

**BTSA SP Survey 2010 - 2011  
Report By Program - Statewide**

Fresno COE BTSA 304

<b>A. Roles and Responsibilities of Support Providers</b>	<u>Program</u>		<u>Statewide</u>	
	<b>Total (Yes)</b>	<b>Percent (Yes)</b>	<b>Total (Yes)</b>	<b>Percent (Yes)</b>
<b>1. How were you selected to be a Support Provider? Mark all that apply.</b>				
1a. My site administrator selected me	71	87.7%	2,487	48.1%
1b. BTSA Induction program staff selected me	6	7.4%	2,308	44.7%
1c. I completed an application	14	17.3%	2,684	51.9%
1d. I was interviewed	1	1.2%	1,720	33.3%
1e. I was observed	8	9.9%	1,049	20.3%
<b>2. Were you a BTSA Participating Teacher?</b>				
Yes	38	46.9%	1,866	36.1%
No	43	53.1%	3,274	63.4%
<b>3. How many years, including this year, have you served as a Support Provider in your current or any other BTSA Induction program?</b>				
This is my first year	24	29.6%	1,299	25.1%
2 years	13	16.0%	843	16.3%
3 years	11	13.6%	673	13.0%
4 years	5	6.2%	542	10.5%
5 years	9	11.1%	423	8.2%
6 years	6	7.4%	313	6.1%
7 years	1	1.2%	218	4.2%
8 or more years	12	14.8%	829	16.0%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
<i>Mean and Std are based on scale 1 through 8</i>	3.54	2.49	3.76	2.51
<b>4. Including this year, how many years have you taught students in K-12 classroom(s)? (Do not include years as a teacher on special assignment (Teacher on Special Assignment/TOSA)).</b>				
1 year	0	0.0%	2	0.0%
2 years	0	0.0%	4	0.1%
3 years	0	0.0%	39	0.8%
4 years	2	2.5%	102	2.0%
5 years	3	3.7%	184	3.6%
6 years	13	16.0%	235	4.5%
7 years	6	7.4%	295	5.7%
8 years	8	9.9%	251	4.9%
9 years	1	1.2%	229	4.4%
10 years	3	3.7%	304	5.9%
11 years	4	4.9%	263	5.1%
12 years	4	4.9%	257	5.0%
13 years	3	3.7%	230	4.5%

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	Total	Percent	Total	Percent
14 years	6	7.4%	251	4.9%
15 years	3	3.7%	267	5.2%
16 years	4	4.9%	175	3.4%
17 years	1	1.2%	180	3.5%
18 years	1	1.2%	184	2.9%
19 years	1	1.2%	77	1.5%
20 years	2	2.5%	168	3.3%
21 or more years	16	19.8%	1,459	28.2%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
	12.35	5.80	14.16	5.72
<i>Mean and Std are based on scale 1 through 21</i>				
<b>5. Prior to becoming a BTSA Induction Support Provider, what kinds of mentoring or coaching EXPERIENCES did you have? (Check all that apply)</b>	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
5a. PAR Consulting Teacher	9	11.1%	550	10.6%
5b. Informal new teacher support at my site ("Buddy")	45	55.6%	3,682	71.3%
5c. Curriculum or instructional coach	25	30.9%	1,832	35.5%
5d. Department chair / grade level leader	53	65.4%	3,241	62.7%
5e. California Staff Mentoring Program (CSMP)	4	4.9%	233	4.5%
5f. Master or supervising teacher	35	43.2%	2,840	55.0%
5g. Mentor Teacher prior to 1999	12	14.8%	1,141	22.1%
5h. Coaching role in non-teaching career	18	22.2%	1,217	23.6%
5i. Other (Please specify)	6	7.4%	574	11.1%
5j. None of the above	5	6.2%	235	4.5%
<b>6. Prior to becoming a BTSA Induction Support Provider, what kind of SUSTAINED, INTENSIVE professional development, outside of BTSA Induction formative assessment or coaching training, did you complete? (Check all that apply)</b>				
6a. Classroom management	61	75.3%	3,689	71.4%
6b. Differentiated instruction	59	72.8%	3,846	74.4%
6c. Observation and instructional feedback	41	50.6%	2,921	56.5%
6d. Advanced content matter training	42	51.9%	2,957	57.2%
6e. Instructional planning	49	60.5%	3,449	66.8%
6f. Instructional technology	50	61.7%	2,907	56.3%
6g. Using data to inform instruction	47	58.0%	3,048	59.0%
6h. SB 472 (formerly AB 466)	44	54.3%	1,644	31.8%
6i. None of the above	3	3.7%	290	5.6%

