University of North Georgia
College of Education
Induction Teacher and Leader Surveys and Employer Surveys

Induction Teacher Survey

The Georgia Professional Standards Commission (GaPSC) developed the induction teacher survey in 2017, and we now have three years of data provided by the state. Each year, the state emails first-year or induction-level educators in all public P-12 schools within the state with the induction survey. Then, results are shared with the Educator Preparation Programs (EPP) from which these new teachers graduated the year prior. As seen through the survey questions in Table 1 below, this data provides EPPs with first-year teachers' feedback on their preparation and their perceptions of their impact on P-12 student learning and development during their first year in the classroom. Unfortunately, our response rates were not high enough to be acceptable for CAEP standards, as they were not over 20%. With a low survey rate, it is difficult to draw conclusions or make generalizations about program preparation. This is also why we have supplemented this data with our case study of induction-level educators and their employers. Additionally, how the data is provided does not allow us to disaggregate it by the program. This could be due, in part, to issues of confidentiality for smaller programs. Thus, the data in Table 1 below is for the EPP as a whole.

In terms of the survey questions, again, the GaPSC developed the questions for the induction survey presented here, and all have been included in the table below. These questions are based on the GaPSC rules for programs based on national and state content standards and requirements. For the most part, the majority of induction-level or first-year teachers graduating from our EPP felt comfortable or confident in planning, instruction, and assessment for all students and in their ethical and professional behaviors as educators. We did notice a few areas in which first-year teachers indicated difficulty. First-year teachers expressed less confidence in using technological tools to differentiate learning and assessment for gifted students, students with special needs, English Language Learners, and at-risk students, especially on the surveys for 2018. This data was fairly consistent, though, across all three years. This lets us know that we need to work on the integration of technological tools for differentiation in our curriculum in all programs. Generally, we know that differentiation is a topic that candidates and completers feel less confident with; this has become evident through other survey data and our case study. Even with years of experience, many teachers struggle with differentiation, but it is certainly a topic on which we will place increased emphasis moving forward.

Similarly, classroom management is an area in which first-year teachers stated they were less confident. This was also corroborated by our case study and by our end-of-program candidate survey. And lastly, the ability to engage learners in monitoring their own progress was an area in which first-year teachers felt less comfortable. These are all areas on which we will focus moving forward, and we will seek to provide our faculty with additional professional development in these areas to ensure they have the most current and innovative ideas for engaging with candidates. In all other areas, candidates expressed confidence, with the exception of the second year of surveys. For the 2018 year, more completers indicated a lack of confidence across multiple areas, but this improved with the 2019 group.

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Employer Induction Teacher Survey

Similarly, the Georgia Professional Standards Commission (GaPSC) developed the employer survey in 2017. This is sent to the employers of all induction-level, first-year teachers who graduated from each Educator Preparation Provider (EPP). They then provide these surveys to all EPPs across the state of Georgia. With how the data is provided, we cannot disaggregate it by the program, so what is presented below in Table 2 is for the EPP as a whole. This could be due to low numbers in some programs and attempts to preserve the anonymity of first-year teachers, and it would take a great deal of time on the part of our partners and the GaPSC to provide this data by the program to each EPP across the state. We now have three years of data, which we have presented here. As seen through the questions provided below, these surveys provide employer feedback on the performance of first-year teachers, including an assessment of their impact on P-12 student learning and development and ways in which the EPP could help to prepare these first-year educators better.

In terms of how the surveys are distributed, the GaPSC emails all employers in May of each year. After the first year, the GaPSC recommended that we follow up with emails to ensure stronger participation. We started this process two years ago, and we now email all principals and provide them with a list of all induction-level, first-year educators at their school who graduated from the University of North Georgia. We have had more success with employers completing the survey than we have with our induction level teachers, and all response rates meet the CAEP guidelines for response rates, as seen in Table 2 below.

In regard to the survey questions, again, the GaPSC developed the questions for the employer survey presented here. Survey questions, which are all included in the table below, are centered on the GaPSC rules for programs, which are based on national and state content standards and requirements. For all questions, the majority of employers felt confident in how these first-year, induction-level teachers approached planning, instruction, and assessment as related to all learners. In addition, they felt confident in the development of these educators over time and in their ethical and professional behaviors as employees. While there were no major areas of disagreement, we did look closely at all responses, and we placed particular emphasis on disagreement over 10%.

Like the teachers themselves, the employers had slightly less confidence in educators' abilities to manage their classrooms, with this being 12% disagree or strongly disagree in 2017, 11% in 2018, and 11% in 2019. Also similar to the teachers themselves, 11% of employers in 2019 disagreed or strongly disagreed that teachers were able to differentiate instruction for gifted and at-risk students. Moreover, 11% of employees in 2019 disagreed or strongly disagreed that first-year teachers could engage learners in monitoring their own progress or could create flexible learning environments for the multiple learners in their classrooms. We saw these same trends in the teacher data, and this triangulation indicates that these are all areas in which we need increased focus in the coming years.

Unlike the teacher data, 11% of employers in 2019 disagreed or strongly disagreed that candidates could implement appropriate literacy content for all learners. This is an area of need across our state and is an initiative of our Governor (improvement in approaches to literacy at the K-5 level). We have become part of a pilot that is implementing increased and innovative literacy techniques in the coming year. We saw this emphasis on improved approaches to literacy mirrored in the data from our case study, and employers noted that first-year teachers in general, not just from our institution, needed to be more well-rounded in their approaches to literacy, having techniques in both phonics and whole word approaches to literacy. We plan to provide professional development opportunities for our faculty across all programs in the coming years based on literacy, classroom management, use of technology, and diversity.

Induction Leader Survey

Lastly, the Georgia Professional Standards Commission (GaPSC) has developed a survey for leaders in the first year of their leadership roles, similar to the induction-level teacher survey. While they do not yet have a survey for employers, we have had a 100 % response rate, thus far, on all first-year leaders filling out the survey. As a note about this data, our program has been in operation only since 2017, so we have two years of data to present in Table 3.

In terms of the questions, again, the GaPSC developed the questions for the leader survey presented here (Table 3). These questions are centered on the GaPSC rules for Educational Leadership programs, which are based on national and state content standards and requirements. As with the surveys presented above, the majority of new leaders felt confident in their abilities to guide their schools, students, employees, and communities toward continued success and to employ ethical and professional behaviors while doing so. We looked at any responses of disagreement or strong disagreement over 10%, bearing in mind that a low N means that only one or two leaders would have indicated disagreement. In the 2019 year, we had several instances of 14% disagreement, including leaders' confidence in the following:

- Providing ongoing feedback to teachers for improvement;
- Collecting and organizing data to identify goals;
- Promoting effective instruction through strategic employment of resources;
- Promoting effective instruction through focused evaluation;
- Securing, allocating, and aligning fiscal, human, and other resources; and
- Using technology to enhance operations.

