

**Beginning Teacher Support & Assessment (BTSA) Program
For the Academic Year 2009-2010**

**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



**SINCLAIR
RESEARCH GROUP**

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March 2010

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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 2009-2010 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 2009-2010 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	243	100.0%
SP	99	40.7%
PT	144	59.3%
PT Y1	72	29.6%
PT Y2	71	29.2%
PT Unknown	1	0.4%

Table 1

Districts	PT				SP
	Year 1	Year 2	Unknown	Total	
Agape	2	2	0	4	2
Alvina	1	0	0	1	1
American Union	2	3	0	5	4
Big Creek	0	0	0	0	0
Big Picture	1	0	0	1	0
Burrel	1	1	0	2	2
Caruthers	0	3	0	3	4
Coalinga-Huron	8	4	0	12	8
Crescent View	0	0	0	0	0
Firebaugh-Las Deltas	8	3	0	11	9
Fowler	0	2	0	2	2
Golden Plains	2	8	0	10	6
Kings Canyon	17	15	0	32	21
Kingsburg Joint	2	0	0	2	0
Laton	1	0	0	1	1
Mendota	10	4	0	14	8
Monroe	0	1	0	1	1
Orange Center	0	0	0	0	1
Pacific Union	0	0	0	0	0
Parlier Unified	6	8	0	14	8
Pine Ridge	1	0	0	1	1
Raisin City	0	0	0	0	0
Sierra	0	0	0	0	0
St. LaSalle	0	0	0	0	1
VASA	2	1	0	3	2
Washington Colony	0	1	0	1	1
Washington Union	6	3	0	9	4
West Fresno	0	8	1	9	7
West Park	0	1	0	1	0
Westside	1	1	0	2	1

Table 2

From an overall population of around 148 participating teachers and 106 support providers, responses were received from 97% and 93% respectively. This is a very good percentage of the population of participating teachers and support providers and as such results should be reliable and valid. (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:

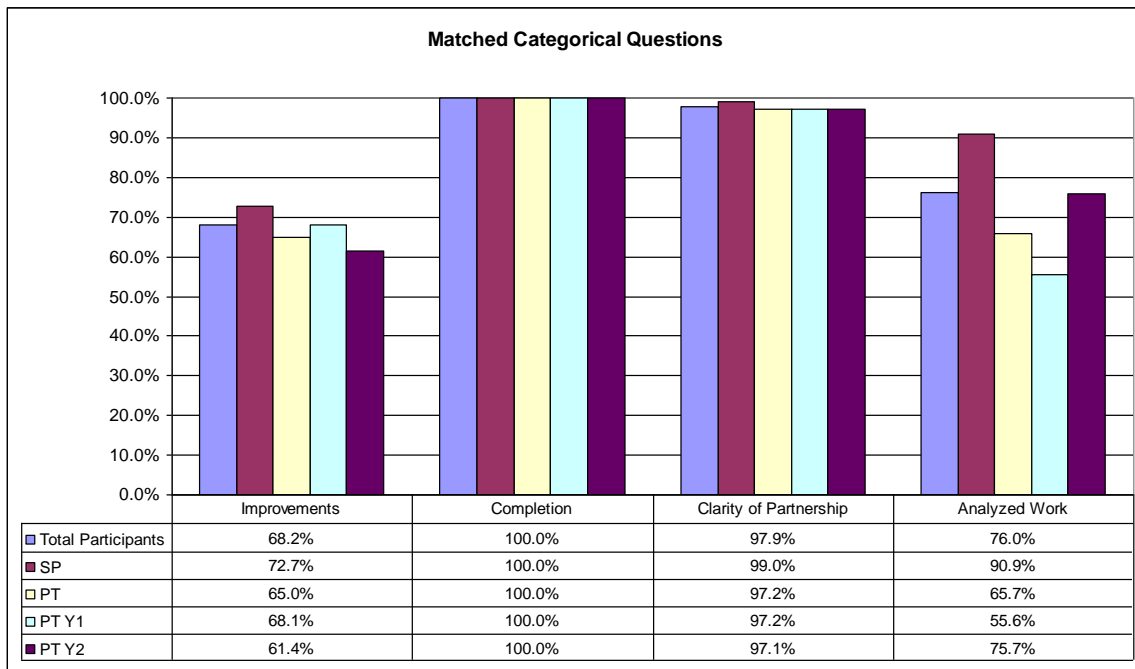


Figure 1

Sixty-eight percent of participants overall 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 participants understand how they (or their participating teacher(s)) are progressing toward completion of the induction program and obtaining a credential. (CS6)

Nearly all support providers (99%) and 97% 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-six percent of all participants respond they have analyzed student work together. Ninety percent of support providers responded affirmatively compared to 66% of participating teachers. (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:

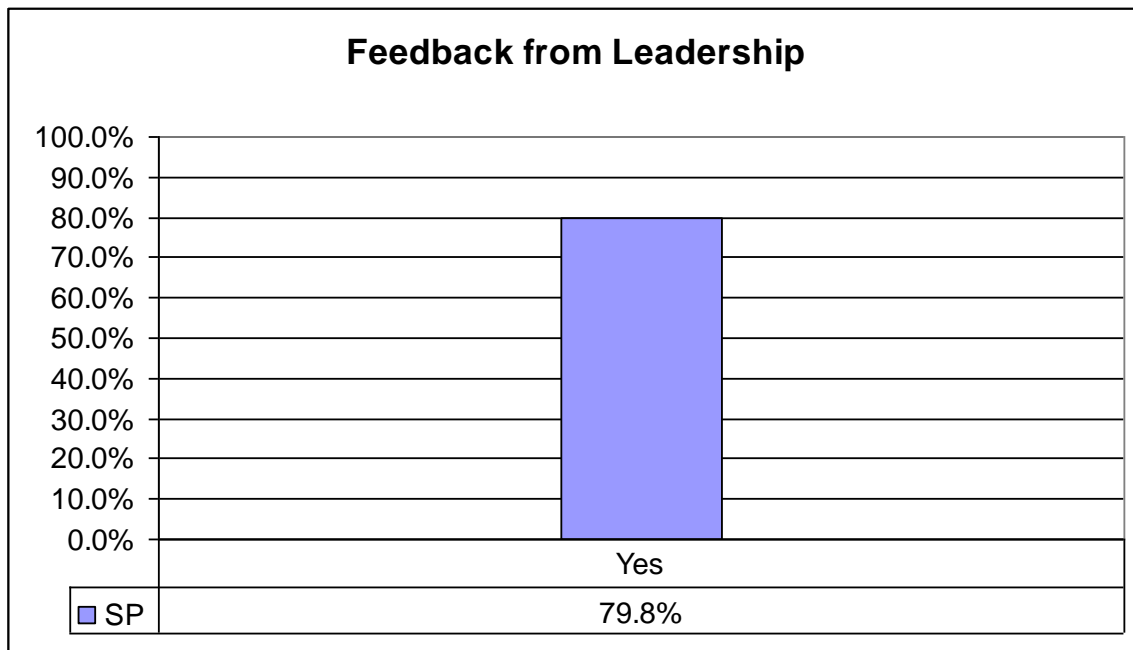


Figure 2

Almost eighty percent 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:

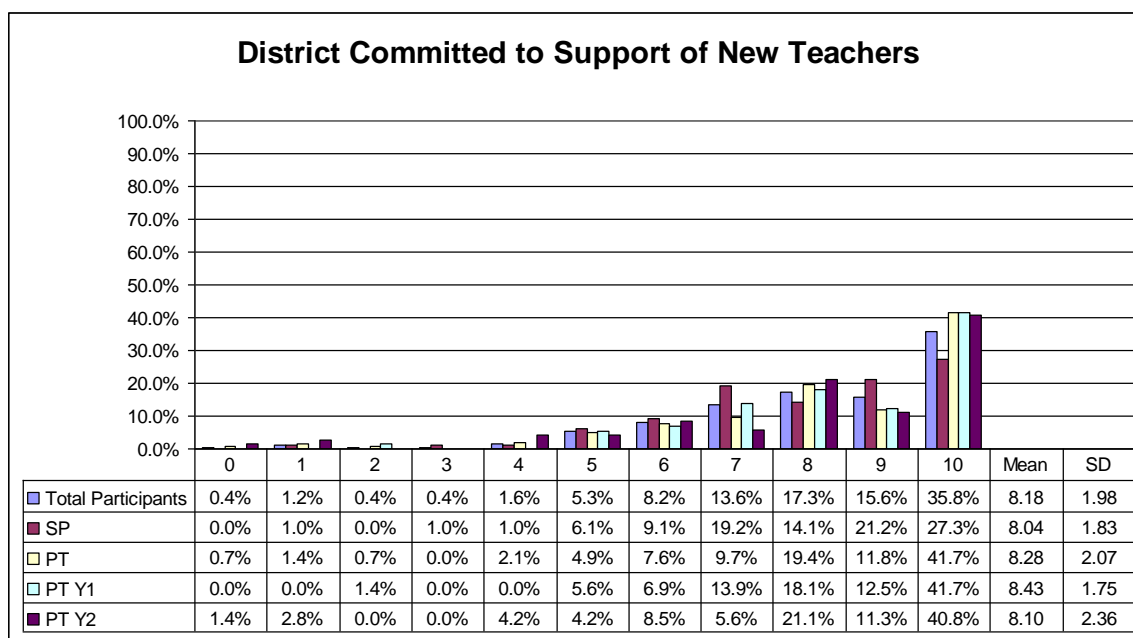


Figure 3

The overall mean for year one and year two participating teachers was almost 8.3 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 out of 10. As can be seen in the above frequency chart, standard deviations are somewhat elevated and particularly for year two participating teachers. This means that there respondents did not agree in their ratings regarding this question with some feeling very positive about district commitment and other giving it a very 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:

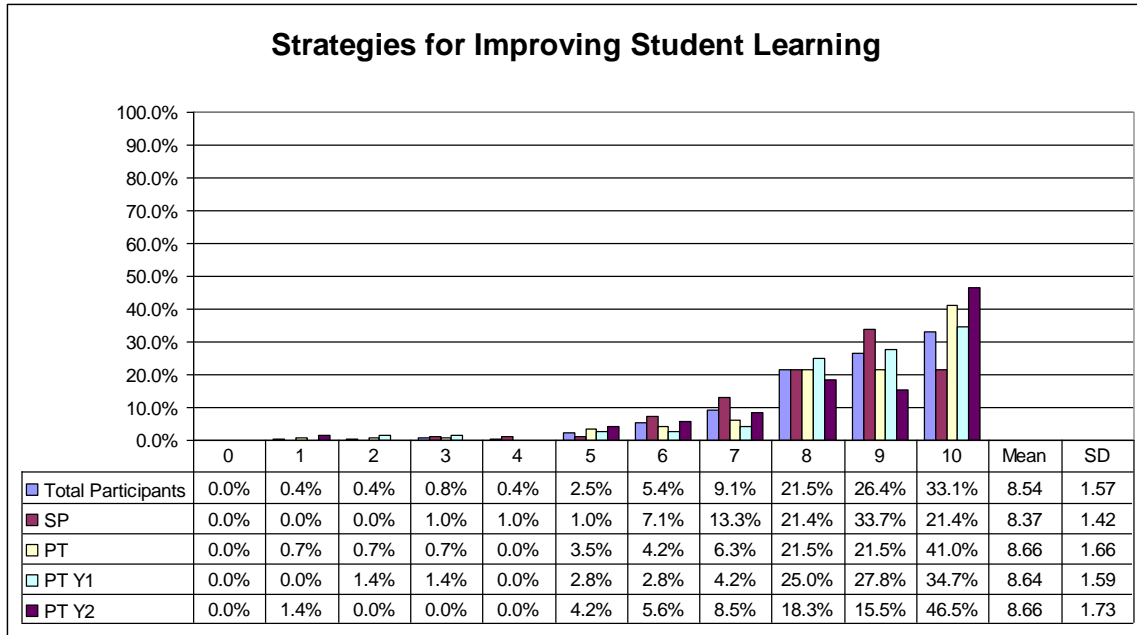


Figure 4

The mean score for participants overall was 8.5 out of 10 when they were asked to rate the extent that they felt their classroom provided them opportunities to demonstrate and apply their ability to develop strategies for improving student learning. Support providers rated this slightly lower (8.3) than did participating teachers (8.6). 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:

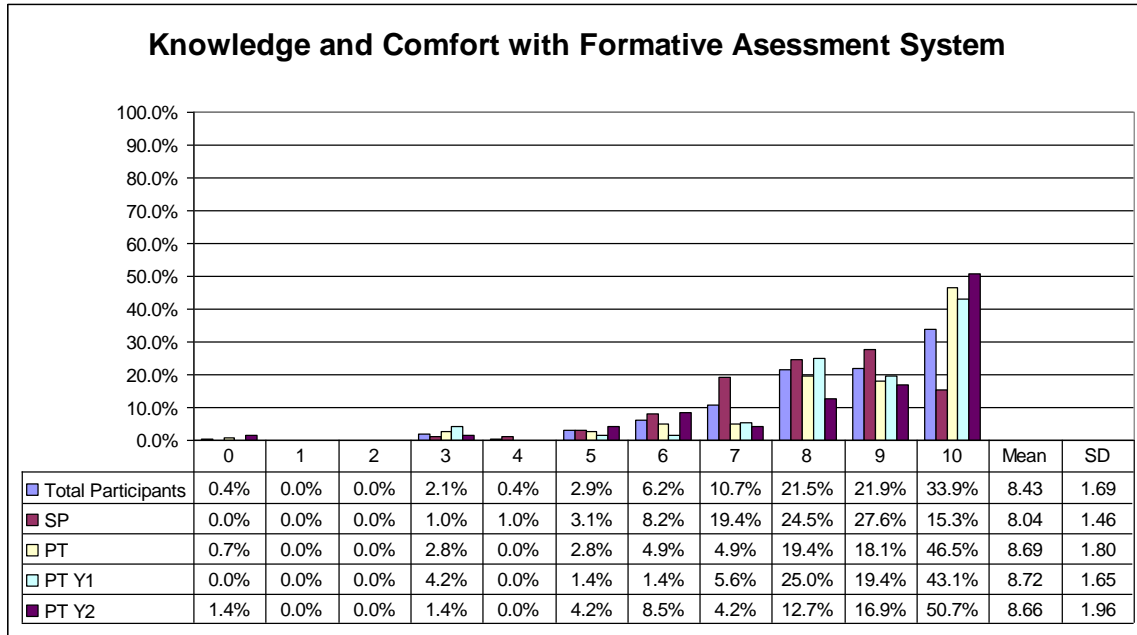


Figure 5

All participating teachers rated the extent that they felt that their support provider is knowledgeable and comfortable with their formative assessment system at almost 8.7 out of 10. Support providers rated this question slightly lower at 8 out of 10. (PS 3 and 4) Standard deviations were somewhat elevated for participating teachers, particularly those in their second year.

