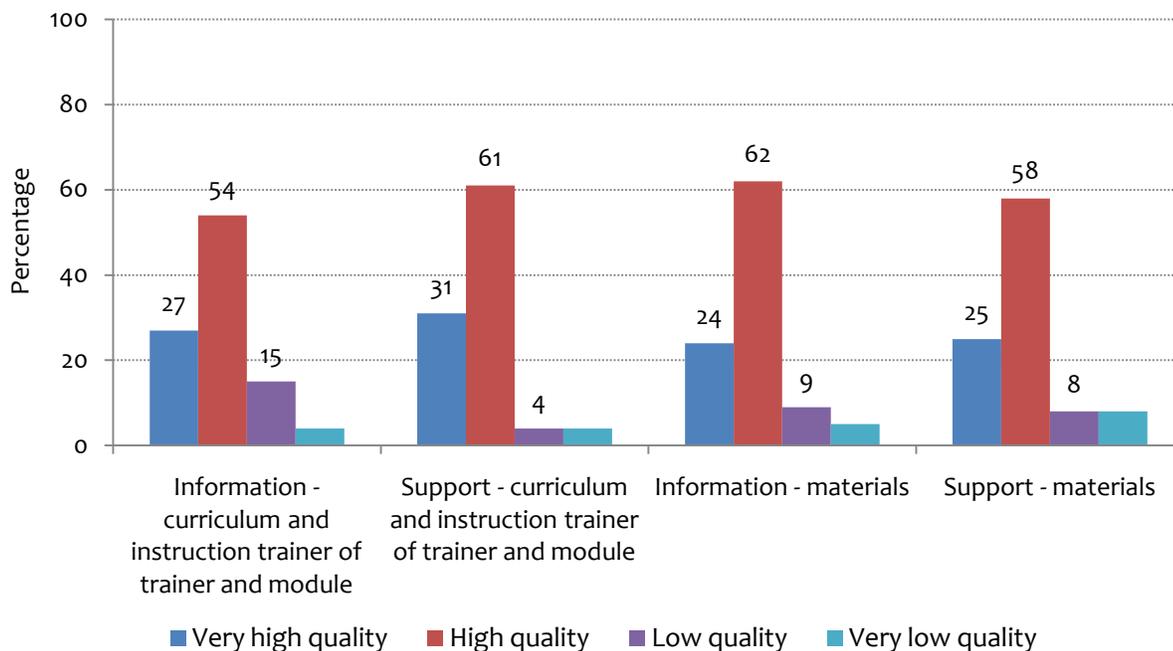


Introduction. Thirty-four teacher trainers provided instruction and guidance to newly hired teachers in the Austin Independent School District (AISD) prior to the start of the school year, in early August 2011. At the completion of this week of orientation and training, which is the first part of AISD’s new teacher induction program (TIP)¹, the TIP teacher trainers were asked to complete an online survey to provide feedback on this training. The results from the survey are summarized here. A total of 32 TIP teacher trainers responded to the survey. The respondents represented elementary (39%), secondary (55%), and multiple grade levels (6%). Most curriculum areas (e.g., reading, math, science, social studies, fine arts, career and technology, physical education) were represented; general education, bilingual education, and special education also were represented.

Curriculum and instruction. TIP teacher trainers were asked to rate the quality of information and support provided to them. Figure 1 shows their responses. Most responded that the information and support received were of high or very high quality.

Figure 1. New Teacher Induction Program (TIP) Teachers’ Ratings of Quality of Information and Support Provided to Them, August 2011

