

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

**Participating Teacher Assessment  
of Support Provider Effectiveness  
2010-2011**

prepared for the

**Fresno COE BTSA Induction Program**

by the



**SINCLAIR  
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## 1.1 INTRODUCTION

The Fresno BTSA Induction Program administered a survey to participating teachers at the end of the 2010-2011 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 – 3 “Likert” type scale (1=Weak, 2= Average, 3=Strong. A total of 95 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. Using learning focused (reflective) conversation to help me grow professionally (PS3)
4. Sharing support and strategies in the area of behavior management (PS5 and 6)
5. Assisting me with resources for teaching English learners (PS 6 and 5)
6. Providing additional strategies in the area of integrating students into the classroom that have disabilities or are gifted and talented (PS6)

7. Using evidence of my classroom practice to guide our work together (CS6)
8. Understanding the plan, teach, reflect and apply cycle (PS4)
9. The level of knowledge and skill I acquired in my professional preparation program (PS2)
10. Creating a trusting relationship with me that promotes both honesty and compassionate support (PS 3 and 4)
11. Using our meeting time effectively (does not waste time or is not unduly hurried) (PS 3 and 4)
12. Assisting me in understanding the local context for teaching. (PS3)
13. Familiarity with state adopted content standards, curriculum frameworks, content- specific pedagogy, and the performance levels of my students (PS3 & 5)
14. Identifying instructional ideas and materials appropriate to my teaching context (PS5)
15. Assessing my teaching practice based on the CSTP (This may include the Continuum of Teaching Practice.) (PS4)
16. Helping me develop an Individual Induction or Learning Plans (IIP/ILP) based on assessment evidence (PS3)
17. Aligning my Individual Induction or Learning Plan and my on-going professional development activities (PS4)
18. Helping me select professional development that is aligned to the needs that are identified in my Individual Induction or Learning Plan (IIP or ILP) (PS 3,4, 5 and 6)
19. Their general knowledge and skill in the formative assessment system (FACT, FAS or locally developed system) (PS3 & 4)
20. Analyzing student work (PS4)
21. Formatively assessing me in relation to state-adopted academic content standards, performance levels for students, and curriculum frameworks. (PS3)
22. Understanding of the requirements for this induction program and the responsibilities of a support provider (CS6)
23. Understanding the requirements for me to complete this program and obtain a professional credential (PS3 and CS6)

