



Credential Program Completer Survey Questions Teacher Induction

The California Commission on Teacher Credentialing (Commission) is interested in your views on the scope and quality of your induction program. Your participation in this survey will help improve the preparation of future teacher for California's schools and students. Thank you in advance for sharing your valuable insights.

Please note that this survey is not intended to be an evaluation of your competence, but rather an opportunity for you to tell the Commission what you think about the quality of the induction program you recently completed.

Informed Consent

Participation in this survey is voluntary but the information is very important to help improve the preparation of teachers in California. The Commission will use this information within its quality review processes for accredited preparation programs.

Your decision whether or not to participate in the survey will not affect the processing of your credential application. Every measure will be taken to assure the confidentiality of your response; the Commission will not use your name or other identifying information when reporting the results.

Thank you for your time and your responses.

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 the induction process to apply for your clear credential.

Your Program and Mentor

1. As a California preliminary teaching credential holder, when did you enroll in a Commission-approved induction program?
 - One year or more after beginning my assignment
 - More than five months after beginning my assignment
 - Within three to five months of beginning my assignment
 - Within one to two months of beginning my assignment
 - At the time of hire or before beginning work with students
2. As a California preliminary teaching credential holder, when were you assigned a mentor in a Commission-approved induction program?
 - I was never assigned a Support Provider
 - I was assigned a Support Provider but never worked with him/her
 - More than three months after enrolling in the program
 - Within two months of enrolling in the program
 - Within one month of enrolling in the program
3. How long after you were enrolled in your induction program did you begin developing goals within the context of your Individual Learning Plan (ILP)?
 - I never developed goals



- More than five months after my enrollment
 - Within three to five months of my enrollment
 - Within 60 days of my enrollment
 - Within 30 days of my enrollment
4. What was the length of your induction program?
- More than 2 school years
 - 2 school years
 - More than 1 school year but less than 2 school years
 - 1 school year
 - Less than 1 school year
5. Were you an Induction ECO candidate?
- Yes
 - No
6. 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
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
 - b. Identifying Resources
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
 - c. Providing feedback from observations to improve my instruction
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
 - d. Teaching Practices
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
 - e. Content Support
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
 - f. Instructional Design and Planning
 - Not at all helpful



- Somewhat helpful
 - Helpful
 - Very helpful
- g. Creating and Maintaining a Safe and Positive Climate
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
- h. Using strategies to support English Learners
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
- i. Using strategies to support students with disabilities
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
- j. Minimizing bias and using culturally responsive pedagogy
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
- k. Setting and reaching Professional Learning Goals
 - Not at all helpful
 - Somewhat helpful
 - Helpful
 - Very helpful
- 7. How well matched were you with your mentor?
 - Not well matched
 - Somewhat well matched
 - Well matched
- 8. In what ways were you well matched with your mentor? Check all that apply.
 - Same credential
 - Same grade level
 - Same content area(s)
 - Same school site
 - Knowledge of grade level or subject area
 - Familiarity with site resources, expectations, policies, and procedures
 - Schedules /opportunities to meet
 - Personality, disposition, and/or working style
 - Teaching philosophy and/or style



- Other areas that are appropriate to my teaching context (eg. case management, IEP process, co-teaching, collaboration with para educators and service providers, behavior interventions, etc.)
 - None of the above
9. In what areas could your match have been strengthened? Check all that apply.
- Same credential
 - Same grade level
 - Same content area(s)
 - Same school site
 - Knowledge of grade level or subject area
 - Familiarity with site resources, expectations, policies, and procedures
 - Schedules /opportunities to meet
 - Personality, disposition, and/or working style
 - Teaching philosophy and/or style
 - Other areas that are appropriate to my teaching context (eg. case management, IEP process, co-teaching, collaboration with para educators and service providers, behavior interventions, etc.)
 - None of the above
10. Did you experience significant issues with your mentor?
- Yes
 - No

If you answered "Yes" to question 10, please answer questions 11a and 11b.

