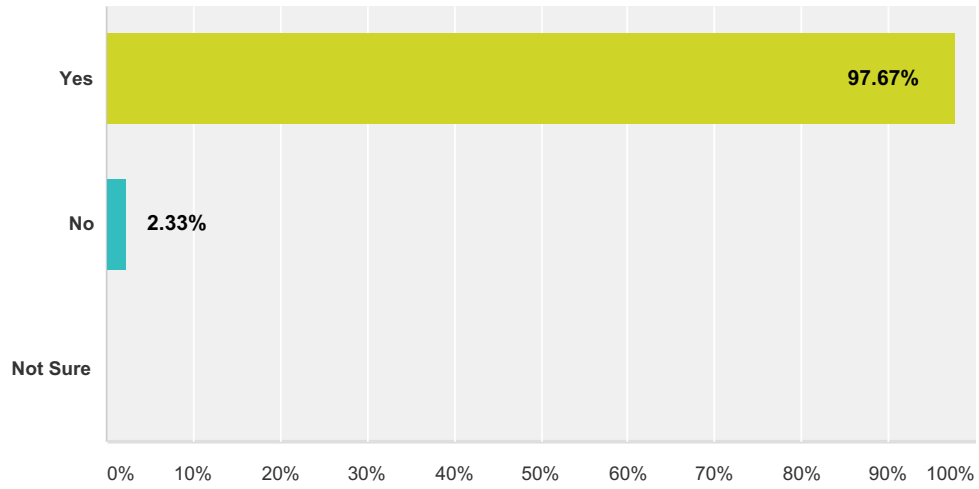
b. Developing a repertoire of teaching strategies	<b>27.91%</b>	12
c. Developing a repertoire of assessment strategies	<b>41.86%</b>	18
d. Using assessment data to design instruction	<b>25.58%</b>	11
e. Managing the classroom and fostering a safe environment that promotes student well-being	<b>11.63%</b>	5
f. Minimizing bias and using culturally responsive pedagogy	<b>9.30%</b>	4
g. Assessment of student needs and differentiating instruction	<b>18.60%</b>	8
h. Teaching to content standards	<b>27.91%</b>	12
i. Ensuring access to the curriculum for all students / Teaching English Language Learners	<b>18.60%</b>	8
j. Ensuring access to the curriculum for all students / Teaching students with special needs	<b>16.28%</b>	7
k. Communicating and collaborating with families	<b>18.60%</b>	8
l. Using technology to deliver instruction	<b>23.26%</b>	10
m. Using technology to assess and monitor student learning	<b>20.93%</b>	9
n. Student use of technology to enhance/demonstrate their learning	<b>11.63%</b>	5
o. Collaborating productively with teachers and other resource personnel at my site or district	<b>11.63%</b>	5
p. Prioritizing the professional workload	<b>11.63%</b>	5
q. I do not desire more support from my Induction Program	<b>18.60%</b>	8
Other (please specify)	<b>6.98%</b>	3
<b>Total Respondents: 43</b>		

#	Other (please specify)	Date
1	I feel like my most valuable support came from my PLC since they teach the same grade level and at the same school site as I do. I feel like many questions I had were specific to our site's demographics, and the most valuable advice came from the teachers at my site who are teaching the same grade level.	5/25/2016 1:36 PM
2	I would like to know any PD available re: teaching middle school Math, specifically Math intensive interventions to 6th/7th/8th grade students (changing sites/position next year!)	5/24/2016 4:29 PM
3	I don't think I need more support in these areas at this time, but I like that I can still call my support provider if I need to in the future.	5/23/2016 10:19 PM

