Beginning Teacher Support & Assessment Induction Program

California Standards for the Teaching Profession (CSTP) Impact Assessment 2009-2010

prepared for the

Fresno County Office of Education BTSA Induction Program

by the

SINCLAIR RESEARCH GROUP

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1.1 INTRODUCTION

1.1.1 Overview

At the end of the 2009-2010 academic year, the Sinclair Research Group administered an Impact Assessment to first and second year teachers at the request of the Fresno County Office of Education BTSA Induction Program. The survey was based on the *California Standards for the Teaching Profession* (CSTP) and conducted under the auspices of the Beginning Teacher Support and Assessment Induction Program (BTSA). The research design provided for the framing of survey questions to measure the program impact levels on first and second year teachers in the *California Standards for the Teaching Profession* and the elements within each of the Standards. A total of 92 teachers responded to the survey and the results of the study suggest several areas for future program initiatives.

1.1.2 Methodology

The researchers sought through the survey responses to identify in which of the six standards encompassed within the *California Standards for the Teaching Profession* (and the *Elements* within each standard) the program made the most positive impact. The assessment was formulated around a common framing question and a four-point "Likert type" scale. This format allowed researchers to identify the extent to which teachers felt the program had impacted their professional growth. The framing context was as follows: "We would like you to help us assess how your participation in BTSA has impacted your professional growth in the CSTP. The BTSA program includes support (from your support provider, your BTSA peers and your BTSA leaders) assessment (CFASST or FAS activities and reflective conversations), and professional development (BTSA sponsored events and opportunities). Please rate the extent to which your participation in the BTSA program has helped you grow in the following areas…"

Teachers could select from one of four responses, according to the following scale: Made no difference (1), Slightly Helpful (2), Moderately Helpful (3), Very Helpful (4).

By combining responses two and three into a *Positive Impact* category and responses zero and one into a *Little Impact* category, it was possible for the researchers to generate an Impact Index for the survey by contrasting the number of respondents who showed a greater impact in any of the Standards and Elements of the *California Standard for the Teaching Profession* with those respondents who showed a lesser impact. This index enables the researchers to rank order the impact of the program on the respondents in each of the Standards and in each of the Elements within those Standards.

The results of the study are presented first in terms of the overall program data, and then presented by the use of the disaggregated data for each demographic category.

1.2   DEMOGRAPHIC DATA

Overall there were 92 teachers who participated in the study. Their years of experience in the profession and current teaching assignments are categorized in Table 1.

		Teaching Level			
		Elementary	Secondary	No Response	Total
Year	Year 1	5	7	1	13
	Year 2	37	36	4	77
	No Response	0	0	2	2
	Total	42	43	7	92

Table 1

As the data from Table 1 indicates, 13 first year and 77 second year teachers participated in the study and indicated their year in BTSA. Of those teachers that identified their teaching level, 42 taught at the elementary level and 43 at the second level.

1.3 INDICATORS OF OVERALL IMPACT IN THE CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

Figure 1 and Figure 2 (below) summarize the levels of Impact expressed by the participating teachers in the *California Standards for the Teaching Profession (CSTP)*. The rank order of Impact in each of the Standards is followed by a chart showing the frequency data on which the analysis is based. Finally, the rank order is presented by results for the demographic areas surveyed.

1.3.1 CSTP Impact Index

The teachers participating in the study expressed considerable levels of impact in all of the Teaching Standards. The bars in the chart below compare the percentage of teachers who perceived the program had "Possible Impact" (as measured by they choosing "very helpful" or "moderately helpful") in a particular Standard with those teachers who perceived the program had "Little Impact" (those who choose either only "slightly helpful" or "made no difference") in the same Standard. A high value in the "Possible Impact" bar indicates that a high percentage of the teachers surveyed perceive positive program impact that particular Standard. For that reason, the Impact Index provides an indication of what areas teachers are most professionally and positively impacted by participating in the BTSA Program. This information could prove to be valuable for administrators in directing future areas of program-wide assessment and development.

CSTP Impact Assessment - Response by Possible/ Little Impact by Standard

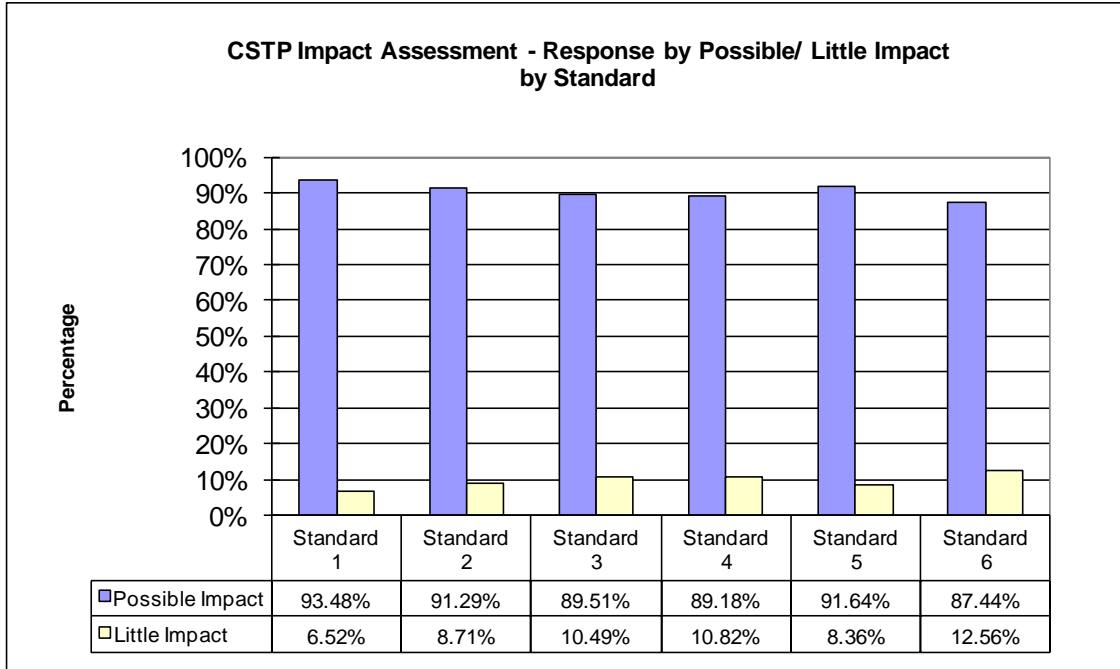|	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Possible Impact	93.48%	91.29%	89.51%	89.18%	91.64%	87.44%
Little Impact	6.52%	8.71%	10.49%	10.82%	8.36%	12.56%

Figure 1

The data from Figure 1 indicates that the teachers that participated in this survey feel that the program positively impacted their professional growth in all six of the *California*

Standards for the Teaching Profession. At a minimum, 87% of the group surveyed indicated positive impact in specific standards. The participants expressed the strongest impact in *CSTP 1*: *Engaging and Supporting All Students in Learning.* They expressed the least perceived impact (though still very positive impact) in *CSTP 6: Developing as a Professional Educator.* There are a number of noteworthy differences among the participants in their levels of perceived impact in specific elements contained within the Standards. Program administrators would be well advised to consider these differences when strategizing for future professional development opportunities, in-service training and program focus. (See **Analysis by CSTP Elements.**)

1.3.2 CSTP Frequency Data

Figure 2 illustrates the percentage of those respondents who indicated that the program was either "very helpful," "moderately helpful," "slightly helpful," or "made no difference" to their growth as a professional in these particular Teaching Standards.
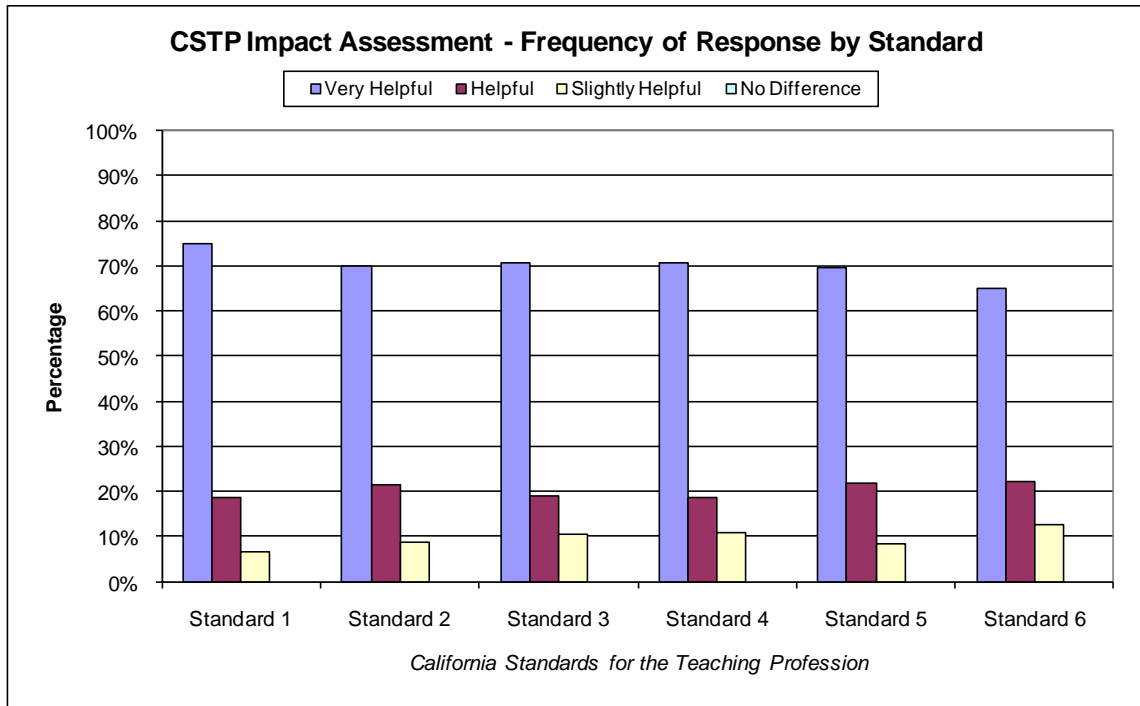
Figure 2

The analysis of the results from the separation of the data into one of four possible response categories underscores the strong impact perception this group of teachers has in the areas of the *California Standards for the Teaching Profession.* Between 65% to 75% of all the teachers surveyed in the study indicated by their responses that they found the program "very helpful" in each Standard. Another 19% to just over 21% of the respondents indicated that they found the program at least "moderately helpful." Fewer than 22% of those surveyed indicated that they found the program "slightly helpful." None of the respondents indicated that they found the program "made no difference."

1.3.3 CSTP Impact Index by Demographic Groups

Figure 3, Figure 4, Figure 5, and Figure 6 show Impact Index expressed by the participants for each of the six *California Standards for the Teaching Profession.* The responses were categorized as first-year (Y1), second-year (Y2), Elementary, and Secondary demographic groups of participating teachers.