Additionally, we had one element at 29 % disagreement, which was promoting effective instruction through evidence-based practices. These are all areas shared with our Tier II and Tier II Educational Leadership faculty so that they can highlight these aspects more so in both courses and key assessments.

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Table 1

Survey of Induction Teachers

Item	Question	2017 33 Surveys Completed 16.75% Response Rate	2018 35 Surveys Completed 18.13% Response Rate	2019 27 Surveys Completed 17.76% Response Rate
Inductee Infield	Was the inductee "in-field" during the first year of teaching?	No = 45% Yes = 55%	No = 100% Yes = 0%	No = 100% Yes = 0%
A	Were you employed as a teacher while you were enrolled in your educator preparation program?	No = 88% Yes = 12%	No = 91% Yes = 9%	No = 85% Yes = 15%
B	Were you employed as a paraprofessional while you were enrolled in your educator preparation program?	No = 94% Yes = 6%	No = 94% Yes = 6%	No = 100% Yes = 0%
C	Did you teach in the same school system and in the same building during the Fall of 2016 and the Spring of 2017?	No = 9% Yes = 91%	No = 60% Yes = 40%	No = 78% Yes = 22%
1	Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students.	Strongly agree = 52% Agree = 45% Disagree = 3% Strongly disagree = 0% No response = 0%	Strongly agree = 37% Agree = 54% Disagree = 6% Strongly disagree = 3% No response = 0%	Strongly agree = 37% Agree = 59% Disagree = 4% Strongly disagree = 0% No response = 0%

2	Plan instruction incorporating the basic theories of student development appropriate to my students.	Strongly agree = 55% Agree = 42% Disagree = 3% Strongly disagree = 0% No response = 0%	Strongly agree = 29% Agree = 60% Disagree = 6% Strongly disagree = 6% No response = 0%	Strongly agree = 48% Agree = 44% Disagree = 4% Strongly disagree = 4% No response = 0%
3	Deliver instruction incorporating the basic theories of student development appropriate to my students.	Strongly agree = 55% Agree = 39% Disagree = 6% Strongly disagree = 0% No response = 0%	Strongly agree = 34% Agree = 51% Disagree = 11% Strongly disagree = 3% No response = 0%	Strongly agree = 44% Agree = 44% Disagree = 12% Strongly disagree = 0% No response = 0%
4	Develop and manage a collaborative classroom in which all students have ownership.	Strongly agree = 52% Agree = 33% Disagree = 15% Strongly disagree = 0% No response = 0%	Strongly agree = 40% Agree = 46% Disagree = 11% Strongly disagree = 3% No response = 0%	Strongly agree = 44% Agree = 48% Disagree = 4% Strongly disagree = 4% No response = 0%
5	Implement effective classroom management strategies and procedures in all school areas.	Strongly agree = 48% Agree = 39% Disagree = 12% Strongly disagree = 0% No response = 0%	Strongly agree = 34% Agree = 34% Disagree = 26% Strongly disagree = 6% No response = 0%	Strongly agree = 33% Agree = 52% Disagree = 7% Strongly disagree = 7% No response = 0%
6	Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction.	Strongly agree = 58% Agree = 39% Disagree = 3% Strongly disagree = 0% No response = 0%	Strongly agree = 46% Agree = 43% Disagree = 11% Strongly disagree = 0% No response = 0%	Strongly agree = 63% Agree = 30% Disagree = 7% Strongly disagree = 0% No response = 0%

7	Use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	Strongly agree = 45% Agree = 52% Disagree = 3% Strongly disagree = 0% No response = 0%	Strongly agree = 40% Agree = 43% Disagree = 17% Strongly disagree = 0% No response = 0%	Strongly agree = 56% Agree = 41% Disagree = 4% Strongly disagree = 0% No response = 0%
8a	Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students	Strongly agree = 30% Agree = 39% Disagree = 27% Strongly disagree = 3% No response = 0%	Strongly agree = 20% Agree = 51% Disagree = 20% Strongly disagree = 9% No response = 0%	Strongly agree = 19% Agree = 52% Disagree = 26% Strongly disagree = 4% No response = 0%
8b	Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Students with Disabilities	Strongly agree = 52% Agree = 42% Disagree = 6% Strongly disagree = 0% No response = 0%	Strongly agree = 29% Agree = 43% Disagree = 23% Strongly disagree = 6% No response = 0%	Strongly agree = 48% Agree = 37% Disagree = 11% Strongly disagree = 4% No response = 0%

8c	Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: English Language Learners	Strongly agree = 30% Agree = 52% Disagree = 15% Strongly disagree = 3% No response = 0%	Strongly agree = 20% Agree = 49% Disagree = 26% Strongly disagree = 6% No response = 0%	Strongly agree = 26% Agree = 52% Disagree = 22% Strongly disagree = 0% No response = 0%
8d	Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: At-Risk Students	Strongly agree = 33% Agree = 48% Disagree = 18% Strongly disagree = 0% No response = 0%	Strongly agree = 26% Agree = 37% Disagree = 34% Strongly disagree = 3% No response = 0%	Strongly agree = 22% Agree = 59% Disagree = 19% Strongly disagree = 0% No response = 0%
9	Use technological tools and a variety of communication strategies to build communities that engage learners.	Strongly agree = 55% Agree = 24% Disagree = 15% Strongly disagree = 0% No response = 6%	Strongly agree = 31% Agree = 40% Disagree = 26% Strongly disagree = 0% No response = 3%	Strongly agree = 44% Agree = 48% Disagree = 4% Strongly disagree = 0% No response = 4%
10	Create experiences to build accurate conceptual understandings when	Strongly agree = 42% Agree = 42% Disagree = 9% Strongly disagree = 0%	Strongly agree = 37% Agree = 40% Disagree = 20% Strongly disagree = 0%	Strongly agree = 30% Agree = 52% Disagree = 15% Strongly disagree = 0%

