

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

September 2010

Introduction

One hundred and eight Austin Independent School District (AISD) teachers who agreed to lead a cohort of new teachers as part of the Teacher Induction Program (TIP) during 2010—2011 were surveyed online after completing initial TIP sessions in August 2010. The survey addressed information and support received by TIP teachers in preparation for the August TIP sessions, new teachers' willingness to collaborate, support from campus administrations, and additional information needed for the upcoming October TIP sessions. Overall, TIP teachers were pleased with the information and support they received prior to the August TIP sessions and felt prepared to lead their cohort of new teachers. According to TIP teachers, the new teachers were willing to collaborate, and campus administrations were supportive. TIP teachers also reported that the following needed improvement: materials distribution, as well as communications about new teachers, district expectations, and the payroll process.

Of the 108 TIP teachers, 106 completed the online survey within 3 weeks, providing a 99% confidence level for results, which were reliable within plus or minus 1 percentage point. Of the survey respondents, 55% were at the elementary level, and 68% were assigned to lead a cohort of general education teachers.

TIP Teachers' Perceptions of Their Preparation for the August TIP Sessions

As shown in Table 1 on the following page, the majority of TIP teachers (82%) reported that the quality of information provided to them regarding the Positive Behavior Support (PBS) Trainer of Trainers (TOT) and module was *high* or *very high*. Eighty-six percent reported that the quality of information they received regarding the Curriculum and Instruction module was *high* or *very high*, and 88% reported that the quality of information they received regarding materials was *high* or *very high*.

Table 1. Teacher Induction Program (TIP) Teachers' Ratings of Information Provided to Them for the August 2010 TIP Sessions

	<i>Very low quality</i>	<i>Low quality</i>	<i>High quality</i>	<i>Very high quality</i>
Positive Behavior Support (PBS) Trainer of Trainers (TOT) and module	4%	14%	56%	26%
Curriculum and Instruction module	0%	14%	54%	32%
Materials	0%	12%	63%	25%

Source. TIP 2010 Survey records

As indicated in Table 2, 79% of TIP teachers reported receiving *high* or *very high quality* support for the PBS TOT and module. Eighty five percent reporting receiving *high* or *very high quality* support for the Curriculum and Instruction module, and 87% reported receiving *high* or *very high quality* support for materials.

Table 2. Teacher Induction Program (TIP) Teachers' Ratings of Support Provided to Them for the August 2010 TIP Sessions

	<i>Very low quality</i>	<i>Low quality</i>	<i>High quality</i>	<i>Very high quality</i>
Positive Behavior Support (PBS) Trainer of Trainers (TOT) and module	2%	19%	52%	27%
Curriculum and Instruction module	0%	15%	56%	29%
Materials	0%	13%	56%	31%

Source. TIP 2010 Survey records

When asked to rate how prepared they felt for the August TIP sessions, 81% of TIP teachers reported feeling *somewhat* or *very prepared* to present the PBS module; 93% reported feeling *somewhat* or *very prepared* to present the Curriculum and Instruction module (see Table 3). Ninety—eight percent reported feeling *somewhat* or *very prepared* to set up their classrooms, and 92% reported feeling *somewhat* or *very prepared* to deliver and manage the materials.

Table 3. Teacher Induction Program (TIP) Teachers' Ratings of Their Own Preparedness for the August 2010 TIP Sessions

	<i>Completely unprepared</i>	<i>Somewhat unprepared</i>	<i>Somewhat prepared</i>	<i>Very prepared</i>
Present the Positive Behavior Support (PBS) module	1%	18%	36%	45%
Present the Curriculum and Instruction module	2%	5%	30%	63%
Set up your classroom	0%	2%	24%	74%
Deliver and manage the materials	0%	8%	28%	64%

Source. TIP 2010 Survey records

TIP Teachers' Comments About the August TIP Sessions

TIP teachers were asked what information the Office of Educator Quality could have provided to them prior to the August TIP sessions that would have made them more prepared to lead their cohort. Fifty-eight TIP teachers (54% of all TIP teachers) responded to this open-ended question.

Responses centered around five major themes:

- Distribution of materials
- Information about the teachers in their cohorts
- An agenda for the TIP sessions
- The PBS module
- Payroll information

Distribution of Materials

Some TIP teachers reported that the distribution of materials was “disorganized” and “confusing.” One TIP teacher wrote,

The box of supplies I received for my model science lesson had NO instructions! Not even a page number in the TE was referenced...It was very evident that the different subject areas did not collaborate when creating curriculum resources. Formatting and specificity had glaring differences. The LA First 20 days document, for example, was over 50 pages; but the Science document was 1 page.

Another suggested that having knowledgeable staff present to answer questions at the time of distribution of materials would have been very helpful. In addition, many TIP teachers would have liked to have had the materials sooner. According to one TIP teacher, “If we had access to the materials (especially the science) several days before we presented, as opposed to the day before, I would have felt much better.” Another wrote, “Knowing what we had to work with would have been helpful.”

Information About Cohort Teachers

Several TIP teachers reported wanting accurate and up-to-date information about the teachers in their cohorts. For example, TIP teachers were interested in whether their teachers were new teachers or were new just to the district. One TIP teachers wrote, “I had one novice teacher mixed in with experienced teachers-so needs were different.” According to another TIP teacher, “Knowing that I only had special education teachers instead of a mixture would have been helpful.” Additionally, TIP teachers reported wanting contact information for the teachers in their cohort and information about what classes their new teachers would be teaching, whether their new teachers were getting PBS training at their home campus, and what the new teachers were told about TIP.

