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

teachers reported that the district orientation luncheon and campus

and that they had completed important components of AISD's hiring

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Of the 644 newly hired teachers who attended the August TIP sessions, 354 (55%) responded within 3 weeks to the online survey regarding Curriculum and Instruction in TIP Cohort. This provided a 99% confidence level for results, which were reliable within plus or minus 5 percentage points.

TIP 2010 participants and survey respondents had some similar characteristics, as shown in Table 1. Of the survey respondents, 61% were at the elementary level, 35% were in their first year of teaching, and 47% had taught for 4 or more years. Thirty-three percent of elementary school teacher survey respondents were new to the profession, as compared with 39% of middle and 41% of high school teachers who were new.

Table 1. Characteristics of Teacher Induction Program (TIP) 2010 Participants and Respondents to Evaluation: Curriculum and Instruction in TIP Cohort 2010

		TIP 2010 participants	Survey respondents
School level			
	Elementary	54%	61%
	Middle	20%	17%
	High	22%	21%
First year in AISD			
	2010–2011	76%	95%
	2009–2010	10%	5%
	Prior to 2009–2010	14%	<1%
Years of professional experience			
	0	51%	35%
	1–2	14%	17%
	3–4	13%	18%
	5–9	11%	12%
	10 or more	11%	17%

Source. TIP 2010 survey records

Survey Results for Evaluation: District Orientation Luncheon and Campus Orientation 2010

District Orientation Luncheon

Ninety-five percent of respondents indicated that they attended the district orientation luncheon in August. Of those, 87% reported feeling welcomed by AISD at the luncheon; 12% reported feeling *somewhat* welcomed, as shown in Table 2.

Table 11. New Teachers' Responses to Survey Items Regarding the Curriculum and Instruction Teacher Induction Program (TIP) Teacher Sessions

	Yes	*No*
During TIP Teacher sessions, were you made aware that formal student assessment will be a part of your planning and activities?		8%

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Table 14. New Teachers' Responses to Statements About Their Teacher Induction Program (TIP) Teachers

	Strongly disagree	*Disagree*	*Agree*	*Strongly*

closely do the roadmaps need to be followed?" Others wondered, "Who will I submit my lesson plans to each week?" "Who monitors curriculum implementation?" "Can I use other resources instead of the provided ones?" and "How are the adoptions chosen and why?"

Another major concern of new teachers was how to meet the needs of students at different levels and abilities, including special education students, bilingual students, gifted and talented students, and ELLs. "How do I continue to challenge advanced students while not losing the attention of the others and vice versa?" wrote one teacher. "What is the most effective way to incorporate an understanding of different learning styles into instructional strategy?" asked another.

New teachers wrote about their concerns regarding having enough time for planning and instruction. One new teacher asked, "What if you can't get through everything in the Road Map? Is mastery or exposure better?" Another wrote, "How on earth am I supposed to fit ALL of this instruction in to such a short day?" and "How do I find time to include everything that is listed in the curriculum Road Map for each subject?

Many new teachers asked questions about where to find specific resources and information in the district or on their campus. For example, new teachers reported seeking content-specific training, resources mentioned in the curriculum Road Map, additional textbooks, enrichment for Math 8 to Algebra 1, curriculum Road Maps beyond the first 6 weeks, information about special education

(44%), use of student data to plan for instruction (34%), differentiation for gifted and talented students (32%), understanding formative assessments (27%), and basic computer and technology skill building (19%). In addition, several new teachers suggested additional topics for trainings, including autism; differentiation for students classified with 504; bilingual and English as a second language(ESL); Gradespeed; grant writing; IMPACT services; intermediate-level technology; learning disabilities; managing caseloads; planning; several special education programs (e.g., PPCD, SCORES); and the special education data system (SEEDS).

Table 15. Topics About Which New Teachers Would Like More Training in 2010–2011

Content area instructional and learning strategies	56%
Differentiation for students receiving special education	48%
services	44%
Instructional technology	34%
Use of student data to plan for instruction	32%
Differentiation for gifted and talented students	27%
Understanding formative assessments	19%
Basic computer and technology skill building	

Source. TIP 2010 survey records

Summary and Recommendations

Overall, new teachers' responses about the August 2010 TIP sessions were positive. However, several areas were highlighted for which improvements could be made in planning for next year and for the remaining TIP sessions during the 2010–2011 school year. On the basis of teachers' responses to the survey, staff from the Department of Program Evaluation offer the following recommendations:

Minimize waiting time before district orientation luncheon. Notify new teachers about specific vendors or pre-luncheon activities so they can decide baed on their individual needs when to arrive.

Standardize campus orientations by providing a list of required topics and activities, including providing new teachers access to their classrooms.

Allow exemptions from campus orientation for teachers who have been employeed on a campus for a number of years.

Ensure that mentors will be present to meet with new teachers at their campus orientation.

As soon as possible, contact new teachers to ask them what questions they have and what they hope to gain from the TIP sessions.

To ensure consistency across TIP cohorts, provide TIP teachers with specific information regarding district expectations for upcoming TIP sessions, including session schedules, requried topics, supplies needed, and additional topics that might be helpful.