

**Beginning Teacher Support & Assessment (BTSA)  
Induction Program**

**Participating Teacher Assessment  
of Support Provider Effectiveness  
2009-2010**

prepared for the

**Fresno County Office of Education BTSA Induction Program**

by the



---

**SINCLAIR  
RESEARCH GROUP**

**June 2010**

## Table of Contents

1.1	INTRODUCTION.....	3
1.2	SURVEY CONSISTENCY .....	5
1.3	FREQUENCY AND LENGTH OF MEETINGS.....	6
1.4	MEANS AND STANDARD DEVIATIONS .....	7
1.5	RANK ORDER OF MEAN RESPONSES.....	9
1.6	GLOBAL STATISTICS .....	11
1.7	CONCLUSIONS .....	12

## 1.1 INTRODUCTION

The Fresno County Office of Education BTSA Induction Program administered a survey to participating teachers at the end of the 2009-2010 academic year. The purpose of the survey was to collect data related to the Common and Induction Program Standards regarding the effectiveness of support providers. By assessing support provider effectiveness, planned professional development can be more focused. Also, support providers themselves can be given feedback regarding their practice and plan for their own improvement. Participating teachers were given two categorical questions and a series of 20 statements and asked to rate their support provider on each statement on a 1 – 4 “Likert” type scale (1=Very weak, 2= Somewhat weak, 3=Moderately Strong, 4=Very strong). A total of 93 participating teachers responded to the survey. The survey results suggest potential areas for fruitful program development.

In line with common statistical practice, Sinclair Research Group has analyzed the data as quasi-interval, and has calculated mean scores, standard deviations, and consistency statistics. The Support Provider Feedback Survey is designed to closely follow the Common and Induction Program Standards. It is understood, however, that not all induction standards and criteria are of relevance to the effectiveness of support providers. Therefore, not every Common or Program Standard was addressed in the survey design. Questions posed in this survey are listed below along with the aligned Common (CS) or Induction Program (PS) Standard.

The first two questions were posed for accountability purposes and could be answered with either “yes” or “no”:

1. Does your support provider make and keep weekly appointments with you? (PS 1, 3 and 4)
2. Does your support provider meet at least one hour per week with you to work on support and assessment activities? (PS 1, 3 and 4)

The balance of the questions were rating questions and framed as follows: “Just as you are assessed by your support provider, in order to help you grow professionally, we also wish to assess our support providers. This assessment will be kept confidential and not shared with your support provider. Results will be anonymously aggregated to help guide training for support providers and help them to develop action plans. Please rate your support provider’s knowledge and skill in the following areas:”

3. Understanding of the requirements for this induction program and the responsibilities as a support provider. (CS6)
4. Understanding the requirements for me to complete this program and obtain a professional credential. (PS3 and CS6)
5. Using evidence of my classroom practice to guide our work together. (CS6)
6. Their general knowledge and skill in the formative assessment system (FACT, FAS, etc.). (PS3 & 4)

7. Familiarity with state adopted content standards, curriculum frameworks, content-specific pedagogy, and the performance levels of the students that I teach. (PS3 & 5)
8. Using learning focused (reflective) conversation to help me grow professionally. (PS3)
9. The level of knowledge and skill I acquired in my professional preparation program. (PS2)
10. Assisting me in understanding the local context for teaching. (PS3)
11. Formatively assessing me in the *California Standards for the Teaching Profession (CSTP)* in relation to state-adopted academic content standards, performance levels for students, and curriculum frameworks. (PS3)
12. Helping me develop an Individual Induction/Learning Plans (IIP/ILP) based on assessment evidence. (PS3)
13. Analyzing student work. (PS4)
14. Assessing my teaching practice based on criteria (the Descriptions of Practice, a Continuum, etc.). (PS4)
15. Reviewing the results from classroom observation and assessment evidence with me. (PS4)
16. Understanding the plan, teach, reflect and apply cycle. (PS4)
17. Aligning my Individual Induction/Learning Plan and my on-going professional development activities. (PS4)
18. Identifying instructional ideas and materials appropriate to my teaching context. (PS5)
19. Sharing support and strategies in the area of behavior management. (PS5 and 6)
120. Assisting me with resources for teaching English learners. (PS 6 and 5)
21. Providing additional strategies for integrating students with disabilities into the classroom. (PS6 and 5)
22. Providing additional strategies in the area of integrating students that are gifted and talented into the classroom. (PS6)

## 1.2 SURVEY CONSISTENCY

Every survey should carefully consider reliability and validity. One test of reliability is the consistency of responses. In Figure 1, the scores for each question within the survey have been compared with the total scores from each respondent to the survey. This is done by calculating the item-total correlation coefficient. Results below 1.0 indicate that respondents are being acceptably consistent in their answers across the instrument.