### Q13 Do you wish to continue teaching next year?

Answered: 43 Skipped: 1

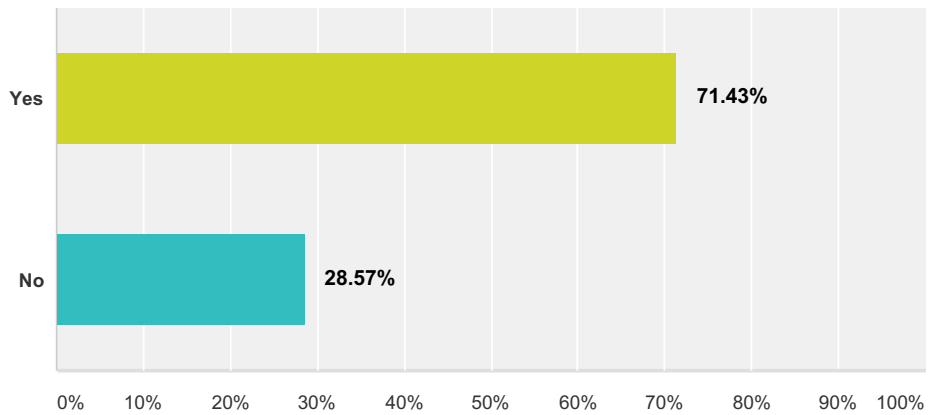
2015-16 Induction Candidate End-of-Year Survey



Answer Choices	Responses	
Yes	97.67%	42
No	2.33%	1
Not Sure	0.00%	0
<b>Total</b>		<b>43</b>

**Q14 Would you consider being a Support Provider in the future?**

Answered: 42 Skipped: 2



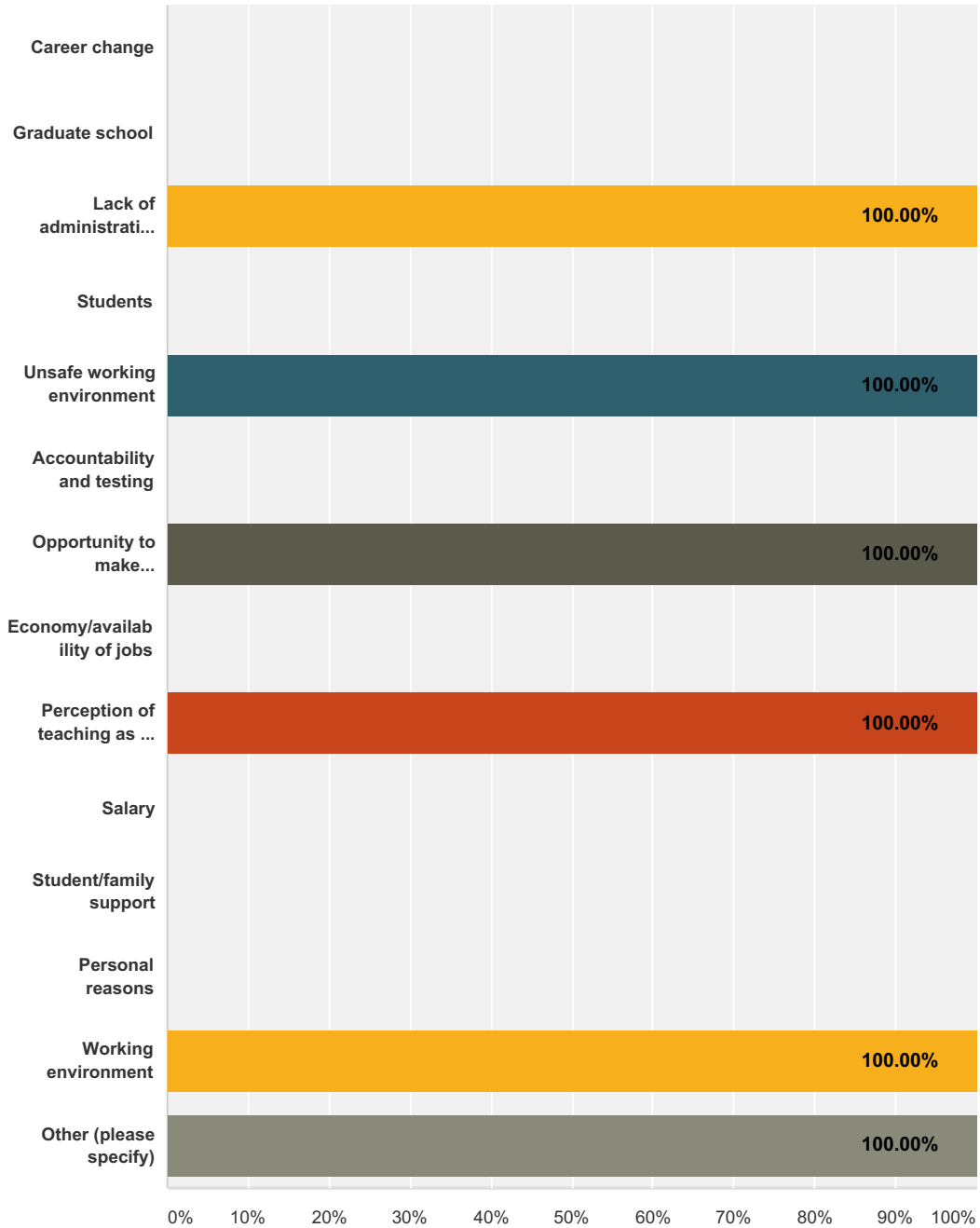
Answer Choices	Responses	
Yes	71.43%	30
No	28.57%	12
<b>Total</b>		<b>42</b>