1.3.3.1 CSTP Impact Index for Y1 (First-Year) Teachers

Figure 3 (below) displays the level of perceived program impact in each of the *California Standards for the Teaching Profession* among first year teachers that participated in the study.
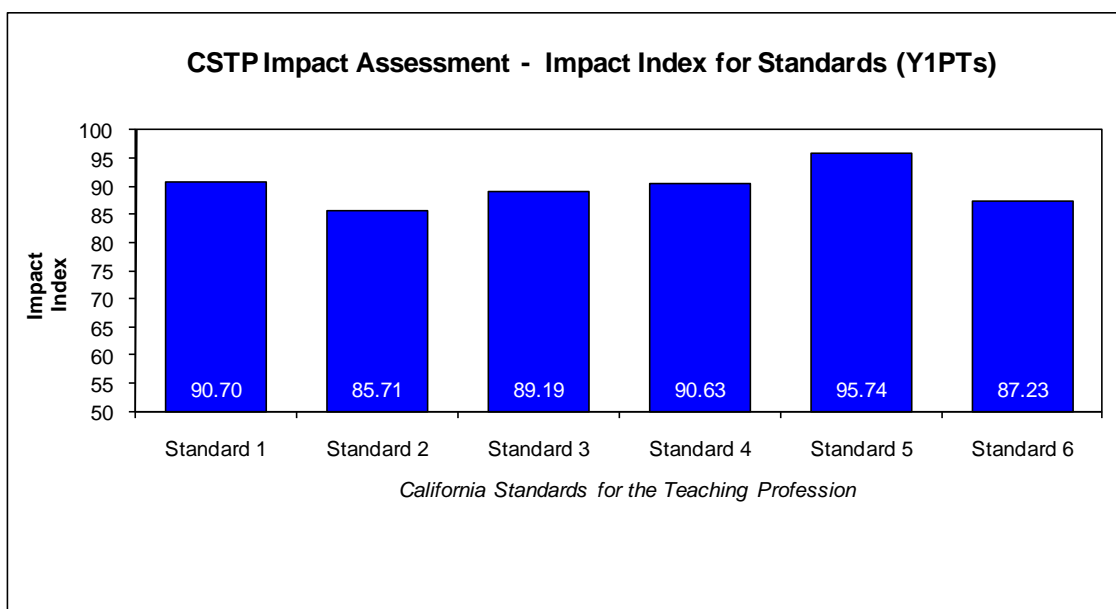

CSTP Impact Assessment - Impact Index for Standards (Y1PTs)

Standard	Impact Index
Standard 1	90.70
Standard 2	85.71
Standard 3	89.19
Standard 4	90.63
Standard 5	95.74
Standard 6	87.23

California Standards for the Teaching Profession

Figure 3

As a group, these first-year teachers expressed a strong perceived impact in all of the California Standards for the Teaching Profession, but in particular *CSTP 5: Assessing Students for Learning.* There area of least impact (though still very positive impact) was CSTP 2: *Creating and Maintaining Effective Environments for Student Learning.* Analysis of the data showed that the first-year teachers perceived varying levels of impact in specific elements within the standards. Program administrators may wish to consider those specific areas of impact when planning future professional development opportunities or adjusting program design. (See **Analysis by CSTP Elements.**)

1.3.3.2 CSTP Impact Index for Second-Year Teachers

Figure 4 (below) illustrates the level of perceived program impact in the *California Standards for the Teaching Profession* among those second year teachers that participated in the study.
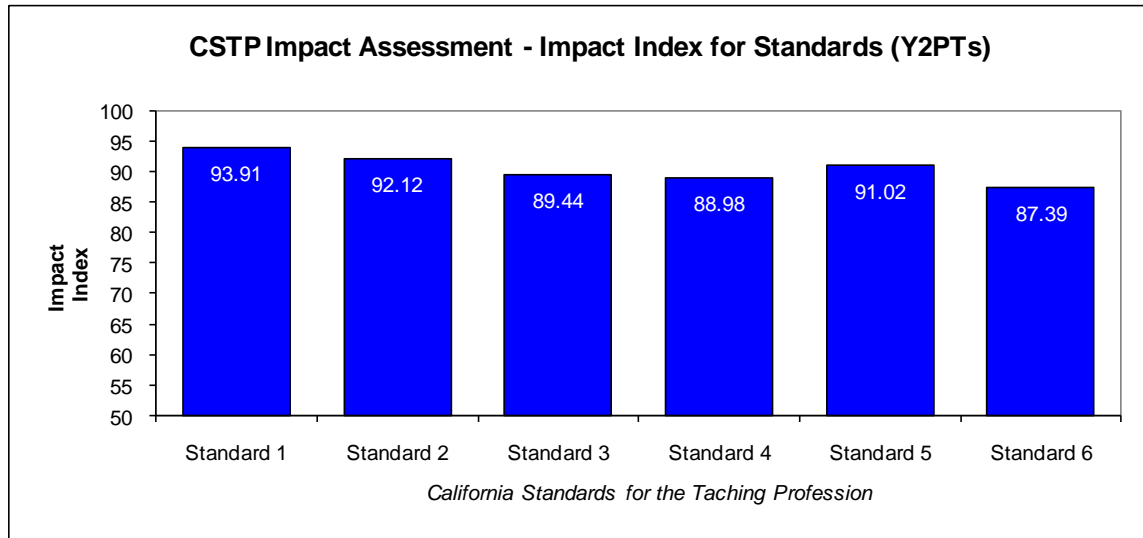
CSTP Impact Assessment - Impact Index for Standards (Y2PTs)

Standard	Impact Index
Standard 1	93.91
Standard 2	92.12
Standard 3	89.44
Standard 4	88.98
Standard 5	91.02
Standard 6	87.39

California Standards for the Taching Profession

Figure 4

While this group of second-year teachers also evidenced a strong perceived program impact in learning more about all of the *California Standards for the Teaching Profession*, analysis of the data indicated that these teachers felt the program most impacted them in *CSTP 1: Engaging and Supporting All Students in Learning.* As a group these teachers perceived the least program impact in *CSTP 6: Developing as a Professional Educator.* Analysis of the data showed that the second-year teachers indicated varying levels of perceived impact in specific elements within the standards. Program administrators may wish to consider those specific areas of perceived impact when planning future professional development opportunities or adjusting program design. (See **Analysis by CSTP Elements.**)

1.3.3.3 CSTP Impact Index for Participating Elementary Teachers

Figure 5 (below) displays the level of perceived program impact in the *California Standards for the Teaching Profession* among those elementary school teachers that participated in the study.
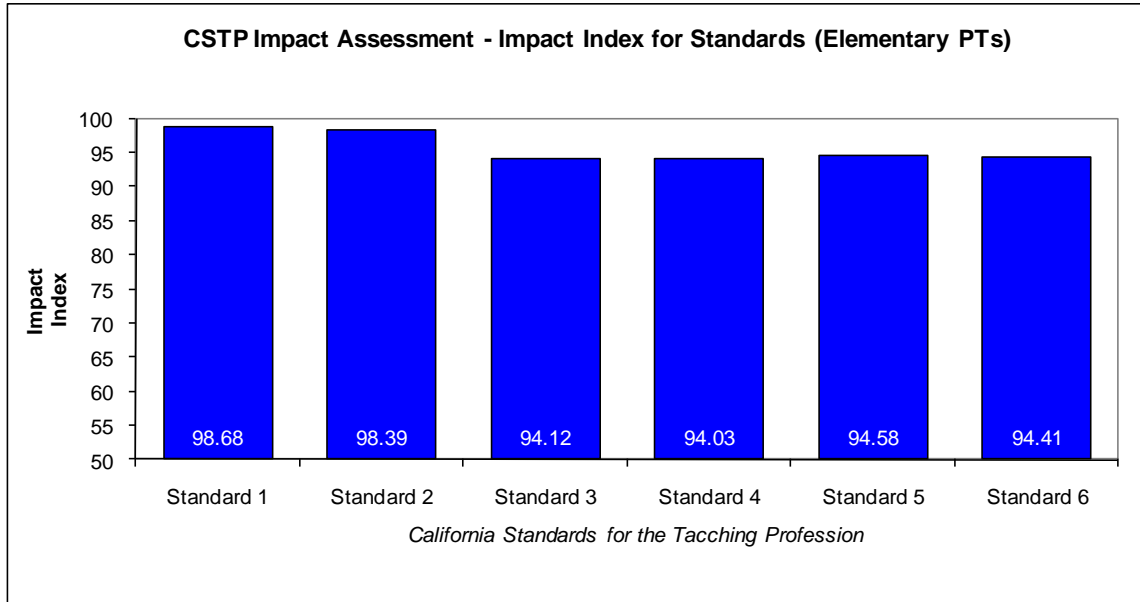

CSTP Impact Assessment - Impact Index for Standards (Elementary PTs)

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Impact Index	98.68	98.39	94.12	94.03	94.58	94.41

California Standards for the Tacching Profession

Figure 5

This group of participating elementary school teachers indicated that they perceived program impact in all of the *California Standards for the Teaching Profession*, particularly *CSTP 1: Engaging and Supporting All Students in Learning,* and *CSTP 2: Creating and Maintaining Effective Environments for Student Learning.* The areas of lowest perceived program impact were *CSTP 4: Planning Instruction and Designing Learning Experiences for All Students* and *CSTP 3: Understanding and Organizing Subject Matter for Student Learning*.

1.3.4 CSTP Impact Index for Secondary Teachers

Figure 6 (below) displays the Impact Index among the secondary school teachers for each of the *California Standards for the Teaching Profession*.
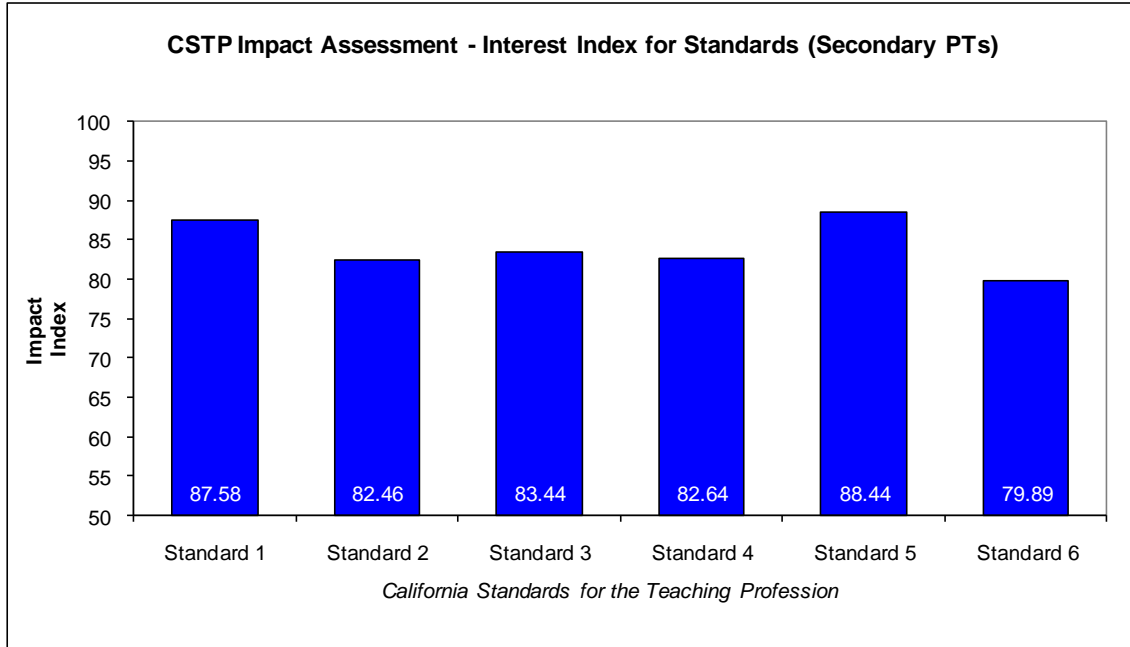
CSTP Impact Assessment - Interest Index for Standards (Secondary PTs)

Standard	Impact Index
Standard 1	87.58
Standard 2	82.46
Standard 3	83.44
Standard 4	82.64
Standard 5	88.44
Standard 6	79.89

California Standards for the Teaching Profession

Figure 6

This group of participating secondary teachers again perceived program impact in all of the California Standards for the Teaching Profession, and in particular *CSTP 5: Assessing Students for Learning*. The area of least perceived impact to this group was *CSTP 6: Developing as a Professional Educator*.

1.4 ANALYSIS BY CSTP ELEMENTS

BTSA program evaluation is a valuable research tool that enables administrators to formulate the means by which they are more efficiently able to target and serve the needs of participating teachers.   The perceived program impact expressed in each Element of the *California Standards for the Teaching Profession* by the participants in the study signals the areas in which the program can grow and continue to meet the needs of new teacher in deeper ways. Figures 7 and 8 represent an analysis of the extent to which teachers expressed the perceived program impact in each CSTP Element (in the sequence in which the elements are presented). The rank order by overall Impact Index of the elements appears first, followed by separate summations of the results for each demographic category in Table 1.