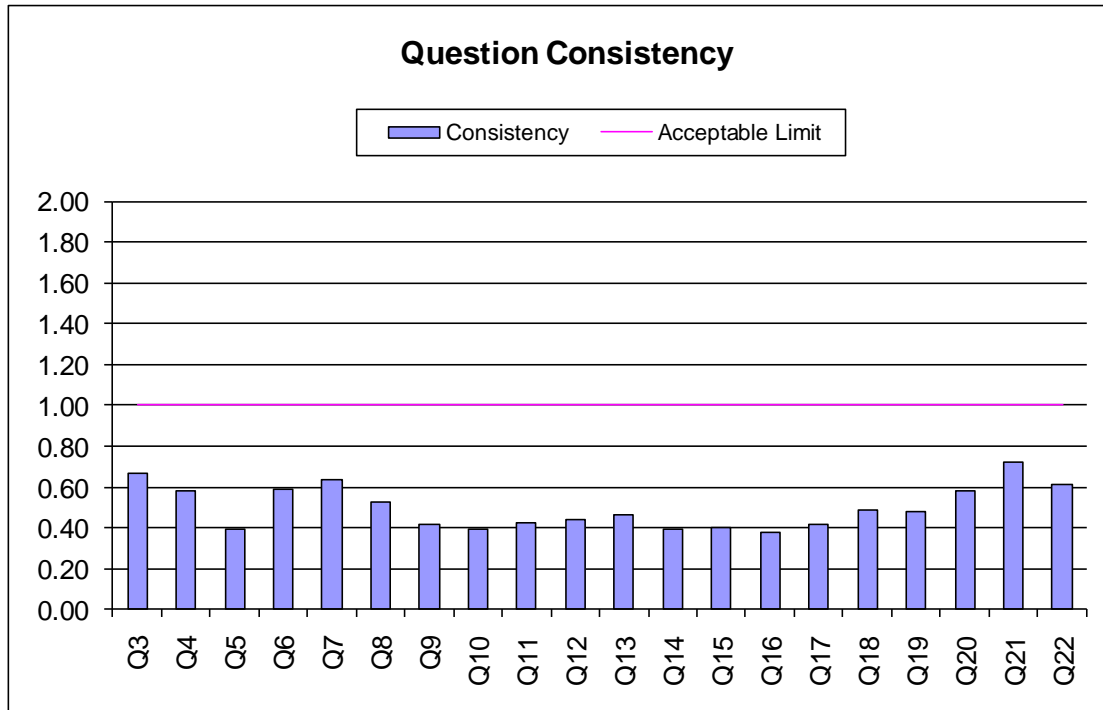


Figure 1

Responses from participating teachers were consistent (below 1.0). This means that respondents answered that question similarly than they did on the other questions in the survey. In general the survey itself can be considered to be reliable and valid (internally consistent).

### 1.3 FREQUENCY AND LENGTH OF MEETINGS

Recent research highlights the impact of the frequency and length of meetings between support providers and participating teachers on perceived program impact. The more frequent the meetings and the longer they last, the more participating teachers and support providers believe the program has positively impacted their teaching effectiveness. Hence, the first two questions on this survey asked:

1. Does your support provider make and keep weekly appointments with you? (PS 1, 3 and 4)
2. Does your support provider meet at least one hour per week with you to work on support and assessment activities? (PS 1, 3 and 4)

Results from participating teachers are shown in the following chart.

