

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

**TRENDS & PATTERNS**

**for**

**Participating Teachers**

**Developed from BTSA Statewide Survey Data - 2006-2009**

**prepared for**

**Fresno County Office of Education**

**by the**



**Lois Abel, Ph.D.**

**Director**

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|---|----|
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## 1.1 INTRODUCTION

### Context

During the winter of 2009, Sinclair Research Group undertook the task of reviewing, analyzing and comparing the statewide survey data for this program for participating teachers over the last three academic years: 2006-2009. The purpose of this work was to examine trends and patterns over time to see where the program was achieving success over time and in which areas focused improvement might be helpful.

The work of the past three years was based on the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (Induction Standards). That alignment is shown below. While those Standards have been replaced by Common (common to all teacher preparation and programs) and Program Standards (for Induction programs only), all questions were asked under the previous system. In the table that follows we have made an attempt to align the questions with the new Standards. However, this work is in draft format. (Previous Induction Standards can be seen in parenthesis.)

| <i>Participating Teacher QUESTIONS</i>  | <i>Induction Standard</i>            |
|---|--------------------------------------|
| % of possible participating teachers responding to this survey                              | CS2 (4)                              |
| <b>1 One year or less in BTSA only: Did you receive an orientation to your school site?</b> | PS2 (11ad)                           |
| <b>(If you received an orientation, how satisfied were you with...)</b>                     |                                      |
| 1a. Available Resources?  | PS2 (11ad)                           |
| 1b. Staff?  | PS2 (11ad)                           |
| 1c. Policies & Procedures?  | PS2 (11ad)                           |
| 2. Is your support provider...Full time release; Part time release, Classroom teacher?      | Information only                     |
| 3 & 4. Month began teaching and month began working with support provider                   | CS2 and 6 (8e)                       |
| 5a. How often did you communicate with your support provider?                               | CS3 and 6, PS 1, 2, and 4 (8a, 12de) |
| 5b. How long were meetings with your support provider?                                      | CS3 and 6, PS 1, 2, and 4 (8a, 12de) |
| <b>6. How well matched are you with your support provider in terms of:</b>                  |                                      |
| 6a. Grade level   | PS1 (8e, 9b, 12e)                    |
| 6b. Subject matter  | PS1 (8e, 9b, 12e)                    |
| 6c. Knowledge of student population   | PS1 (8e, 9b, 12e)                    |
| 6d. Geographic proximity  | PS1 (8e, 9b, 12e)                    |

|   |                                     |
|---|-------------------------------------|
| <b>6e. Which of the following characteristics above is the most important to you in a support provider match?</b>                       |                                     |
| 6e1. Grade level  | Information only                    |
| 6e2. Student population knowledge   |                                     |
| 6e3. Subject matter knowledge   |                                     |
| 6e4. Geographic proximity   |                                     |
| 7. In the context of all of the demands on your time, was the meeting time with your SP adequate to meet your needs for support?        | CS3, PS4 (12de)                     |
| <b>8. Overall, how often were the following types of formal and informal support offered through BTSA timely in meeting your needs?</b> |                                     |
| 8a. Work with your support provider.  | CS3, PS 2,4,5 and 6 (8e, 9a, 12def) |
| 8b. Work with other teachers/specialists.   | CS3, PS 2,4,5 and 6 (12de)          |
| 8c. Workshops/seminars/courses  | CS3, PS 2,4,5 and 6 (3b, 12de)      |
| <b>9. Please indicate approximately how often you engaged in the following assessment activities:</b>                                   |                                     |
| 9a1. SP formal and informal observation of my teaching  | PS 3 and 4 (12de, 13abcdef)         |
| 9b1. Collection of evidence of my teaching practice   | PS 3 and 4 (12d, 13abcdefg)         |
| 9c1. Analysis of student work   | PS 3 and 4 (12d, 13abcdef)          |
| 9d1. Observation of experienced teachers  | PS 3 and 4 (12d, 13abcdef)          |
| 9e1. In-depth inquiry into my teaching practice   | PS 3 and 4 (12d, 13abcdef)          |
| 9f1. Support in reflecting on my teaching   | PS 3 and 4 (12d, 13abcdef)          |
| 9g1. Examination of teaching against specific criteria  | PS 3 and 4 (12d, 13abcdefg)         |
| <b>9. Please indicate approximately how valuable these assessment activities were for your professional development.</b>                |                                     |
| 9a2. SP formal and informal observation of my teaching  | PS 3 and 4 (12de, 13abcdef)         |
| 9b2. Collection of evidence of my teaching practice   | PS 3 and 4 (12d, 13abcdefg)         |

|   |                               |
|---|-------------------------------|
| 9c2. Analysis of student work   | PS 3 and 4 (12d, 13abcdef)    |
| 9d2. Observation of experienced teachers  | PS 3 and 4 (12d, 13abcdef)    |
| 9e2. In-depth inquiry into my teaching practice   | PS 3 and 4 (12d, 13abcdef)    |
| 9f2. Support in reflecting on my teaching   | PS 3 and 4 (12d, 13abcdef)    |
| 9g2. Examination of teaching against specific criteria  | PS 3 and 4 (12d, 13abcdefg)   |
| 10a. Was your teaching assignment more challenging than other teacher's assignments? No, Somewhat, Yes  | CS 4 (11c)                    |
| 10b. If you answered 'yes' or 'somewhat' to 10a, did you receive additional support that was helpful?   | CS 4 (11c)                    |
| 11a. In which formative assessment system did you participate? CFASST, FAS, Local, Don't know   | Information only (13abcd)     |
| 11b. Which CSTP will you have investigated through your formative assessment system:  |                               |
| 11b1. Engaging and support all students in learning   | PS 5 and 6 (11b, 13abcdg)     |
| 11b2. Creating and maintaining effective environments   | PS 5 and 6 (11b, 13abcdg)     |
| 11b3. Understanding and organizing subject matter   | PS 5 and 6 (11b, 13abcdg)     |
| 11b4. Planning instruction and designing learning experiences   | PS 5 and 6 (11b, 13abcdg)     |
| 11b5. Assessing student learning  | PS 5 and 6 (11b, 13abcdg)     |
| 11b6. Developing as a professional educator   | PS 5 and 6 (11b, 13abcdg)     |
| 11c. If participated in CFASST, which event did you last complete? Year 1: 1 - 6; Year 2: 7-12  | Information only              |
| <b>12. How strong was the connection between the areas you identified for growth and:</b>   |                               |
| 12a. Evidence of your teaching practice?  | PS 3 and 4 (12ab, 13e, 14a)   |
| 12b. Your professional development activities?  | PS 3 and 4 (12c, 13e, 14a)    |
| 12c. Your work with your support provider?  | PS 3 and 4 (12bcde, 13f, 14a) |
| 13. To what extent were the areas of strength and the areas identified for growth by your district's formal evaluation process consistent with those you identified in your formative assessment? | Information only              |

