Beginning Teacher Support & Assessment (BTSA) Program
For the Academic Year 2010-2011

A Report on the Mid Year Survey of
Participating Teachers & Support Providers

prepared for the

Fresno County Office of Education BTSA Induction Program

by the

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1.1 ABSTRACT

1.1.1 Context

An essential component of the Beginning Teacher Support & Assessment (BTSA) Induction Program is the collection and evaluation of the data for the purpose of assessing the degree to which the program has achieved the required levels of success as outlined in the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. During the 2010-2011 academic year, this program retained the services of Sinclair Research Group to undertake an external program evaluation designed at the local level of which this survey is a part. The program evaluation system designed by Sinclair Research Group formatively assesses all stakeholder groups involved in the program at multiple points during the year. The research methodology incorporates various types of assessment instruments and processes in order to achieve its objective. After the completion of each instrument or process, the data are analyzed, disaggregated, and reported in summary form. In this manner, the program leadership can, if necessary, efficiently and quickly modify the design to respond more effectively to the needs of the participants. The report that follows is the result of the analysis of both the *Mid Year Survey of Participating Teachers* and the *Mid Year Survey of Support Providers*.

1.1.2 Methods

At mid point in the 2010-2011 academic year, participating teachers and their support providers were asked to respond to a survey that contained questions of a demographic, categorical and perceptual nature. All of the questions for that survey were developed in order to measure how closely the participants were coming to the attainment of the success levels outlined in *The Standards of Quality and Effectiveness for Professional Teacher Induction Programs.* Each survey question was linked to one or more of the Common and Program Standards. These aligned subsets are discussed in greater detail in the body of the report.

1.1.3 Survey Results

From the Mid Year Survey responses collected, Sinclair Research Group has generated overall demographic profiles of the respondents. The first demographic profile includes the number of participating teacher and support provider responses from each district, and the number of first year (Y1) and second year (Y2) teachers surveyed. Generally, categorical and perceptual results are reported in the order in which they appear. The participating teacher results are presented first in the report, followed by support provider responses. In those circumstances when participating teachers and support providers are asked the same question, the results are grouped accordingly and compared. Near the end of the report, district responses to rating questions are disaggregated and compared. The Common and Program Standards and subsection to which each question is aligned is stated in parentheses after each section title.

1.2 DEMOGRAPHICS

The following table (Table 1) shows the total number of support provider and participating teacher responses broken down by role group and district.

	Total	%
Participants	179	100.0%
SP	68	38.0%
PT	111	62.0%
PT Y1	61	34.1%
PT Y2	46	25.7%
PT Unknown	4	2.2%

Table 1

Districts	PT				SP
	Year 1	Year 2	Unknown	Total	
Alvina Charter	0	0	0	0	0
American Union Elementary	0	1	0	1	1
Big Creek Elementary	1	0	0	1	1
Big Picture Charter	2	0	0	2	0
Burrel Elementary	0	0	0	0	0
Caruthers Unified	4	0	0	4	4
Coalinga Huron USD	5	4	0	9	5
Crescent View Charter	1	1	0	2	1
Firebaugh-Las Deltas USD	4	3	0	7	4
Fowler USD	3	0	0	3	3
FCOE Court/Community	2	0	0	2	2
FCOE Migrant	1	0	0	1	0
FCOE Special Education	0	0	0	0	0
Golden Plains USD	1	2	0	3	2
Kings Canyon USD	13	13	1	27	13
Kingsburg Joint USD	0	1	0	1	1
Laton Joint USD	1	0	0	1	1
Mendota USD	3	5	0	8	6
Monroe Elementary	0	0	0	0	0
Orange Center Elementary	0	0	0	0	0
Pacific Union Elementary	1	0	0	1	0
Parlier USD	3	6	2	11	6
Pine Ridge Elementary	0	0	0	0	0
Raisin City Elementary	3	0	0	3	2
Sierra USD	1	0	0	1	1
VASA Charter	3	1	0	4	4
Washington Colony	0	0	0	0	0
Washington Union HS	4	4	0	8	4
West Fresno Elementary	1	1	0	2	4
West Park Elementary	1	0	0	1	1
TOTAL	61	46	4	111	68

Table 2

From an overall population of around 113 participating teachers and 84 support providers, responses were received from 98% and 81% respectively. These are good samples of the population of participating teachers and support providers and as such results should be considered reliable and valid; especially results from participating teachers. (CS2)

1.3 MATCHED CATEGORICAL QUESTIONS

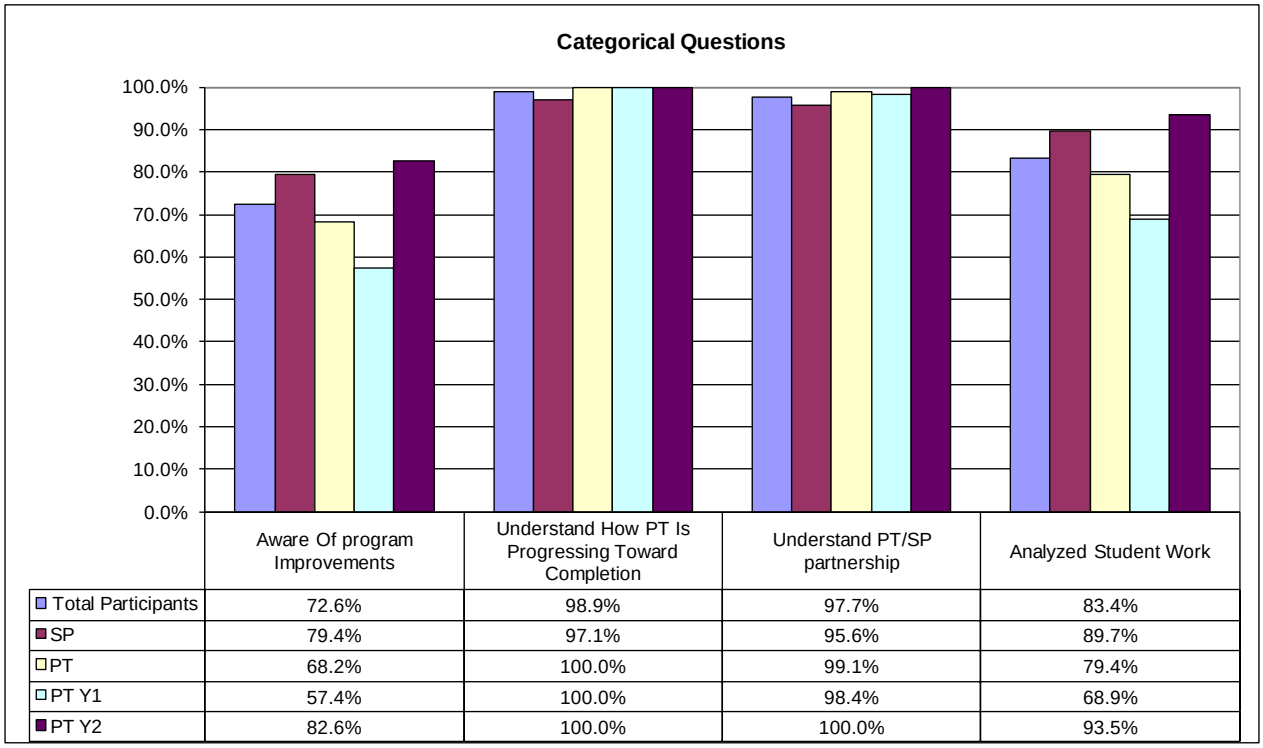
Participating teachers and support providers were asked four similar questions. The purpose in asking these matched questions was to collect needed data and to compare answers across role groups.

1.3.1 Matching Categorical Questions

Participating teachers and support providers were asked four matched questions to which they could respond with yes or no. These questions were:

- Are you aware of any program improvements that have been made in this induction program based on feedback from participants? (CS2)
- Do you understand how you (your participating teachers) are progressing toward completion of this induction program and obtaining a credential? (CS6)
- Do you clearly understand the partnership with your support provider (participating teacher(s)) (roles and responsibilities, how you work together)? (CS6)
- Have you and your support provider (participating teachers) analyzed student work? (PS4)

Responses are shown below in Figure 1:



	Aware Of program Improvements	Understand How PT Is Progressing Toward Completion	Understand PT/SP partnership	Analyzed Student Work
Total Participants	72.6%	98.9%	97.7%	83.4%
SP	79.4%	97.1%	95.6%	89.7%
PT	68.2%	100.0%	99.1%	79.4%
PT Y1	57.4%	100.0%	98.4%	68.9%
PT Y2	82.6%	100.0%	100.0%	93.5%

Figure 1

Sixty-eight percent of all participating teachers and 79% of support providers respond that they are aware of program improvements that have been made in the induction program based on feedback from participants. (CS2)

One-hundred percent of all participating teachers and 97% of support providers understand how they (or their participating teachers) are progressing toward completion of the induction program and obtaining a credential. (CS6)

Ninety-five percent of support providers and 99% of participating teachers report that they clearly understand the partnership with their support provider or participating teacher(s) (roles and responsibilities, how they work together). (CS6)

Seventy-nine percent of all participating teachers and 89% of support providers respond they have analyzed student work together. (PS4)

1.4 SUPPORT PROVIDER CATEGORICAL QUESTION

Support providers were asked one categorical question that was different from that asked of participating teachers.

1.4.1 Feedback from Leadership Regarding Work with Participating Teachers (PS3)

Support providers were asked, "will you receive or have you received feedback from the leadership of this induction program on your work with participating teachers? (PS3) Responses are shown in the following chart:

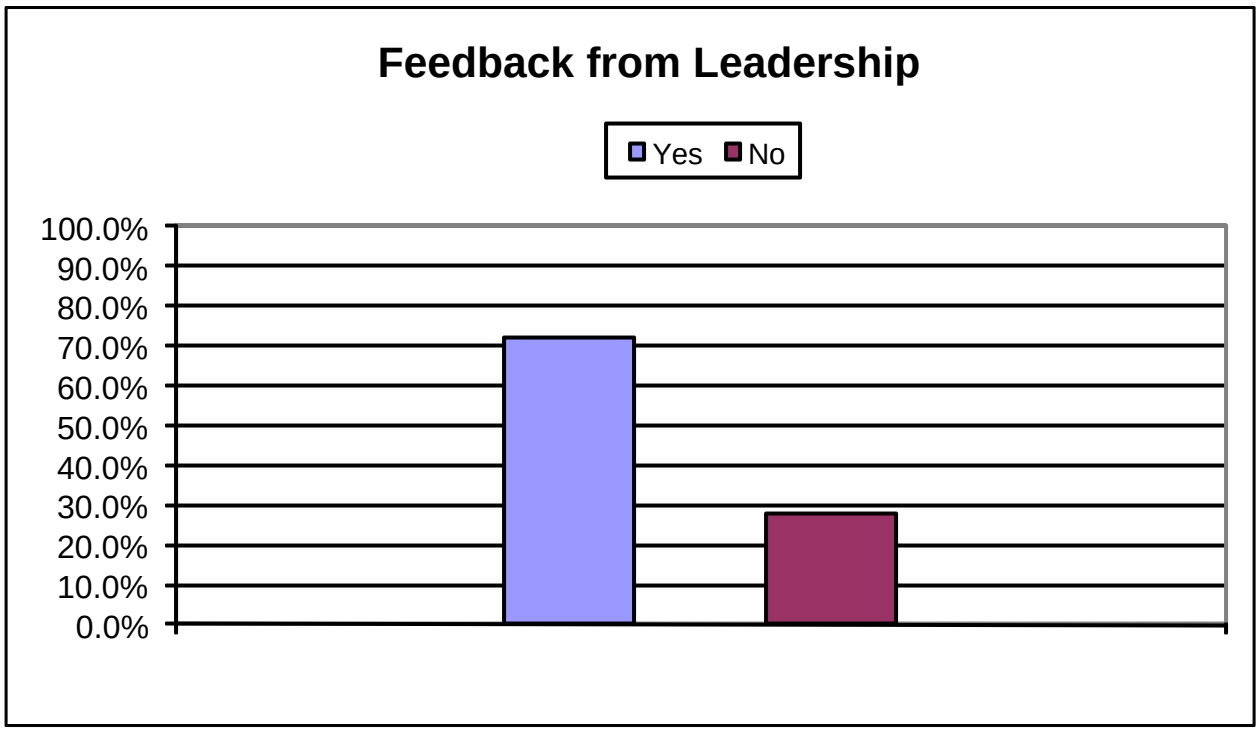


Figure 2

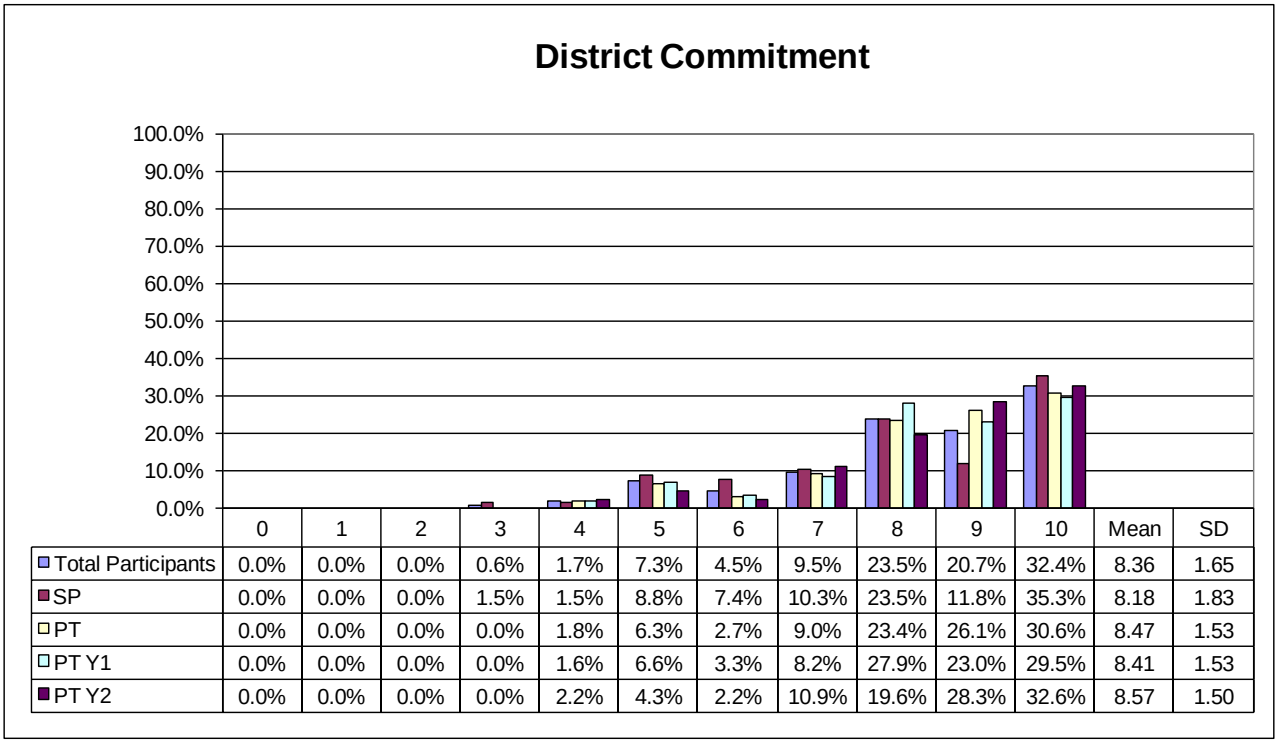
Just over 70% of support providers report that they will receive or they have received feedback from the leadership of this induction program on their work with participating teachers. (PS3)

1.5 RATING QUESTIONS FOR PARTICIPATING TEACHERS AND SUPPORT PROVIDERS

The participating teachers and support providers surveyed were given a series of similar statements regarding the program and then asked to rate these statements from 0 (low) to 10 (high). The purpose of these questions was to generate data related to the Common and Program Standards that are relevant to the experiences of participating teachers and support providers, and to give program leaders some idea of where program improvements may be made. An additional purpose was to compare the perceptions of participating teachers and support providers.

1.5.1 District Commitment to Support (CS1)

Both participating teachers and support providers were asked to rate the extent that you feel, "your district is committed to your support (the support of new teachers)." (CS1) Responses are shown in the following chart:



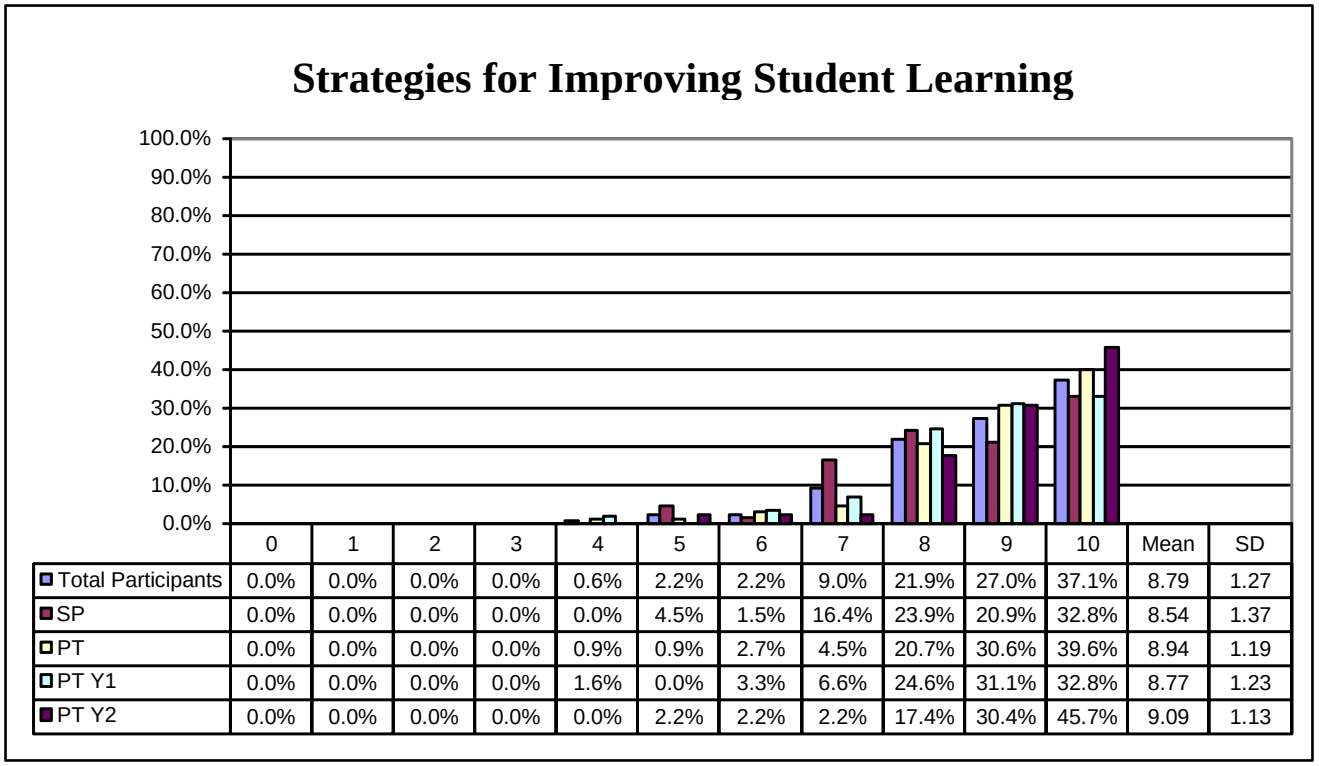
	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.0%	0.0%	0.0%	0.6%	1.7%	7.3%	4.5%	9.5%	23.5%	20.7%	32.4%	8.36	1.65
SP	0.0%	0.0%	0.0%	1.5%	1.5%	8.8%	7.4%	10.3%	23.5%	11.8%	35.3%	8.18	1.83
PT	0.0%	0.0%	0.0%	0.0%	1.8%	6.3%	2.7%	9.0%	23.4%	26.1%	30.6%	8.47	1.53
PT Y1	0.0%	0.0%	0.0%	0.0%	1.6%	6.6%	3.3%	8.2%	27.9%	23.0%	29.5%	8.41	1.53
PT Y2	0.0%	0.0%	0.0%	0.0%	2.2%	4.3%	2.2%	10.9%	19.6%	28.3%	32.6%	8.57	1.50

Figure 3

The overall mean for participating teachers was 8.4 out of 10 when they were asked to rate the extent that they felt that their district was committed to their support. Support providers rated this same question slightly lower at 8.1 out of 10. Standard deviations are somewhat elevated for support providers. This means that some support providers did not agree in their ratings regarding this question - some felt very positive about district commitment and other giving district commitment a low rating. (CS1)

1.5.2 Strategies for Improving Student Learning (CS9 and PS 5 and 6)

Participating teachers and support providers were asked to rate the extent that you feel, "your (your participating teacher's) classroom provides you (them) opportunities to demonstrate and apply your (their) ability to develop strategies for improving student learning." (CS9 and PS 5 and 6) Their responses are shown below:



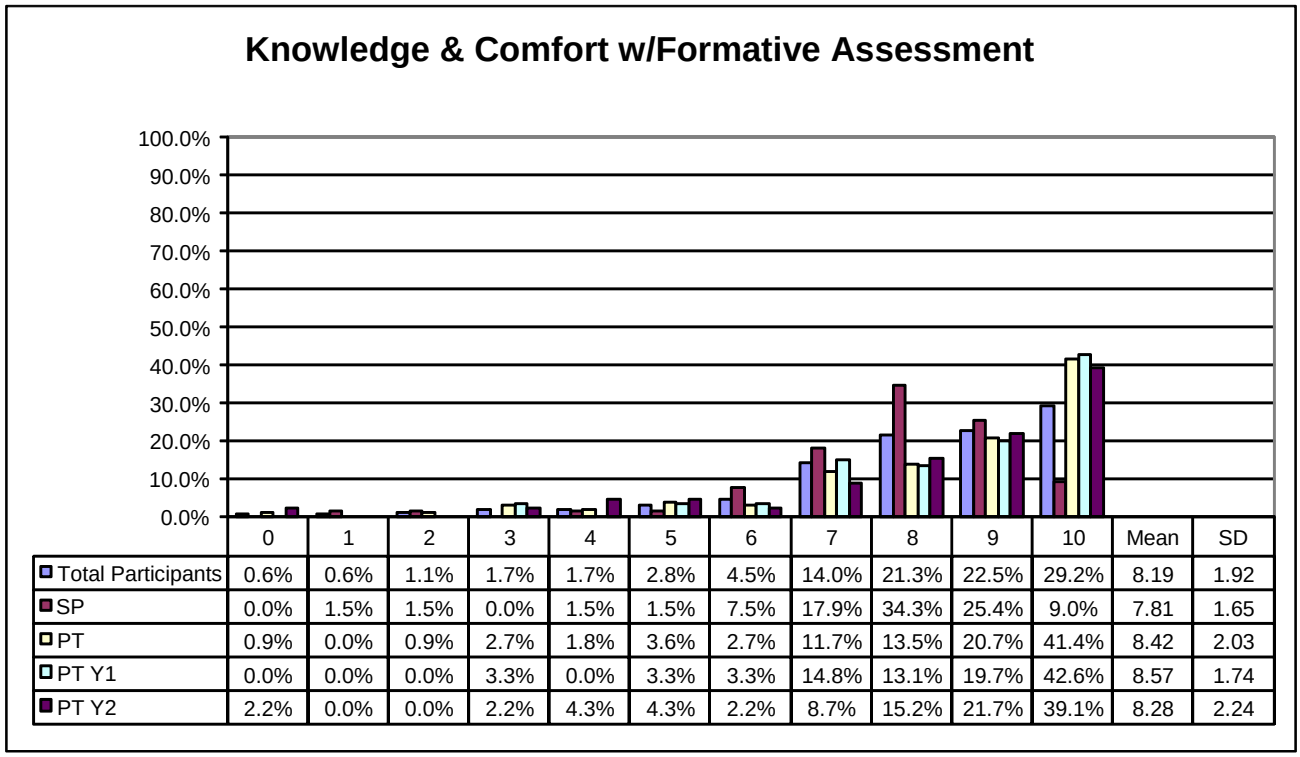
	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.0%	0.0%	0.0%	0.0%	0.6%	2.2%	2.2%	9.0%	21.9%	27.0%	37.1%	8.79	1.27
SP	0.0%	0.0%	0.0%	0.0%	0.0%	4.5%	1.5%	16.4%	23.9%	20.9%	32.8%	8.54	1.37
PT	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%	2.7%	4.5%	20.7%	30.6%	39.6%	8.94	1.19
PT Y1	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	3.3%	6.6%	24.6%	31.1%	32.8%	8.77	1.23
PT Y2	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	2.2%	2.2%	17.4%	30.4%	45.7%	9.09	1.13

Figure 4

The mean score for participants overall was almost 8.8 out of 10 when they were asked to rate the extent that they felt their classroom provided them (participating teachers) opportunities to demonstrate and apply their ability to develop strategies for improving student learning. Support providers rated this slightly lower (8.5) than did participating teachers (8.9). Standard deviations were within the normal range for all role groups. (CS9 and PS 5 and 6)

1.5.3 Knowledgeable and Comfortable with Formative Assessment System (PS 3 and 4)

Participating teachers and support providers were asked to rate the extent that you feel, "your support provider is (you are) knowledgeable and comfortable with your formative assessment system. (PS 3 and 4) Their responses are shown below:



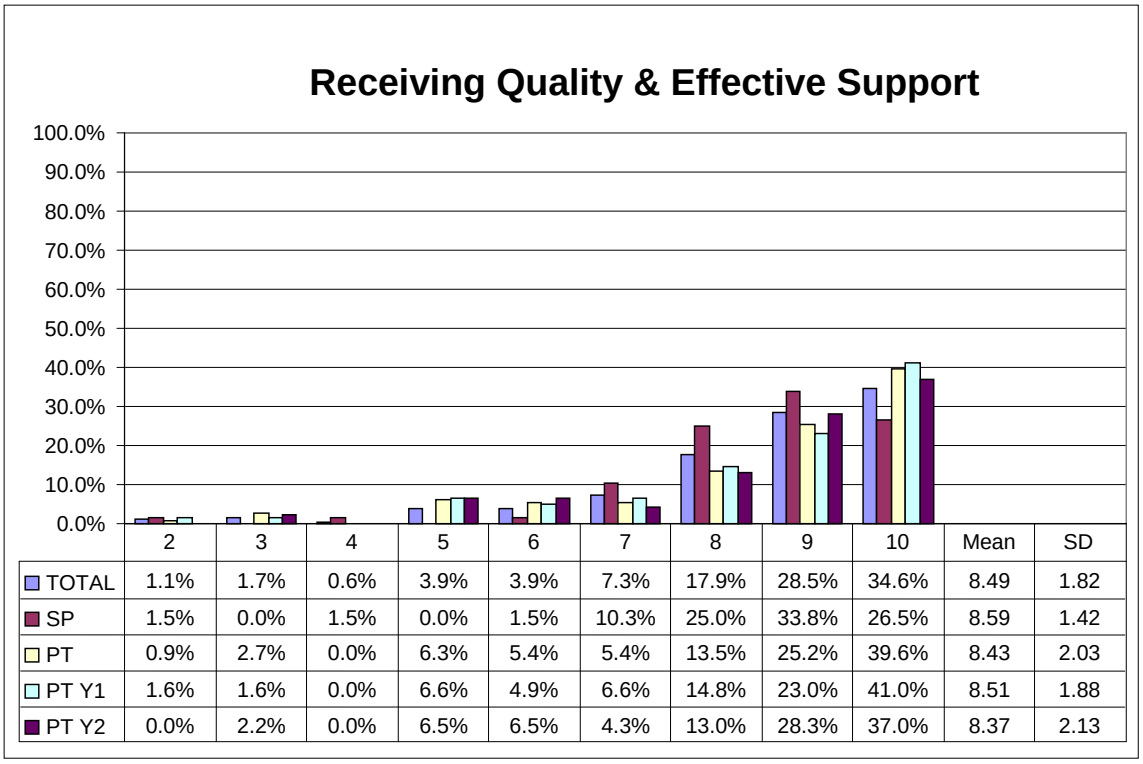
	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.6%	0.6%	1.1%	1.7%	1.7%	2.8%	4.5%	14.0%	21.3%	22.5%	29.2%	8.19	1.92
SP	0.0%	1.5%	1.5%	0.0%	1.5%	1.5%	7.5%	17.9%	34.3%	25.4%	9.0%	7.81	1.65
PT	0.9%	0.0%	0.9%	2.7%	1.8%	3.6%	2.7%	11.7%	13.5%	20.7%	41.4%	8.42	2.03
PT Y1	0.0%	0.0%	0.0%	3.3%	0.0%	3.3%	3.3%	14.8%	13.1%	19.7%	42.6%	8.57	1.74
PT Y2	2.2%	0.0%	0.0%	2.2%	4.3%	4.3%	2.2%	8.7%	15.2%	21.7%	39.1%	8.28	2.24

Figure 5

All participating teachers rated the extent that they felt that their support provider was knowledgeable and comfortable with their formative assessment system at 8.4 out of 10. Support providers rated this question slightly lower at 7.8 out of 10. (PS 3 and 4) Standard deviations were somewhat elevated for first year participating teachers and high for second year teachers. This can be seen in the wide spread of responses shown in the above frequency chart. (PS 3 and 4)

1.5.4 Quality and Effective Support (PS3)

Participating teachers and support providers were asked to rate the extent that you feel, "you are receiving quality and effective support from your support provider (training), assessment activities (peer support meetings) and professional development (all of the components of the BTSA program). (PS4) Their responses are in the chart that follows:



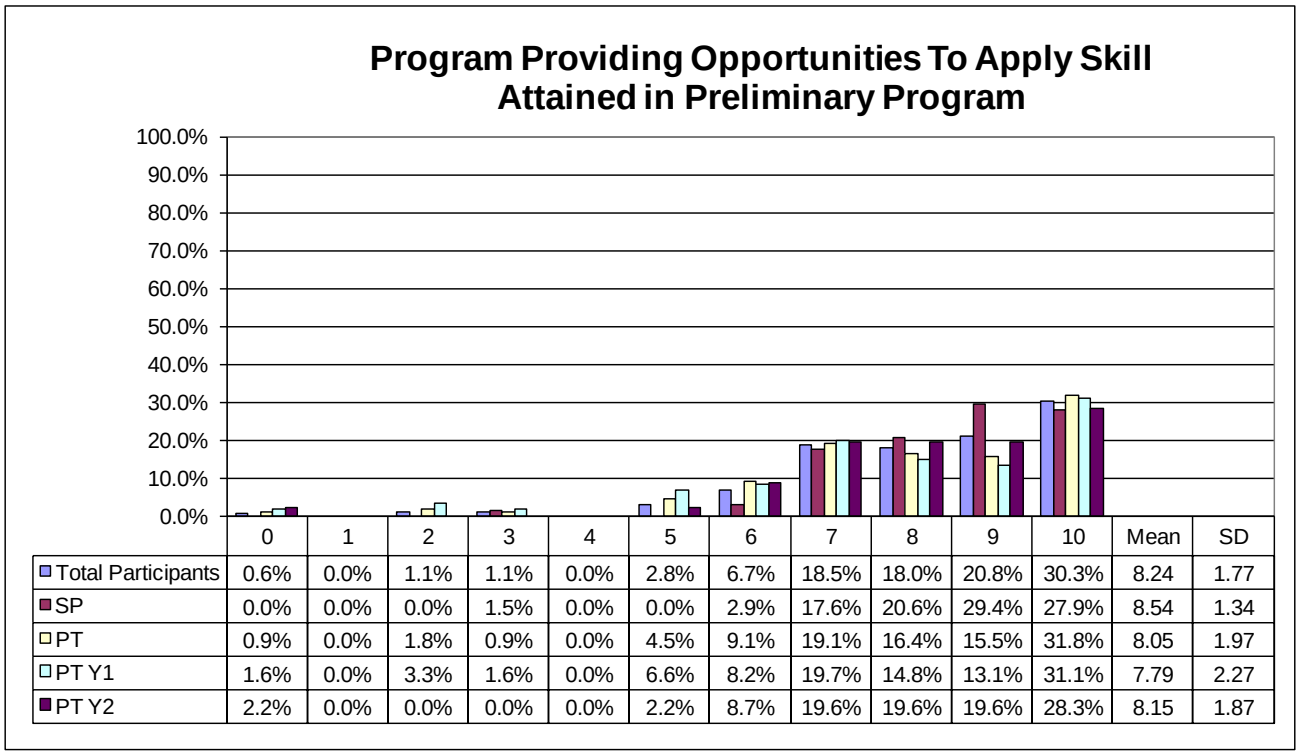
	2	3	4	5	6	7	8	9	10	Mean	SD
TOTAL	1.1%	1.7%	0.6%	3.9%	3.9%	7.3%	17.9%	28.5%	34.6%	8.49	1.82
SP	1.5%	0.0%	1.5%	0.0%	1.5%	10.3%	25.0%	33.8%	26.5%	8.59	1.42
PT	0.9%	2.7%	0.0%	6.3%	5.4%	5.4%	13.5%	25.2%	39.6%	8.43	2.03
PT Y1	1.6%	1.6%	0.0%	6.6%	4.9%	6.6%	14.8%	23.0%	41.0%	8.51	1.88
PT Y2	0.0%	2.2%	0.0%	6.5%	6.5%	4.3%	13.0%	28.3%	37.0%	8.37	2.13

Figure 6

All participating teachers rated the extent that they felt they are receiving quality and effective support from their support provider, assessment activities and professional development (all of the components of the BTSA program) at about 8.4 out of 10. Support providers rated this just slightly higher at almost 8.6 out of 10. Standard deviations were high for year two participating teachers and somewhat elevated for year one teachers. (PS3)

1.5.5 Opportunities to Demonstrate and Apply Knowledge and Skill (PS2)

Participating teachers and support providers were asked to rate the extent that they felt, "this program is providing you (participating teachers) opportunities to demonstrate and apply the knowledge and skills attained in your (their) preliminary credential program. (PS2) Reponses are shown in the chart below:



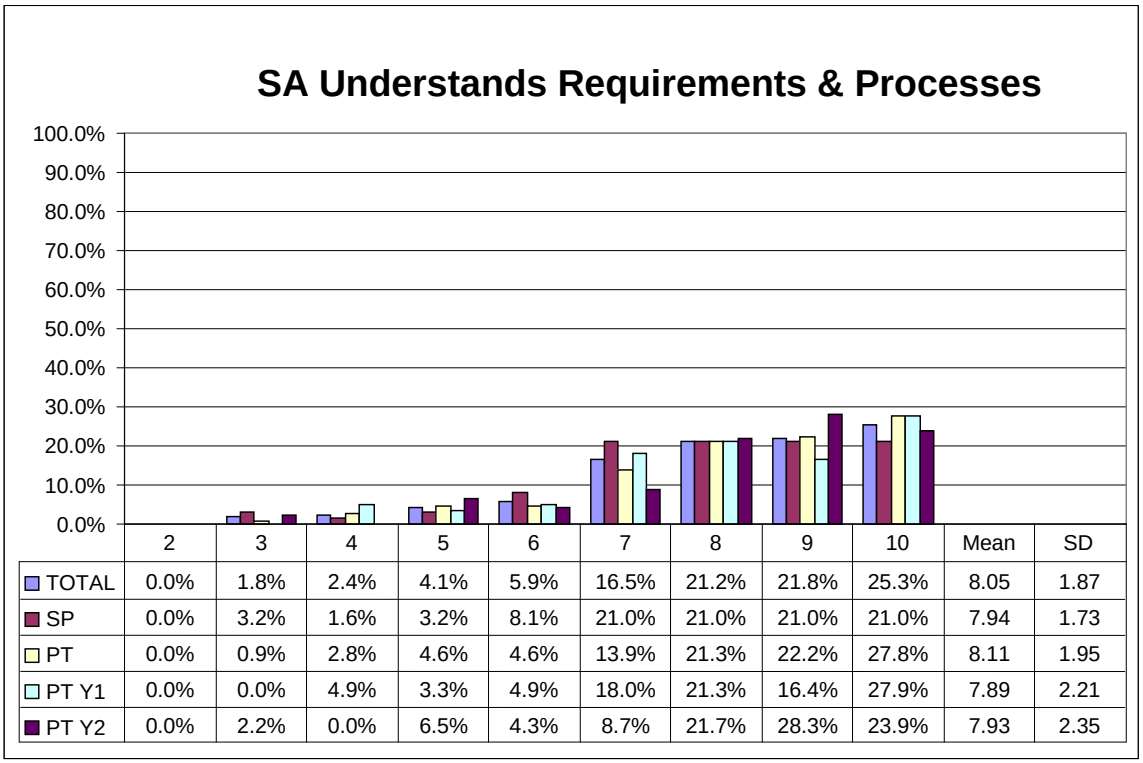
	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.6%	0.0%	1.1%	1.1%	0.0%	2.8%	6.7%	18.5%	18.0%	20.8%	30.3%	8.24	1.77
SP	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	2.9%	17.6%	20.6%	29.4%	27.9%	8.54	1.34
PT	0.9%	0.0%	1.8%	0.9%	0.0%	4.5%	9.1%	19.1%	16.4%	15.5%	31.8%	8.05	1.97
PT Y1	1.6%	0.0%	3.3%	1.6%	0.0%	6.6%	8.2%	19.7%	14.8%	13.1%	31.1%	7.79	2.27
PT Y2	2.2%	0.0%	0.0%	0.0%	0.0%	2.2%	8.7%	19.6%	19.6%	19.6%	28.3%	8.15	1.87

Figure 7

Again, all participating teachers rated the extent that they felt this program was providing them opportunities to demonstrate and apply the knowledge and skills attained in their preliminary credential program at 8 out of 10. Support providers rated this question at almost 8.5 out of 10. Standard deviations were high for both year one and year two teachers with the range of responses from 0-10. (PS2)

1.5.6 Site Administrator Understanding of Requirements, Processes and Activities (PS2)

Participating teachers and support providers were asked to rate the extent that you feel, "your site administrator (your participating teacher's site administrator) understands the requirements, processes and activities of this program." (PS2) Reponses are shown in the chart below:



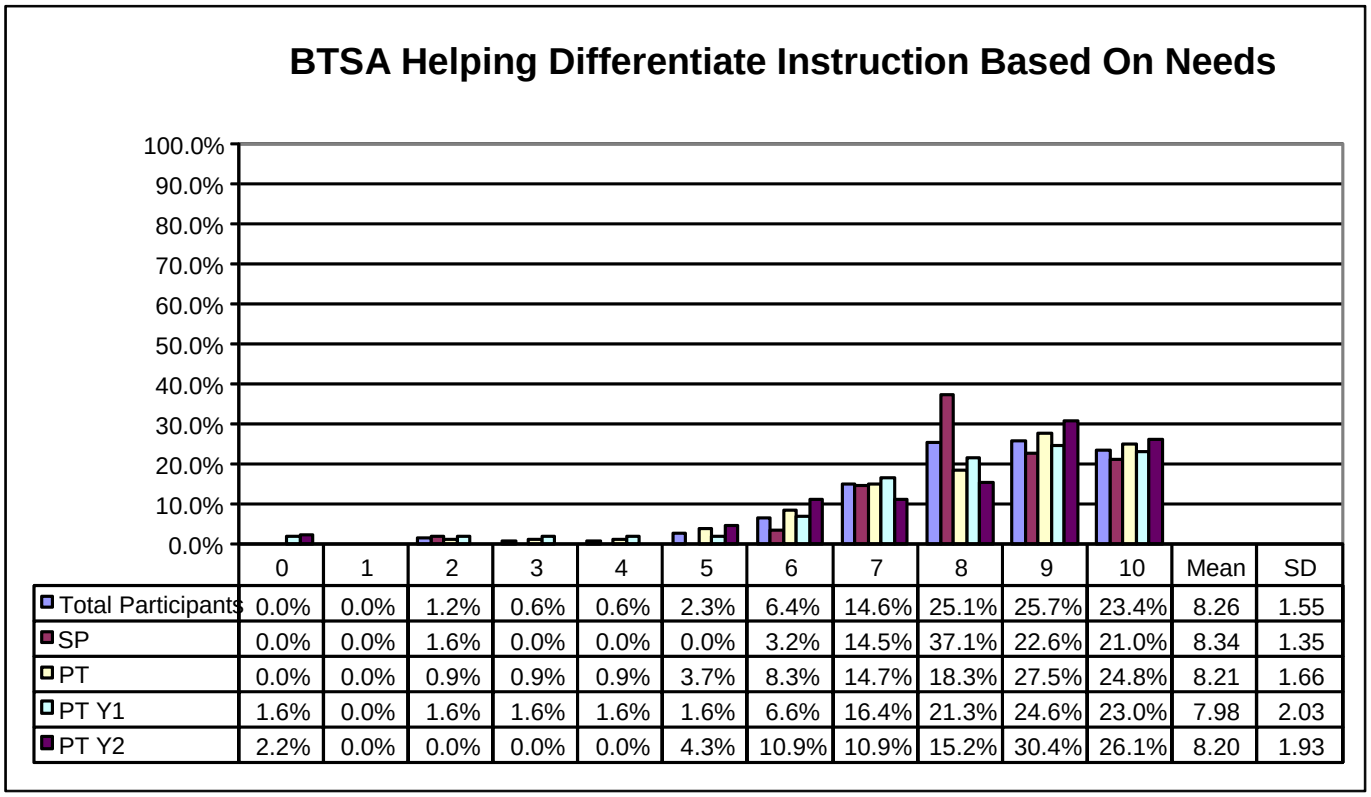
	2	3	4	5	6	7	8	9	10	Mean	SD
TOTAL	0.0%	1.8%	2.4%	4.1%	5.9%	16.5%	21.2%	21.8%	25.3%	8.05	1.87
SP	0.0%	3.2%	1.6%	3.2%	8.1%	21.0%	21.0%	21.0%	21.0%	7.94	1.73
PT	0.0%	0.9%	2.8%	4.6%	4.6%	13.9%	21.3%	22.2%	27.8%	8.11	1.95
PT Y1	0.0%	0.0%	4.9%	3.3%	4.9%	18.0%	21.3%	16.4%	27.9%	7.89	2.21
PT Y2	0.0%	2.2%	0.0%	6.5%	4.3%	8.7%	21.7%	28.3%	23.9%	7.93	2.35

Figure 8

Overall, participating teachers rated the extent that they felt that their site administrator understands the requirements, processes and activities of this program at 8.1 out of 10. (PS2) Support providers rated this same question slightly lower at 7.9 out of 10. Standard deviations were high for both groups of participating teachers and somewhat elevated for support providers. This means that there is much disagreement from teacher to teacher or site to site.