	students have misconceptions.	No response = 6%	No response = 3%	No response = 4%
11	Create opportunities for students to learn, practice, and master academic language.	Strongly agree = 48% Agree = 39% Disagree = 6% Strongly disagree = 0% No response = 6%	Strongly agree = 31% Agree = 63% Disagree = 3% Strongly disagree = 0% No response = 3%	Strongly agree = 41% Agree = 52% Disagree = 4% Strongly disagree = 0% No response = 4%
12	Use academic language in a way that encourages learners to integrate content areas.	Strongly agree = 45% Agree = 42% Disagree = 6% Strongly disagree = 0% No response = 6%	Strongly agree = 31% Agree = 54% Disagree = 11% Strongly disagree = 0% No response = 3%	Strongly agree = 33% Agree = 59% Disagree = 4% Strongly disagree = 0% No response = 4%
13	Utilize strategies to create learning environments which engage students in individual and collaborative learning.	Strongly agree = 55% Agree = 36% Disagree = 3% Strongly disagree = 0% No response = 6%	Strongly agree = 34% Agree = 60% Disagree = 3% Strongly disagree = 0% No response = 3%	Strongly agree = 48% Agree = 44% Disagree = 4% Strongly disagree = 0% No response = 4%
14	Create opportunities for learners to develop diverse social and cultural perspectives.	Strongly agree = 48% Agree = 30% Disagree = 15% Strongly disagree = 0% No response = 6%	Strongly agree = 40% Agree = 40% Disagree = 17% Strongly disagree = 0% No response = 3%	Strongly agree = 41% Agree = 44% Disagree = 11% Strongly disagree = 0% No response = 4%
15	Engage learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	Strongly agree = 48% Agree =39% Disagree = 6% Strongly disagree = 0% No response = 6%	Strongly agree = 31% Agree = 51% Disagree = 14% Strongly disagree = No response = 3%	Strongly agree = 26% Agree = 67% Disagree = 4% Strongly disagree = 0% No response = 4%

16	Examine data to understand each learner's progress and learning needs.	Strongly agree = 48% Agree = 33% Disagree = 9% Strongly disagree = 3% No response = 6%	Strongly agree = 40% Agree = 34% Disagree = 17% Strongly disagree = 6% No response = 3%	Strongly agree = 41% Agree = 48% Disagree = 0% Strongly disagree = 4% No response = 7%
17	Engage learners in monitoring their own progress.	Strongly agree = 36% Agree = 30% Disagree = 27% Strongly disagree = 0% No response = 6%	Strongly agree = 31% Agree = 29% Disagree = 34% Strongly disagree = 3% No response = 3%	Strongly agree = 22% Agree = 41% Disagree = 26% Strongly disagree = 4% No response = 7%
18	Develop supports for literacy development across content areas.	Strongly agree = 52% Agree = 36% Disagree =6% Strongly disagree = 0% No response = 6%	Strongly agree = 37% Agree = 46% Disagree = 14% Strongly disagree = 0% No response = 3%	Strongly agree = 41% Agree = 44% Disagree = 4% Strongly disagree = 4% No response = 7%
19	Develop flexible learning environments that foster discovery, exploration, and expression.	Strongly agree = 48% Agree = 39% Disagree = 6% Strongly disagree = 0% No response = 6%	Strongly agree = 37% Agree = 31% Disagree = 26% Strongly disagree = 3% No response = 3%	Strongly agree = 33% Agree = 52% Disagree = 7% Strongly disagree = 0% No response = 7%
20	Utilize a variety of technological resources to support and promote student learning.	Strongly agree = 52% Agree = 27% Disagree = 15% Strongly disagree = 0% No response = 6%	Strongly agree = 34% Agree = 46% Disagree = 14% Strongly disagree = 3% No response = 3%	Strongly agree = 44% Agree = 44% Disagree = 4% Strongly disagree = 0% No response = 7%
21	Promote students' responsible use of interactive technologies.	Strongly agree = 42% Agree = 36% Disagree = 15% Strongly disagree = 0% No response = 6%	Strongly agree = 37% Agree = 31% Disagree = 26% Strongly disagree = 3% No response = 3%	Strongly agree = 44% Agree = 37% Disagree = 11% Strongly disagree = 0% No response = 7%

22	Use a variety of diagnostic, formative, and summative assessments to assess and address learner needs.	Strongly agree = 61% Agree = 27% Disagree = 6% Strongly disagree = 0% No response = 6%	Strongly agree = 51% Agree = 34% Disagree = 11% Strongly disagree = 0% No response = 3%	Strongly agree = 59% Agree = 30% Disagree = 4% Strongly disagree = 0% No response = 7%
23	Seek appropriate ways to integrate technology to support assessment practice and to assess learner needs.	Strongly agree = 48% Agree = 30% Disagree = 15% Strongly disagree = 0% No response = 6%	Strongly agree = 40% Agree = 34% Disagree = 20% Strongly disagree = 3% No response = 3%	Strongly agree = 41% Agree = 41% Disagree = 11% Strongly disagree = 0% No response = 7%
24	Use formative and summative data to adjust instruction to enhance learning.	Strongly agree = 52% Agree = 36% Disagree = 6% Strongly disagree = 0% No response = 6%	Strongly agree = 49% Agree = 31% Disagree = 17% Strongly disagree = 0% No response = 3%	Strongly agree = 59% Agree = 30% Disagree = 0% Strongly disagree = 4% No response = 7%
25	Use a variety of evidence-based practices to differentiate and support learning.	Strongly agree = 55% Agree = 39% Disagree = 0% Strongly disagree = 0% No response = 6%	Strongly agree = 40% Agree = 43% Disagree = 14% Strongly disagree = 0% No response = 3%	Strongly agree = 41% Agree = 52% Disagree = 0% Strongly disagree = 0% No response = 7%
26	Use a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.	Strongly agree = 52% Agree = 42% Disagree = 0% Strongly disagree = 0% No response = 6%	Strongly agree = 37% Agree = 46% Disagree = 14% Strongly disagree = 0% No response = 3%	Strongly agree = 48% Agree = 44% Disagree = 0% Strongly disagree = 0% No response = 7%
27	Align instructional goals and activities with state and district performance standards.	Strongly agree = 55% Agree = 39% Disagree = 0% Strongly disagree = 0%	Strongly agree = 49% Agree = 43% Disagree = 6% Strongly disagree = 0%	Strongly agree = 48% Agree = 37% Disagree = 7% Strongly disagree = 0%