|  |   |
|--|---|
| <b>14. How clear were the aspects of the BTSA program?</b>   |   |
| 14a. Requirements and expectations for BTSA participation  | CS6 (6abce, 10cf, 14a)  |
| 14b. How to use the formative assessment to improve your teaching practice   | PS 3 and 4 (6abce, 10cf, 12d)   |
| 14c. Your BTSA plan for professional growth  | PS 3 and 4 (6abce, 10c, 12abcd)   |
| 15. To what degree did your BTSA activities lay a foundation for your own plans for ongoing professional growth?   | PS 4 (7d, 10g)  |
| 16. To what degree did your BTSA activities build upon the knowledge, skills and abilities you developed as part of your university, college or intern work? | PS 1 and 2 (5ac, 7d, 10gh, 12b, 14a, 15ab)                                  |
| <b>17. When did you receive advice and assistance in understanding the completion requirements of Induction?</b>   |   |
| 17a. N/A – Not participating in Induction  |   |
| 17b. Did not receive advice  | CS6 (6abcf, 10cf)   |
| 17c. At point of hire  |   |
| 17d. During BTSA program orientation   |   |
| 17e. At individual assessment  |   |
| <b>18. To what extent do you believe that BTSA helped you</b>  |   |
| 18a. Improve your teaching knowledge and skills  | PS 5 and 6 (10b, 13abcdefgh, 11d, 15abc)                                    |
| 18b. Improve your ability to use standards-based instruction   | PS 5 and 6 (10bd, 13abcdefgh, 15be, 17cd, 19abcd)                           |
| 18c. Improve your ability to use standards-based assessment  | PS 5 and 6 (10bd, 13abcdefgh, 14a, 15bf, 17abcdefg, 18abcde, 19abcefg hijk) |
| 18d. Meet your students' differing needs   | PS 5 and 6 (10bce, 13abcdefgh, 15cde, 17abcefg, 18abg, 20b)                 |
| 18e. Understand performance levels for students  | PS 5 and 6 (10bef, 13abcdefgh, 15e, 18cefg hijk)                            |
| 18f. Use technology to support student learning  | PS 5 and 6 (10b, 12abcdef, 13abcdefgh, 16abcdefg)                           |
| 18g. Teach English learners  | PS 5 and 6 (10be, 12a, 13abcdefgh, 19a)                                     |
| 18h. Create a supportive and healthy environment for student learning  | PS 5 and 6 (10b, 12a, 13abcdefgh, 15d, 18abcdefg)                           |
| 18i. Address equity and diversity in your teaching   | PS 5 and 6 (10be, 12a, 13abcdefgh)  |
| 18j. Teach special student populations   | PS 5 and 6 (10be, 12a, 13abcdefgh, 15e, 20abcdef)                           |
| 18k. Classroom management  | PS 5 and 6 (10b, 13abcdefgh, 15d)   |

|                                     |   |
|-------------------------------------|---|
| 18l. Analyze student work           | PS 5 and 6 (10b, 13abcdefgh, 19bcdefghijk, 20bcdef)       |
| 18m. Work with families of students | PS 5 and 6 (10b, 13abcdefgh, 15g, 17b, 19k)               |
| 18n. Subject matter pedagogy        | PS 5 and 6 (10b, 13abcdefgh, 15bh)                        |
| 18o. Improve student achievement    | PS 5 and 6 (10be, 13abcdefgh, 15f, 17abcdefg, 19defghijk) |

(Note: The balance of the questions from this survey are for information only and do not align to Induction Standards.)

|   |
|---|
| <b>19. How satisfied were you with</b>  |
| 19a. Teaching in your current district  |
| 19b. Teaching at your current site  |
| 19c. Your current teaching assignment   |
| <b>20. In five years, how confident are you that you will be</b>                      |
| 20a. In the teaching profession?  |
| 20b. Teaching in the same district?   |
| 20c. Teaching at the same school?   |
| <b>21. Why did you participate in BTSA Induction this year? (Mark all that apply)</b> |
| 21a. To earn my Professional Clear Teaching Credential                                |
| 21b. For professional development   |
| 21c. It was the expectation of my employer  |
| 21d. To have a support provider   |
| 21e. Other  |
| % of participating teachers that are participating in Induction                       |



## Methodology

The sections that follow show charts for the results for each of the questions on the statewide survey. Indicated in the charts are the mean for the program for each of the four years of the comparison (2006-2007, 2007-2008 and 2008-2009) and the overall mean for the state from the most current year (2008-2009). It is assumed that this data is highly reliable and valid because of the high response rate from this program for all years in these population studies. Where a mean score is not an appropriate measure, percentages are indicated for each year and compared to the current statewide percentage.

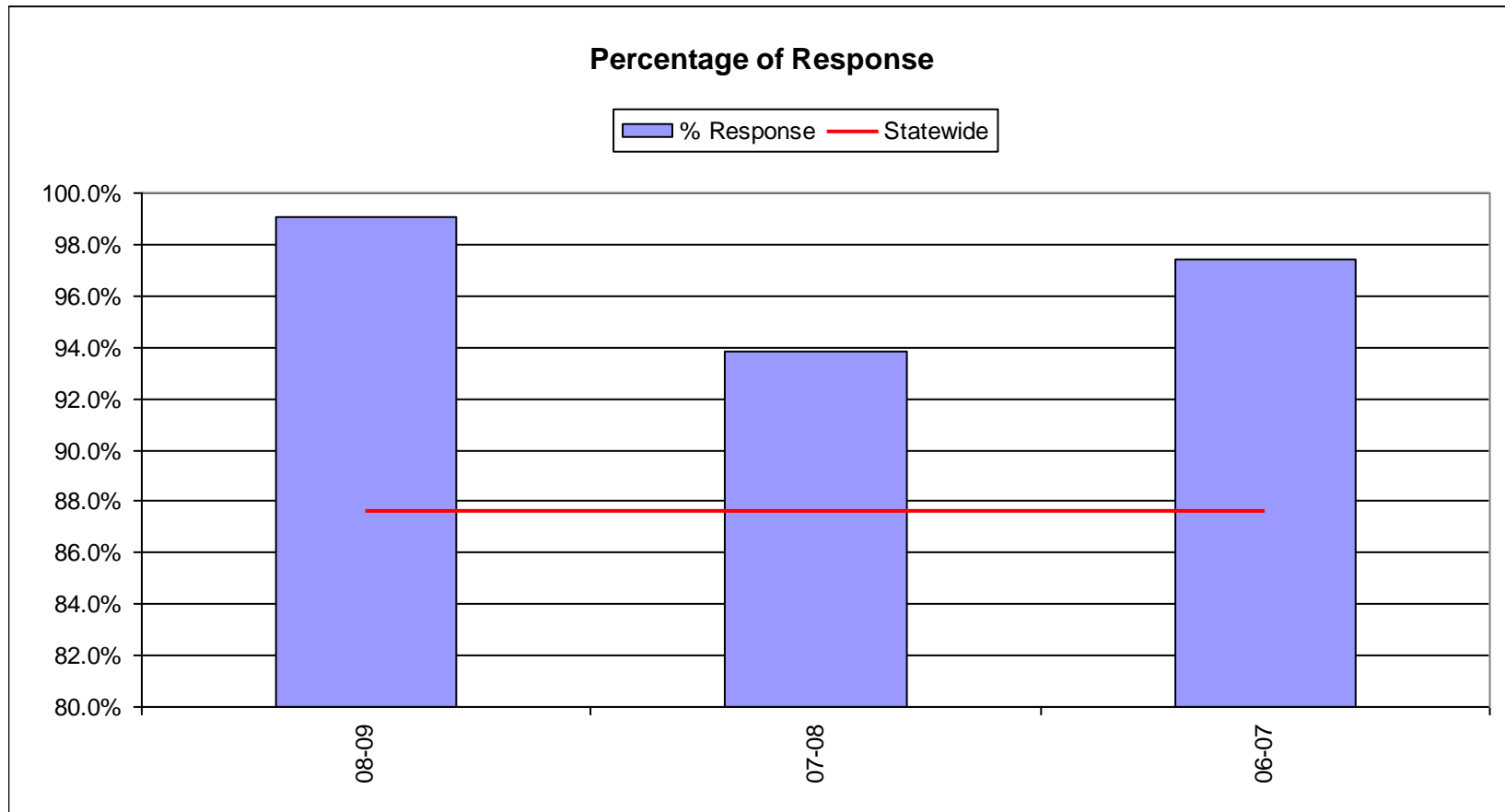
Standard deviations (the variance of ratings on either side of the mean) are indicated on each bar for each year. Standard deviations of below 1.0 should be considered within the normal range.

A few questions in this report were collected by the state for demographic purposes only (i.e. "In which formative assessment system to you participate?"). They reflect the type of program design, do not impact program quality, and are therefore not appropriate for analysis as to trends. The charts with this data are included however.