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:

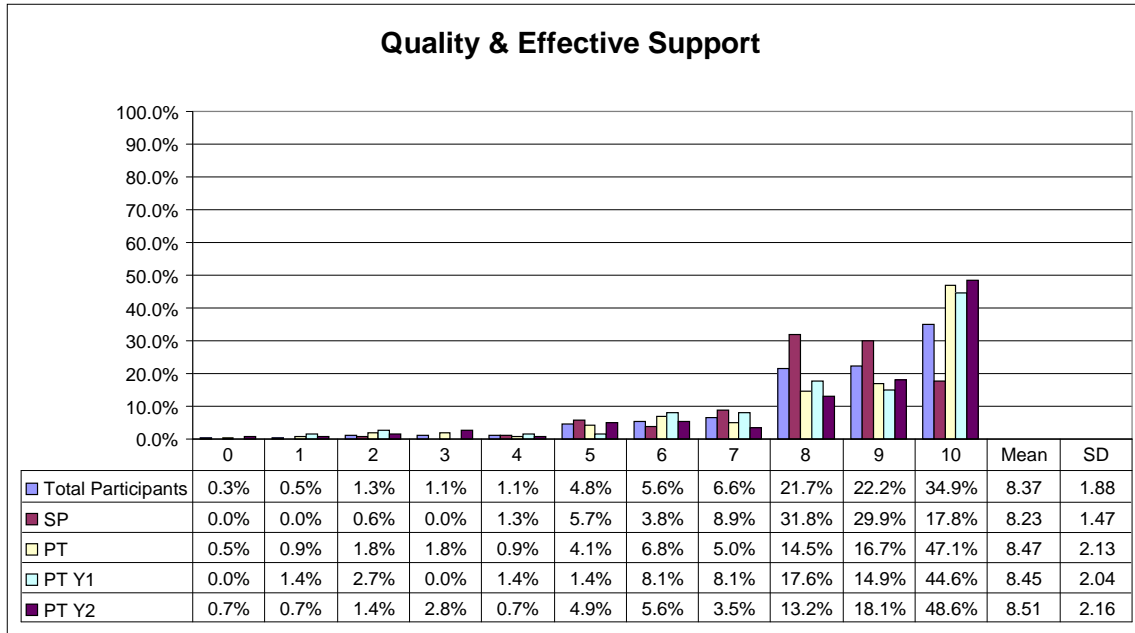


Figure 6

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 8.5 out of 10. Support providers rated this just slightly lower at 8.2 out of 10, giving an overall mean for all respondents at 8.4. Standard deviations were high for year one and year two participating 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) Responses are shown in the chart below:

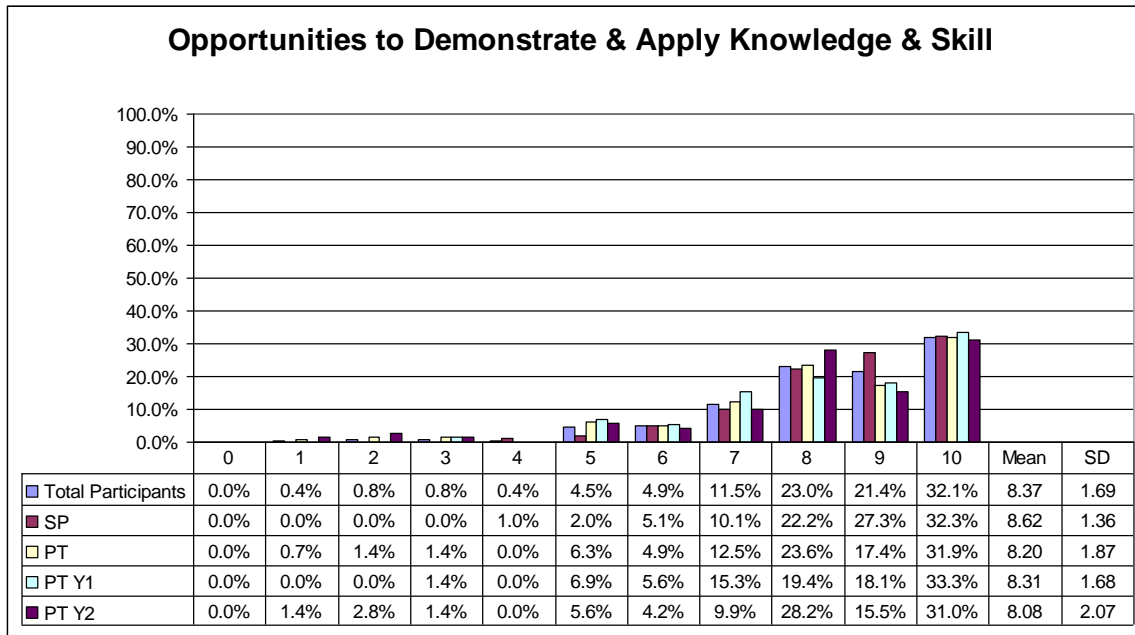


Figure 7

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 8.2 out of 10. Support providers rated this question at almost 8.6 out of 10. (PS2) Standard deviations were high for year two participating teachers. This means that there was a higher difference in the extent of agreement among year two teachers than year one teachers.

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) Responses are shown in the chart below:

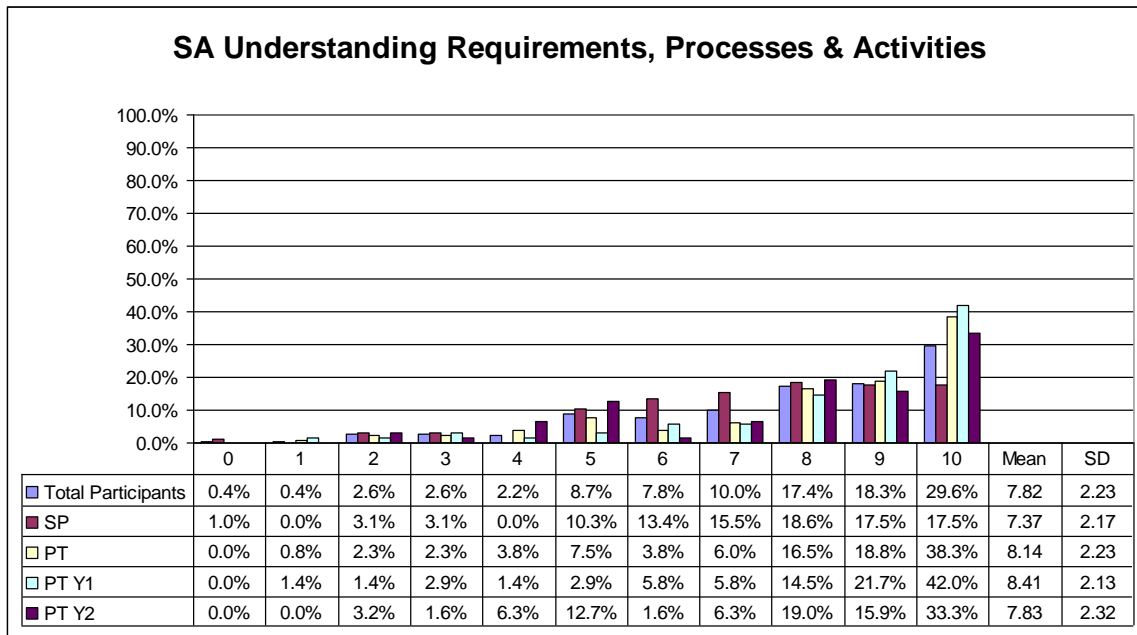


Figure 8

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. Year one teachers rated this higher (8.4 out of 10) than did year two teachers (7.8). (PS2) Support providers rated this same question quite a bit lower at almost 7.8 out of 10. Standard deviations were high for all groups. 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)
 Responses are shown in the chart below:

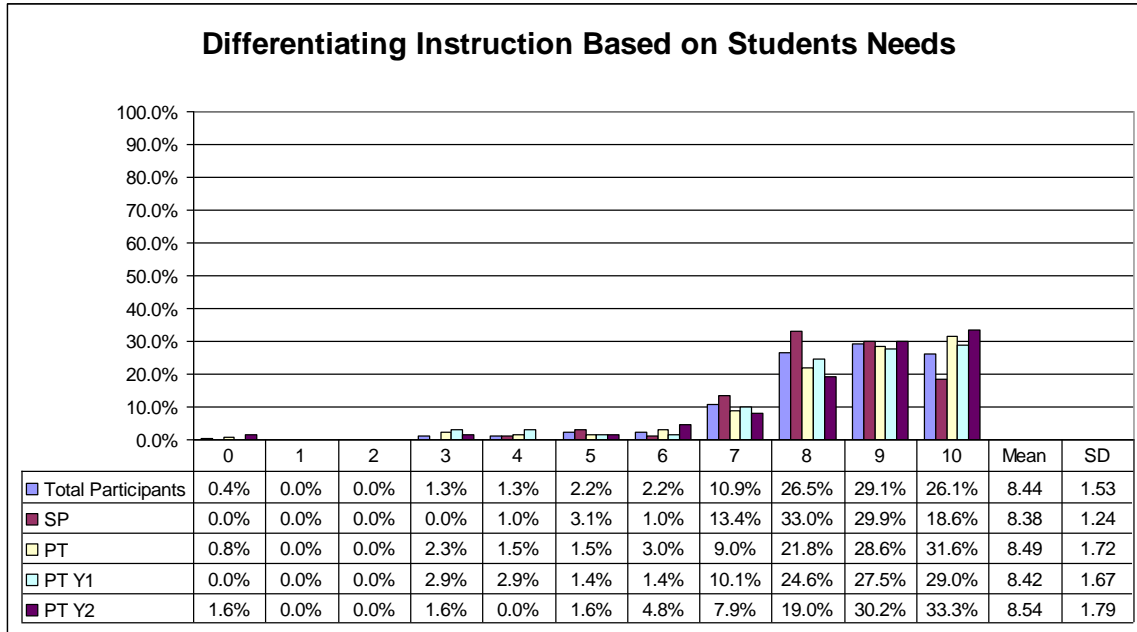


Figure 9

The mean score for the extent that participants 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 8.4 out of 10. Ratings were similar for all role groups and standard deviations were normal. (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) Responses are shown in the chart that follows:

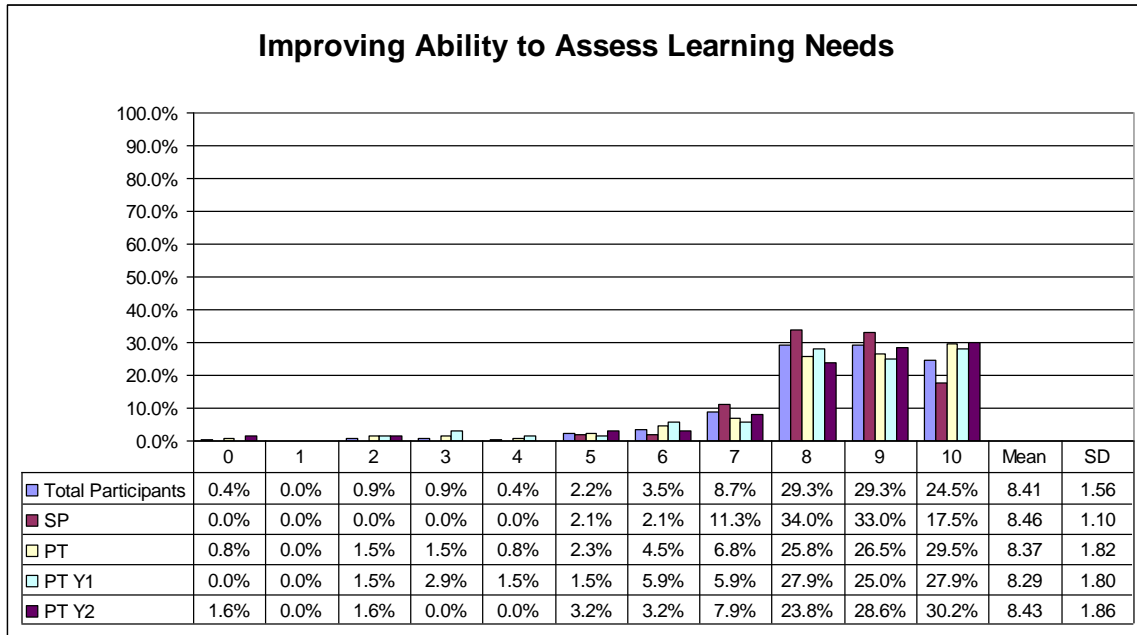


Figure 10

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 8.4 out of 10. All role groups rated this very similarly. Standard deviations were somewhat elevated for participating 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) Responses are shown in the chart that follows:

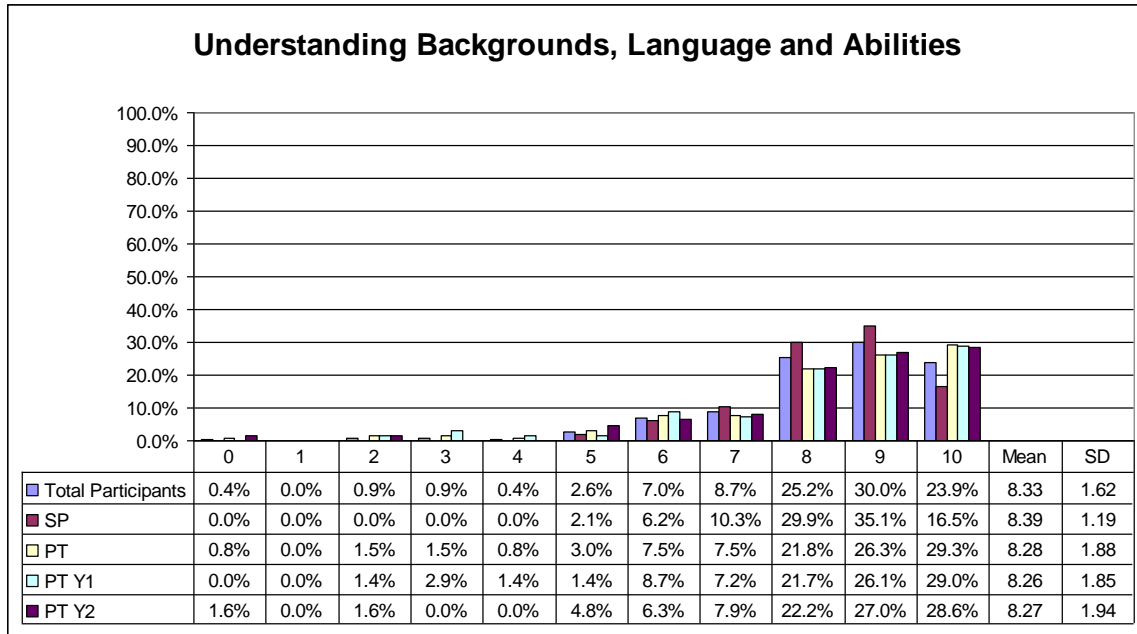


Figure 11

Overall, participating teachers (year one and two) 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 8.3 out of 10. All role groups rated this question similarly. Standard deviations were somewhat elevated for participating 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) Responses are shown in the chart that follows:

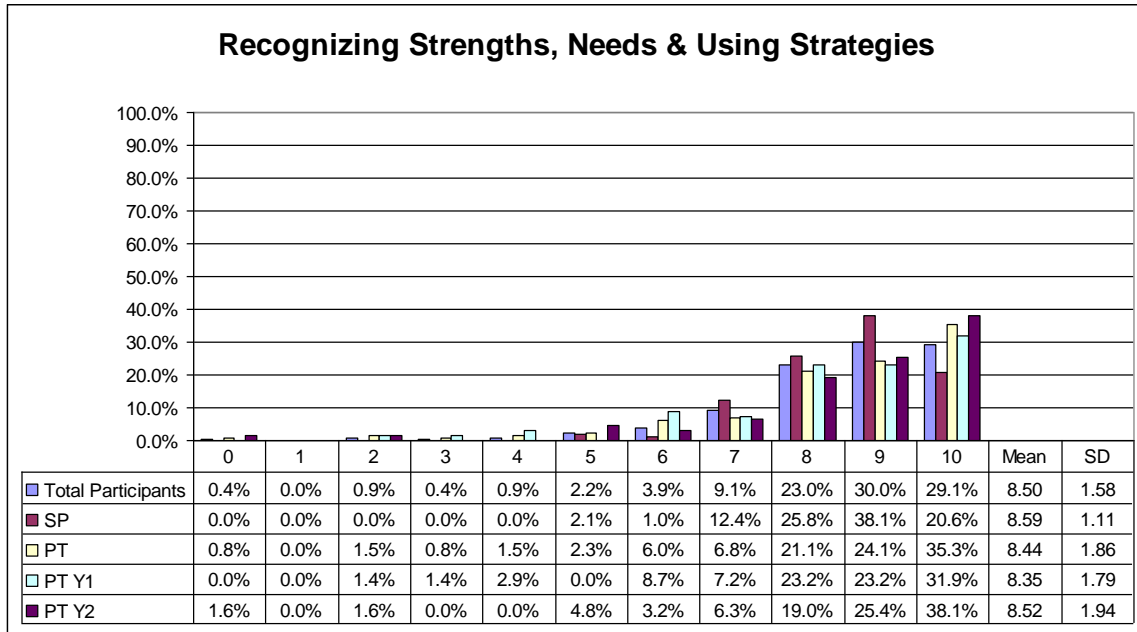


Figure 12

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 8.4 out of 10. All role groups rated this similarly. Standard deviations were somewhat elevated for participating 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:

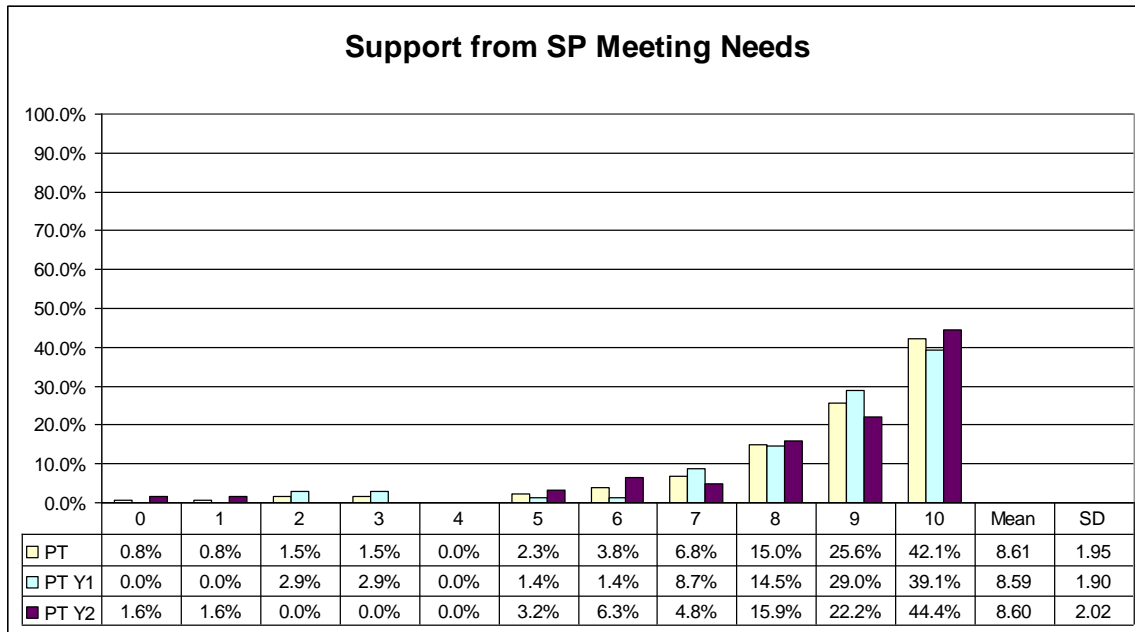


Figure 13

All participating teachers rated the extent that they felt the support given to them by their support provider met their individual needs at 8.6 out of 10. Standard deviations were somewhat elevated for all respondents, particularly those in their second year. This means that participating teachers have widely varying experiences with the extent that their support provider meets their needs. While nearly 80% rated this at 8 or above, approximately 7% rated it at 5 or below. (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:

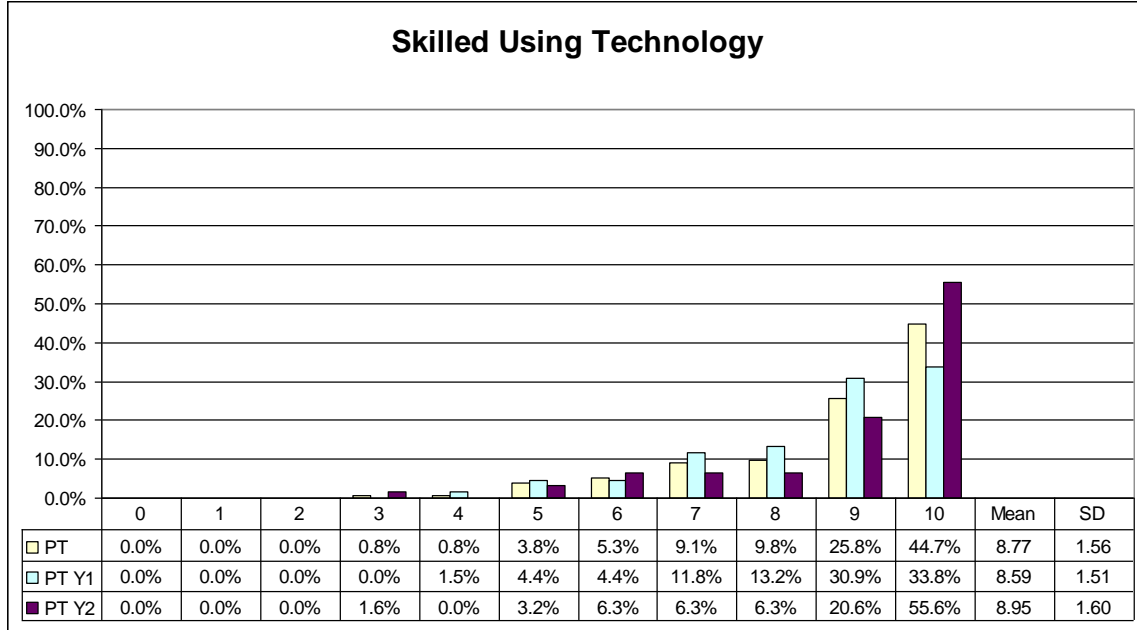


Figure 14

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 8.8 out of 10. First year teachers rated this at 8.6 out of 10 and second year teachers at almost 8.9 out of 10. Standard deviations were within the normal range. (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) Responses are shown in the chart that follows:

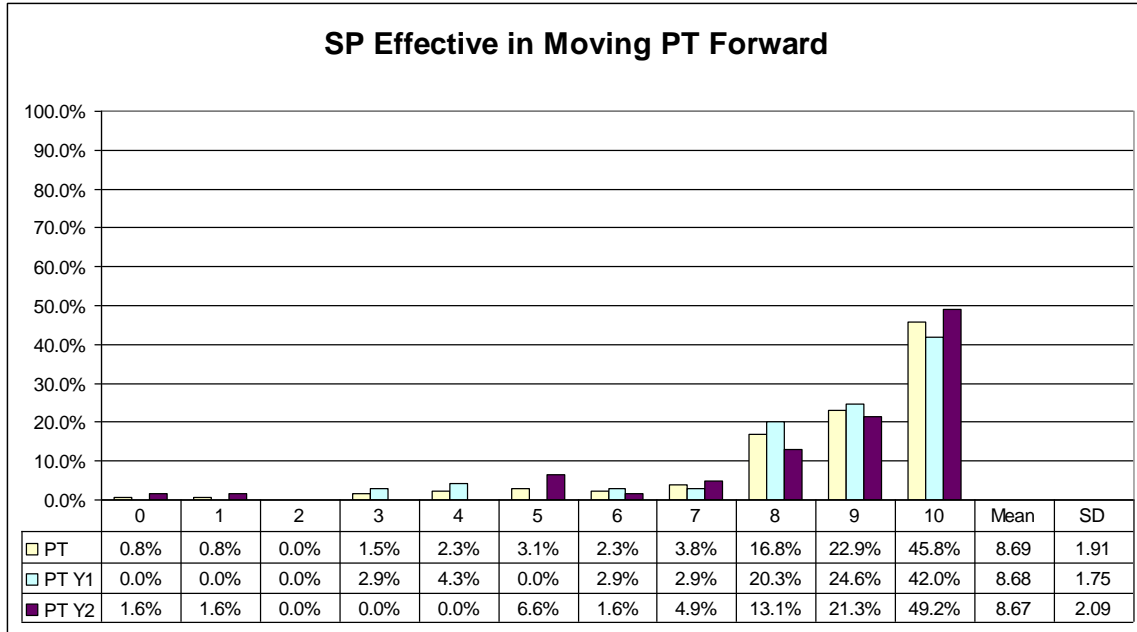


Figure 15

All participating teachers rated the extent that they felt their support provider was effective in moving them forward in their practice at almost 8.7 out of 10. Standard deviations were somewhat elevated overall, particularly for second year participating teachers. Nearly 8% rated this at 5 or below out of 10. (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.

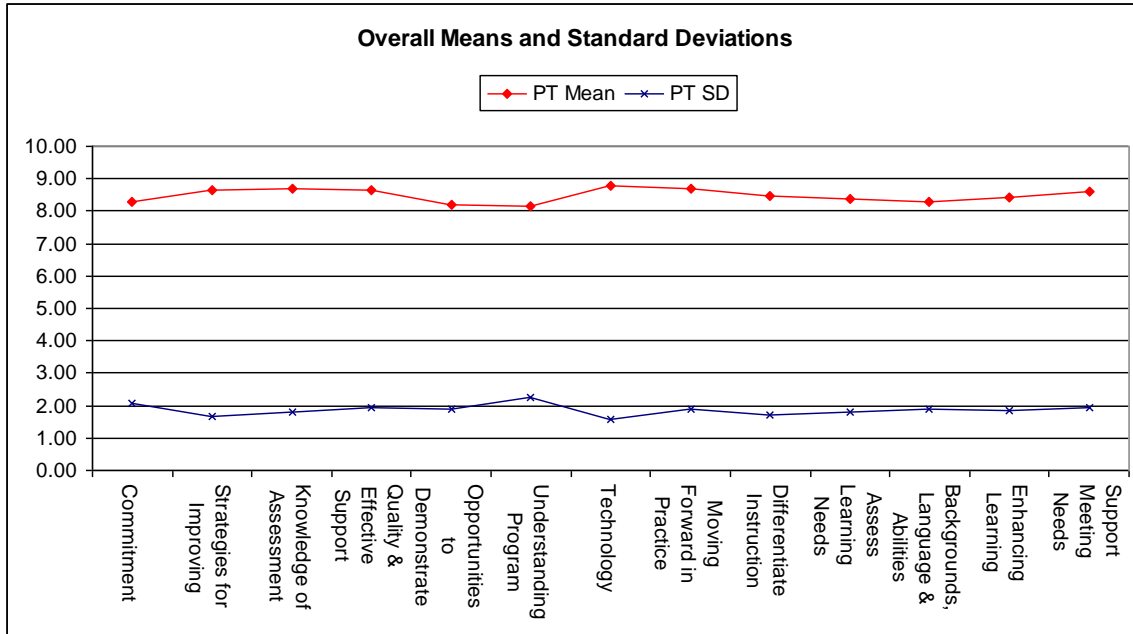


Figure 16

The highest rating question was for the extent that participating teachers were able to use the technology available to them to support 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 the district is committed to their support and the extent that their site administrator understands the requirements, processes and activities of the program. Throughout this report the standard deviation were elevated for participating teachers, particularly for those in their second year. 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:

