

2012 NEW TEACHER INDUCTION PROGRAM (TIP) TRAINING SURVEY SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT, SEPTEMBER 2012



Introduction. Eight hundred and fifty 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 2012. 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: For the campus orientation, new teachers met with campus staff, reviewed campus procedures, toured the campus, and set up their classrooms.
- Day 2: For the district orientation, new teachers met with district leaders to become familiar with district initiatives and expectations, including cultural proficiency, classroom management, technology, social emotional learning, and curriculum.
- Days 3 and 4: New teachers were divided into small cohorts of grade-level and/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, AISD website resources, required assessments, classroom management, and beginning-of-year lesson planning.

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 538 (63%) new teachers responded to the survey about the campus and district orientations. A total of 469 (55%) new teachers responded to the survey about curriculum and instruction training. New teachers attending TIP provided information about their years of teaching experience and their 2012–2013 school year assignments. Of survey respondents, 38% were beginning their first year of teaching in 2012–2013 in AISD, 15% had 1 to 2 years of experience, 11% had 3 to 4 years of experience, 19% had 5 to 9 years of experience, and 17% had 10 or more years of experience. Forty-seven percent indicated they would be teaching at the elementary school level, while 26% would be at the middle school level, and 25% would be at the high school level (2% responded with *other* school level, which could be a combination of grade levels). New teachers responding to the survey represented all of the following assignments: general education (56%), bilingual or English as a second language (BE/ESL; 23%), special education (14%), and BE/ESL special education (5%); in addition, 2% said they had not yet received their assignment.

AISD Teacher Induction Program Components

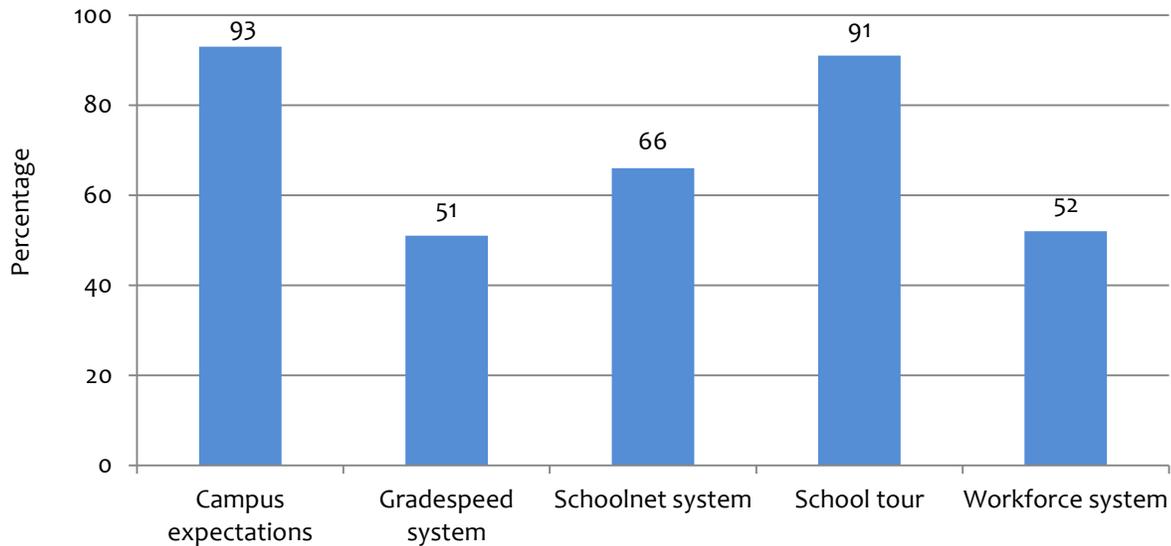


Campus and District Orientation

Campus orientation. When teachers were asked if they felt welcome at the campus orientation, 98% agreed. When asked if they met with their mentor, 79% agreed. When asked if they had access to their new classrooms during orientation, 93% agreed. Teachers were asked whom they met with during campus orientation, and almost all met with the principal (96%), other newly hired teachers (91%), assistant principals (90%), and office staff (85%). Although they attended TIP, 216 respondents (45%) indicated they were not a first-year (new to the profession) teacher.