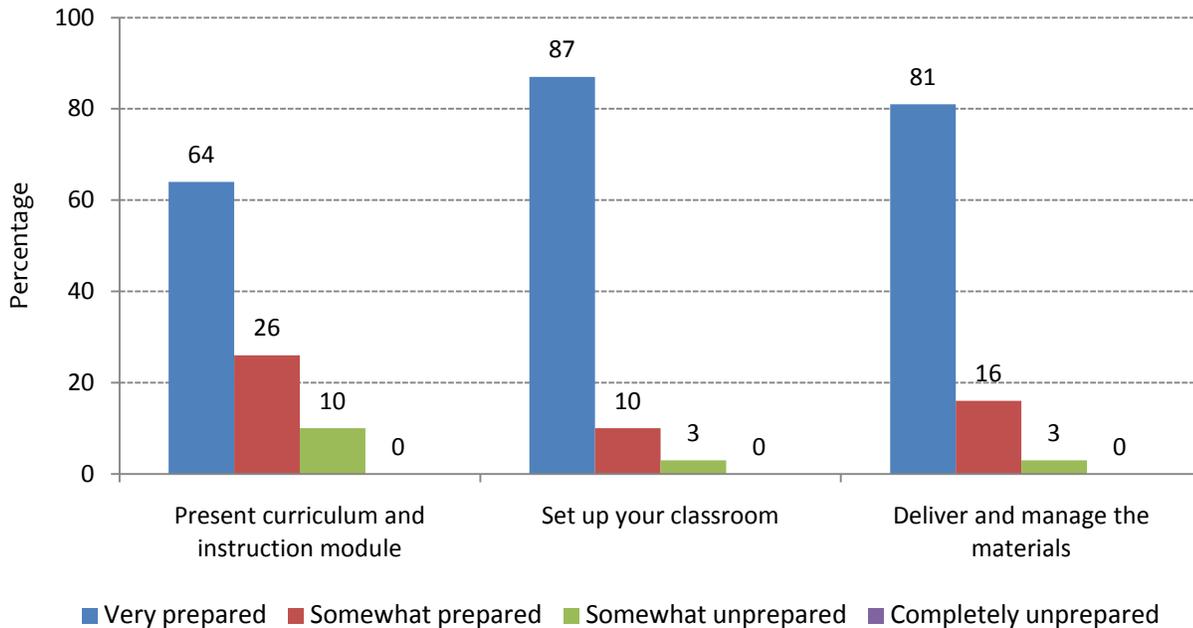


Source. TIP teacher trainer survey, August 2011

¹ For more information on TIP, see the 2011 New Teacher Induction Program Training Survey Summary report (publication 11.04 RB a) at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>

Preparedness. When asked to rate how prepared they were to do certain training activities during TIP, most TIP teacher trainers responded that they felt very well prepared. Figure 2 shows their responses according to activity.

Figure 2. New Teacher Induction Program (TIP) Teachers’ Ratings of How Well Prepared They Felt to Do Certain Training Activities, August 2011



Source. TIP teacher trainer survey, August 2011

Collaboration and support. Almost all TIP teacher trainers reported that their cohort of new teachers were willing to collaborate with them during the TIP training in August. In addition, all indicated their campus administrators were willing to support them during their TIP training.

Information needs. TIP teacher trainers provided feedback on information they would have wanted to receive from the district’s Office of Educator Quality prior to the August TIP training that would have helped them be better prepared. Some suggestions TIP teacher trainers had for things they needed included a list of specific district resources and information, such as helpful phone numbers of people, services, and departments; and new technology resource information (e.g., the district’s computing cloud network and Schoolnet). Some wanted advice or direction about logistical aspects of the training (e.g., a suggested outline of how to provide information during TIP sessions, and a more accurate estimate of how many new teachers would be attending their sessions). One person suggested that it would be helpful to have a more complete guide of what information new teachers need or what to tell new teachers if they encounter a problem (e.g., not enough [or missing] classroom materials). Another trainer wanted more time to prepare for TIP sessions.

TIP teacher trainers also were asked to comment on any information needs they had to prepare for the next TIP event in October 2011. Most responses addressed the need for an agenda or outline of specific goals, topics, and discussion points for the October meeting. Two trainers indicated that if any materials were needed for the October training, they wanted to know about these materials and receive them in time. Four trainers suggested emailing or otherwise contacting new teachers to get their input about what their needs were, before the October training. Another trainer indicated the need to know the expectations for meeting with the new teachers as mentees.

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