1.4.1   CSTP Elements Impact Index

Figure 7 (below) compares the numbers of participating teachers who indicated positive perceived program impact in the CSTP Elements with those who indicating only marginal or no impact. This chart reflects the overall perceived program impacts of the group. These broad areas of group perceived program impact, as expected, may differ from the perceived program impact of individual teachers or from those of the various demographic categories.
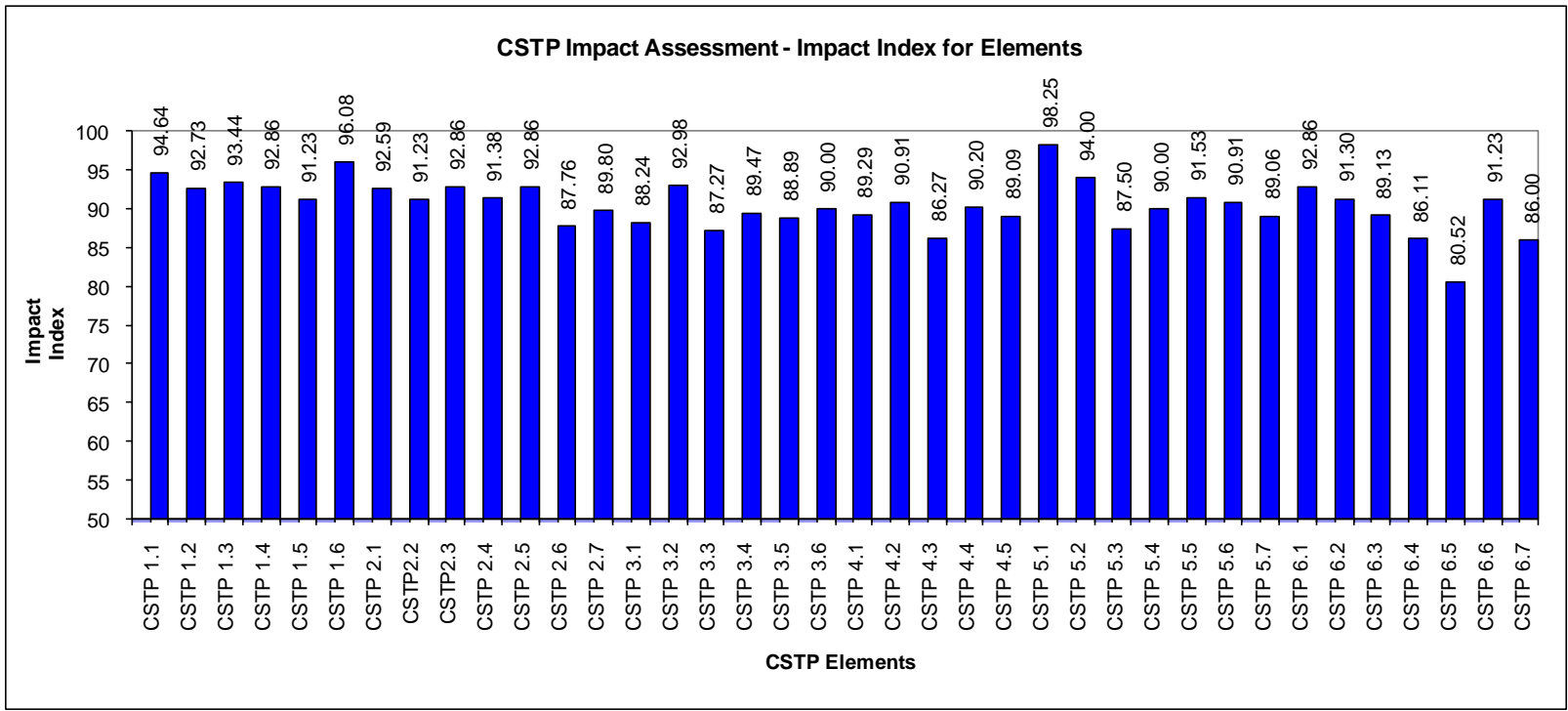
CSTP Impact Assessment - Impact Index for Elements

Figure 7

As a group, these participating teachers clearly displayed a stronger perceived program impact in *CSTP 5.1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments* than in any of the other CSTP Element. Following this, the group perceived strong program impact in three additional elements:

- *CSTP 1.6: Monitoring student learning and adjusting instruction while teaching,*

- *CSTP 1.1: Using knowledge of students to engage them in learning,* and

- *CSTP 5.2: Collecting and analyzing assessment data from a variety of sources to inform instruction.*

As a group, these teachers perceived the least program impact in:

- *CSTP 6.5: Engaging local communities in support of the instructional program,*

- *CSTP 6.7: Demonstrating professional responsibility, integrity, and ethical conduct,*

- *CSTP 6.4: Working with families to support student learning,* and

- *CSTP 4.3: Developing and sequencing long-term and short-term instructional plans to support student learning.*

1.4.2 CSTP Elements Impact Index Rank Order

In Figure 8 (below) the CSTP Elements have been arranged in descending order by Impact Index. Program administrators may wish to utilize the data in this chart to aid in identifying and establishing program priorities. These priorities may then be used for ordering the content of professional development or program design and thereby maximizing program effectiveness.
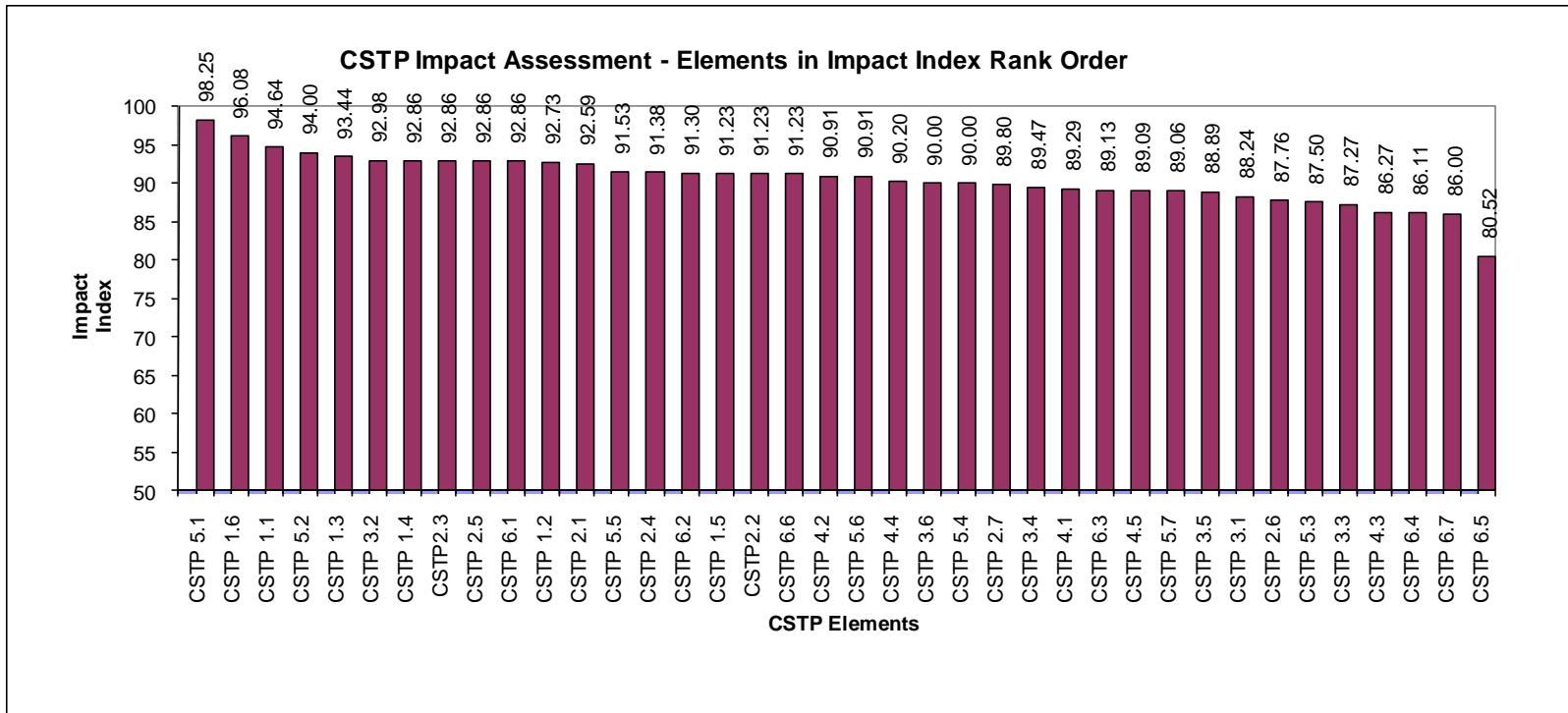

Figure 8

1.4.3 CSTP Elements: Rank Order of Impact Index for Y1 (First-Year) Teachers

Figure 9, below, shows the rank order of Impact Index for the first year teachers that participated in the study.
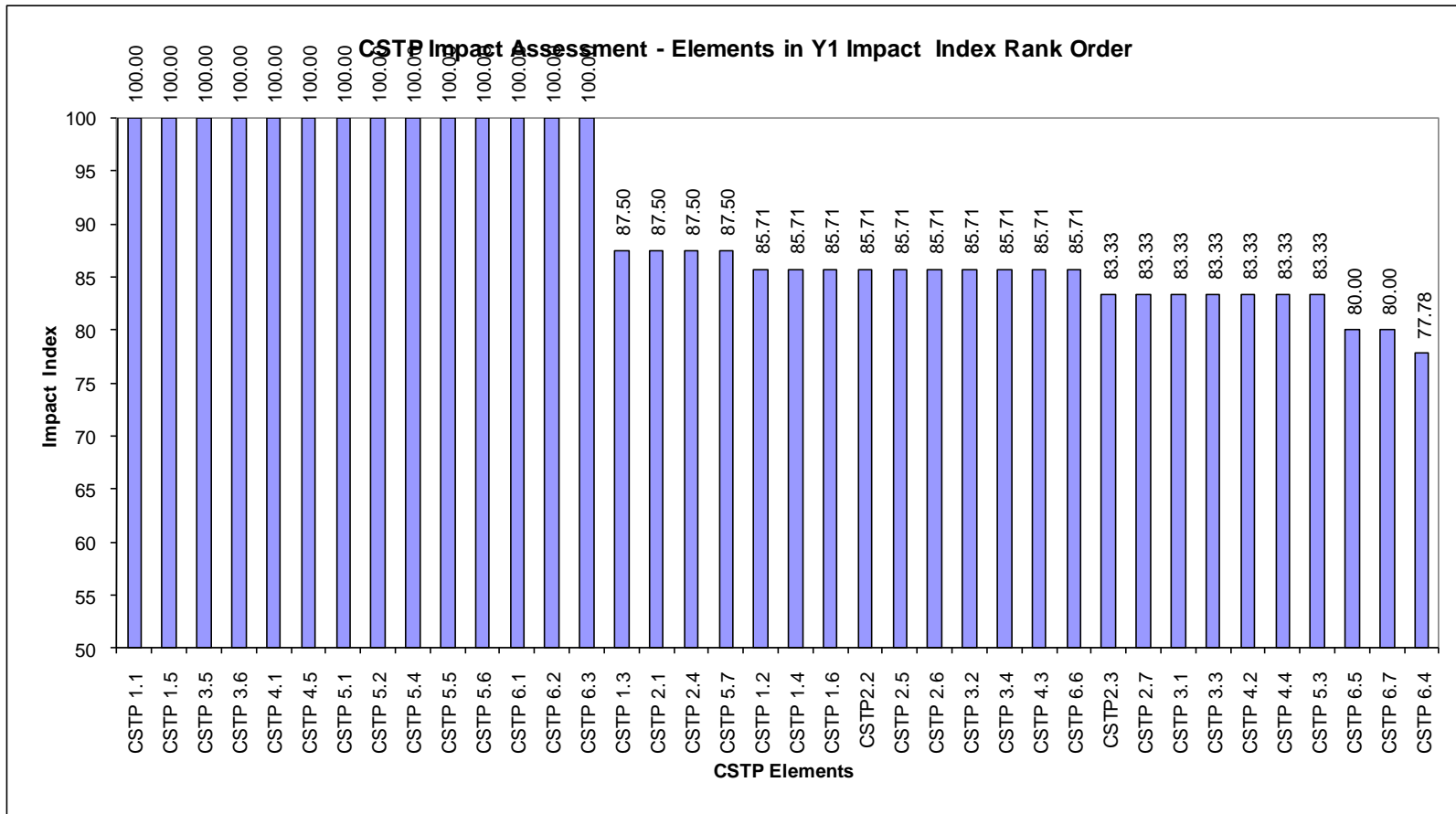