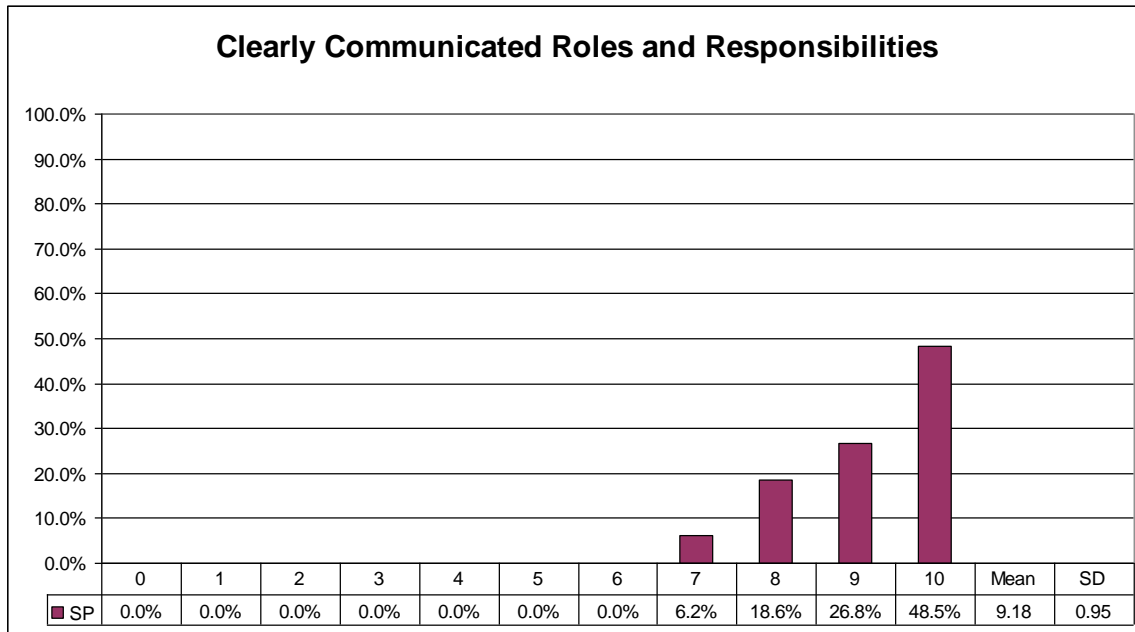


Figure 17

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 9.2 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:

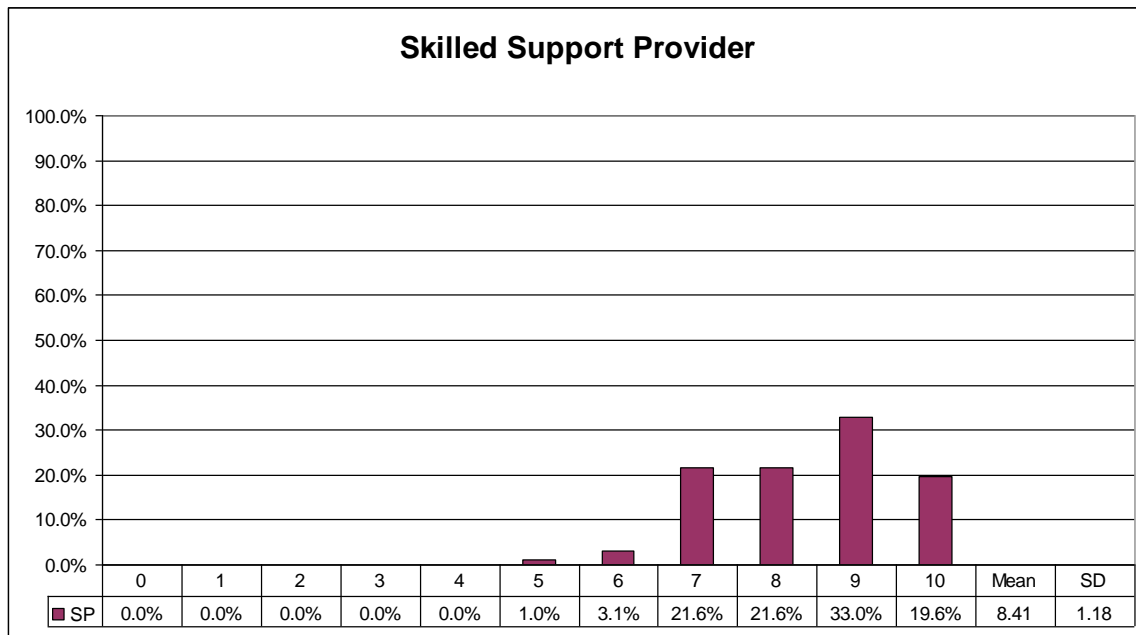


Figure 18

Support providers rated the extent that they were skilled as a support provider at 8.4 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:

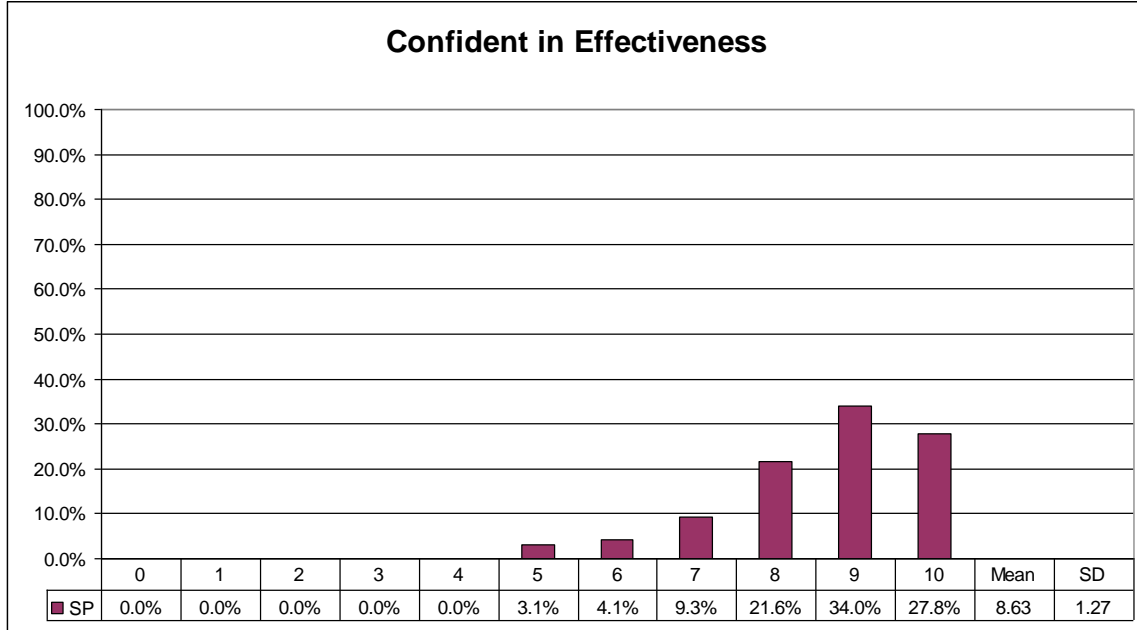


Figure 19

Support providers rated the extent that they felt they were confident in their effectiveness with participating teachers at 8.6 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.

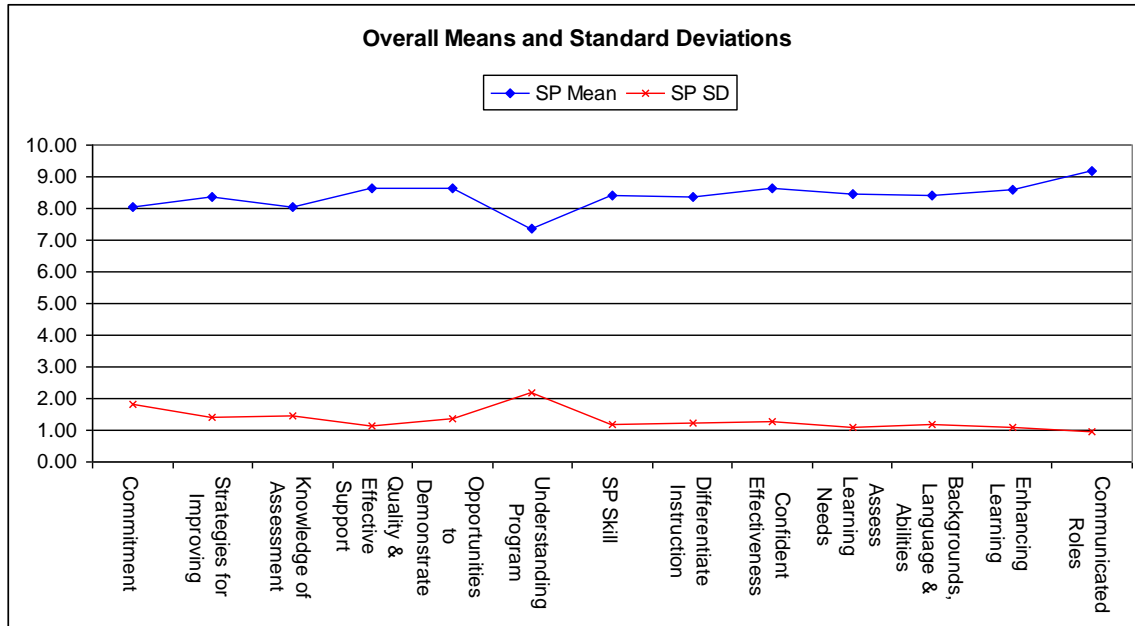


Figure 20

The highest rated question was for the extent that the roles and responsibilities as a support provider were clearly communicated to you by the leadership of this BTSA Induction Program. The lowest rated question was for the extent that you feel that your participating teacher's site administrator understands the requirements, processes and activities of this program. Site administrator understanding and level of district commitment were the two areas where there were high standard deviations (disagreement among support providers in their responses).

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:

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	Apply strategies	SP knowledge re. assessment	Quality SP support	Opportunities to demonstrate	SA understanding	Technology	SP effective	Differential instruction	Assess learning needs	Student's background	Student behavior	Support meets needs
Agape	4	9.25	8.50	9.25	8.75	7.50	9.00	9.25	9.25	8.75	8.50	9.25	8.75	9.00
Alvina	1													
American Union	5	9.40	9.60	9.20	9.20	7.80	9.40	9.40	9.00	8.60	9.20	9.00	9.00	9.20
Big Creek	0													
Big Picture	1													
Burrel	2													
Caruthers	3													
Coalinga-Huron	12	9.08	8.75	9.17	9.42	9.33	8.42	8.50	8.67	8.58	8.42	8.42	8.50	8.50
Crescent View	0													
Firebaugh-Las Deltas	11	7.18	7.64	7.91	7.55	7.91	5.45	6.73	5.45	5.82	5.09	5.73	5.82	5.55
Fowler	2													
Golden Plains	10	6.90	8.60	9.30	9.20	8.80	8.40	8.30	9.10	8.60	8.50	8.60	8.70	8.90
Kings Canyon	32	8.28	8.94	8.72	8.56	8.16	7.63	7.84	7.59	7.97	7.53	7.47	7.78	7.91
Kingsburg Joint	2													
Laton	1													
Mendota	14	9.00	9.07	9.21	9.36	8.57	8.14	7.43	8.50	8.29	8.21	7.86	8.00	8.57
Monroe	1													
Orange Center	0													
Pacific Union	0													
Parlier Unified	14	6.93	7.57	7.64	7.79	8.00	6.07	7.29	7.29	7.36	7.29	7.43	7.43	7.29
Pine Ridge	1													
Raisin City	0													
Sierra	0													
St. LaSalle	0													
VASA	3													
Washington Colony	1													
Washington Union	9	9.44	8.00	8.78	8.78	7.00	7.44	7.56	7.78	6.89	7.00	7.00	7.22	7.67
West Fresno	9	7.22	8.33	8.11	8.44	6.89	5.56	9.44	8.33	7.89	8.11	7.00	7.78	8.22

Table 3

Table 3

It is very important to note the differences in the scores among responses from participating teachers. 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.

There are some distinct examples in the chart above. Participating teachers from Firebaugh-Las Deltas and Parlier Unified, generally rated most questions well below other districts. While ratings in Golden Plains were fairly high in most areas, the rating for "District Commitment" was comparatively low. This type of difference is important for the program leadership to note in order to decide where additional support might be given.