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7. Which aspects of your Support Provider/Participating Teacher matches impacted your effectiveness as a Support Provider?	<u>Program</u>		<u>Statewide</u>	
	Mean	Std	Mean	Std
7a. Grade level experience or background	3.85	0.39	3.88	0.39
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Does not apply	6	7.4%	223	4.3%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
7b. Same subject matter or course emphasis	3.68	0.59	3.78	0.52
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Does not apply	18	22.2%	773	15.0%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
7c. Knowledge of the student populations they taught	3.91	0.29	3.91	0.30
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Does not apply	2	2.5%	65	1.3%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
7d. Familiarity with site resources	3.84	0.43	3.79	0.49
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Does not apply	3	3.7%	210	4.1%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
7e. Schedules (prep period)	3.26	1.09	3.35	0.90
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Does not apply	21	25.9%	1,300	25.2%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
7f. Personality, disposition and working style	3.82	0.45	3.81	0.47
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Does not apply	3	3.7%	129	2.5%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
7g. Teaching philosophy and style	3.83	0.38	3.78	0.47
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Does not apply	4	4.9%	168	3.3%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
7h. Familiarity with colleagues and site administration	3.83	0.44	3.78	0.48
	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Does not apply	2	2.5%	274	5.3%

*Negative impact=1, Slightly negative=2, Slightly positive=3,  
Positive impact=4*

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8. What is your current assignment?	<u>Program</u>		<u>Statewide</u>	
	Total	Percent	Total	Percent
Full-time classroom teacher	62	76.5%	3,877	75.0%
Part-time released classroom teacher	1	1.2%	206	4.0%
Full-time released /Full-time Support Provider	2	2.5%	176	3.4%
Full-time released/Part-time Support Provider	7	8.6%	312	6.0%
Program director/Part-time Support Provider	6	7.4%	158	3.1%
Retired educator	2	2.5%	402	7.8%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
	1.75	1.48	1.81	1.59
<i>FT classroom teacher=1, PT classroom teacher=2, FT released/FT SP=3, FT released/PT SP=4, Program Director/PT SP=5, Retired educator=6</i>				
<b>9. To what extent do significant additional duties (those in addition to teaching and supporting new teachers) impact your ability to support your assigned BTSA Induction participating teachers?</b>				
	Total	Percent	Total	Percent
Negative impact	6	7.4%	303	5.9%
Slightly negative impact	31	38.3%	1,845	35.7%
Slightly positive impact	12	14.8%	717	13.9%
Positive impact	19	23.5%	1,003	19.4%
Does not apply	11	13.6%	1,278	24.7%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
	2.97	1.23	3.22	1.32
<i>Negative impact=1, Slightly negative impact=2, Slightly positive impact=3, Positive impact=4</i>				
<b>10. How many BTSA Induction Participating Teachers have you supported this year?</b>				
	Total	Percent	Total	Percent
1	55	67.9%	2,746	53.1%
2	21	25.9%	1,404	27.2%
3	1	1.2%	460	8.9%
4	1	1.2%	152	2.9%
5	0	0.0%	79	1.5%
6	0	0.0%	52	1.0%
7	0	0.0%	38	0.7%
8	1	1.2%	28	0.5%
9	0	0.0%	37	0.7%
10	0	0.0%	21	0.4%
11	0	0.0%	33	0.6%
12	0	0.0%	18	0.3%
13	0	0.0%	15	0.3%
14	0	0.0%	6	0.1%
15	0	0.0%	21	0.4%
16 or more	1	1.2%	39	0.8%

