General Education (MS/SS) Program Completer Survey – 2018

CLOVIS UNIFIED SCHOOL DISTRICT

Your program and Support Provider

1. How long after you were hired into an assignment that requires a California preliminary teaching credential were you enrolled in a Commission-approved induction or clear credential program?

	Program		Statewide	
	72	100.0%	9821	99.7%
1 = At the time of hire or before beginning work with students	46	63.9%	4220	43.0%
2 = Within one to two months of beginning my assignment	19	26.4%	2357	24.0%
3 = Within three to five months of beginning my assignment	0	0.0%	294	3.0%
4 = More than five months after beginning my assignment	3	4.2%	424	4.3%
5 = One year or more after beginning my assignment	4	5.6%	2526	25.7%
Mean : SD	1.61	1.08	2.46	1.65

2. How long after you were enrolled in your induction/clear credential program did you begin working with a Support Provider (SP) or receive support from Clear Credential Personnel?

	Program		Statewide	
	72	100.0%	9800	99.5%
1 = Within one month of enrolling in the program	63	87.5%	8570	87.4%
2 = Within two months of enrolling in the program	9	12.5%	783	8.0%
3 = More than three months after enrolling in the program	0	0.0%	165	1.7%
4 = I was assigned a Support Provider but never worked with him/her	0	0.0%	24	0.2%
5 = I was never assigned a Support Provider	0	0.0%	258	2.6%
Mean : SD	1.13	0.33	1.23	0.73

3. What was the length of your induction/clear credential program?

	Program		Statewide	
	72	100.0%	9804	99.5%
1 = Less than 1 school year	0	0.0%	243	2.5%
2 = 1 school year	9	12.5%	1451	14.8%
3 = More than 1 school year but less than 2 school years	2	2.8%	403	4.1%
4 = 2 school years	61	84.7%	7535	76.9%
5 = More than 2 school years	0	0.0%	172	1.8%
Mean : SD	3.72	0.68	3.61	0.85

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

	4a. Modeling instruction while I observed				4b. Identifying Resources				4c. Providing feedback from observations to improve my instruction				4d. Teaching Practices			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
	72	100.0%	9776	99.2%	72	100.0%	9772	99.2%	72	100.0%	9771	99.2%	72	100.0%	9757	99.0%
1 = Very Helpful	52	72.2%	5666	58.0%	54	75.0%	6447	66.0%	62	86.1%	6891	70.5%	59	81.9%	6431	65.9%
2 = Helpful	12	16.7%	2478	25.3%	14	19.4%	2458	25.2%	7	9.7%	2163	22.1%	10	13.9%	2558	26.2%
3 = Somewhat helpful	6	8.3%	1100	11.3%	4	5.6%	722	7.4%	3	4.2%	595	6.1%	3	4.2%	659	6.8%
4 = Not at all helpful	2	2.8%	532	5.4%	0	0.0%	145	1.5%	0	0.0%	122	1.2%	0	0.0%	109	1.1%
Mean : SD	1.42	0.76	1.64	0.88	1.31	0.57	1.44	0.70	1.18	0.48	1.38	0.66	1.22	0.51	1.43	0.67

** Responses of "Don't Know" or variations on "N/A" are excluded from the percentage calculations.

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	4e. Content Support				4f. Instructional Design and Planning				4g. Creating and Maintaining a Safe and Positive Climate				4h. Using strategies to support English Learners			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
	72	100.0%	9761	99.1%	72	100.0%	9756	99.0%	72	100.0%	9746	98.9%	72	100.0%	9752	99.0%
1 = Very Helpful	53	73.6%	5478	56.1%	51	70.8%	5639	57.8%	55	76.4%	6362	65.3%	47	65.3%	5171	53.0%
2 = Helpful	12	16.7%	2681	27.5%	13	18.1%	2886	29.6%	13	18.1%	2575	26.4%	18	25.0%	3081	31.6%
3 = Somewhat helpful	5	6.9%	1215	12.4%	8	11.1%	1000	10.3%	2	2.8%	658	6.8%	6	8.3%	1222	12.5%
4 = Not at all helpful	2	2.8%	387	4.0%	0	0.0%	231	2.4%	2	2.8%	151	1.5%	1	1.4%	278	2.9%
Mean : SD	1.39	0.74	1.64	0.85	1.40	0.69	1.57	0.77	1.32	0.67	1.45	0.69	1.46	0.71	1.65	0.81

	4i. Using strategies to support students with disabilities				4j. Minimizing bias and using culturally responsive pedagogy				4k. Setting and reaching Professional Learning Goals			
	Program		Statewide		Program		Statewide		Program		Statewide	
	70	97.2%	9741	98.9%	72	100.0%	9738	98.8%	72	100.0%	9750	98.9%
1 = Very Helpful	47	67.1%	4852	49.8%	49	68.1%	5533	56.8%	57	79.2%	6798	69.7%
2 = Helpful	17	24.3%	3192	32.8%	18	25.0%	2989	30.7%	12	16.7%	2317	23.8%
3 = Somewhat helpful	4	5.7%	1377	14.1%	4	5.6%	979	10.1%	1	1.4%	523	5.4%
4 = Not at all helpful	2	2.9%	320	3.3%	1	1.4%	237	2.4%	2	2.8%	112	1.1%
Mean : SD	1.44	0.73	1.71	0.83	1.40	0.66	1.58	0.77	1.28	0.63	1.38	0.64

