TEACHER INDUCTION PROGRAM (TIP): 2010 NEW TEACHER SURVEY RESULTS

September 2010

Introduction

More than 600 teachers who were newly hired by the Austin Independent School District (AISD), and who attended the district's Teacher Induction Program (TIP) sessions held in August, 2010, were asked to complete two online surveys regarding their TIP experiences during their first week of orientation. One survey, Evaluation: District Orientation Luncheon and Campus Orientation 2010, included items about new teachers' experiences at the district orientation luncheon and campus orientation, as well as AISD's hiring process. The other survey, Evaluation: Curriculum and Instruction in TIP Cohort 2010, focused on the Curriculum and Instruction and Positive Behavior Support (PBS) modules that were presented, new teachers' experiences with their assigned TIP teachers during the August sessions, and outstanding questions and requests for additional training they had at the end of the sessions. Results from the two surveys are summarized in this report.

Overall, the new teachers reported that the district orientation luncheon and campus orientation were useful, and that they had completed important components of AISD's hiring process. Many new teachers reported that the Curriculum and Instruction and PBS modules were helpful in preparing them for the classroom. Most new teachers rated their TIP teachers positively and reported that the most useful parts of the TIP teacher sessions were conversing with the TIP teachers, networking with peers, and receiving instructional advice. Many new teachers still had questions at the end of the TIP sessions. Question topics included understanding district and campus behavior management policies, motivating students, meeting individual student needs, finding specific resources, addressing time constraints, and using technology in the classroom. Teachers requested a wide variety of additional training, including content area instructional learning strategies, differentiated instruction for students in special education, and instructional technology.

New Teacher Survey Respondents for *TIP 2010*

Of the 644 newly hired teachers who attended the August TIP sessions, 260 (40%) responded within 3 weeks to the online survey regarding the district orientation luncheon and campus orientation. This provided a 95% confidence level for results, which were reliable within plus or minus 5 percentage points.

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Of the 644 newly hired teachers who attended the August TIP sessions, 354 (55%) responded within 3 weeks to the online survey regarding Curriculum and Instruction in TIP Cohort. This provided a 99% confidence level for results, which were reliable within plus or minus 5 percentage points.

TIP 2010 participants and survey respondents had some similar characteristics, as shown in Table 1. Of the survey respondents, 61% were at the elementary level, 35% were in their first year of teaching, and 47% had taught for 4 or more years. Thirty-three percent of elementary school teacher survey respondents were new to the profession, as compared with 39% of middle and 41% of high school teachers who were new.

Table 1. Characteristics of Teacher Induction Program (TIP) 2010 Participants and Respondents to Evaluation: Curriculum and Instruction in TIP Cohort 2010

	TIP 2010 participants	Survey respondents
School level		
Elementary	54%	61%
Middle	20%	17%
High	22%	21%
First year in AISD		
2010–2011	76%	95%
2009–2010	10%	5%
Prior to 2009–2010	14%	<1%
Years of professional experience		
0	51%	35%
1–2	14%	17%
3–4	13%	18%
5–9	11%	12%
10 or more	11%	17%

Source. TIP 2010 survey records

Survey Results for Evaluation: District Orientation Luncheon and Campus Orientation 2010

District Orientation Luncheon

Ninety-five percent of respondents indicated that they attended the district orientation luncheon in August. Of those, 87% reported feeling welcomed by AISD at the luncheon; 12% reported feeling *somewhat* welcomed, as shown in Table 2.

Table 2. Did you feel welcomed by the Austin Independent School District (AISD) at the district orientation luncheon?

Yes	87%
Somewhat	12%
No	<1%

Source. TIP 2010 survey records

Several new teachers commented that the speakers at the luncheon were very motivating. According to one new teacher, "It was a very delightful luncheon. I was very pleased to have heard Congressman Doggett and Superintendent Carstarphen. Thanks for the welcoming experience." Others complained about having to wait a long time in a crowded space. "Many were put off by the fact we were encouraged to show up early, but were still kept waiting to be seated for hours," wrote one respondent. Another stated, "It would have been nice to be able to sit down, and if there were more space. I felt like a cow in a chute with the rest of the herd."

As shown in Table 3, 5% of respondents reported completing some new-hire paperwork at the luncheon; 90% reported completing no paperwork at the luncheon because they had completed their paperwork before the luncheon; and 6% reported completing no paperwork at the luncheon, despite having paperwork yet to be completed.

Table 3. Did you complete any new hire paperwork at the luncheon?