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<i>Mean and Std are based on scale 1 through 16</i>	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
	1.60	1.88	2.15	2.36
<b>11. In addition to BTSA Induction teachers, are you assigned to support interns or other teacher(s) new to the district?</b>	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
No	67	82.7%	4,218	81.6%
Yes: 1 intern or other teacher	6	7.4%	489	9.5%
Yes: 2 interns or other teachers	3	3.7%	157	3.0%
Yes: 3 interns or other teachers	1	1.2%	68	1.3%
Yes: 4 interns or other teachers	0	0.0%	47	0.9%
Yes: 5 interns or other teachers	0	0.0%	28	0.5%
Yes: 6 interns or other teachers	0	0.0%	23	0.4%
Yes: 7 interns or other teachers	0	0.0%	7	0.1%
Yes: 8 interns or other teachers	0	0.0%	9	0.2%
Yes: 9 interns or other teachers	0	0.0%	5	0.1%
Yes: 10 interns or other teachers	0	0.0%	5	0.1%
Yes: 11 or more interns or other teachers	2	2.5%	60	1.2%
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
<i>Mean and Std are based on scale 1 through 11 ("No" is excluded)</i>	4.08	3.75	3.62	2.78
<b>12. In general, when did you begin working with your BTSA Induction Participating Teacher(s) this year?</b>	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
Within one month of enrollment in the BTSA Induction program				
Within two months of enrollment in the BTSA Induction program	1.23	0.57	1.13	0.43
More than two months after the enrollment in the BTSA Induction program				
<i>within 1 month=1, within 2 months=2, more than two months=3</i>				
<b>13. How clear were the following aspects of your BTSA Induction program?</b>	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
13a. Goals and design of the BTSA Induction program				
Not clear	2	2.5%	43	0.8%
Slightly Clear	6	7.4%	276	5.3%
Moderately Clear	15	18.5%	1,025	19.8%
Clear	57	70.4%	3,809	73.7%
13b. Roles and responsibilities of the Participating Teacher				
Not clear	2	2.5%	19	0.4%
Slightly Clear	4	4.9%	195	3.8%
Moderately Clear	14	17.3%	921	17.8%
Clear	60	74.1%	4,017	77.7%

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	Total	Percent	Total	Percent
13c. Roles and responsibilities of the Support Provider				
Not clear	2	2.5%	18	0.3%
Slightly Clear	3	3.7%	199	3.9%
Moderately Clear	14	17.3%	886	17.1%
Clear	61	75.3%	4,044	78.3%
13d. Roles and responsibilities of the Site Administrator				
Not clear	9	11.1%	452	8.7%
Slightly Clear	10	12.3%	683	13.2%
Moderately Clear	25	30.9%	1,291	25.0%
Clear	36	44.4%	2,704	52.3%
13e. BTSA Induction and clear credential completion requirements, including mandatory events and activities				
Not clear	3	3.7%	57	1.1%
Slightly Clear	4	4.9%	346	6.7%
Moderately Clear	16	19.8%	1,151	22.3%
Clear	56	69.1%	3,584	69.4%
13f. The knowledge and skills addressed by the formative assessment system (FACT, FAS, local assessment)				
Not clear	3	3.7%	159	3.1%
Slightly Clear	6	7.4%	439	8.5%
Moderately Clear	27	33.3%	1,377	26.6%
Clear	44	54.3%	3,149	60.9%
13g. The Participating Teachers' individualized plans for professional growth (e.g., Individualized Induction Plan, Individual Learning Plan, Professional Growth Plan)				
Not clear	3	3.7%	72	1.4%
Slightly Clear	10	12.3%	354	6.9%
Moderately Clear	29	35.8%	1,389	26.9%
Clear	38	46.9%	3,332	64.5%
<b>14. On average, 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)</b>	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
	2.74	0.79	3.04	0.89
<i>Daily=1, 2-3 times per week=2, Weekly=3, Twice per month=4, Less than once per month=5, Once per month=6, I never met with my PT=7</i>				
<b>15. On average, how long were the in-person meetings with your BTSA Induction Participating Teacher(s)?</b>	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
	2.32	0.63	2.40	0.72
<i>Fewer than 30 minutes=1, 31-60 minutes=2, 61-90 minutes=3, More than 90 minutes=4, I never met with this PT=5</i>				