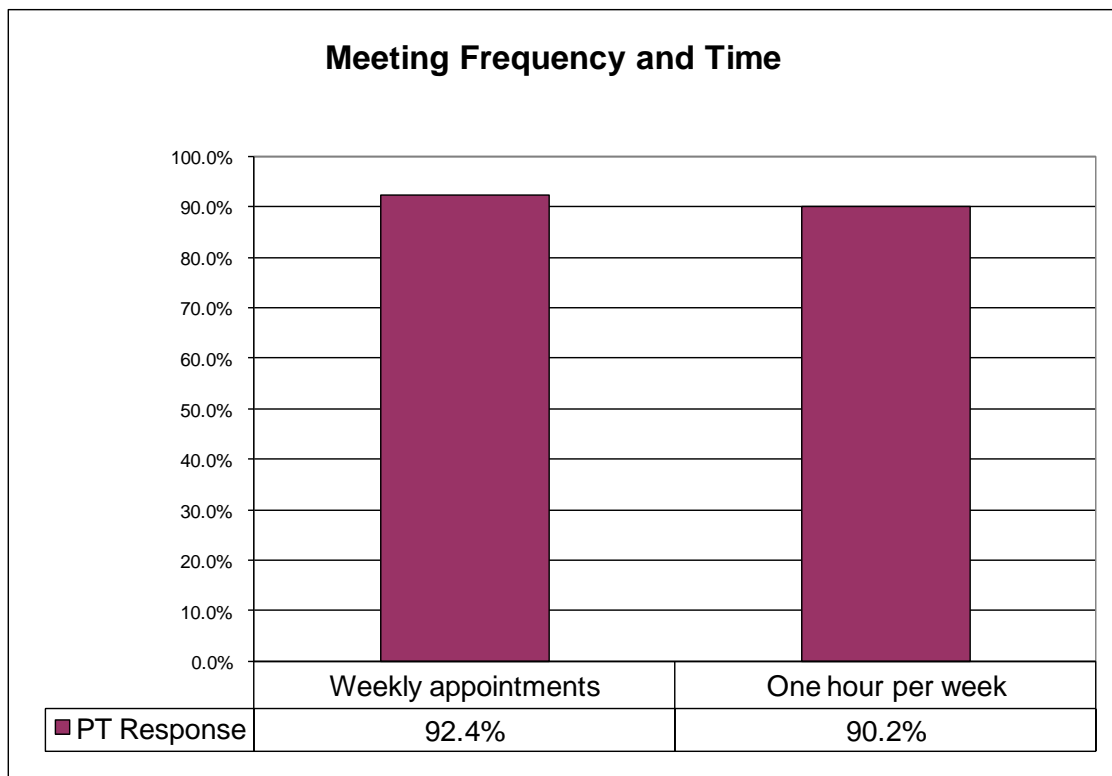


Figure 2

Over 92% of participating teachers report that their support provider makes and keeps weekly appointments with them. (PS 1, 3 and 4)

Over 90% of participating teachers also report that they meet at least one hour per week with their support provider to work on support and assessment activities. (PS 1, 3 and 4)

## 1.4 MEANS AND STANDARD DEVIATIONS

A vital goal of program evaluation is to use results to more accurately assess the strengths and needs of program participants. This instrument was designed to examine the areas where participating teachers feel their support providers are highly effective and the areas where they might need improvement. The figure below plots the mean response (in blue) and the variation of the responses as a standard deviation (in pink) for each of the questions in the survey. (The actual questions are listed in the first section of this report and in the rank order of ratings in the next section.)

