

BTSA SP PT Survey - 2009 - 2010 Report By Program

11. Based on your overall experience, to what degree do you think the following aspects of the Support Provider/Participating Teacher matches positively impact your effectiveness as a Support Provider?

A. Grade level experience or background

	Total	Percent
No Impact	6	4.1%
Slight Impact	24	16.6%
Moderate Impact	53	36.6%
Great Impact	62	42.8%

B. Same subject matter or course emphasis

No Impact	21	14.5%
Slight Impact	31	21.4%
Moderate Impact	28	19.3%
Great Impact	65	44.8%

C. Knowledge of the student populations they taught

No Impact	1	0.7%
Slight Impact	11	7.6%
Moderate Impact	36	24.8%
Great Impact	97	66.9%

D. Familiarity with site resources

No Impact	4	2.8%
Slight Impact	14	9.7%
Moderate Impact	37	25.5%
Great Impact	90	62.1%

E. Schedules (prep period)

No Impact	44	30.3%
Slight Impact	22	15.2%
Moderate Impact	48	33.1%
Great Impact	31	21.4%

F. Personality, disposition and working style

No Impact	3	2.1%
Slight Impact	17	11.7%
Moderate Impact	51	35.2%
Great Impact	74	51.0%

G. Teaching philosophy and style

No Impact	4	2.8%
Slight Impact	17	11.7%
Moderate Impact	72	49.7%
Great Impact	52	35.9%

H. Familiarity with colleagues and site administration

No Impact	6	4.1%
Slight Impact	21	14.5%
Moderate Impact	51	35.2%
Great Impact	67	46.2%

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16. When did you begin working with each of your BTSA Participating Teachers this year?

	Total	Percent
Before they began teaching this school year	39	26.9%
Within one month of their starting this school year	79	54.5%
Within two months of their starting this school year	11	7.6%
More than two months after they started this school year	16	11.0%
I was assigned this Participating Teacher, but never worked with him/her	0	0.0%

18. How frequently did you meet, IN PERSON, with your BTSA Induction Participating Teacher(s) about issues related to their teaching practice? This would include curriculum, instruction, formative assessment, preparing or sharing materials, etc.

Daily	5	3.4%
2-3 times per week	19	13.1%
Weekly	113	77.9%
Twice per month	7	4.8%
Less than once per month	0	0.0%
Once per month	1	0.7%
I never met with my Participating Teacher	0	0.0%

19. How long were the in-person meetings with your BTSA Participating Teacher(s)?

Fewer than 30 minutes	6	4.1%
31-60 minutes	103	71.0%
61-90 minutes	29	20.0%
More than 90 minutes	7	4.8%
I never met with my Participating Teacher	0	0.0%

20. How frequently did you communicate with your BTSA Participating Teacher(s) in ways OTHER THAN IN PERSON (email, phone or other) about issues related to their teaching practice?

Daily	17	11.7%
2-3 times per week	47	32.4%
Weekly	43	29.7%
Twice per month	17	11.7%
Once per month	7	4.8%
Less than once per month	10	6.9%
I never consulted with my BTSA Participating Teacher(s) in this way	4	2.8%

22. On average, how frequently did you observe your Participating Teacher(s) in their classroom(s) this year?

Once	4	2.8%
Twice	18	12.4%
Three times	56	38.6%
More than three times	67	46.2%

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23. In terms of meeting their needs and completing program requirements, how adequate was the overall time you spent with your Participating Teacher(s)?

	Total	Percent
Not adequate	9	6.2%
Somewhat adequate	9	6.2%
Moderately adequate	68	46.9%
More than adequate	59	40.7%

24. Did the following challenging conditions exist for your Participating Teacher(s) and, if so were additional resources and support (from the district, school, or Induction) provided?