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	<u>Program</u>		<u>Statewide</u>	
	Mean	Std	Mean	Std
<b>16. On average, how frequently did you communicate with your BTSA Induction Participating Teacher(s) in ways OTHER THAN IN PERSON (email, phone or other) about issues related to their teaching practice?</b>	2.60	1.34	2.95	1.19
<i>Daily=1, 2-3 times per week=2, Weekly=3, Twice per month=4, Once per month=5, Less than once per month=6, I never consulted with this BTSA PT=7</i>				
<b>17. On average, how much time did you spend in monthly preparation for your meetings or support for your BTSA Induction Participating Teacher(s)?</b>	2.15	0.76	2.39	0.97
<i>Fewer than 30 minutes=1, 31-60 minutes=2, 61-90=3, More than 90 minutes=4</i>				
<b>18. On average, how frequently did you observe your Participating Teacher(s) in their classroom(s) this year?</b>	4.48	0.71	3.99	0.93
<i>Never=1, Once=2, Twice=3, Three times=4, More than three times=5</i>				
<b>19. In terms of meeting their needs and completing program requirements, how adequate was the overall time you spent with your Participating Teacher(s)?</b>	3.09	0.60	3.05	0.65
<i>Not adequate =1, Somewhat adequate =2, Adequate=3, More than adequate=4</i>				
<b>20. 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?</b>				
20a. Uneven distribution of multiple prep, combination classes, etc.	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
Condition did not exist	56	69.1%	3,293	63.7%
No extra support given	12	14.8%	905	17.5%
Extra support given	12	14.8%	641	12.4%
I don't know	1	1.2%	300	5.8%
20b. Large proportions of English Language Learners				
Condition did not exist	26	32.1%	2,399	46.4%
No extra support given	21	25.9%	904	17.5%
Extra support given	33	40.7%	1,699	32.9%
I don't know	1	1.2%	144	2.8%
20c. Large proportions of Special Populations				
Condition did not exist	36	44.4%	2,342	45.3%
No extra support given	9	11.1%	677	13.1%
Extra support given	30	37.0%	1,936	37.5%
I don't know	5	6.2%	186	3.6%

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	Total	Percent	Total	Percent
20d. Students with behavior challenges				
Condition did not exist	25	30.9%	1,182	22.9%
No extra support given	18	22.2%	1,226	23.7%
Extra support given	36	44.4%	2,499	48.4%
I don't know	2	2.5%	231	4.5%
20e. Inadequate availability of teaching materials and supplies				
Condition did not exist	58	71.6%	3,243	62.8%
No extra support given	10	12.3%	668	12.9%
Extra support given	10	12.3%	983	19.0%
I don't know	3	3.7%	239	4.6%
20f. Inadequate availability of technology				
Condition did not exist	53	65.4%	3,149	60.9%
No extra support given	14	17.3%	965	18.7%
Extra support given	13	16.0%	798	15.4%
I don't know	0	0.0%	224	4.3%
20g. Inadequate availability of books for students				
Condition did not exist	68	84.0%	3,999	77.4%
No extra support given	5	6.2%	396	7.7%
Extra support given	7	8.6%	539	10.4%
I don't know	0	0.0%	202	3.9%
20h. Poor physical classroom conditions				
Condition did not exist	70	86.4%	4,197	81.2%
No extra support given	7	8.6%	498	9.6%
Extra support given	2	2.5%	340	6.6%
I don't know	2	2.5%	99	1.9%
20i. Inadequate support from Site Administrator(s)				
Condition did not exist	54	66.7%	3,447	66.7%
No extra support given	9	11.1%	597	11.6%
Extra support given	10	12.3%	605	11.7%
I don't know	8	9.9%	484	9.4%
20j. Insufficient time for collaboration with colleagues				
Condition did not exist	52	64.2%	3,189	61.7%
No extra support given	11	13.6%	703	13.6%
Extra support given	12	14.8%	917	17.7%
I don't know	4	4.9%	318	6.2%
20k. Lack of opportunity to make instructional decisions				
Condition did not exist	58	71.6%	3,704	71.7%
No extra support given	6	7.4%	323	6.3%
Extra support given	10	12.3%	624	12.1%
I don't know	6	7.4%	464	9.0%