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

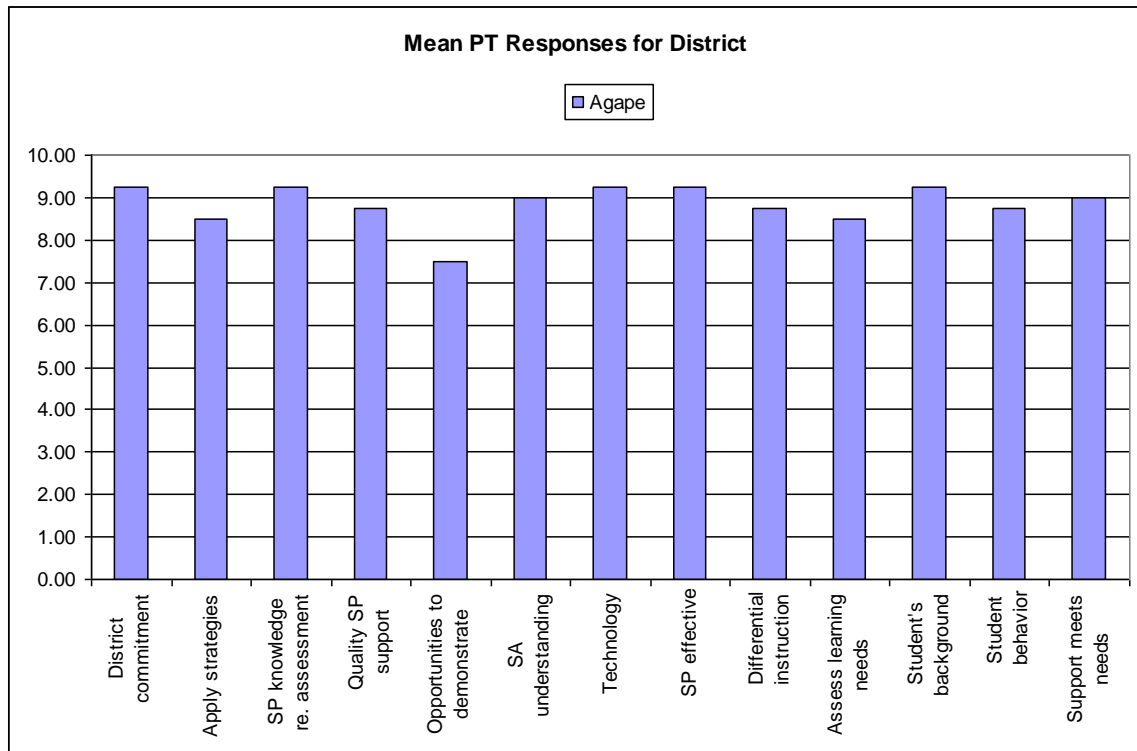


Figure 21

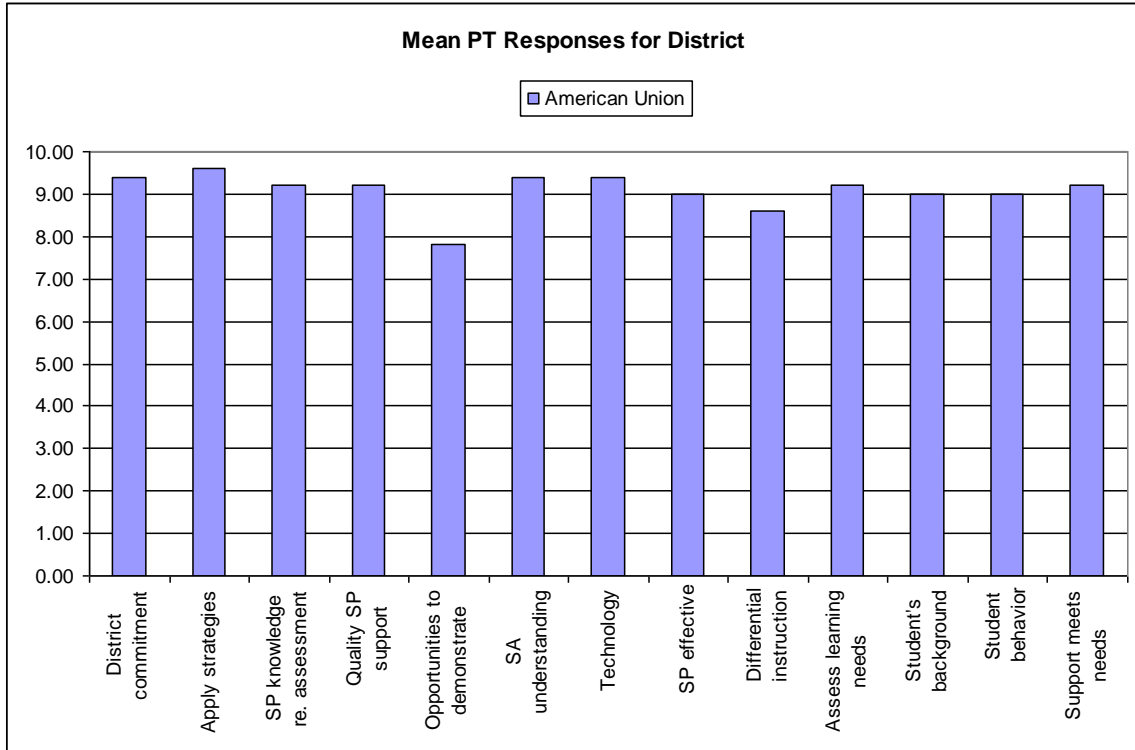


Figure 22

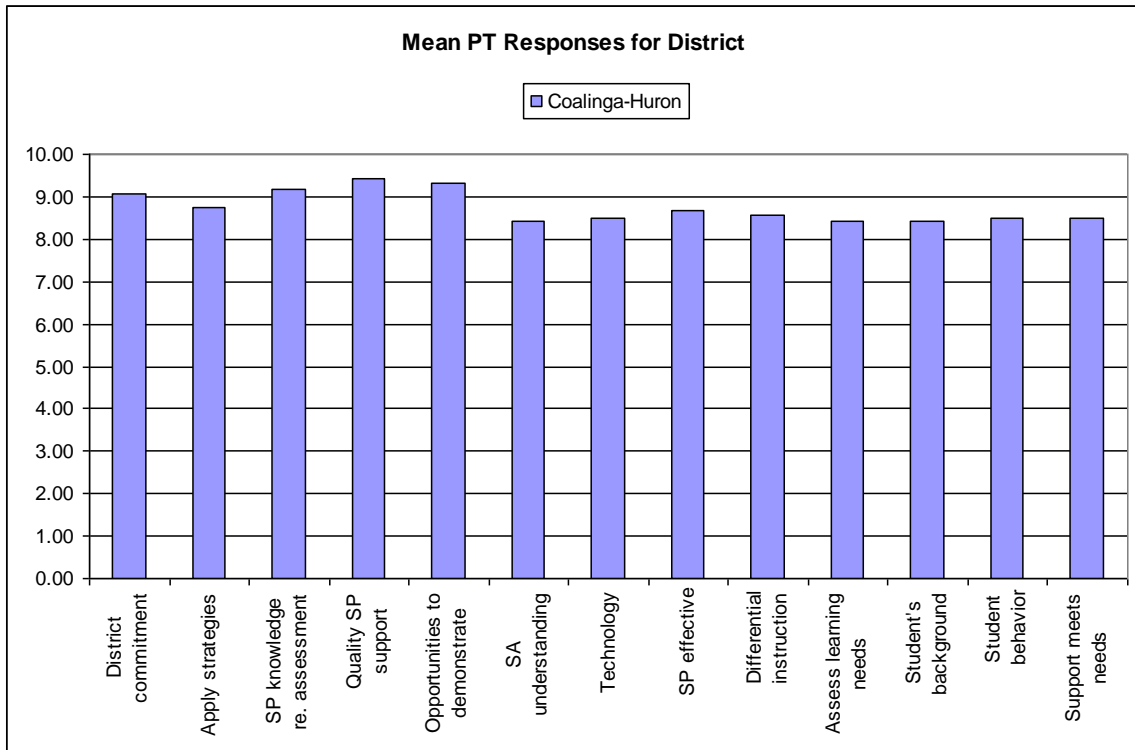


Figure 23

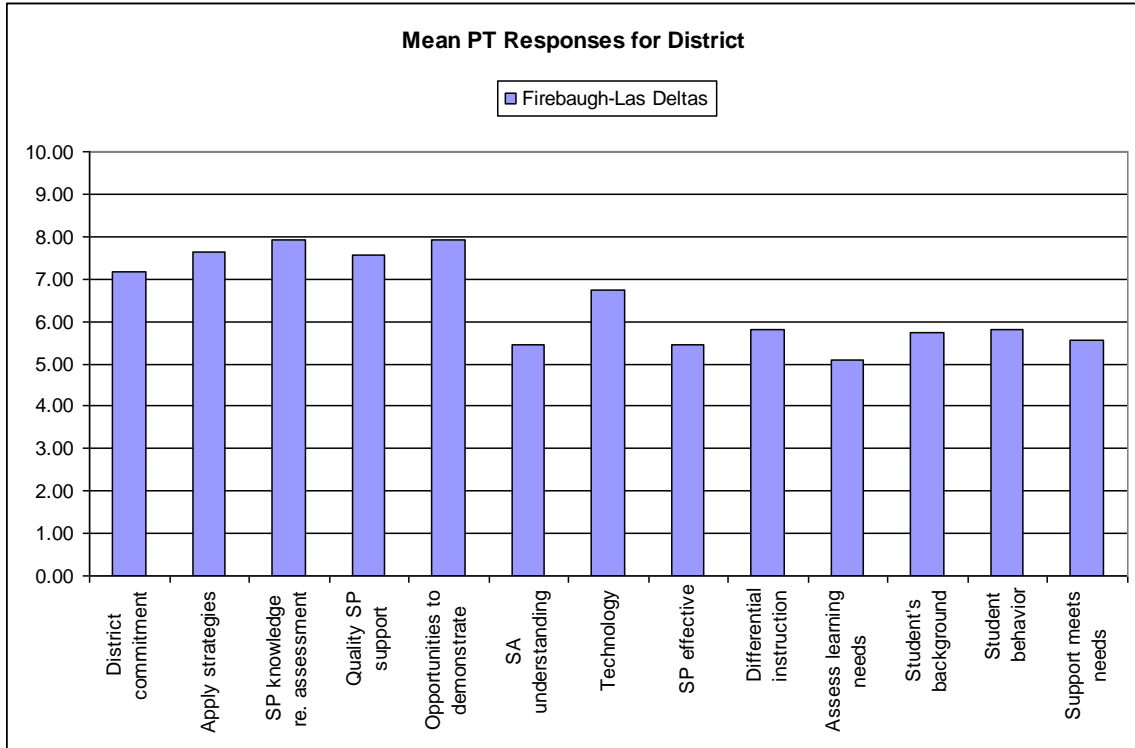


Figure 24

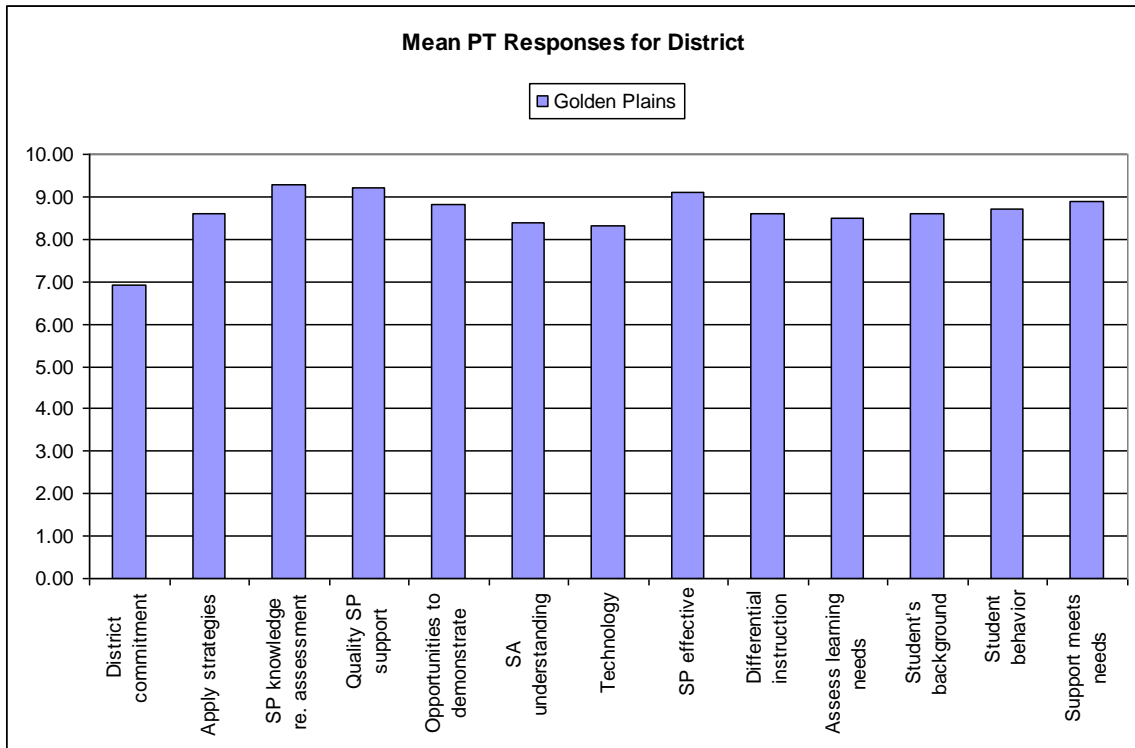


Figure 25

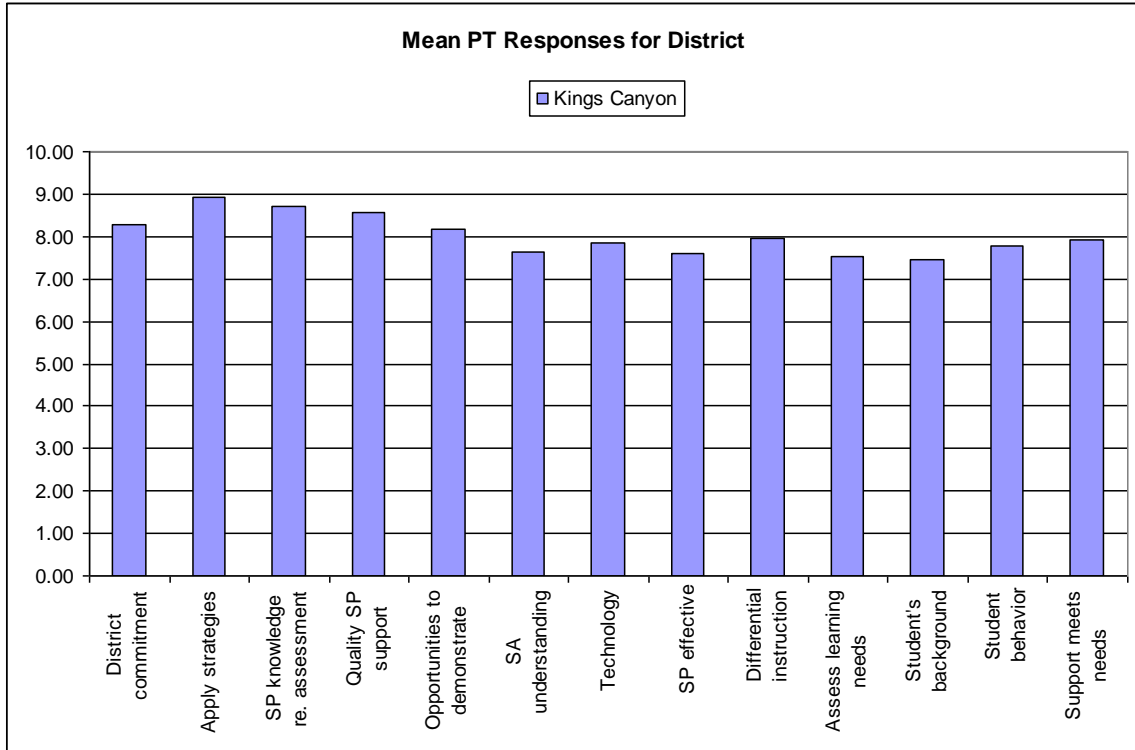


Figure 26

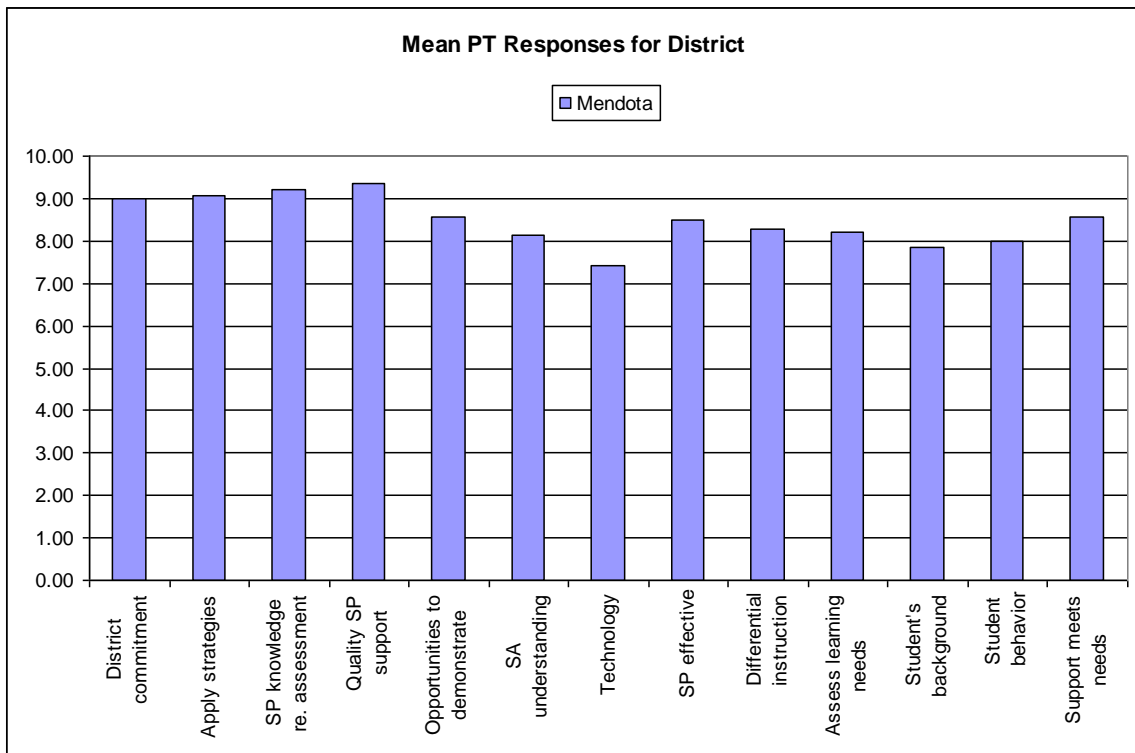


Figure 27

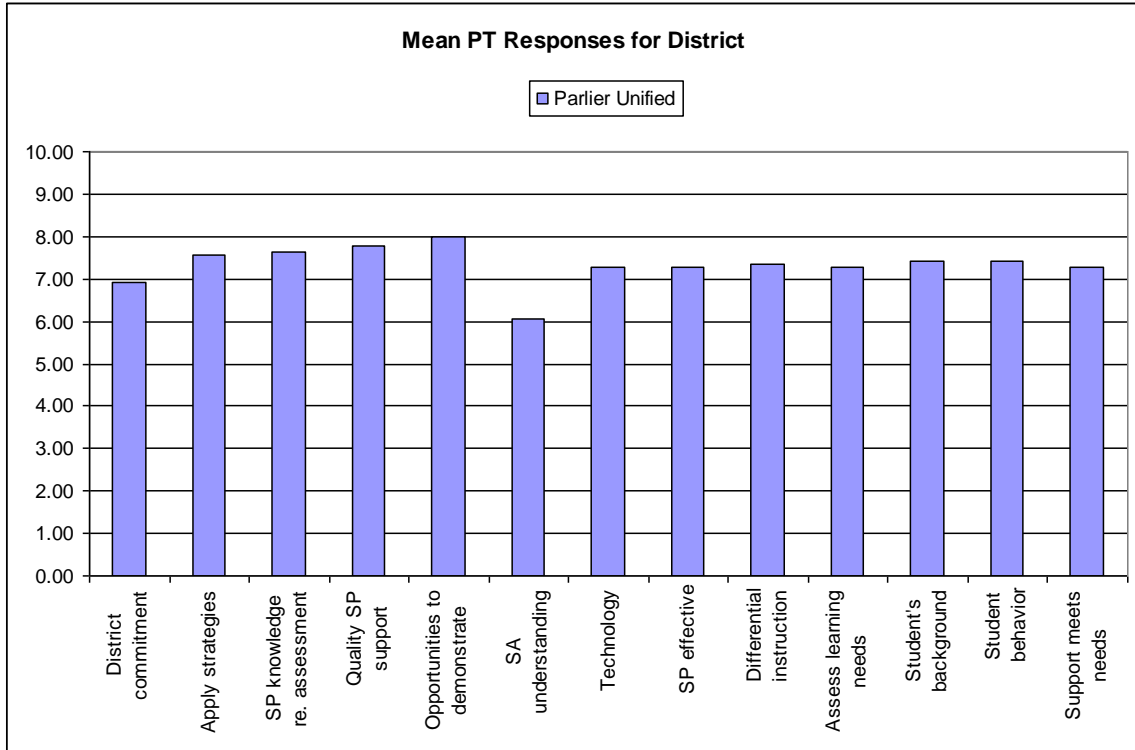


Figure 28

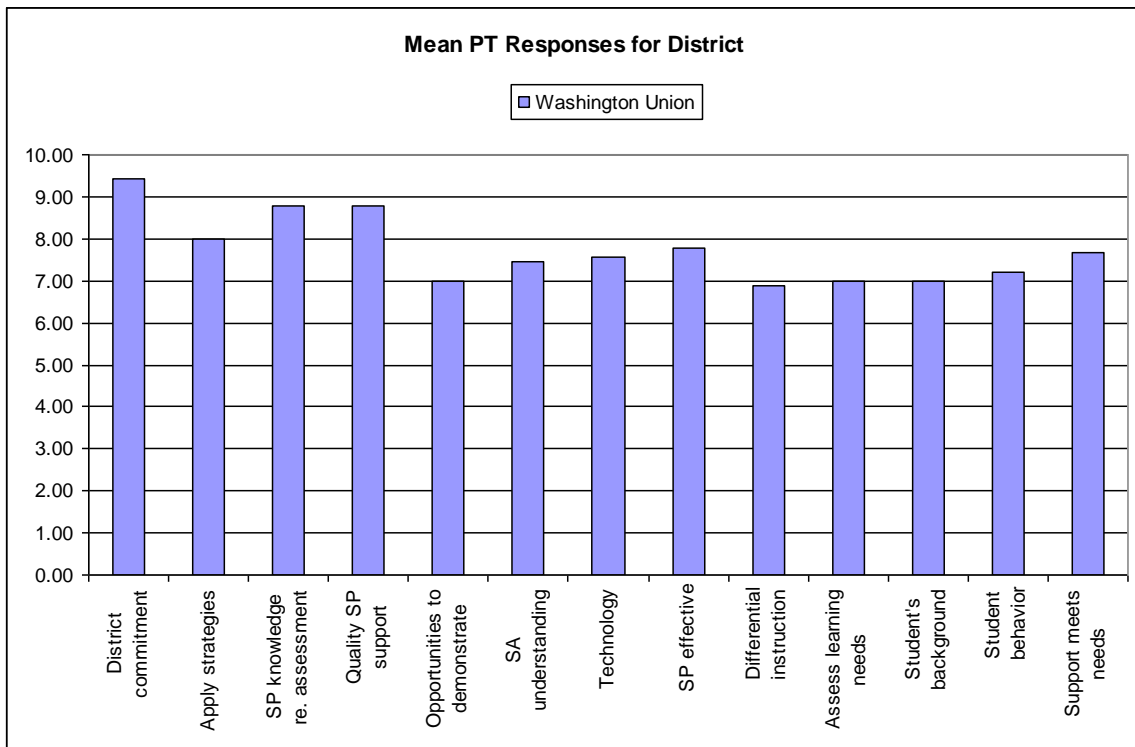


Figure 29

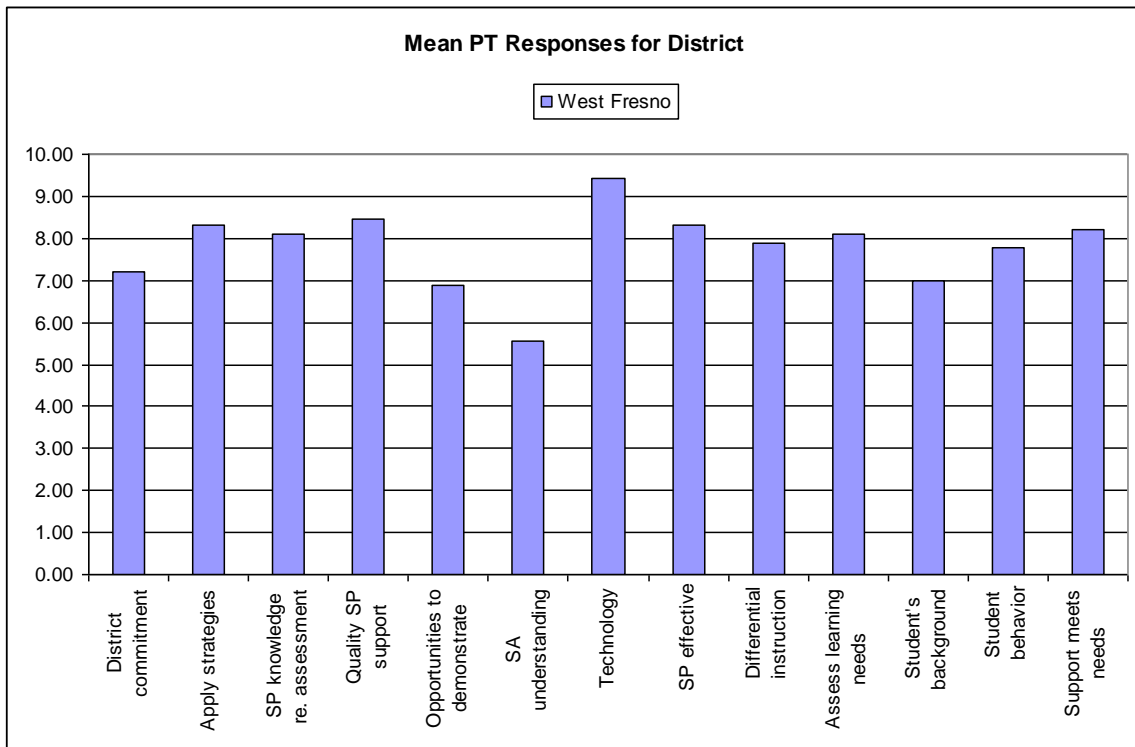


Figure 30

1.10.2 Figure District Mean Scores for Support Providers

The rating questions asked of support providers were:

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	Apply strategies	SP knowledge re. assessment	SP receiving support	Opportunities to demonstrate	SA understanding	SP self-assessed skill	Differentiate Instruction	Confidence in effectiveness	Assess learning needs	Students' background	Student behavior	Communication of role
Agape	2													
Alvina	1													
American Union	4	7.50	7.50	8.50	9.00	8.00	6.00	8.50	8.00	9.00	8.50	8.25	8.25	9.75
Big Creek	0													
Big Picture	0													
Burrel	2													
Caruthers	4	8.75	9.25	9.25	9.00	9.75	8.00	8.75	8.75	7.75	8.75	8.75	9.25	9.25
Coalinga-Huron	8	7.63	9.00	8.00	9.00	9.13	7.88	8.75	8.75	9.25	8.75	8.50	8.75	9.50
Crescent View	0													
Firebaugh-Las Deltas	9	7.33	7.89	6.78	8.22	8.44	7.22	8.33	8.00	8.11	8.22	8.22	8.22	8.89
Fowler	2													
Golden Plains	6	6.17	7.33	8.17	8.50	8.50	5.33	8.50	7.33	8.17	7.83	7.67	7.83	9.17