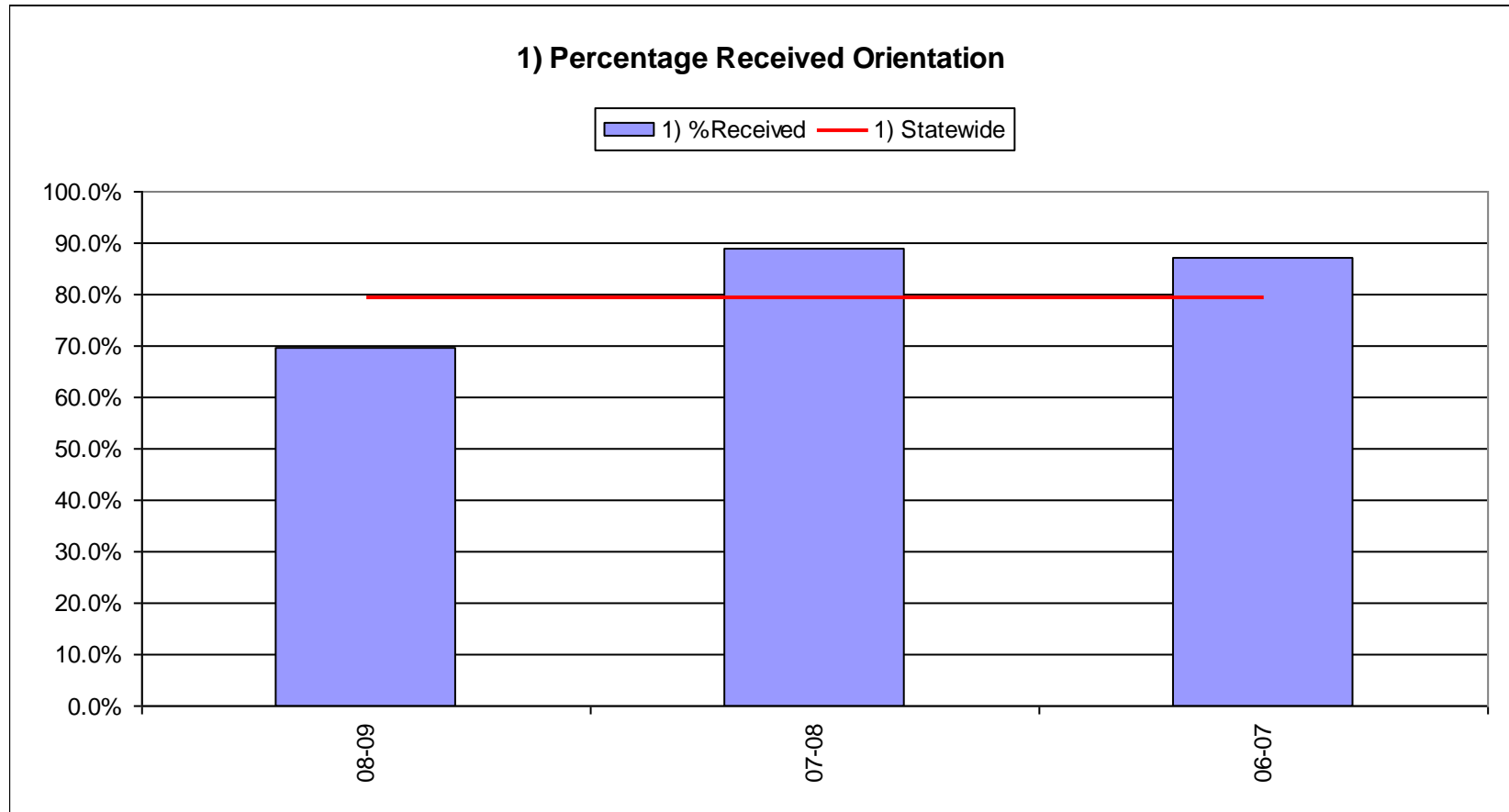
The Conclusion section of this report contains a table which has each question, the aligned Induction Standard, and a column that indicates a mathematical weighting (1=low; 4=high) that was previously developed by Cluster Regional Directors to indicate the importance of that question as an indicator of BTSA Induction program success. The table then compares the results for the four years for each question and states whether the trend is positive, mixed/stable or negative.

## 1.2 PARTICIPATING TEACHER DATA ANALYSIS

Percentage of participating teachers in the program with signed consent forms that responded to this survey - CS2 (4)

