



Program Completer Survey: Clear Multiple/Single/Education Specialist 2018-2019

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.

A. 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



5. Were you an Induction ECO candidate

- Yes
- No

How helpful was your Support Provider/Mentor/System of Support in helping you impact students in learning regarding the following:

RATING SCALE: *Not at all helpful* *Somewhat helpful* *Helpful* *Very helpful*

6a. Modeling instruction while I observed

6b. Identifying Resources

6c. Providing feedback from observations to improve my instruction

6d. Teaching Practices

6e. Content Support

6f. Instructional Design and Planning

6g. Creating and Maintaining a Safe and Positive Climate

6h. Using strategies to support English Learners

6i. Using strategies to support students with disabilities

6j. Minimizing bias and using culturally responsive pedagogy

6k. Setting and reaching Professional Learning Goals

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? (mark all that apply)

- | | |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Same credential | <input type="checkbox"/> Personality, disposition, and/or working style |
| <input type="checkbox"/> Same grade level | <input type="checkbox"/> Teaching philosophy and/or style |
| <input type="checkbox"/> Same content area(s) | <input type="checkbox"/> 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.) |
| <input type="checkbox"/> Same school site | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Knowledge of grade level or subject area | |
| <input type="checkbox"/> Familiarity with site resources, expectations, policies, and procedures | |
| <input type="checkbox"/> Schedules /opportunities to meet | |



9. In what areas could your match have been strengthened? (mark all that apply)

- | | |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Same credential | <input type="checkbox"/> Personality, disposition, and/or working style |
| <input type="checkbox"/> Same grade level | <input type="checkbox"/> Teaching philosophy and/or style |
| <input type="checkbox"/> Same content area(s) | <input type="checkbox"/> 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.) |
| <input type="checkbox"/> Same school site | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Knowledge of grade level or subject area | |
| <input type="checkbox"/> Familiarity with site resources, expectations, policies, and procedures | |
| <input type="checkbox"/> Schedules /opportunities to meet | |

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

B. 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



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.)

RATING SCALE:

No impact Some impact Moderate impact Strong impact I did not participate in this activity

- 19a. Observations of colleagues and peers
- 19b. Consistent reflection on the practice of instruction
- 19c. Analysis of student data to inform planning and instruction
- 19d. Development of collaborative connections with colleagues
- 19e. Access to available resources

How aligned were your ILP goals to:

RATING SCALE:

Not aligned Somewhat aligned Moderately aligned Strong aligned No input received

- 20a. Personal professional growth goals
- 20b. Your teaching context
- 20c. Your mentor's input
- 20d. Your site administrator's input
- 20e. Site initiatives
- 20f. District initiatives
- 20g. Preliminary program induction transition plan
- 20h. Progress toward mastery of the CSTP

C. Impact of Induction on Teaching Practice

RATING SCALE: Poorly prepared Adequately prepared Well prepared

CSTP1: 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?

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

22. How well do you feel your ILP goal based activities prepared you to create and maintain an effective environment for student learning?

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?

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?

CSTP 5: Assessing Students for Learning

25. How well do you feel your ILP goal based activities prepared you to assess students for learning?

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?

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?

- I don't know yet
- No
- Yes

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?

- I don't know yet
- No
- Yes

D. Demographic Information

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? Mark 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? Mark all that apply

- American Indian or Alaska Native
- Chinese
- Japanese
- Korean
- Vietnamese
- Asian Indian
- Laotian
- Cambodian
- Filipino
- Hmong
- Other Asian
- Black or African American
- Hawaiian
- Guamanian
- Samoan
- Tahitian
- Other Pacific Islander
- White

34. What is your gender?

- Female
- Male
- Nonbinary
- Decline to state