# Beginning Teacher Support & Assessment (BTSA) Induction Program

## Support Provider Self Assessment Survey
## 2009-2010

**prepared for the**

## Fresno County BTSA Induction Program

**by the**

SINCLAIR
RESEARCH GROUP

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**1.1 INTRODUCTION**

The Fresno County BTSA Induction Program administered a survey to support providers during the 2009-2010 academic year. The purpose of the survey was to collect data related to the Common and Induction Program Standards related to support providers and their needs in these areas. By assessing needs, planned professional development can be more focused. Support providers were given a series of 20 statements and asked to rate themselves for each statement on a 1 – 4 "Likert" type scale (1=Area where I could really improve, 2= Not as strong as I would like to be, 3=Fairly knowledgeable and skilled, 4=Highly knowledgeable and skilled). A total of 101 support providers 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.

Questions were framed as follows: "Just as we assess participating teachers in order to help them grow professionally, we also need to assess our own practice and plan for our own professional growth. Using this tool for private reflection may help you to plan for your own professional growth as a support provider. Please rate your own knowledge and skill in the following areas:"

1. Understanding all of the requirements for this induction program and your responsibilities as a support provider. (CS6)

2. Requirements for participating teacher completion of the program and obtaining a professional credential. (PS3 and CS6)

3. Using evidence of participating teacher practice to guide your assistance efforts. (CS6)

4. Increasing your knowledge and skill with your formative assessment system (FACT, CFASST, FAS, etc.). (PS3 & 4)

5. Familiarity with state adopted content standards, curriculum frameworks, content specific pedagogy, and the performance levels of students taught by your participating teacher(s). (PS3 & 5)

6. Using learning focused (reflective) conversation to help your participating teachers grow professionally. (PS3)

7. The level of knowledge and skill your participating teacher's acquired in their professional preparation program. (PS2)

8. Assisting participating teachers in understanding the local context for teaching. (PS3)

9. Formatively assessing participating teachers 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)

10. The development of Individual Induction/Learning Plans (IIP/ILP) based on assessment evidence. (PS3)

11. Analyzing student work. (PS4)

12. Assessing teaching practice based on criteria (the Descriptions of Practice, a Continuum, etc.). (PS4)

13. Reviewing the results from classroom observation and assessment evidence with your participating teacher(s). (PS4)

14. Understanding the plan, teach, reflect and apply cycle. (PS4)

15. Aligning your participating teacher's Individual Induction/Learning Plan and their on-going professional development activities. (PS4)

16. Identifying more instructional ideas and materials appropriate to the participating teacher's context. (PS5)

17. Additional support and strategies in the area of behavior management. (PS5 and 6)

18. Additional resources for teaching English learners. (PS 6 and 5)

19. Strategies for integrating students with disabilities into the classroom. (PS6 and 5)

20. 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.
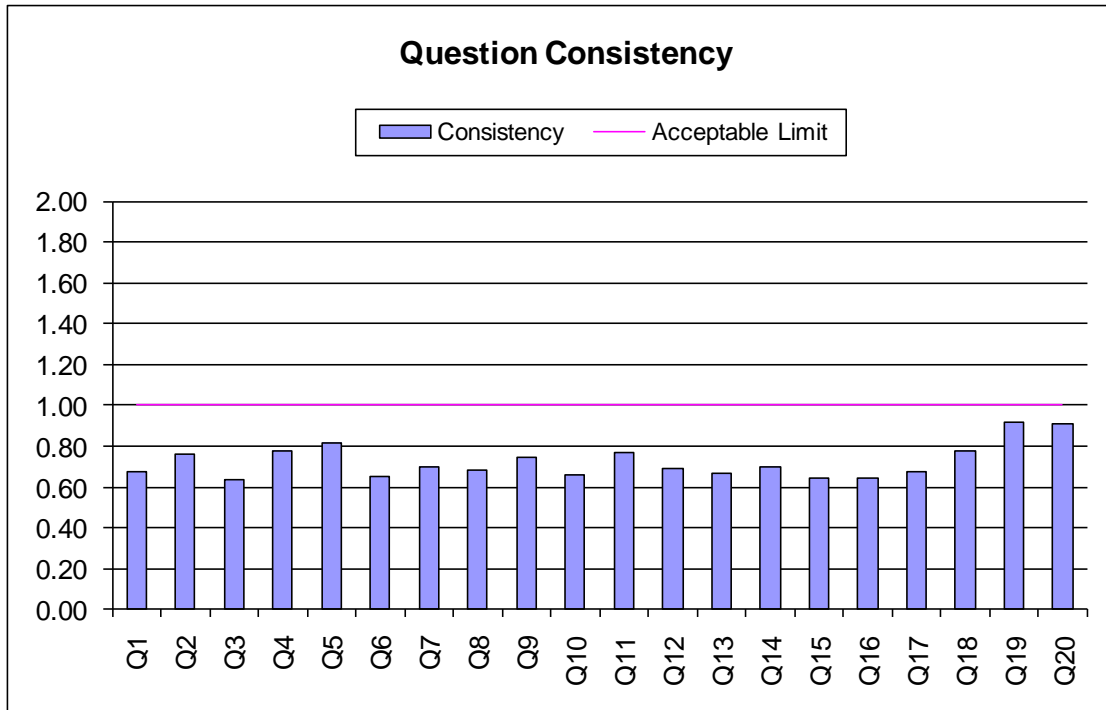