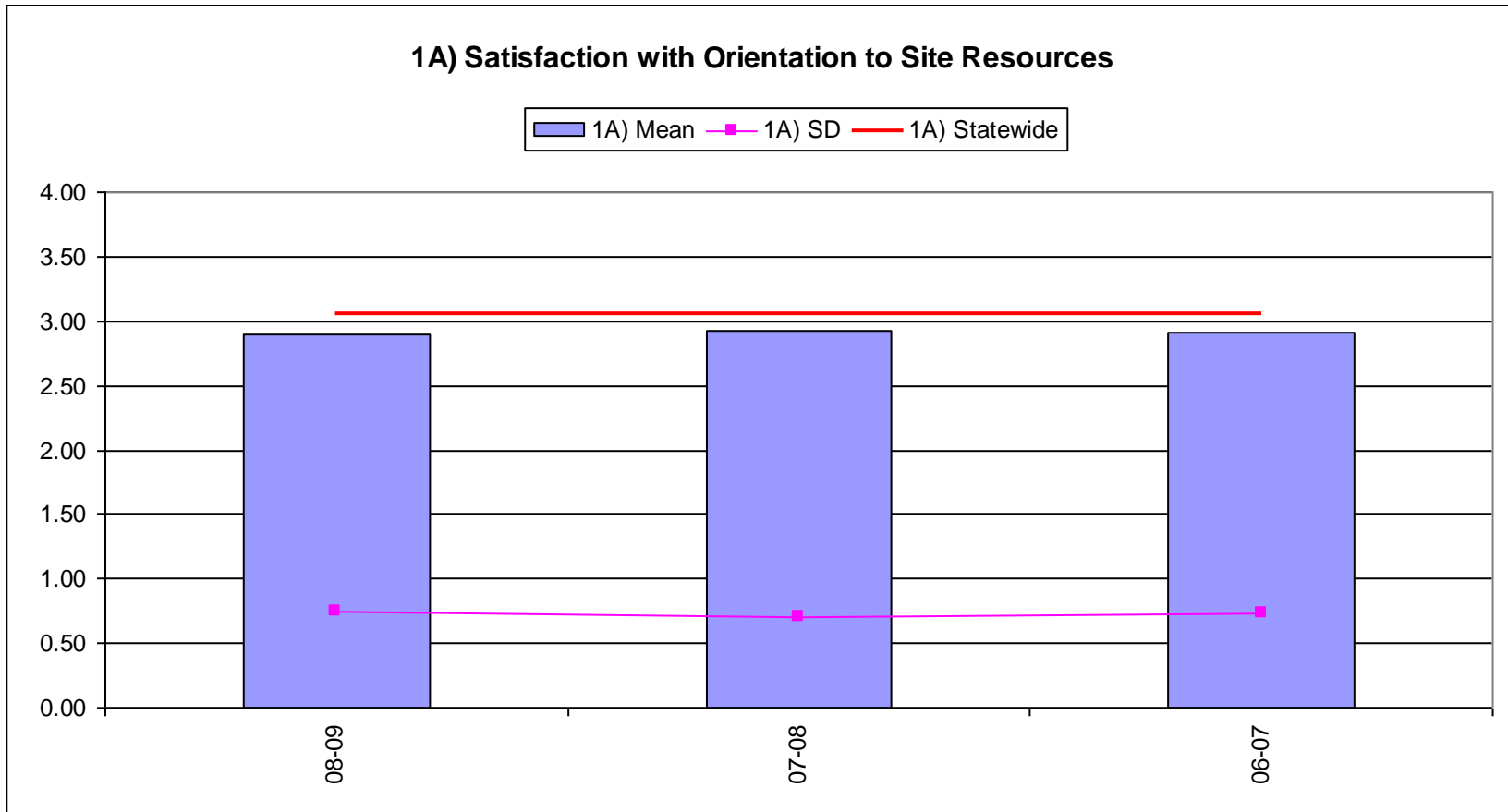


**Q1. Did you receive an orientation to your school site? (One year or less in BTSA) - PS2 (11ad)**

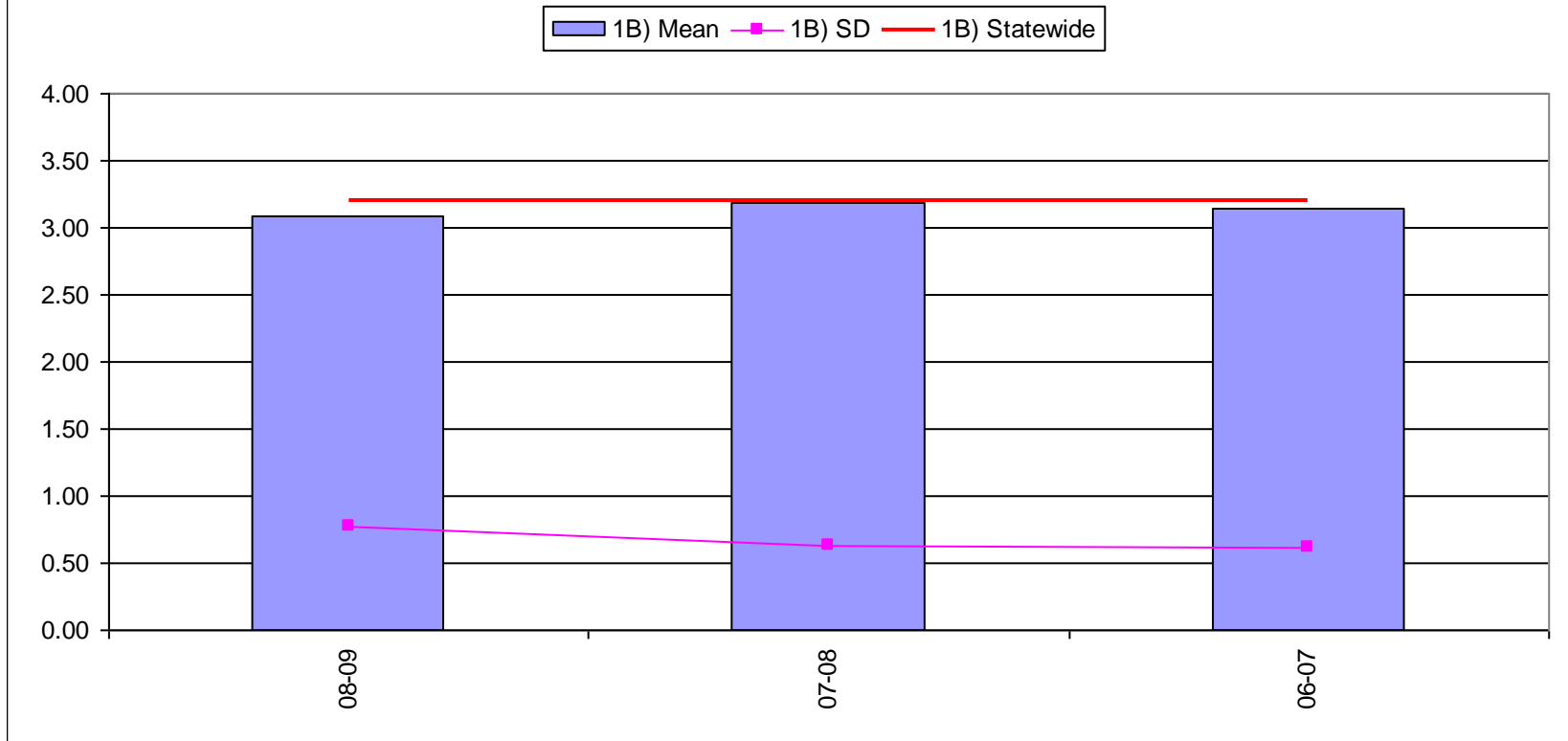


**Q1. If you received an orientation, how satisfied were with the site orientation to the following topics: (a) Available resources, (b) Staff, (c) Policies and procedures? - PS2 (11ad)**

Was not address; If addressed – 1=Not at all satisfied; 2=Somewhat satisfied; 3=Satisfied; 4=Very satisfied

