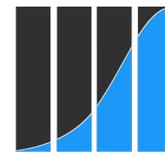


2011 NEW TEACHER INDUCTION PROGRAM (TIP) TRAINING SURVEY SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT, SEPTEMBER 2011



Department of
Research and
Evaluation

Introduction. One hundred and thirteen teachers who were newly hired by the Austin Independent School District (AISD) were offered orientation and training opportunities prior to the start of the school year, in early August 2011. During this week of orientation and training, which is the first part of AISD's new teacher induction program (TIP), the new teachers had the following schedule:

- Day 1: Campus orientation – new teachers met with campus leadership and mentor teachers to become familiar with campus personnel and expectations, and to set up their classrooms.
- Day 2: District orientation – new teachers met with district leaders to become familiar with district initiatives and expectations.
- Days 3 and 4: New teachers were divided into small cohorts of grade-level or subject-area teachers, and they were led by a TIP teacher leader. They met in the TIP teachers' classrooms and focused on curriculum and instruction, classroom management, and lesson planning to prepare for the first 30 days of school.

New teachers continue to receive support from their mentor teacher and training at both the district and campus level throughout the school year. At the end of the August orientation week, the new teachers were asked to complete two online surveys regarding their TIP experiences. The results from these surveys are summarized here.

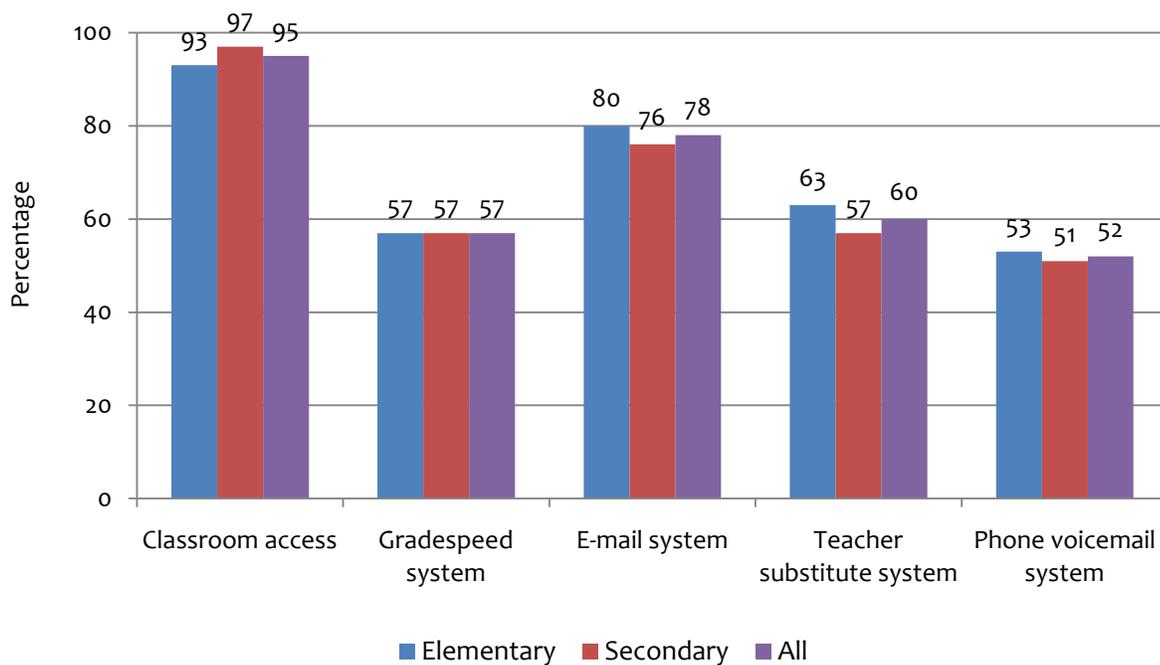
Survey respondents. A total of 67 (59%) new teachers responded to the survey about campus and district orientation. A total of 54 (48%) new teachers responded to the survey about curriculum and instruction training.

AISD Teacher Induction Program Components



Campus orientation. When teachers were asked if they felt welcome at campus orientation, 95% agreed. When asked if they had access to their new classrooms during orientation, 87% agreed. When asked if meeting with teachers at their campus was useful, 87% agreed, 7.5% indicated it was somewhat useful, and 1.5% said it was not useful (4% did not reply). About half of respondents indicated that although they attended TIP, they were not a first-year teacher. During campus orientation, new teachers were given information about classroom access and about several district systems (e.g., the teacher electronic grade book [Gradespeed], email, substitute teacher search system, and phone voicemail). Figure 1 shows the percentages of new teachers (by school level) responding to the survey who indicated they had received such information during orientation.