**Figure 1**

Generally responses from support providers were consistent. 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 consistent, reliable and valid.

## 1.3 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 support providers feel highly skilled and the areas where they might like to improve. Figure 2 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.
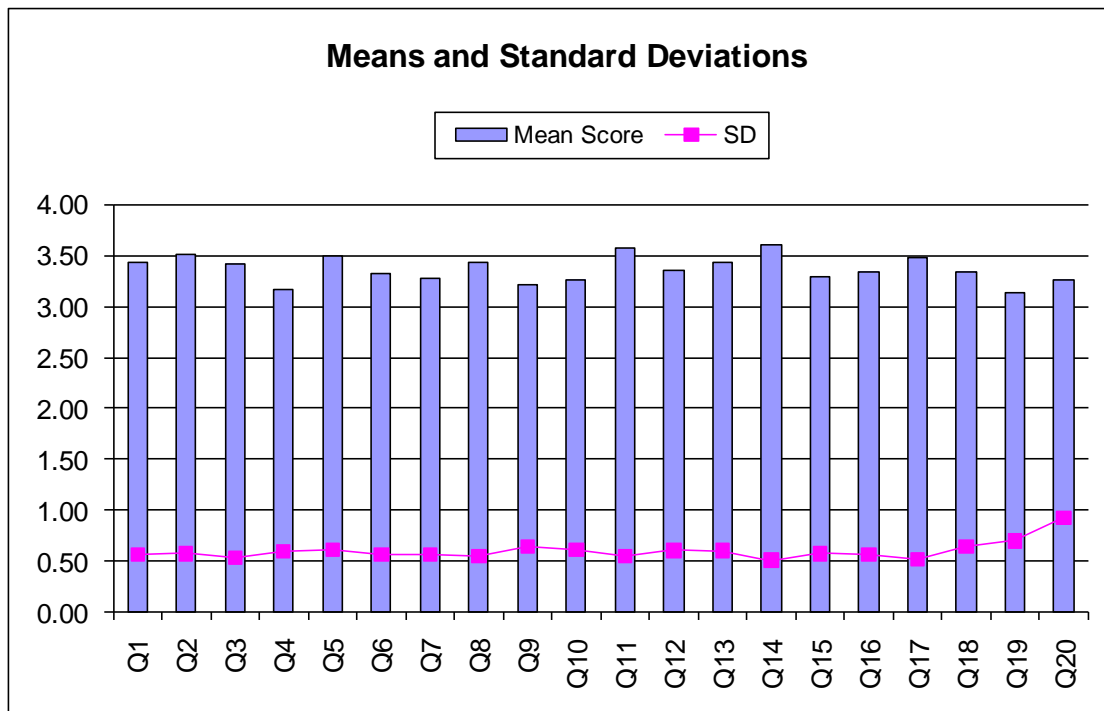


**Figure 2**

All questions received mean scores that were above 3.0. This means that, at minimum, support providers believe they are "fairly knowledgeable and skilled." Three questions attracted mean scores that were above 3.5 or above out of 4. This indicates that overall support providers believe they are "highly knowledgeable and skilled" in these areas. These were:

> 14. Understanding the plan, teach, reflect and apply cycle. (PS4)

> 11. Analyzing student work. (PS4)

> 2. Requirements for participating teacher completion of the program and obtaining a professional credential. (PS3 and CS6)

Three questions received a rating of below 3.25. While support providers believe they are "fairly knowledgeable and skilled, they are less sure about their abilities in the following areas:

> 9. Formatively assessing participating teachers 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)

4. Increasing your knowledge and skill with your formative assessment system (FACT, CFASST, FAS, etc.). (PS3 & 4)

19. Strategies for integrating students with disabilities into the classroom. (PS6 and 5)

Standard deviations were all within the normal range indicating that there was agreement among respondents as to their areas for improvement or where they believe they are skilled and knowledgeable.

