Credential Program Completer Survey Questions
Teacher Induction

The California Commission on Teacher Credentialing (Commission) is interested in your views on the scope and quality of your induction program. Your participation in this survey will help improve the preparation of future teachers for California's schools and students. Thank you in advance for sharing your valuable insights.

Please note that this survey is not intended to be an evaluation of your competence, but rather an opportunity for you to tell the Commission what you think about the quality of the induction program you recently completed.

Informed Consent
Participation in this survey is voluntary, but the information is very important to help improve the preparation of teachers in California. The Commission will use this information within its quality review processes for accredited preparation programs.

Your decision of whether or not to participate in the survey will not affect the processing of your credential application. Every measure will be taken to ensure the confidentiality of your response; the Commission will not use your name or other identifying information when reporting the results.

Thank you for your time and your responses.

Introduction

Your teacher induction experience may have occurred over one year or two years. This survey asks you to reflect and provide feedback on your experience during the induction program to earn your clear credential.

Your Program and Mentor

1. As a California preliminary teaching credential holder, when did you enroll in a Commission-approved teacher induction program?
    - At the time of hire or before beginning my teaching assignment
    - Within one year of beginning my teaching assignment
    - One year after beginning my teaching assignment
    - Two years or more after beginning my teaching assignment

If you selected option 3 or 4 to question 1, please answer question 1a.
If you selected option 1 or 2, please skip to question 2.

1a. Why didn't you enroll in a teacher induction program within one year of your teaching assignment?
    - I chose to defer my enrollment in a teacher induction program
    - My employer and/or program recommended me to defer my enrollment in a teacher induction program
    - Other

2. When were you informed about the Commission-approved teacher induction program?
    - At the time of hire or at my hiring orientation

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- At my new teacher orientation
- At a meeting within the first month of school
- At the end of my first school year
- I don't remember

3. As a California preliminary teaching credential holder, when were you assigned a mentor in a Commission-approved teacher induction program?
   - Within one month of enrolling in the teacher induction program
   - Within two months of enrolling in the teacher induction program
   - More than three months after enrolling in the teacher induction program
   - I was assigned a mentor but never worked with him/her/them
   - I was never assigned a mentor
4. How long after you were enrolled in your teacher induction program did you begin developing goals within the context of your Individual Learning Plan (ILP)?
   - I developed goals within 60 days of my enrollment in the teacher induction program
   - I developed goals 60 days or beyond my enrollment in the teacher induction program
   - I never developed goals
5. What was the length of your teacher induction program?
   - Less than 2 school years
   - 2 school years
   - More than 2 school years
6. Were you a teacher induction Early Completion Option (ECO) candidate?
   - Yes
   - No
7. How helpful was your Support Provider/Mentor/System of Support in helping you impact students' learning in each of the following ways:
   a. Modeling instruction while I observed
      - Very helpful
      - Helpful
      - Somewhat helpful
      - Not at all helpful
      - I did not experience this with my support provider/mentor/system of support
   b. Identifying Resources
      - Very helpful
      - Helpful
      - Somewhat helpful
      - Not at all helpful
      - I did not experience this with my support provider/mentor/system of support
   c. Providing feedback from mentor observations to improve my instruction
      - Very helpful
      - Helpful
      - Somewhat helpful
      - Not at all helpful

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- I did not experience this with my support provider/mentor/system of support

d. Suggesting teaching practices
   - Very helpful
   - Helpful
   - Somewhat helpful
   - Not at all helpful
   - I did not experience this with my support provider/mentor/system of support
e. Providing credential content area support
   - Very helpful
   - Helpful
   - Somewhat helpful
   - Not at all helpful
   - I did not experience this with my support provider/mentor/system of support
f. Supporting my instructional design and planning
   - Very helpful
   - Helpful
   - Somewhat helpful
   - Not at all helpful
   - I did not experience this with my support provider/mentor/system of support
g. Helping me create and maintain a safe and positive climate
   - Very helpful
   - Helpful
   - Somewhat helpful
   - Not at all helpful
   - I did not experience this with my support provider/mentor/system of support
h. Helping me use strategies to support English Learners
   - Very helpful
   - Helpful
   - Somewhat helpful
   - Not at all helpful
   - I did not experience this with my support provider/mentor/system of support
i. Helping me identify and use strategies to support students with disabilities
   - Very helpful
   - Helpful
   - Somewhat helpful
   - Not at all helpful
   - I did not experience this with my support provider/mentor/system of support
j. Helping me minimize bias and use culturally responsive pedagogy
   - Very helpful
   - Helpful
   - Somewhat helpful
   - Not at all helpful

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- I did not experience this with my support provider/mentor/system of support

k. Guiding me to set and reach my professional learning goals
   - Very helpful
   - Helpful
   - Somewhat helpful
   - Not at all helpful
   - I did not experience this with my support provider/mentor/system of support

8. How well matched were you with your mentor?
   - Well matched
   - Somewhat well matched
   - Not well matched
9. In what ways were you matched with your mentor? Check all that apply.
   - ☐ Same credential
   - ☐ Same grade level
   - ☐ Same content area(s)
   - ☐ Same school site
   - ☐ Knowledge of grade level or subject area
   - ☐ None of the above applies
10. If you were not matched with a mentor with the same credential, did you still receive credential content specific support from the teacher induction program in other ways?
    - Yes
    - No
    - Not applicable
11. Did you experience significant issues with your mentor?
    - Yes
    - No

If you answered "Yes" to question 11, please answer questions 11a and 11b.
If you answered "No", please skip to question 12.