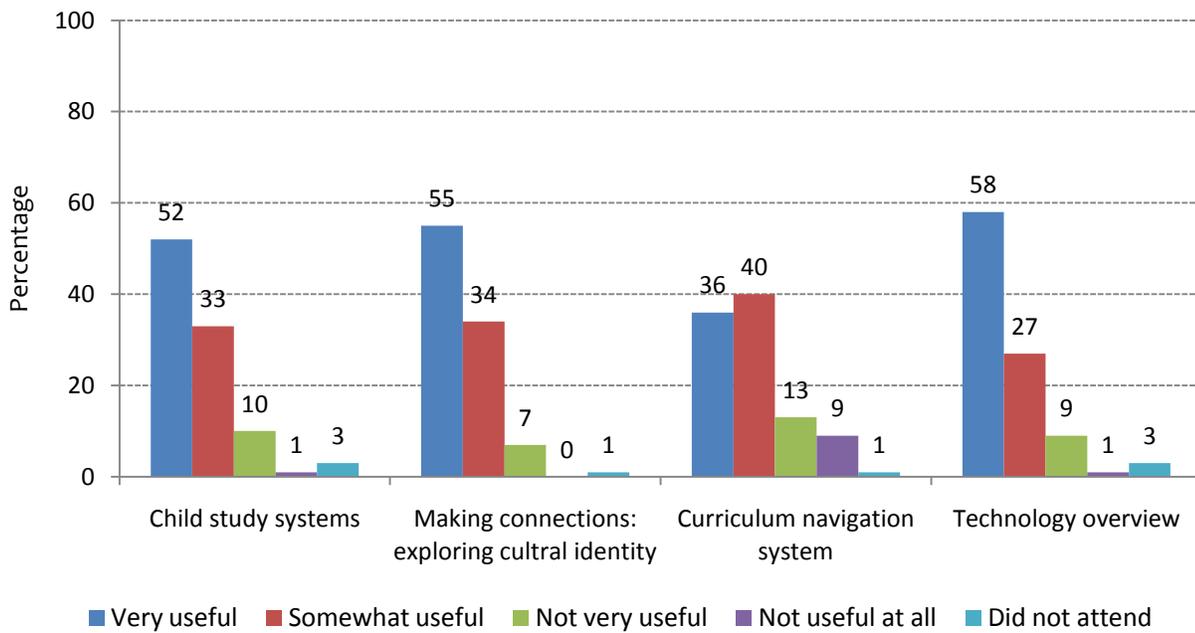
Figure 1. New Teachers Who Reported Receiving Certain District Information During Campus Orientation, by School Level, August 2011



Source. New teacher induction program (TIP) survey, August 2011

District orientation. When teachers were asked if they felt welcome at district orientation, 97% agreed; the remainder responded that they felt somewhat welcome. Teachers were asked when they completed their new hire paperwork, and 85% had completed it prior to the orientation, and 9% had completed it during the orientation (6% had not yet completed their paperwork). Thirty-six percent responded that they had completed their training for the professional development assessment system (PDAS) required by the state (63% responded no, and 1% did not reply). When asked if they had received certain district information, most survey respondents indicated that they had received employee benefits information (86%), their employee identification number (98%), and their employee identification badge (81%). Overall, 96% of attendees felt the district orientation was useful. New teachers had the opportunity to attend one of several topical sessions during their orientation. Figure 2 shows survey respondents' opinions about whether these sessions were useful.

Figure 2. New Teachers Who Reported on the Usefulness of Orientation Topical Sessions, August 2011



Source. New teacher induction program (TIP) survey, August 2011

Teachers' expectations. New teachers attending TIP were asked to indicate the extent to which they agreed with four statements about their expectations for teaching in the current school year. Table 1 shows teachers' responses to these statements. In some cases, elementary teachers' responses differed from secondary teachers' responses.

Table 1. New Teacher Induction Program (TIP) Teachers' Expectations About Teaching for the 2011–2012 School Year

Statement	Strongly agree or agree	Strongly disagree or disagree	Don't know or not applicable
If I try really hard, I can get through to even the most difficult student.	89%	6%	4%
Elementary	90%	7%	3%
Secondary	89%	5%	5%
I am certain that I am making a difference in the lives of my students.	97%	3%	0%
Elementary	97%	3%	0%
Secondary	97%	3%	0%
Factors beyond my control have a greater influence on my students' achievement than I do.	30%	61%	9%
Elementary	10%	83%	7%
Secondary	46%	43%	11%
Some students are not going to make a lot of progress this year, no matter what I do.	6%	89%	5%
Elementary	0%	97%	3%
Secondary	11%	84%	5%

Source. TIP new teacher survey, August 2011

Curriculum and instruction. New teachers attending TIP teacher-led sessions with their grade-level or subject-area cohorts were asked about specific topics of training they received about curriculum and instruction (e.g., classroom management, student assessment, curriculum guides [i.e., also known as the curriculum road map], and classroom setup). In addition, new teachers attended model classroom demonstrations, where further guidance was provided by experienced teachers. Table 2 provides a summary of teachers' survey responses about information they received about classroom management strategies. Table 3 is a summary of teachers' survey responses about curriculum and instruction information they received. Table 4 summarizes other survey responses from teachers about their TIP experiences.