Yes	5%
No, I had completed all of my paperwork before the luncheon.	90%
No, though I had not completed all of my paperwork before the luncheon, I did not complete any while I was there.	6%

Source. TIP 2010 survey records

Campus Orientation

Ninety-seven percent of respondents reported attending an orientation at their new campus. Of these, 94% reported feeling welcomed by staff at their new campus, 5% reported feeling *somewhat* welcomed, 1% reported that they did not feel welcomed (Table 4). According to one new teacher, "Everyone went out of their way to make all the new teachers feel welcomed. I love this campus!" A few problems were reported, including mentors being absent from campus orientations: "My mentor was not at the orientation. She was not informed." A few others reported that the orientations were disorganized or inappropriate, for example, "I have worked at this school for 3 years, so the 'orientation' was a little silly. I would have preferred to have time to work on my room and lesson plans."

Table 4. Did you feel welcomed by staff at your new campus during campus orientation?

Yes	94%
Somewhat	5%
No	1%

Source. TIP 2010 survey records

Eighty-six percent of new teachers reported that meeting teachers during campus orientation was helpful to them, 10% reported that it was *somewhat* helpful, and 4% reported that it was not helpful (Table 5).

Table 5. Was the experience of meeting new teachers at campus orientation helpful to you?

Yes	86%
Somewhat	10%
No	4%

Source. TIP 2010 survey records

Seventy-four percent of novice teachers reported that they were able to meet with their mentor teachers during campus orientation, and 26% reported being unable to meet with their mentors (Table 6). One novice teacher commented, "We were to meet our mentors, however, they were not there."

Table 6. If you are a novice teacher, were you able to meet with a mentor during campus orientation?

Yes	74%
No	26%

Source. TIP 2010 survey records

During campus orientation, 93% of new teachers reported receiving information about accessing their classroom, and 84% reported being able to gain access to their classrooms. As shown in Table 7 on the following page, most teachers reported receiving information about various district technology systems: 66% received information about Gradespeed, 63% received information about Lotus Notes, 68% received information about Subfinder, and 63% received information about voicemail.

Table 7. Did you receive information about the following during campus orientation?

	Yes	No
Gradespeed	**66%**	34%
Lotus Notes	**63%**	37%
Subfinder	**68%**	32%
Voicemail	**63%**	37%

Source. TIP 2010 survey records

AISD Hiring Process

As indicated in Table 8, 82% of new teachers reported having completed their Professional Development Assessment System (PDAS) training, 96% reported having received benefits information, 100% reported having received their employee identification number (EID), and 66% reported having received their AISD identification badge. Of the 66% receiving their AISD badge, half reported having received it at their campus, and half reported having received it at the AISD Police Office at the Carruth Administration Complex (CAC).

Table 8. New Teachers' Responses to Survey Items Regarding the AISD Hiring Process

	Yes	No
Have you completed your Professional Development Assessment training (PDAS)?	**82%**	18%
Have you received benefits information?	**96%**	4%
Have you received your employee ID (EID)?	**100%**	<1%
Have you received your AISD badge?	**66%**	34%

Source. TIP 2010 survey records

Survey Results for Evaluation: Curriculum and Instruction in TIP Cohort 2010

Classroom Management Strategies

Ninety percent of respondents reported attending a TIP teacher session about classroom management strategies. Of those, the majority of new teachers reported that the training helped them understand attention signals *some* (53%) or *a great deal* (32%). In addition, most new teachers indicated that the training helped them understand activity expectations *some* (48%) or *a great deal* (37%), entering and exiting classroom expectations *some* (49%) or *a great deal* (35%), and acknowledgements and redirections *some* (49%) or *a great deal* (37%), as shown in Table 9.

Table 9. How much has this training helped your understanding of the classroom management strategies below?

	Not at all	Not very much	Some	A great deal
Attention signals	4%	11%	**53%**	32%
Activity expectations	3%	12%	**48%**	37%
Entering and exiting class expectations	6%	10%	**49%**	35%
Acknowledgements and redirections	3%	11%	**49%**	37%

Source. TIP 2010 survey records

When asked if they were prepared to implement various classroom management strategies, the majority of new teachers reported that the training had prepared them to implement attention signals *some* (49%) or *a great deal* (35%). In addition, most new teachers indicated that the training prepared them to implement activity expectations *some* (48%) or *a great deal* (35%), entering and exiting classroom expectations *some* (47%) or *a great deal* (35%), and acknowledgements and redirections *some* (47%) or *a great deal* (37%), as shown in Table 10.