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20l. Lack of opportunity to influence school-wide decisions				
Condition did not exist	44	54.3%	2,973	57.5%
No extra support given	9	11.1%	616	11.9%
Extra support given	7	8.6%	404	7.8%
I don't know	20	24.7%	1,131	21.9%
20m. Uneven distribution of extra duties (tutoring, teaching on preparation period, coaching sports)				
Condition did not exist	46	56.8%	3,569	69.1%
No extra support given	15	18.5%	668	12.9%
Extra support given	14	17.3%	451	8.7%
I don't know	4	4.9%	438	8.5%
20n. Inadequate support from families and/or community				
Condition did not exist	38	46.9%	2,503	48.4%
No extra support given	18	22.2%	855	16.5%
Extra support given	8	9.9%	845	16.4%
I don't know	16	19.8%	907	17.6%
<b>21. How strong were the connections between your Participating Teachers' Individual Induction Plan/Individual Learning Plan (IIP or ILP) and the following?</b>				
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
21a. Preliminary credential preparation goals and activities (teacher preparation)	2.95	0.84	3.07	0.83
21b. BTSA Induction workshops/seminars	2.90	0.97	3.03	0.86
21c. District/site workshops/seminars	2.86	0.94	2.77	0.92
21d. Issues identified via the formative assessment process	3.06	0.78	3.08	0.82
21e. District formal teacher evaluation	2.76	0.90	2.79	0.95
<i>No connections=1, Some connections=2, Moderate Connections=3, Very strong connections=4</i>				
<b>22. If your participating teacher(s) shared the areas of strength and growth from their formal evaluation, to what extent were you able to assist them with these areas?</b>				
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
	3.07	0.78	2.96	0.74
<i>Not at all =1, Moderately=2, Consistently=3, Participating Teacher did not share this information=4</i>				
<b>23. 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?</b>				
23a. Engaging and supporting all students in learning	3.30	0.64	3.46	0.68
23b. Creating and maintaining effective environments for student learning	3.35	0.62	3.41	0.72
23c. Understanding and organizing subject matter for student learning	3.23	0.75	3.32	0.75