## 1.4 RANK ORDER OF MEAN RESPONSES

Figure 3 displays the rank order of respondents' means scores for each question on the survey. The higher the mean score, the more support providers feel they are knowledgeable and skill in this area.
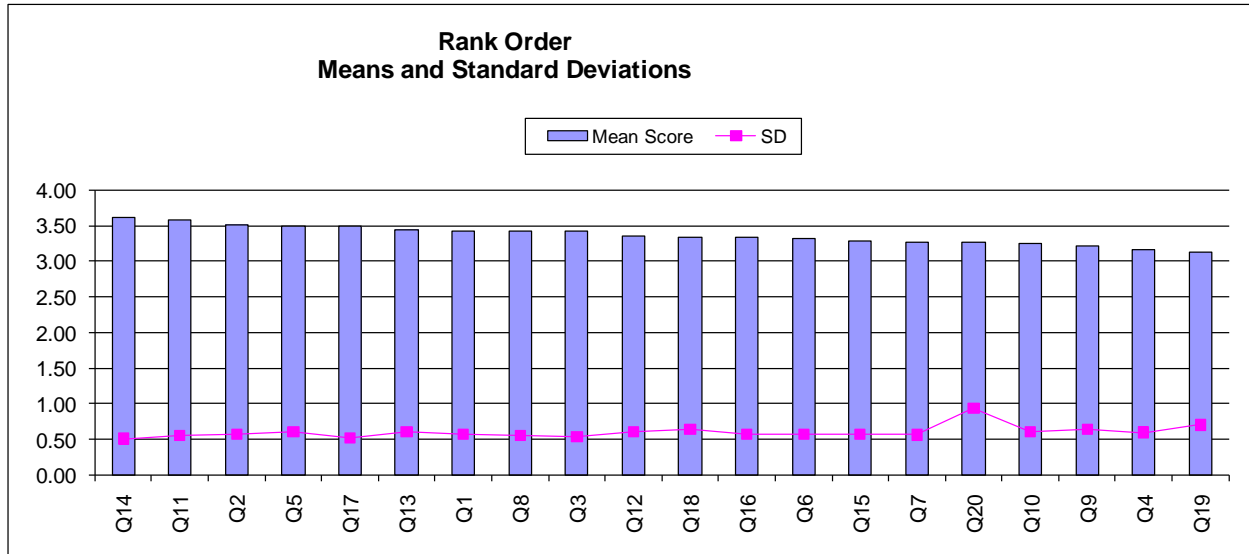


**Figure 3**

A rank order table with all mean scores and standard deviations follows:

| | | |
|---|---|---|
| 14. Understanding the plan, teach, reflect and apply cycle. (PS4) | 3.61 | 0.51 |
| 11. Analyzing student work. (PS4) | 3.58 | 0.55 |
| 2. Requirements for participating teacher completion of the program and obtaining a professional credential. (PS3 and CS6) | 3.51 | 0.58 |
| 5. Familiarity with state adopted content standards, curriculum frameworks, content specific pedagogy, and the performance levels of students taught by your participating teacher(s). (PS3 & 5) | 3.49 | 0.61 |
| 17. Additional support and strategies in the area of behavior management. (PS5 and 6) | 3.48 | 0.52 |
| 13. Reviewing the results from classroom observation and assessment evidence with your participating teacher(s). (PS4) | 3.44 | 0.61 |
| 1. Understanding all of the requirements for this induction program and your responsibilities as a support provider. (CS6) | 3.43 | 0.57 |
| 8. Assisting participating teachers in understanding the local context for teaching. (PS3) | 3.43 | 0.55 |

