



- 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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