

**Beginning Teacher Support & Assessment  
Induction Program**

**California Standards for the Teaching Profession (CSTP)  
(FACT E.2.1)  
Pre vs. Post Comparison 2010-2011**

prepared for the

**Fresno County Office of Education BTSA Induction Program**

by the



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## 1.1 INTRODUCTION

### 1.1.1 Overview

The *California Standards for the Teaching Profession* (CSTP) and the *Continuum of Teaching Practice* (CTP) are tools for self-reflection, goal setting, and inquiry into practice. They provide common language about teaching and learning. The CTP is organized to describe five levels of development (Emerging, Exploring, Applying, Innovating, Integrating). Each level addresses what a teacher should know and be able to do in all the Elements (38) of the six CSTP. The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels. Teachers reflect and describe practice in terms of evidence prior to self-assessing in order to make valid and accurate assessments.

The *Formative Assessment for California Teachers* (FACT) System includes a process whereby participating teachers and support providers sit down with a particular tool (E.2.1) to examine collected evidence. This collaborative process of assessing on the *Continuum of Teaching Practice* using *FACT E.2.1*, usually makes the process more authentic. Participating teachers begin by reading the Element and thinking of evidence of practice related to that Element. They record evidence for each Element, then use that evidence to determine their level of practice. This generally happens near the beginning, middle and end of the academic year.

Sinclair Research Group collected these results and was able, in the following report, to analyze participating teacher growth during the course of the academic year. The results of this analysis can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals. Program leaders can use teacher assessment data to guide, support and accelerate professional growth focused on student achievement.

### 1.1.2 Methodology

The researchers sought through the FACT E.2.1 markings to identify in which of the six standards encompassed within the *California Standards for the Teaching Profession* (and the *Elements* within each standard) participating teacher have grown most during the course of the academic year. The five levels (Emerging, Exploring, Applying, Innovating, Integrating) have been treated as a "Likert Scale" and compared. This methodology lends itself to the development of frequencies, mean, median, mode, standard deviation and rank ordering.

There were 82 responses to this survey. However, some respondents used an older version of the *California Standard for the Teaching Profession*; or only did the "pre" or the "post" assessment instead of both. This data could not be used for comparative purposes. When the data was cleaned, there were a total of 50 responses.

## 1.2 CSTP CTP FACT E.2.1 FIRST ASSESSMENT

### 1.2.1 Overall Six CSTP

Figure 1 below summarizes where participating teachers placed themselves at the beginning of the academic year using the CSTP CTP. There is also one final rating in each chart ("Overall") which is the mean rating for all of the six Standards. The standard deviation is also shown.