| | | |
|---|---|---|
| 3. Using evidence of participating teacher practice to guide your assistance efforts. (CS6) | 3.42 | 0.53 |
| 12. Assessing teaching practice based on criteria (the Descriptions of Practice, a Continuum, etc.). (PS4) | 3.35 | 0.61 |
| 18. Additional resources for teaching English learners. (PS 6 and 5) | 3.34 | 0.64 |
| 16. Identifying more instructional ideas and materials appropriate to the participating teacher's context. (PS5) | 3.33 | 0.57 |
| 6. Using learning focused (reflective) conversation to help your participating teachers grow professionally. (PS3) | 3.33 | 0.57 |
| 15. Aligning your participating teacher's Individual Induction/Learning Plan and their on-going professional development activities. (PS4) | 3.29 | 0.58 |
| 7. The level of knowledge and skill your participating teacher's acquired in their professional preparation program. (PS2) | 3.27 | 0.57 |
| 20. Strategies in the area of integrating students that are gifted and talented into the classroom. (PS6) | 3.26 | 0.93 |
| 10. The development of Individual Induction/Learning Plans (IIP/ILP) based on assessment evidence. (PS3) | 3.26 | 0.61 |
| 9. Formatively assessing participating teachers 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) | 3.22 | 0.64 |
| 4. Increasing your knowledge and skill with your formative assessment system (FACT, CFASST, FAS, etc.). (PS3 & 4) | 3.16 | 0.60 |
| 19. Strategies for integrating students with disabilities into the classroom. (PS6 and 5) | 3.13 | 0.70 |

**Table 1**

## 1.5  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.
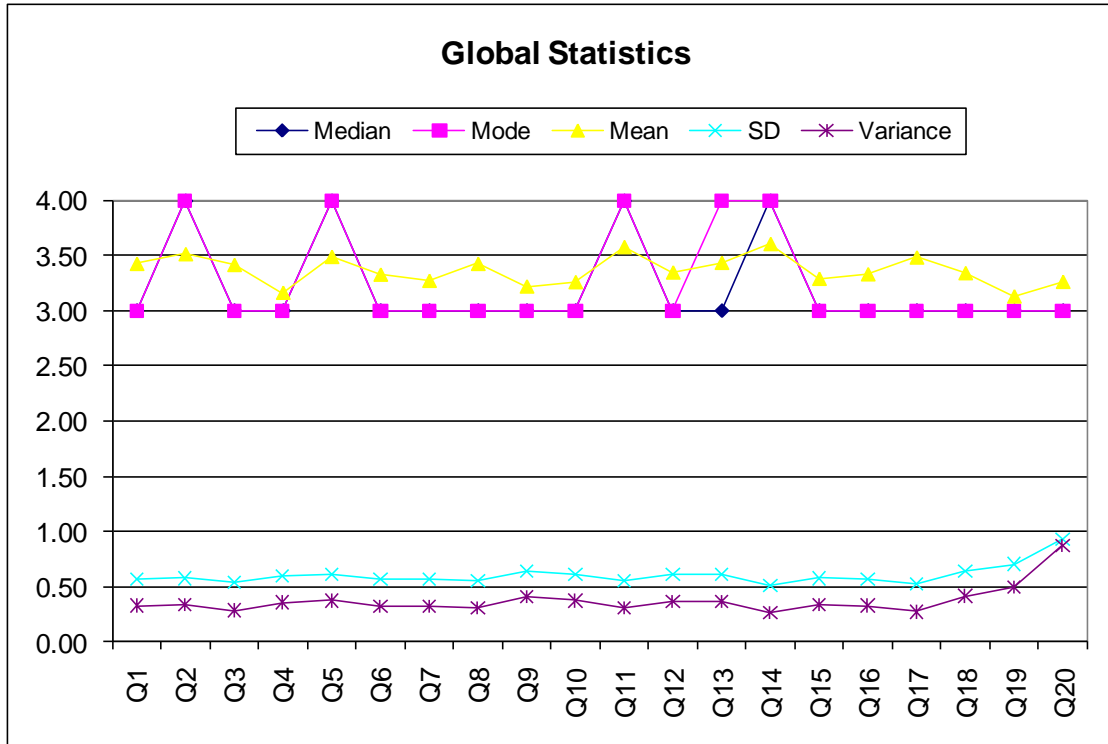


**Figure 4**

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).

## 1.6  CONCLUSIONS

Overall, the responses were fairly similar and consistent.

There was agreement among support providers as to their ratings.

Support providers believe they are, at minimum, "fairly knowledgeable and skilled" in all areas questioned.  They believe they are particularly knowledgeable and skilled in the following areas:

Understanding the plan, teach, reflect and apply cycle (PS4)

Analyzing student work (PS4)

Requirements for participating teacher completion of the program and obtaining a professional credential (PS3 and CS6)

There are three areas where increased support or focus may be of help to support providers:

Formatively assessing participating teachers 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)

Increasing knowledge and skill with the formative assessment system (FACT) (PS3 & 4)

Strategies for integrating students with disabilities into the classroom. (PS6 and 5)