1.5.7 Differentiating Instruction Based on Needs (PS 5)

Participating teachers and support providers were asked to rate the extent that they felt, "your work with your support provider (participating teacher(s)), your (their) formative assessment activities and your (their) professional development is helping you (them) to differentiate instruction based on the assessed needs of your (their) students. (PS5) Reponses are shown in the chart below:



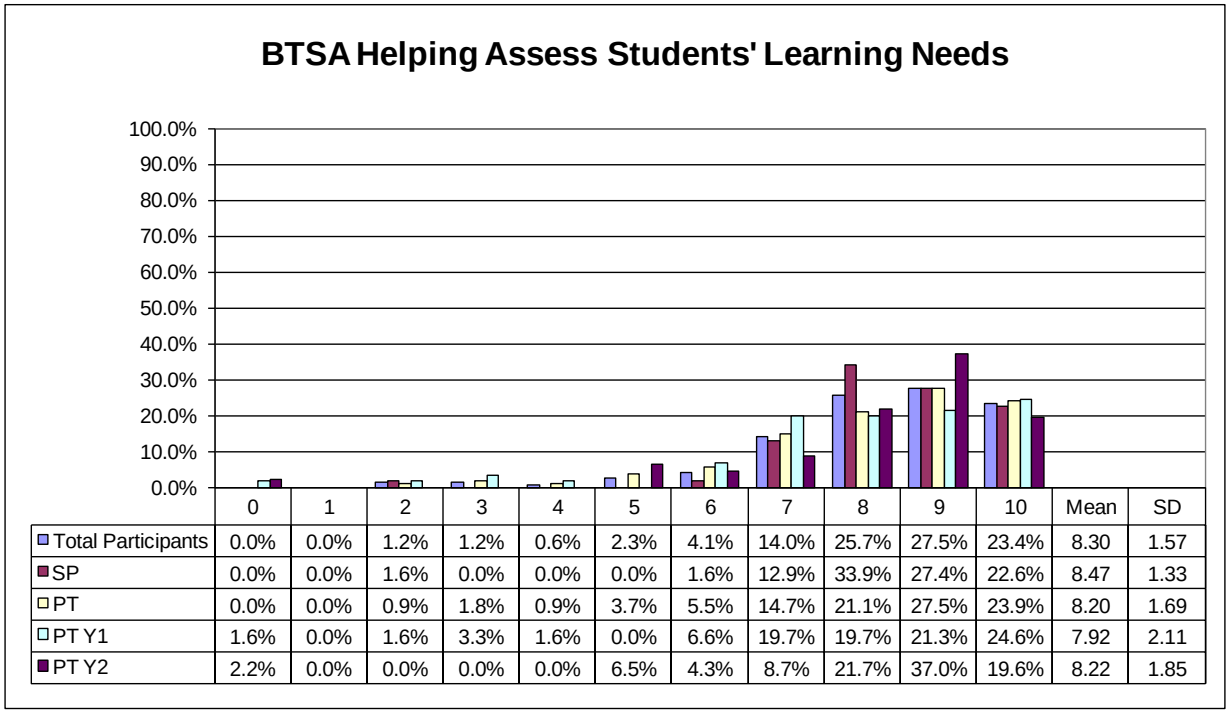
	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.0%	0.0%	1.2%	0.6%	0.6%	2.3%	6.4%	14.6%	25.1%	25.7%	23.4%	8.26	1.55
SP	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	3.2%	14.5%	37.1%	22.6%	21.0%	8.34	1.35
PT	0.0%	0.0%	0.9%	0.9%	0.9%	3.7%	8.3%	14.7%	18.3%	27.5%	24.8%	8.21	1.66
PT Y1	1.6%	0.0%	1.6%	1.6%	1.6%	1.6%	6.6%	16.4%	21.3%	24.6%	23.0%	7.98	2.03
PT Y2	2.2%	0.0%	0.0%	0.0%	0.0%	4.3%	10.9%	10.9%	15.2%	30.4%	26.1%	8.20	1.93

Figure 9

The mean score for the extent that all participating teachers felt their work with their support provider, their formative assessment activities and their professional development was helping them to differentiate instruction based on the assessed needs of their students at 8.2 out of 10. Support providers rated this question at 8.3 out of 10. Standard deviations were high for year one teachers and somewhat elevated for year two teachers. (PS 5)

1.5.8 Improving Ability to Assess Learning Needs (PS6)

Participating teachers and support providers were asked to rate the extent that "you feel your work with your support provider (participating teacher), your (their) formative assessment activities and your (their) professional development is helping you (them) to improve your (their) ability to assess students' specific learning needs." (PS6) Reponses are shown in the chart that follows:



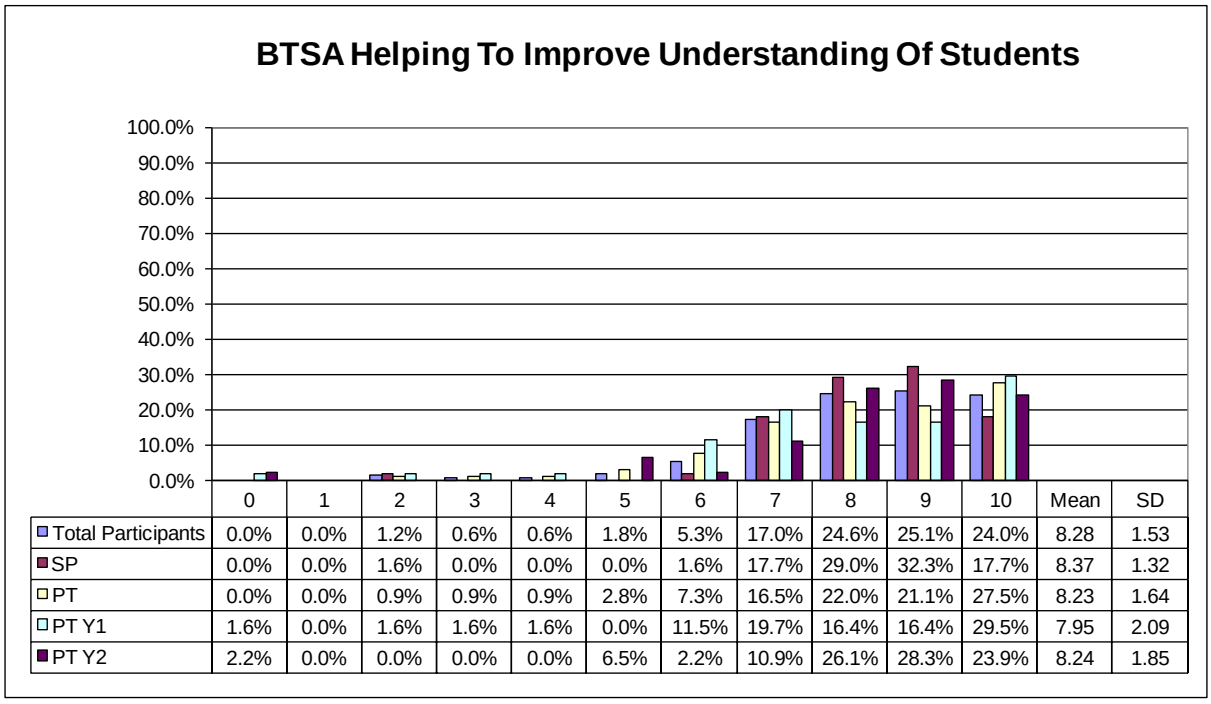
	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.0%	0.0%	1.2%	1.2%	0.6%	2.3%	4.1%	14.0%	25.7%	27.5%	23.4%	8.30	1.57
SP	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	1.6%	12.9%	33.9%	27.4%	22.6%	8.47	1.33
PT	0.0%	0.0%	0.9%	1.8%	0.9%	3.7%	5.5%	14.7%	21.1%	27.5%	23.9%	8.20	1.69
PT Y1	1.6%	0.0%	1.6%	3.3%	1.6%	0.0%	6.6%	19.7%	19.7%	21.3%	24.6%	7.92	2.11
PT Y2	2.2%	0.0%	0.0%	0.0%	0.0%	6.5%	4.3%	8.7%	21.7%	37.0%	19.6%	8.22	1.85

Figure 10

All participating teachers rated the extent that they felt their work with their support provider, their formative assessment activities and their professional development is helping them to improve their ability to assess students' specific learning needs at almost 8.2 out of 10. Support providers rated this slightly higher at 8.4 out of 10. Standard deviations were somewhat elevated for second year participating teachers and high for first year teachers. (PS6)

1.5.9 Improving Students' Background, Language and Abilities (PS6a)

Participating teachers and support providers were asked to rate the extent that "you feel your work with your support provider, your formative assessment activities and your professional development is helping you to improve your understanding of your students' background, language and abilities." (PS6a) Reponses are shown in the chart that follows:



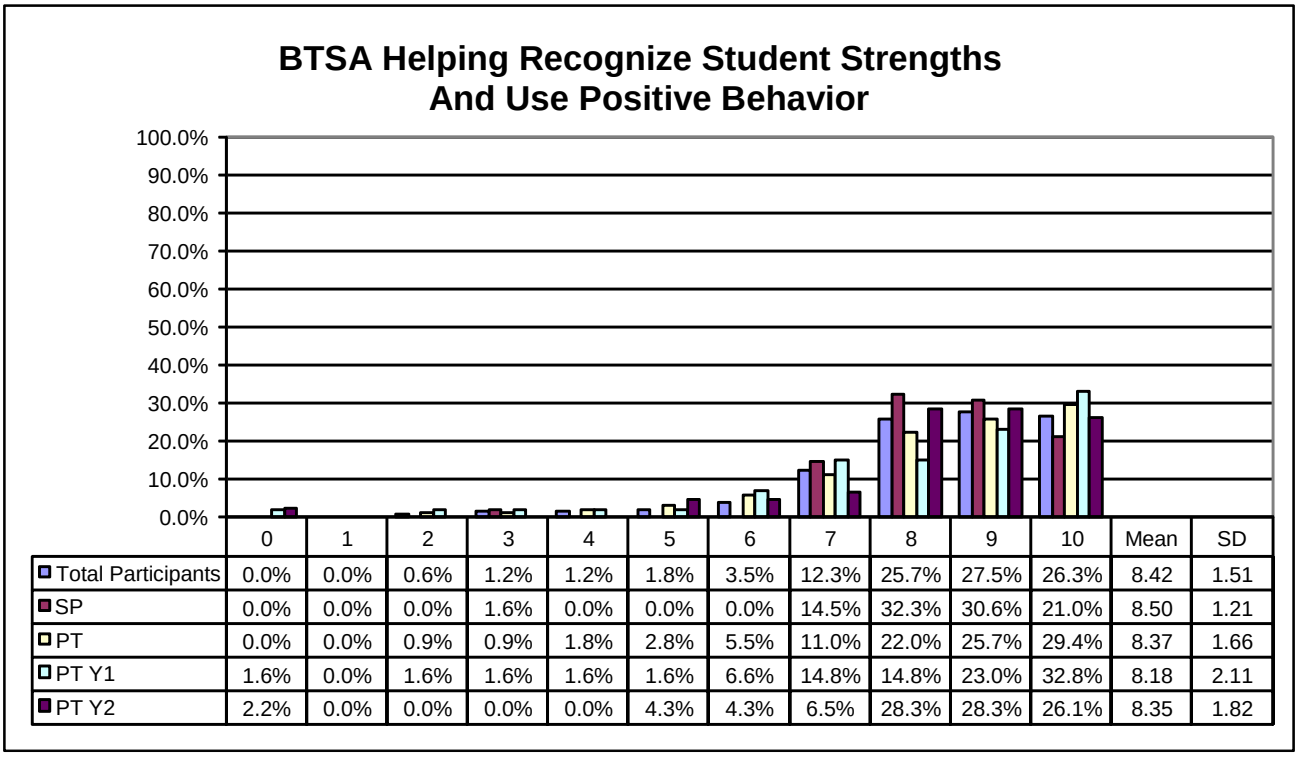
	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.0%	0.0%	1.2%	0.6%	0.6%	1.8%	5.3%	17.0%	24.6%	25.1%	24.0%	8.28	1.53
SP	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	1.6%	17.7%	29.0%	32.3%	17.7%	8.37	1.32
PT	0.0%	0.0%	0.9%	0.9%	0.9%	2.8%	7.3%	16.5%	22.0%	21.1%	27.5%	8.23	1.64
PT Y1	1.6%	0.0%	1.6%	1.6%	1.6%	0.0%	11.5%	19.7%	16.4%	16.4%	29.5%	7.95	2.09
PT Y2	2.2%	0.0%	0.0%	0.0%	0.0%	6.5%	2.2%	10.9%	26.1%	28.3%	23.9%	8.24	1.85

Figure 11

Overall, participating teachers rated the extent that they feel their work with their support provider, their formative assessment activities and their professional development is helping them to improve your understanding of your students' background, language and abilities at almost 8.2 out of 10. Support providers rated this question slightly higher at 8.3 out of 10. Standard deviations were somewhat elevated for year two participating teachers and high for year one teachers. (PS6a)

1.5.10 Recognizing Strengths, Needs and Using Behavior Strategies to Enhance Learning (PS6b)

Participating teachers and support providers were asked to rate the extent that, "you feel "your work with your support provider (participating teacher), your (their) formative assessment activities and your (their) professional development is helping you (them) to increase your (their) ability to recognize student strengths and needs and use positive behavior support strategies to enhance learning." (PS6b) Reponses are shown in the chart that follows:



	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.0%	0.0%	0.6%	1.2%	1.2%	1.8%	3.5%	12.3%	25.7%	27.5%	26.3%	8.42	1.51
SP	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	14.5%	32.3%	30.6%	21.0%	8.50	1.21
PT	0.0%	0.0%	0.9%	0.9%	1.8%	2.8%	5.5%	11.0%	22.0%	25.7%	29.4%	8.37	1.66
PT Y1	1.6%	0.0%	1.6%	1.6%	1.6%	1.6%	6.6%	14.8%	14.8%	23.0%	32.8%	8.18	2.11
PT Y2	2.2%	0.0%	0.0%	0.0%	0.0%	4.3%	4.3%	6.5%	28.3%	28.3%	26.1%	8.35	1.82

Figure 12

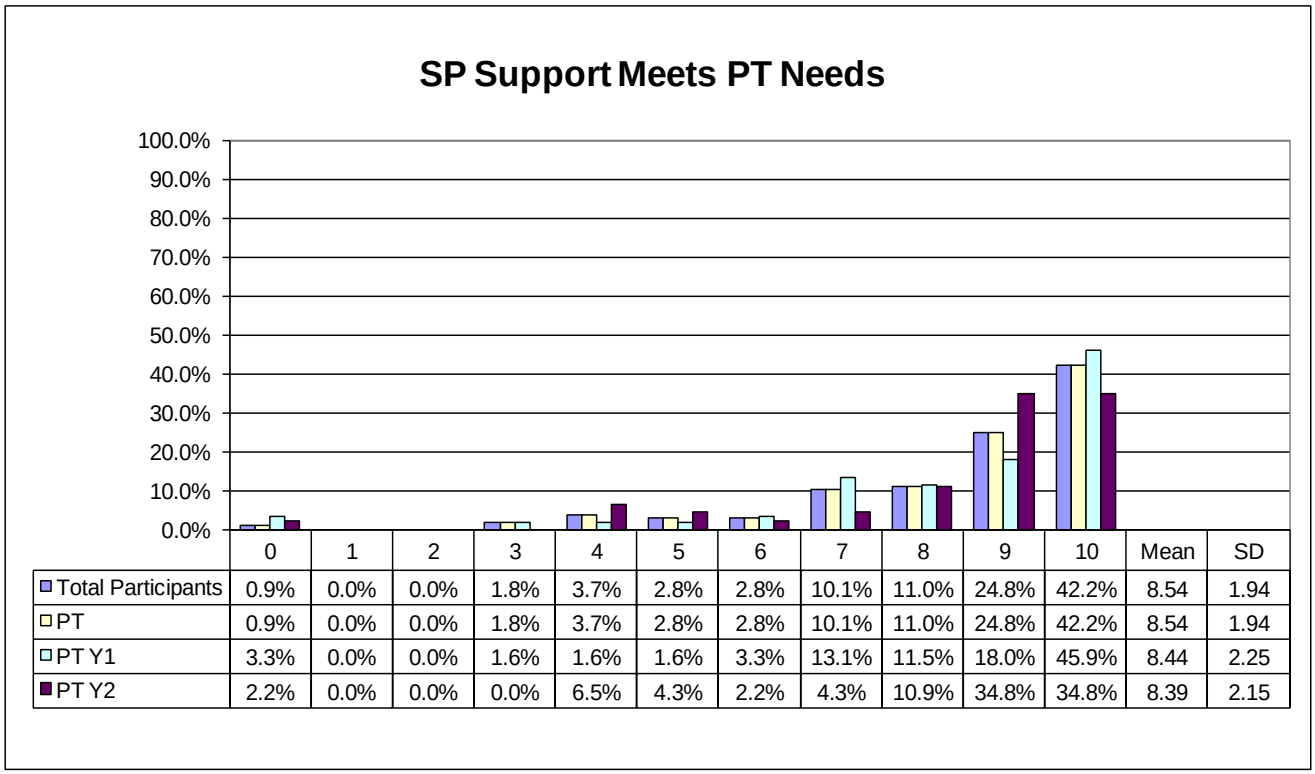
Participating teachers rated the extent that they felt their work with their support provider, their formative assessment activities and their professional development is helping them to increase their ability to recognize student strengths and needs and use positive behavior support strategies to enhance learning at 8.3 out of 10. Support providers rated this at 8.5 out of 10. Again, standard deviations were high for first year teachers and somewhat elevated for second year teachers. (PS6b)

1.6 RATING QUESTIONS FOR PARTICIPATING TEACHERS

There were three additional rating questions that were asked only of participating teachers.