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	Mean	Std	Mean	Std
23d. Planning instruction and designing learning experiences for all students	3.41	0.65	3.44	0.71
23e. Assessing students for learning	3.34	0.73	3.37	0.73
23f. Developing as a professional educator	3.31	0.76	3.39	0.72
<i>No impact=1, Slight impact=2, Moderate impact=3, Great impact=3, Did not receive=4</i>				
<b>24. 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?</b>				
24a. Developing a repertoire of teaching strategies	3.30	0.56	3.30	0.68
24b. Ensuring access to the curriculum for all students	3.26	0.67	3.24	0.69
24c. Managing the classroom	3.31	0.70	3.24	0.76
24d. Mediating conflict	3.06	0.74	2.90	0.81
24e. Differentiating instruction	3.22	0.69	3.24	0.74
24f. Minimizing bias and using culturally responsive pedagogy	3.01	0.75	3.00	0.82
24g. Teaching to content standards	3.33	0.71	3.24	0.79
24h. Teaching students with special needs	3.00	0.85	3.05	0.80
24i. Teaching English Language Learners	3.21	0.77	3.03	0.85
24j. Using technology as a teaching tool	3.11	0.78	2.94	0.91
24k. Using technology as a learning tool	3.11	0.78	2.94	0.91
24l. Using assessment data to design instruction	3.31	0.71	3.21	0.79
24m. Working with families	2.58	0.76	2.76	0.87
24n. Collaborating with teachers and other resource personnel at their site or district	3.20	0.77	3.16	0.80
24o. Prioritizing the professional workload	3.09	0.73	2.95	0.83
<i>No growth=1, Slight growth=2, Moderate growth=3, Significant growth=4</i>				
<b><u>B. Professional Development for Support Providers</u></b>				
<b>25. Over the course of your service as a Support Provider, what impact have the following BTSA program professional development activities had on your ABILITY TO SUPPORT your Participating Teacher(s)?</b>				
25a. Understanding the skills, roles and responsibilities of a Support Provider in the formative assessment system process	3.44	0.74	3.52	0.68
25b. Understanding the use and purposes of the formative assessment instruments	3.36	0.80	3.44	0.74
25c. Assisting Participating Teacher(s) to connect their prior experience to induction outcomes and processes	3.33	0.79	3.35	0.75

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	Mean	Std	Mean	Std
25d. Assisting Participating Teacher(s) in understanding the local context for teaching and its relevance	3.27	0.74	3.31	0.78
25e. Understanding the processes and use of inquiry in formative assessment	3.35	0.73	3.44	0.72
25f. Using evidence from formative assessment activities to examine teacher practice and guide support	3.41	0.70	3.45	0.72
25g. Developing and implementing an Individual Induction Plan/Individual Learning Plan (IIP/ILP) to improve teacher practice	3.44	0.71	3.42	0.74
25h. Identifying and responding to the diverse needs, knowledge, skills and abilities that Participating Teachers bring with them	3.42	0.65	3.40	0.74
25i. Using coaching techniques to facilitate reflective conversations on the Participating Teacher(s)' practice	3.25	0.81	3.44	0.73
25j. Working effectively with English Language Learners	3.16	0.88	3.07	0.93
25k. Working effectively with special needs students	3.00	0.95	3.09	0.91
25l. Using technology	3.01	0.98	2.90	1.02
25m. Using assessment data to differentiate instruction	3.35	0.79	3.28	0.84
25n. Examining bias and using culturally responsive pedagogy	3.01	0.89	3.00	0.93
25o. Creating a safe and healthy learning environment	3.24	0.82	3.22	0.89
25p. Using strategies for mediating conflicts	2.94	0.97	2.97	1.00
25q. Other- Please specify	3.52	1.78	3.59	1.73
<i>No impact=1, Slight impact=2, Moderate impact=3, Great impact=4, Did not receive=5</i>				
<b>26. What opportunities have you had this year to meet with other Support Providers for professional growth? (Check all that apply)</b>	<b>Total</b>	<b>Percent</b>	<b>Total</b>	<b>Percent</b>
26a. Regular Support Provider meetings or trainings	72	88.9%	4,235	82.0%
26b. Informal conversations with other Support Providers at my site	50	61.7%	3,006	58.2%
26c. Informal conversations with other Support Providers across the district email or telephone	26	32.1%	2,663	51.5%
26d. Online chat, threaded discussions, etc., facilitated by the program	2	2.5%	597	11.6%
26e. Did not meet with other Support Providers	12	14.8%	714	13.8%
<b>27. How useful were the following kinds of FORMATIVE FEEDBACK from program leadership, or other sources, about the quality of your work as a Support Provider?</b>	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
27a. Coaching from program director or coordinator	3.73	0.97	3.70	0.93
27b. Peer coaching with other Support Provider	3.98	0.96	3.92	1.04