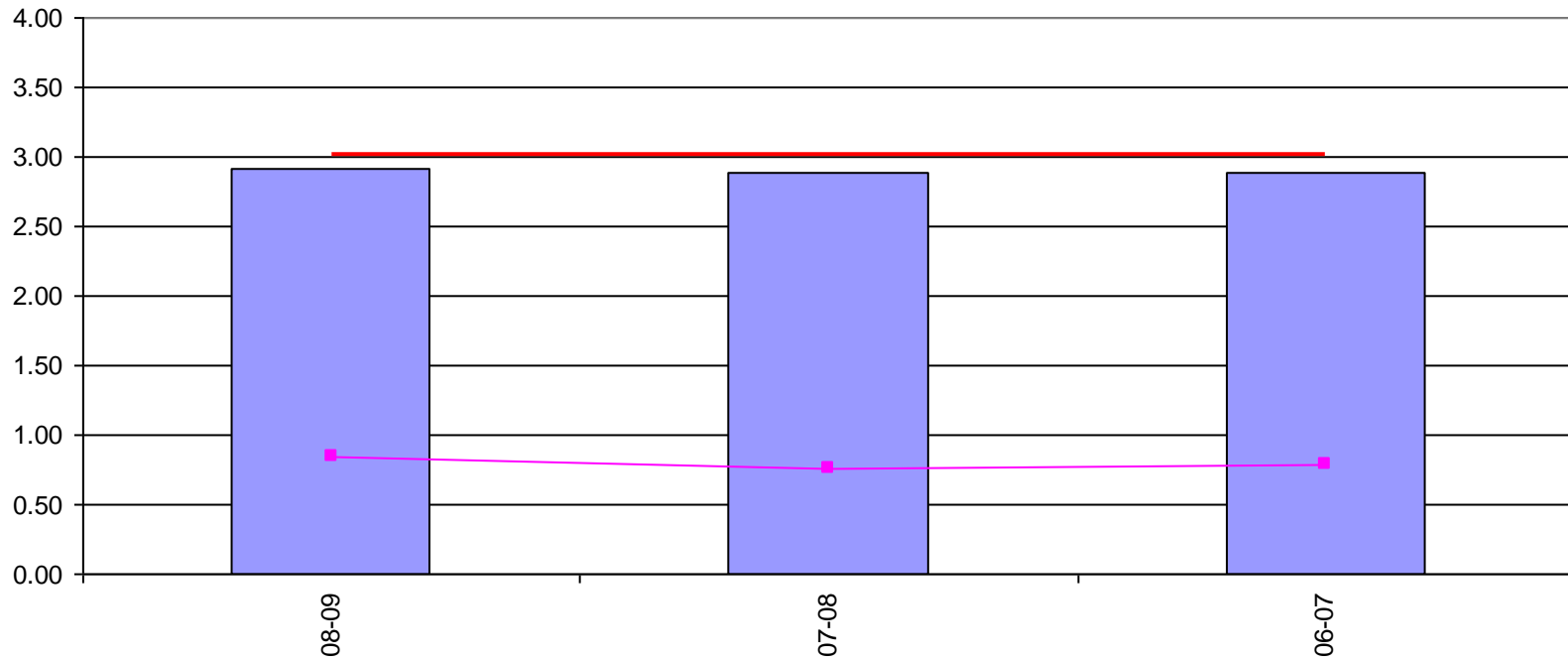


### 1B) Satisfaction with Orientation to Site Staff



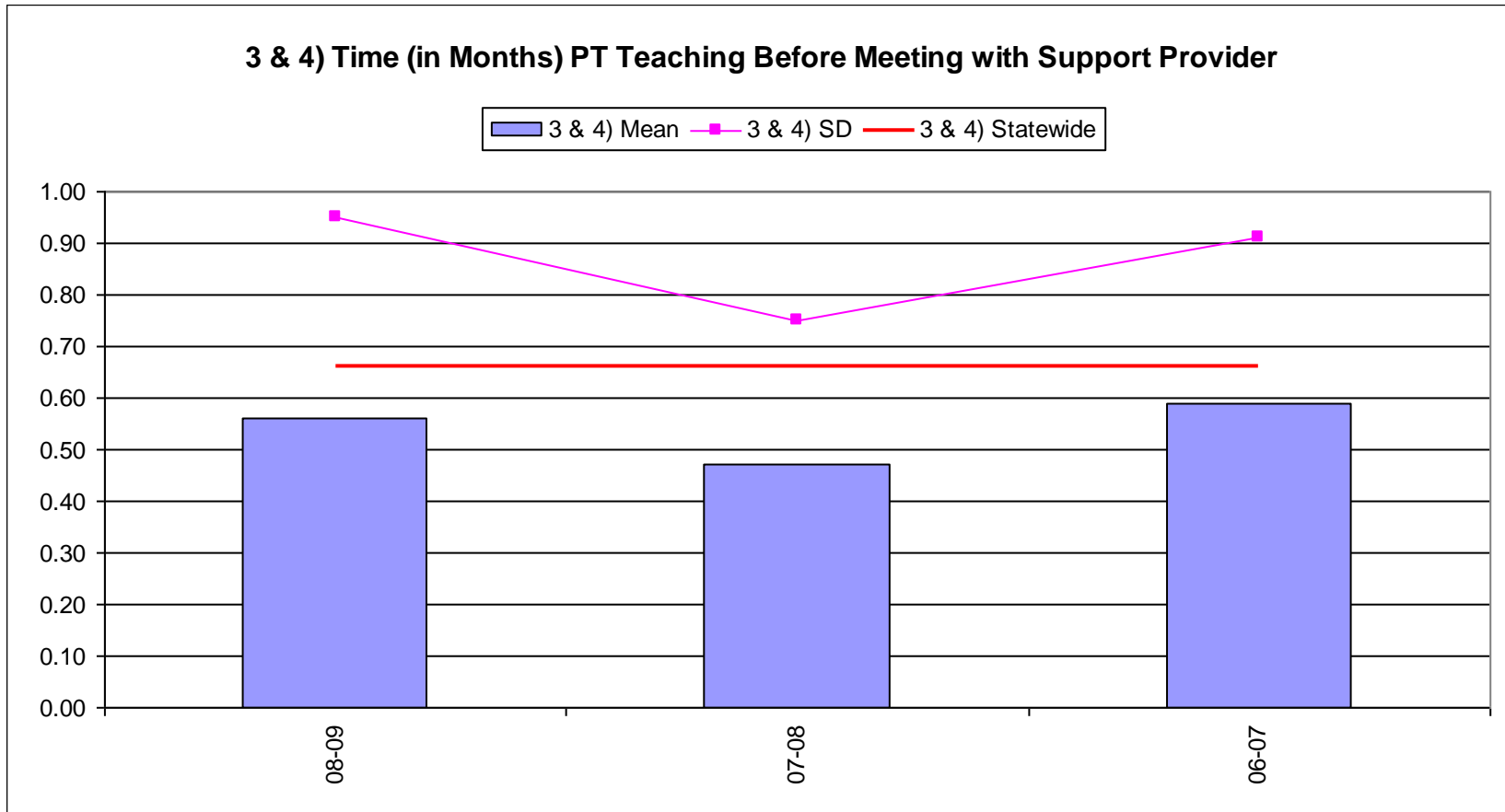
### 1C) Satisfaction with Orientation to Site Policies & Procedures

1C) Mean 1C) SD 1C) Statewide



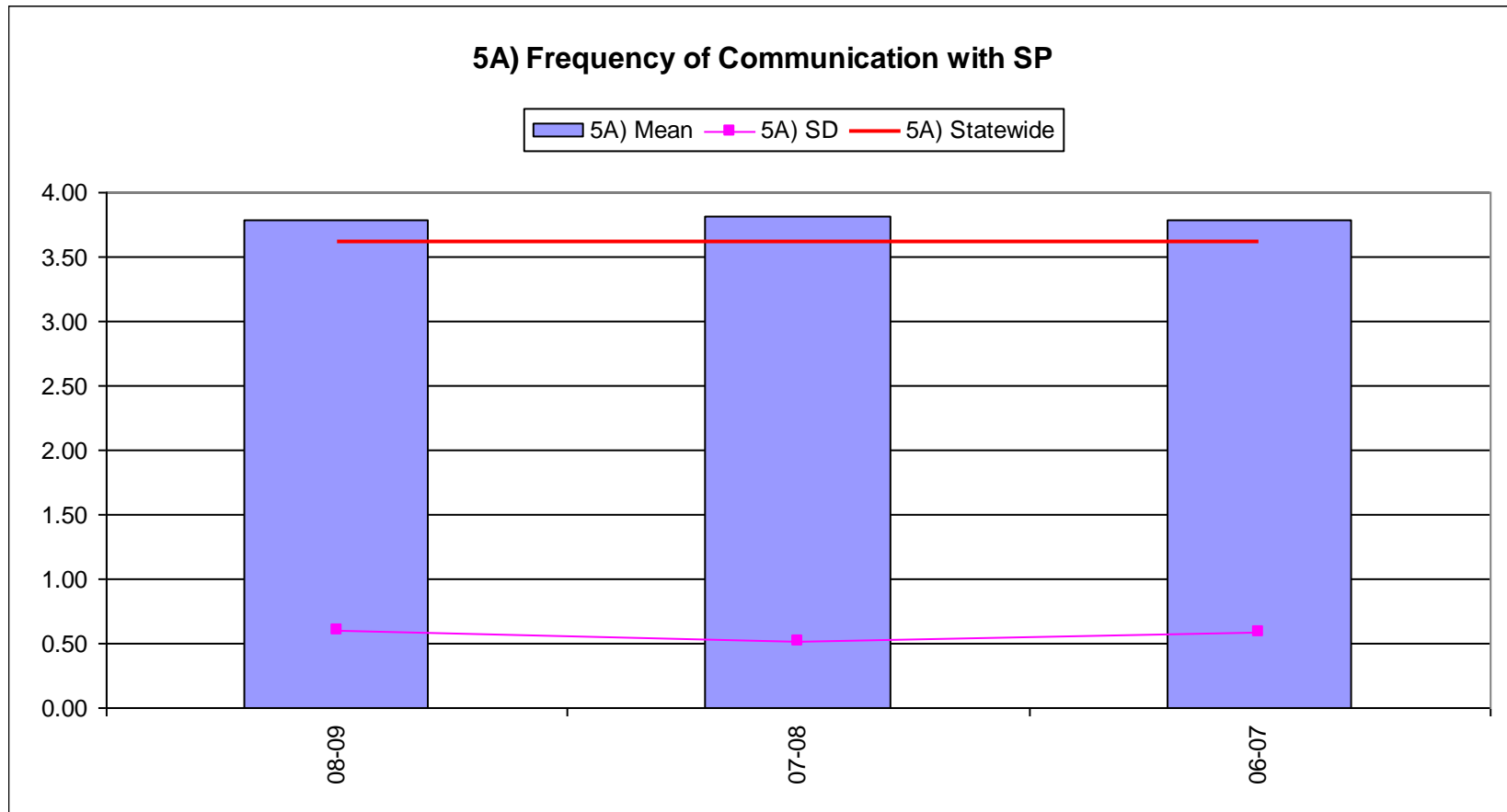
**Q 3 & 4. Difference between month began teaching and month began working with support provider - CS2 and 6 (8e)**

Negative # = PT and SP met before PT teaching began; 0 = PT and SP met at the same time as PT began teaching; Positive # = PT began teaching before met with SP (Note: Lower than the state mean indicates that PT and SP met earlier than other pairs in the state.)