5. How well matched were you with your Support Provider?

	Program		Statewide	
	69	95.8%	9351	94.9%
1 = Well matched	63	91.3%	8141	87.1%
2 = Somewhat well matched	5	7.2%	992	10.6%
3 = Not well matched	1	1.4%	218	2.3%
Mean : SD	1.10	0.35	1.15	0.42

If you responded that you were "Not well matched" or "Somewhat well matched" with your Support Provider please respond to questions 6a and 6b:

6a. in which of the following areas could the match have been improved? Mark all that apply

	Program		Statewide	
	6	100.0%	1190	98.3%
Grade level or subject area experience or background	2	33.3%	725	60.9%
Familiarity with site resources, expectations, policies, and procedures	0	0.0%	262	22.0%
Schedules /opportunities to meet	3	50.0%	364	30.6%
Personality, disposition, and working style	1	16.7%	358	30.1%
Teaching philosophy and style	1	16.7%	258	21.7%

6b. Did the program address the issue(s) with the match?

	Program		Statewide	
	6	100.0%	1190	98.3%
1 = Yes	3	50.0%	281	23.6%
2 = To some extent, but not fully	2	33.3%	441	37.1%
3 = No	1	16.7%	468	39.3%
Mean : SD	1.67	0.82	2.16	0.78

** Responses of "Don't Know" or variations on "N/A" are excluded from the percentage calculations.

Date: 10/15/2018

7. On average, how frequently did you and your Support Provider have meaningful communication about issues related to your teaching practice? This includes all face-to-face or virtual interactions via technology.

	Program		Statewide	
	68	94.4%	9320	94.6%
1 = Daily	7	10.3%	800	8.6%
2 = Two or three times per week	17	25.0%	2144	23.0%
3 = Weekly	40	58.8%	4907	52.7%
4 = Twice per month	3	4.4%	1120	12.0%
5 = Less than twice per month	1	1.5%	349	3.7%
Mean : SD	2.62	0.79	2.79	0.89

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)?

	Program		Statewide	
	69	95.8%	9305	94.4%
1 = More than ten times during the entire program	30	43.5%	2370	25.5%
2 = 6-10 times during the entire program	32	46.4%	3039	32.7%
3 = 3-5 times during the entire program	6	8.7%	3155	33.9%
4 = Once or twice during the entire program	1	1.4%	621	6.7%
5 = I was not observed by my Support Provider	0	0.0%	120	1.3%
Mean : SD	1.68	0.70	2.26	0.95

9. What amount of interaction with your Support Provider would have been best for you?

	Program		Statewide	
	69	95.8%	9303	94.4%
1 = Significantly more time	0	0.0%	346	3.7%
2 = A little more time	6	8.7%	1126	12.1%
3 = The same amount of time I had	58	84.1%	7336	78.9%
4 = A little less time	4	5.8%	386	4.1%
5 = Much less time	1	1.4%	109	1.2%
Mean : SD	3.00	0.45	2.87	0.58

Connections between your induction/clear program and your Individual Induction Plan (IIP)

Reflecting 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?

	Program		Statewide	
	68	94.4%	9273	94.1%
1 = Strong	42	61.8%	4999	55.1%
2 = Moderate	22	32.4%	3513	38.7%
3 = Weak	4	5.9%	554	6.1%
Not applicable to me **	0	-	207	-
Mean : SD	1.44	0.61	1.51	0.61

11. How strong was the collaboration between your induction or clear credential program and your site administration?

	Program		Statewide	
	68	94.4%	9275	94.1%
1 = Very Strong	29	43.9%	3201	39.5%
2 = Strong	28	42.4%	3587	44.2%
3 = Not Strong	9	13.6%	1323	16.3%
I do not have sufficient information to answer this question **	2	-	1164	-
Mean : SD	1.70	0.70	1.77	0.71

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

	12a. Collection and analysis of evidence of my teaching practice				12b. Analysis of my students' work				12c. Observation of experienced teachers				12d. Examination of my teaching practice against the CSTP (e.g., the Continuum of Teaching Practice)			
	Program		**Statewide**		**Program**		**Statewide**		**Program**		**Statewide**		**Program**		**Statewide**	
	68	94.4%	9269	94.1%	68	94.4%	9256	93.9%	68	94.4%	9259	94.0%	68	94.4%	9240	93.8%
1 = Extensive impact	52	76.5%	6313	68.4%	55	80.9%	6813	73.9%	53	77.9%	6462	73.8%	49	73.1%	5587	61.5%
2 = Limited impact	15	22.1%	2713	29.4%	13	19.1%	2266	24.6%	14	20.6%	2121	24.2%	15	22.4%	3102	34.2%
3 = No impact	1	1.5%	206	2.2%	0	0.0%	141	1.5%	1	1.5%	178	2.0%	3	4.5%	390	4.3%
I did not participate in this activity **	0	-	37	-	0	-	36	-	0	-	498	-	1	-	161	-
Mean : SD	1.25	0.47	1.34	0.52	1.19	0.40	1.28	0.48	1.24	0.46	1.28	0.49	1.31	0.56	1.43	0.58