		No response = 6%	No response = 3%	No response = 7%
28	Use ongoing analysis and reflection to improve planning and practice.	Strongly agree = 61% Agree = 33% Disagree = 0% Strongly disagree = 0% No response = 6%	Strongly agree = 37% Agree = 43% Disagree = 17% Strongly disagree = 0% No response = 3%	Strongly agree = 52% Agree = 41% Disagree = 0% Strongly disagree = 0% No response = 7%
29	Seek professional development opportunities to further develop my practice.	Strongly agree =48% Agree = 36% Disagree = 9% Strongly disagree = 0% No response = 6%	Strongly agree = 43% Agree = 34% Disagree = 20% Strongly disagree = 0% No response = 3%	Strongly agree = 41% Agree = 48% Disagree = 4% Strongly disagree = 0% No response = 7%
30	Work collaboratively with colleagues and other professionals.	Strongly agree = 73% Agree = 18% Disagree = 3% Strongly disagree = 0% No response = 6%	Strongly agree = 54% Agree = 37% Disagree = 6% Strongly disagree = 0% No response = 3%	Strongly agree = 41% Agree = 48% Disagree = 4% Strongly disagree = 0% No response = 7%
31	Understand, uphold, and follow professional ethics, policies, and legal codes of conduct.	Strongly agree = 76% Agree = 18% Disagree = 0% Strongly disagree = 0% No response = 6%	Strongly agree = 57% Agree = 37% Disagree = 3% Strongly disagree = 0% No response = 3%	Strongly agree = 70% Agree = 23% Disagree = 0% Strongly disagree = 0% No response = 7%
32	Contribute to positive changes in practice and advance the teaching profession.	Strongly agree = 61% Agree = 27% Disagree = 6% Strongly disagree = 0% No response = 6%	Strongly agree = 51% Agree = 37% Disagree = 6% Strongly disagree = 3% No response = 3%	Strongly agree = 48% Agree = 41% Disagree = 4% Strongly disagree = 0% No response = 7%

| T1 | Reflecting on what you needed to know for your first year of teaching, what were the strengths of your educator preparation program? Please do not mention specific people or places, so we may more easily anonymize your response. | 1) My program did an excellent job of teaching me how to read and understand the academic standards of my content area. It also did a great job of helping me understand how to write a meaningful lesson plan. 2)Understanding the significance of using research based practices, and not flashy, commercialized materials or strategies that may not have a strong evidenced-based foundation. 3) Understanding the culture of students, making all students feel safe and important. Aligning standards 4) My program did an excellent job of teaching me how to read and understand the academic standards of my content area. It also did a great job of helping me understand how to write a meaningful lesson plan. 5) Content knowledge 6) My program helped me to learn how to utilize information and to work well | 1) I feel that been exposed to the education setting through a student teaching placement that lasted both, my junior and senior year of college, was the best preparation I could have had. My program was competitive and allowed for collaboration between certified educators, administrators, and mentors. We had a good support system and were able to successfully complete our internships. 2) Scaffolding of curriculum and content knowledge allowing me to be able to make the most of what my students know before they get to my classroom and seriously build on their foundations without too much repetition. 3) My program worked hard to make sure that we knew how to plan and carry out lessons based on the standards that were given to us. 4)The field hours prepared me greatly for my career. 5)I think using different strategies was the biggest strength. I have realized that older teachers are | 1)Professors focused on conceptual understanding and the usage of academic vocabulary. 2)I loved that we were able to intern for two years and get experience in a different classroom each quarter. 3)Differentiation and assessment   4)The program did an excellent job of preparing me for diversity within the classroom as well as foundational principles needed to plan and prepare lessons. Many hours interning in classrooms also helped prepare me for the classroom. 5)We had several opportunities to experience instructional strategies within our own classrooms and during instructional time on campus.   6)Reading focus and a strong understand of what students with disabilities need   7)The strengths were classes that encouraged taking risks and letting the students choose what they read/wrote. Also, classes that allowed us to |

		with others. 7) My program gave me experience with research, strategies for instruction, and differentiating content. 8) We were very well versed in creating unit plans and lesson plans. 9) My educator preparation program did a wonderful job of preparing me because I was in the classroom three days a week for two years on top of my student teaching for five days a week my senior year. 10) My educator prep program prepared me for all of the additional responsibilities of teaching by requiring us to attend pre-planning, after school events, and teacher planning days. I also felt extremely prepared to differentiate in order to meet the needs.	almost stuck in their ways and do the same types of lessons over and over. I have found that students enjoy learning when you mix up the learning strategies. 6)The field experience gave me a clear view of school operations and a hands-on experience. 7)It prepared me for a variety of things, including RTI processes in our state and a lot about SPED. We focused a lot on assessments and data analysis. Overall, there were a lot of strengths and a wide variety of topics covered in my program. 8)I was able to relate my experiences from my previous careers and jobs to explain the real world" from a professional position having worked in the field." 9)Assessment building was a big portion that I use today. Vocabulary building was another strong point.	create lessons and practice with our cohort were very helpful. 8)I was able to complete field placement hours and student teaching for two years in two different school systems. Having many hours in the classroom, I gained knowledge of teaching first hand. Those experiences helped shaped me into the teacher that I am more than the coursework. 9)I completed this program during my third year as a teacher. I found that a lot of the information was to perfected throughout the learning process. I don't think I would have been anymore prepared for my first year if I had done this program first. The theories may have been useful, but the rest of the learning seemed to be common sense.

| T1 - Con't | Reflecting on what you needed to know for your first year of teaching, what were the strengths of your educator preparation program? Please do not mention specific people or places, so we may more easily anonymize your response. | 11) Technology as a focus. Differentiation 12) The strengths of the program: planning based on state standards, recognizing different abilities on my students and planning accordingly, using assessment as a tool to monitor learning, and learning of educational jargon. 13)Variety of differing perspectives on educational instruction from professors. 14) Planning, instructional technology, differentiation, small group planning, TKES, Special Education Students (ESS) needs 15) My program's strength was the sheer amount of time learning teachers were in the classroom. We were introduced to many things such as IEP, RTI, and EIP first hand. Not all programs allow a student teacher to attend real IEP meetings. 16) The strongest part of our teacher preparation program | 10)The educator preparation program I attended prepared me to provide the best instruction for my students. 11)I do not feel that my program at all prepared me for teaching. Classroom management and what to do when you have no support from administration and are left to figure out what to do on your own were weaknesses. All the busy work did not prepare me for having to start and implement RTIs and figure out what to put in them specifically.   12)My educator preparation program did a great job preparing me to be a teacher to the extent possible within the parameters of the program . They did expose me to the diverse needs of today ís classrooms , and the importance of catering to individual student needs. However, we did not spend enough time on strategies that can work, as part of classroom discussions. There was also no great emphasis on assessments, data driven instruction, and | 10)Professor in my program were extremely open and honest about what to expect and how to handle the first year. They also were available when I had questions or needed help. 11)Good professors. Basic psych theory.   12)One strength is the fact that my program had us in the classroom at least 3 days a week for 2 full years. Some things you really cant know unless you are there to experience it.   13)I believe my program taught me what education was SUPPOSED to be. However, when I came into education, elementary school was so bounded by state test, they were not following true education. So it was the public school systems that were failing and the reason why I left. My educator preparation program prepared me for doing the right thing for children and taught me that the public school where I |

		was that we were able to have years of student internship experience and a whole semester of student teaching. The different placements we were in helped me to be able to know what to expect in differe	differentiated instruction to meet the needs of students from culturally different backgrounds or special needs. Even in my classrooms during my internship in the middle and high school, there was absolutely no differentiated instruction ís going on in any of the classrooms that I worked in. 13)The ESOL background was helpful and literacy preparation.	was hired was teaching to a test. I have a feeling many other systems are doing the same thing to achieve the scores to get the money from the government. The problem comes when we don't all have the same level of education preparation and goals for the children that we are teaching. It shouldn't be to pass the state test, but to educate the children to be who the are meant to be. 14)Lesson planning, reading strategies, cultural differences.