1.6.1 Support from Support Provider Meeting Needs (PS4)

Participating teachers were asked to rate the extent that you feel, "the support given to you by your support provider meets your individual needs." (PS4) Their responses are shown below:



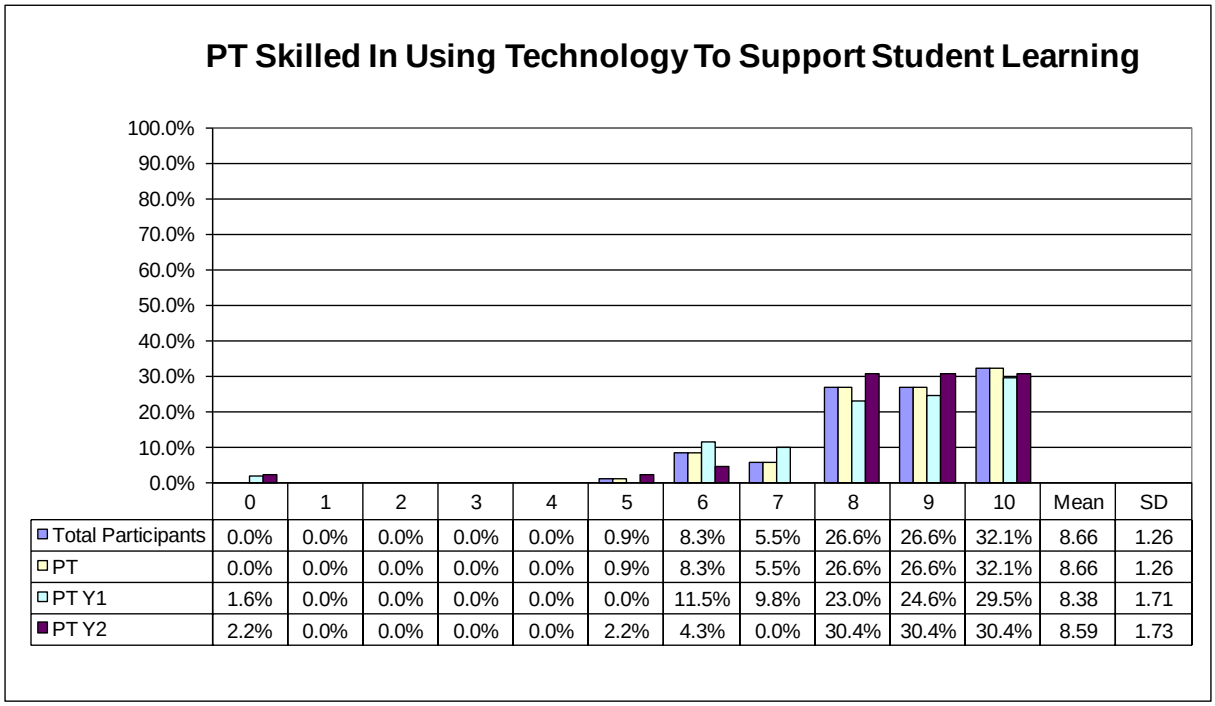
	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.9%	0.0%	0.0%	1.8%	3.7%	2.8%	2.8%	10.1%	11.0%	24.8%	42.2%	8.54	1.94
PT	0.9%	0.0%	0.0%	1.8%	3.7%	2.8%	2.8%	10.1%	11.0%	24.8%	42.2%	8.54	1.94
PT Y1	3.3%	0.0%	0.0%	1.6%	1.6%	1.6%	3.3%	13.1%	11.5%	18.0%	45.9%	8.44	2.25
PT Y2	2.2%	0.0%	0.0%	0.0%	6.5%	4.3%	2.2%	4.3%	10.9%	34.8%	34.8%	8.39	2.15

Figure 13

All participating teachers rated the extent that they felt the support given to them by their support provider met their individual needs at 8.4 out of 10. Standard deviations were high for both disaggregate groups. This means that participating teachers have widely varying experiences with the extent that their support provider meets their needs. (PS4)

1.6.2 Skilled Using Technology (PS5)

Participating teachers were asked to rate the extent that you feel, "you are skilled in using technology available to you to support student learning." (PS5) Their responses are shown in the chart that follows:



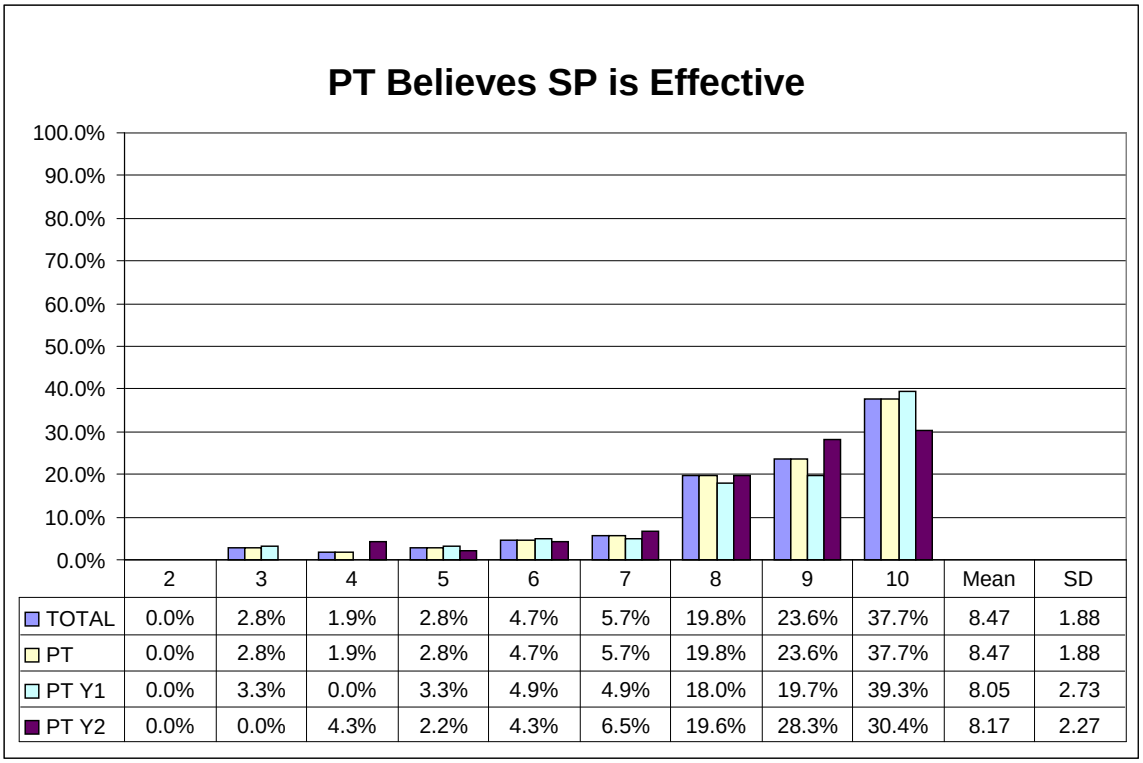
	0	1	2	3	4	5	6	7	8	9	10	Mean	SD
Total Participants	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	8.3%	5.5%	26.6%	26.6%	32.1%	8.66	1.26
PT	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	8.3%	5.5%	26.6%	26.6%	32.1%	8.66	1.26
PT Y1	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	9.8%	23.0%	24.6%	29.5%	8.38	1.71
PT Y2	2.2%	0.0%	0.0%	0.0%	0.0%	2.2%	4.3%	0.0%	30.4%	30.4%	30.4%	8.59	1.73

Figure 14

Overall, participating teachers rated the extent that they felt they were skilled in using the technology available to them to support student learning at almost 8.6 out of 10. First year teachers rated this at just about 8.4 out of 10. Standard deviations were somewhat elevated for both groups. (PS5)

1.6.3 Support Provider Effective in Moving Participating Teacher Forward (PS3)

Participating teachers were asked to rate the extent that you feel, "your support provider is effective in moving you forward in your practice." (PS3) Reponses are shown in the chart that follows:



	2	3	4	5	6	7	8	9	10	Mean	SD
TOTAL	0.0%	2.8%	1.9%	2.8%	4.7%	5.7%	19.8%	23.6%	37.7%	8.47	1.88
PT	0.0%	2.8%	1.9%	2.8%	4.7%	5.7%	19.8%	23.6%	37.7%	8.47	1.88
PT Y1	0.0%	3.3%	0.0%	3.3%	4.9%	4.9%	18.0%	19.7%	39.3%	8.05	2.73
PT Y2	0.0%	0.0%	4.3%	2.2%	4.3%	6.5%	19.6%	28.3%	30.4%	8.17	2.27

Figure 15

All participating teachers rated the extent that they felt their support provider was effective in moving them forward in their practice at almost 8.4 out of 10. First year teachers rated this slightly lower at 8 out of 10 and second year teacher rated it at 8.1 out of 10. Standard deviations were high for both groups. (PS3)

1.7 PARTICIPATING TEACHER SUMMARY OF SCORES

Arithmetic means and standard deviations (population) of participating teacher scores for each of the rating questions are listed and graphically illustrated in the chart below.

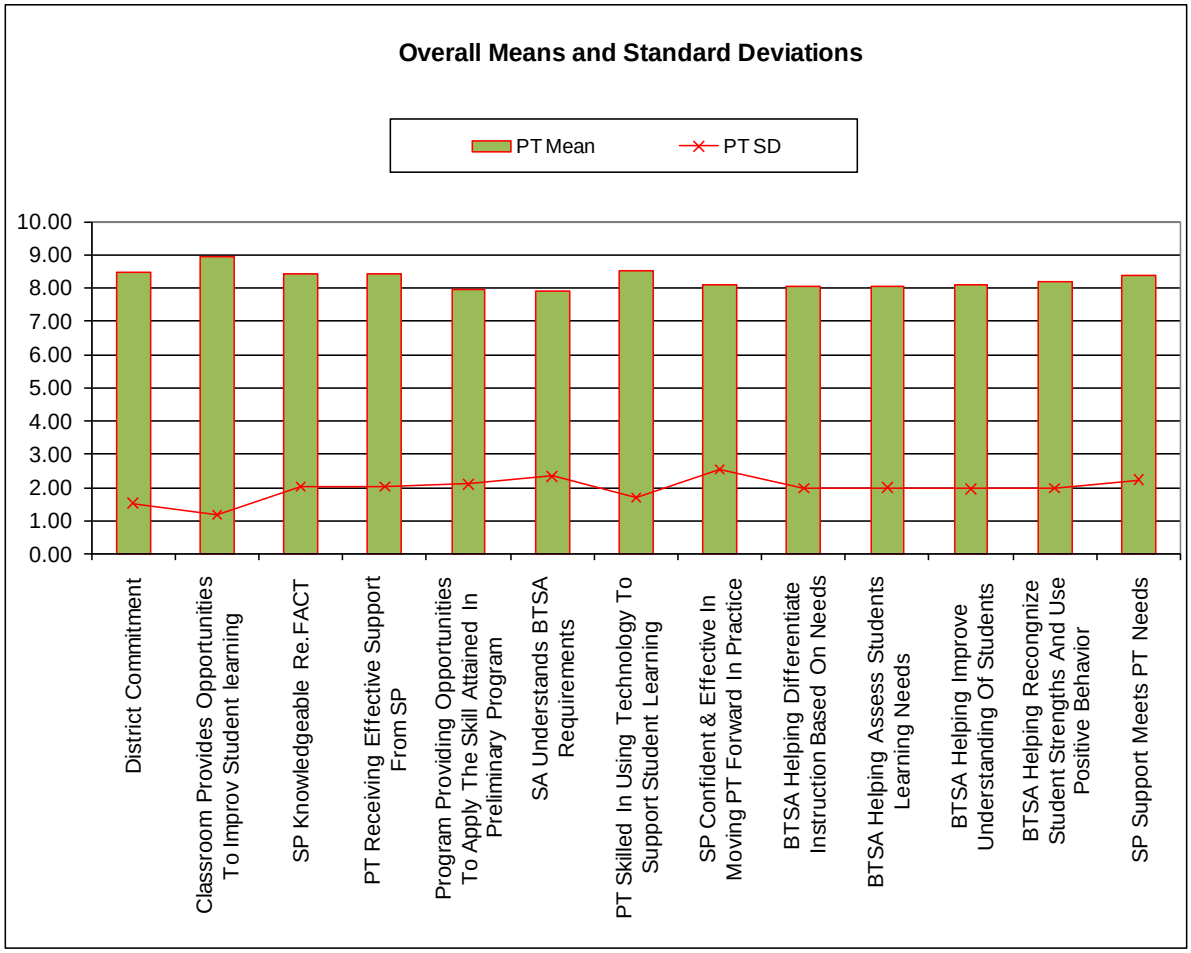


Figure 16

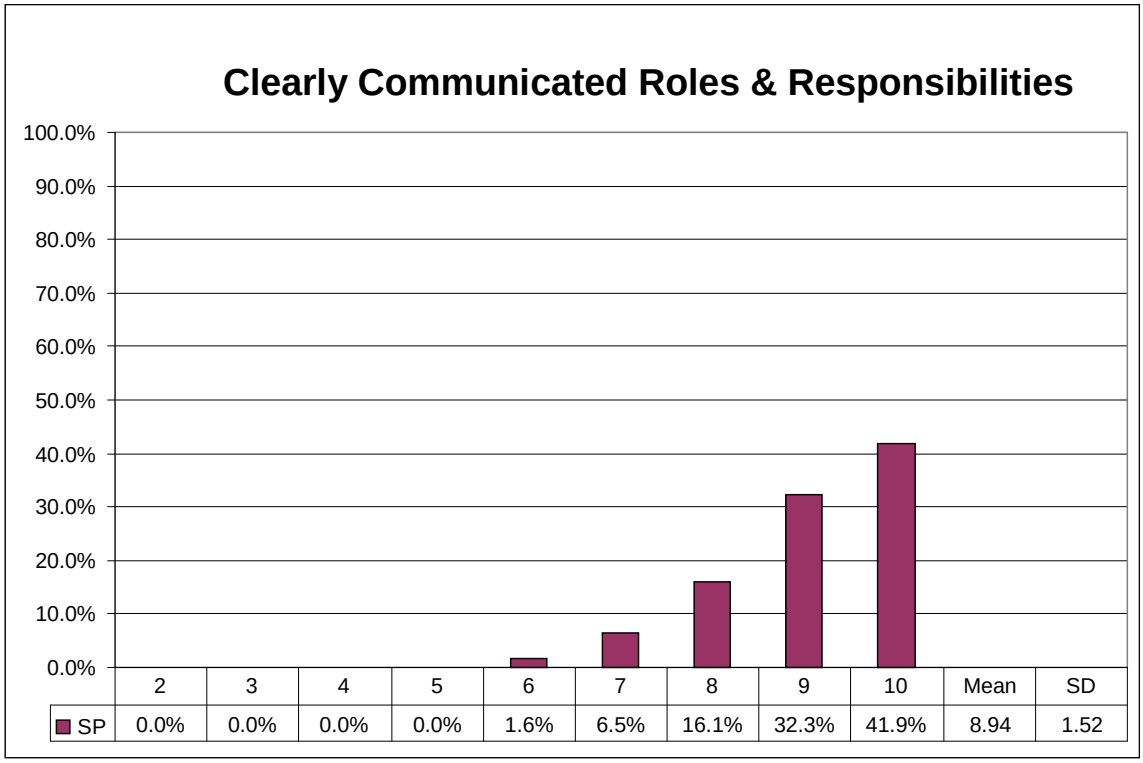
The highest rating question was for the extent that participating teachers feel their classroom provides them opportunities to demonstrate and apply their ability to develop strategies for improving student learning. The lowest rated question was for the extent that participating teachers felt their site administrator understood the requirements, processes and activities of this program. Standard deviations were highest for two questions: the extent that they feel their support provider is effective in moving them forward in their practice and the extent that their site administrator understands the requirements, processes and activities of the program. Throughout this report the standard deviation were somewhat elevated or high for participating teachers. This indicates that while most teachers are having a high quality BTSA experience (indicated by high mean ratings), some participating teachers do not have this perception.

1.8 RATING QUESTION FOR SUPPORT PROVIDERS

There were three additional rating questions that were asked only of support providers.

1.8.1 Clearly Communicated Roles and Responsibilities (PS3)

Support providers were asked to rate the extent that you feel, "your roles and responsibilities as a support provider were clearly communicated to you by the leadership of this BTSA Induction Program." (PS3) Their responses are displayed in the chart that follows:



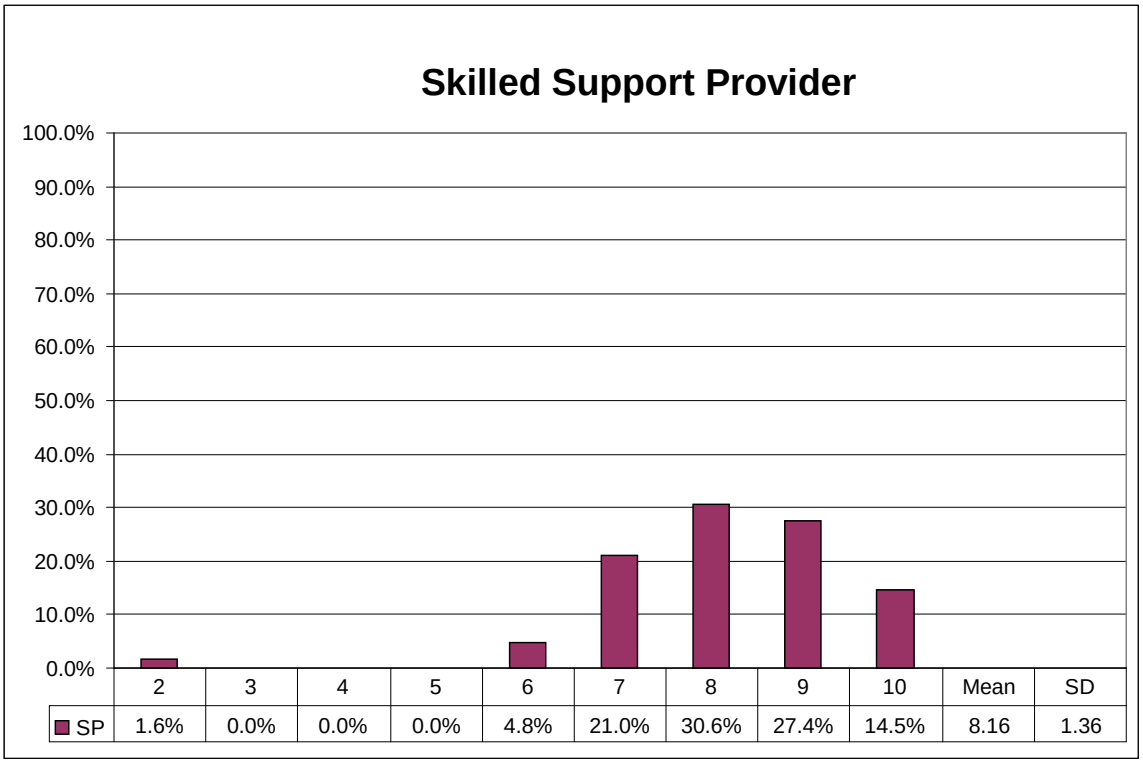
	2	3	4	5	6	7	8	9	10	Mean	SD
SP	0.0%	0.0%	0.0%	0.0%	1.6%	6.5%	16.1%	32.3%	41.9%	8.94	1.52

Figure 17

Support providers rated the extent that they felt their roles and responsibilities as a support provider were clearly communicated to them by the leadership of this BTSA Induction Program at almost 8.9 out of 10. The standard deviation was normal. (PS3)

1.8.2 Skilled Support Provider (PS3)

Support providers were asked to rate the extent that you feel, "you are skilled as a support provider." (PS3) Their responses are shown in the following chart:



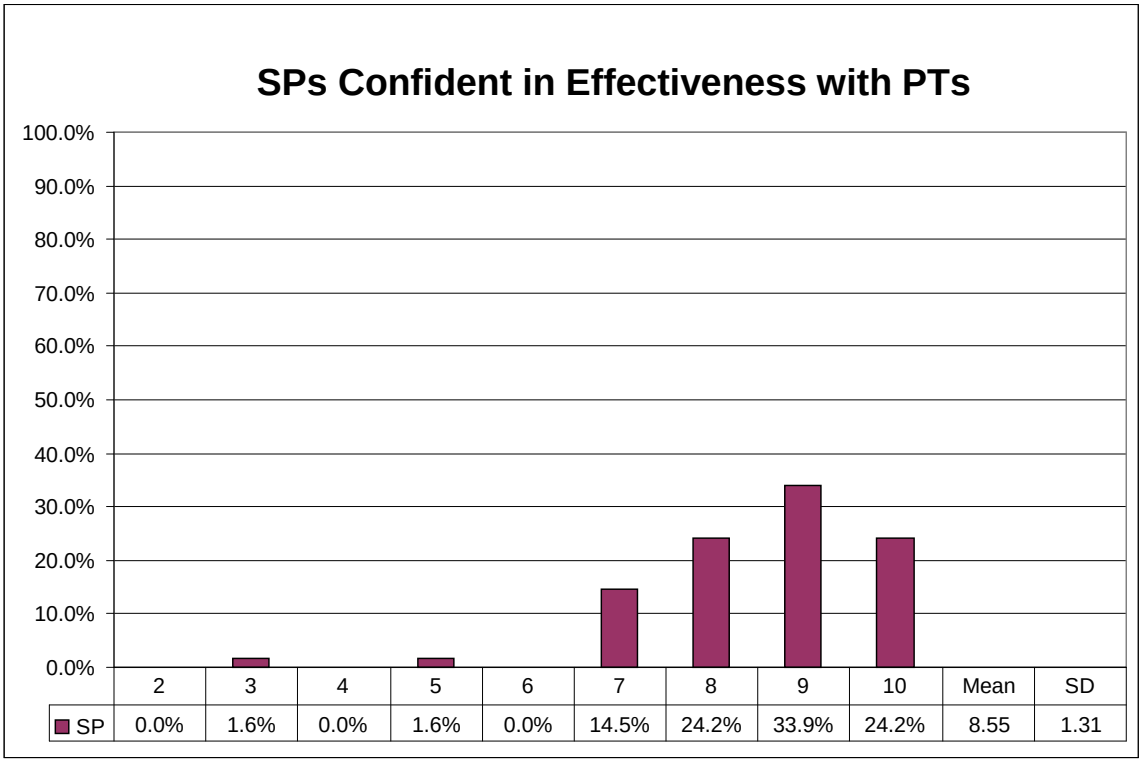
	2	3	4	5	6	7	8	9	10	Mean	SD
SP	1.6%	0.0%	0.0%	0.0%	4.8%	21.0%	30.6%	27.4%	14.5%	8.16	1.36

Figure 18

Support providers rated the extent that they were skilled as a support provider at 8.1 out of 10. The standard deviation was within the normal range. (PS3)

1.8.3 Confident in Effectiveness (PS3)

Support providers were asked to rate the extent that you feel, "you are confident in your effectiveness with participating teachers." (PS3) Their responses are shown in the following chart:



	2	3	4	5	6	7	8	9	10	Mean	SD
SP	0.0%	1.6%	0.0%	1.6%	0.0%	14.5%	24.2%	33.9%	24.2%	8.55	1.31

Figure 19

Support providers rated the extent that they felt they were confident in their effectiveness with participating teachers at 8.5 out of 10. The standard deviation was within the normal range. (PS3)

1.9 SUPPORT PROVIDERS SUMMARY OF SCORES

Arithmetic means and standard deviations (population) of support provider scores for each of the rating questions are listed and illustrated in the chart below.