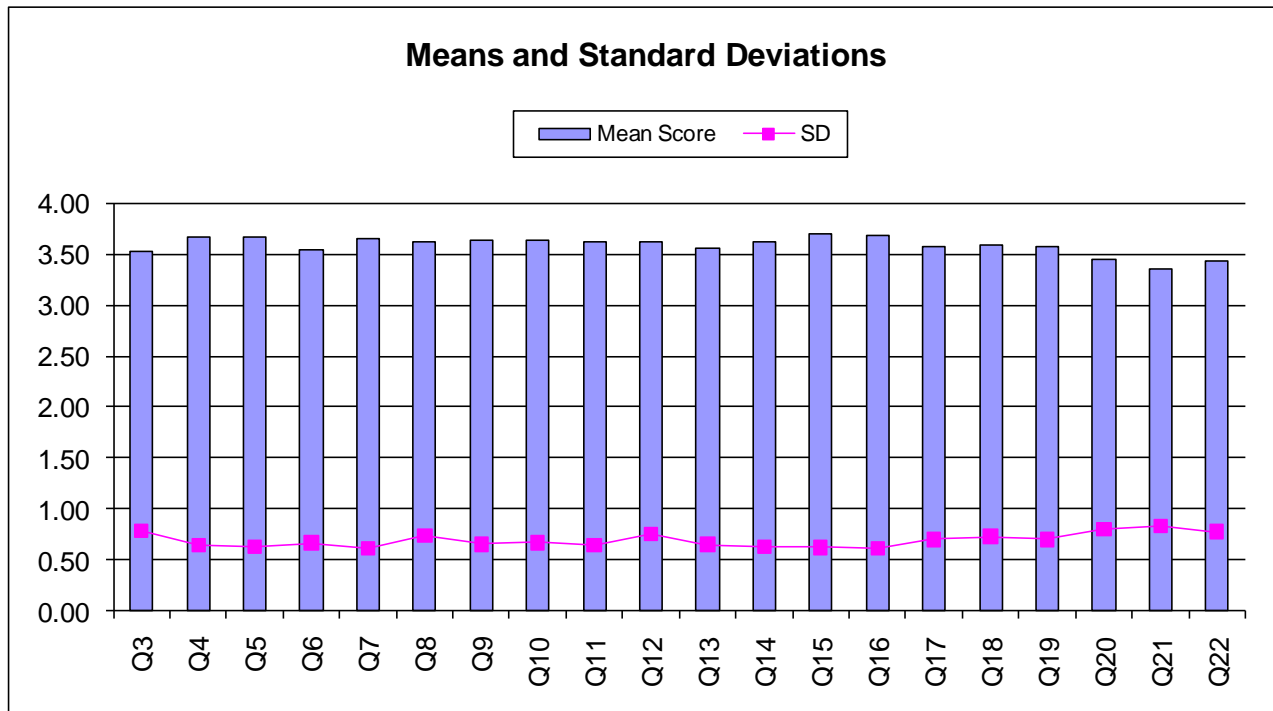


Figure 3

Standard deviations were low indicating that there was general agreement among participating teachers regarding their ratings of the areas in which support providers were most or least effective.

All the questions but three were rated above 3.5 out of 4 (or around the “very strong” level). This indicates that overall participating teachers feel their support providers are knowledgeable and skilled. The four questions with the highest ratings were:

15. Reviewing the results from classroom observation and assessment evidence with me. (PS4)
16. Understanding the plan, teach, reflect and apply cycle. (PS4)
4. Understanding the requirements for me to complete this program and obtain a professional credential. (PS3 and CS6)

5. Using evidence of my classroom practice to guide our work together. (CS6)

Three questions had mean scores below a value of 3.5 out of 4. This means that while participating teachers feel their support providers are knowledgeable or skilled in these areas, there might be some room for improvement in these skills. These areas were:

20. Assisting me with resources for teaching English learners. (PS 6 and 5)

22. Providing additional strategies in the area of integrating students that are gifted and talented into the classroom. (PS6)

21. Providing additional strategies for integrating students with disabilities into the classroom. (PS6 and 5)



## 1.5 RANK ORDER OF MEAN RESPONSES

The figure below displays the rank order of respondents' means scores for each question on the survey and the associated standard deviation. The higher the mean score, the more participating teachers feel support providers are effective.

