

## Clear Education Specialist Induction Program Completers-2015

**Introduction:** Your induction experience may have occurred over one year or two years. This survey asks you to reflect and provide feedback on your experience during your induction process to apply for your clear credential.

### Clear Education Specialist Induction Completer Survey (2015)

Question	Response Options
<b>A. Information about your program and working with your Support Provider</b>	
1. How long after you were hired into an assignment that requires a California preliminary teaching credential were you <b>enrolled</b> in a Commission-approved induction or clear credential program?	<ul style="list-style-type: none"><li><input type="radio"/> At the time of hire or before beginning work with students</li><li><input type="radio"/> Within one to two months of beginning my assignment</li><li><input type="radio"/> Within three to five months of beginning my assignment</li><li><input type="radio"/> More than five months after beginning my assignment</li><li><input type="radio"/> One year or more after beginning my assignment</li></ul>
2. How long after you were enrolled in your induction/clear credential program did you begin <b>working with a Support Provider (SP)</b> or receive support from Clear Credential Personnel?	<ul style="list-style-type: none"><li><input type="radio"/> Within one month of enrolling in the program</li><li><input type="radio"/> Within two months of enrolling in the program</li><li><input type="radio"/> More than three months after enrolling in the program</li><li><input type="radio"/> I was assigned a Support Provider but never worked with him/her</li><li><input type="radio"/> I was never assigned a Support Provider</li></ul>
3. What was the length of <b>your</b> clear induction program?	<ul style="list-style-type: none"><li><input type="radio"/> Less than 1 school year</li><li><input type="radio"/> 1 school year</li><li><input type="radio"/> More than 1 school year but less than 2 school years</li><li><input type="radio"/> 2 school years</li><li><input type="radio"/> More than 2 school years</li></ul>
4. How helpful was your Support Provider/Mentor/System of Support in helping you impact students in learning regarding the following:	
a. Modeling instruction while I observed	
b. Identifying Resources	
c. Providing feedback from observations to improve my instruction	
d. Teaching Practices	<input type="radio"/> Very Helpful
e. Content Support	<input type="radio"/> Helpful
f. Instructional Design and Planning	<input type="radio"/> Somewhat helpful
g. Creating and Maintaining a Safe and Positive Climate	<input type="radio"/> Not at all helpful
h. Using strategies to support English Learners	
i. Using strategies to support students with disabilities	
j. Minimizing bias and using culturally responsive pedagogy	
k. Setting and reaching Professional Learning Goals	
5. How well matched were you with your Support Provider?	<ul style="list-style-type: none"><li><input type="radio"/> Well matched</li><li><input type="radio"/> Somewhat well matched</li><li><input type="radio"/> Not well matched</li></ul>

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6. If you responded that you were "Not well matched" or "Somewhat well matched" with your Support Provider please respond to these 2 questions:

- 6a. in which of the following areas could the match have been improved? *Mark all that apply*
- Grade level or subject area experience or background
  - Familiarity with site resources, expectations, policies, and procedures
  - Schedules /opportunities to meet
  - Personality, disposition, and working style
  - Teaching philosophy and style

- 6b. Did the program address the issue(s) with the match?
- Yes
  - To some extent, but not fully
  - No

The following question asks about the interaction between you and your Support Provider. This includes all face-to-face or virtual interactions via technology.

7. On average, how frequently did you and your Support Provider have meaningful communication about issues related to your teaching practice?
- Daily
  - Two or three times per week
  - Weekly
  - Twice per month
  - Less than twice per month
8. Across the full induction/clear program, how frequently did your Support Provider observe and coach you in your classroom during the program (in person or via visual technology)?
- More than ten times during the entire program
  - 6-10 times during the entire program
  - 3-5 times during the entire program
  - Once or twice during the entire program
  - I was not observed by my Support Provider
9. What amount of interaction with your Support Provider would have been best for you?
- Significantly more time
  - A little more time
  - The same amount of time I had
  - A little less time
  - Much less time

**B. This section asks about connections between your induction/clear program and your Individual Induction Plan (IIP). The next set of questions asks you to reflect on your engagement with formative assessment activities during your induction and credential program experience.**