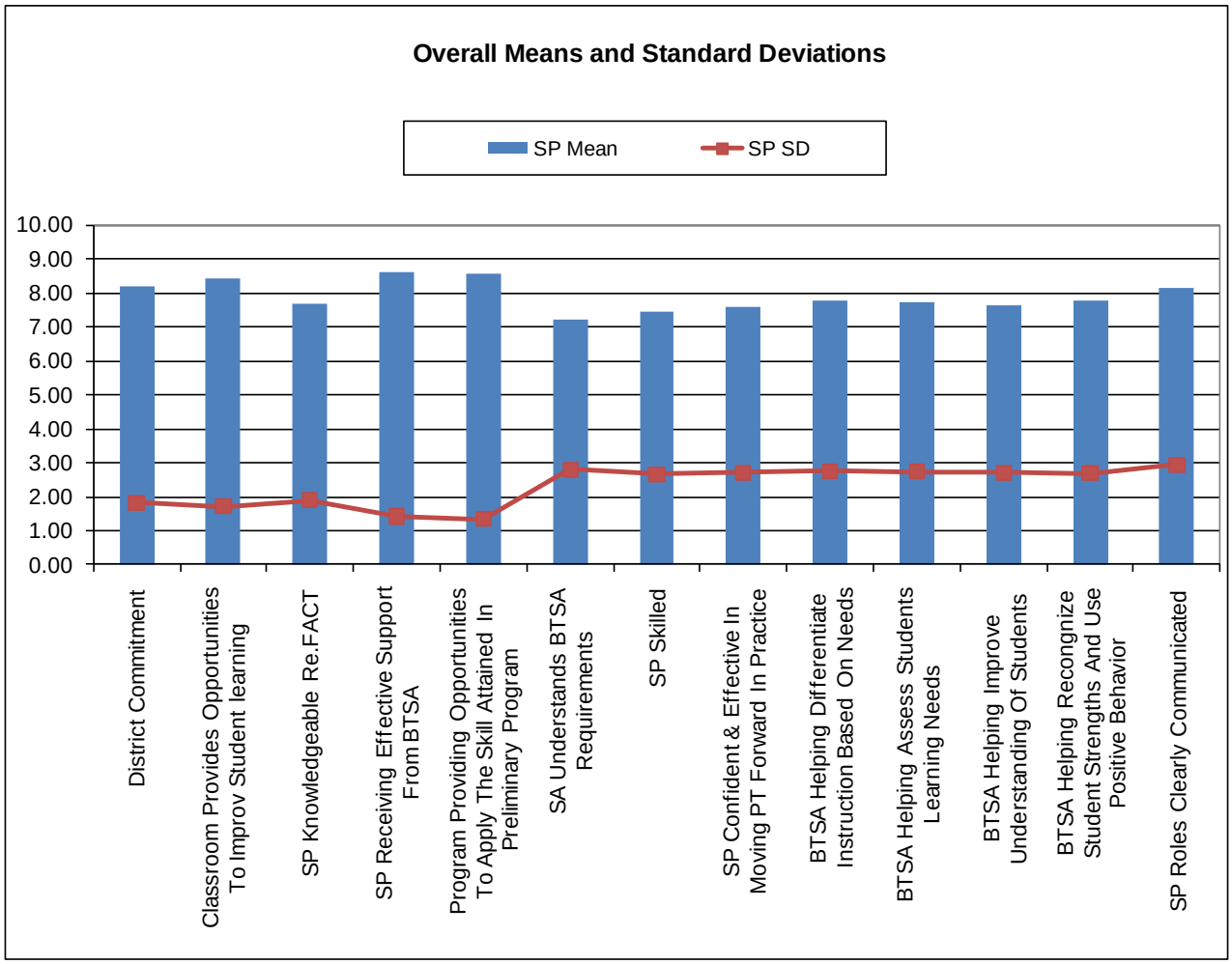


Figure 20

Rating Questions	SP Mean	SP SD
District Commitment	8.18	1.83
Classroom Provides Opportunities To Improve Student learning	8.41	1.71
SP Knowledgeable Re: Formative Assessment	7.69	1.89
SP Receiving Effective Support From BTSA	8.59	1.42
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program	8.54	1.34
SA Understands BTSA Requirements	7.24	2.80
SP Skilled	7.44	2.67
SP Confident & Effective In Moving PT Forward In Practice	7.60	2.71
BTSA Helping Differentiate Instruction Based On Needs	7.79	2.75
BTSA Helping Assess Students Learning Needs	7.72	2.73
BTSA Helping Improve Understanding Of Students	7.63	2.70
BTSA Helping Recognize Student Strengths And Use Positive Behavior	7.75	2.69
SP Roles Clearly Communicated	8.15	2.94

Table 3

The highest rated question was for the extent that they are receiving quality and effective support from their training, peer support, meetings and other professional development (all of the components of the BTSA program). The lowest rated question was for the extent that they feel their participating teacher's site administrator understands the requirements, process and activities of this program. Two areas where there were high standard deviations were the site administrator understanding requirements and clearly communicated roles and responsibilities.

1.10 DISTRICT MEAN SCORES

In order to give program leaders some idea where individual districts might need additional support, results were disaggregated.

1.10.1 District Mean Scores for Participating Teachers

The rating questions asked of participating teachers were, "Please rate the extent that you believe..."

5. your district is committed to your support. (CS1)
6. your classroom provides you opportunities to demonstrate and apply your ability to develop strategies for improving student learning (CS7)
7. your support provider is knowledgeable and comfortable with your formative assessment system (FACT, CFASST, FAS, etc.). (PS3 and 4)
8. you are receiving quality and effective support from your support provider, assessment activities and professional development (all of the components of the BTSA program). (PS1)
9. this program is providing you opportunities to demonstrate and apply the knowledge and skills attained in your preliminary credential program. (PS2)
10. your site administrator understands the requirements, processes and activities of this program. (PS2)
11. you are skilled in using the technology available to you to support student learning. (PS5)
12. your support provider is effective in moving you forward in your practice. (PS3)
13. your work with your support provider, your formative assessment activities and your professional development is helping you to differentiate instruction based on the assessed needs of your students. (PS5)
14. your work with your support provider, your formative assessment activities and your professional development is helping you to improve your ability to assess students' specific learning needs. (PS6)
15. your work with your support provider, your formative assessment activities and your professional development is helping you to improve your ability to assess students' specific learning needs. (PS6a)
16. your work with your support provider, your formative assessment activities and your professional development is helping you to increase your ability to recognize student strengths and needs and use positive behavior support strategies to enhance learning. (PS6b)
17. the support given to you by your support provider meets your individual needs. (PS4)

Results are shown on the next page in table format for districts with more than 4 respondents.

District	N	Mean Responses to PT Questions												
		District Commitment	Classroom Provides Opportunities To Improve Student Learning	SP Knowledgeable Re: Formative Assessment	PT Receiving Effective Support From SP	Opportunities To Apply The Skill Attained In Preliminary Program	SA Understands BTSA Requirements	PT Skilled In Using Technology To Support Student Learning	SP Confident & Effective In Moving PT Forward In Practice	BTSA Helping Differentiate Instruction Based On Needs	BTSA Helping Assess Students Learning Needs	BTSA Helping Improve Understanding Of Students	BTSA Helping Recognize Student Strengths And Use Positive Behavior	SP Support Meets PT Needs
Caruthers Unified	4	8.75	9.00	8.75	9.50	8.00	9.25	8.75	9.25	8.25	8.50	9.25	9.25	9.25
Coalinga Huron USD	9	8.67	9.00	8.89	9.00	8.67	8.33	9.22	8.89	8.89	8.67	8.44	8.78	9.11
Firebaugh-Las Deltas USD	7	8.43	8.14	9.00	8.86	5.86	8.71	8.43	8.57	8.00	7.86	7.71	8.14	8.43
Kings Canyon USD	27	9.00	9.04	8.41	8.63	8.41	7.78	8.33	7.59	8.04	8.11	8.07	8.00	8.30
Mendota USD	8	9.63	9.88	9.75	9.75	9.63	9.13	9.25	9.50	9.25	9.25	9.38	9.38	9.50
Parlier USD	11	7.45	8.55	6.82	7.09	7.64	6.27	8.73	7.45	7.27	7.64	7.82	7.82	7.36
VASA Charter	4	9.00	9.75	7.25	6.50	7.50	6.50	5.50	6.25	5.75	5.75	5.75	5.75	6.25
Washington Union HS	8	9.13	9.38	8.38	7.50	6.63	7.50	8.50	7.63	7.88	7.63	7.50	8.38	8.13

Table 3

It is very important to note the differences in the scores among responses from participating teachers. There are some distinct examples in the chart above. Participating teachers from Parlier Unified, generally rated most questions well below other districts. Ratings in Mendota and Caruthers Unified were quite high in all areas. Each question should be examined comparatively to see where support might be needed or exemplary practice may be shared.

Also note that this data is only as reliable as the percentage of the overall population of that district that responded. If the response rate for that district is nearly all of the participating teachers, then it is good measure of the perceptions of the participating teachers as a whole. If it is small portion, then results are probably more positive than they would be if there was a higher response rate from those districts.

On the following pages, charts are shown for each different district with four or more respondents.

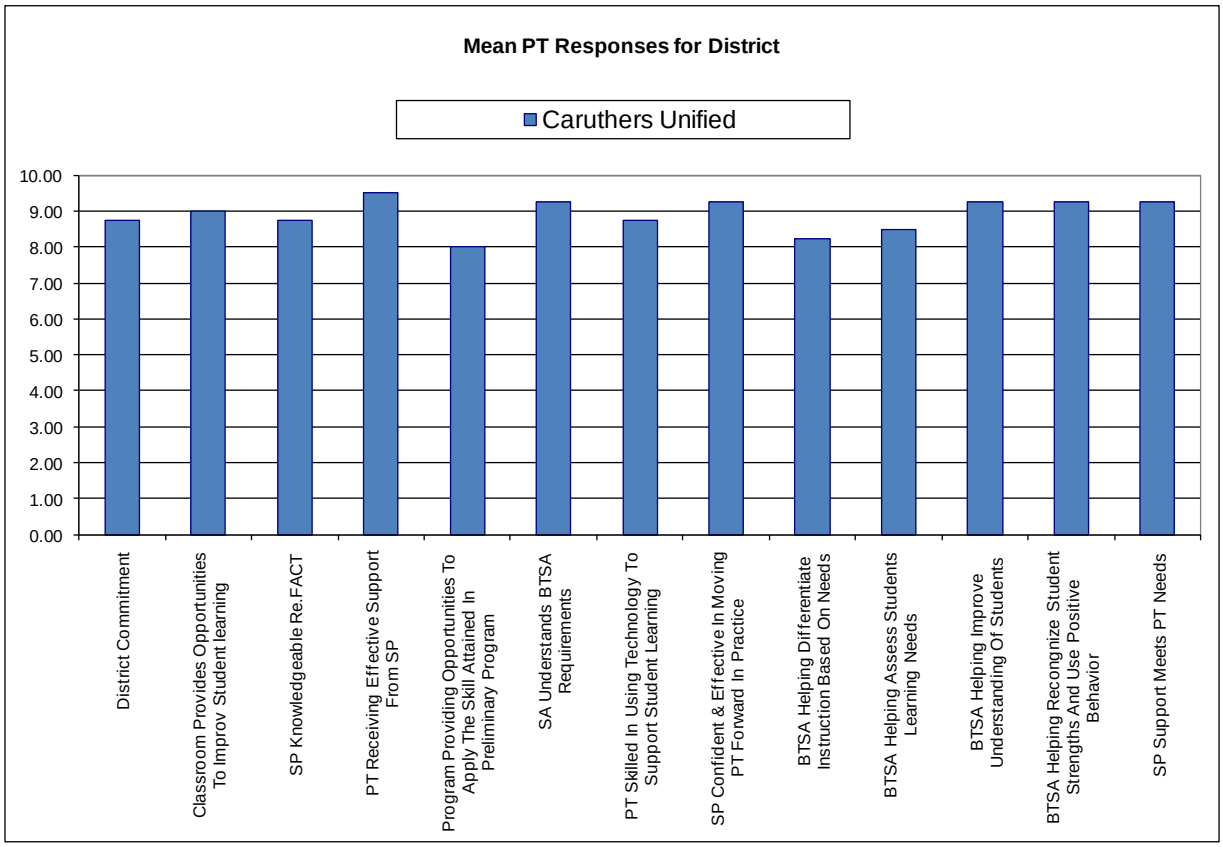


Figure 21

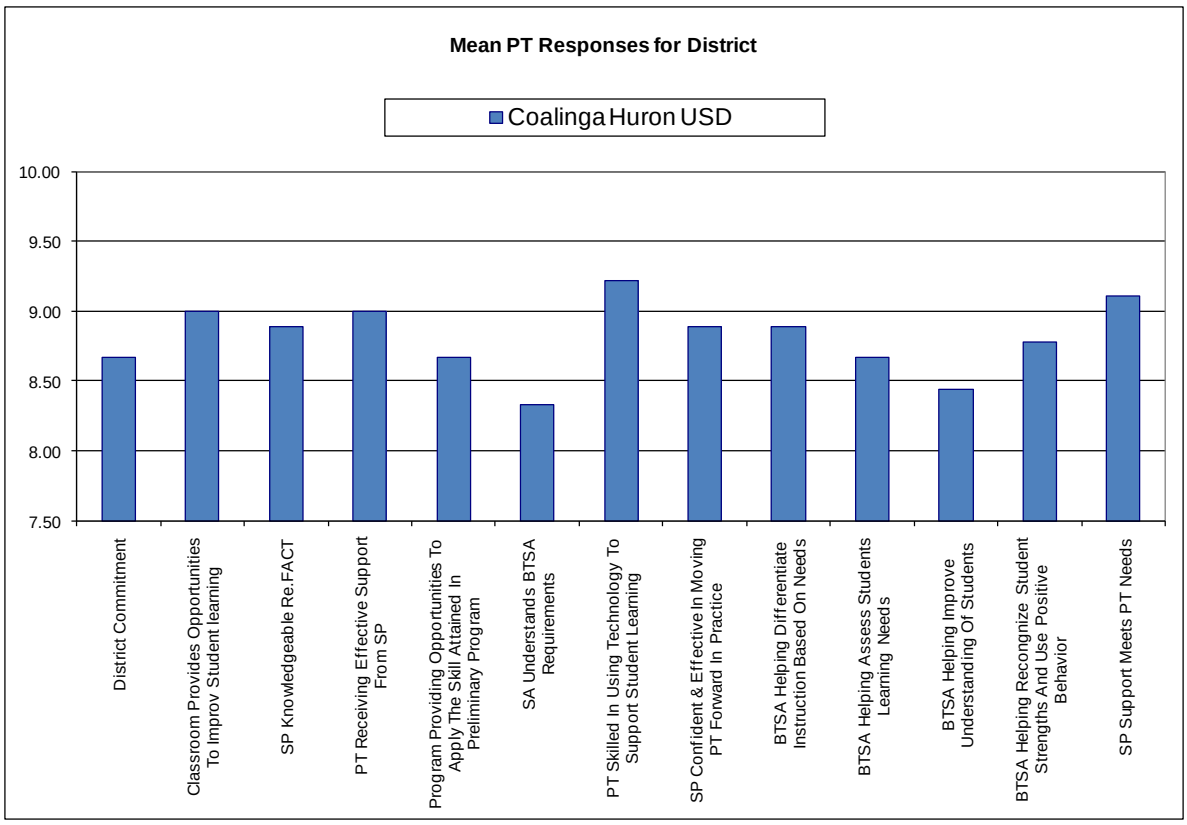

Mean PT Responses for District
Coalinga Huron USD
10.00
9.50
9.00
8.50
8.00
7.50
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
PT Receiving Effective Support From SP
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
PT Skilled In Using Technology To Support Student Learning
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recongnize Student Strengths And Use Positive Behavior
SP Support Meets PT Needs

Figure 22

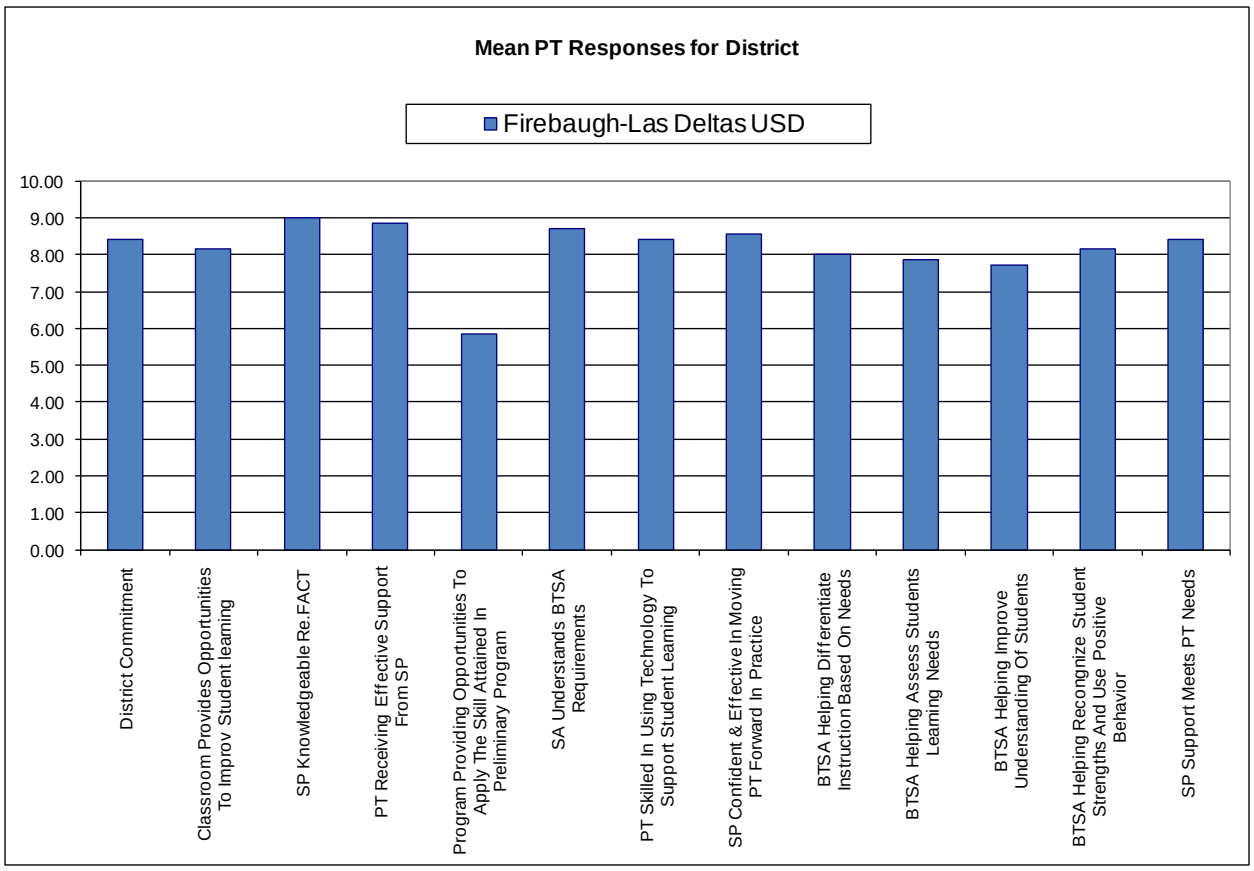

Mean PT Responses for District
Firebaugh-Las Deltas USD
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
PT Receiving Effective Support From SP
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
PT Skilled In Using Technology To Support Student Learning
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recognize Student Strengths And Use Positive Behavior
SP Support Meets PT Needs