11a. Did you report the issues to the teacher induction program?
- Yes
- No

11b. Did the teacher induction program address the issue(s)?
- Yes
- To some extent, but not fully
- No

The following question asks about the interaction between you and your mentor. This includes all in-person or virtual interactions via technology.

12. On average, how frequently did you and your mentor have meaningful communication about your ILP goals and/or did your mentor provide just in time support for your teaching practice?
    - More than an hour a week

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- An hour a week
- Less than an hour a week

13. I would describe my relationship with my mentor as:
    - Highly collaboratively
    - Collaborative
    - Minimally collaborative
    - Not collaborative at all
14. I would describe my mentor's skills in meeting my needs as:
    - Highly skilled
    - Skilled
    - Minimally skilled
    - Unable to meet my needs

Your Induction Program and Individual Learning Plan (ILP)

The next set of questions asks you to reflect on your engagement with formative assessment activities during your teacher induction program experience.

15. Who provided input and/or consultation on your ILP?
    - Mentor
    - Site administrator
    - Program personnel
16. Did you feel that the development of the ILP appropriately reflected your own professional goals?
    - Yes
    - No
17. To what extent did the following activities or strategies have a positive impact on your teaching and learning? (Consider your system of support: mentor, colleagues, site/district resources, teacher induction program staff, etc.)
    a. Observations of colleagues and peers
        - Strong impact
        - Moderate impact
        - Some impact
        - No impact
        - I did not participate in this activity
    b. Consistent reflection on the practice of instruction
        - Strong impact
        - Moderate impact
        - Some impact
        - No impact
        - I did not participate in this activity
    c. Analysis of student data to inform planning and instruction
        - Strong impact
        - Moderate impact
        - Some impact

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- No impact
- I did not participate in this activity

d. Development of collaborative connections with colleagues
   - Strong impact
   - Moderate impact
   - Some impact
   - No impact
   - I did not participate in this activity

e. Access to available resources
   - Strong impact
   - Moderate impact
   - Some impact
   - No impact
   - I did not participate in this activity

18. How aligned were your ILP goals to:

a. Progress toward mastery of the CSTP
   - Strongly aligned
   - Moderately aligned
   - Somewhat aligned
   - Not aligned
   - No input received

b. Personal professional growth goals
   - Strongly aligned
   - Moderately aligned
   - Somewhat aligned
   - Not aligned
   - No input received

c. Your teaching context
   - Strongly aligned
   - Moderately aligned
   - Somewhat aligned
   - Not aligned
   - No input received

d. Your mentor's input
   - Strongly aligned
   - Moderately aligned
   - Somewhat aligned
   - Not aligned
   - No input received

e. Your site administrator's input
   - Strongly aligned
   - Moderately aligned

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- Somewhat aligned
- Not aligned
- No input received

f. Site initiatives
   - Strongly aligned
   - Moderately aligned
   - Somewhat aligned
   - Not aligned
   - No input received

g. District initiatives
   - Strongly aligned
   - Moderately aligned
   - Somewhat aligned
   - Not aligned
   - No input received

h. Preliminary program induction transition plan
   - Strongly aligned
   - Moderately aligned
   - Somewhat aligned
   - Not aligned
   - No input received

Impact of Induction on Teaching Practice

19. Regardless of whether the following CTSPs were identified on your ILP, did you feel you improved your teaching practices in the following CTSP areas? Check all that apply.
    - ☐ CSTP 1: Engaging and Supporting All Student in Learning
    - ☐ CSTP 2: Creating and Maintaining Effective Environments for Student Learning
    - ☐ CSTP 3: Understanding and Organizing Subject Matter for Student Learning
    - ☐ CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
    - ☐ CSTP 5: Assessing Students for Learning
    - ☐ CSTP 6: Developing as a Professional Educator

Overall Summary

20. Overall, how effective was your teacher induction program at helping you develop the skills, habits, and/or tools you needed to further develop your teaching practice?
    - Very effective
    - Effective
    - Somewhat effective
    - Not effective
21. Overall, how effective was your teacher induction program at responding to your needs?
    - Very effective
    - Effective
    - Somewhat effective

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- Not effective

22. Are you planning on staying in teaching?
    - Yes
    - No
    - I don't know yet

If you answered "No" or "I don't know yet" to question 22, please answer question 22a.
If you answered "Yes", please skip to the next question.

22a. Do you plan on staying in education as a profession?
    - Yes
    - No
    - I don't know yet

Demographics

23. Where did you complete your initial teacher preparation?
    - California
    - Out of State
    - Out of Country
24. In what type of school did you teach during your teacher induction program? Check all that apply.
    - ☐ Public (not charter)
    - ☐ Public Charter
    - ☐ Private
    - ☐ Non-public special education
    - ☐ Other
25. Are you Hispanic or Latino?
    - No, not Hispanic or Latino
    - Yes, Hispanic or Latino
26. What is your race? Check all that apply.
    - ☐ American Indian or Alaska Native
    - ☐ Asian Indian
    - ☐ Black or African American
    - ☐ Cambodian
    - ☐ Chinese
    - ☐ Filipino
    - ☐ Guamanian
    - ☐ Hawaiian
    - ☐ Hmong
    - ☐ Japanese
    - ☐ Korean
    - ☐ Laotian
    - ☐ Other Asian
    - ☐ Other Pacific Islander

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- ☐ Samoan
- ☐ Tahitian
- ☐ Vietnamese
- ☐ White

27. What is your gender identity?
    - o Female
    - o Male
    - o Nonbinary
    - o Decline to state

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