Kings Canyon	21	8.57	8.67	7.38	8.48	8.29	6.71	7.57	7.57	7.86	7.57	7.76	7.86	8.14
Kingsburg Joint	0													
Laton	1													
Mendota	8	8.00	9.00	8.50	8.75	8.88	6.63	8.25	8.38	8.88	8.63	8.50	8.88	9.38
Monroe	1													
Orange Center	1													
Pacific Union	0													
Parlier Unified	8	6.38	5.88	8.00	8.13	8.25	7.13	7.75	7.88	8.50	8.00	8.00	8.38	8.88
Pine Ridge	1													
Raisin City	0													
Sierra	0													
St. LaSalle	1													
VASA	2													
Washington Colony	1													
Washington Union	4	9.75	8.75	9.00	9.75	9.00	8.25	8.25	8.75	8.50	8.50	8.50	8.75	9.75
West Fresno	7	8.29	8.57	7.29	8.00	8.57	6.86	8.43	8.71	8.43	8.86	8.29	8.43	8.86
West Park	0													
Westside	1													

Table 4

Again, it is very important to note the differences in the scores among responses from support providers. 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 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.

There are some distinct examples in the chart above. Ratings in Washington Union were generally higher than most other districts. Support providers from Golden Plains agreed with participating teachers in their very low ratings for district commitment. Support providers in Parlier gave a very low rating both to the extent that the participating teachers are able to develop and apply strategies to improve student learning. This may be a reflection on their own lack of knowledge in this area. Assessing the reasons for these type of responses may be important to the achievement of the Common and Program Standards by the overall program.