	12e. Development of my Individual Induction Plan (IIP)/Individual Learning Plan (ILP)				12f. Professional Learning as identified on my IIP or ILP				12g. Collaboration with colleagues			
	Program		**Statewide**		**Program**		**Statewide**		**Program**		**Statewide**	
	68	94.4%	9239	93.8%	68	94.4%	9247	93.8%	68	94.4%	9252	93.9%
1 = Extensive impact	49	72.1%	5851	63.9%	50	73.5%	5858	64.0%	59	88.1%	7382	80.4%
2 = Limited impact	18	26.5%	2937	32.1%	17	25.0%	3004	32.8%	7	10.4%	1637	17.8%
3 = No impact	1	1.5%	370	4.0%	1	1.5%	287	3.1%	1	1.5%	163	1.8%
I did not participate in this activity **	0	-	81	-	0	-	98	-	1	-	70	-
Mean : SD	1.29	0.49	1.40	0.57	1.28	0.48	1.39	0.55	1.13	0.39	1.21	0.45

Impact of Induction on Teaching Practice

Engaging and Supporting All Students in Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	13a. Connect classroom learning to the real world				13b. Engage students in inquiry, problem solving, and reflection to promote their critical thinking				13c. Meet the instructional needs of English learners				13d. Identify and address special learning needs with appropriate teaching strategies			
	Program		**Statewide**		**Program**		**Statewide**		**Program**		**Statewide**		**Program**		**Statewide**	
	68	94.4%	9141	92.8%	68	94.4%	9139	92.7%	68	94.4%	9131	92.7%	68	94.4%	9130	92.7%
1 = Very well	40	58.8%	3901	42.7%	40	58.8%	4418	48.3%	35	51.5%	3647	39.9%	34	50.0%	3932	43.1%
2 = Well	17	25.0%	3379	37.0%	20	29.4%	3200	35.0%	21	30.9%	3423	37.5%	25	36.8%	3316	36.3%
3 = Adequately	7	10.3%	1425	15.6%	6	8.8%	1227	13.4%	10	14.7%	1662	18.2%	8	11.8%	1494	16.4%
4 = Poorly	4	5.9%	296	3.2%	2	2.9%	215	2.4%	2	2.9%	292	3.2%	1	1.5%	300	3.3%
5 = Not at all	0	0.0%	140	1.5%	0	0.0%	79	0.9%	0	0.0%	107	1.2%	0	0.0%	88	1.0%
Mean : SD	1.63	0.90	1.84	0.91	1.56	0.78	1.72	0.84	1.69	0.83	1.88	0.89	1.65	0.75	1.83	0.88

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Creating and Maintaining Effective Environments for Student Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	14a. Establish and maintain a safe and respectful learning environment for all students				14b. Create a productive learning environment with high expectations for all students			
	Program		Statewide		Program		Statewide	
	67	93.1%	9131	92.7%	67	93.1%	9132	92.7%
1 = Very well	48	71.6%	5288	57.9%	45	67.2%	5309	58.1%
2 = Well	13	19.4%	2655	29.1%	17	25.4%	2715	29.7%
3 = Adequately	4	6.0%	981	10.7%	4	6.0%	912	10.0%
4 = Poorly	2	3.0%	120	1.3%	1	1.5%	114	1.2%
5 = Not at all	0	0.0%	87	1.0%	0	0.0%	82	0.9%
Mean : SD	1.40	0.74	1.58	0.81	1.42	0.68	1.57	0.79

Understanding and Organizing Subject Matter for Student Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	15a. Use effective instructional strategies to teach specific subject matter and skills				15b. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students			
	Program		Statewide		Program		Statewide	
	66	91.7%	9124	92.6%	67	93.1%	9123	92.6%
1 = Very well	43	65.2%	4681	51.3%	43	64.2%	4667	51.2%
2 = Well	21	31.8%	3070	33.6%	20	29.9%	3075	33.7%
3 = Adequately	1	1.5%	1077	11.8%	3	4.5%	1088	11.9%
4 = Poorly	1	1.5%	185	2.0%	1	1.5%	185	2.0%
5 = Not at all	0	0.0%	111	1.2%	0	0.0%	108	1.2%
Mean : SD	1.39	0.60	1.68	0.85	1.43	0.66	1.68	0.85