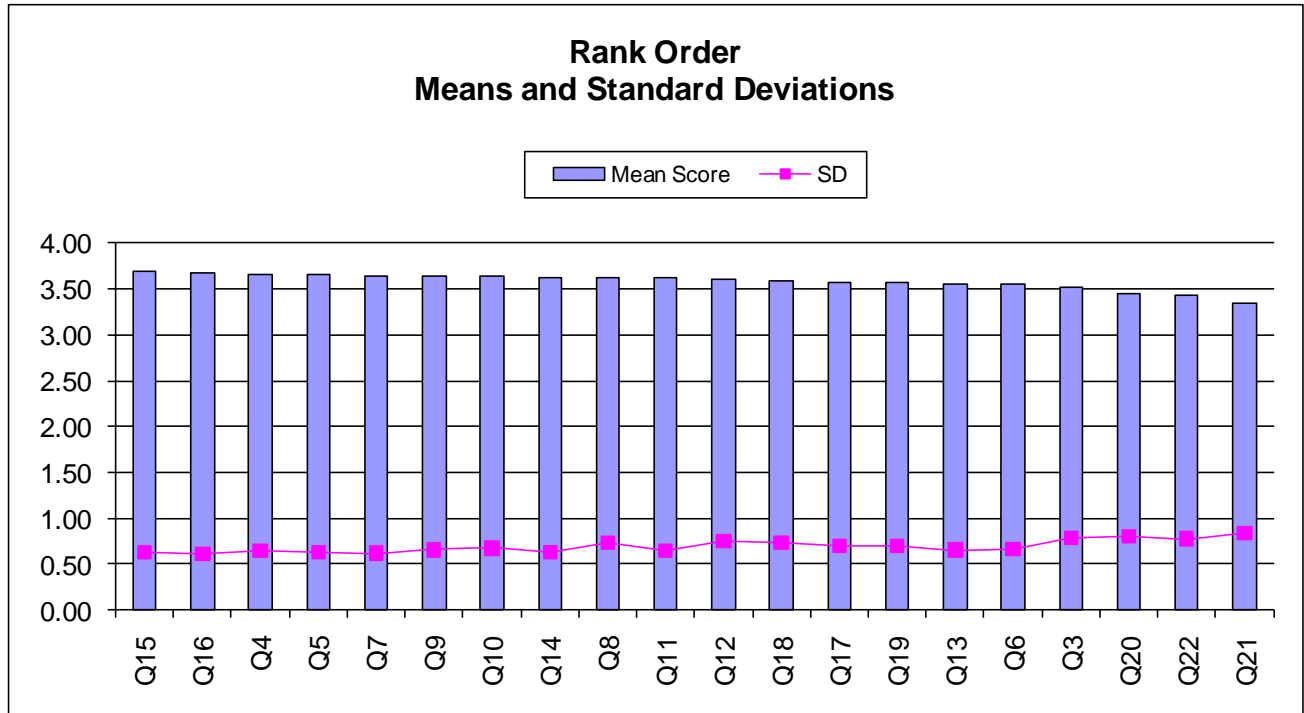


Figure 4

The table that follows also shows this same rank order and associated standard deviation.

15. Reviewing the results from classroom observation and assessment evidence with me. (PS4)	3.70	0.62
16. Understanding the plan, teach, reflect and apply cycle. (PS4)	3.68	0.61
4. Understanding the requirements for me to complete this program and obtain a professional credential. (PS3 and CS6)	3.67	0.65
5. Using evidence of my classroom practice to guide our work together. (CS6)	3.67	0.63
7. Familiarity with state adopted content standards, curriculum frameworks, content- specific pedagogy, and the performance levels of the students that I teach. (PS3 & 5)	3.65	0.62
9. The level of knowledge and skill I acquired in my professional preparation program. (PS2)	3.63	0.66
10. Assisting me in understanding the local context for teaching. (PS3)	3.63	0.67
14. Assessing my teaching practice based on criteria (the Descriptions of Practice, a Continuum, etc.). (PS4)	3.63	0.63

8. Using learning focused (reflective) conversation to help me grow professionally. (PS3)	3.62	0.74
11. Formatively assessing me in the <i>California Standards for the Teaching Profession (CSTP)</i> in relation to state-adopted academic content standards, performance levels for students, and curriculum frameworks. (PS3)	3.62	0.64
12. Helping me develop an Individual Induction/Learning Plans (IIP/ILP) based on assessment evidence. (PS3)	3.61	0.75
18. Identifying instructional ideas and materials appropriate to my teaching context. (PS5)	3.59	0.73
17. Aligning my Individual Induction/Learning Plan and my on-going professional development activities. (PS4)	3.57	0.70
19. Sharing support and strategies in the area of behavior management. (PS5 and 6)	3.57	0.70
13. Analyzing student work. (PS4)	3.56	0.65
6. Their general knowledge and skill in the formative assessment system (FACT, CFASST, FAS, etc.). (PS3 & 4)	3.55	0.67
3. Understanding of the requirements for this induction program and the responsibilities as a support provider. (CS6)	3.53	0.79
20. Assisting me with resources for teaching English learners. (PS 6 and 5)	3.45	0.81
22. Providing additional strategies in the area of integrating students that are gifted and talented into the classroom. (PS6)	3.43	0.78
21. Providing additional strategies for integrating students with disabilities into the classroom. (PS6 and 5)	3.35	0.83

**Table 1**

## 1.6 GLOBAL STATISTICS

In Figure 4 below, global statistics are shown for the survey questions. The median, mode, mean, variance, and standard deviation are shown. These measures summarize the descriptive measure and give the big picture of the responses.