Table 2. New Teacher Induction Program (TIP) Teachers' Responses About Classroom Management Strategies Provided at TIP, 2011–2012

Statement	A great deal	Some	Not very much or None
How much has this training helped your understanding of the classroom management strategies below?			
Attention signals	44%	52%	4%
Activity expectations	50%	42%	8%
Entering and exiting class expectations	50%	40%	10%
Acknowledgements and redirections	63%	31%	6%
How much has this training prepared you to implement the classroom management strategies below?			
Attention signals	40%	46%	14%
Activity expectations	48%	40%	12%
Entering and exiting class expectations	48%	38%	12%
Acknowledgements and redirections	52%	38%	10%

Source: TIP new teacher survey, August 2011

Table 3. New Teacher Induction Program (TIP) Teachers' Responses About Curriculum and Instruction Information Received, 2011–2012

Statement	Yes	Somewhat	No
Do you feel prepared to implement the curriculum road map?	51%	43%	6%
Did you get ideas/strategies for what to teach during the first weeks of school?	80%	18%	2%
Have your experiences during TIP helped you better understand how to set up a classroom?	71%	25%	4%
Have your experiences during TIP helped you better understand how to use classroom materials?	69%	25%	6%

Source: TIP new teacher survey, August 2011

Table 4. New Teacher Induction Program (TIP) Teachers' Responses About Laptop use, Student Assessment Information, Curriculum Road Map Information, and Model Lesson Demonstration, 2011–2012

Statement	Yes	No
Have you used your laptop?	90%	10%
Were you made aware that formal student assessment will be a part of your planning and activities?	96%	4%
Were you introduced to the curriculum road maps?	98%	2%
Was a model lesson demonstrated for you?	77%	23%

Source. TIP new teacher survey, August 2011

Teachers indicated that they had used their district-provided laptops for accessing their email, the district's cloud system, the internet, various online district systems or curriculum and instructional resources (e.g., Schoolnet, Gradespeed, special education records system, curriculum navigation system), and creating documents (using Word or Excel).

Teachers were asked to indicate the usefulness of different parts of the TIP teachers' model classroom sessions they attended. The most useful aspect, according to teachers surveyed, was being able to talk with TIP teachers (81%), followed by networking with peers (49%), and receiving instructional advice (49%). Activities such as observing the classroom layout (14%), organization of materials (14%), and wall displays (5%) did not receive ratings of most useful.

When asked about the effectiveness of the TIP teachers, most new teachers responding to the survey indicated that TIP teachers created an effective learning environment (96%), engaged participants (96%), personalized training (94%), were knowledgeable about managing classroom behavior (96%), and were knowledgeable about curriculum and instruction (96%).

New teachers were asked to indicate topics on which they would like more training in the future. Their preferences are as follows:

- Content area instructional and learning strategies (42%)
- Differentiation for English language learner students (36%)
- Differentiation for students receiving special education services (36%)
- Use of student data to plan for instruction (30%)
- Instructional technology (28%)
- Differentiation for gifted and talented students (24%)
- Understanding formative assessment (16%)
- Basic computer and technology skill building (14%)

Teachers were asked to state their top three questions about classroom management strategies.¹ A wide variety of questions were stated (e.g., how to keep students engaged). Two examples of questions are "How do I respond to students who are struggling to pay attention with thoughtful consequences?" and

¹ All comments are available from AISD Department of Research and Evaluation records.

“How do I get their attention on the first day of class and maintain it throughout the year?” Some questions were specific to certain groups of students, such as “What are the best behavioral strategies for attention deficit hyperactivity disorder (ADHD) students?” and “What works best for pre-k children?” and “What to do with those one or two students who constantly act up?” Some teachers wanted more examples of proven strategies (e.g., how to have effective transitions for entering and leaving the school library, and recommended rewards to use).

Teachers also were asked to state their top three questions about curriculum and instruction. Some teachers posed questions about how to support specific groups of students or class levels:

- “How will I differentiate for pre-advanced placement (AP) classes?”
- “What are the best strategies for readers who are not on grade level?”
- “What are the most important concepts to teach a pre-k child?”
- What are some resources for bilingual special education students?”
- “How will I differentiate for English as a second language (ESL) students?”
- “What do I do for the students who are gifted and talented when they finish ahead of schedule?”

Other questions that were posed addressed curriculum resources and lesson plans:

- “What does a good science lesson look like?”
- “Can the timeframe of the curriculum road maps be modified?”
- “Are there online video resources available for my subject areas?”
- “How should special education integrate the curriculum road maps?”
- “What do I do if my e-circle kits are incomplete?”

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