**Q 5A. How often did you communicate with your support provider about issues related to your teaching practice? CS3 and 6, PS 1, 2, and 4 (8a, 12de)**

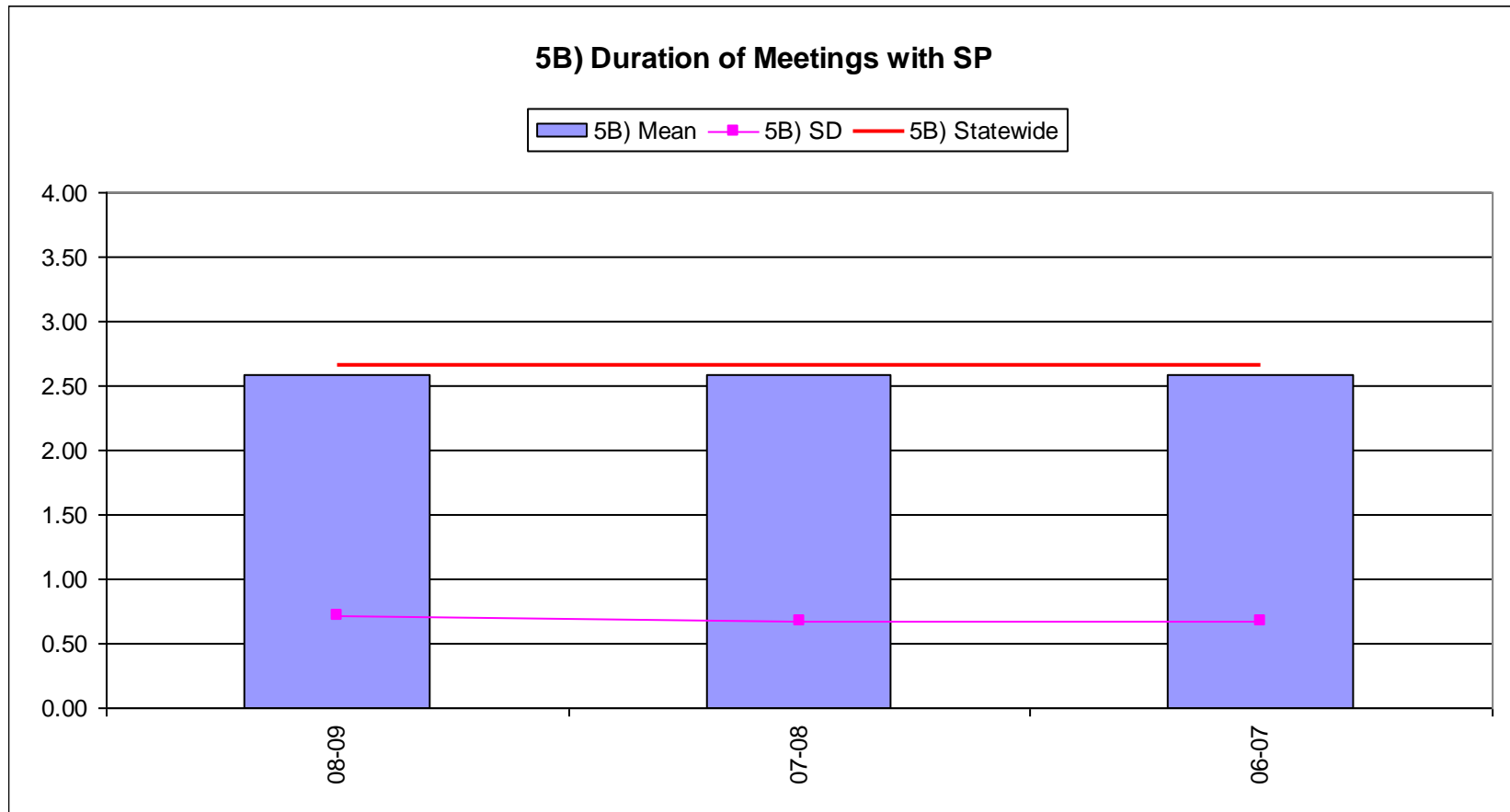
1=Less than once a month; 2= Once a month; 3=Twice a month, 4=Weekly





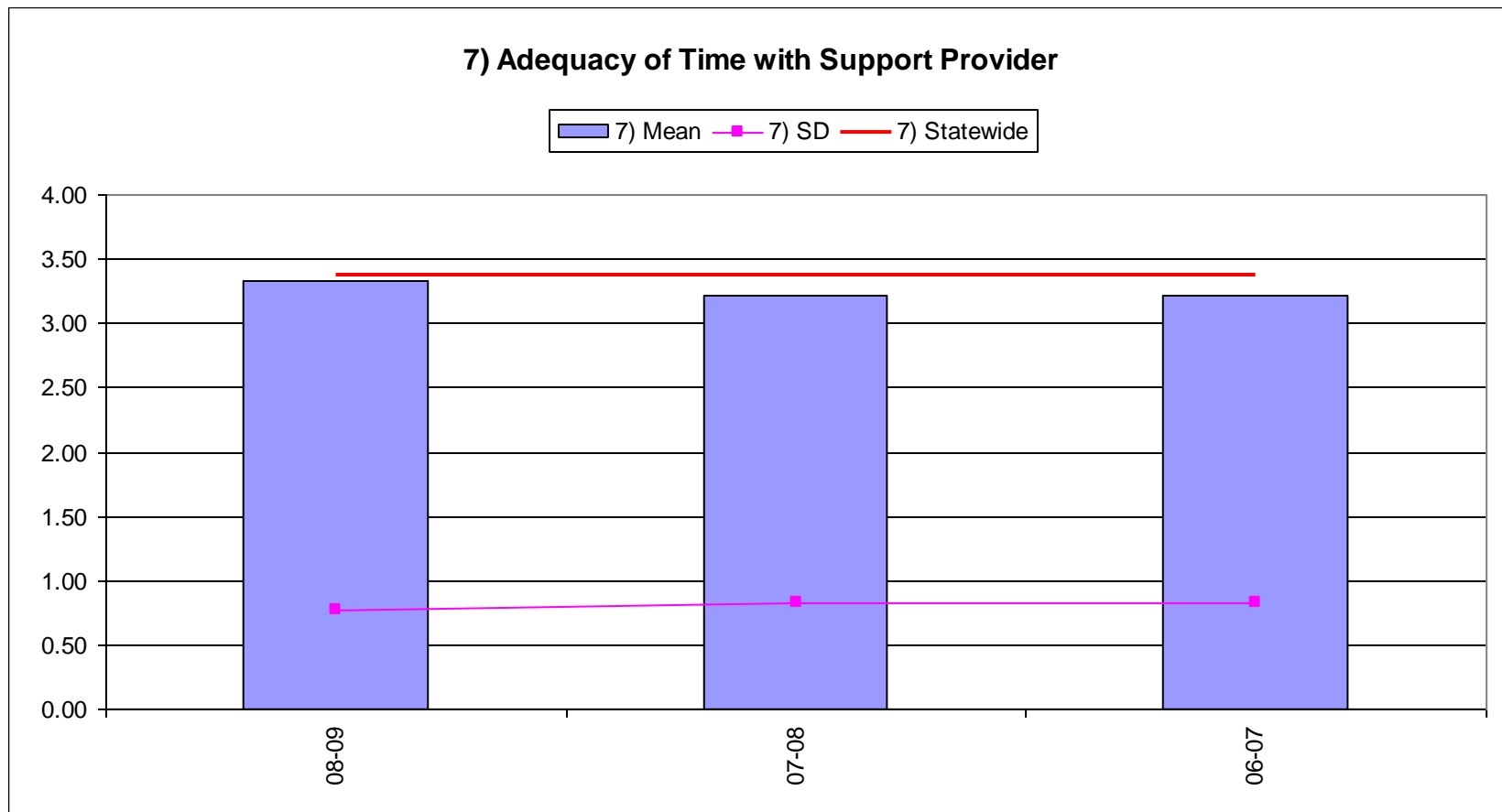
**Q5B. On the average, how long were formal meetings with your support provider? - CS3 and 6, PS 1, 2, and 4 (8a, 12de)**