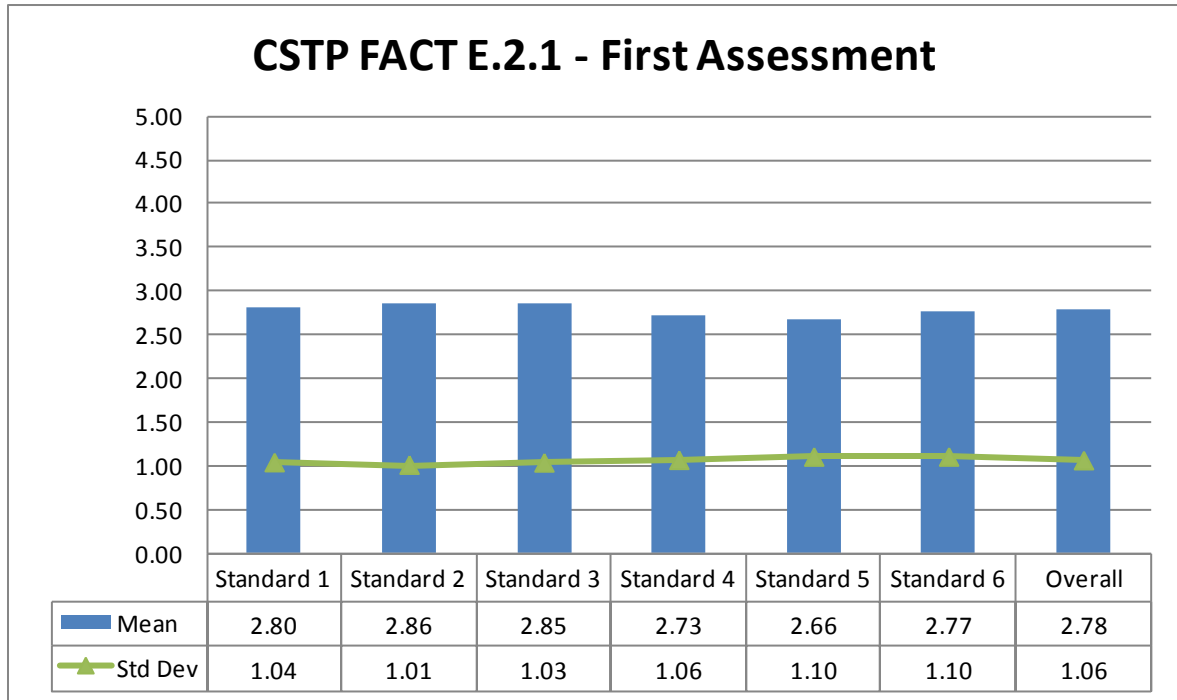


Figure 1

### 1.2.2 CSTP Elements

Figures 2 and 3 summarize where participating teachers placed themselves in the Elements of the CSTP using the CTP at the beginning of the academic year.

