

Table 1. Teacher Induction Program (TIP) Teachers' Ratings of Information Provided to T

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 te13(1.04 0 0 TjEM

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 expectat Tw (y)18()-10(n)10(e)3nd(i)-3()1(e)45.a 2.rpnd-4(i1(Tee)1((i)-pi1(Tee)(R)5:1d[(p)-31tj0.4

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 F-

-2(r)10(t)eacm2(nta)oteacr2(ar)10(d)-4(i)2(ar)10(d)f0-4(d)8nf(n)-4(o)12(s)2trict TTT(t)-4(.)0.63 Tc 0 Tw 1.92 0 TdPjEMC V320