1 = 15 minutes; 2 = 30 minutes; 3 = 60 minutes; 4 = 90 minutes



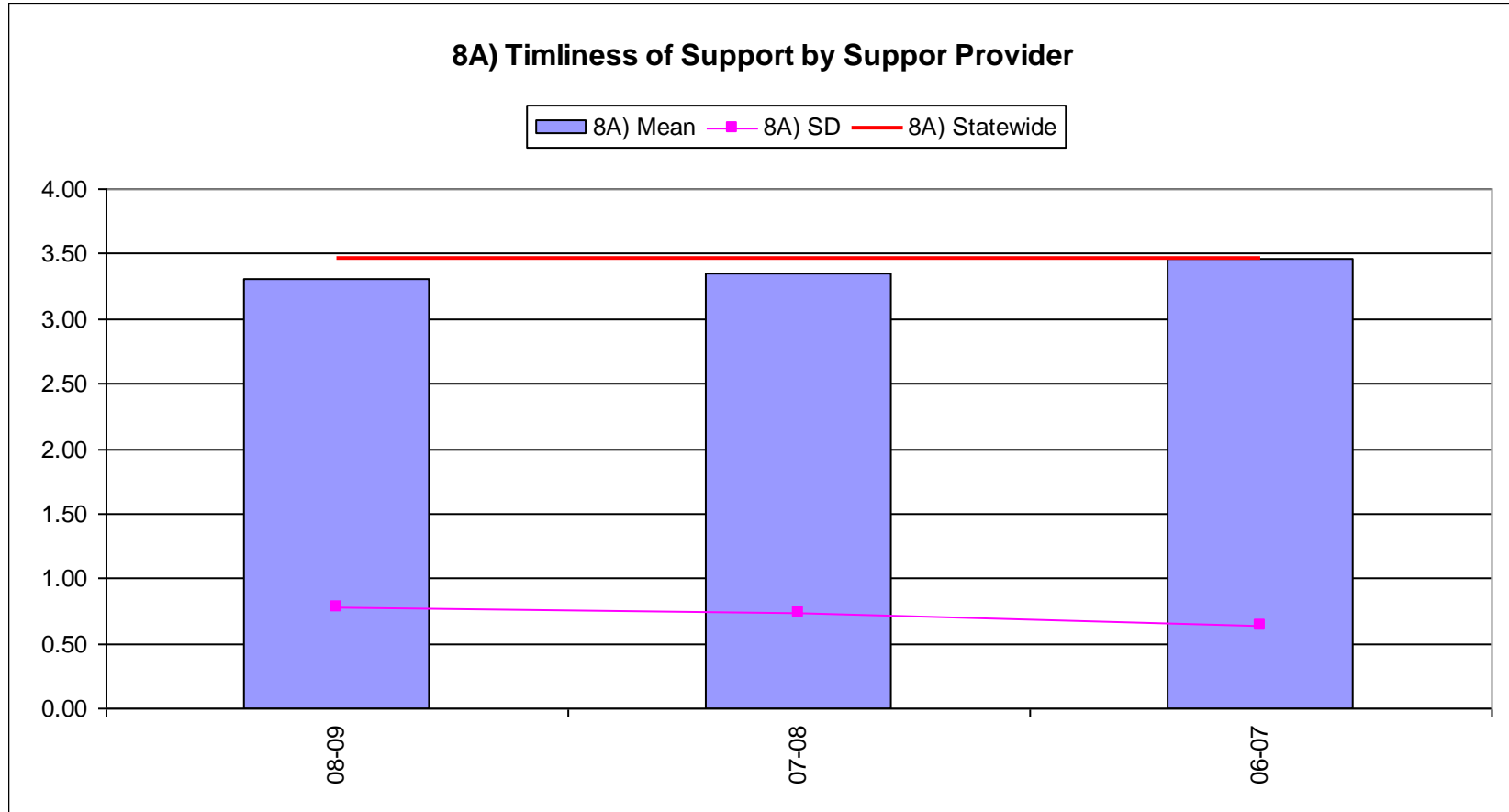
**Q7. In the context of all of the demands on your time, was the meeting time with your support provider adequate to meet your needs for support? - CS3, PS4 (12de)**

1=Not adequate; 2=Somewhat adequate; 3=Adequate; 4=Very adequate

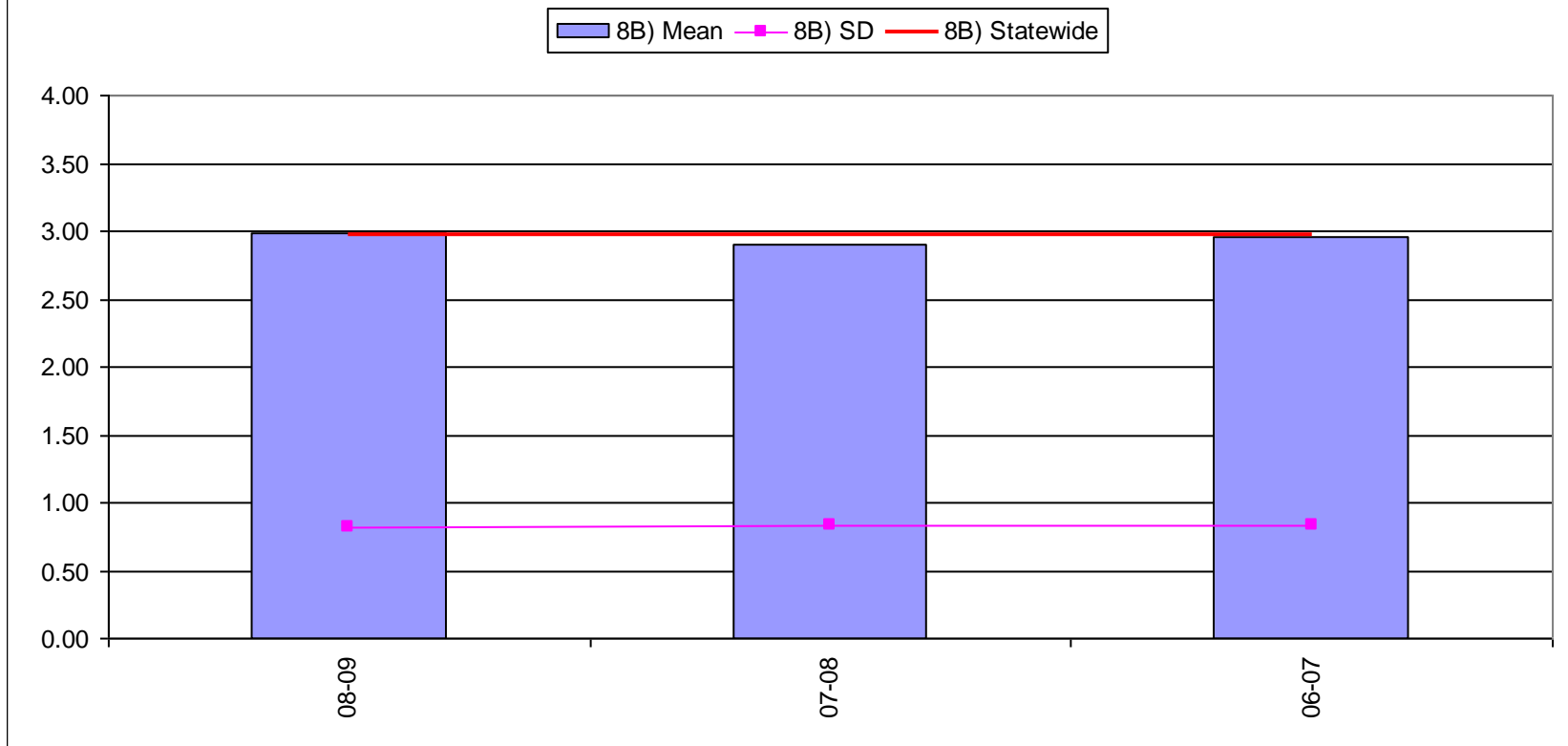


**Q8. Overall, how often were the following types of formal and informal support offered through BTSA timely in meeting your needs? (a) Work with support provider - CS3, PS 2,4,5 and 6 (8e, 9a, 12def); (b) work with other teachers/specialists - CS3, PS 2,4,5 and 6 (12de); (c) workshop/seminars/ courses - CS3, PS 2,4,5 and 6 (3b, 12de)**