Agenda for TIP Sessions

An agenda for the TIP sessions would have been helpful, according to some TIP teachers. Such an agenda might include start time (“I was under the impression that we were going to start at 9 and

they started showing up at 8 and 8:30”), guidelines on the topics to be covered (“Our discipline was expected to have each TIP presenter develop their own curriculum with suggested topics. I am not sure this led to consistency in the message”); and a checklist to ensure the necessities were addressed. As one TIP teacher wrote,

There are so many systems in place at AISD (AIMS, SASI, TEAMS, LPAS, DEEDS, GRADESPEED, etc). Many systems are important for new teachers, and some may not be. I would have liked a list of absolutes (items that MUST be covered during TIP).

Presenting the PBS Module

TIP teachers expressed a variety of concerns about presenting the PBS module. Although they seemed to like PBS overall, some felt the materials provided for the TIP were inappropriate. For example, one teacher wrote, “The PBS materials need to be more explanatory about what PBS actually is, where it comes from, and why it's effective. (I really believe in it, but the materials were too bizarre!!!!)” Another stated, “The PBS materials were confusing and only really usable if the participants had their laptops which they did not.” Others mentioned needing more time to review the materials themselves. One suggested that TIP teachers should complete PBS training and implement it for a year before presenting the module. The half-day allotted for presenting the PBS module was considered insufficient by one TIP teacher, given all the questions raised by new teachers. Finally, a TIP teacher expressed concern that “even the experienced teachers were not all on the same page with POSITIVE classroom management.”

Payroll Information

Finally, a number of TIP teachers reported that payroll was problematic. One wrote that payment requirements were “very rushed and disorganized.” Another was “unsure of the pay sheet information.”

TIP Teachers' Perceptions of New Teachers' Willingness to Collaborate

As shown in Table 4, 100% of TIP teachers reported their cohort of new teachers was either somewhat (12.5%) or very willing (87.5%) to collaborate during the August TIP sessions.

Table 4. Teacher Induction Program (TIP) Teachers' Ratings of New Teachers' Willingness to Collaborate During the August TIP Sessions

	<i>Completely unwilling</i>	<i>Somewhat unwilling</i>	<i>Somewhat willing</i>	<i>Very willing</i>
How willing was your cohort of teachers to collaborate during the TIP sessions this week?	0%	0%	12.5%	87.5%

Source. TIP 2010 Survey records

Tip Teachers' Perceptions of Support Received from Their Campus Administrations

As shown in Table 5, 98% of TIP teachers reported that their campus administration was somewhat (11.8%) or very willing (85.9%) to support them during the August TIP Sessions. About 2% of TIP teachers indicated that their campus administration was completely (1.2%) or somewhat unwilling (1.2%) to support them.

Table 5. Teacher Induction Program (TIP) Teachers' Ratings of Support Received From Their Campus Administration During the August 2010 TIP Sessions

	<i>Completely unwilling</i>	<i>Somewhat unwilling</i>	<i>Somewhat willing</i>	<i>Very willing</i>
How willing was your campus administration to support you in your TIP sessions this week?	1.2%	1.2%	11.8%	85.9%

Source. TIP 2010 Survey records

Tip Teachers' Requests for the Upcoming October TIP Sessions

TIP teacher were asked what information they need to be more successful in the October TIP sessions. Sixty-seven TIP teachers (62% of all TIP teachers) responded to this open-ended question. Responses centered around three themes:

- District expectations for the October sessions
- New teacher needs
- Information needed on specific topics

Many TIP teachers expressed a desire to know, as soon as possible, district expectations for the TIP sessions, including topics to be presented ("non-negotiables"); materials that will be provided; and supplies that will be needed (e.g., chart paper and markers). One teacher wrote, "Is there a specific agenda or anything in particular we are supposed to do at this meeting?" Another stated, "I would love to have presentation materials a full week before October 9th."

Meeting the needs of the new teachers should be the primary goal of the October TIP sessions, according to many TIP teachers. As one stated, "I'd like to know the needs of the teachers in my cohort prior to our October meeting in order to best serve their needs." However, the TIP teachers varied in terms of how they planned to do this. Some stated that they would take the initiative in gathering the information: "I will be in contact with my cohort in order to assess the needs. I would like to know the topics needing to be discussed with the new teachers for the October session and how to help them." Others expressed a more passive approach: "Just send me the information."

Lastly, TIP teachers requested specific information about a wide variety of topics, including curriculum and instruction, teaching strategies in all subject areas, more center ideas, English as a

second language, language arts, life skills, maintaining enthusiasm in the classroom, classroom management, and technology.

Summary and Recommendations

Overall, TIP teachers' responses about the August TIP sessions 2010 were positive. However, several areas were highlighted in which improvements could be made in planning for the upcoming October sessions and for next year. On the basis of the TIP teachers' survey responses, the following recommendations are offered:

- Provide TIP teachers with session materials at least one week in advance to allow for adequate preparation time.
- Provide TIP teachers with accurate and up-to-date lists of cohort teachers, including years of teaching experience, teaching assignment and contact information.
- As soon as possible, provide TIP teachers with specific information regarding district expectations for upcoming TIP sessions, including session schedules, required topics, supplies needed, and suggestions for additional topics that might be helpful.
- Coordinate with PBS staff to create a PBS update module that can be presented by TIP teachers in October to help ensure that the curriculum is being administered consistently across the district.
- For Fall 2011, notify TIP teachers as soon as possible about payroll requirements.
- Encourage TIP teachers to contact their cohort of new teachers and ask about their needs for the October TIP sessions.
- Provide TIP teachers with a list of district resources available to them in gathering information about specific topics.

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