Figure 23

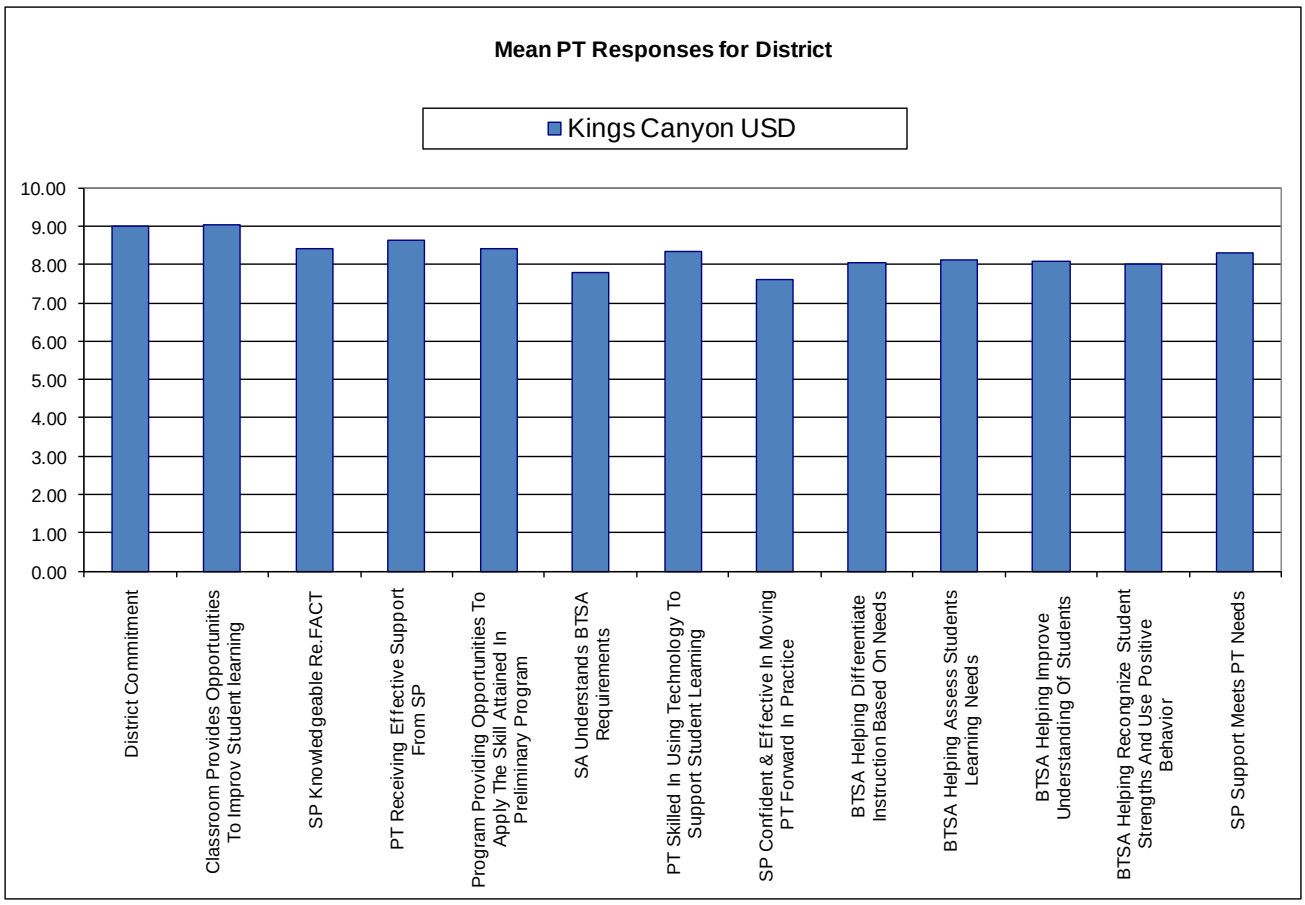

Mean PT Responses for District
Kings Canyon USD
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
PT Receiving Effective Support From SP
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
PT Skilled In Using Technology To Support Student Learning
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recognize Student Strengths And Use Positive Behavior
SP Support Meets PT Needs

Figure 24

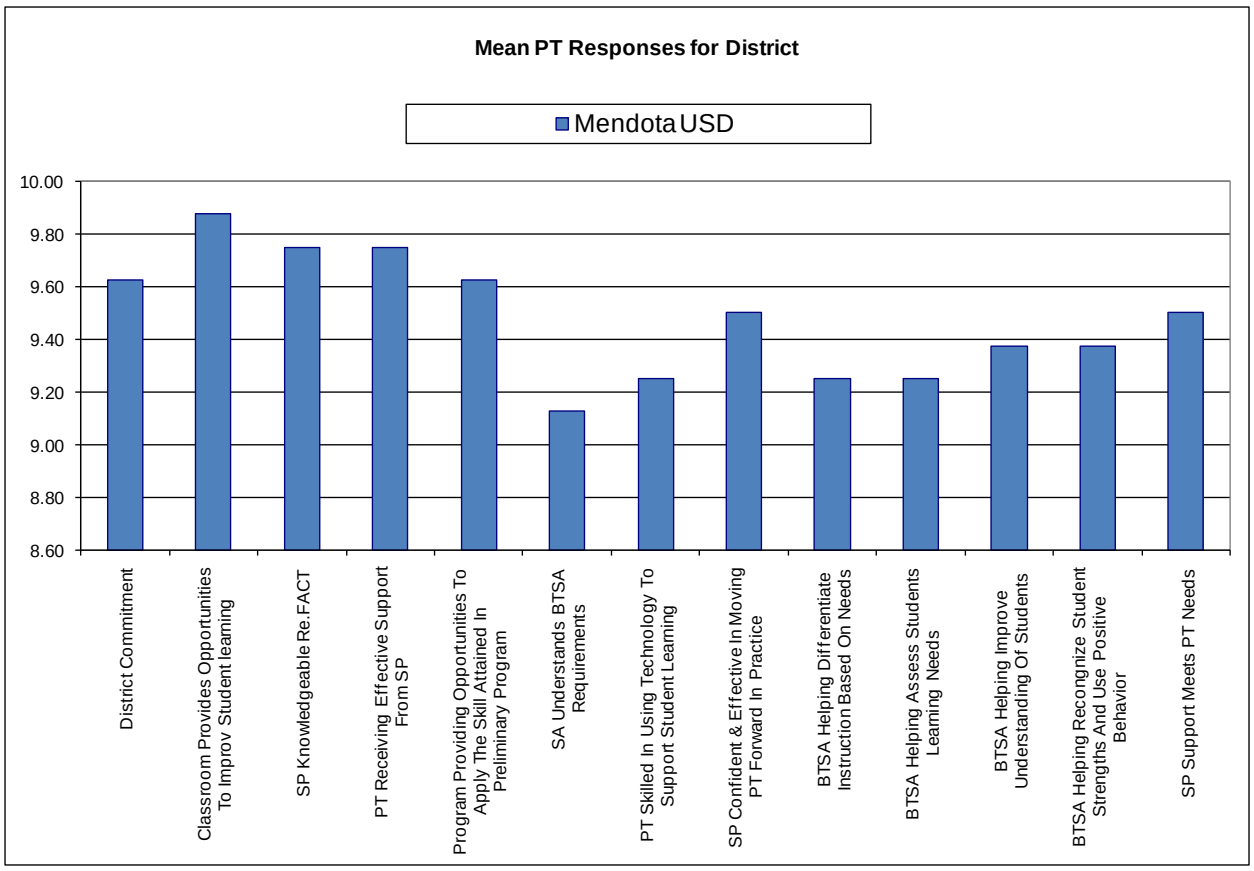

Mean PT Responses for District
Mendota USD
10.00
9.80
9.60
9.40
9.20
9.00
8.80
8.60
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
PT Receiving Effective Support From SP
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
PT Skilled In Using Technology To Support Student Learning
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recognize Student Strengths And Use Positive Behavior
SP Support Meets PT Needs

Figure 25

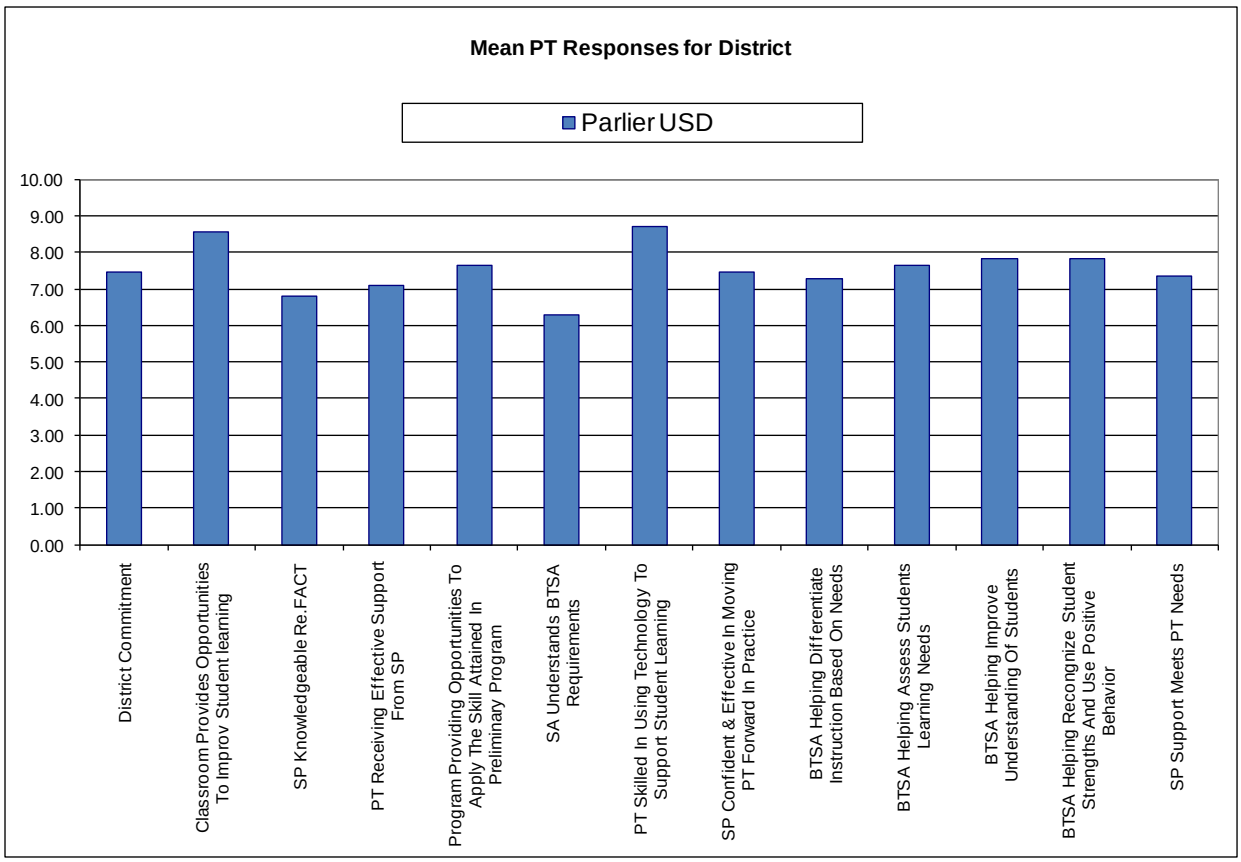

Mean PT Responses for District
Parlier USD
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
PT Receiving Effective Support From SP
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
PT Skilled In Using Technology To Support Student Learning
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recognize Student Strengths And Use Positive Behavior
SP Support Meets PT Needs

Figure 26

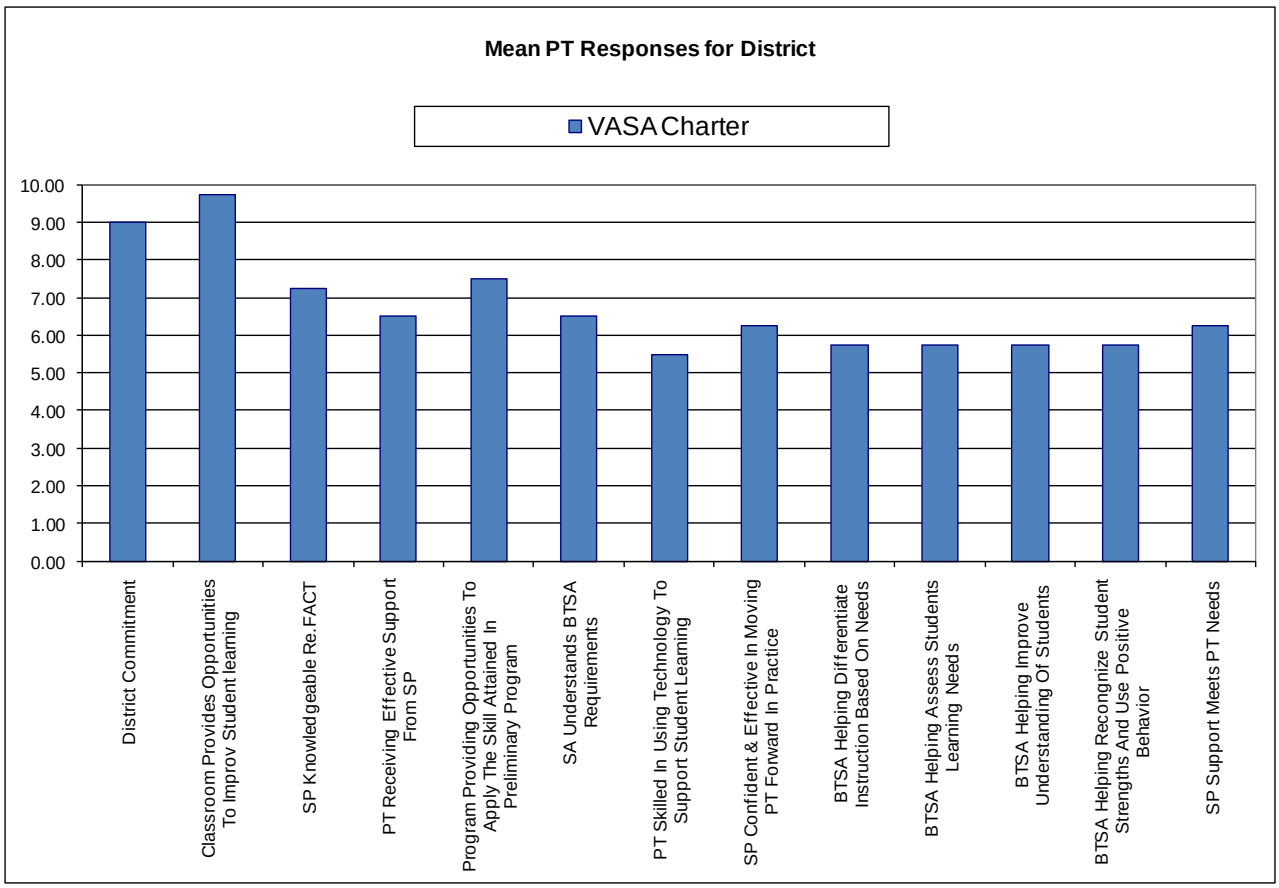

Mean PT Responses for District
VASA Charter
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re. FACT
PT Receiving Effective Support From SP
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
PT Skilled In Using Technology To Support Student Learning
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recognize Student Strengths And Use Positive Behavior
SP Support Meets PT Needs

Figure 27

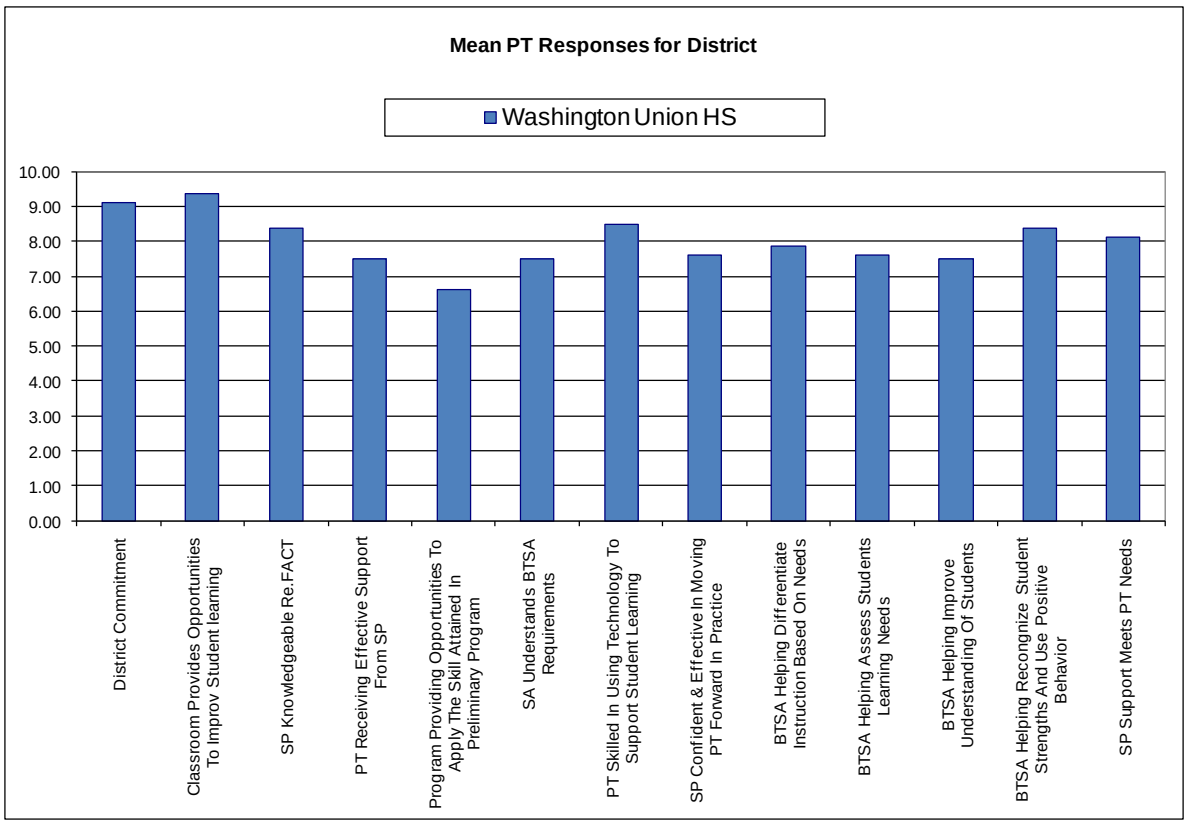

Mean PT Responses for District
Washington Union HS
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
PT Receiving Effective Support From SP
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
PT Skilled In Using Technology To Support Student Learning
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recongnize Student Strengths And Use Positive Behavior
SP Support Meets PT Needs

Figure 28

1.10.2 District Mean Scores for Support Providers

The rating questions asked of support providers were, "Please rate the extent that you believe..."

6. your district is committed to the support of new teachers. (CS1)
7. your participating teacher's classrooms provides them opportunities to demonstrate and apply their ability to develop strategies for improving student learning. (CS7)
8. knowledgeable and comfortable with your formative assessment system (FACT, CFASST, FAS, etc.). (PS3 and 4)
9. you are receiving quality and effective support from your training, peer support meetings and other professional development (all of the components of the BTSA program). (PS1)
10. this program is providing participating teachers opportunities to demonstrate and apply the knowledge and skill attained in their preliminary credential program. (PS2)
11. your participating teacher's site administrator understand the requirements, processes and activities of this program. (PS2)
12. you are skilled as a support provider. (PS3)
13. your work with your participating teacher(s), their formative assessment activities and their professional development is helping them to differentiate instruction based on the assessed needs of their students. (PS5)
14. you are confident in your effectiveness with participating teachers. (PS3)
15. your work with your participating teacher(s), their formative assessment activities and their professional development is helping them to improve their ability to assess students' specific learning needs. (PS6)
16. your work with your participating teacher(s), their formative assessment activities and their professional development is helping them to improve their understanding of students' background, language and abilities. (PS6)
17. your work with your participating teacher(s), their formative assessment activities and their professional development is helping them to increase their ability to recognize student strengths and needs and use positive behavior support strategies to enhance learning. (PS6b)
18. your roles and responsibilities as a support provider were clearly communicated to you by the leadership of this BTSA Induction Program. (CS8)

Results are shown on the next page in the table for districts with more than 4 respondents.

District	N	Mean Responses to SP Questions												
		District Commitment	Classroom Provides Opportunities To Improve Student learning	SP Knowledgeable Re. FACT	SP Receiving Effective Support From BTSA	Program Providing Opportunities To Apply The Skill Attained In Preliminary Program	SA Understands BTSA Requirements	SP Skilled	SP Confident & Effective In Moving PT Forward In Practice	BTSA Helping Differentiate Instruction Based On Needs	BTSA Helping Assess Students Learning Needs	BTSA Helping Improve Understanding Of Students	BTSA Helping Recognize Student Strengths And Use Positive Behavior	SP Roles Clearly Communicated
Caruthers Unified	4	9.75	9.50	9.25	10.00	10.00	9.50	9.50	9.75	9.75	9.75	9.75	10.00	10.00
Coalinga Huron USD	5	7.40	7.20	8.60	7.40	8.60	8.00	8.40	7.80	9.00	8.80	7.80	8.80	8.80
Firebaugh-Las Deltas USD	4	6.50	7.50	4.75	6.00	6.00	6.00	6.25	6.25	6.75	6.00	6.25	7.00	6.25
Kings Canyon USD	13	8.85	9.08	7.92	8.92	8.77	7.62	7.54	7.77	7.85	7.85	7.77	7.92	8.15
Mendota USD	6	8.00	8.17	7.83	8.83	8.83	7.83	8.33	8.50	8.83	8.67	8.67	8.67	8.83
Parlier USD	6	7.67	8.33	7.67	8.50	8.00	5.50	5.33	5.50	5.50	5.33	5.50	5.67	6.33
VASA Charter	4	9.25	9.00	7.75	8.75	8.75	8.50	8.25	8.25	8.00	8.75	8.25	8.00	9.00
Washington Union HS	4	8.50	8.50	6.25	9.00	8.25	8.75	8.50	8.25	8.75	8.75	8.25	8.00	9.00
West Fresno Elementary	4	9.50	8.75	8.25	8.50	9.00	5.50	6.00	6.25	6.75	6.50	6.50	6.50	7.25

Table 4

Again, it is very important to note the differences in the scores among responses from support providers. For example, support providers in Firebaugh-Las Deltas USD consistently rate questions much lower than support providers in other districts. Each question should be examined comparatively to see where support might be needed or exemplary practice may be shared. Assessing the reasons for these types of responses may be important to the achievement of the Common and Program Standards by the overall program.