CSTP Impact Assessment - Elements in Y1 Impact Index Rank Order

Figure 9

First-year teachers expressed an extremely high level of perceived program impact in all of the CSTP Elements, with their strongest areas of perceived program impact equally in:

- *CSTP 1.1: Using knowledge of students to engage them in learning,*

- *CSTP 1.5: Promoting critical thinking through inquiry, problem solving, and reflection,*

- *CSTP 3.5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students,*

- *CSTP 3.6: Addressing the needs of English learners and students with special needs to provide equitable access to the content,*

- *CSTP 4.1: Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction,*

- *CSTP 4.5: Adapting instructional plans and curricular materials to meet the assessed learning needs of all students,*

- *CSTP 5.1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments,*

- *CSTP 5.2: Collecting and analyzing assessment data from a variety of sources to inform instruction,*

- *CSTP 5.4: Using assessment data to establish learning goals and to plan, differentiate, and modify instruction,*

- *CSTP 5.5: Involving all students in self-assessment, goal setting, and monitoring progress,*

- *CSTP 5.6: Using available technologies to assist in assessment, analysis, and communication of student learning,*

- *CSTP 6.1: Reflecting on teaching practice in support of student learning,*

- *CSTP 6.2: Establishing professional goals and engaging in continuous and purposeful professional growth and development,* and

- *CSTP 6.3: Collaborating with colleagues and the broader professional community to support teacher and student learning.*

High levels of perceived program impact were also in:

- *CSTP 1.3: Connecting subject matter to meaningful, real-life contexts,*

- *CSTP 2.1: Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully,*

- *CSTP 2.4: Creating a rigorous learning environment with high expectations and appropriate support for all students,* and

- *CSTP 5.7: Using assessment information to share timely and comprehensible feedback with students and their families.*

The area of least perceived program impact was *CSTP 6.4: Working with families to support student learning.*

1.4.4 CSTP Elements: Rank Order of Impact Index for Y2 (Second-Year) Teachers

Figure 10 (below) shows the rank order of Impact Index for second-year participating teachers.
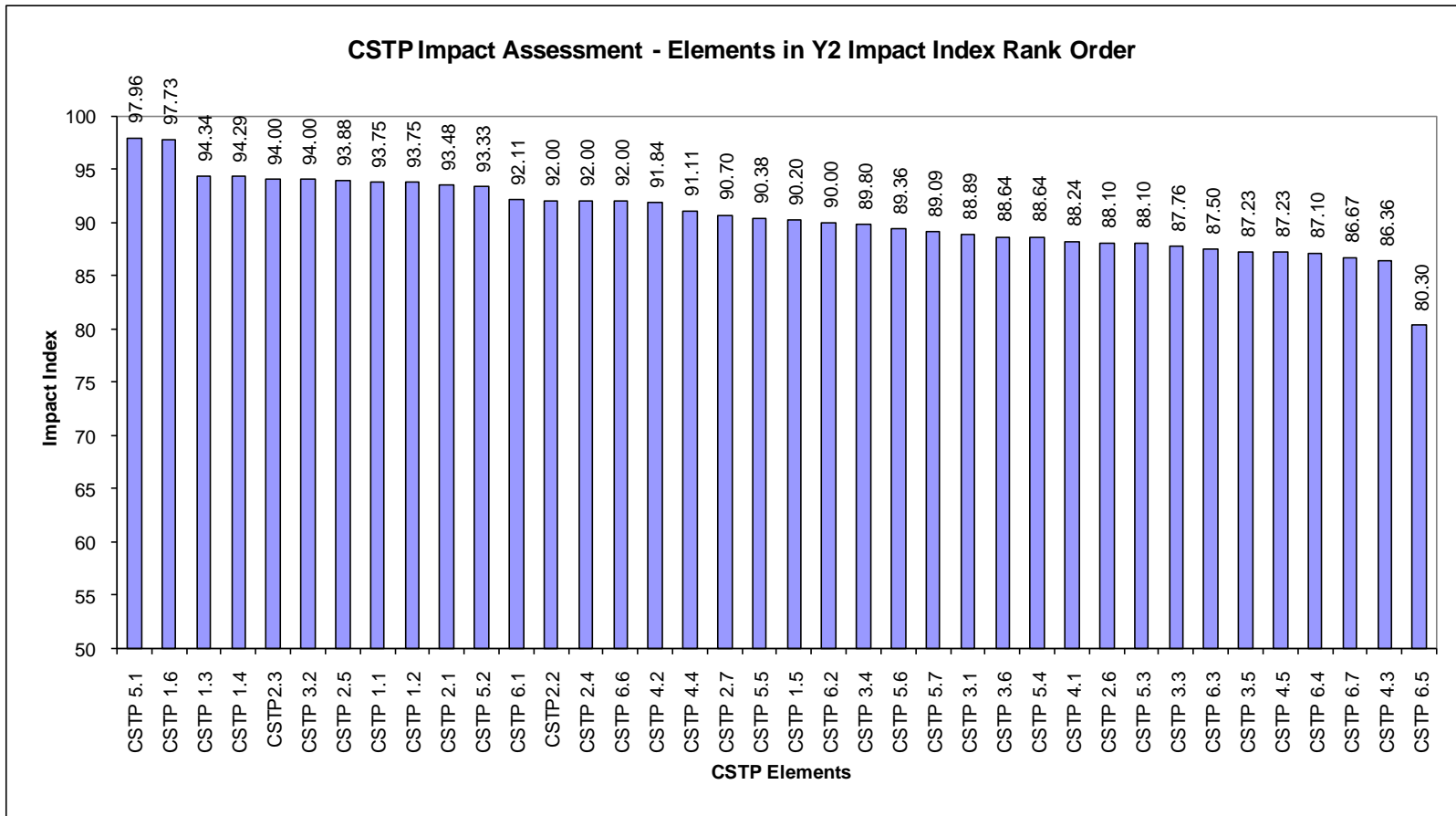

Figure 10

Second-year teachers saw the most program impact in *CSTP 5.1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments*, and *CSTP 1.6: Monitoring student learning and adjusting instruction while teaching*.

They also expressed a strong perceived program impact in:

- CSTP 1.3: *Connecting subject matter to meaningful, real-life contexts,*

- CSTP 1.4: *Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs,*

- CSTP 2.3: *Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe,* and

- CSTP 3.2: *Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.*

The areas of least perceived program impact to second-year teachers were in:

- *CSTP 6.5: Engaging local communities in support of the instructional program,*

- *CSTP 4.3: Developing and sequencing long-term and short-term instructional plans to support student learning,* and

- *CSTP 6.7: Demonstrating professional responsibility, integrity, and ethical conduct.*

1.4.5 CSTP Elements: Rank Order of Impact Index for Elementary Teachers

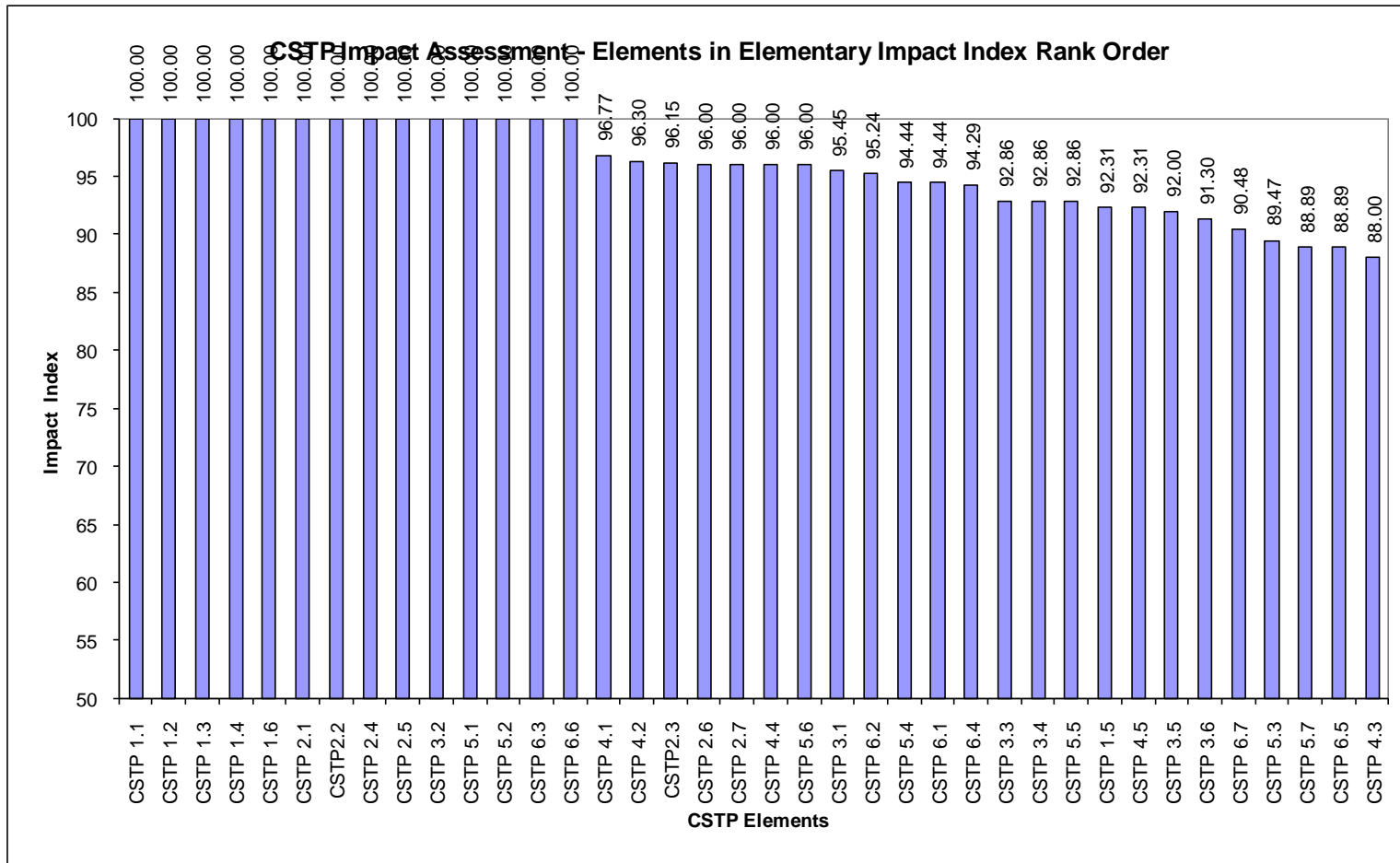Figure 11, below, shows the rank order of Impact Index for participating elementary teachers.


CSTP Impact Assessment - Elements in Elementary Impact Index Rank Order

Figure 11

This group of elementary teachers shared a strong perception of program impact equally in:

- *CSTP 1.1: Using knowledge of students to engage them in learning,*

- *CSTP 1.2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests,*

- *CSTP 1.3: Connecting subject matter to meaningful, real-life contexts,*

- *CSTP 1.4: Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs,*

- *CSTP 1.6: Monitoring student learning and adjusting instruction while teaching,*

- *CSTP 2.1: Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully,*

- *CSTP 2.2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students,*

- *CSTP 2.4: Creating a rigorous learning environment with high expectations and appropriate support for all students,*

- *CSTP 2.5: Developing, communicating, and maintaining high standards for individual and group behavior,*

- *CSTP 3.2: Applying knowledge of student development and proficiencies to ensure student understanding of subject matter,*

- *CSTP 5.1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments,*

- *CSTP 5.2: Collecting and analyzing assessment data from a variety of sources to inform instruction,*

- *CSTP 6.3: Collaborating with colleagues and the broader professional community to support teacher and student learning,* and

- *CSTP 6.6: Managing professional responsibilities to maintain motivation and commitment to all students.*

This group's areas of lowest perceived program impact were:

- *CSTP 4.3: Developing and sequencing long-term and short-term instructional plans to support student learning,*

- *CSTP 6.5: Engaging local communities in support of the instructional program,* and

- *CSTP 5.7: Using assessment information to share timely and comprehensible feedback with students and their families.*

1.4.6 CSTP Elements: Rank Order of Impact Index for Secondary Teachers

Figure 12, below, shows the rank order of Impact Index for participating secondary teachers.