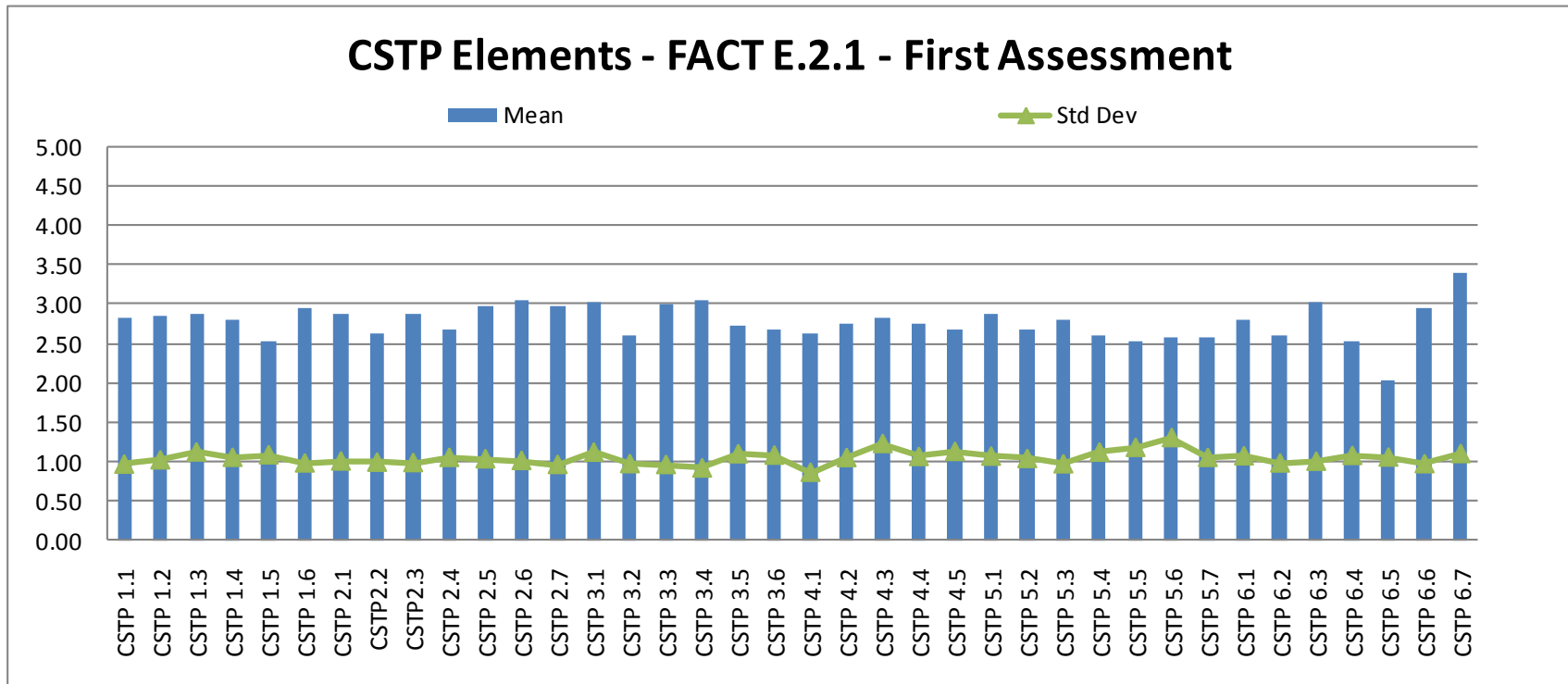


Figure 2

## CSTP Elements - FACT E.2.1 - First Assessment (Rank Order)

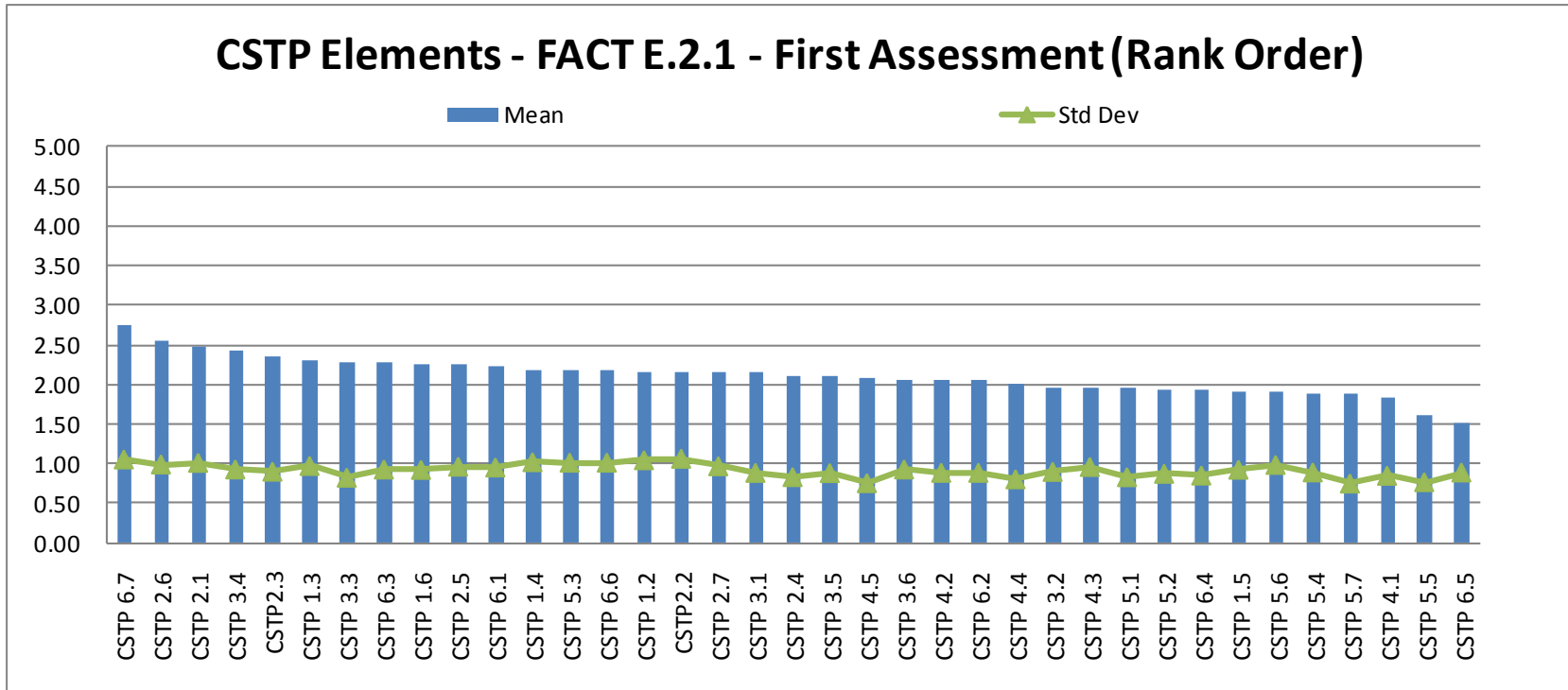


Figure 3

### 1.3 CSTP CTP FACT E.2.1 LAST ASSESSMENT

#### 1.3.1 Overall Six CSTP

Figure 4 below summarizes where participating teachers placed themselves at the last of the academic year using the CSTP CTP. There is also one final rating in each chart ("Overall") which is the mean rating for all of the six Standards.