Planning Instruction and Designing Learning Experiences for All Students

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	16a. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development				16b. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students			
	Program		Statewide		Program		Statewide	
	67	93.1%	9115	92.5%	67	93.1%	9111	92.5%
1 = Very well	42	62.7%	4448	48.8%	44	65.7%	4606	50.6%
2 = Well	16	23.9%	3239	35.5%	16	23.9%	3179	34.9%
3 = Adequately	9	13.4%	1176	12.9%	6	9.0%	1084	11.9%
4 = Poorly	0	0.0%	166	1.8%	1	1.5%	162	1.8%
5 = Not at all	0	0.0%	86	0.9%	0	0.0%	80	0.9%
Mean : SD	1.51	0.73	1.71	0.83	1.46	0.72	1.68	0.82

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Date: 10/15/2018

General Education (MS/SS) Program Completer Survey – 2018

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Assessing Students for Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	17a. Involve all students in self-assessment, goal setting, and monitoring progress					17b. Give productive feedback to students to guide their learning			
	Program		**Statewide**			**Program**		**Statewide**	
	66	91.7%	9112	92.5%		67	93.1%	9107	92.4%
1 = Very well	41	62.1%	3981	43.7%		38	56.7%	4071	44.7%
2 = Well	19	28.8%	3302	36.2%		24	35.8%	3327	36.5%
3 = Adequately	4	6.1%	1476	16.2%		2	3.0%	1395	15.3%
4 = Poorly	2	3.0%	249	2.7%		3	4.5%	230	2.5%
5 = Not at all	0	0.0%	104	1.1%		0	0.0%	84	0.9%
Mean : SD	1.50	0.75	1.81	0.88		1.55	0.76	1.78	0.86

Developing as a Professional Educator

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	18a. Evaluate the effects of actions on student learning and modify plans accordingly					18b. Work with colleagues to improve instruction			
	Program		**Statewide**			**Program**		**Statewide**	
	67	93.1%	9106	92.4%		67	93.1%	9102	92.4%
1 = Very well	40	59.7%	4531	49.8%		41	61.2%	4736	52.0%
2 = Well	21	31.3%	3282	36.0%		20	29.9%	2876	31.6%
3 = Adequately	5	7.5%	1076	11.8%		4	6.0%	1199	13.2%
4 = Poorly	1	1.5%	145	1.6%		2	3.0%	167	1.8%
5 = Not at all	0	0.0%	72	0.8%		0	0.0%	124	1.4%
Mean : SD	1.51	0.70	1.68	0.80		1.51	0.75	1.69	0.87

	19. Overall, **how effective was your induction program at developing the skills, habits, or tools you needed to grow your teaching practice?**					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?**			
	Program		**Statewide**			**Program**		**Statewide**	
	67	93.1%	9106	92.4%		67	93.1%	9100	92.3%
1 = Very effective	41	61.2%	4536	49.8%		38	56.7%	4655	51.2%
2 = Effective	20	29.9%	3319	36.4%		23	34.3%	3247	35.7%
3 = Somewhat effective	6	9.0%	1073	11.8%		5	7.5%	1023	11.2%
4 = Not at all effective	0	0.0%	178	2.0%		1	1.5%	175	1.9%
Mean : SD	1.48	0.66	1.66	0.76		1.54	0.70	1.64	0.76

** Responses of "Don't Know" or variations on "N/A" are excluded from the percentage calculations. Date: 10/15/2018

General Education (MS/SS) Program Completer Survey – 2018

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Demographic Information

21. Are you Hispanic or Latino?

	Program		Statewide	
	68	94.4%	9020	91.5%
No, not Hispanic or Latino	54	79.4%	6465	71.7%
Yes, Hispanic or Latino	14	20.6%	2555	28.3%

23. In what type of school did you teach during your induction program? Mark all that apply

	Program		Statewide	
	68	94.4%	9048	91.8%
Public	68	94.4%	7448	75.6%
Charter	*		1469	14.9%
Private	*		595	6.0%
Non-public special education	*		17	0.2%
Other	*		61	0.6%

24. What is your gender?

	Program		Statewide	
	68	94.4%	9041	91.7%
Female	45	66.2%	6523	72.1%
Male	*		2327	25.7%
Decline to state	*		191	2.1%

22. What is your race? Mark all that apply

	Program		Statewide	
	67	93.1%	8080	82.0%
American Indian or Alaska Native	*		352	3.6%
Chinese	*		324	3.3%
Japanese	*		176	1.8%
Korean	*		159	1.6%
Vietnamese	*		118	1.2%
Asian Indian	*		97	1.0%
Laotian	*		11	0.1%
Cambodian	*		28	0.3%
Filipino	*		290	2.9%
Hmong	*		38	0.4%
Other Asian	*		122	1.2%
Black or African American	*		363	3.7%
Hawaiian	*		27	0.3%
Guamanian	*		16	0.2%
Samoan	*		12	0.1%
Tahitian	*		4	0.0%
Other Pacific Islander	*		27	0.3%
White	63	87.5%	6726	68.3%

* Demographic numbers below 10 are not shown. If only one category is below 10, then the next highest number is also hidden.

	Number of Program Completers Asked to Participate in Survey	# and % of Respondents	
Program:	72	72	100.0 %
Statewide:	10289	9854	95.8 %

'Respondents' are those program completers who answered a minimum of 1 non-demographic question.