CSTP Impact Assessment - Elements in Secondary Impact Index Rank Order
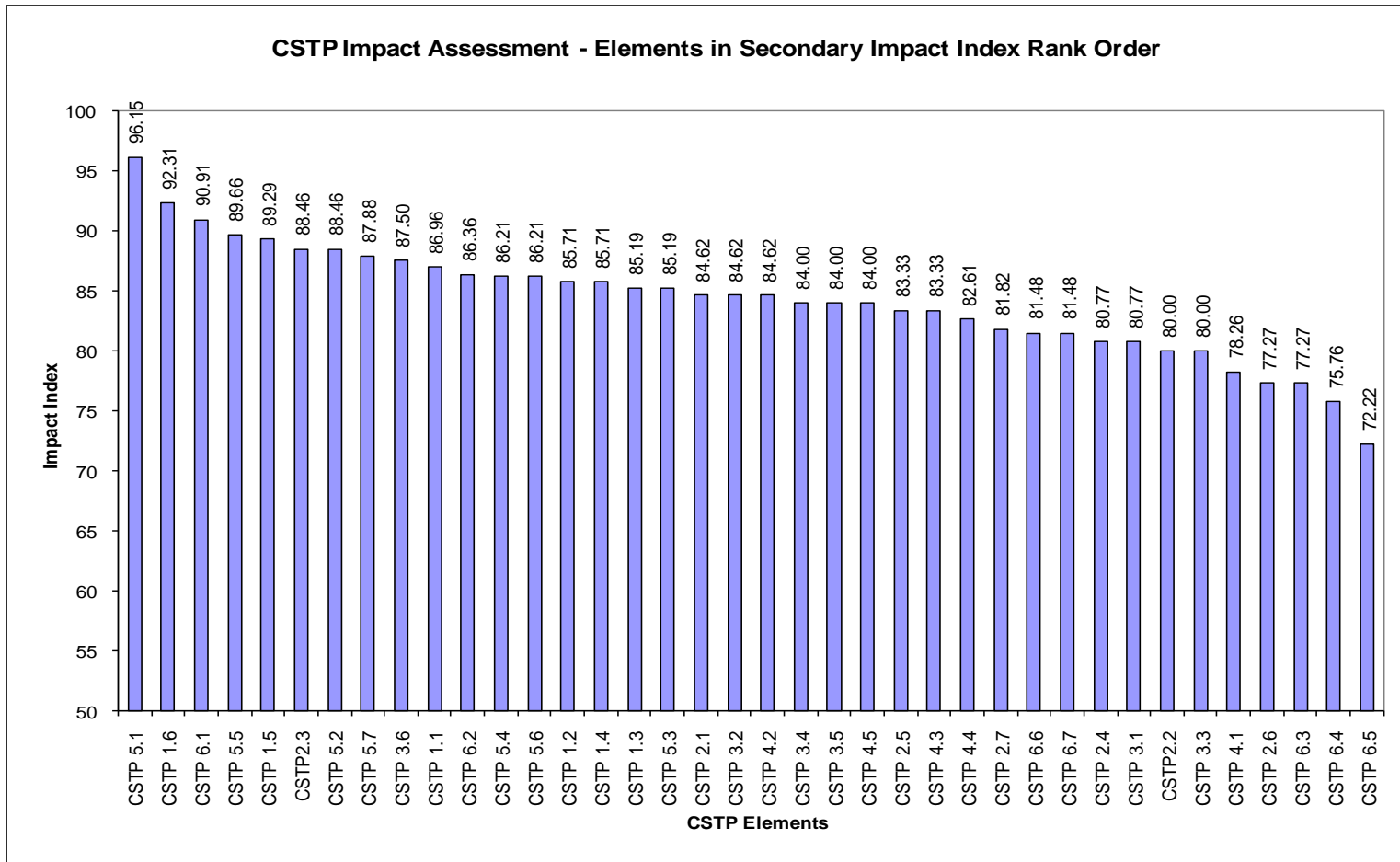
Figure 12

These secondary teachers reported a high perception of program impact in most of the CSTP Elements, and in particular:

- *CSTP 5.1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments,*

- *CSTP 1.6: Monitoring student learning and adjusting instruction while teaching,* and

- *CSTP 6.1: Reflecting on teaching practice in support of student learning.*

These teachers perceived the least program impact in:

- *CSTP 6.5: Engaging local communities in support of the instructional program,*

- *CSTP 6.4: Working with families to support student learning,*

- *CSTP 6.3: Collaborating with colleagues and the broader professional community to support teacher and student learning,*

- *CSTP 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn,* and

- *CSTP 4.1: Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.*

1.5   CSTP ELEMENTS: RANK ORDER OF IMPACT INDEX FOR EACH DISTRICT

Each school and district has its own culture; teachers in different school settings must understand and address their own concerns. In this section we break out the data we have just analyzed for the overall program, offering an Impact Index for each district with more than 4 respondents. District and school administrators may find it useful to see variations in the perceived program impact among new teachers in their areas.

Participating teachers' perceived program impact (by district) in the CSTP Elements are arranged in descending rank order. The Impact Index is a comparison of those respondents who evidence positive perceived program impact in an Element (chose either "very helpful" or "moderately helpful") and those who evidence little perceived program impact (responded with "slightly helpful" or "made no difference") in that Element. The significance of the Impact Index is the 50th percentile. This is where the group that perceives positive impact equals the group that perceives little impact. Therefore, any Impact Index above 50 has a positive perception of program impact among respondents. Analysis then becomes a matter of judgment about the strength of the level of positive perceived program impact.

District leadership may find the information in these charts very useful in planning for district-level programs of support for new teachers, provided the number of responses (indicated by "N = " following the district name at the top of each chart) is close to the total number of participating teachers in each district.

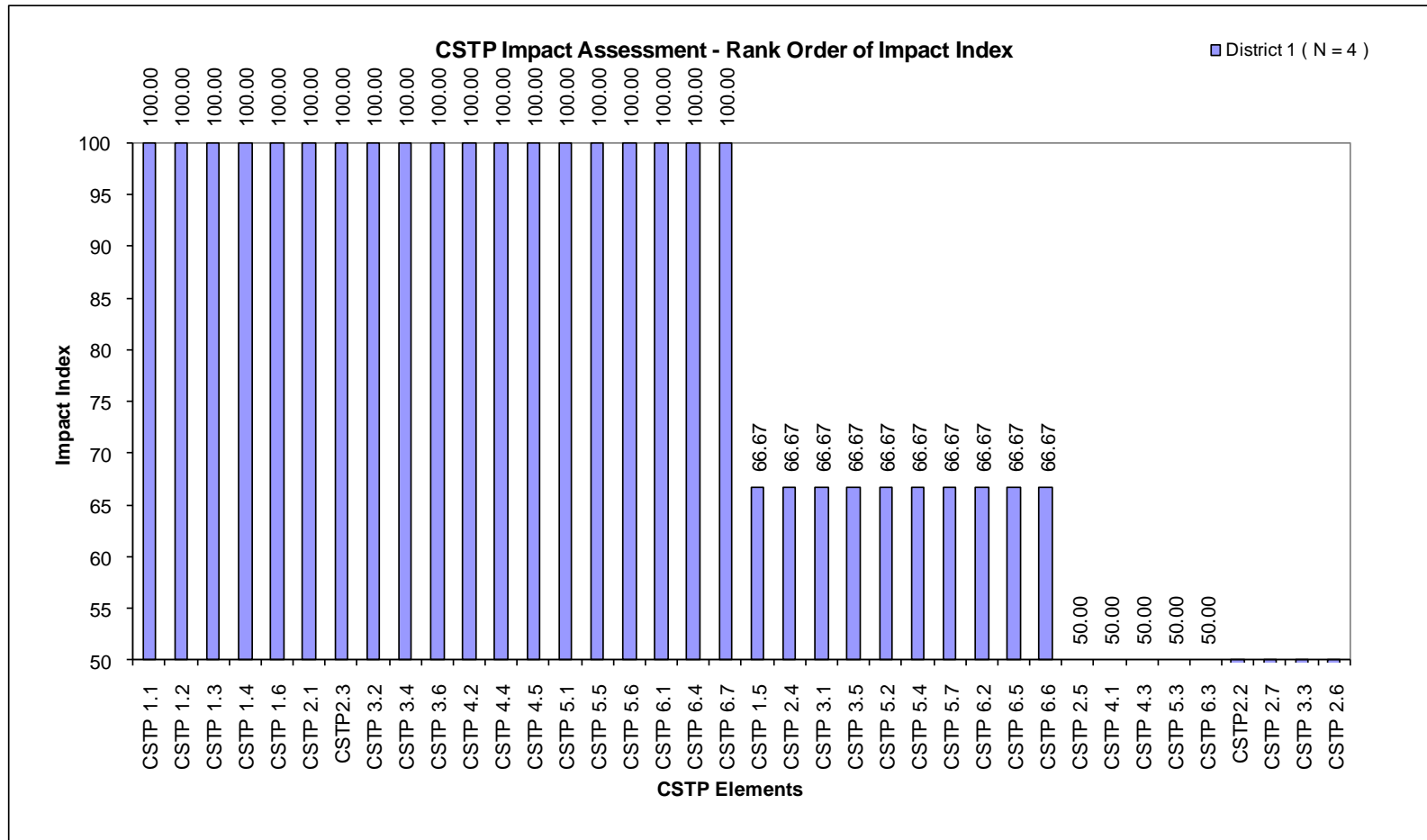## 1.5.1   CSTP Elements: Rank Order of Impact Ratio for Agape Corp