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

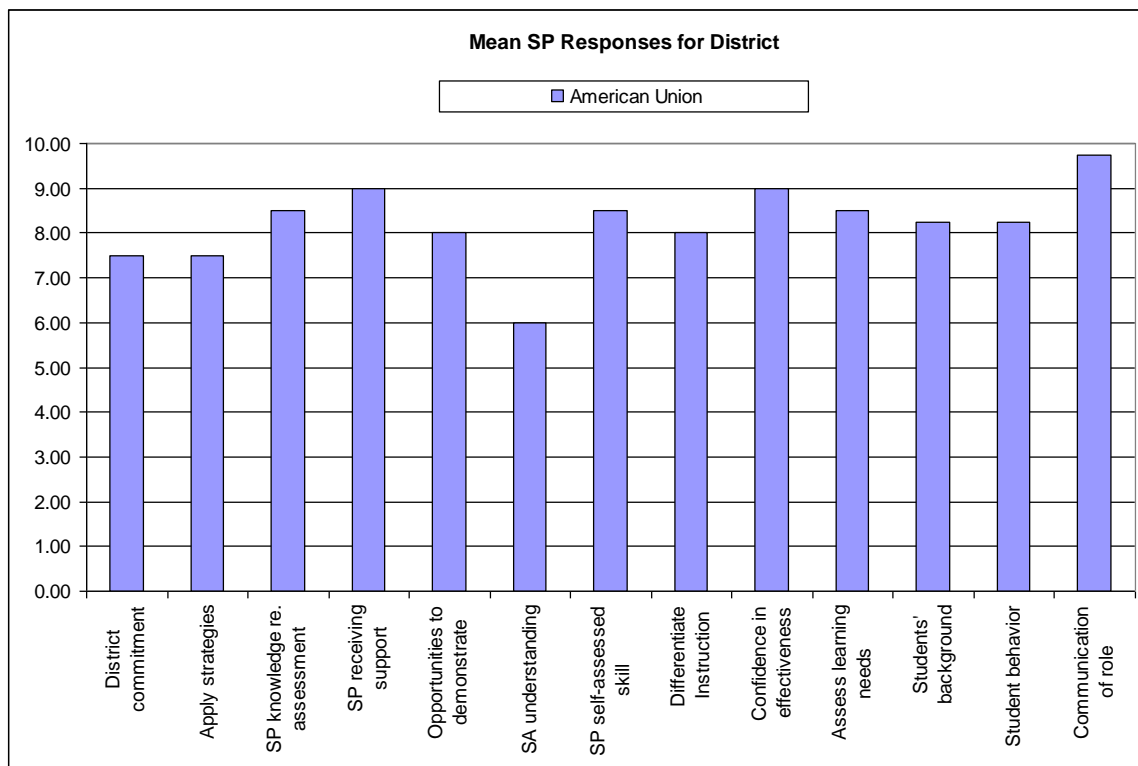


Figure 31

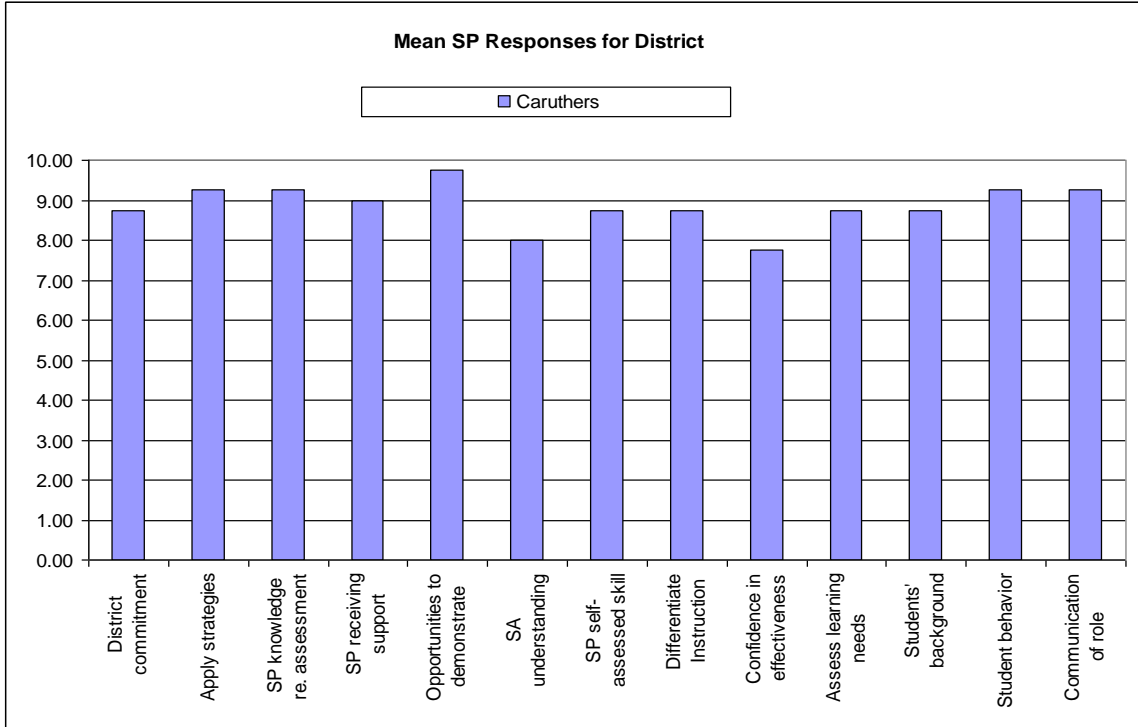


Figure 32

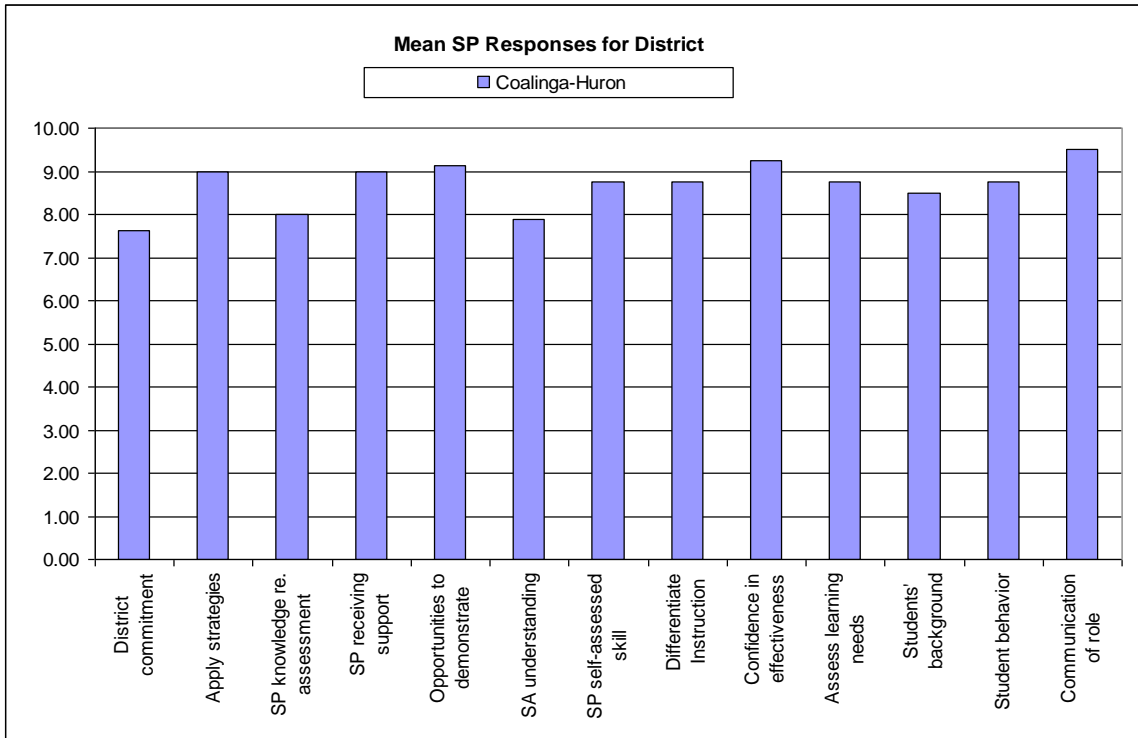


Figure 33

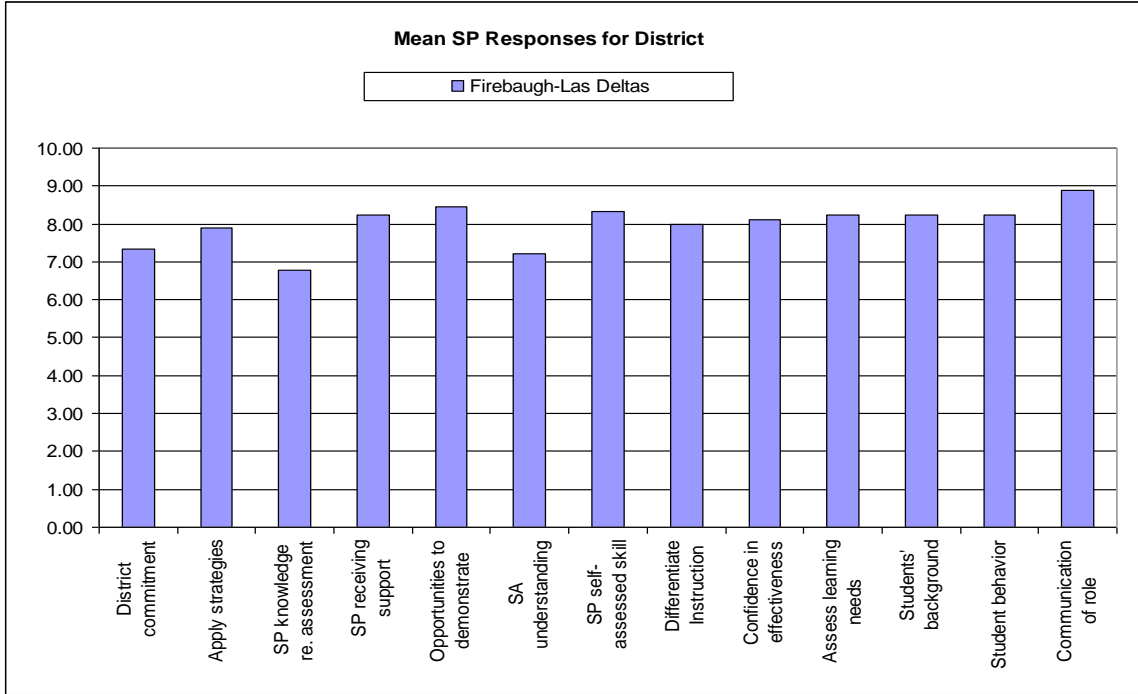


Figure 34

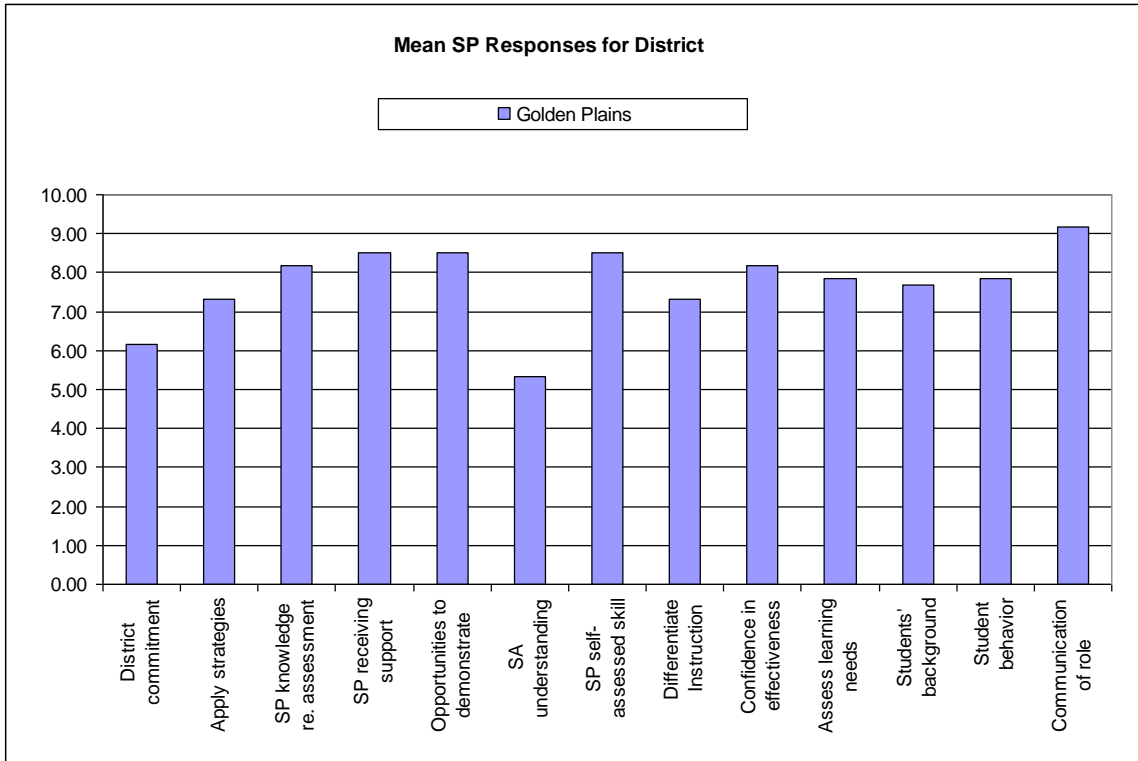


Figure 35

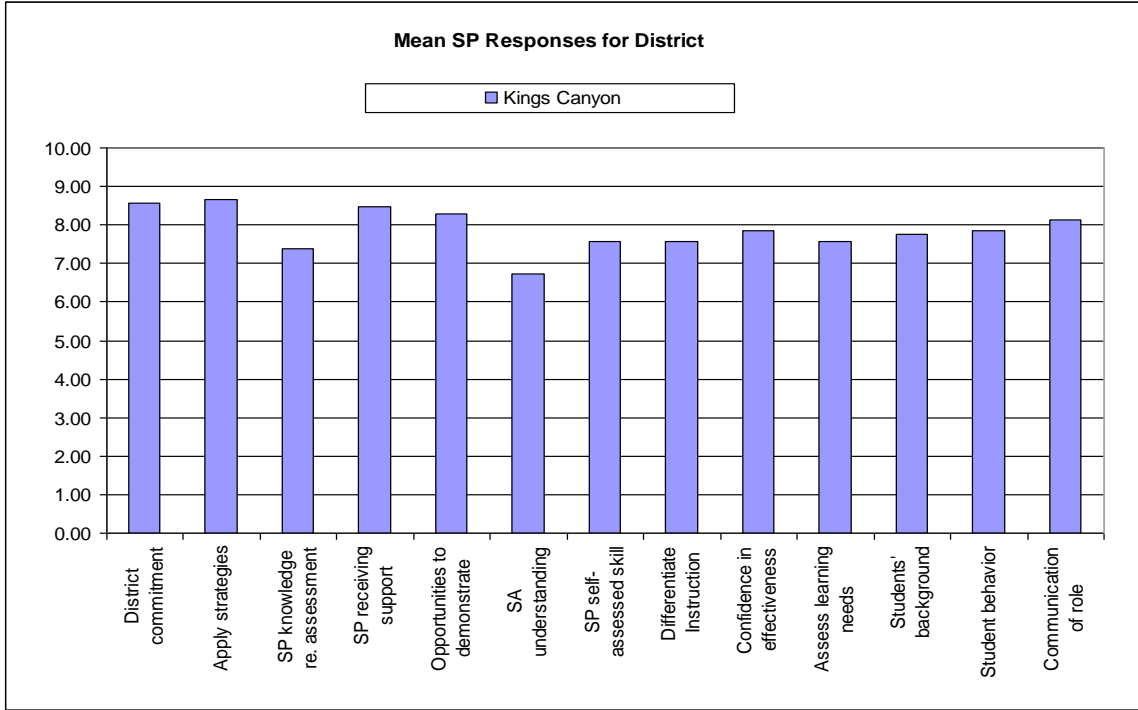


Figure 36

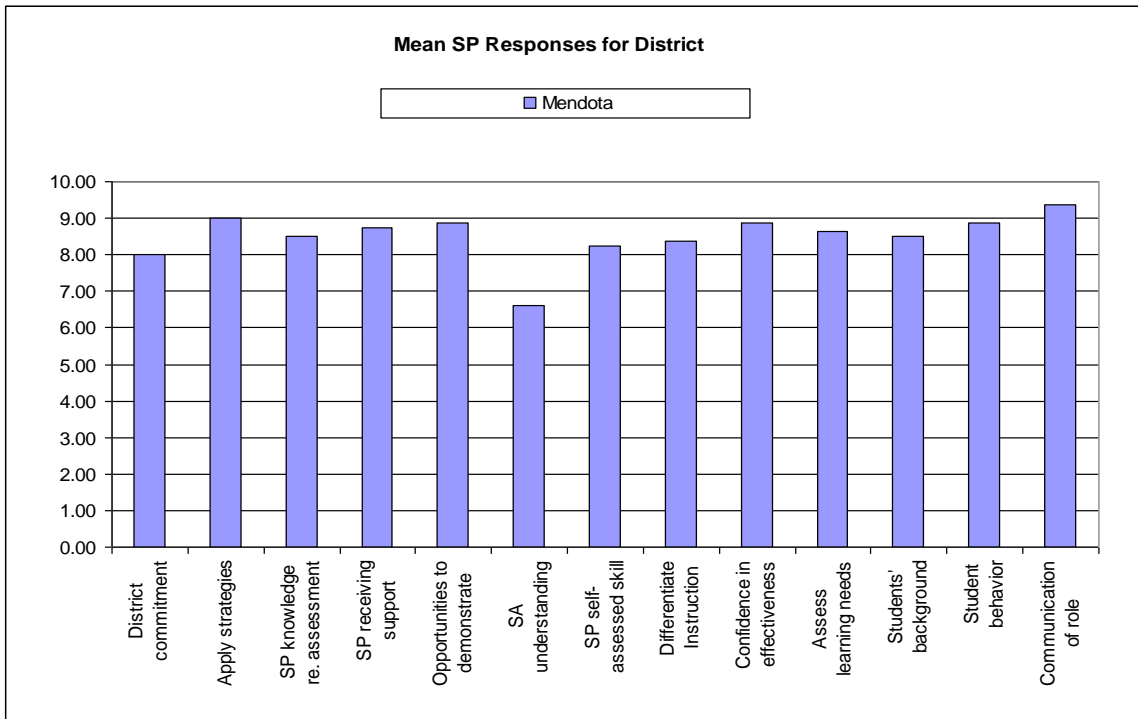


Figure 37

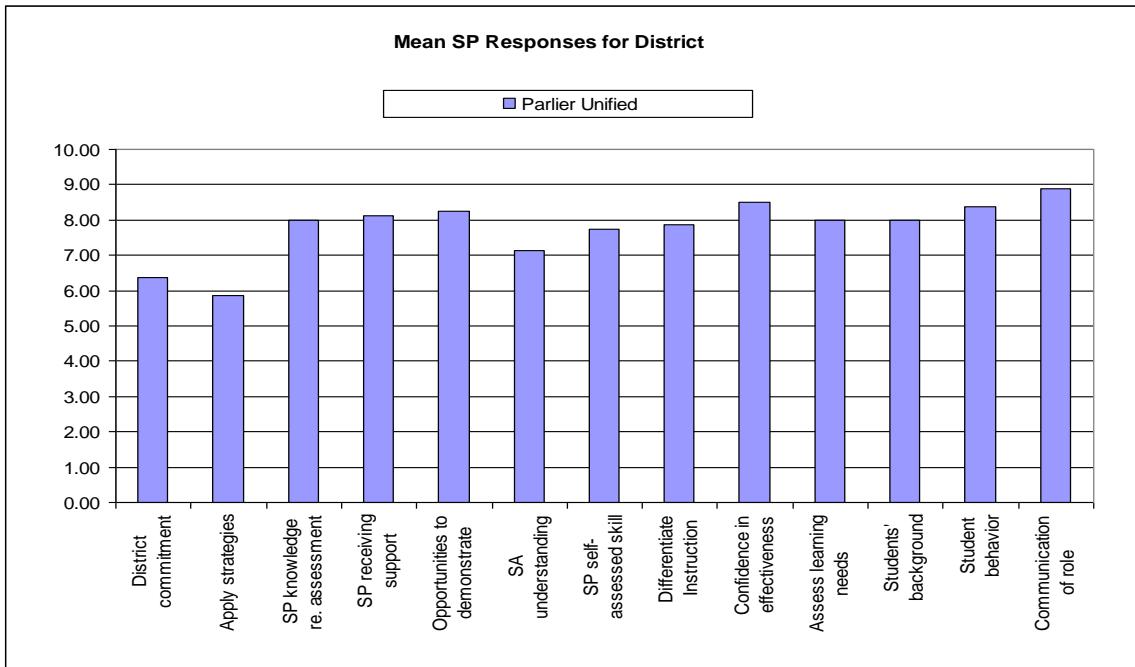


Figure 38

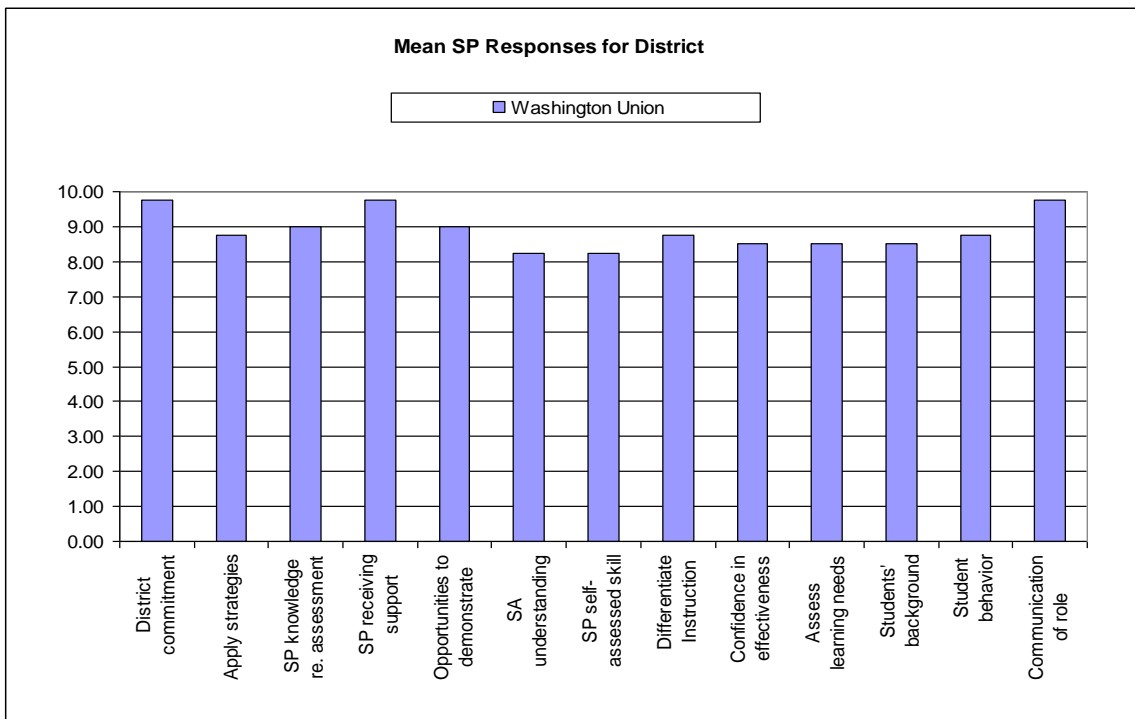


Figure 39

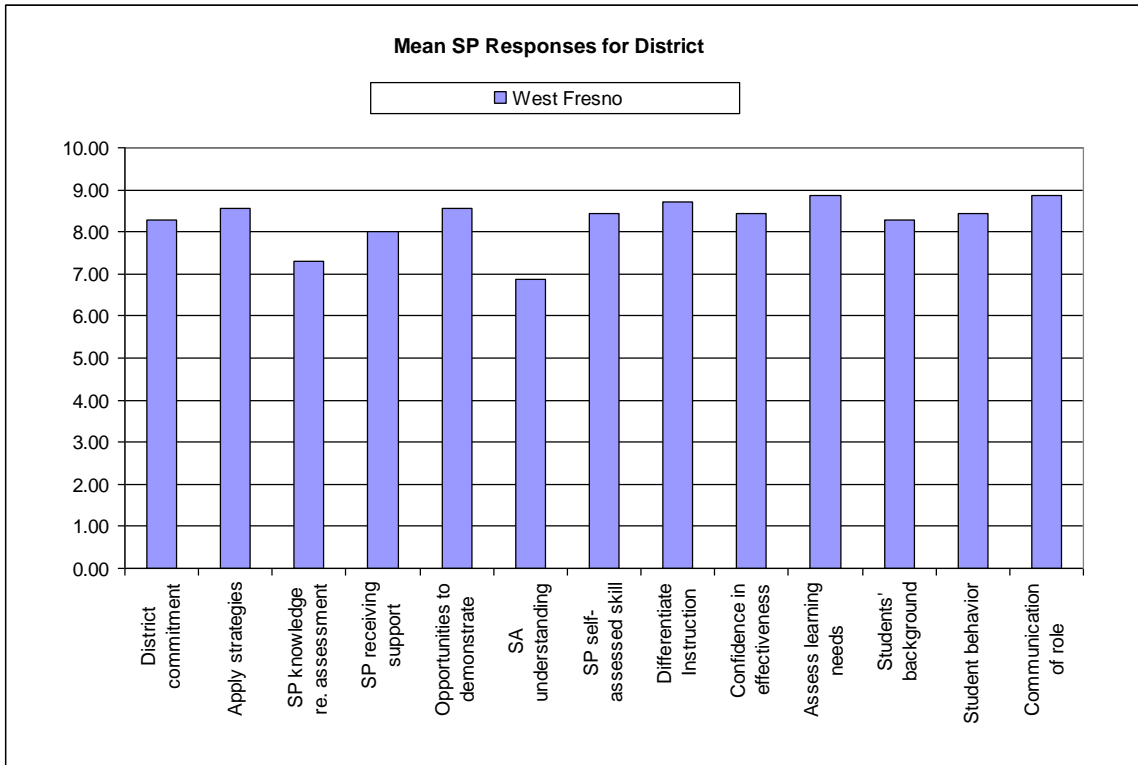


Figure 40

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 148 participating teachers and 106 support providers, responses were received from 97% and 93% respectively. This is a very good percentage of the population of participating teachers and support providers and as such results should be reliable and valid. (CS2)
- Sixty-eight percent of participants overall 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 participants understand how they (or their participating teacher(s)) are progressing toward completion of the induction program and obtaining a credential. (CS6)
- Nearly all support providers (99%) and 97% 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-six percent of all participants respond they have analyzed student work together. Ninety percent of support providers responded affirmatively compared to 66% of participating teachers. (PS4)
- Almost eighty percent 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 year one and year two participating teachers was almost 8.3 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 out of 10. Standard deviations are somewhat elevated and particularly for year two participating teachers. This means that there respondents did not agree in their ratings regarding this question with some feeling very positive about district commitment and other giving it a very low rating. (CS1)
- The mean score for participants overall was 8.5 out of 10 when they were asked to rate the extent that they felt their classroom provided them opportunities to demonstrate and apply their ability to develop strategies for improving student learning. Support providers rated this slightly lower (8.3) than did participating teachers (8.6). Standard deviations were within the normal range for all role groups. (CS9 and PS 5 and 6)
- All participating teachers rated the extent that they felt that their support provider is knowledgeable and comfortable with their formative assessment system at almost 8.7 out of 10. Support providers rated this question slightly lower at 8 out of 10. (PS 3 and 4) Standard deviations were somewhat elevated for participating teachers, particularly those in their second year.

- 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 8.5 out of 10. Support providers rated this just slightly lower at 8.2 out of 10, giving an overall mean for all respondents at 8.4. Standard deviations were high for year one and year two participating teachers. (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 8.2 out of 10. Support providers rated this question at almost 8.6 out of 10. (PS2) Standard deviations were high for year two participating teachers. This means that there was a higher difference in the extent of agreement among year two teachers than year one teachers.