Again, please note that this data is only as reliable as the percentage of the overall population of that district that responded. If the response rate for that district is nearly all of the support providers, then it is good measure of the perceptions of the support providers as a whole. If it is small portion, then results are probably more positive than they would be if there was a higher response rate from those districts.

The following pages have individual charts with the result from each district that has four or more respondents

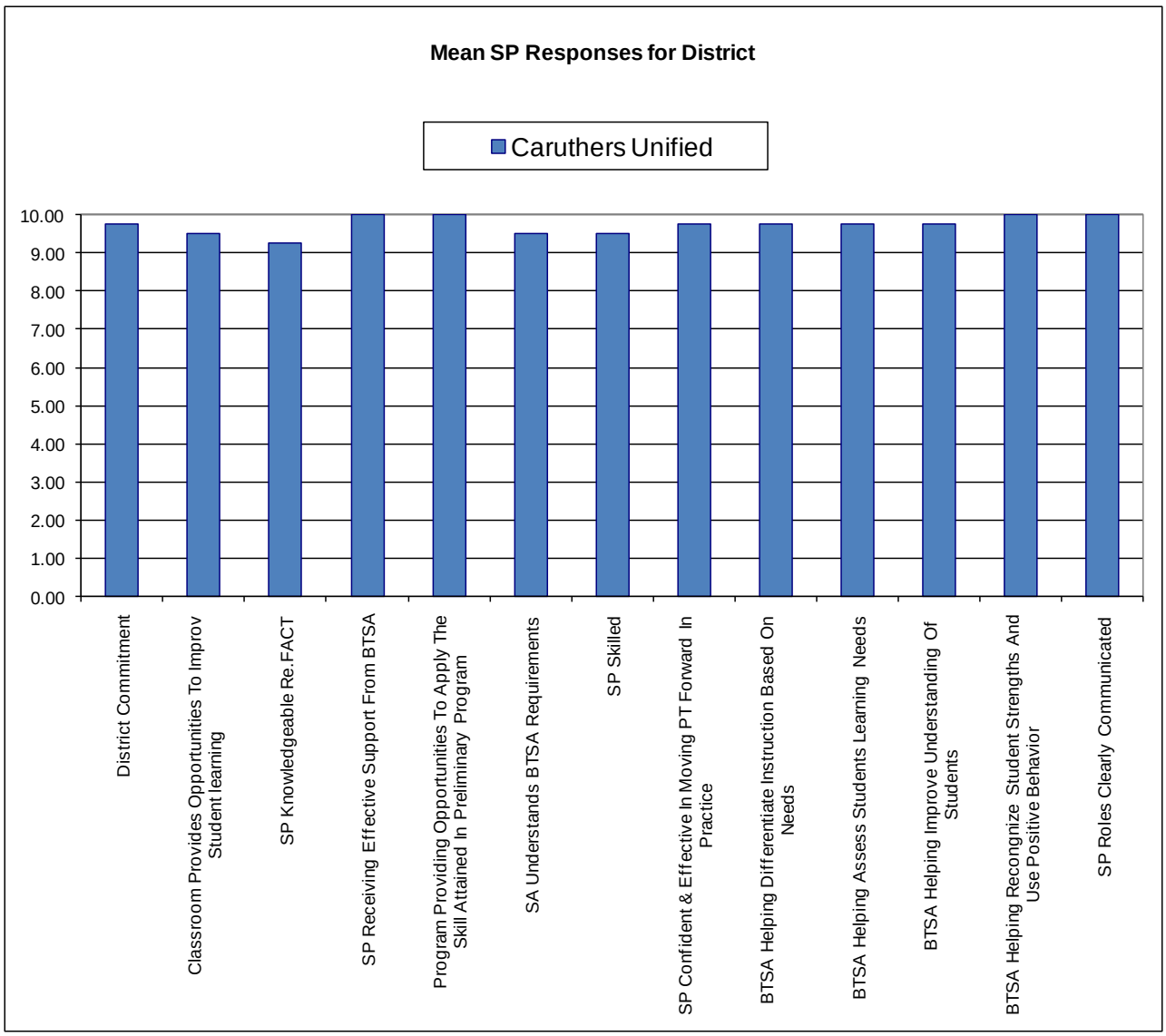

Mean SP Responses for District
Caruthers Unified
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
SP Receiving Effective Support From BTSA
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
SP Skilled
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recongnize Student Strengths And Use Positive Behavior
SP Roles Clearly Communicated

Figure 31

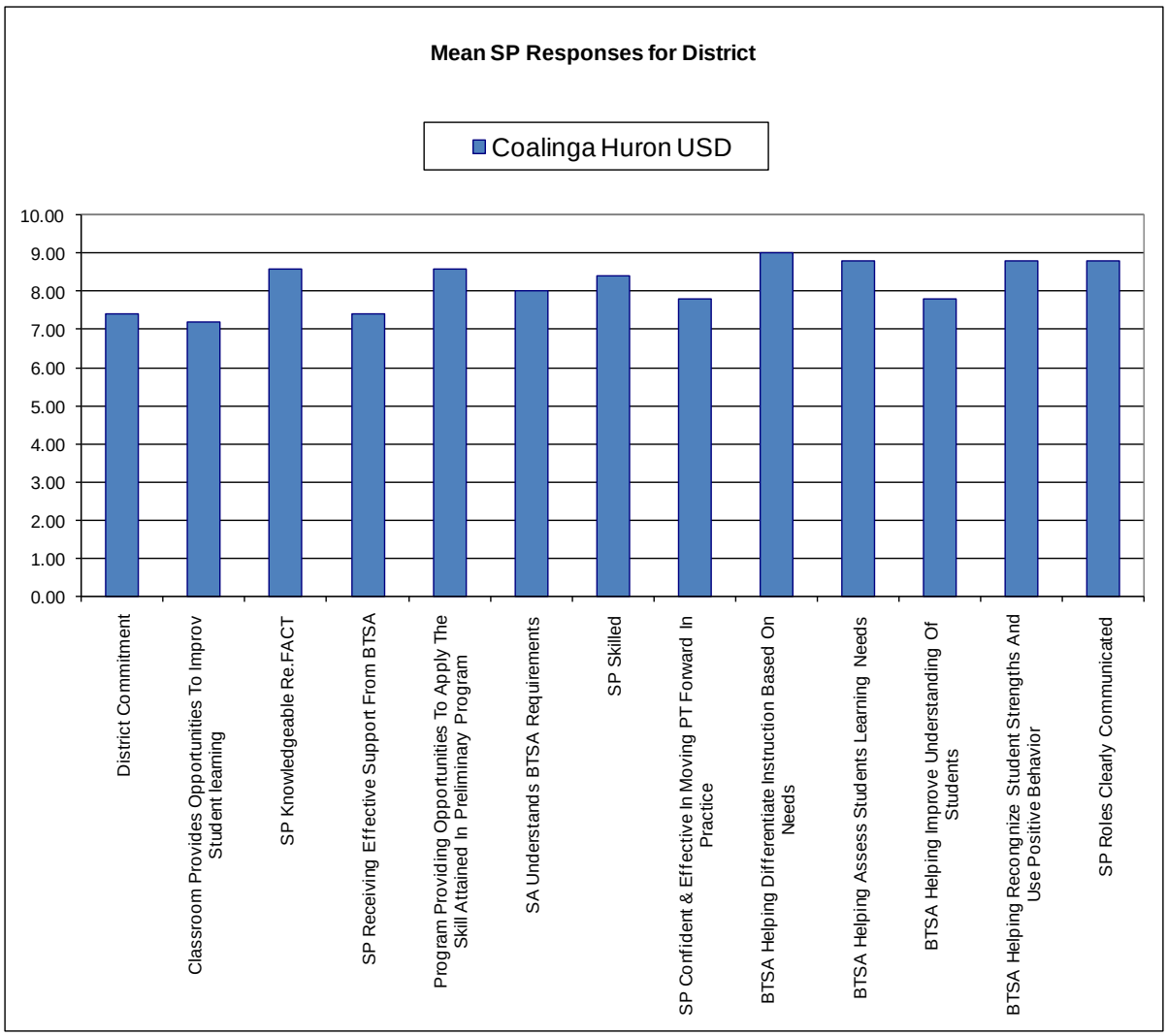

Mean SP Responses for District
Coalinga Huron USD
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
SP Receiving Effective Support From BTSA
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
SP Skilled
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recognize Student Strengths And Use Positive Behavior
SP Roles Clearly Communicated

Figure 32

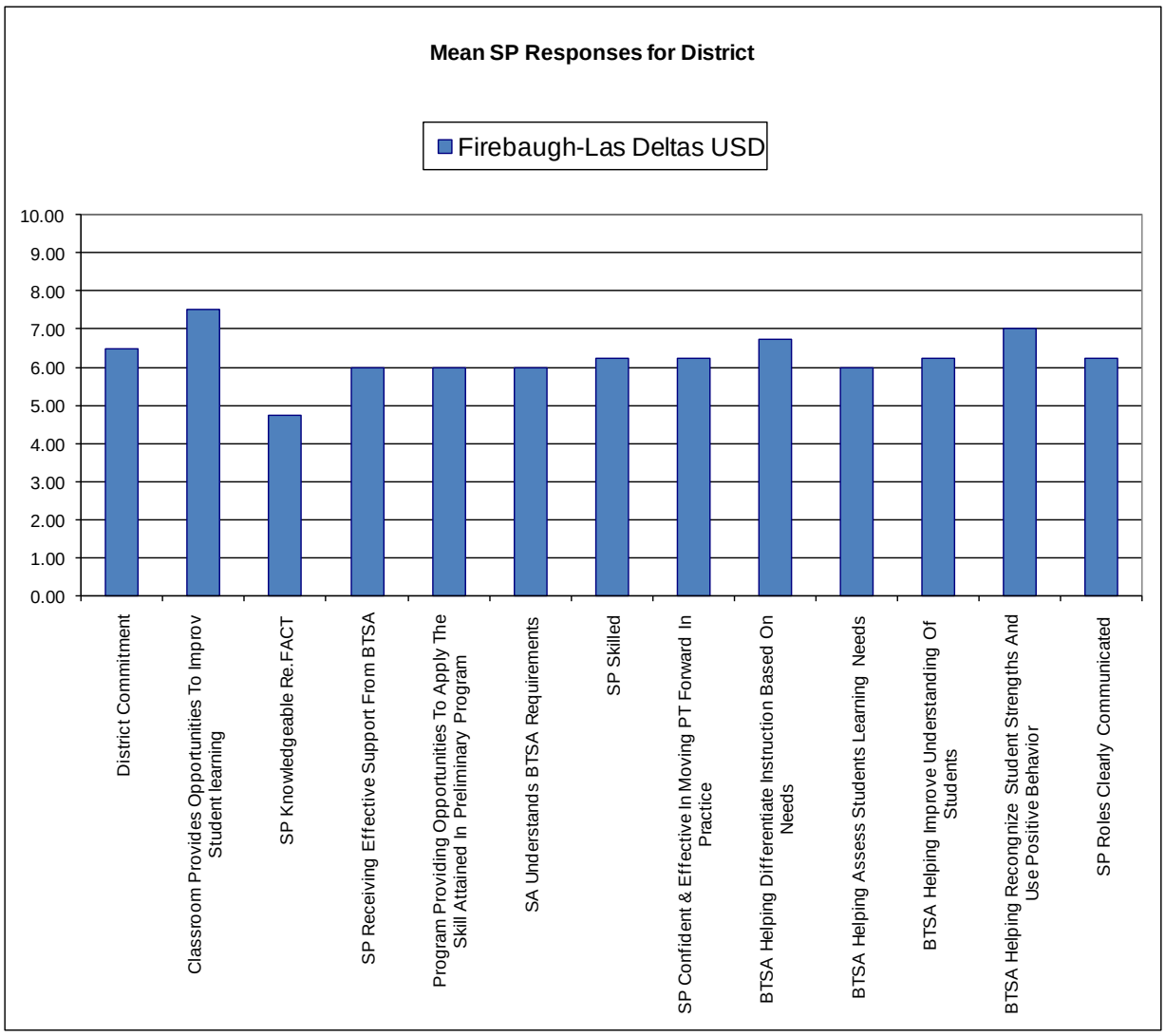

Mean SP Responses for District
Firebaugh-Las Deltas USD
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
SP Receiving Effective Support From BTSA
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
SP Skilled
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recognize Student Strengths And Use Positive Behavior
SP Roles Clearly Communicated

Figure 33

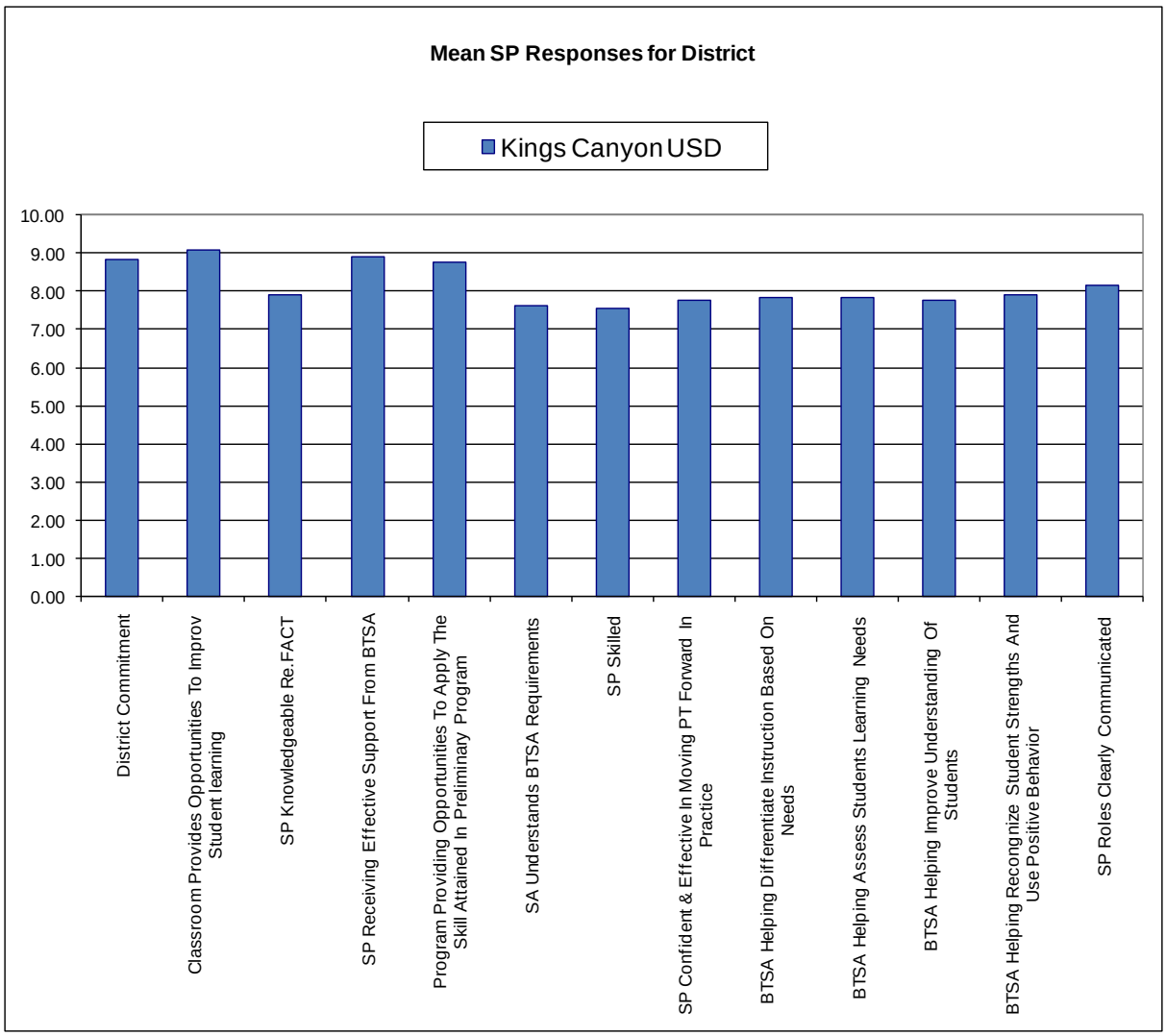

Mean SP Responses for District
Kings Canyon USD
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
SP Receiving Effective Support From BTSA
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
SP Skilled
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recongnize Student Strengths And Use Positive Behavior
SP Roles Clearly Communicated

Figure 34

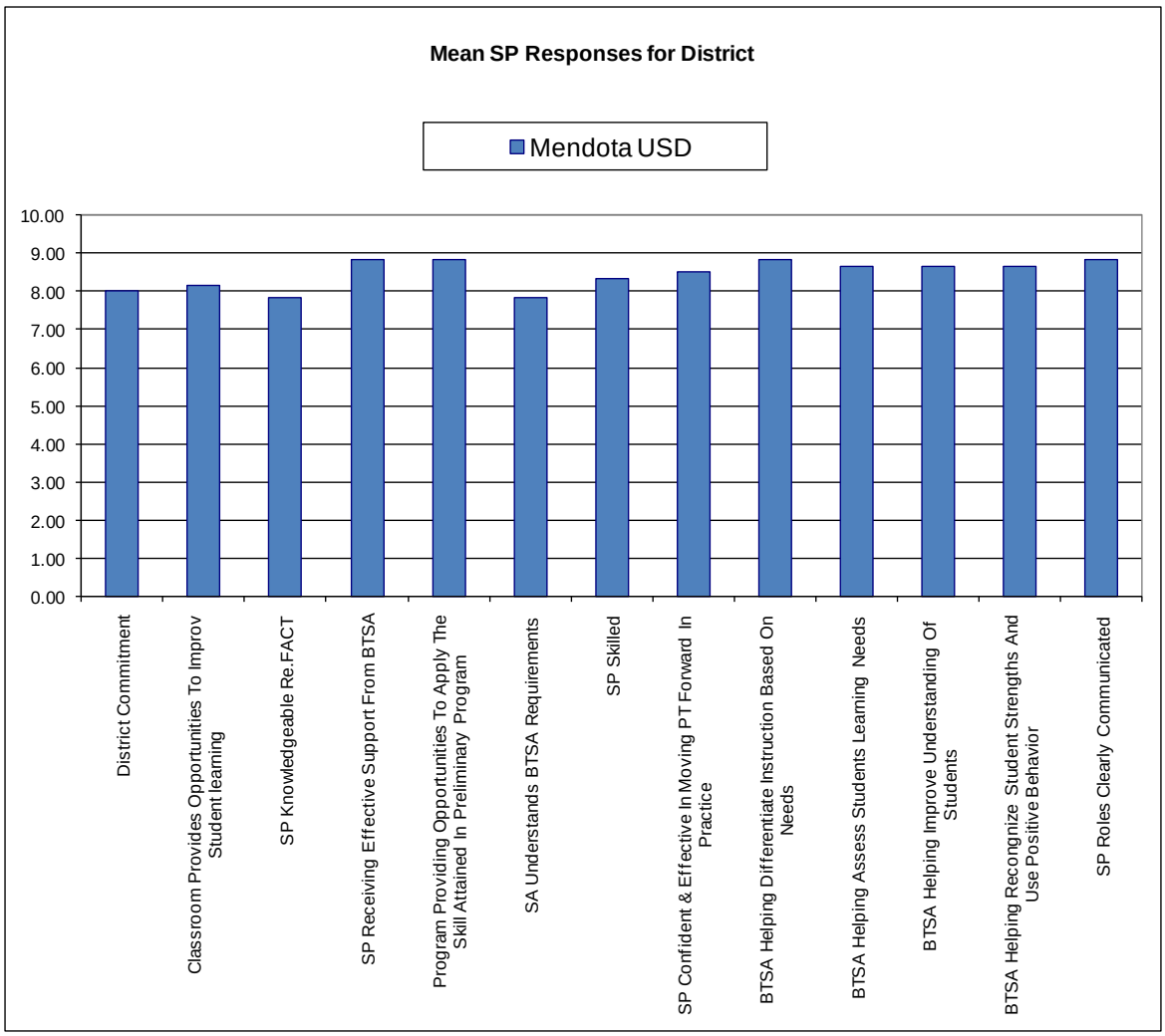

Mean SP Responses for District
Mendota USD
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
SP Receiving Effective Support From BTSA
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
SP Skilled
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recongnize Student Strengths And Use Positive Behavior
SP Roles Clearly Communicated