** Responses of "Don't Know" or variations on "N/A" are excluded from the percentage calculations.

Date: 10/15/2018

Clear Education Specialist Program Completer Survey - 2018

CLOVIS UNIFIED SCHOOL DISTRICT

Information about your program and working with your Support Provider

1. How long after you were hired into an assignment that requires a California preliminary teaching credential were you enrolled in a Commission-approved induction or clear credential program?

	Program		Statewide	
	8	100.0%	2261	99.8%
1 = At the time of hire or before beginning work with students	2	25.0%	762	33.7%
2 = Within one to two months of beginning my assignment	1	12.5%	401	17.7%
3 = Within three to five months of beginning my assignment	1	12.5%	96	4.2%
4 = More than five months after beginning my assignment	1	12.5%	111	4.9%
5 = One year or more after beginning my assignment	3	37.5%	891	39.4%
Mean : SD	3.25	1.75	2.99	1.78

2. How long after you were enrolled in your induction/clear credential program did you begin working with a Support Provider (SP) or receive support from Clear Credential Personnel?

	Program		Statewide	
	8	100.0%	2249	99.3%
1 = Within one month of enrolling in the program	8	100.0%	1914	85.1%
2 = Within two months of enrolling in the program	0	0.0%	192	8.5%
3 = More than three months after enrolling in the program	0	0.0%	80	3.6%
4 = I was assigned a Support Provider but never worked with him/her	0	0.0%	11	0.5%
5 = I was never assigned a Support Provider	0	0.0%	52	2.3%
Mean : SD	1.00	0.00	1.26	0.76

3. What was the length of your clear induction program?

	Program		Statewide	
	8	100.0%	2250	99.3%
1 = Less than 1 school year	0	0.0%	123	5.5%
2 = 1 school year	6	75.0%	680	30.2%
3 = More than 1 school year but less than 2 school years	0	0.0%	153	6.8%
4 = 2 school years	2	25.0%	1215	54.0%
5 = More than 2 school years	0	0.0%	79	3.5%
Mean : SD	2.50	0.93	3.20	1.08

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

	4a. Modeling instruction while I observed				4b. Identifying Resources				4c. Providing feedback from observations to improve my instruction				4d. Teaching Practices			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	2245	99.1%	8	100.0%	2241	98.9%	8	100.0%	2239	98.9%	8	100.0%	2233	98.6%
1 = Very Helpful	5	62.5%	1353	60.3%	5	62.5%	1492	66.6%	5	62.5%	1537	68.6%	4	50.0%	1428	63.9%
2 = Helpful	3	37.5%	557	24.8%	3	37.5%	561	25.0%	3	37.5%	515	23.0%	4	50.0%	596	26.7%
3 = Somewhat helpful	0	0.0%	237	10.6%	0	0.0%	158	7.1%	0	0.0%	147	6.6%	0	0.0%	174	7.8%
4 = Not at all helpful	0	0.0%	98	4.4%	0	0.0%	30	1.3%	0	0.0%	40	1.8%	0	0.0%	35	1.6%
Mean : SD	1.38	0.52	1.59	0.85	1.38	0.52	1.43	0.68	1.38	0.52	1.41	0.69	1.50	0.53	1.47	0.71

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	4e. Content Support				4f. Instructional Design and Planning				4g. Creating and Maintaining a Safe and Positive Climate				4h. Using strategies to support English Learners			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	2234	98.6%	8	100.0%	2231	98.5%	8	100.0%	2231	98.5%	8	100.0%	2232	98.5%
1 = Very Helpful	5	62.5%	1311	58.7%	4	50.0%	1276	57.2%	4	50.0%	1449	64.9%	5	62.5%	1223	54.8%
2 = Helpful	3	37.5%	660	29.5%	4	50.0%	685	30.7%	4	50.0%	594	26.6%	3	37.5%	665	29.8%
3 = Somewhat helpful	0	0.0%	210	9.4%	0	0.0%	227	10.2%	0	0.0%	154	6.9%	0	0.0%	277	12.4%
4 = Not at all helpful	0	0.0%	53	2.4%	0	0.0%	43	1.9%	0	0.0%	34	1.5%	0	0.0%	67	3.0%
Mean : SD	1.38	0.52	1.55	0.76	1.50	0.53	1.57	0.75	1.50	0.53	1.45	0.69	1.38	0.52	1.64	0.81

	4i. Using strategies to support students with disabilities				4j. Minimizing bias and using culturally responsive pedagogy				4k. Setting and reaching Professional Learning Goals			
	Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	2234	98.6%	8	100.0%	2233	98.6%	8	100.0%	2233	98.6%
1 = Very Helpful	6	75.0%	1588	71.1%	5	62.5%	1348	60.4%	6	75.0%	1539	68.9%
2 = Helpful	2	25.0%	470	21.0%	3	37.5%	653	29.2%	2	25.0%	539	24.1%
3 = Somewhat helpful	0	0.0%	142	6.4%	0	0.0%	183	8.2%	0	0.0%	125	5.6%
4 = Not at all helpful	0	0.0%	34	1.5%	0	0.0%	49	2.2%	0	0.0%	30	1.3%
Mean : SD	1.25	0.46	1.38	0.67	1.38	0.52	1.52	0.74	1.25	0.46	1.39	0.66