24. Reviewing the results from classroom observation and assessment evidence with me (PS4)

## 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.

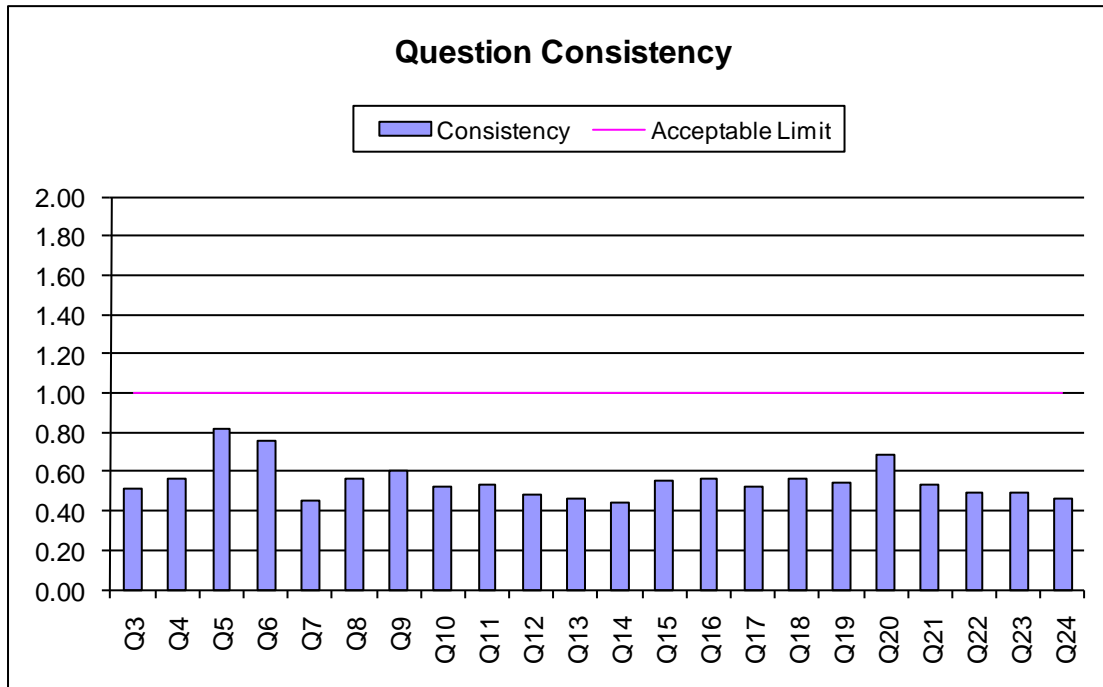


Figure 1

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.

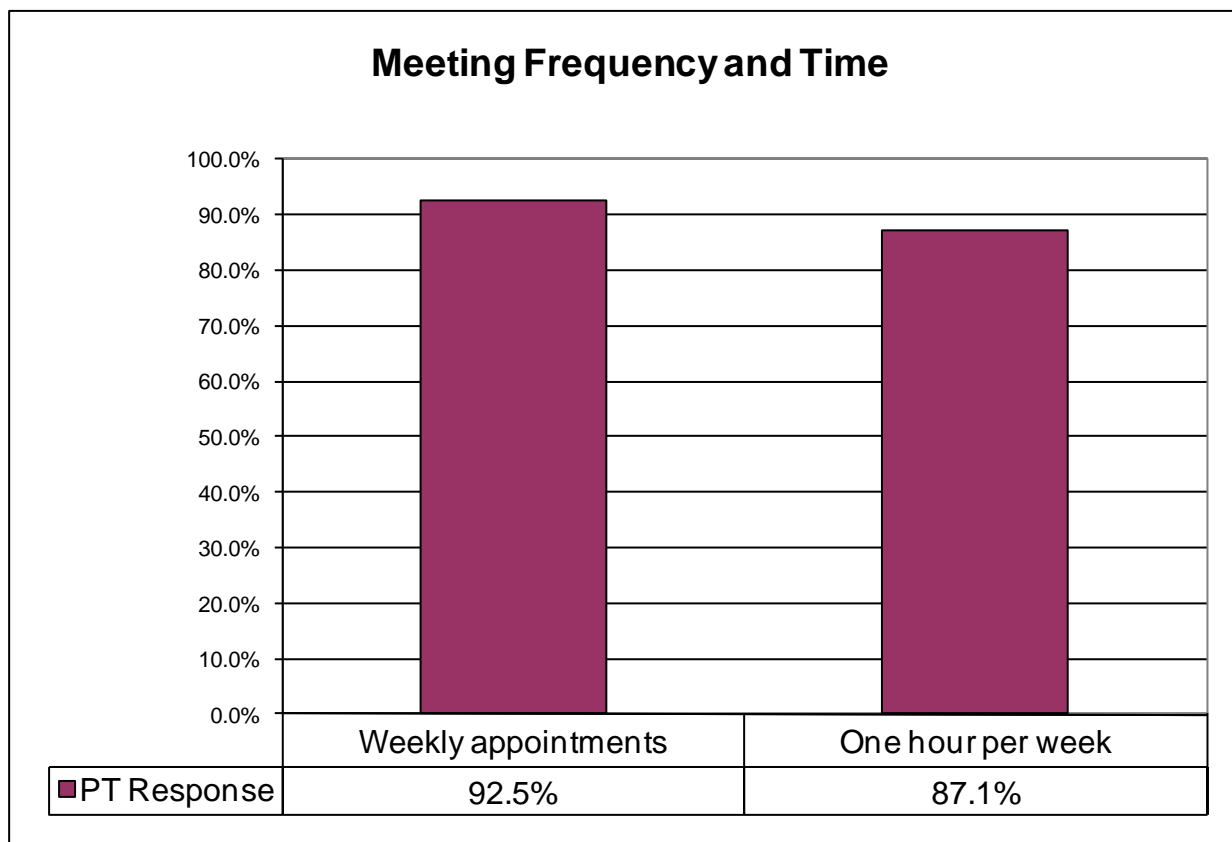


Figure 2

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

Over 87% 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.)