**Q15 What factors influenced your "No" or "Not Sure" response to the question "Do you wish to continue teaching next year?"**

2015-16 Induction Candidate End-of-Year Survey

(Mark all that apply.)

Answered: 1 Skipped: 43



Answer Choices	Responses
Career change	0.00% 0
Graduate school	0.00% 0
Lack of administrative support	100.00% 1
Students	0.00% 0
Unsafe working environment	100.00% 1

## 2015-16 Induction Candidate End-of-Year Survey

Accountability and testing	0.00%	0
Opportunity to make instructional decisions	100.00%	1
Economy/availability of jobs	0.00%	0
Perception of teaching as a profession	100.00%	1
Salary	0.00%	0
Student/family support	0.00%	0
Personal reasons	0.00%	0
Working environment	100.00%	1
Other (please specify)	100.00%	1
<b>Total Respondents: 1</b>		

#	Other (please specify)	Date
1	My first year experience was very negative. I did not receive adequate support from my site, teachers at my site, or program specialist. I received little or no help in getting any support or access to technological supplements (ie. FRA, Reading A-Z access, iRead access, ESGI access, Think Central access, access to copy machines for example my password only works on one copy machine and not on the other and the other one rarely works, etc, etc. I could go on all day.	5/28/2016 10:56 AM

### Q16 If you have ideas or suggestions for our Induction Program leader that you feel will enhance our program's services or improve candidates' experiences, please include it here.

Answered: 25 Skipped: 19

#	Responses	Date
1	I would adjust timing of some assignments so that they are not due close to when grades are due.	6/1/2016 2:32 PM
2	I am so grateful for my Support Provider and am thankful for our connection through the Induction Program. I feel supported by everyone in the Induction Program overall and am thankful for the ways they have advocated on my behalf.	6/1/2016 7:34 AM
3	Time spent working with my Support Provider was the most helpful and motivational part of the hole program! Our discussions frequently strayed from the actual questions asked in our assignments but were so much more powerful! Finding a way to really emphasize and provide more time for the mentorship between a support provider and a new teacher would make a big impact on a teacher's first years teaching!	5/31/2016 9:49 PM
4	The role of encouragement can never be understated. The paperwork will get done if the overall encouragement, regardless, is there.	5/30/2016 2:30 PM
5	word to the wise....DO NOT OVERLOAD YOURSELF as I have this semester and you wont have to finish it all at the last minute.	5/29/2016 1:43 PM
6	Address a little more on the needs and sensitivity of cultures represented in our schools.	5/28/2016 8:47 PM
7	I did not feel as overwhelmed this year as I did last year. Thank you for an amazing program but I am happy to be done.	5/27/2016 3:20 PM