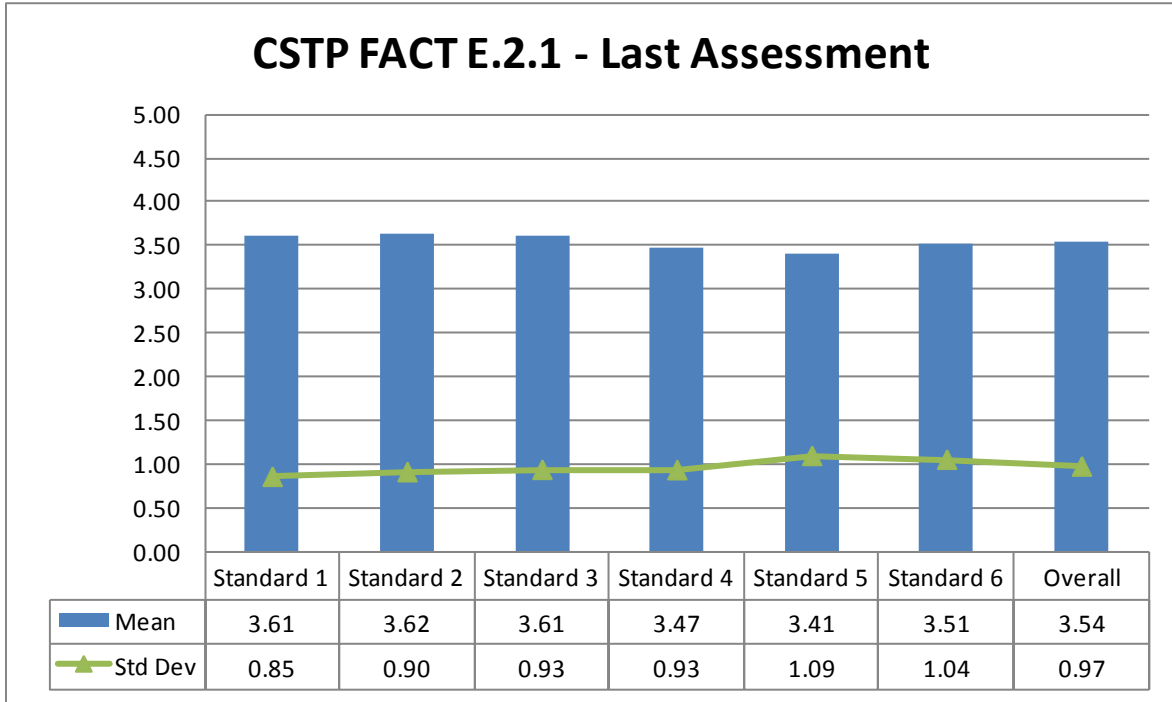


Figure 4

### 1.3.2 CSTP Elements

Figures 5 and 6 below summarize where participating teachers placed themselves in the various Elements of the CSTP at the last of the academic year.