During the campus orientation, new teachers were given information about classroom access and about several district systems (e.g., the teacher electronic grade book [Gradespeed], student academic assessment system [Schoolnet], staff work and leave hours system [Workforce]), and were given a school tour. Figure 1 shows the percentages of new teachers responding to the survey who indicated they had received such information or participated in such activities during the campus orientation.

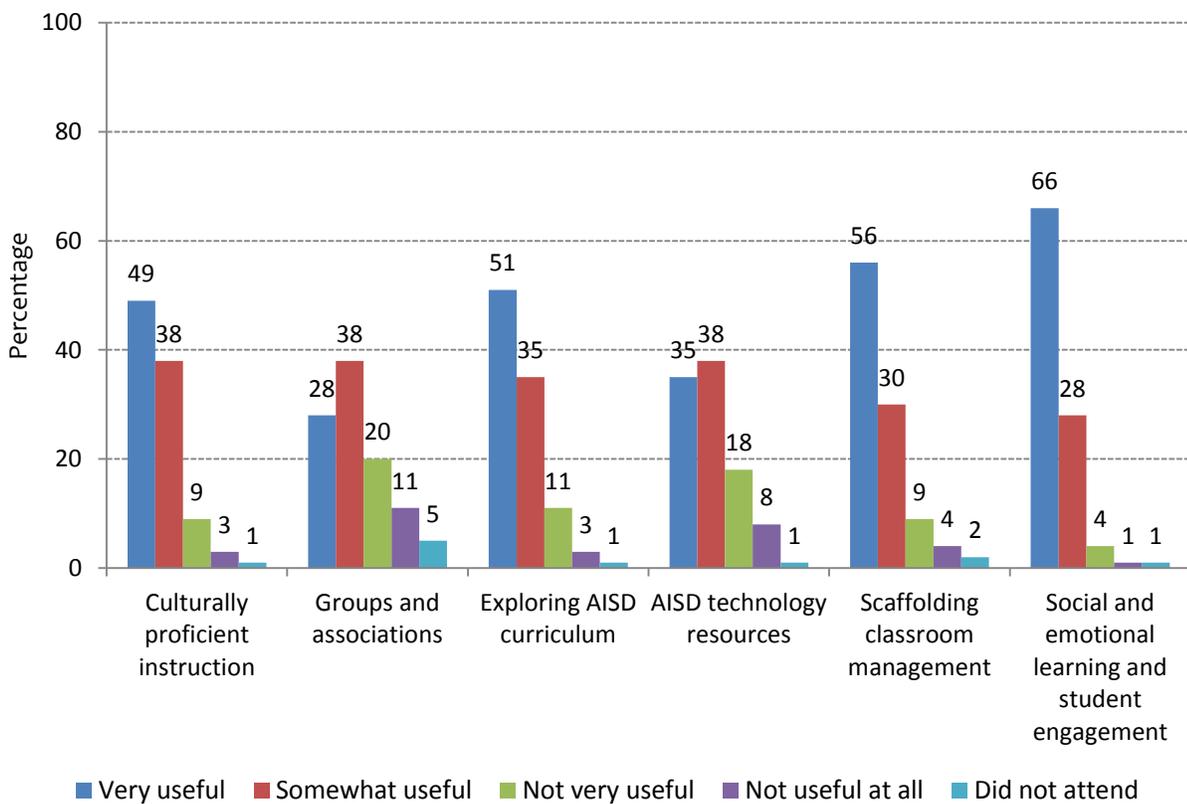
Figure 1. New Teachers Who Received District Information During Campus Orientation, by Information Type, August 2012



Source. New teacher induction program (TIP) survey, August 2012

District orientation. Ninety-eight percent of survey respondents attended the district orientation. Of these attendees, 88% felt the district orientation was useful. When teachers were asked if they felt welcome at the district orientation, 93% agreed. Teachers were asked when they completed their new hire paperwork, and 86% had completed it prior to the orientation, and 12% had completed it during the orientation (2% had not yet completed their paperwork). Most (87%) responded that they had received information for the professional development assessment system (PDAS) required by the state. Most survey respondents indicated that they had received their laptop (93%) and their employee identification badge (94%). 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’ Reports About the Usefulness of District Orientation Topical Sessions, August 2012



Source. New teacher induction program (TIP) survey, August 2012

Classroom management strategies. New teachers learned about classroom management strategies during induction week. Table 1 shows the teachers' responses when asked whether the training helped them understand these strategies and helped them feel ready to implement the strategies.