## 2015-16 Induction Candidate End-of-Year Survey

8	Ideally, it would be best to matched with someone who teaches/has taught at the same grade level as the candidate. For example, many of the issues in kindergarten are completely different than in upper grades, so I feel like a support provider who has "been there, done that" in the candidate's grade level can offer invaluable insights! My support provider was great (we are 3 grade levels apart); I just got the best strategies for my classroom/students from other teachers at my site who teach the same grade level.	5/25/2016 1:42 PM
9	I would like more strategies, examples, role-play of situations, etc.	5/25/2016 10:38 AM
10	It's perfect!	5/25/2016 8:19 AM
11	The most help I got this year came from talking to colleagues about there great ideas, or things they like to do in their class. I felt as if a lot of induction was just a repeat of what I did when I received my credential. I would have rather spent time with my support provider or colleagues developing really great lesson plans for a specific unit. I felt like the most help that I needed was not on how to improve my teaching, but how to complete the check marks for induction. It would be really great if induction had more of an observation then feedback model, and less of an observation than lets try to fill out all of these forms model. Sometimes the most beneficial things I received were from observers that said things like "I noticed you like writing with your students, have you checked out this website/program/idea" Or "in my class we do ____ to make sure work gets returned each day, etc... Just a free flow of talk and collaboration was the most helpful. I guess what I am saying is people helped me the most and paperwork helped me the least.	5/24/2016 4:43 PM
12	The MVUSD induction program was both rigorous and relevant, and provided a strong support for me in my position. I believe I am further along on the "excellent educator" spectrum than I would have been without it. I consider myself fortunate to have this experience! THANK YOU!!	5/24/2016 4:31 PM
13	This was an incredible experience. I treasure my time that I have had in it. Thank you Sean, Erika and Sue for everything. All your hard work does not go unnoticed. I just wish at the end when I sent all my C docs and Digital portfolio to my support provider that I received feedback from her. I didn't get any feedback until the night of colloquium.	5/21/2016 12:01 PM
14	One suggestion is to make the forms easier to understand. Use simple language on the forms, especially the C forms.	5/19/2016 8:02 AM
15	The various Haiku pages are a bit much to follow. Consider one page for everything.	5/18/2016 12:34 PM
16	I think it would be so helpful to give ideas on how to make accommodations or what to teach in small reading groups for Elementary. Also, I'd like more tips on classroom management and how to grade homework. Another big question I have is motivating the unmotivated.	5/18/2016 11:37 AM
17	It may be helpful for general education teachers to have a little more training on mainstreaming students.	5/17/2016 8:18 PM
18	I think you all do a great job in supporting candidates and support providers carry out the individual needs that come up very well. It is hard for me to think of what else a candidate may need.	5/17/2016 7:47 AM
19	I think it would be helpful to observe other induction candidates. I think this would promote camaraderie and allow us to see and share the things we are learning. I also would like to observe veteran teachers with my support provider so we could discuss the observation as a team.	5/16/2016 12:09 PM
20	I was pleased to learn that the district is moving away from FACT. The new mini inquiries sound more engaging.	5/15/2016 2:39 PM
21	Give year 2 Induction students more time between the last meeting in May to the colloquium date. Perhaps make the last meeting in late April instead next year. Two weeks in a row of after school meetings is hard for people who need to find care for their children, and its not much time to finish up their digital portfolio and documents C-1 and D-1.	5/14/2016 4:03 PM
22	I think the overall experience was great! I really found the seminars useful and thought it was necessary time which allowed me to work or talk with my support provider. I also found it nice to be able to ask other teachers and support providers for help and ideas when needed.	5/13/2016 12:55 PM
23	It would be great to hear more about classroom management strategies.	5/12/2016 7:08 PM
24	N/A. I found my Support Provider to be a perfect fit for me. We communicated thoroughly and she was always there for me to answer any questions or concerns I had. I hope I have her again for next year!	5/9/2016 5:52 AM
25	Having 2 separate Haiku sites can get very overwhelming and confusing. I'm pretty tech savvy and even I am feeling overwhelmed by the amount of information to sift through for different things on Haiku.	5/8/2016 6:59 PM