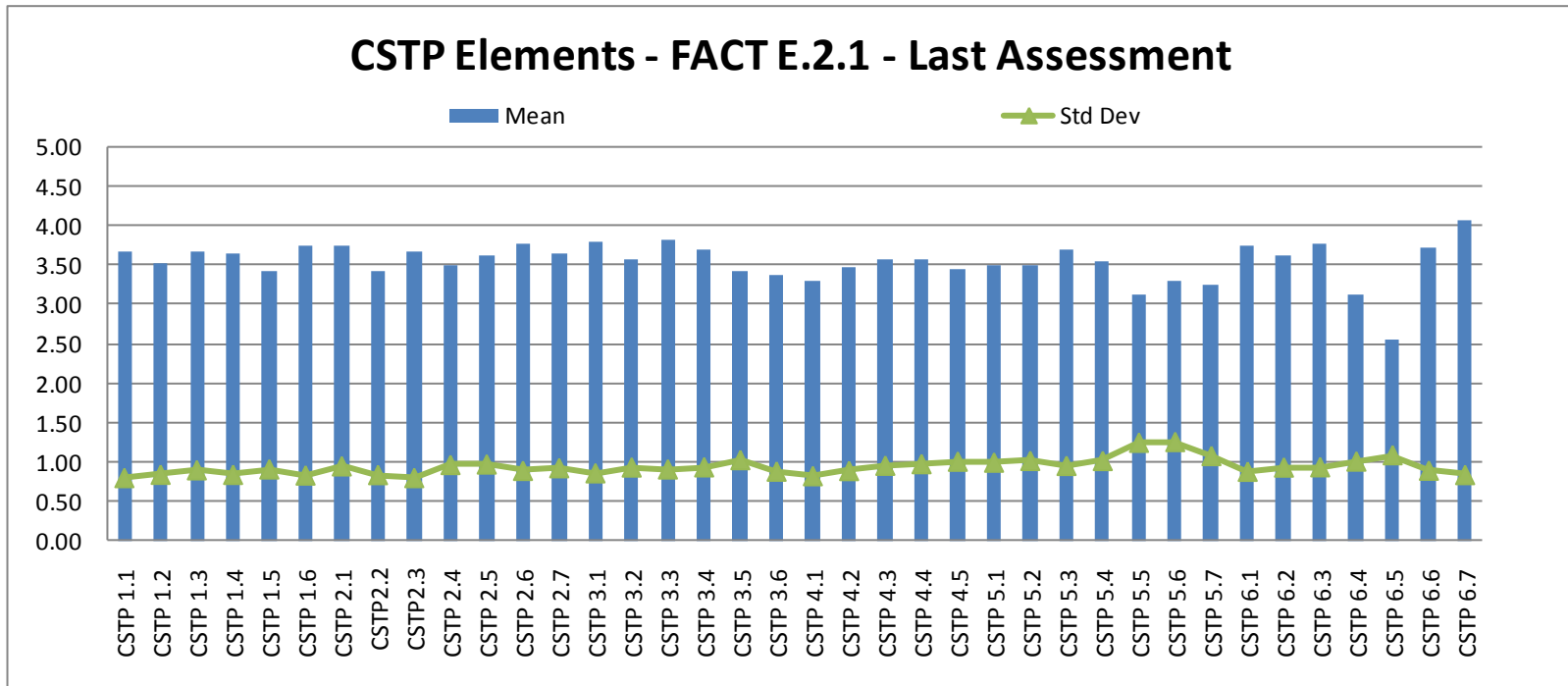


Figure 5



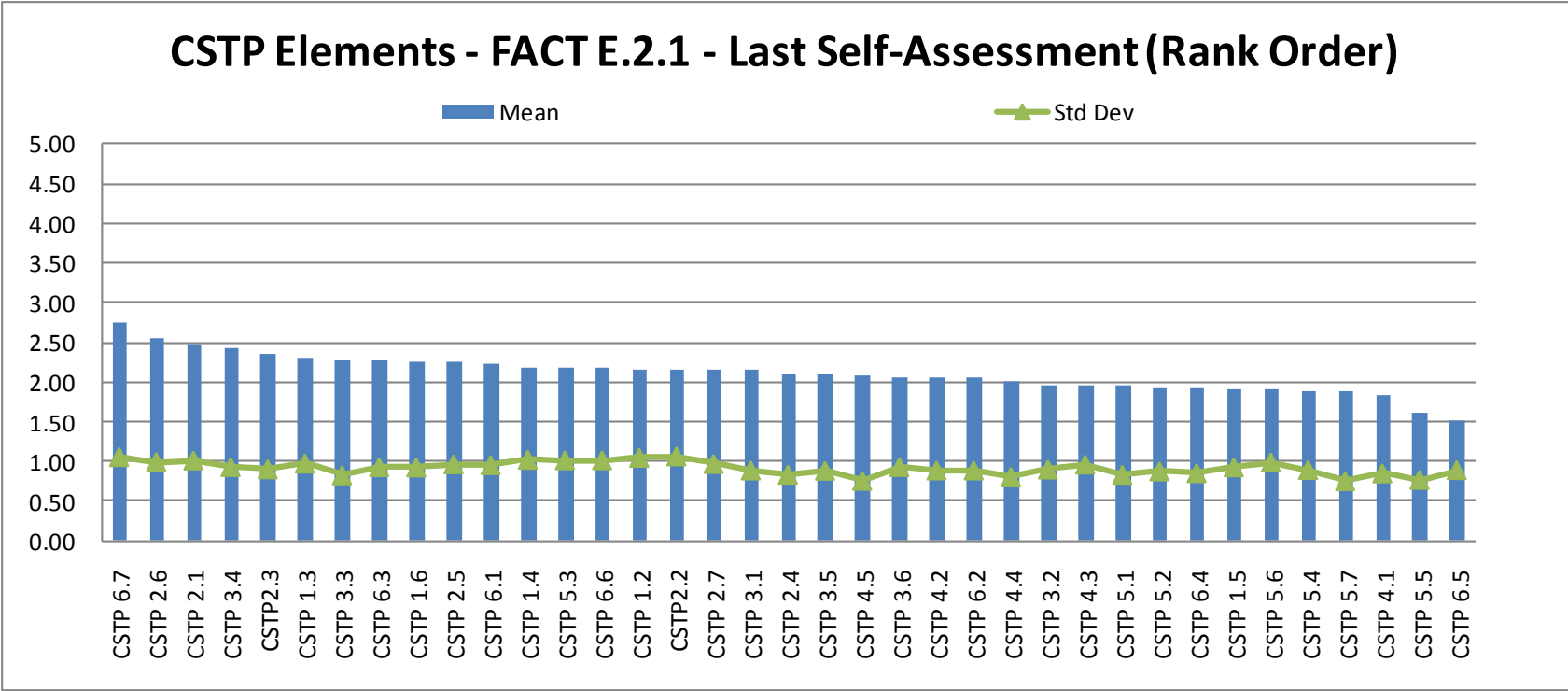


Figure 6

## 1.4 CSTP CTP FACT E.2.1 PRE-POST COMPARISON

### 1.4.1 CSTP CTP Pre-Post Overall Comparisons

Figure 7 below shows the difference between the levels that participating teachers placed themselves at the beginning and at the end of the academic year in the overall six CSTP. There is also one final rating in each chart ("Overall") which is the mean rating for all of the six Standards. Also charted is the change in the standard deviation; whether the standard deviation was larger or smaller. A smaller standard deviation (below 0) indicates increased agreement among teachers in their ratings.