- 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. Year one teachers rated this higher (8.4 out of 10) than did year two teachers (7.8). (PS2) Support providers rated this same question quite a bit lower at almost 7.8 out of 10. Standard deviations were high for all groups. This means that there is much disagreement from teacher to teacher or site to site.
- The mean score for the extent that participants 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 8.4 out of 10. Ratings were similar for all role groups and standard deviations were normal. (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 8.4 out of 10. All role groups rated this very similarly. Standard deviations were somewhat elevated for participating teachers. (PS6)
- Overall, participating teachers (year one and two) 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 8.3 out of 10. All role groups rated this question similarly. Standard deviations were somewhat elevated for participating teachers. (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 8.4 out of 10.

- All role groups rated this similarly. Standard deviations were somewhat elevated for participating teachers. (PS6b)
- All participating teachers rated the extent that they felt the support given to them by their support provider met their individual needs at 8.6 out of 10. Standard deviations were somewhat elevated for all respondents, particularly those in their second year. This means that participating teachers have widely varying experiences with the extent that their support provider meets their needs. While nearly 80% rated this at 8 or above, approximately 7% rated it at 5 or below. (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 8.8 out of 10. First year teachers rated this at 8.6 out of 10 and second year teachers at almost 8.9 out of 10. Standard deviations were within the normal range. (PS5)
 - All participating teachers rated the extent that they felt their support provider was effective in moving them forward in their practice at almost 8.7 out of 10. Standard deviations were somewhat elevated overall, particularly for second year participating teachers. Nearly 8% rated this at 5 or below 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 9.2 out of 10. The standard deviation was normal. (PS3)
 - Support providers rated the extent that they were skilled as a support provider at 8.4 out of 10. The standard deviation was within the normal range. (PS3)
 - Support providers rated the extent that they felt they were confident in their effectiveness with participating teachers at 8.6 out of 10. The standard deviation was within the normal range. (PS3)
 - The highest rating question was for the extent that participating teachers were able to use the technology available to them to support student learning. For support providers it was the extent that the roles and responsibilities as a support provider were clearly communicated to you by the leadership of this BTSA Induction Program.
 - The lowest rated question for both participating teachers and support providers was for the extent that participating teachers felt their site administrator understood the requirements, processes and activities of this program.
 - Throughout this report the standard deviation were elevated for participating teachers, particularly for those in their second year. 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. (CS2)
 - It is very important to note the differences in the scores among responses across different districts. 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. (CS2)