Figure 13

1.5.2   CSTP Elements: Rank Order of Impact Ratio for American Union Elementary
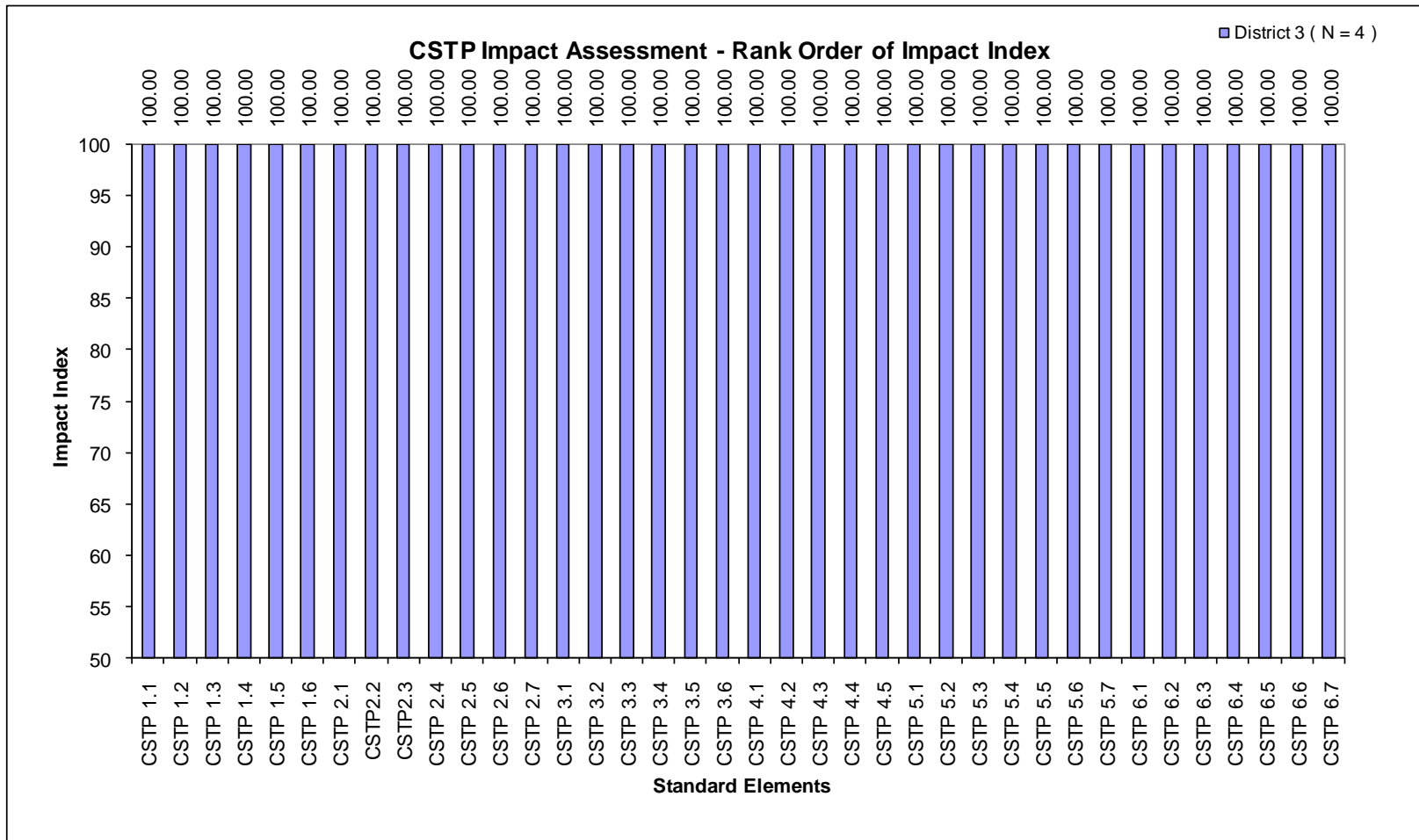

Figure 14

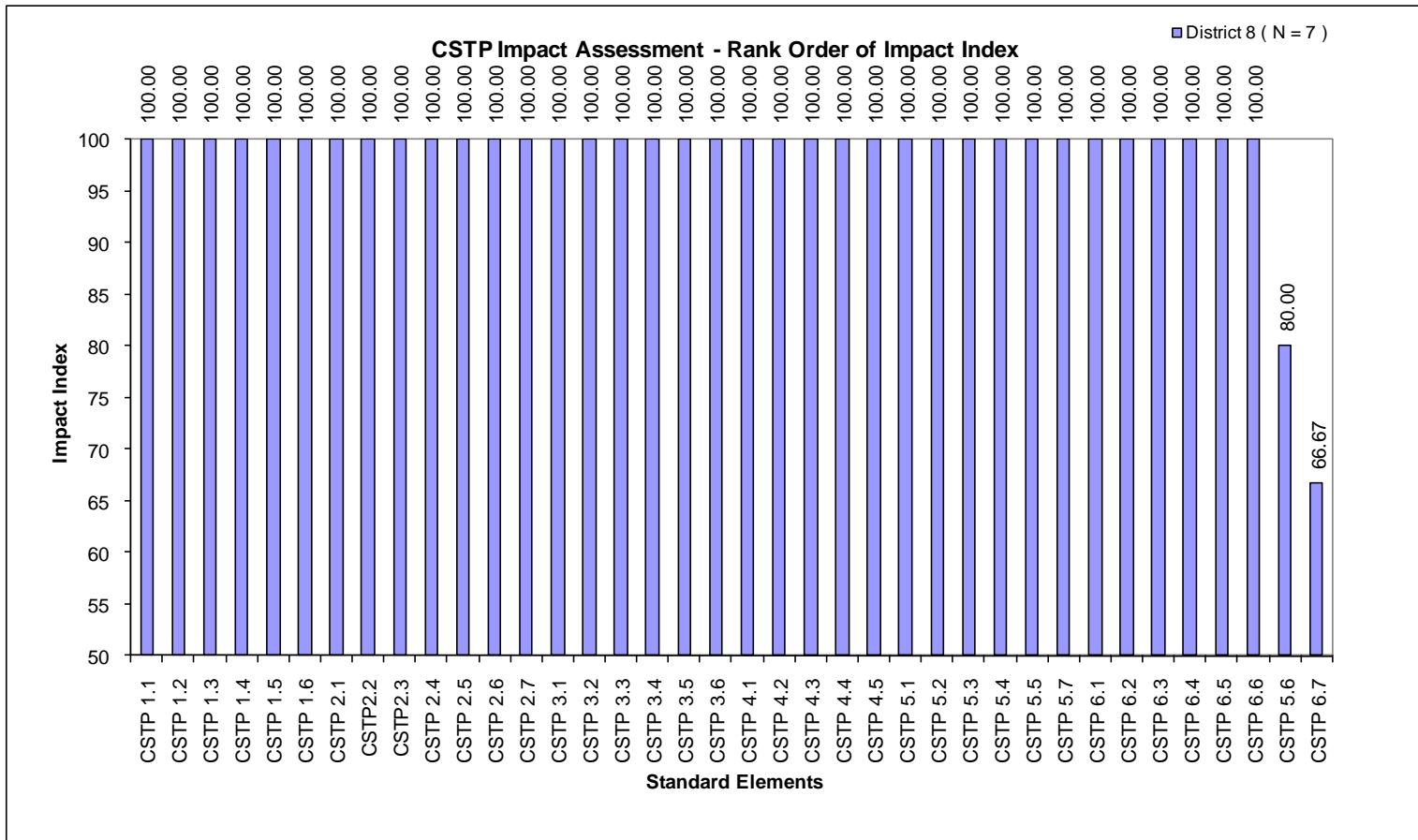**1.5.3 CSTP Elements: Rank Order of Impact Ratio for Coalinga-Huron Unified School District**

Figure 15

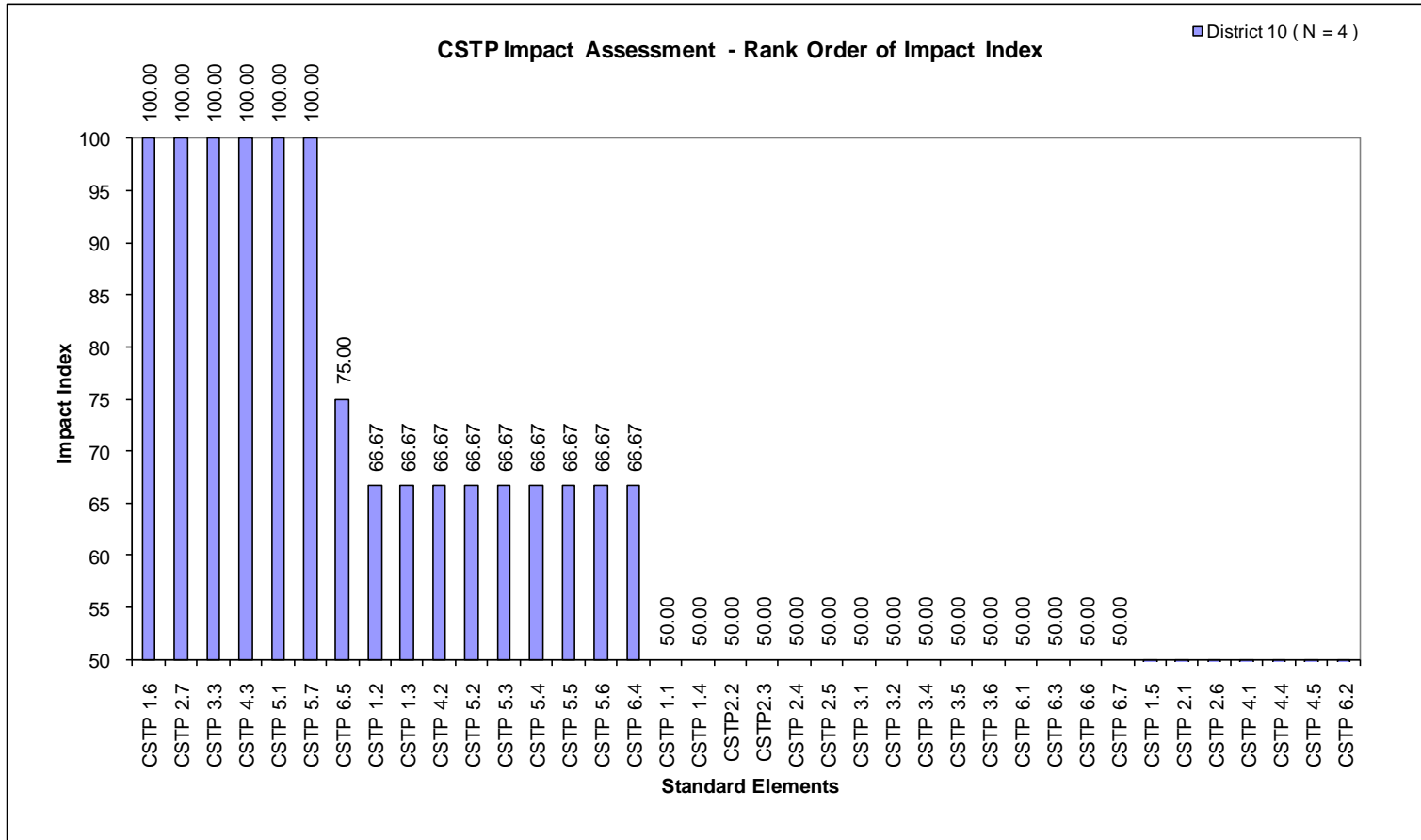**1.5.4 CSTP Elements: Rank Order of Impact Ratio for Firebaugh-Las Deltas Unified School District**

Figure 16

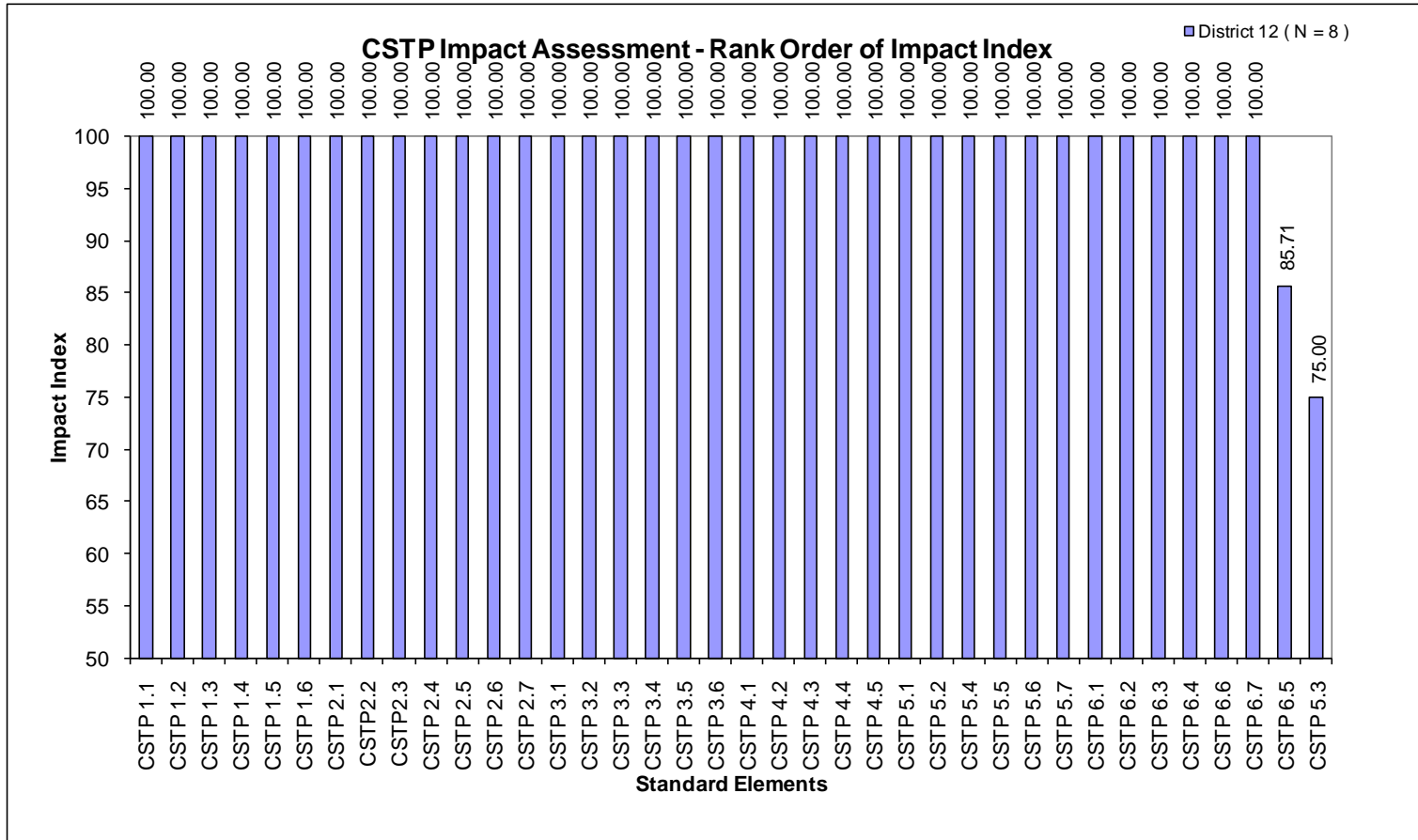**1.5.5   CSTP Elements: Rank Order of Impact Ratio for Golden Plains Unified School District**