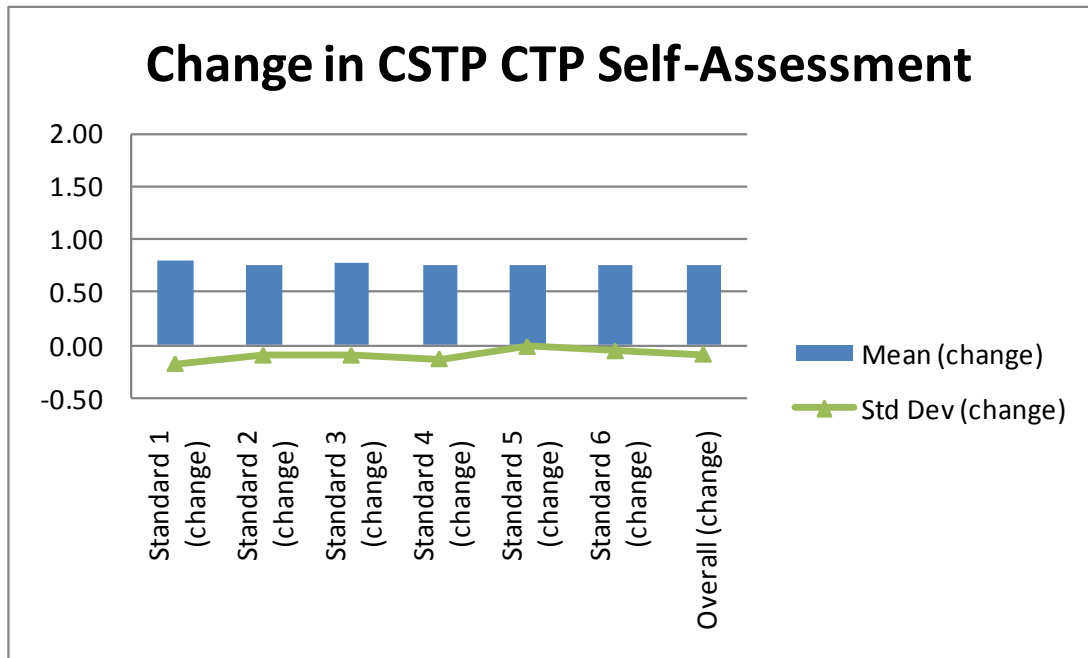


Figure 7

Overall, participating teachers reported that they grew well over half a CTP level (nearly .75) approximately in each of the overall six CSTP over the course of the academic year.

### 1.4.2 CSTP Elements

Figures 8 and 9 below show the difference between the levels that participating teachers placed themselves at the beginning and at the end of the academic year in the Elements of the CSTP. Also charted is the change in the standard deviation; whether the standard deviation was larger or smaller. A smaller standard deviation (below 0) indicates increased agreement among teachers in their ratings.