| T2 | How do you think your educator preparation program could have better prepared you for your first year in the classroom? Please do not mention specific people or places, so we may more easily anonymize your response. | 1) I wish I would have been better prepared to deal with apathetic co-teachers/team members. 2)I found a position in an inner-city school with severely limited resources and constant administration turnover. I did not have the knowledge or exposure to strategies to meet the needs of high-risk students. 3)I feel like we mainly focused on ELL and students with disabilities. 4)The program needs to be more specific for those of us working in a specialized area- art, music, drama, etc. The programs focuses on academic areas and ways to incorporate technology and strategies within them. These incorporations DO NOT work for teachers that see the entire school. 5)My program only had one class on creating assessments and understanding data. I really needed more opportunities to practice creating meaningful rubrics, assessments, and | 1)I think that the last semester should have been solely dedicated to student teaching and EdTPA, because we were still taking college courses, our attention was divided in many ways and we could not really focus on just learning how to manage a classroom as full time student teachers.   2)Classroom management techniques for administrators that are more afraid of parents than anything and students who never put up cell devices; this leads to a situation where the students fear no one and the teachers take all the blame and is common among most schools I've worked in. Adequate handling of admin who care more for numbers than education and students who only wanted to be entertained by their devices leads to a classroom management crisis that takes a lot of first year(s) problem solving.   3)I needed more preparation in gifted education and special education. I needed to be aware | 1)Classroom management could have been more heavily emphasized.   2)I wish we had more training on ESOL instruction and students. 3)Classroom management 4)Vetting mentor teachers would be the best thing any preparation program could do to better prepare students for teaching full-time. In all but two of seven placements, I felt I learned more of what not to do, than what to do. From outdated educational practices to using Teachers Pay Teachers to ìplanî lessons, most of the in-class experiences were contradictory to the education I received from the preparation program. Another improvement I would suggest is more specific training regarding the TKES evaluation system. 5)I think more lessons in fast and effective assessments for content specific areas would be hugely beneficial.   6)I did |

| | | then analyzing student response to said assessments. 6)I think that we could have been taught better how to co-teach, especially within a special education setting. 7)I would have liked to see and study examples of assessments and what makes something worthy of being a summative grade versus a formative grade. I also would have benefited from a class on working with coteachers. | of the politics in schools and lack of planning time I would have due to meetings. I needed to be aware that I would be taking home 2-3 hours a week a night.   4)More work with writing different types of lessons. Introduction to acronyms used in the schools systems such as PGP, IEP, ESOL, MOWD, etc.   5)Had more professors who were at one time k-5 teachers since I was an early ed major (not professors who were previous high school teachers).   6)I think my weakest part is classroom management. However, I do not blame my educator preparation program. I think it is just difficult to simulate a classroom experience until you are faced with 25 15 year-olds, and you're in charge. | not have strong preparation in what to do outside of a self contained classroom situation which made behavior management difficult my first year. I also struggled to understand how to effectively balance all parts of teaching once I was employed full time.   6)I did not have strong preparation in what to do outside of a self contained classroom situation which made behavior management difficult my first year. I also struggled to understand how to effectively balance all parts of teaching once I was employed full time. 7)My program could have been more realistic with how students behave and how much students are actually willing to work. Classroom management instruction was too idealistic. Lastly, the program should have told us more detailed and helpful tips such as how to write emails to parents or to keep |

				track of studentsí grades both electronically and on paper.

T2 - CON't	CONTINUED - How do you think your educator preparation program could have better prepared you for your first year in the classroom? Please do not mention specific people or places, so we may more easily anonymize your response.	8)More classroom management practice. Scenarios for dealing with very difficult students. 9)My greatest difficulty this year has been figuring out how to play along with the politics in the school system. I also did not feel prepared to manage a paraprofessional in the classroom. 10)ANY KIND OF CLASSROOM MANAGEMENT! the class called classroom management" did not prepare us in any way shape or form for handling a class. No techniques for silencing a talkitive class 11)Getting feedback from a subject area professional about my teaching while being a student teacher, having more student teaching requirements, including different subject areas' required lesson preparation and teaching while being monitored and helped by a subject area specialist. Having learned more	7)Giving a more clear way to complete and implement RTI or MTSS 8)Supervisors in the program were very inconsistent. Because of unclear/loose guidelines, everyone's student teaching experiences were widely varied and had different results. Also, I think that having a more intensive classroom management course would have been very beneficial. Perhaps something where in each student teaching placement, the preservice teacher would implement a classroom management strategy and examine the effectiveness of different strategies. 9)I earned my certification through the MAT program. All content areas were combined in the same classes. None of the educators knew anything about physical education or how to apply most of the content to that subject matter. I have not received any guidance in my content area except from my mentor teachers during student	8)The coursework could have been less demanding so that more time and commitment could be put forth in the actual classroom. 9)Less perfect. The program and EDTPA set up this unrealistic classroom. I don't see how that allows people to learn anything. 10)I believe they could have provided more instruction on Classroom management. We only had one course specific to this. It was much different once I got into my own classroom. 11)Teaching how to teach project based" and "discovery" learning. Teaching how to think through creating lessons that actually connect to students' real lives. Teaching to the individual 12)I think my program should have made sure we had experience in all grade levels. Most of my placements were in lower grades, but I am currently teaching 5th grade and next year I will be teaching 4th.