5. How well matched were you with your Support Provider?

	Program		Statewide	
	8	100.0%	2081	91.9%
1 = Well matched	8	100.0%	1838	88.3%
2 = Somewhat well matched	0	0.0%	200	9.6%
3 = Not well matched	0	0.0%	43	2.1%
Mean : SD	1.00	0.00	1.14	0.40

If you responded that you were "Not well matched" or "Somewhat well matched" with your Support Provider please respond to Questions 6a and 6b:

6a. in which of the following areas could the match have been improved? Mark all that apply

	Program		Statewide	
	0		239	98.4%
Grade level or subject area experience or background	0		125	52.3%
Familiarity with site resources, expectations, policies, and procedures	0		79	33.1%
Schedules /opportunities to meet	0		72	30.1%
Personality, disposition, and working style	0		64	26.8%
Teaching philosophy and style	0		53	22.2%

6b. Did the program address the issue(s) with the match?

	Program		Statewide	
	0		239	98.4%
1 = Yes	0		59	24.7%
2 = To some extent, but not fully	0		114	47.7%
3 = No	0		66	27.6%
Mean : SD	0.00		2.03	0.72

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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?

	Program		Statewide	
	8	100.0%	2084	92.0%
1 = Daily	1	12.5%	220	10.6%
2 = Two or three times per week	0	0.0%	503	24.1%
3 = Weekly	7	87.5%	994	47.7%
4 = Twice per month	0	0.0%	263	12.6%
5 = Less than twice per month	0	0.0%	104	5.0%
Mean : SD	2.75	0.71	2.77	0.97

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)?

	Program		Statewide	
	8	100.0%	2076	91.7%
1 = More than ten times during the entire program	0	0.0%	520	25.0%
2 = 6-10 times during the entire program	3	37.5%	627	30.2%
3 = 3-5 times during the entire program	4	50.0%	708	34.1%
4 = Once or twice during the entire program	1	12.5%	164	7.9%
5 = I was not observed by my Support Provider	0	0.0%	57	2.7%
Mean : SD	2.75	0.71	2.33	1.02

9. What amount of interaction with your Support Provider would have been best for you?

	Program		Statewide	
	8	100.0%	2075	91.6%
1 = Significantly more time	0	0.0%	99	4.8%
2 = A little more time	0	0.0%	247	11.9%
3 = The same amount of time I had	7	87.5%	1624	78.3%
4 = A little less time	1	12.5%	81	3.9%
5 = Much less time	0	0.0%	24	1.2%
Mean : SD	3.13	0.35	2.85	0.61

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?

	Program		Statewide	
	8	100.0%	2020	89.2%
1 = Strong	3	37.5%	1080	54.8%
2 = Moderate	5	62.5%	759	38.5%
3 = Weak	0	0.0%	132	6.7%
Not applicable to me **	0	-	49	-
Mean : SD	1.63	0.52	1.52	0.62

11. How strong was the collaboration between your induction or clear credential program and your site administration?

	Program		Statewide	
	8	100.0%	2019	89.1%
1 = Very Strong	2	25.0%	699	40.0%
2 = Strong	6	75.0%	718	41.1%
3 = Not Strong	0	0.0%	329	18.8%
I do not have sufficient information to answer this question **	0	-	273	-
Mean : SD	1.75	0.46	1.79	0.74

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

	12a. Collection and analysis of evidence of my teaching practice				12b. Analysis of my students' work				12c. Observation of experienced teachers				12d. Examination of my teaching practice against the CSTP (e.g., the Continuum of Teaching Practice)			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	2011	88.8%	8	100.0%	2012	88.8%	8	100.0%	2014	88.9%	8	100.0%	2010	88.7%
1 = Extensive impact	8	100.0%	1447	72.4%	8	100.0%	1518	76.1%	7	87.5%	1414	73.5%	6	75.0%	1320	66.9%
2 = Limited impact	0	0.0%	502	25.1%	0	0.0%	434	21.7%	1	12.5%	465	24.2%	2	25.0%	587	29.7%
3 = No impact	0	0.0%	49	2.5%	0	0.0%	44	2.2%	0	0.0%	45	2.3%	0	0.0%	67	3.4%
I did not participate in this activity **	0	-	13	-	0	-	16	-	0	-	90	-	0	-	36	-
Mean : SD	1.00	0.00	1.30	0.51	1.00	0.00	1.26	0.49	1.13	0.35	1.29	0.50	1.25	0.46	1.37	0.55