Table 10. How much has this training prepared you to implement the classroom management strategies below?

	Not at all	Not very much	Some	A Great Deal
Attention signals	4%	12%	**49%**	35%
Activity expectations	4%	13%	**48%**	35%
Entering and exiting class expectations	5%	13%	**47%**	35%
Acknowledgements and redirections	4%	12%	**47%**	37%

Source. TIP 2010 survey records

Curriculum and Instruction

Ninety-two percent of new teachers reported attending a TIP session about Curriculum and Instruction. Of those, 92% reported that during the TIP session, they had been made aware that formal assessment would be part of their planning and activities, as shown in Table 11 on the following page. Ninety-two percent indicated that they had been introduced to the curriculum Road Map (CRM), and 79% reported that a model lesson was demonstrated for them.

Table 11. New Teachers' Responses to Survey Items Regarding the Curriculum and Instruction Teacher Induction Program (TIP) Teacher Sessions

	Yes	No
During TIP Teacher sessions, were you made aware that formal student assessment will be a part of your planning and activities?	**92%**	8%
	92%	8%
Were you introduced to the curriculum Road Map?		
	79%	21%
Was a model lesson demonstrated for you?		

Source. TIP 2010 survey records

        The majority of new teachers indicated that they felt prepared (58%) or *somewhat* prepared (31%) to implement the CRM. Also, a majority reported that their experiences in the TIP teacher sessions helped them (56%) or *somewhat* helped them (33%) better understand how to set up a classroom and helped them (57%) or *somewhat* helped them (34%) better understand how to use classroom materials. New teachers indicated that they got (67%) or *somewhat* got (28%) ideas/strategies for what to teach during the first weeks of school, as shown in Table 12 on the following page.

Table 12. New Teachers' Responses to Survey Items Regarding Effects of the Curriculum and Instruction Teacher Induction Program (TIP) Teacher Sessions

	Yes	Somewhat	No
	58%	31%	12%
Do you feel prepared to implement the curriculum Road Map?			
Have your experiences during TIP teacher sessions helped you better understand how to set up a classroom?	**56%**	33%	11%
Have your experiences during TIP teacher sessions helped you better understand how to use classroom materials?	**57%**	34%	10%
During TIP teacher sessions, did you get ideas/strategies for what to teacher during the first weeks of school?	**67%**	28%	5%

Source. TIP 2010 survey records

Twenty-five new teachers offered comments about the CRM, which focused on three central themes:

- Time constraints
- Content
- Inconsistencies in implementation

Several new teachers wrote that they did not have enough time before the start of school to learn everything that was required. For example, one teacher reported,

We were given the information on the Road Maps along with information about new Science, Reading/Language Arts, and Math curricula, plus new Reading/Language Arts textbooks. I feel that we have not been given adequate time to review/study the new Road Maps and the new textbooks! I do not feel prepared to start teaching tomorrow!

Other new teachers commented on the content of the CRMs. One stated, "The CRMs are not very user-friendly and difficult to follow." Another wrote, "It has been so frustrating!--very inaccessible and not very cohesive."

Finally, some new teachers indicated problems regarding the consistency with which the CRM was being implemented in the district. For instance, one new teacher wrote, "I have no idea what that

is. They might have mentioned it briefly but I don't think we did much work with it or talked about it long because I have no idea what it is!" Another stated, "Little information or support is given on the actual curriculum. It seems that every campus does its own thing."

Most Useful Aspects of TIP Teacher Sessions

New teachers were asked to rank six activities in which they might have participated during the TIP teacher sessions in terms of their usefulness to them. As shown in Table 13, conversing with the TIP teacher (42%) was the activity most frequently ranked as most useful to new teachers. According to the new teachers, the next most useful activities were networking with peers (23%), receiving instructional advice (16%), and observing the classroom layout (15%). Lastly, 6% of new teachers ranked observing wall displays as most useful, and 6% ranked observing organization of materials as most useful.

Table 13. Percentage of New Teachers Who Ranked Each Activity as Most Useful

Conversing with the TIP teacher	42%
Networking with peers	23%
Receiving instructional advice	16%
Observing the classroom layout	15%
Observing the wall displays	6%
Observing organization of materials	6%

Source. TIP 2010 survey records

New Teacher Ratings of TIP Teachers

As shown in Table 14 on the following page, most new teachers *strongly agreed* (51%) or *agreed* (35%) that their TIP teachers created effective learning environments. Also, most new teachers *strongly agreed* (51%) or *agreed* (36%) that they engaged participants. Most new teachers *strongly agreed* (57%) or *agreed* (27%) that TIP teachers personalized the training. Lastly, most new teachers *strongly agreed* (59%) or *agreed* (31%) that TIP teachers were knowledgeable about managing behavior in the classroom, and they *strongly agreed* (62%) or *agreed* (27%) that TIP teachers were knowledgeable about curriculum and instruction.