10. To what degree was there cohesion between the professional development received in district or on site and induction/clear credential program goals and activities?
- Strong
  - Moderate
  - Weak
  - Not applicable to me
11. How strong was the collaboration between your induction or clear credential program and your site administration?
- Very Strong
  - Strong
  - Not Strong
  - I do not have sufficient information to answer this

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question

12. How much impact did participating in the following activities have on your classroom practice?

- a. Collection and analysis of evidence of my teaching practice
  - b. Analysis of my students' work
  - c. Observation of experienced teachers
  - d. Examination of my teaching practice against the CSTP (e.g., the Continuum of Teaching Practice)
  - e. Development of my Individual Induction Plan (IIP)/Individual Learning Plan (ILP)
  - f. Professional Learning as identified on my IIP or ILP
  - g. Collaboration with colleagues
- Extensive impact
  - Limited impact
  - No impact
  - I did not participate in this activity

### C. Impact of Induction on Teaching Practice

**13. Engaging and Supporting All Students in Learning:** To what degree did your overall induction experience impact your classroom practice in the following areas?

- a. Connect classroom learning to the real world  Very well
- b. Engage students in inquiry, problem solving, and reflection to promote their critical thinking  Well
- c. Meet the instructional needs of English learners  Adequately
- d. Identify and address special learning needs with appropriate teaching strategies  Poorly
- Not at all

**14. Creating and Maintaining Effective Environments for Student Learning:** To what degree did your overall induction experience impact your classroom practice in the following areas?

- a. Establish and maintain a safe and respectful learning environment for all students  Very well
- b. Create a productive learning environment with high expectations for all students  Well
- c. Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level  Adequately
- Poorly
- Not at all

**15. Understanding and Organizing Subject Matter for Student Learning:** To what degree did your overall induction experience impact your classroom practice in the following areas?

- a. Use effective instructional strategies to teach specific subject matter and skills  Very well
- b. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students  Well
- c. Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content?  Adequately
- Poorly
- Not at all

**16. Planning Instruction and Designing Learning Experiences for All Students:** To what degree did your overall induction experience impact your classroom practice in the following areas?

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- a. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development
- b. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students  Very well  
 Well
- c. Develop IFSP/IEP goals and objectives that are measurable and obtainable  Adequately
- d. Plan for instruction by incorporating all relevant IFSP/IEP information behavior and academic information  Poorly  
 Not at all
- e. Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment

**17. Assessing Students for Learning:** To what degree did your overall induction experience impact your classroom practice in the following areas?

- a. Involve all students in self-assessment, goal setting, and monitoring progress  Very well
- b. Give productive feedback to students to guide their learning  Well
- c. Collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive environment  Adequately  
 Poorly
- d. Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs  Not at all

**18. Developing as a Professional Educator:** To what degree did your overall induction experience impact your classroom practice in the following areas?

- a. Evaluate the effects of actions on student learning and modify plans accordingly  Very well
  - b. Work with colleagues to improve instruction  Well  
 Adequately
  - c. Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members  Poorly  
 Not at all
19. Overall, **how effective was your induction program at developing the skills, habits, or tools you needed to grow your teaching practice?**
- Very effective
  - Effective
  - Somewhat effective
  - Not at all effective
20. Overall, **how effective was your induction program at developing the skills, habits, or tools you needed to continue in your career as a teacher?**
- Very effective
  - Effective
  - Somewhat effective
  - Not at all effective

### Demographic Information

21. Are you Hispanic or Latino?  No, not Hispanic or Latino  
 Yes, Hispanic or Latino

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21. What is your race? Mark all that apply.
- American Indian or Alaska Native
  - Asian
    - Chinese
    - Japanese
    - Korean
    - Vietnamese
    - Asian Indian
    - Laotian
    - Cambodian
    - Filipino
    - Hmong
    - Other Asian
  - Black or African American
  - Native Hawaiian or other Pacific Islander
    - Hawaiian
    - Guamanian
    - Samoan
    - Tahitian
    - Other Pacific Islander
  - White
22. In what type of school(s) did you teach during your induction program? Mark all that apply
- Public
  - Charter
  - Private
  - Non-public special education
  - Other
23. What is your gender?
- Female
  - Male
  - Decline to state

**Thank you for completing this survey. Your feedback will be very helpful to your program and the state.**