Figure 17

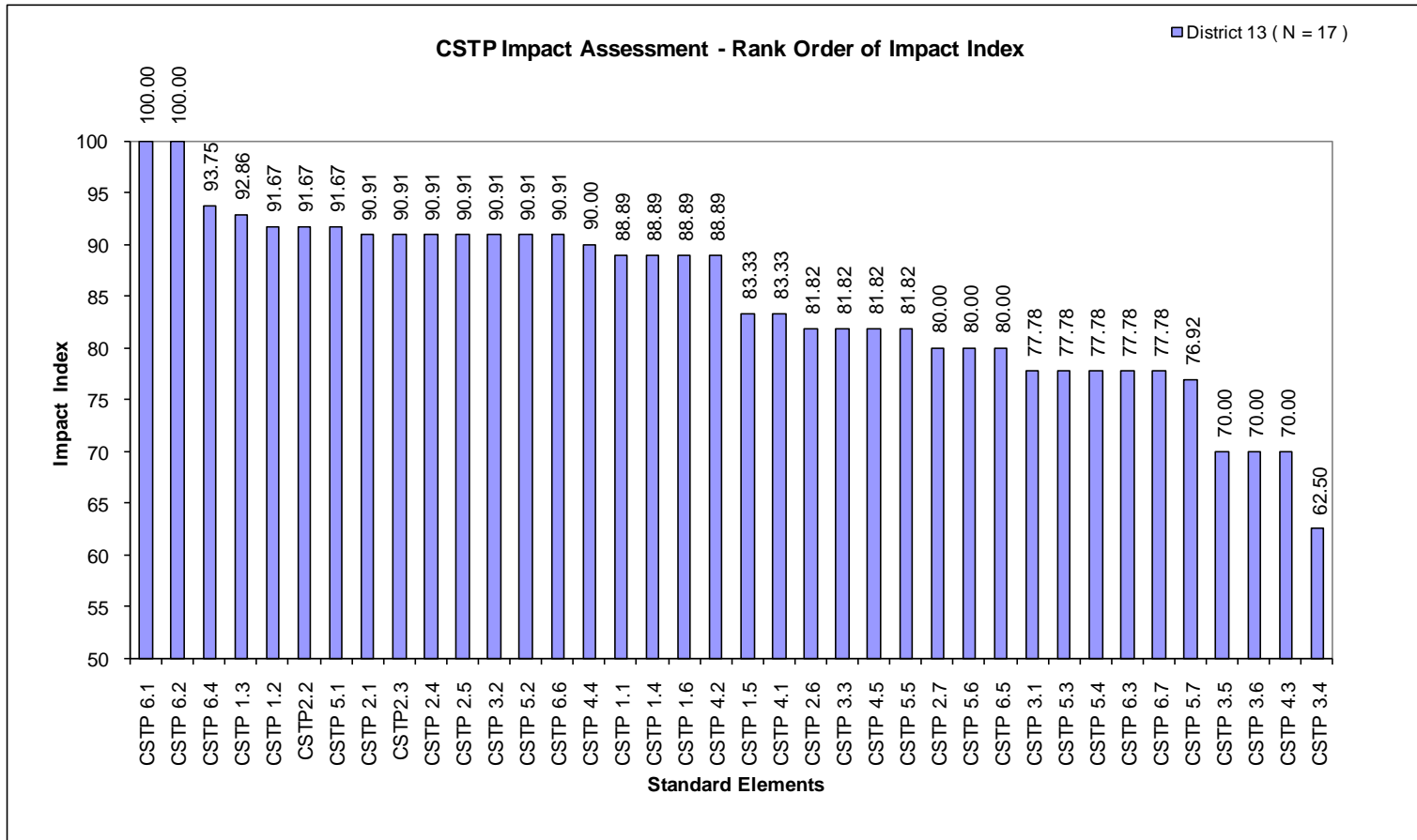**1.5.6 CSTP Elements: Rank Order of Impact Ratio for Kings Canyon Unified School District**

Figure 18

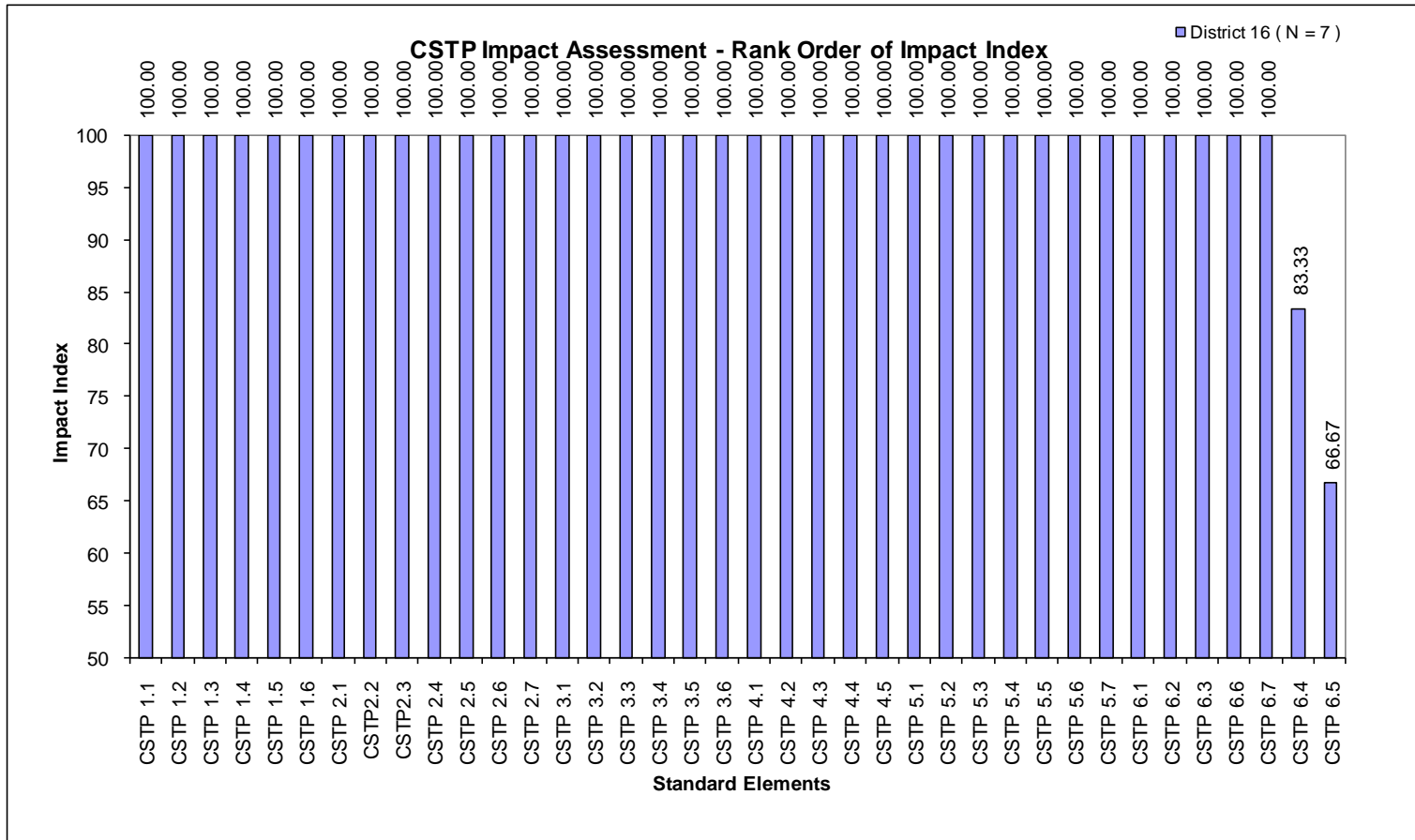**1.5.7 CSTP Elements: Rank Order of Impact Ratio for Mendota Unified School District**

Figure 19

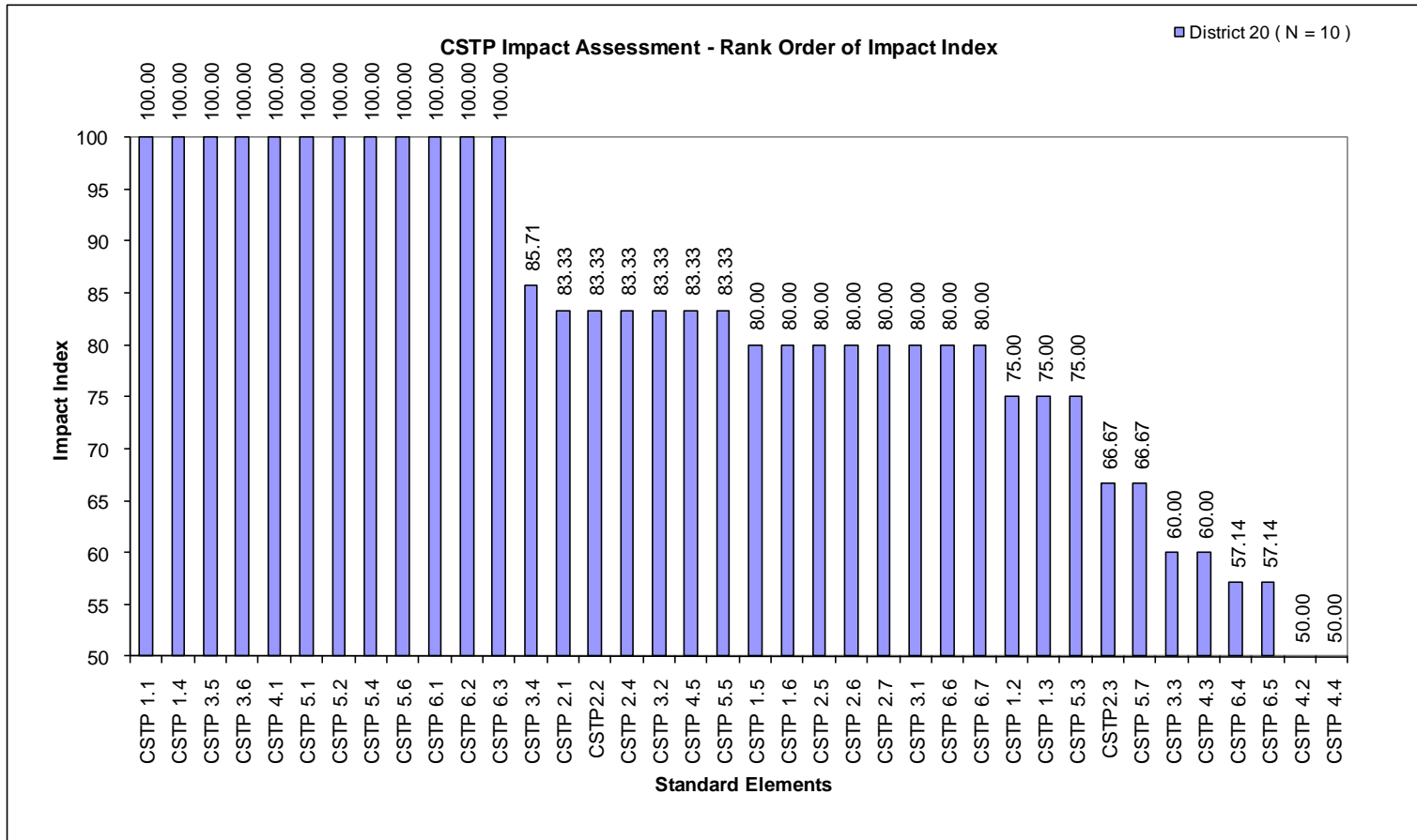**1.5.8   CSTP Elements: Rank Order of Impact Ratio for Parlier Unified School District**