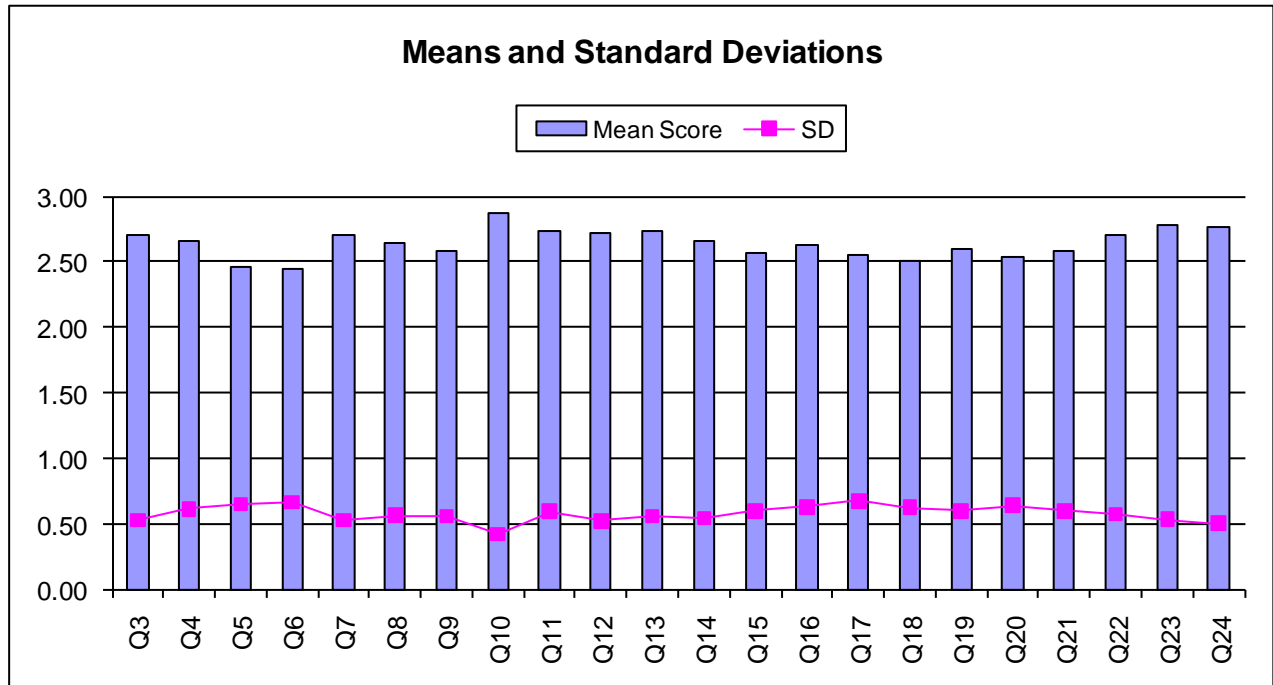


Figure 3

Standard deviations were generally 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.

Clearly, support providers are highly knowledgeable and skilled. All questions, except two, were rated above 2.5 out of 3 (or around the “strong” level). Three questions attracted mean scores above 2.75 out of 3. These were:

10. Creating a trusting relationship with me that promotes both honesty and compassionate support (PS 3 and 4)

23. Understanding the requirements for me to complete this program and obtain a professional credential (PS3 and CS6)

24. Reviewing the results from classroom observation and assessment evidence with me



(PS4)

This indicates that overall participating teachers feel their support providers are particularly knowledgeable and skilled in these areas.

The two questions that fell below 2.5 out of 3, (though still above 2.4) were:

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

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.