If you answered "No", please skip to question 12.

- 11a. Did you report the issues to the induction program?

- Yes
- No

- 11b. Did the induction program address the issue(s)?

- Yes
- To some extent, but not fully
- No

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

12. On average, how frequently did you and your mentor have meaningful communication about your ILP goals and/or just in time support for your teaching practice?
- Less than an hour a week
 - An hour a week
 - More than an hour a week
13. On average, how frequently did your mentor observe you teach and provide feedback connected to your ILP?
- Was not observed
 - Once a year
 - Two to four times a year



- One to two times a month
14. What amount of meaningful communication about your ILP goals and/or just in time support for your teaching practice would have been best for you?
- Less time
 - The same amount of time I had
 - More time
15. I would describe my relationship with my mentor as:
- Not collaborative at all
 - Minimally collaborative
 - Collaborative
 - Highly collaboratively
16. I would describe my mentor's skills in meeting my needs as:
- Unable to meet my needs
 - Minimally skilled
 - Skilled
 - Highly skilled

Your Induction Program and Individual Learning Plan (ILP)

The next set of questions asks you to reflect on your engagement with formative assessment activities during your induction program experience.

17. To what degree was there cohesion between the professional development received in district or on site and induction program goals and activities?
- Weak
 - Moderate
 - Strong
 - Not applicable to me
18. How strong was the collaboration between your induction program and your site administration?
- Not strong
 - Strong
 - Very strong
 - I do not have sufficient information to answer this question
19. To what extent did the following activities or strategies have a positive impact on your teaching and learning? (Consider your system of support: mentor, colleagues, site/district resources, induction program staff, etc.)
- a. Observations of colleagues and peers
 - No impact
 - Some impact
 - Moderate impact
 - Strong impact
 - I did not participate in this activity
 - b. Consistent reflection on the practice of instruction
 - No impact



- Some impact
 - Moderate impact
 - Strong impact
 - I did not participate in this activity
- c. Analysis of student data to inform planning and instruction
 - No impact
 - Some impact
 - Moderate impact
 - Strong impact
 - I did not participate in this activity
- d. Development of collaborative connections with colleagues
 - No impact
 - Some impact
 - Moderate impact
 - Strong impact
 - I did not participate in this activity
- e. Access to available resources
 - No impact
 - Some impact
 - Moderate impact
 - Strong impact
 - I did not participate in this activity

20. How aligned were your ILP goals to:

- a. Personal professional growth goals
 - Not aligned
 - Somewhat aligned
 - Moderately aligned
 - Strongly aligned
 - No input received
- b. Your teaching context
 - Not aligned
 - Somewhat aligned
 - Moderately aligned
 - Strongly aligned
 - No input received
- c. Your mentor's input
 - Not aligned
 - Somewhat aligned
 - Moderately aligned
 - Strongly aligned
 - No input received
- d. Your site administrator's input



- Not aligned
 - Somewhat aligned
 - Moderately aligned
 - Strongly aligned
 - No input received
- e. Site initiatives
 - Not aligned
 - Somewhat aligned
 - Moderately aligned
 - Strongly aligned
 - No input received
- f. District initiatives
 - Not aligned
 - Somewhat aligned
 - Moderately aligned
 - Strongly aligned
 - No input received
- g. Preliminary program induction transition plan
 - Not aligned
 - Somewhat aligned
 - Moderately aligned
 - Strongly aligned
 - No input received
- h. Progress toward mastery of the CSTP
 - Not aligned
 - Somewhat aligned
 - Moderately aligned
 - Strongly aligned
 - No input received

Impact of Induction on Teaching Practice

CSTP 1: Engaging and Supporting All Students in Learning

21. How well do you feel your ILP goal based activities prepared you to engage and support all students for learning?
- Poorly prepared
 - Adequately prepared
 - Well prepared
 - Did not need to address this standard in my ILP
 - Did not have the opportunity to address this standard in my ILP