Figure 20

1.5.9   CSTP Elements: Rank Order of Impact Ratio for Washington Union High School District
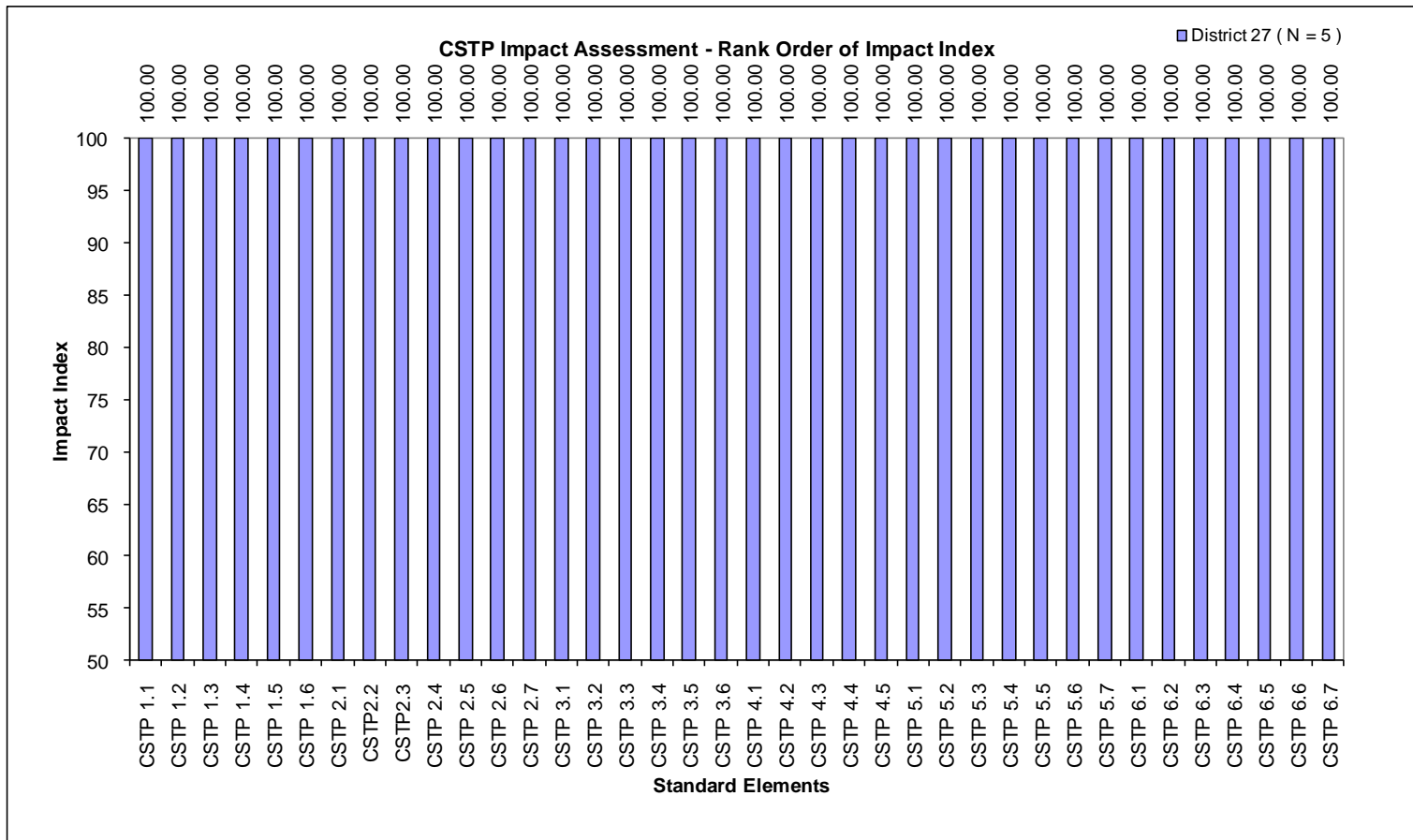

Figure 21

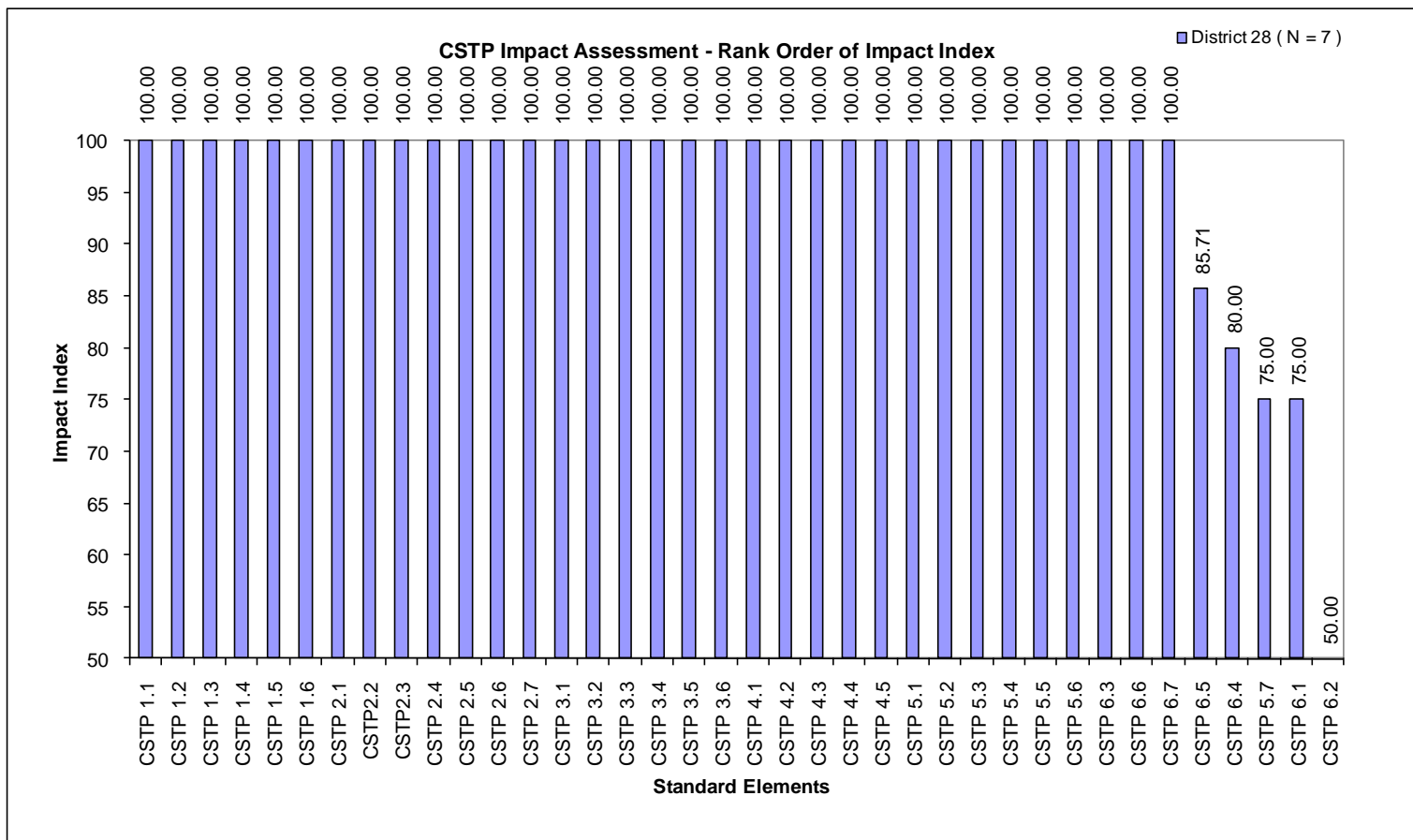**1.5.10 CSTP Elements: Rank Order of Impact Ratio for West Fresno Elementary**

Figure 22

1.6 CONCLUSIONS

BTSA administrators have already identified and are responsive to the overall professional needs of their teachers. The purpose of this Impact Assessment was to ascertain those specific areas within the *California Standards for the Teaching Profession* in which beginning teachers felt they have gained the most professional growth as a result of their participation in the BTSA Induction program. Targeting the most essential skill areas within the 32 CSTP Elements and incorporating that information into professional development planning and program design cannot help but compliment the efforts of program administrators to provide evidence-based support for all participating teachers.

By asking the 92 eachers who participated in this survey to specify their degree of perceived program impact in the *California Standards for the Teaching Profession* and each of the 32 CSTP Elements, this assessment identified three key results:

- BTSA participating teachers felt that the program made a positive impact in all of the *California Standards for the Teaching Profession*;
- Their area of greatest perceived program impact was in *CSTP 1: Engaging and Supporting All Students in Learning;* but specific areas of perceived program impact in CSTP Elements diverged for first- and second-year teachers, for elementary and secondary teachers, and
- As a group, their area of least perceived program impact (though still an area of strong impact) was *CSTP 6: Developing as a Professional Educator.*

It is encouraging that the evidence points to such a high proportion of BTSA participating teachers who feel that the program has positively impacted their growth in the *California Standards for the Teaching Profession*. By identifying areas of strongest perceived program impact among the respondents who participated in this assessment, the researchers are able to provided specific formative assessment data that may assist program administrators to tailor effective and efficient professional development plans and program designs for the future.

The following conclusions reiterate the overall analysis found within the body of this report, in order to present the information in a useful narrative format. (Disaggregated results are not reiterated.)

1.6.1   Essential Impact Areas: California Standards for the Teaching Profession

Thirteen first year and 77 second year teachers participated in the study and indicated their year in BTSA. Of those teachers that identified their teaching level, 42 taught at the elementary level and 43 at the second level.

At a minimum, 87% of the group surveyed indicated positive impact in specific standards. Between 65% to 75% of all the teachers surveyed in the study indicated by their responses that they found the program "very helpful" in each Standard. Another 19% to just over 21% of the respondents indicated that they found the program at least "moderately helpful." Fewer than 22% of those surveyed indicated that they found the

program "slightly helpful." None of the respondents indicated that they found the program "made no difference." Specific Impact in CSTP Elements

As a group, these participating teachers clearly displayed a stronger perceived program impact in *CSTP 5.1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments* than in any of the other CSTP Element. Following this, the group perceived strong program impact in three additional elements:

- *CSTP 1.6: Monitoring student learning and adjusting instruction while teaching,*

- *CSTP 1.1: Using knowledge of students to engage them in learning,* and

- *CSTP 5.2: Collecting and analyzing assessment data from a variety of sources to inform instruction.*

As a group, these teachers perceived the least program impact in:

- *CSTP 6.5: Engaging local communities in support of the instructional program,*

- *CSTP 6.7: Demonstrating professional responsibility, integrity, and ethical conduct,*

- *CSTP 6.4: Working with families to support student learning,* and

- *CSTP 4.3: Developing and sequencing long-term and short-term instructional plans to support student learning.*

The results of this survey were very encouraging because they confirm that these BTSA teachers have very positive perceptions about the impact of the program on their own professional growth in all of the *California Standards for the Teaching Profession*. This strongly suggests that, even at the beginning levels of teaching, these teachers recognize the importance and value of the program and of aligning their classroom practice with the CSTP.

Finally, because the findings of this survey clarify and controls for extraneous variables, asking respondents to focus their responses only on the impact of the program, program administrators can tailor evidence-based program adjustments and professional development plans to the specific needs of their teachers for maximum efficiency as well as maximum classroom effectiveness.