## 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.

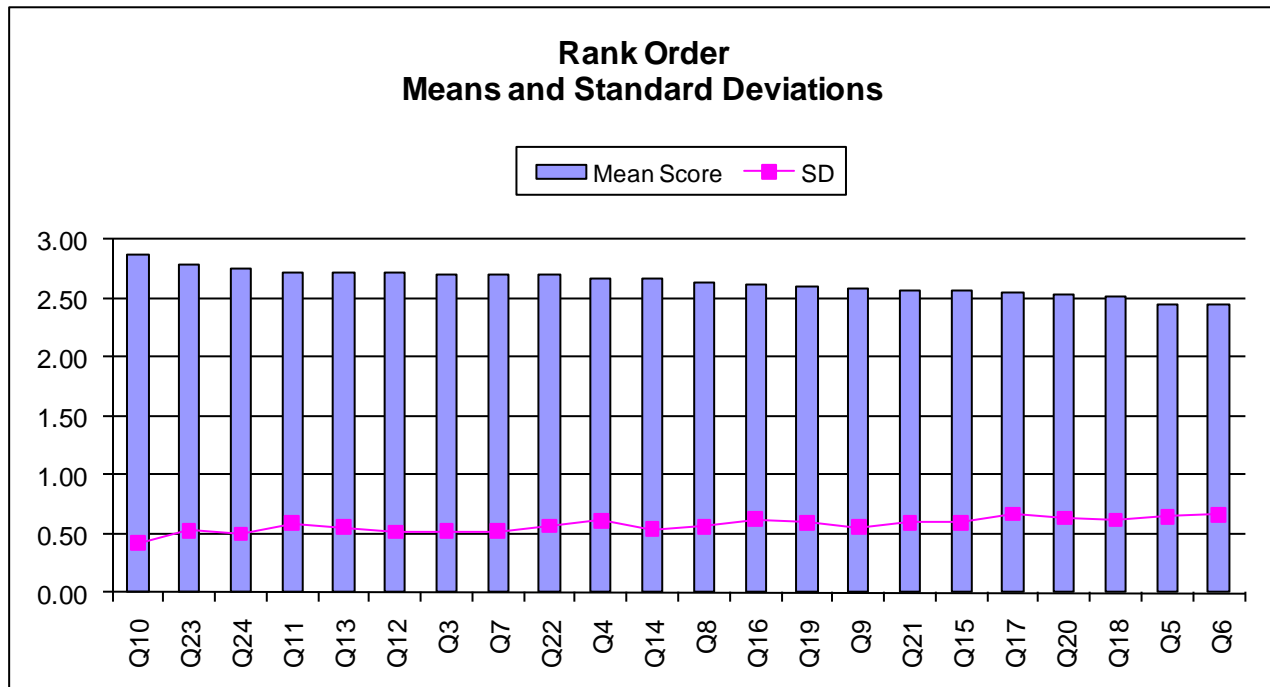


Figure 4

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

Question	Mean	SD
10. Creating a trusting relationship with me that promotes both honesty and compassionate support (PS 3 and 4)	2.87	0.42
23. Understanding the requirements for me to complete this program and obtain a professional credential (PS3 and CS6)	2.78	0.53
24. Reviewing the results from classroom observation and assessment evidence with me (PS4)	2.76	0.50
11. Using our meeting time effectively (does not waste time or is not unduly hurried) (PS 3 and 4)	2.73	0.59
13. Familiarity with state adopted content standards, curriculum frameworks, content- specific pedagogy, and the performance levels of my students (PS3 & 5)	2.73	0.55
12. Assisting me in understanding the local context for teaching. (PS3)	2.72	0.52