A. Uneven distribution of multiple prep, combination classes, etc.

Condition did not exist	116	80.0%
No extra support given	12	8.3%
Extra support given	14	9.7%
Don't know	3	2.1%

B. Large proportions of English Language Learners

Condition did not exist	37	25.5%
No extra support given	43	29.7%
Extra support given	58	40.0%
Don't know	7	4.8%

C. Large proportions of Special Populations

Condition did not exist	70	48.3%
No extra support given	24	16.6%
Extra support given	46	31.7%
Don't know	5	3.4%

D. Students with behavior challenges

Condition did not exist	49	33.8%
No extra support given	44	30.3%
Extra support given	48	33.1%
Don't know	4	2.8%

E. Inadequate availability of teaching materials and supplies

Condition did not exist	98	67.6%
No extra support given	22	15.2%
Extra support given	15	10.3%
Don't know	10	6.9%

F. Inadequate availability of technology

Condition did not exist	92	63.4%
No extra support given	27	18.6%
Extra support given	17	11.7%
Don't know	9	6.2%

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	Total	Percent
G. Inadequate availability of books for students		
Condition did not exist	116	80.0%
No extra support given	10	6.9%
Extra support given	10	6.9%
Don't know	9	6.2%
H. Poor physical classroom conditions		
Condition did not exist	120	82.8%
No extra support given	17	11.7%
Extra support given	2	1.4%
Don't know	6	4.1%
I. Inadequate support from Site Administrator(s)		
Condition did not exist	96	66.2%
No extra support given	23	15.9%
Extra support given	13	9.0%
Don't know	13	9.0%
J. Insufficient time for collaboration with colleagues		
Condition did not exist	97	66.9%
No extra support given	26	17.9%
Extra support given	18	12.4%
Don't know	4	2.8%
K. Lack of opportunity to make instructional decisions		
Condition did not exist	118	81.4%
No extra support given	4	2.8%
Extra support given	12	8.3%
Don't know	11	7.6%
L. Lack of opportunity to influence school-wide decisions		
Condition did not exist	88	60.7%
No extra support given	18	12.4%
Extra support given	12	8.3%
Don't know	27	18.6%
M. Uneven distribution of extra duties (tutoring, teaching on preparation period, coaching sports)		
Condition did not exist	104	71.7%
No extra support given	16	11.0%
Extra support given	11	7.6%
Don't know	14	9.7%
N. Inadequate support from families and/or community		
Condition did not exist	56	38.6%
No extra support given	37	25.5%
Extra support given	28	19.3%
Don't know	24	16.6%

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25. In thinking about the Individual Induction Plan/Individual Learning Plan (IIP/ILP) that you and your participating teacher developed together: How strong were the connections between the goals and research activities of your Participating Teacher'(s) Individual Induction Plan / Individual Learning Plan (IIP or ILP) and the following?

A. Preliminary credential preparation goals and activities (teacher preparation)

	Total	Percent
Very weak connections	5	3.4%
Weak connections	15	10.3%
Strong connections	107	73.8%
Very strong connections	16	11.0%

B. BTSA Induction professional development activities

Very weak connections	1	0.7%
Weak connections	12	8.3%
Strong connections	109	75.2%
Very strong connections	21	14.5%

C. District/site professional development activities

Very weak connections	2	1.4%
Weak connections	29	20.0%
Strong connections	89	61.4%
Very strong connections	22	15.2%

D. Work with you, the PT's BTSA Induction Support Provider

Very weak connections	0	0.0%
Weak connections	4	2.8%
Strong connections	102	70.3%
Very strong connections	37	25.5%

E. District formal teacher evaluation process

Very weak connections	8	5.5%
Weak connections	29	20.0%
Strong connections	92	63.4%
Very strong connections	14	9.7%

F. Evidence of his/her teaching practice collected through the program's formative assessment process

Very weak connections	1	0.7%
Weak connections	13	9.0%
Strong connections	104	71.7%
Very strong connections	25	17.2%

26. If your participating teacher(s) shared the areas of strength and growth from their formal evaluation, to what extent were they consistent with those identified through your work together in the formative assessment system?