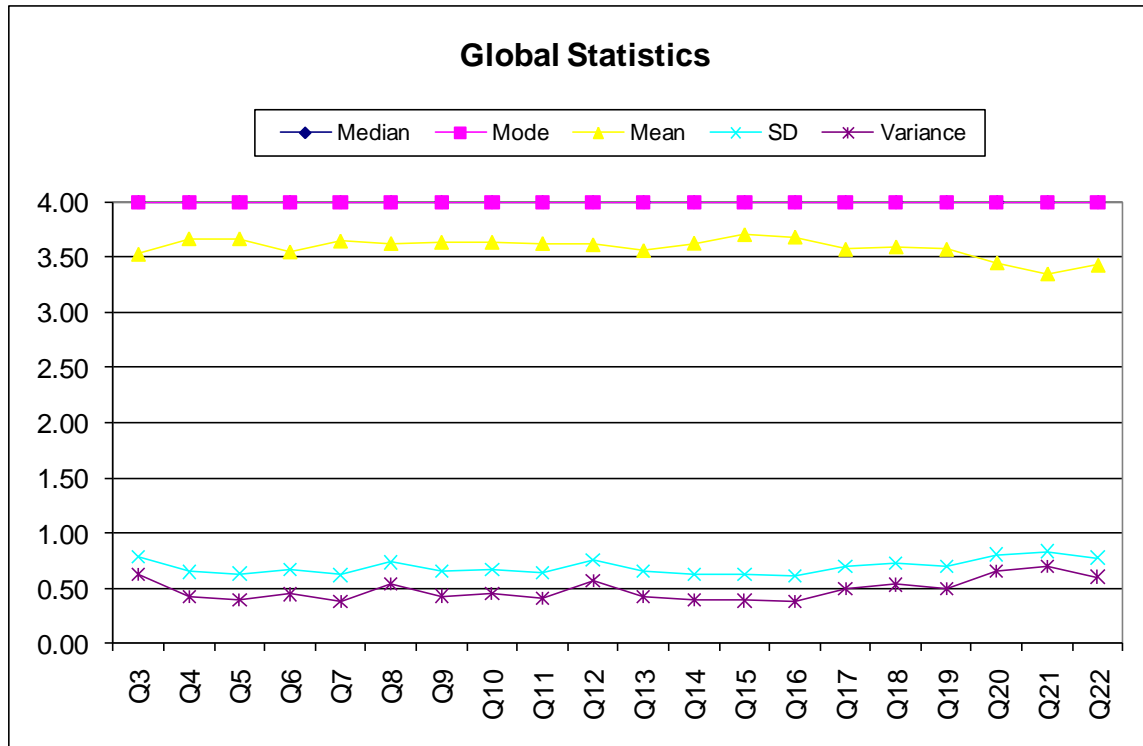


Figure 5

The median indicates where 50% of the responses are above or below that point. The mode indicates the most frequently chosen response. The mean indicates the “average” response. The standard deviation is simply the average distance from the mean. The variance is the square of the average distance from the mean. These last two indicates the similarity of the responses (lower standard deviation and variance indicates more agreement among responses).

## 1.7 CONCLUSIONS

Overall, the responses were fairly similar and consistent. The survey itself can be considered a reliable instrument

Standard deviations were within the normal range. This means that generally respondents were in agreement and answered questions with fairly similar ratings.

It is clear from this report that participating teachers feel that their support providers are highly skilled and effective. The areas where they feel support providers are most effective are:

- Reviewing the results from classroom observation and assessment evidence with participating teachers. (PS4)
- Understanding the plan, teach, reflect and apply cycle. (PS4)
- Understanding the requirements for participating teachers to complete this program and obtain a professional credential. (PS3 and CS6)
- Using evidence of participating teacher classroom practice to guide the work together. (CS6)

The areas where participating teachers support providers are least effective (though still highly knowledgeable and skilled overall) are:

- Assisting participating teachers with resources for teaching English learners. (PS 6 and 5)
- Providing additional strategies in the area of integrating students that are gifted and talented into the classroom. (PS6)
- Providing additional strategies for integrating students with disabilities into the classroom. (PS6 and 5)