3. Using learning focused (reflective) conversation to help me grow professionally (PS3)	2.71	0.52
7. Using evidence of my classroom practice to guide our work together (CS6)	2.71	0.52
22. Understanding of the requirements for this induction program and the responsibilities of a support provider (CS6)	2.70	0.57
4. Sharing support and strategies in the area of behavior management (PS5 and 6)	2.66	0.61
14. Identifying instructional ideas and materials appropriate to my teaching context (PS5)	2.66	0.54
8. Understanding the plan, teach, reflect and apply cycle (PS4)	2.64	0.56
16. Helping me develop an Individual Induction or Learning Plans (IIP/ILP) based on assessment evidence (PS3)	2.62	0.63
19. Their general knowledge and skill in the formative assessment system (FACT, FAS or locally developed system) (PS3 & 4)	2.60	0.59
9. The level of knowledge and skill I acquired in my professional preparation program (PS2)	2.59	0.56
21. Formatively assessing me in relation to state-adopted academic content standards, performance levels for students, and curriculum frameworks. (PS3)	2.58	0.60
15. Assessing my teaching practice based on the CSTP (This may include the Continuum of Teaching Practice.) (PS4)	2.57	0.60
17. Aligning my Individual Induction or Learning Plan and my on-going professional development activities (PS4)	2.55	0.67
20. Analyzing student work (PS4)	2.53	0.64
18. Helping me select professional development that is aligned to the needs that are identified in my Individual Induction or Learning Plan (IIP or ILP) (PS 3,4, 5 and 6)	2.51	0.62
5. Assisting me with resources for teaching English learners (PS 6 and 5)	2.45	0.65
6. Providing additional strategies in the area of integrating students into the classroom that have disabilities or are gifted and talented (PS6)	2.44	0.66

**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.

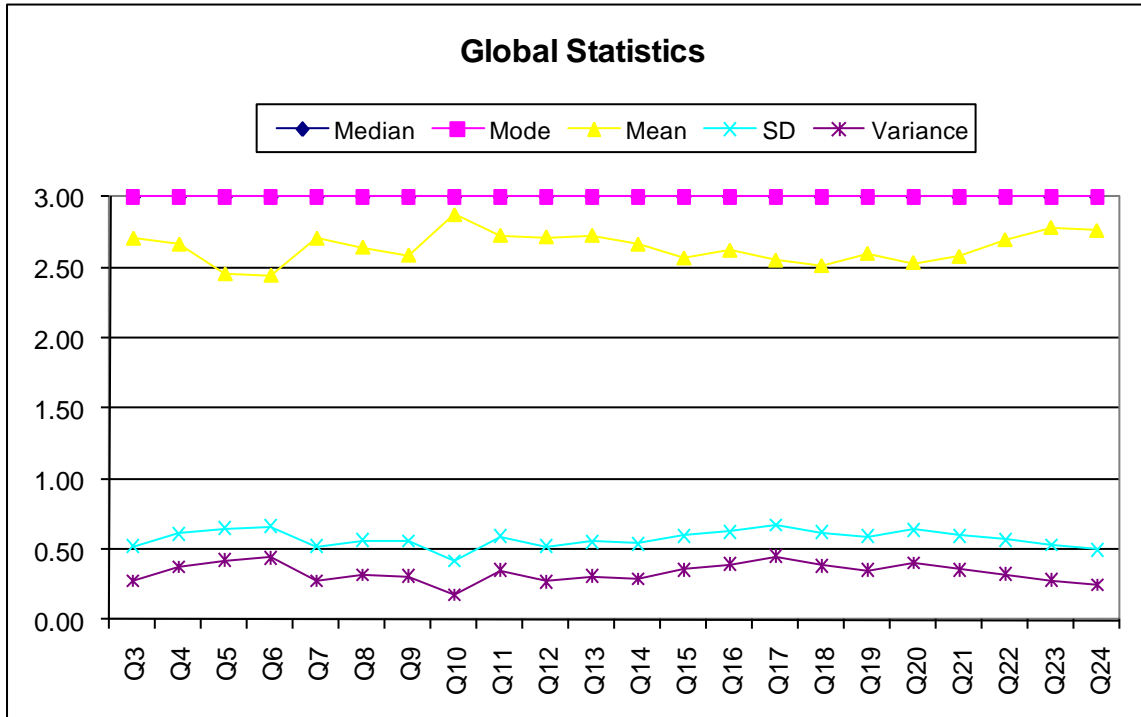


Figure 5

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.

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

Over 87% 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)

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:

Creating a trusting relationship with me that promotes both honesty and compassionate support (PS 3 and 4)

Understanding the requirements for me to complete this program and obtain a professional credential (PS3 and CS6)

Reviewing the results from classroom observation and assessment evidence with me (PS4)

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

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

Providing additional strategies in the area of integrating students into the classroom that have disabilities or are gifted and talented (PS6)