Not at all consistent	1	0.7%
Somewhat consistent	12	8.3%

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	Total	Percent
Moderately consistent	32	22.1%
Very consistent	64	44.1%
Participating Teacher did not share this information	34	23.4%
27. How much impact did the BTSA Induction experience have on your Participating Teacher(s)'s classroom practice in terms of the following CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)?		
A. Engaging and supporting all students in learning		
No impact	1	0.7%
Small impact	7	4.8%
Moderate impact	53	36.6%
Strong impact	82	56.6%
Did not focus on this standard	0	0.0%
B. Creating and maintaining effective environments for student learning		
No impact	1	0.7%
Small impact	6	4.1%
Moderate impact	51	35.2%
Strong impact	85	58.6%
Did not focus on this standard	0	0.0%
C. Understanding and organizing subject matter for student learning		
No impact	4	2.8%
Small impact	9	6.2%
Moderate impact	50	34.5%
Strong impact	78	53.8%
Did not focus on this standard	2	1.4%
D. Planning instruction and designing learning experiences for all students		
No impact	3	2.1%
Small impact	8	5.5%
Moderate impact	46	31.7%
Strong impact	86	59.3%
Did not focus on this standard	0	0.0%
E. Assessing students for learning		
No impact	4	2.8%
Small impact	8	5.5%
Moderate impact	50	34.5%
Strong impact	80	55.2%
Did not focus on this standard	1	0.7%

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	Total	Percent
F. Developing as a professional educator		
No impact	2	1.4%
Small impact	9	6.2%
Moderate impact	54	37.2%
Strong impact	72	49.7%
Did not focus on this standard	6	4.1%
28. Based on your work with your Participating Teacher(s), to what extent did they improve in their practice in the following areas as a result of their participation in BTSA Induction?		
A. Developing a repertoire of teaching strategies		
No growth	1	0.7%
Slight growth	13	9.0%
Moderate growth	87	60.0%
Significant growth	42	29.0%
B. Ensuring access to the curriculum for all students		
No growth	3	2.1%
Slight growth	21	14.5%
Moderate growth	70	48.3%
Significant growth	49	33.8%
C. Managing the classroom		
No growth	3	2.1%
Slight growth	26	17.9%
Moderate growth	61	42.1%
Significant growth	53	36.6%
D. Mediating conflict		
No growth	9	6.2%
Slight growth	39	26.9%
Moderate growth	59	40.7%
Significant growth	34	23.4%
E. Differentiating instruction		
No growth	1	0.7%
Slight growth	26	17.9%
Moderate growth	68	46.9%
Significant growth	48	33.1%
F. Minimizing bias and using culturally responsive pedagogy		
No growth	5	3.4%
Slight growth	35	24.1%
Moderate growth	66	45.5%
Significant growth	37	25.5%

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G. Teaching to content standards

	Total	Percent
No growth	5	3.4%
Slight growth	16	11.0%
Moderate growth	55	37.9%
Significant growth	67	46.2%

H. Teaching students with special needs

No growth	2	1.4%
Slight growth	34	23.4%
Moderate growth	67	46.2%
Significant growth	40	27.6%

I. Teaching English Language Learners

No growth	3	2.1%
Slight growth	34	23.4%
Moderate growth	59	40.7%
Significant growth	47	32.4%

J. Using technology as a teaching tool

No growth	12	8.3%
Slight growth	40	27.6%
Moderate growth	54	37.2%
Significant growth	37	25.5%

K. Using technology as a learning tool

No growth	12	8.3%
Slight growth	48	33.1%
Moderate growth	43	29.7%
Significant growth	40	27.6%

L. Using assessment data to design instruction

No growth	4	2.8%
Slight growth	15	10.3%
Moderate growth	63	43.4%
Significant growth	61	42.1%

M. Working with families

No growth	11	7.6%
Slight growth	61	42.1%
Moderate growth	44	30.3%
Significant growth	27	18.6%

N. Collaborating with teachers and other resource personnel at his/her site or district

No growth	4	2.8%
Slight growth	28	19.3%
Moderate growth	60	41.4%
Significant growth	51	35.2%

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	Total	Percent
O. Prioritizing the professional workload		
No growth	10	6.9%
Slight growth	34	23.4%
Moderate growth	63	43.4%
Significant growth	36	24.8%
P. Using problem solving strategies		
No growth	3	2.1%
Slight growth	33	22.8%
Moderate growth	68	46.9%
Significant growth	39	26.9%
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Total PT (Completed the Consent):	162	
Total SP Registered (Completed the Consent):	145	
Total SP Completed the survey and Claimed PTs:	145	
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Response Rate:	100.0%	