	12e. Development of my Individual Induction Plan (IIP)/Individual Learning Plan (ILP)				12f. Professional Learning as identified on my IIP or ILP				12g. Collaboration with colleagues			
	Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	2011	88.8%	8	100.0%	2011	88.8%	8	100.0%	2013	88.9%
1 = Extensive impact	7	87.5%	1392	69.7%	7	87.5%	1412	70.7%	8	100.0%	1622	81.0%
2 = Limited impact	1	12.5%	535	26.8%	1	12.5%	529	26.5%	0	0.0%	350	17.5%
3 = No impact	0	0.0%	71	3.6%	0	0.0%	55	2.8%	0	0.0%	31	1.5%
I did not participate in this activity **	0	-	13	-	0	-	15	-	0	-	10	-
Mean : SD	1.13	0.35	1.34	0.54	1.13	0.35	1.32	0.52	1.00	0.00	1.21	0.44

Impact of Induction on Teaching Practice

Engaging and Supporting All Students in Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	13a. Connect classroom learning to the real world				13b. Engage students in inquiry, problem solving, and reflection to promote their critical thinking				13c. Meet the instructional needs of English learners				13d. Identify and address special learning needs with appropriate teaching strategies			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	1986	87.7%	8	100.0%	1987	87.7%	8	100.0%	1982	87.5%	8	100.0%	1986	87.7%
1 = Very well	3	37.5%	906	45.6%	2	25.0%	920	46.3%	2	25.0%	900	45.4%	6	75.0%	1245	62.7%
2 = Well	5	62.5%	771	38.8%	6	75.0%	732	36.8%	5	62.5%	701	35.4%	2	25.0%	522	26.3%
3 = Adequately	0	0.0%	249	12.5%	0	0.0%	282	14.2%	1	12.5%	312	15.7%	0	0.0%	181	9.1%
4 = Poorly	0	0.0%	36	1.8%	0	0.0%	35	1.8%	0	0.0%	46	2.3%	0	0.0%	28	1.4%
5 = Not at all	0	0.0%	24	1.2%	0	0.0%	18	0.9%	0	0.0%	23	1.2%	0	0.0%	10	0.5%
Mean : SD	1.63	0.52	1.74	0.83	1.75	0.46	1.74	0.83	1.88	0.64	1.78	0.87	1.25	0.46	1.51	0.76

** Responses of "Don't Know" or variations on "N/A" are excluded from the percentage calculations.

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Creating and Maintaining Effective Environments for Student Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	14a. Establish and maintain a safe and respectful learning environment for all students				14b. Create a productive learning environment with high expectations for all students				14c. Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level			
	Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	1989	87.8%	8	100.0%	1987	87.7%	8	100.0%	1983	87.5%
1 = Very well	7	87.5%	1226	61.6%	6	75.0%	1197	60.2%	3	37.5%	1002	50.5%
2 = Well	1	12.5%	558	28.1%	2	25.0%	588	29.6%	5	62.5%	662	33.4%
3 = Adequately	0	0.0%	177	8.9%	0	0.0%	177	8.9%	0	0.0%	263	13.3%
4 = Poorly	0	0.0%	14	0.7%	0	0.0%	12	0.6%	0	0.0%	35	1.8%
5 = Not at all	0	0.0%	14	0.7%	0	0.0%	13	0.7%	0	0.0%	21	1.1%
Mean : SD	1.13	0.35	1.51	0.74	1.25	0.46	1.52	0.74	1.63	0.52	1.69	0.84

Understanding and Organizing Subject Matter for Student Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	15a. Use effective instructional strategies to teach specific subject matter and skills				15b. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students				15c. Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content?			
	Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	1983	87.5%	8	100.0%	1985	87.6%	8	100.0%	1982	87.5%
1 = Very well	4	50.0%	1024	51.6%	6	75.0%	1065	53.7%	5	62.5%	981	49.5%
2 = Well	4	50.0%	671	33.8%	2	25.0%	648	32.6%	3	37.5%	696	35.1%
3 = Adequately	0	0.0%	246	12.4%	0	0.0%	240	12.1%	0	0.0%	246	12.4%
4 = Poorly	0	0.0%	25	1.3%	0	0.0%	20	1.0%	0	0.0%	41	2.1%
5 = Not at all	0	0.0%	17	0.9%	0	0.0%	12	0.6%	0	0.0%	18	0.9%
Mean : SD	1.50	0.53	1.66	0.81	1.25	0.46	1.62	0.78	1.38	0.52	1.70	0.83

** Responses of "Don't Know" or variations on "N/A" are excluded from the percentage calculations.

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Planning Instruction and Designing Learning Experiences for All Students

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	16a. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development				16b. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students				16c. Develop IFSP/IEP goals and objectives that are measurable and obtainable				16d. Plan for instruction by incorporating all relevant IFSP/IEP information behavior and academic information			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	1961	86.6%	8	100.0%	1963	86.7%	8	100.0%	1960	86.5%	8	100.0%	1959	86.5%
1 = Very well	4	50.0%	1006	51.3%	4	50.0%	1074	54.7%	6	75.0%	1053	53.7%	5	62.5%	996	50.8%
2 = Well	4	50.0%	677	34.5%	4	50.0%	632	32.2%	2	25.0%	599	30.6%	3	37.5%	642	32.8%
3 = Adequately	0	0.0%	242	12.3%	0	0.0%	226	11.5%	0	0.0%	236	12.0%	0	0.0%	255	13.0%
4 = Poorly	0	0.0%	19	1.0%	0	0.0%	17	0.9%	0	0.0%	44	2.2%	0	0.0%	41	2.1%
5 = Not at all	0	0.0%	17	0.9%	0	0.0%	14	0.7%	0	0.0%	28	1.4%	0	0.0%	25	1.3%
Mean : SD	1.50	0.53	1.66	0.80	1.50	0.53	1.61	0.78	1.25	0.46	1.67	0.88	1.38	0.52	1.70	0.87