Figure 35

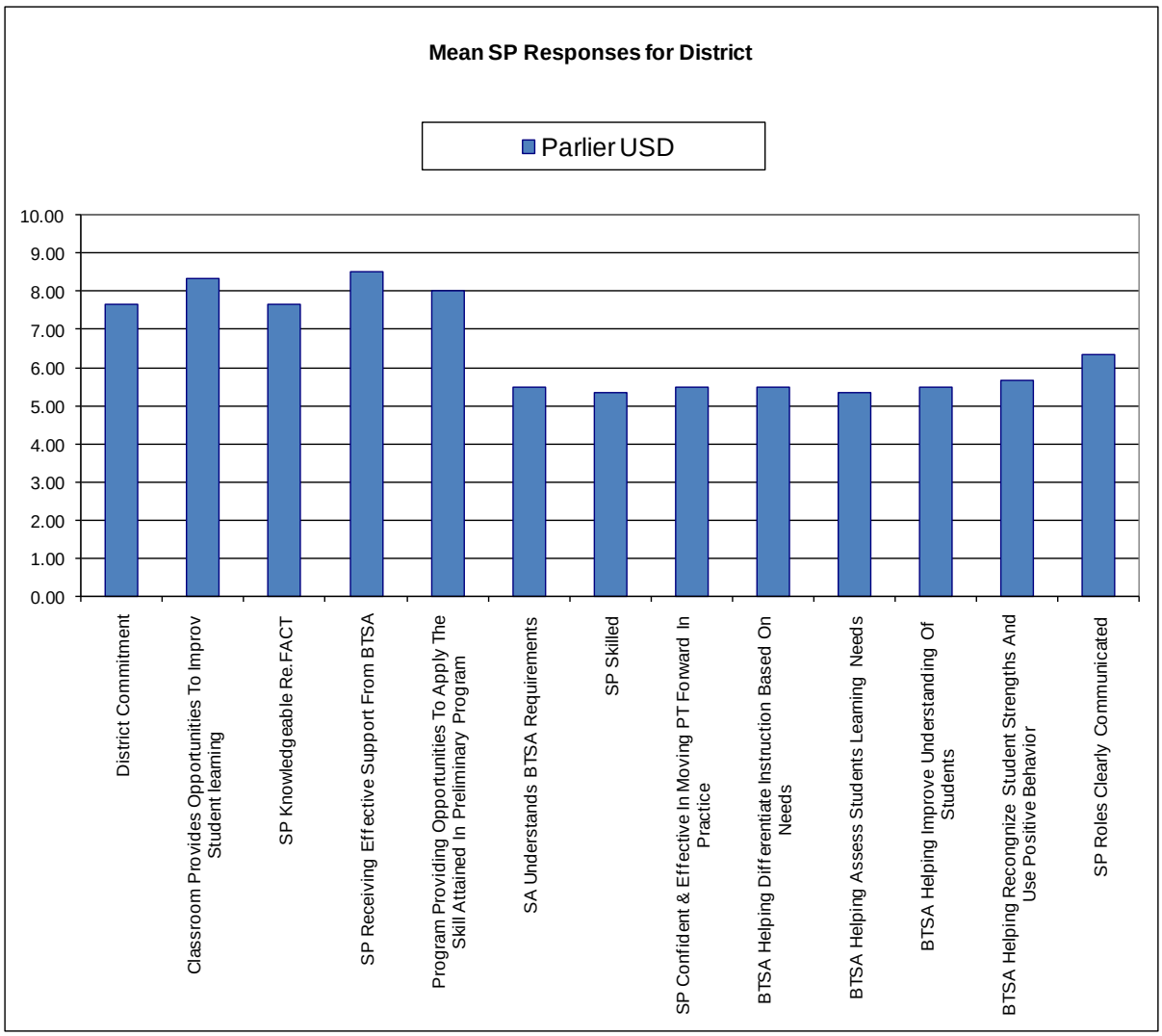

Mean SP Responses for District
Parlier USD
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
SP Receiving Effective Support From BTSA
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
SP Skilled
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recongnize Student Strengths And Use Positive Behavior
SP Roles Clearly Communicated

Figure 36

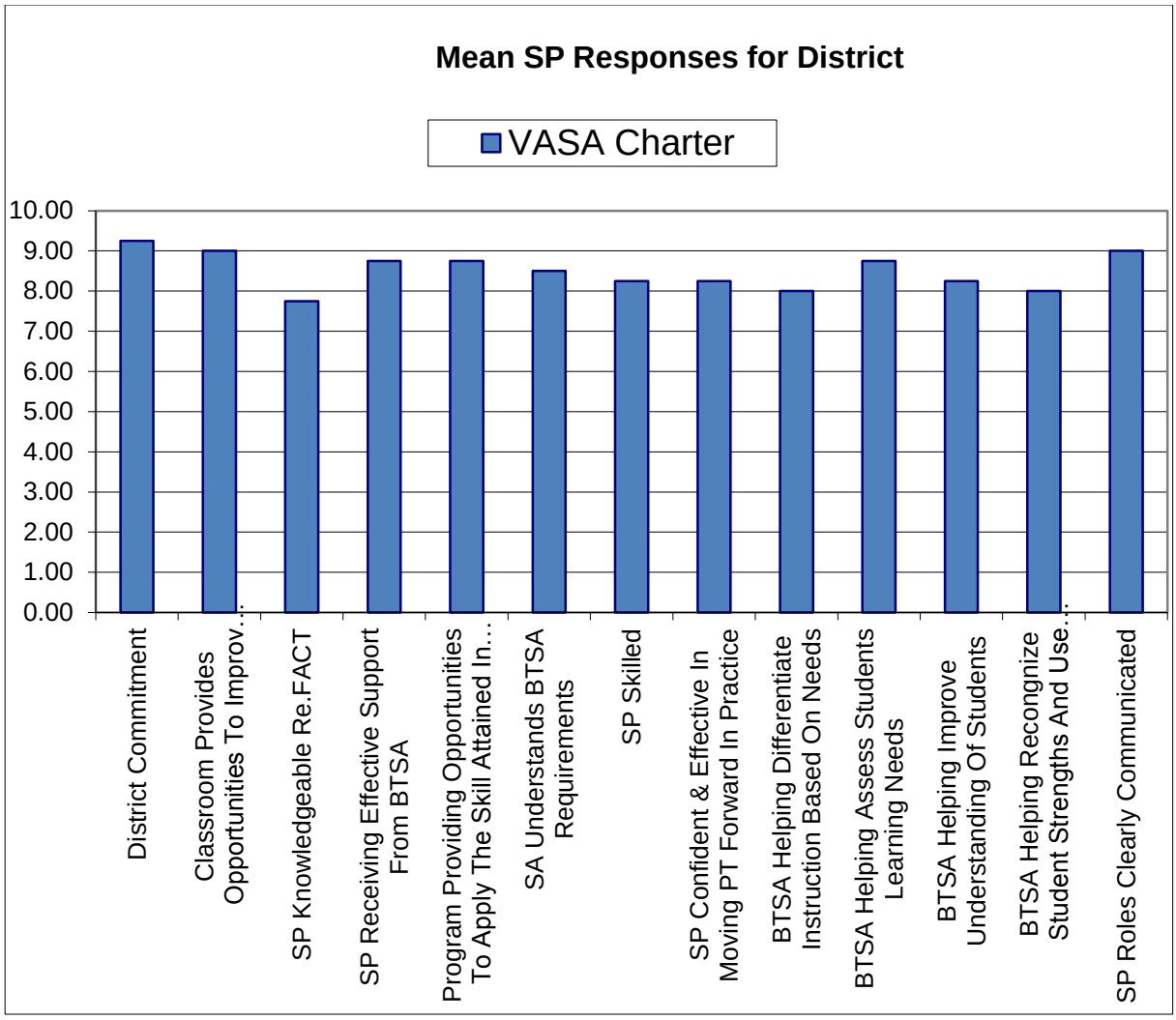

Mean SP Responses for District
VASA Charter
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv…
SP Knowledgeable Re.FACT
SP Receiving Effective Support From BTSA
Program Providing Opportunities To Apply The Skill Attained In…
SA Understands BTSA Requirements
SP Skilled
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recongnize Student Strengths And Use…
SP Roles Clearly Communicated

Figure 37

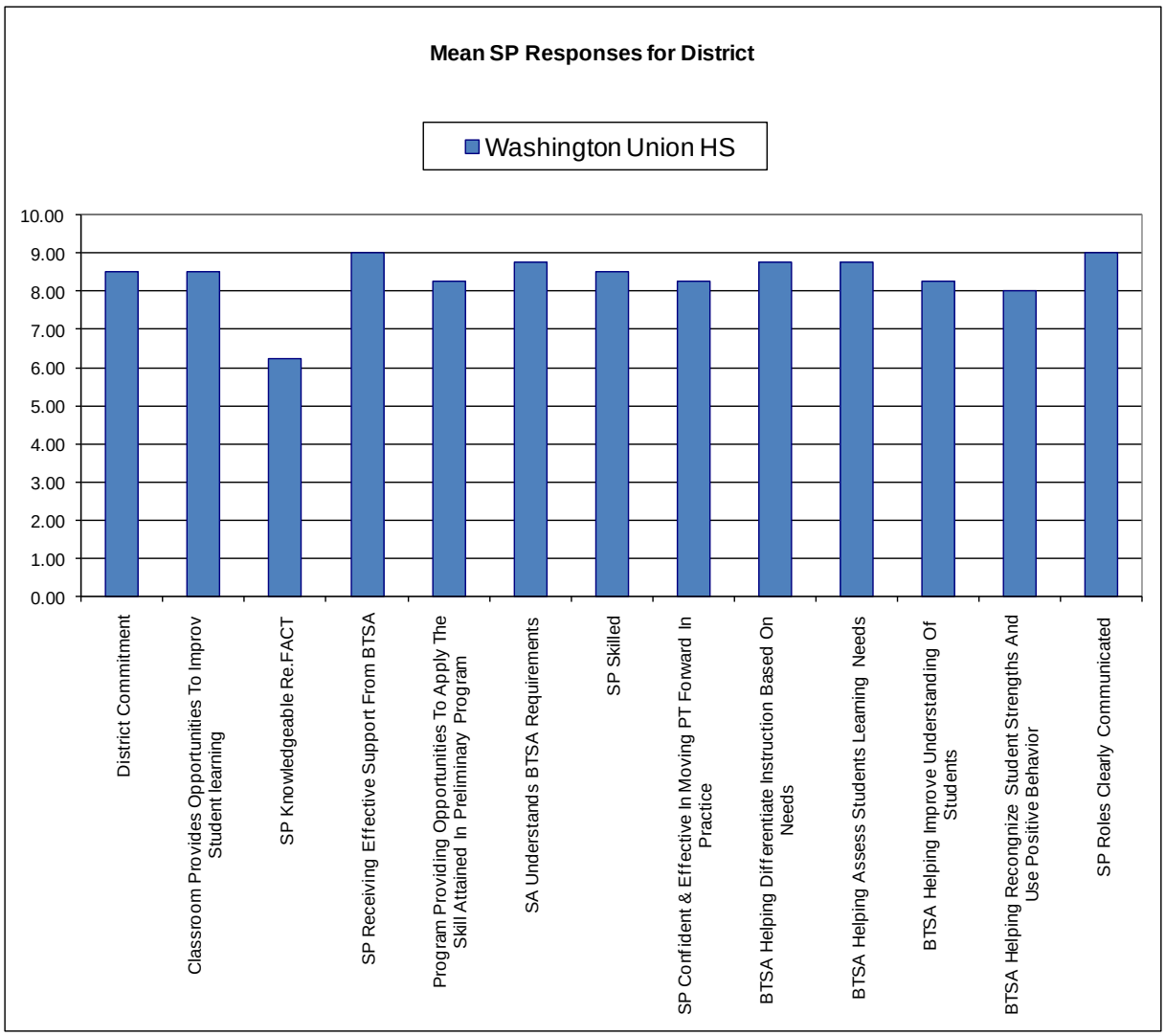

Mean SP Responses for District
Washington Union HS
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
SP Receiving Effective Support From BTSA
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
SP Skilled
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recongnize Student Strengths And Use Positive Behavior
SP Roles Clearly Communicated

Figure 38

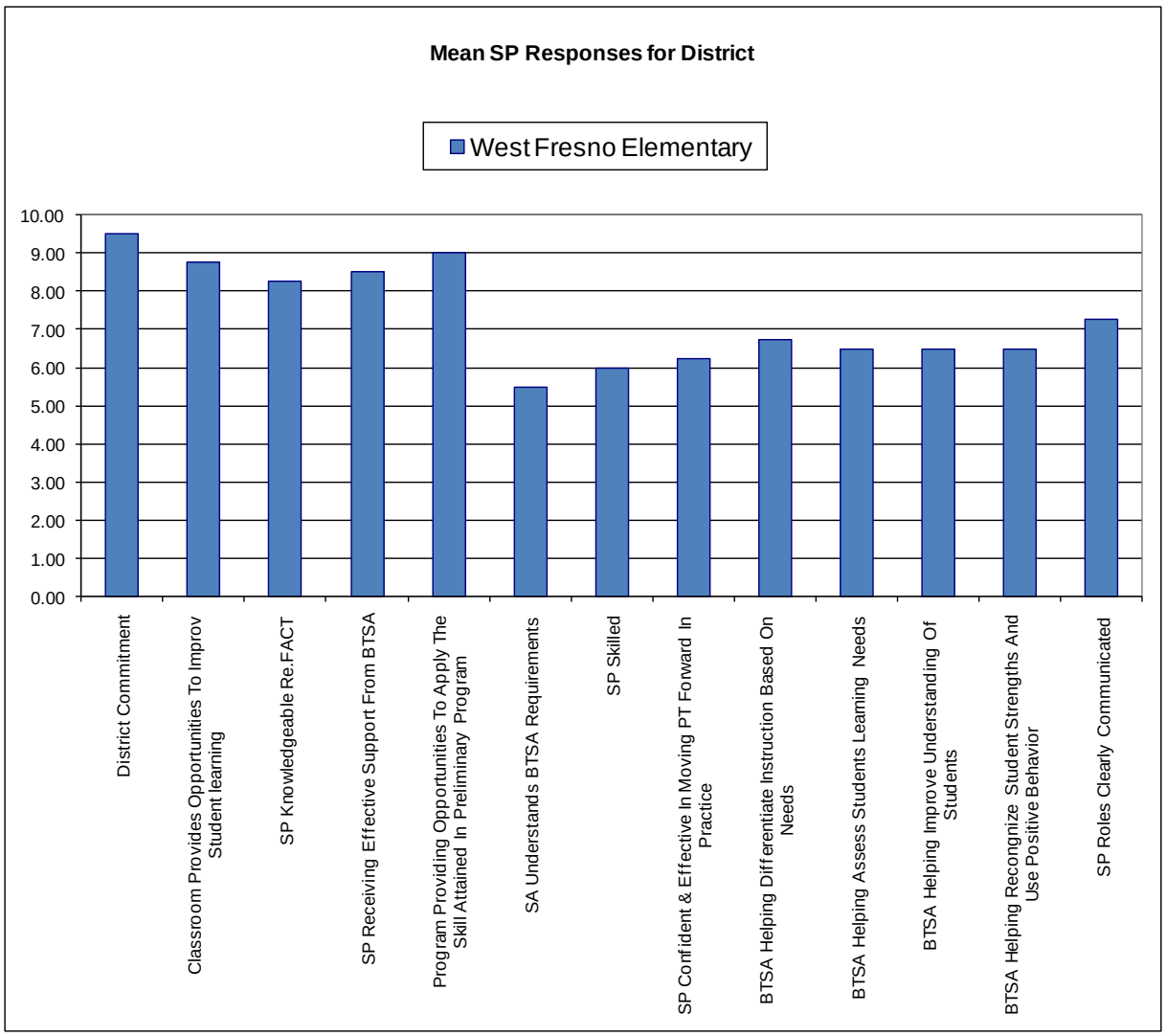

Mean SP Responses for District
West Fresno Elementary
10.00
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
District Commitment
Classroom Provides Opportunities To Improv Student learning
SP Knowledgeable Re.FACT
SP Receiving Effective Support From BTSA
Program Providing Opportunities To Apply The Skill Attained In Preliminary Program
SA Understands BTSA Requirements
SP Skilled
SP Confident & Effective In Moving PT Forward In Practice
BTSA Helping Differentiate Instruction Based On Needs
BTSA Helping Assess Students Learning Needs
BTSA Helping Improve Understanding Of Students
BTSA Helping Recongnize Student Strengths And Use Positive Behavior
SP Roles Clearly Communicated

Figure 39

1.11 CONCLUSIONS

The following conclusions can be drawn from the mid year survey of participating teachers and support providers:

- From an overall population of around 113 participating teachers and 84 support providers, responses were received from 98% and 81% respectively. These are good samples of the population of participating teachers and support providers and as such results should be considered reliable and valid; especially results from participating teachers. (CS2)
- Generally throughout this survey, standard deviations were elevated or high. This means that there was a lack of agreement regarding perceptions among respondents. In addition, there were widely varying response means when results were disaggregated by district. (CS 2)
- Sixty-eight percent of all participating teachers and 79% of support providers respond that they are aware of program improvements that have been made in the induction program based on feedback from participants. (CS2)
- One-hundred percent of all participating teachers and 97% of support providers understand how they (or their participating teachers) are progressing toward completion of the induction program and obtaining a credential. (CS6)
- Ninety-five percent of support providers and 99% of participating teachers report that they clearly understand the partnership with their support provider or participating teacher(s) (roles and responsibilities, how they work together). (CS6)
- Seventy-nine percent of all participating teachers and 89% of support providers respond they have analyzed student work together. (PS4)
- Just over 70% of support providers report that they will receive or they have received feedback from the leadership of this induction program on their work with participating teachers. (PS3)
- The overall mean for participating teachers was 8.4 out of 10 when they were asked to rate the extent that they felt that their district was committed to their support. Support providers rated this same question slightly lower at 8.1 out of 10. (CS1)
- The mean score for participants overall was almost 8.8 out of 10 when they were asked to rate the extent that they felt their classroom provided them (participating teachers) opportunities to demonstrate and apply their ability to develop strategies for improving student learning. Support providers rated this slightly lower (8.5) than did participating teachers (8.9). (CS9 and PS 5 and 6)
- All participating teachers rated the extent that they felt that their support provider was knowledgeable and comfortable with their formative assessment system at 8.4 out of 10. Support providers rated this question slightly lower at 7.8 out of 10. (PS 3 and 4)

- All participating teachers rated the extent that they felt they are receiving quality and effective support from their support provider, assessment activities and professional development (all of the components of the BTSA program) at about 8.4 out of 10. Support providers rated this just slightly higher at almost 8.6 out of 10. (PS3)

- Again, all participating teachers rated the extent that they felt this program was providing them opportunities to demonstrate and apply the knowledge and skills attained in their preliminary credential program at 8 out of 10. Support providers rated this question at almost 8.5 out of 10. (PS2)

- Overall, participating teachers rated the extent that they felt that their site administrator understands the requirements, processes and activities of this program at 8.1 out of 10. Support providers rated this same question slightly lower at 7.9 out of 10. (PS2)

- The mean score for the extent that all participating teachers felt their work with their support provider, their formative assessment activities and their professional development was helping them to differentiate instruction based on the assessed needs of their students at 8.2 out of 10. Support providers rated this question at 8.3 out of 10. (PS 5)

- All participating teachers rated the extent that they felt their work with their support provider, their formative assessment activities and their professional development is helping them to improve their ability to assess students' specific learning needs at almost 8.2 out of 10. Support providers rated this slightly higher at 8.4 out of 10. (PS6)

- Overall, participating teachers rated the extent that they feel their work with their support provider, their formative assessment activities and their professional development is helping them to improve your understanding of your students' background, language and abilities at almost 8.2 out of 10. Support providers rated this question slightly higher at 8.3 out of 10. (PS6a)

- Participating teachers rated the extent that they felt their work with their support provider, their formative assessment activities and their professional development is helping them to increase their ability to recognize student strengths and needs and use positive behavior support strategies to enhance learning at 8.3 out of 10. Support providers rated this at 8.5 out of 10. (PS6b)
- All participating teachers rated the extent that they felt the support given to them by their support provider met their individual needs at 8.4 out of 10. (PS4)
- Overall, participating teachers rated the extent that they felt they were skilled in using the technology available to them to support student learning at almost 8.6 out of 10. First year teachers rated this at just about 8.4 out of 10. (PS5)

- All participating teachers rated the extent that they felt their support provider was effective in moving them forward in their practice at almost 8.4 out of 10. First year teachers rated this slightly lower at 8 out of 10 and second year teacher rated it at 8.1 out of 10. (PS3)
- Support providers rated the extent that they felt their roles and responsibilities as a support provider were clearly communicated to them by the leadership of this BTSA Induction Program at almost 8.9 out of 10. (PS3)
- Support providers rated the extent that they were skilled as a support provider at 8.1 out of 10. (PS3)
- Support providers rated the extent that they felt they were confident in their effectiveness with participating teachers at 8.5 out of 10. (PS3)