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teaching strategies.   12)It would be beneficial to prospective teachers to work with students of varying abilities within special education. Such as severe/profound as well as ABA/Autism.   13)Not necessarily at fault for this, but the paperwork and organization of it felt a little out of hand at times. Of course, it was all depending on the district's paperwork policy and requirements in which I am employed at. I was excellent at RTI paperwork and organizational skills during the education program, but had a reality check in my first year.   14)I think that the things I lacked the most going into my first year were classroom management strategies and parent communication. Although we read about and discussed theses items, student teachers do not get a chance to set up classroom management

teaching. The degree educators either need to be somewhat familiarized with physical education with that content area or it needs to have a separate program. I now know that other teachers who have gone through the program in this field have felt the same way about the program. 10)a few more concrete strategies about how to get phones out of students' hands would have been helpful 11)I think our classes should have been more focused in the actual classroom. I learned more from the year of teaching then I did the entire time in the program. I also think that classroom management should have been a larger portion because without CM you cannot even begin to talk about content goals efficiently.   12)The educator preparation program I attended could have better prepared me if they taught more about organizational skills.   13)Definitely more focus on classroom management and

Although I did have two months of student teaching in 5th, I had no experience in 2nd, 3rd, or 4th grade, besides special education because I am also certified to teach special education. I think my program also should have taught us more about gifted education because I currently teach gifted and am working on my gifted endorsement. 13)I think my education preparation program failed to face the reality of public school systems today. Although they did mention it, they didn't really prepare us for what we were fixing to step into. If we were told the truth, there would be many less teachers. However, public schools are funded by the government. They need the money and need to pass the ridiculously hard test, no matter the child background. I was taught the techniques and educational styles, but I wasn't taught what I was

		procedures or communicate with parents as much as the real teacher. 15)I feel as if the program prepared me in the best possible way. Hands on experience is the best way for teachers to learn how to teach and we had a good bit of it in our program. I feel as though the classes that we took prepared us well with the book knowledge needed to better understand our students and their needs.	RTIs	walking into. 14)Advanced students, classroom management (I loved this class but felt what I learned to be difficult to actually implement).

| T2 - CON't | CONTINUED - How do you think your educator preparation program could have better prepared you for your first year in the classroom? Please do not mention specific people or places, so we may more easily anonymize your response. | | 14)I feel that more focus needs to be on simulating Real life classroom situations and student needs prior to internships. The teacher preparation program should focus on hands -on activities in areas of differentiated instruction, lesson planning, assessments, using assessments to drive instruction, and data driven instructional planning all of which are important in today ís classrooms. Practicing these skills in our teacher preparation classrooms will better help us Implement them during our internships. This in turn will really help us serve our students better in our first year as a teacher. Having said that, I truly am grateful to my teacher preparation program for helping me become the teacher I am today. Its my humble opinion that some of these changes will definitely help strengthen their program and produce more well rounded teachers. 15)Could have been better at showing us how to prepare for the first | |

			week of school and last week. Also how to handle bad behavior	

Table 2

Survey of Employers of Induction Teachers

Item	Question	2017 92 Surveys Completed 77.31% Response Rate	2018 35 Surveys Completed 24.48% Response Rate	2019 89 Surveys Completed 78.76% Response Rate
Inductee Infield	Was the inductee "in-field" during the first year of teaching?	No = 28% Yes = 72%	Not Reported	Note Reported
1	Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	Strongly Agree = 25% Agree = 70% Disagree = 5% Strongly Disagree = 0% No Response =0%	Strongly Agree = 51% Agree = 46% Disagree = 0% Strongly Disagree = 3% No Response =0%	Strongly Agree = 33% Agree = 63% Disagree = 4% Strongly Disagree = 0% No Response =0%
2	Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	Strongly Agree = 24% Agree = 72% Disagree = 4% Strongly Disagree = 0% No Response =0%	Strongly Agree = 51% Agree = 40% Disagree = 6% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 31% Agree = 62% Disagree = 6% Strongly Disagree = 0% No Response = 1%
3	Develops and manages a collaborative classroom in which all students have ownership.	Strongly Agree = 27% Agree = 62% Disagree = 10% Strongly Disagree = 0% No Response =1%	Strongly Agree = 40% Agree = 49% Disagree = 11% Strongly Disagree = 0% No Response =	Strongly Agree = 30% Agree = 61% Disagree = 8% Strongly Disagree = 0% No Response = 1%
4	Implements effective classroom management strategies and	Strongly Agree = 27% Agree = 61% Disagree = 12%	Strongly Agree = 37% Agree = 51% Disagree = 6%	Strongly Agree = 25% Agree = 64% Disagree = 10%

	procedures in all school areas.	Strongly Disagree = 0% No Response =0%	Strongly Disagree = 3% No Response = 3%	Strongly Disagree = 1% No Response =0%
5	Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction.	Strongly Agree = 24% Agree = 62% Disagree = 10% Strongly Disagree = 0% No Response =4%	Strongly Agree = 37% Agree = 67% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 28% Agree = 64% Disagree = 6% Strongly Disagree = 0% No Response = 2%
6	Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	Strongly Agree = 13% Agree = 78% Disagree = 7% Strongly Disagree = 0% No Response =2%	Strongly Agree = 40% Agree = 49% Disagree = 9% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 25% Agree = 64% Disagree = 9% Strongly Disagree = 1% No Response = 1%
7a	Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students	Strongly Agree = 11% Agree = 60% Disagree = 5% Strongly Disagree = 0% No Response =24%	Strongly Agree = 11% Agree = 66% Disagree = 0% Strongly Disagree = 0% No Response = 23%	Strongly Agree = 17% Agree = 46% Disagree = 9% Strongly Disagree = 2% No Response = 26%

7b	Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Students with Disabilities	Strongly Agree = 17% Agree = 70% Disagree = 9% Strongly Disagree = 0% No Response =4%	Strongly Agree = 29% Agree = 60% Disagree = 3% Strongly Disagree = 3% No Response = 6%	Strongly Agree = 24% Agree = 54% Disagree = 8% Strongly Disagree = 2% No Response = 12%
7c	Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: English Language Learners	Strongly Agree = 10% Agree = 68% Disagree = 4% Strongly Disagree = 0% No Response = 17%	Strongly Agree = 26% Agree = 57% Disagree = 3% Strongly Disagree = 0% No Response = 14%	Strongly Agree = 19% Agree = 58% Disagree = 6% Strongly Disagree = 1% No Response = 16%
7d	Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and	Strongly Agree = 16% Agree = 74% Disagree = 10% Strongly Disagree = 0% No Response =0%	Strongly Agree = 20% Agree = 74% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 25% Agree = 62% Disagree = 9% Strongly Disagree = 2% No Response = 2%