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	<u>Program</u>		<u>Statewide</u>	
	<b>Mean</b>	<b>Std</b>	<b>Mean</b>	<b>Std</b>
27c. Written feedback (may include feedback from observation)	3.98	1.06	4.02	1.09
27d. Group training or Professional Learning Communities focused on practice	3.80	0.92	3.64	0.98
27e. Facilitated analysis of Participating Teacher or Support Provider artifacts (logs, IIP, etc.)	3.32	1.00	3.55	1.00
27f. Analysis of survey data	3.28	1.19	3.52	1.22
<i>Not useful=1, Slightly useful=2, Moderately useful=3, Very useful =4, Did not receive=5</i>				
28. To what extent was the BTSA Induction Program responsive to your day to day questions and concerns?				
	3.58	0.74	3.75	0.70
<i>Not responsive=1, Slightly responsive=2, Moderately responsive=3, Very responsive=4, Did not ask or request=5</i>				

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<u>C. Reflecting on the Role of Support Providers as Professionals</u>	<u>Program</u>		<u>Statewide</u>	
	Total	Percent	Total	Percent
<b>29. I value the Support Provider role because.....?</b>				
29a. I was a BTSA Induction Participating Teacher	30	37.0%	1,750	33.9%
29b. I want to assist my new colleagues	79	97.5%	5,007	96.9%
29c. I want to earn a stipend	40	49.4%	3,247	62.8%
29d. It helps me improve my teaching practice	65	80.2%	4,577	88.6%
29e. I believe in teacher inquiry as a powerful learning tool	55	67.9%	4,582	88.7%
29f. I see this as a step to other teacher-leader positions	29	35.8%	2,250	43.5%
29g. I see this as a step to administrative positions	20	24.7%	1,163	22.5%
29h. I see the position as a professional development opportunity	52	64.2%	4,120	79.7%
29i. I learn a lot from working with other Support Providers	51	63.0%	3,712	71.8%
29j. I learn a lot from working with Participating Teachers	66	81.5%	4,739	91.7%
29k. Other (Please specify)	7	8.6%	467	9.0%
<b>30. In what areas of the CSTP has your participation as a Support Provider in BTSA made you a better teacher? (Check all that apply)</b>				
30a. Engaging and supporting all students in learning	61	75.3%	4,356	84.3%
30b. Creating and maintaining effective environments for student learning	60	74.1%	4,093	79.2%
30c. Understanding and organizing subject matter for student learning	59	72.8%	3,890	75.3%
30d. Planning instruction and designing learning experiences for all students	58	71.6%	4,243	82.1%
30e. Assessing students for learning	52	64.2%	4,073	78.8%
30f. Developing as a professional educator	63	77.8%	4,469	86.5%
30g. N/A My work as a support provider has not improved my teaching practice	9	11.1%	352	6.8%
30h. N/A I am not currently teaching	11	13.6%	758	14.7%
<b>31. During this academic year, did you participate in discussions of your BTSA Induction program's evaluation data?</b>				
Yes	50	61.7%	2,770	53.6%
No	30	37.0%	2,360	45.7%
<b>32. Are you aware of program modifications/revisions that have been made as result of program evaluation?</b>				
Yes	57	70.4%	3,186	61.7%
No	23	28.4%	1,951	37.8%