	16e. Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment			
	Program		Statewide	
	8	100.0%	1959	86.5%
1 = Very well	4	50.0%	1077	55.0%
2 = Well	4	50.0%	610	31.1%
3 = Adequately	0	0.0%	223	11.4%
4 = Poorly	0	0.0%	28	1.4%
5 = Not at all	0	0.0%	21	1.1%
Mean : SD	1.50	0.53	1.62	0.82

Assessing Students for Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

	17a. Involve all students in self-assessment, goal setting, and monitoring progress			
	Program		Statewide	
	8	100.0%	1965	86.8%
1 = Very well	2	25.0%	891	45.3%
2 = Well	6	75.0%	694	35.3%
3 = Adequately	0	0.0%	307	15.6%
4 = Poorly	0	0.0%	45	2.3%
5 = Not at all	0	0.0%	28	1.4%
Mean : SD	1.75	0.46	1.79	0.89

	17b. Give productive feedback to students to guide their learning				17c. Collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive environment				17d. Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs			
	Program		Statewide		Program		Statewide		Program		Statewide	
	8	100.0%	1965	86.8%	8	100.0%	1961	86.6%	8	100.0%	1961	86.6%
1 = Very well	5	62.5%	947	48.2%	6	75.0%	1020	52.0%	5	62.5%	977	49.8%
2 = Well	3	37.5%	707	36.0%	2	25.0%	653	33.3%	3	37.5%	637	32.5%
3 = Adequately	0	0.0%	261	13.3%	0	0.0%	250	12.7%	0	0.0%	277	14.1%
4 = Poorly	0	0.0%	31	1.6%	0	0.0%	21	1.1%	0	0.0%	48	2.4%
5 = Not at all	0	0.0%	19	1.0%	0	0.0%	17	0.9%	0	0.0%	22	1.1%
Mean : SD	1.38	0.52	1.71	0.83	1.25	0.46	1.65	0.81	1.38	0.52	1.73	0.87

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Developing as a Professional Educator

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

18a. Evaluate the effects of actions on student learning and modify plans accordingly

	Program		Statewide	
	8	100.0%	1963	86.7%
1 = Very well	3	37.5%	1022	52.1%
2 = Well	4	50.0%	675	34.4%
3 = Adequately	1	12.5%	236	12.0%
4 = Poorly	0	0.0%	16	0.8%
5 = Not at all	0	0.0%	14	0.7%
Mean : SD	1.75	0.71	1.64	0.78

18b. Work with colleagues to improve instruction

	Program		Statewide	
	8	100.0%	1963	86.7%
1 = Very well	5	62.5%	1041	53.0%
2 = Well	3	37.5%	646	32.9%
3 = Adequately	0	0.0%	233	11.9%
4 = Poorly	0	0.0%	26	1.3%
5 = Not at all	0	0.0%	17	0.9%
Mean : SD	1.38	0.52	1.64	0.81

18c. Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members

	Program		Statewide	
	8	100.0%	1965	86.8%
1 = Very well	4	50.0%	999	50.8%
2 = Well	4	50.0%	657	33.4%
3 = Adequately	0	0.0%	253	12.9%
4 = Poorly	0	0.0%	35	1.8%
5 = Not at all	0	0.0%	21	1.1%
Mean : SD	1.50	0.53	1.69	0.84

19. Overall, how effective was your induction program at developing the skills, habits, or tools you needed to grow your teaching practice?

	Program		Statewide	
	8	100.0%	1959	86.5%
1 = Very effective	5	62.5%	1075	54.9%
2 = Effective	3	37.5%	694	35.4%
3 = Somewhat effective	0	0.0%	173	8.8%
4 = Not at all effective	0	0.0%	17	0.9%
Mean : SD	1.38	0.52	1.56	0.69

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?

	Program		Statewide	
	8	100.0%	1960	86.5%
1 = Very effective	5	62.5%	1090	55.6%
2 = Effective	3	37.5%	676	34.5%
3 = Somewhat effective	0	0.0%	174	8.9%
4 = Not at all effective	0	0.0%	20	1.0%
Mean : SD	1.38	0.52	1.55	0.70

Demographic Information

Demographic section omitted as the number of survey responders is too small for reporting.

	Number of Program Completers Asked to Participate in Survey	# and % of Respondents	
Program:	8	8	100.0 %
Statewide:	2409	2265	94 %

'Respondents' are those program completers who answered a minimum of 1 non-demographic question.

** Responses of "Don't Know" or variations on "N/A" are excluded from the percentage calculations.

Date: 10/15/2018