	technological tools to meet the diverse learning needs of: At-Risk Students			
8	Uses technological tools and a variety of communication strategies to build communities that engage learners.	Strongly Agree = 22% Agree = 73% Disagree = 4% Strongly Disagree = 0% No Response = 1%	Strongly Agree = 31% Agree = 63% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 27% Agree =69% Disagree = 4% Strongly Disagree = 0% No Response =0%
9	Creates experiences to build accurate conceptual understandings.	Strongly Agree = 14% Agree = 82% Disagree = 2% Strongly Disagree = 0% No Response = 2%	Strongly Agree = 43% Agree = 57% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 28% Agree = 64% Disagree = 8% Strongly Disagree = 0% No Response =0%
10	Creates opportunities for students to learn, practice, and master academic language.	Strongly Agree = 17% Agree = 78% Disagree = 3% Strongly Disagree = 0% No Response =1%	Strongly Agree = 37% Agree = 54% Disagree = 3% Strongly Disagree = 3% No Response = 3%	Strongly Agree = 29% Agree = 64% Disagree = 6% Strongly Disagree = 0% No Response = 1%
11	Uses academic language in a way that encourages learners to integrate content areas.	Strongly Agree = 13% Agree = 75% Disagree = 8% Strongly Disagree = 0% No Response = 4%	Strongly Agree = 31% Agree = 60% Disagree = 3% Strongly Disagree = 3% No Response = 3%	Strongly Agree = 26% Agree = 69% Disagree = 6% Strongly Disagree = 0% No Response =0%
12	Utilizes strategies to create learning environments which engage students in individual and	Strongly Agree = 18% Agree = 76% Disagree = 4% Strongly Disagree = 0% No Response = 1%	Strongly Agree = 37% Agree = 57% Disagree = 3% Strongly Disagree = 3% No Response =0%	Strongly Agree = 25% Agree = 67% Disagree = 8% Strongly Disagree = 0% No Response =0%

	collaborative learning.			
13	Creates opportunities for learners to develop diverse social and cultural perspectives.	Strongly Agree = 12% Agree = 73% Disagree = 5% Strongly Disagree = 0% No Response = 10%	Strongly Agree = 26% Agree = 71% Disagree = 0% Strongly Disagree = 3% No Response =0%	Strongly Agree = 20% Agree = 72% Disagree = 6% Strongly Disagree = 0% No Response = 2%
14	Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	Strongly Agree = 11% Agree = 71% Disagree = 9% Strongly Disagree = 0% No Response = 10%	Strongly Agree = 31% Agree = 60% Disagree = 6% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 18% Agree = 74% Disagree = 7% Strongly Disagree = 0% No Response = 1%
15	Examines data to understand each learner's progress and learning needs.	Strongly Agree = 17% Agree = 75% Disagree = 4% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 29% Agree = 66% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 25% Agree = 69% Disagree = 6% Strongly Disagree = 0% No Response = 1%
16	Engages learners in monitoring their own progress.	Strongly Agree = 8% Agree = 78% Disagree = 9% Strongly Disagree = 0% No Response = 5%	Strongly Agree = 20% Agree = 66% Disagree = 3% Strongly Disagree = 3% No Response = 9%	Strongly Agree = 12% Agree = 73% Disagree = 11% Strongly Disagree = 0% No Response = 3%
17	Develops supports for literacy development across content areas.	Strongly Agree = 13% Agree = 74% Disagree = 13% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 37% Agree = 54% Disagree = 6% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 20% Agree = 70% Disagree = 9% Strongly Disagree = 0% No Response = 1%
18	Develops flexible learning environments	Strongly Agree = 15% Agree = 73%	Strongly Agree = 37% Agree = 57%	Strongly Agree = 21% Agree = 66%

	that foster discovery, exploration, and expression.	Disagree = 7% Strongly Disagree = 0% No Response = 5%	Disagree = 6% Strongly Disagree = 0% No Response = 0%	Disagree = 11% Strongly Disagree = 0% No Response = 1%
19	Utilizes a variety of technological resources to support and promote student learning.	Strongly Agree = 17% Agree = 75% Disagree = 3% Strongly Disagree = 0% No Response = 4%	Strongly Agree = 34% Agree = 60% Disagree = 6% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 20% Agree = 74% Disagree = 4% Strongly Disagree = 0% No Response = 1%
20	Promote students' responsible use of interactive technologies.	Strongly Agree = 16% Agree = 72% Disagree = 4% Strongly Disagree = 0% No Response = 8%	Strongly Agree = 20% Agree = 77% Disagree = 3% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 20% Agree = 72% Disagree = 7% Strongly Disagree = 0% No Response = 1%
21	Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs.	Strongly Agree = 16% Agree = 72% Disagree = 7% Strongly Disagree = 0% No Response = 5%	Strongly Agree = 31% Agree = 63% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 19% Agree = 76% Disagree = 4% Strongly Disagree = 0% No Response = 0%
22	Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs.	Strongly Agree = 18% Agree = 70% Disagree = 2% Strongly Disagree = 0% No Response = 5%	Strongly Agree = 26% Agree = 69% Disagree = 0% Strongly Disagree = 0% No Response = 6%	Strongly Agree = 17% Agree = 76% Disagree = 4% Strongly Disagree = 0% No Response = 2%
23	Uses formative and summative data to adjust instruction to enhance learning.	Strongly Agree = 16% Agree = 77% Disagree = 5% Strongly Disagree = 0% No Response = 1%	Strongly Agree = 34% Agree = 60% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 24% Agree = 69% Disagree = 4% Strongly Disagree = 1% No Response = 2%

24	Uses a variety of evidence-based practices to differentiate and support learning.	Strongly Agree = 14% Agree = 75% Disagree = 7% Strongly Disagree = 0% No Response = 4%	Strongly Agree = 34% Agree = 60% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 19% Agree = 70% Disagree = 8% Strongly Disagree = 1% No Response =2%
25	Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.	Strongly Agree = 18% Agree = 76% Disagree = 3% Strongly Disagree = 0% No Response = 2%	Strongly Agree = 29% Agree = 63% Disagree = 3% Strongly Disagree = 0% No Response = 6%	Strongly Agree = 22% Agree = 72% Disagree = 3% Strongly Disagree = 2% No Response =0%
26	Aligns instructional goals and activities with state and district performance standards.	Strongly Agree = 25% Agree = 73% Disagree = 2% Strongly Disagree = 0% No Response =	Strongly Agree = 43% Agree = 51% Disagree = 3% Strongly Disagree = 0% No Response = 3%	Strongly Agree = 29% Agree = 66% Disagree = 3% Strongly Disagree = 1% No Response =0%
27	Reflects on the strengths and weaknesses of his/her professional practice.	Strongly Agree = 29% Agree = 65% Disagree = 3% Strongly Disagree = 0% No Response = 2%	Strongly Agree = 40% Agree = 54% Disagree = 3% Strongly Disagree = 3% No Response = 0%	Strongly Agree = 28% Agree = 63% Disagree = 4% Strongly Disagree = 2% No Response = 2%
28	Seeks professional development opportunities to further develop his/her practice.	Strongly Agree = 29% Agree = 65% Disagree = 5% Strongly Disagree = 0% No Response =0%	Strongly Agree = 43% Agree = 54% Disagree = 3% Strongly Disagree = 0% No Response =0%	Strongly Agree = 34% Agree = 60% Disagree = 4% Strongly Disagree = 2% No Response =0%
29	Works collaboratively with colleagues and other professionals.	Strongly Agree = 39% Agree = 54% Disagree = 4% Strongly Disagree = 0%	Strongly Agree = 49% Agree = 46% Disagree = 3% Strongly Disagree = 3%	Strongly Agree = 47% Agree = 49% Disagree = 2% Strongly Disagree = 1%