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<b>33. If the opportunity exists, do you see yourself continuing to serve as a BTSA Induction Support Provider?</b>	<u>Program</u>		<u>Statewide</u>	
	Total	Percent	Total	Percent
Yes	56	69.1%	3,848	74.5%
No	4	4.9%	303	5.9%
Not Sure	21	25.9%	995	19.3%
<b>34. What professional development opportunities are you interested in to improve your Support Provider skills and knowledge? Check ALL that apply</b>				
34a. Facilitating reflective conversations	42	51.9%	2,820	54.6%
34b. Understanding the role of Support Provider	28	34.6%	1,848	35.8%
34c. Using formative assessment instruments to guide support	41	50.6%	2,838	54.9%
34d. Observing and giving feedback	54	66.7%	3,183	61.6%
34e. Developing strong, relevant and powerful inquiry questions	51	63.0%	3,474	67.2%
34f. Developing strong, relevant and powerful Individual Induction Plan/Individual Learning Plan(IIP/ILP)	49	60.5%	3,212	62.2%
34g. Networking with other Support Providers	39	48.1%	3,171	61.4%
34h. Receiving formative feedback from the program to help me grow	45	55.6%	2,940	56.9%
34i. Designing and presenting professional development for participating teachers	40	49.4%	2,708	52.4%
34j. Facilitating communities of practice	30	37.0%	2,295	44.4%
34k. Building trust and relationships with Participating Teachers	36	44.4%	2,608	50.5%
34l. Building leadership capacity	44	54.3%	2,792	54.0%
34m. Collaborating with colleagues	46	56.8%	3,308	64.0%
34n. Collaborating with Site Administrators	36	44.4%	2,690	52.1%
34o. Understanding Participating Teacher credential and program completion requirements	36	44.4%	2,546	49.3%
34p. Conflict Management	34	42.0%	2,428	47.0%
34q. None	5	6.2%	205	4.0%
34r. Other-Please specify	2	2.5%	129	2.5%

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**Question related to the Preservice Teaching Performance Assessment (TPA)**

As of July 2008, California statute requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their teaching performance with K-12 public school students as part of the requirements for earning a teaching credential. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the Student Academic Content Standards.

**35. Based on your work with your current Participating Teacher (s), to what extent did they improve in their practice (as measured by the CSTP) in the following areas compared to participating teachers you worked with prior to the implementation of the TPA? [Respond only if you were a Support Provider prior to TPA; otherwise, leave blank .]**

35a. Engaging and supporting all students in learning

<u>Program</u>		<u>Statewide</u>	
Mean	Std	Mean	Std
3.33	0.80	3.31	0.80
Total	Percent	Total	Percent
10	12.3%	324	6.3%

I do not know

35b. Creating and maintaining effective environments for student learning

<u>Program</u>		<u>Statewide</u>	
Mean	Std	Mean	Std
3.39	0.79	3.28	0.83
Total	Percent	Total	Percent
10	12.3%	299	5.8%

I do not know

35c. Understanding and organizing subject matter for student learning

<u>Program</u>		<u>Statewide</u>	
Mean	Std	Mean	Std
3.38	0.78	3.30	0.82
Total	Percent	Total	Percent
9	11.1%	303	5.9%

I do not know

35d. Planning instruction and designing learning experiences for all students

<u>Program</u>		<u>Statewide</u>	
Mean	Std	Mean	Std
3.36	0.83	3.36	0.79
Total	Percent	Total	Percent
9	11.1%	288	5.6%

I do not know

35e. Assessing students for learning

<u>Program</u>		<u>Statewide</u>	
Mean	Std	Mean	Std
3.32	0.81	3.31	0.81
Total	Percent	Total	Percent
9	11.1%	297	5.7%

I do not know

*No improvement=1, Some improvement=2, Moderate improvement=3, Significant improvement =4*

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	<u>Program</u>		<u>Statewide</u>	
	Mean	Std	Mean	Std
35f. Developing as a professional educator	3.29	0.87	3.31	0.83
	Total	Percent	Total	Percent
I do not know	10	12.3%	333	6.4%
<i>No improvement=1, Some improvement=2, Moderate improvement=3, Significant improvement =4</i>				
<b>Total completed the SP survey:</b>	<b>81</b>		<b>5,167</b>	
<b>Total Registered (completed the Consent):</b>	<b>84</b>		<b>5,896</b>	
<b>Response Rate:</b>	<b>96.4%</b>		<b>87.6%</b>	