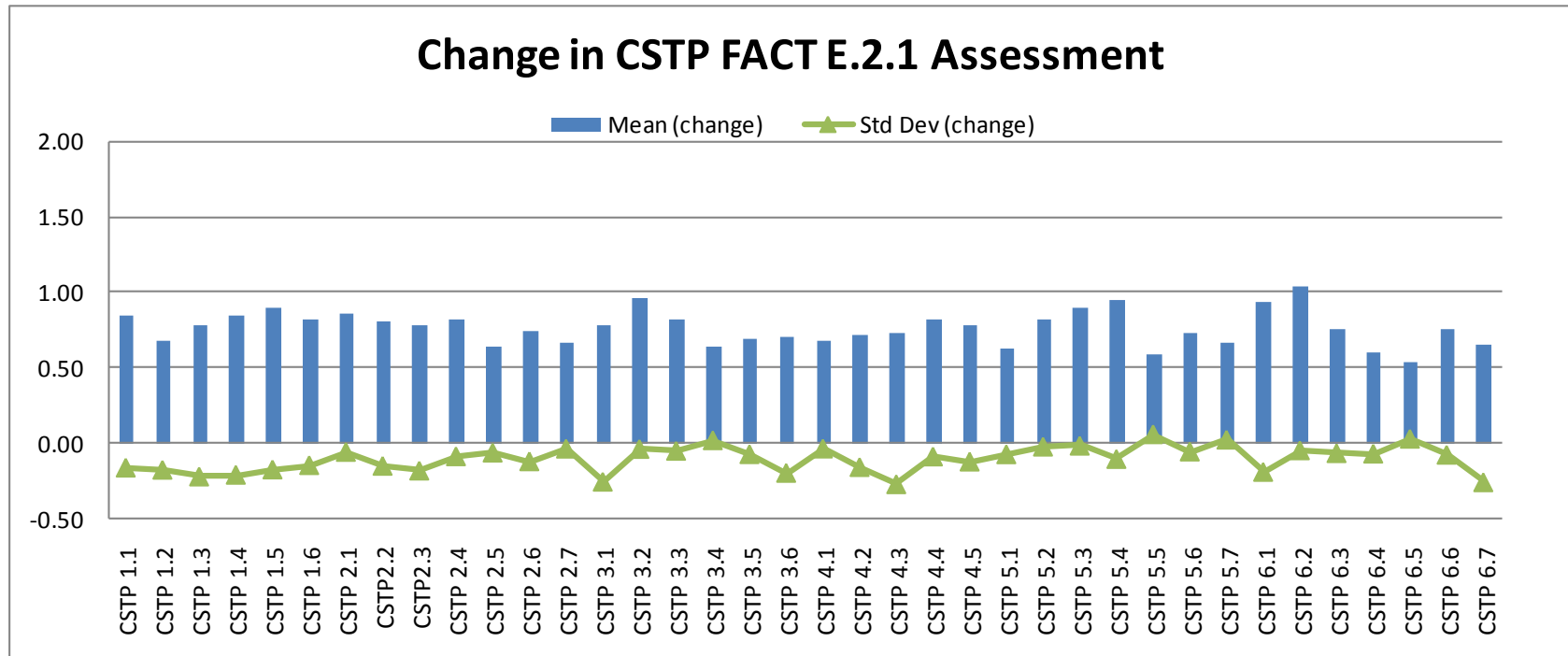


Figure 8

Participating teachers believe they have grown in each of the CSTP Elements during the course of this year. They have grown well over ½ a CTP Level in nearly 2/3 of the CSTP Elements. Standard deviations also fell, indicating increased agreement among participating teachers.

Overall, participating teachers believe that they grew most in:

- *CSTP 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning*
- *CSTP 6.1 Reflecting on teaching practice in support of student learning*
- *CSTP 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students*
- *CSTP 4.2 Establishing and articulating goals for student learning*

The areas where the participating teachers believed they had grown the least (though they had still grown) were:

- *CSTP 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks*
- *CSTP 3.3 Organizing curriculum to facilitate students' understanding of the subject matter*
- *CSTP 3.4 Utilizing instructional strategies that are appropriate to the subject matter*
- *CSTP 5.5 Using assessment information to share timely and comprehensible feedback with students and their families*