CSTP 2: Creating and Maintaining Effective Environments for Student Learning

22. How well do you feel your ILP goal based activities prepared you to and maintain an effective environment for student learning?
- Poorly prepared
 - Adequately prepared
 - Well prepared
 - Did not need to address this standard in my ILP
 - Did not have the opportunity to address this standard in my ILP

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

23. How well do you feel your ILP goal based activities prepared you to understand and organize subject matter for student learning?
- Poorly prepared
 - Adequately prepared
 - Well prepared
 - Did not need to address this standard in my ILP
 - Did not have the opportunity to address this standard in my ILP

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

24. How well do you feel your ILP goal based activities prepared you to plan instruction and design learning experiences for all students?
- Poorly prepared
 - Adequately prepared
 - Well prepared
 - Did not need to address this standard in my ILP
 - Did not have the opportunity to address this standard in my ILP

CSTP 5: Assessing Students for Learning

25. How well do you feel your ILP goal based activities prepared you to assess students for learning?
- Poorly prepared
 - Adequately prepared
 - Well prepared
 - Did not need to address this standard in my ILP
 - Did not have the opportunity to address this standard in my ILP

CSTP 6: Developing as a Professional Educator

26. How well do you feel your ILP goal based activities prepare you to develop as a professional educator?
- Poorly prepared
 - Adequately prepared
 - Well prepared
 - Did not need to address this standard in my ILP
 - Did not have the opportunity to address this standard in my ILP



27. Overall, how effective was your induction program at helping you develop the skills, habits, or tools you needed to grow your teaching practice?
- Not effective
 - Somewhat effective
 - Effective
 - Very effective
28. Overall, how effective was your induction program at responding to your needs?
- Not effective
 - Somewhat effective
 - Effective
 - Very effective
29. Are you planning on staying in teaching?
- Yes
 - No
 - I don't know yet

If you answered "No" to question 29, please answer question 29a.

If you answered "Yes", please skip to the next question.

- 29a. Do you plan on staying in education as a profession?
- Yes
 - No
 - I don't know yet

Demographics

30. Where did you complete your initial teacher training?
- California
 - Out of State
 - Out of Country
31. In what type of school did you teach during your induction program? Check all that apply.
- Public (not charter)
 - Public Charter
 - Private
 - Non-public special education
 - Other
32. Are you Hispanic or Latino?
- No, not Hispanic or Latino
 - Yes, Hispanic or Latino
33. What is your race? Check all that apply.
- American Indian or Alaska Native
 - Asian Indian
 - Black or African American



- Cambodian
- Chinese
- Filipino
- Guamanian
- Hawaiian
- Hmong
- Japanese
- Korean
- Laotian
- Other Asian
- Other Pacific Islander
- Samoan
- Tahitian
- Vietnamese
- White

34. What is your gender identity?

- Female
- Male
- Nonbinary
- Decline to state

COVID-19 Executive Order Approved Options

The Commission is also interested in learning more about the support provided to new teachers who were impacted by the COVID 19 pandemic and, as a result, needed to complete preliminary credential requirements in induction.

35. Did you enter the induction program needing to complete the RICA examination?

- Yes
- No

36. Overall, how well do you feel your preliminary program supported you, while you were in *induction*, toward completion of the RICA examination?

- Not at all
- Poorly
- Adequately
- Well
- Very well

37. Overall, how effective was your induction program at helping to prepare you to pass the RICA examination?

- Not at all effective
- Somewhat effective
- Effective
- Very effective



38. Did you enter the induction program needing to complete one or more cycles of the teaching performance assessment?
- Yes
 - No
39. Overall, how well do you feel your preliminary program supported you, while you were in *induction*, toward completion of the teaching performance assessment?
- Not at all
 - Poorly
 - Adequately
 - Well
 - Very well
40. Overall, how effective was your induction program at helping to prepare you to pass the teaching performance assessment?
- Not at all effective
 - Somewhat effective
 - Effective
 - Very effective

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