Table 14. New Teachers' Responses to Statements About Their Teacher Induction Program (TIP) Teachers

	Strongly disagree	Disagree	Agree	Strongly agree
My TIP teacher created an effective learning environment.	10%	5%	35%	**51%**
My TIP teacher engaged participants.	9%	3%	36%	**51%**
My TIP teacher personalized the training.	10%	6%	27%	**57%**
My TIP teacher is knowledgeable about managing behavior in the classroom.	9%	1%	31%	**59%**
My TIP teacher is knowledgeable about curriculum and instruction.	10%	2%	27%	**62%**

Source. TIP 2010 survey records

Remaining Questions and Requests for Training

Questions about Behavior Management

Of the 354 new teachers who started the survey, 168 (48%) responded to the question *What are your top three questions about classroom management at this point?* Of those, 60 (36%) responded that they had no questions about behavior management. The remaining new teachers submitted questions that focused loosely on the following three themes:

- Learning about district and campus behavior management policies
- Motivating students to listen and learn
- Meeting the needs of specific students

Many new teachers expressed concern over their lack of knowledge regarding AISD's behavior management policies. One teacher wrote, "Do different campuses use the same strategies?" Others asked, "What are district protocols?" "Where is the student/teacher handbook?" and "Is there a structured level of interventions for the district?" Also, new teachers had many questions about discipline policies at their home campus, writing, "What are the discipline guidelines for my school?" and "What are school-wide procedures regarding office referral?" Another new teacher asked, "Will standard classroom management strategies be uniformly implemented and adhered to on our campus? Have students entering our campus been exposed to those strategies before?" Many new teachers expressed concern about the support they could expect from their campus administration. "Are my campus administrators willing to support me in the use of my individual classroom

management plan?" wrote one new teacher. Others asked, "At what point do I get the principal or vice principal involved?" and "When should I, how do I, contact a behavior support specialist?"

Many new teachers expressed concern over maintaining students' attention and motivation during class while fostering a positive classroom atmosphere. Concerns centered on students talking or refusing to listen to the teacher. One teacher wrote, "How do I get and maintain student respect and quiet while I am talking? How do I develop my teacher voice without yelling?" Others asked, "How do you deal with chatty students?" "What do you do if your students just choose not to listen to you?" and "How do you motivate the ones that don't want to join in what the class is doing?" Other related issues of concern to the new teachers included "How to manage students who need different types of motivations," "How to keep other students engaged when working with small groups," "How to bring students back on task," and "How to redirect students who sleep during class." Finally, one new teacher asked, "Is there a way to help students who have no apparent motivation to build their intrinsic motivation?"

Behavior management to meet students' individual needs was a recurring theme among new teachers. In particular, new teachers asked about behavior management for bilingual students, English language learners (ELLs), bipolar students, hyperactive students, low-income students, kindergarten and 1st-grade students, and special education students.

 Finally, questions were asked regarding a wide variety of other topics, including large class size, space limitation, bullying, community building among students, transitions, bathroom breaks, rewards, and multi-level classes.

Questions About Curriculum and Instruction

Of the 354 new teachers who started the survey, 161 (46%) responded to the question *What are your top three questions about curriculum and instruction at this point?* Of those, 44 (27%) responded that they had no questions about curriculum and instruction. The remaining new teachers submitted questions, many of which were grouped into the following themes:

- Integrating curriculum resources
- Differentiating instruction
- Addressing time constraints
- Finding resources
- Using technology

Many new teachers expressed concerns regarding what, specifically, they should be teaching during class. Some reported feeling overwhelmed by the different resources that had been presented to them. For instance, one teacher wrote, "Road maps! Too many, too much! I am swimming in plans and have NO idea where to begin organizing it all." Some seemed unclear as to how closely they would be required to adhere to the curriculum Road Map, writing "How strict is the Road map?" and "How

closely do the roadmaps need to be followed?" Others wondered, "Who will I submit my lesson plans to each week?" "Who monitors curriculum implementation?" "Can I use other resources instead of the provided ones?" and "How are the adoptions chosen and why?"