Table 1. Teachers' Responses to Classroom Management Strategies Provided at the New Teacher Induction Program (TIP), August 2012

Statement	A great deal	Some	Not very much or Not at all
How much has this training helped your understanding of the classroom management strategies below?			
Attention signals	37%	49%	14%
Activity expectations	42%	45%	13%
Entering and exiting class expectations	38%	47%	15%
Acknowledgments and redirections	51%	39%	10%
How much has this training prepared you to implement the classroom management strategies below?			
Attention signals	37%	48%	15%
Activity expectations	39%	49%	12%
Entering and exiting class expectations	37%	47%	16%
Acknowledgments and redirections	45%	44%	11%

Source: TIP new teacher survey, August 2012

Teachers' expectations. New teachers were asked about their expectations for the 2012–2013 school year. Table 2 shows teachers' responses to these statements.

Table 2. New Teacher Induction Program (TIP) Teachers' Expectations About Teaching for the 2012–2013 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.	97%	2%	1%
I am certain that I am making a difference in the lives of my students.	98%	1%	1%
Factors beyond my control have a greater influence on my students' achievement than I do.	23%	68%	9%
Some students are not going to make a lot of progress this year, no matter what I do.	9%	86%	5%

Source: TIP new teacher survey, August 2012

Curriculum and Instruction

Teachers' feedback about curriculum and instruction training. 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., instructional strategies; curriculum guides [i.e., the curriculum road map]; and classroom setup). Table 3 is a summary of teachers' survey responses about the curriculum and instruction information they received.

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

Statement	Yes	Somewhat	No
Do you feel prepared to implement the curriculum road map?	64%	32%	4%
Did you get ideas/strategies for what to teach during the first weeks of school?	85%	12%	3%
Have your experiences during TIP helped you better understand how to set up a classroom?	77%	19%	4%
Have your experiences during TIP helped you better understand how to use classroom materials?	78%	19%	3%

Source. TIP new teacher survey, August 2012

In addition, new teachers attended model classroom demonstrations in which experienced teachers provided further guidance. When asked about the most useful aspects of this demonstration, 42% of survey respondents rated talking with the experienced TIP teacher as useful.

When new teachers were asked to rate their TIP teacher, most agreed that their TIP teacher created an effective learning environment (84%), engaged training participants (85%), personalized the training (84%), was knowledgeable about managing students' behavior in the classroom (85%), and was knowledgeable about curriculum and instruction (85%).

New teachers were asked to indicate topics about which they would like more training in the future. The most frequently mentioned preferences were as follows:

- Content-area instructional and learning strategies (56%)
- Instructional technology (42%)
- Using student data to plan for instruction (42%)
- Differentiation for English language learner students (35%; among middle school respondents only, this was requested by 42%)
- Differentiation for students receiving special education services (34%)
- Understanding formative assessment (29%)
- Differentiation for gifted and talented students (26%)

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 and interested, and the best strategies to use on the first day of school). Examples of questions include the following:

- “How can I get students to buy into positive behavior?”
- “How do you deal with persistent bad behavior?”

Some teachers wanted more examples of proven strategies (e.g., recommended rewards to use), and others wanted clarification about their particular campus procedures.

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 subjects (e.g., dual language, pre-advanced placement courses, 7th grade, English language arts, science). Some teachers asked about assessments (e.g., benchmark tests, end of course exams, State of Texas Assessment of Academic Readiness). Several teachers asked whether there was flexibility in the curriculum road maps (e.g., can sequencing be changed, can students be exposed to different grade-level Texas Essential Knowledge and Skills). Some asked basic instructional implementation questions, such as “How do I incorporate strategies that better support differentiation?” and “How do we know if we are effectively implementing the curriculum?”

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