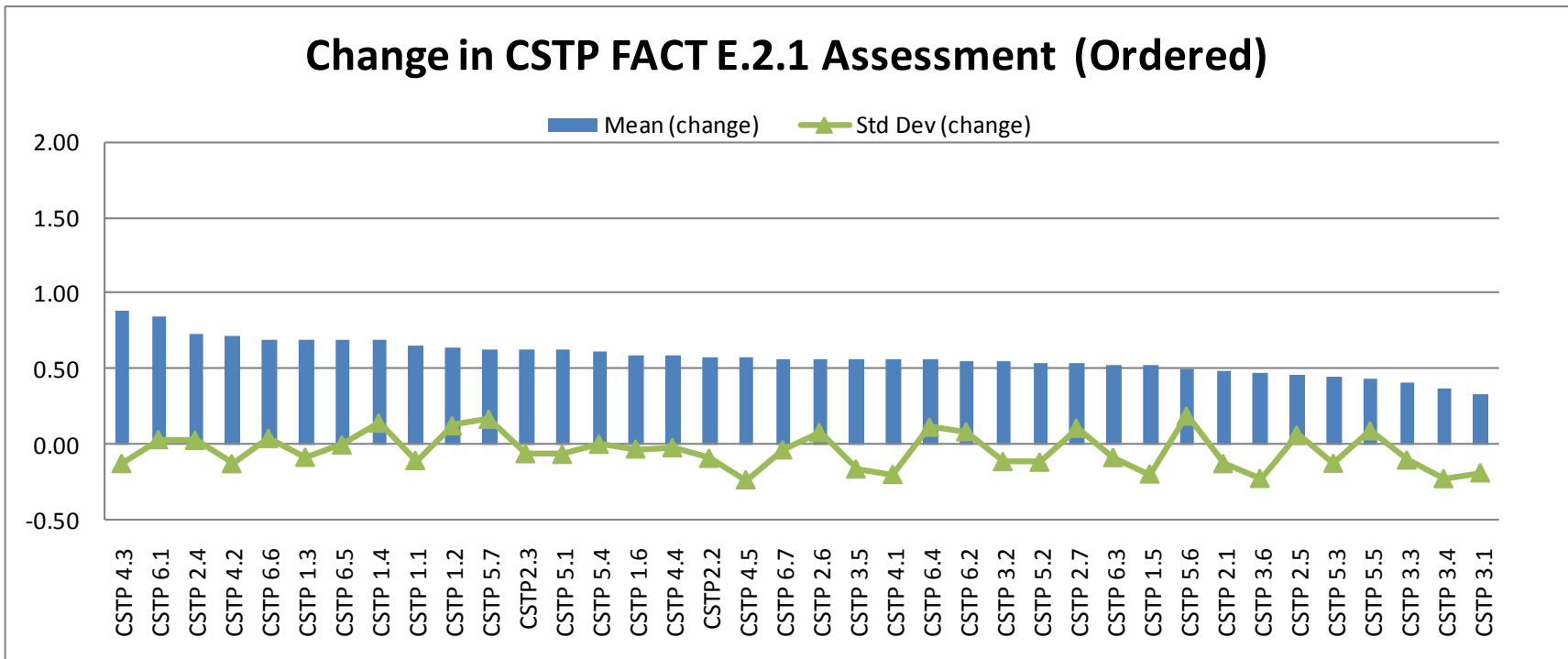


Figure 9

## 1.5 CONCLUSIONS FOR PRE-POST COMPARISONS

The purpose of the analysis of the FACT E.2.1 documentation was to ascertain those specific areas within the *California Standards for the Teaching Profession* in which beginning teachers believed they had most grown during the course of their time in BTSA. By identifying areas where participating teachers feel they have grown the most or least, the researchers are able to provide specific formative assessment data that may assist program administrators to tailor effective and efficient professional development plans for the future. They can also begin the process of assessing candidate competence (Common Standard 9).

Overall, participating teachers reported that they grew well over half a CTP level (nearly .75) approximately in each of the overall six CSTP over the course of the academic year. Participating teachers also believe they have grown in each of the CSTP Elements during the course of this year. They have grown well over ½ a CTP Level in nearly 2/3 of the CSTP Elements. Standard deviations also fell, indicating increased agreement among participating teachers.

Overall, participating teachers believe that they grew most in:

- *CSTP 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning*
- *CSTP 6.1 Reflecting on teaching practice in support of student learning*
- *CSTP 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students*
- *CSTP 4.2 Establishing and articulating goals for student learning*

The areas where the participating teachers believed they had grown the least (though they had still grown) were:

- *CSTP 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks*
- *CSTP 3.3 Organizing curriculum to facilitate students' understanding of the subject matter*
- *CSTP 3.4 Utilizing instructional strategies that are appropriate to the subject matter*
- *CSTP 5.5 Using assessment information to share timely and comprehensible feedback with students and their families*