Another major concern of new teachers was how to meet the needs of students at different levels and abilities, including special education students, bilingual students, gifted and talented students, and ELLs. "How do I continue to challenge advanced students while not losing the attention of the others and vice versa?" wrote one teacher. "What is the most effective way to incorporate an understanding of different learning styles into instructional strategy?" asked another.

New teachers wrote about their concerns regarding having enough time for planning and instruction. One new teacher asked, "What if you can't get through everything in the Road Map? Is mastery or exposure better?" Another wrote, "How on earth am I supposed to fit ALL of this instruction in to such a short day?" and "How do I find time to include everything that is listed in the curriculum Road Map for each subject?

Many new teachers asked questions about where to find specific resources and information in the district or on their campus. For example, new teachers reported seeking content-specific training, resources mentioned in the curriculum Road Map, additional textbooks, enrichment for Math 8 to Algebra 1, curriculum Road Maps beyond the first 6 weeks, information about special education strategies, science materials, yearly overviews in a week-by-week format, additional chapter books for the classroom, and classroom supplies. One teacher asked what to do about classes for which there was no curriculum Road Map. Others wrote, "How do we use the new Language Arts adoption if we don't have all of the materials we are instructed to use in the Teacher Edition?" and "Where can we go to find the specific activities that we will be doing during morning meeting and guided reading?"

Finally, many new teachers asked about the use of technology in instruction. "How will the curriculum change with technology in the next few years?" inquired one teacher. "What are some new ways that teachers are adapting instruction to our students' interests and lives currently?" asked another. Other questions were of a more practical and pressing nature, for example, "What are the best ways to use technology to instruct students?" "How often will I have access to the computer lab?" and "What technology will I have in the classroom?" Other technology-related questions included "Why don't elementary schools have paid computer teachers or techs?" and "What are the best ways to carry out instructional programs with digital natives?"

Requests for Additional Training Sessions

New teachers were asked whether they would like additional training about any of seven suggested topics. As shown in Table 15, 56% of new teachers indicated that they would like additional training about content area instructional and learning strategies; other new teachers wanted training about differentiation for students receiving special education services (48%), instruction technology

(44%), use of student data to plan for instruction (34%), differentiation for gifted and talented students (32%), understanding formative assessments (27%), and basic computer and technology skill building (19%). In addition, several new teachers suggested additional topics for trainings, including autism; differentiation for students classified with 504; bilingual and English as a second language(ESL); Gradespeed; grant writing; IMPACT services; intermediate-level technology; learning disabilities; managing caseloads; planning; several special education programs (e.g., PPCD, SCORES); and the special education data system (SEEDS).

Table 15. Topics About Which New Teachers Would Like More Training in 2010–2011

Content area instructional and learning strategies	56%
Differentiation for students receiving special education	48%
services	44%
Instructional technology	34%
Use of student data to plan for instruction	32%
Differentiation for gifted and talented students	27%
Understanding formative assessments	19%
Basic computer and technology skill building	

Source. TIP 2010 survey records

Summary and Recommendations

Overall, new teachers' responses about the August 2010 TIP sessions were positive. However, several areas were highlighted for which improvements could be made in planning for next year and for the remaining TIP sessions during the 2010–2011 school year. On the basis of teachers' responses to the survey, staff from the Department of Program Evaluation offer the following recommendations:

- Minimize waiting time before district orientation luncheon. Notify new teachers about specific vendors or pre-luncheon activities so they can decide baed on their individual needs when to arrive.

- Standardize campus orientations by providing a list of required topics and activities, including providing new teachers access to their classrooms.

- Allow exemptions from campus orientation for teachers who have been employed on a campus for a number of years.

- Ensure that mentors will be present to meet with new teachers at their campus orientation.

- As soon as possible, contact new teachers to ask them what questions they have and what they hope to gain from the TIP sessions.

- To ensure consistency across TIP cohorts, provide TIP teachers with specific information regarding district expectations for upcoming TIP sessions, including session schedules, requried topics, supplies needed, and additional topics that might be helpful.

- Include as part of the Behavior Management module overviews of district and campus behavior management protocols.

- Encourage communication between new teachers and their TIP teachers so any unanswered questions can be addressed at the October TIP sessions.

- Provide new teachers with information about district resources available to them in gathering specific information and materials.

- Coordinate with the Professional Development Center (PDC) and campus administrations to ensure that new teachers have access to additional trainings to meet their needs.