		No Response = 2%	No Response =0%	No Response =0%
30	Understands, upholds, and follows professional ethics, policies, and legal codes of conduct.	Strongly Agree = 41% Agree = 55% Disagree = 3% Strongly Disagree = 0% No Response =0%	Strongly Agree = 51% Agree = 43% Disagree = 0% Strongly Disagree = 6% No Response =0%	Strongly Agree = 49% Agree = 49% Disagree = 2% Strongly Disagree = 0% No Response =0%
31	Contributes to positive changes in practice and advances the teaching profession.	Strongly Agree = 29% Agree = 63% Disagree = 5% Strongly Disagree = 0% No Response = 2%	Strongly Agree = 51% Agree = 40% Disagree = 0% Strongly Disagree = 3% No Response = 6%	Strongly Agree = 38% Agree = 56% Disagree = 6% Strongly Disagree = 0% No Response =0%

Table 3

Survey of Induction Leaders

Item	Question	2018 4 Surveys Completed 100% Response Rate	2019 7 Surveys Completed 100% Response Rate
1	Recruit and hire effective teachers and professional staff.	Strongly Agree = 50% Agree = 50% Disagree = Strongly Disagree = 0%	Strongly Agree = 29% Agree = 57% Disagree = 14% Strongly Disagree = 0%

		No Response = 0%	No Response = 0%
2	Collaboratively develop, articulate, and implement a shared vision and mission.	Strongly Agree = 25% Agree = 75% Disagree = 0% Strongly Disagree = 0% No Response = 0%	Strongly Agree = 71% Agree =29% Disagree = 0% Strongly Disagree = 0% No Response = 0%
3	Collect and analyze data to identify goals and assess organizational effectiveness.	Strongly Agree = 50% Agree = 50% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 57% Agree = 43% Disagree = 14% Strongly Disagree = 0% No Response =0%
4	Provide ongoing, informative, and actionable feedback to teachers and other professional staff.	Strongly Agree = 50% Agree = 50% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 71% Agree = 14% Disagree = 14% Strongly Disagree = 0% No Response =0%
5	Promote effective instruction through the identification of evidence-based practices.	Strongly Agree = 25% Agree = 75% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 71% Agree = 0% Disagree = 29% Strongly Disagree = 0% No Response =0%
6	Promote effective instruction through the strategic deployment of resources.	Strongly Agree = 25% Agree = 75% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 29% Agree = 57% Disagree = 14% Strongly Disagree = 0% No Response =0%

7	Promote effective instruction through focused evaluation.	Strongly Agree = 50% Agree = 50% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 57% Agree =29% Disagree = 14% Strongly Disagree =0% No Response =0%
8	Foster a culturally responsive organization in which every student and staff member is known, cared for, valued, respected and safe.	Strongly Agree = 25% Agree = 75% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 57% Agree = 43% Disagree = 0% Strongly Disagree = 0% No Response =0%
9	Promote a professional culture for teachers based on a common commitment to improve educational practice through trust, collaborative work, shared goals, and distributed leadership.	Strongly Agree = 25% Agree = 75% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 71% Agree = 29% Disagree = 0% Strongly Disagree = 0% No Response =0%
10	Identify and implement evidence-based strategies to build and sustain positive relationships with families and community stakeholders, including frequent and effective communication.	Strongly Agree = 25% Agree = 75% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 71% Agree = 29% Disagree = 0% Strongly Disagree = 0% No Response =0%

11	Establish, monitor, evaluate, and modify organizational structures, processes, and procedures to maximize student learning.	Strongly Agree = 50% Agree = 50% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 57% Agree = 43% Disagree = 0% Strongly Disagree = 0% No Response =0%
12	Secure, allocate, and align fiscal, human, and other resources to improve student success.	Strongly Agree = 25% Agree = 75% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 43% Agree = 43% Disagree = 14% Strongly Disagree = 0% No Response =0%
13	Use technology to enhance operations and maximize teaching and learning.	Strongly Agree = 25% Agree = 75% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 71% Agree = 14% Disagree = 14% Strongly Disagree = 0% No Response =0%
14	Model and uphold the ethical duties, responsibilities, and principles of the education profession.	Strongly Agree = 50% Agree = 50% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 71% Agree = 29% Disagree = 0% Strongly Disagree = 0% No Response =0%
15	Develop a culture of continuous school improvement informed by data-based evaluation of school operations and programs grounded on principles of quality and equity.	Strongly Agree = 50% Agree = 50% Disagree = 0% Strongly Disagree = 0% No Response =0%	Strongly Agree = 71% Agree = 29% Disagree = 0% Strongly Disagree =0% No Response =0%

Q1	Reflecting on what you needed to know for your first year of leadership, what were the strengths of your leader preparation program?	1) Different types of information that were presented. 2) How well-rounded the program was, the field experiences and real world modules that we were asked to create. 3) I think performing a root casue analysis to identify steps for a School Improvement Plan (SIP) was a huge benefit. Also, effectively implemented professional development based on the SIP.	1) Excellent preparation for instructional and institutional leadership. 2) Building relationships. 3) Collaboration with others 4) How to address the culture & climate of a school building. 5) The internship hours. 6) Guest speakers that are currently in the trenches. 7) It was very practical. It was good preparation for the types of issues actually faced by admin.
Q2	How do you think your leader preparation program could have better prepared you for your first year of leadership?	1) More information dealing with School Law. 2) More budget information would have been beneficial. 3) Focus on dealing with difficult situations and how to defuse them. Though I believe this is a topic that may largely be learning through experience after the role playing we performed in the program.	1)Better preparation for special needs students and laws applicable to education. 2) Had follow up trainings for teacher evaluations. 3) Less hoops to jump through and focus on relevant matters. 4) Understanding budgeting & allocations, focusing on standardized testing information to help guide a school's strategic plan, understanding implications that revolve around HR. 5) Requiring job shadowing at other schools, interviews with sitting APs and principals from other schools. 6) A shadowing experience of a current leader.