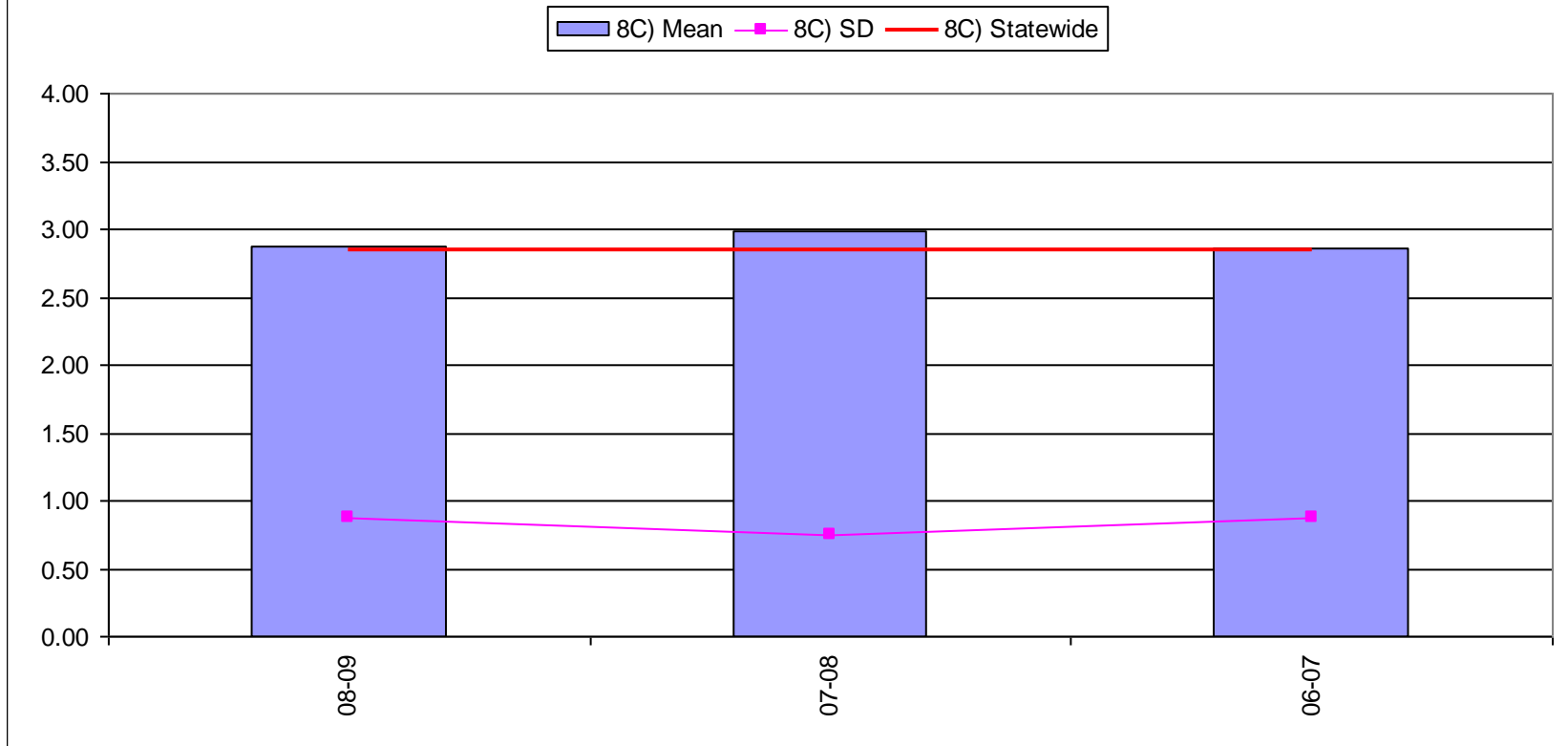
1=Never, 2=Sometimes, 3=Usually, 4=Always



### 8B) Timeliness of Support by Other Teachers/ Specialists

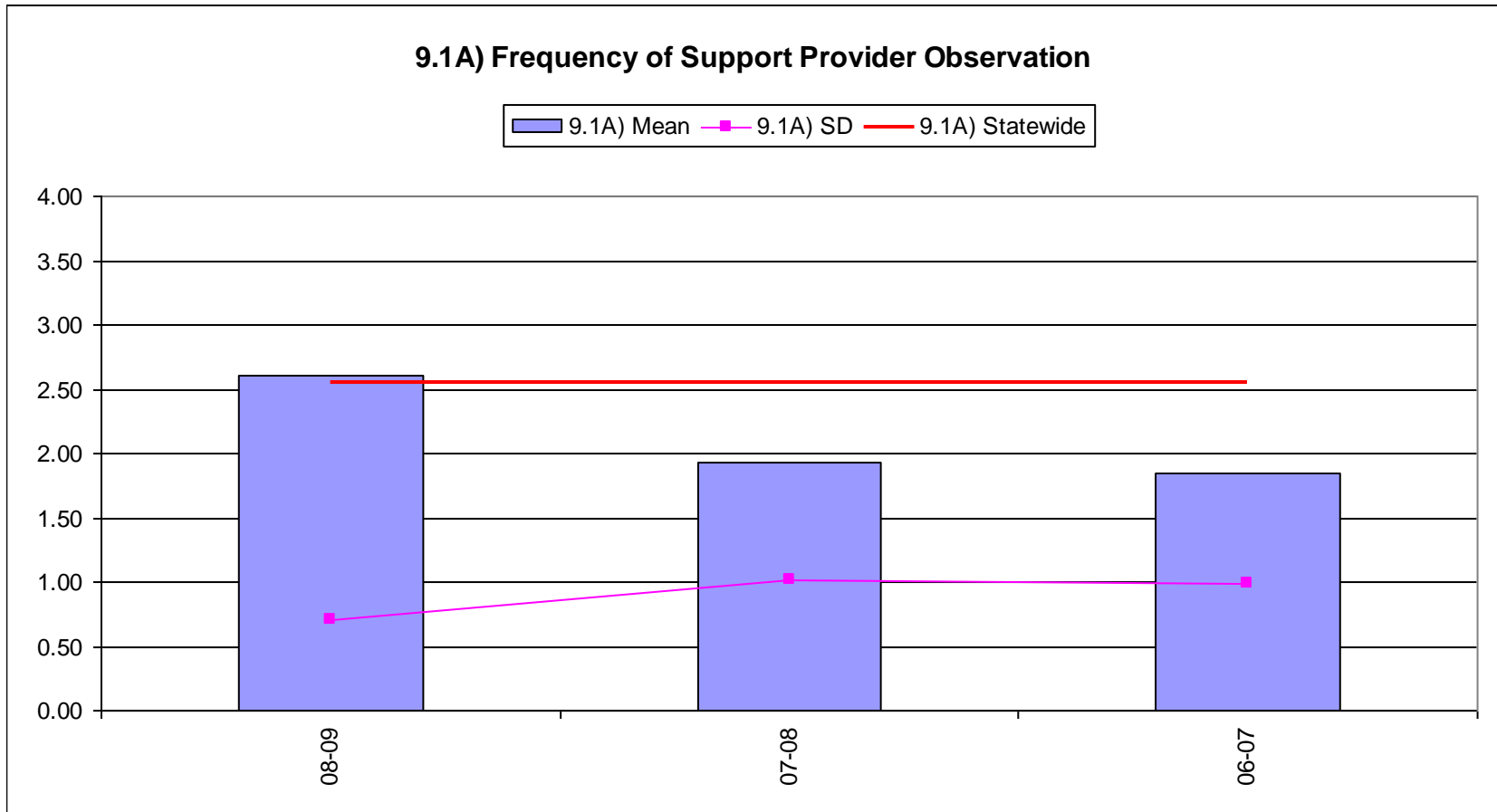


### 8C) Timeliness of Support from Workshops/Seminars/Courses



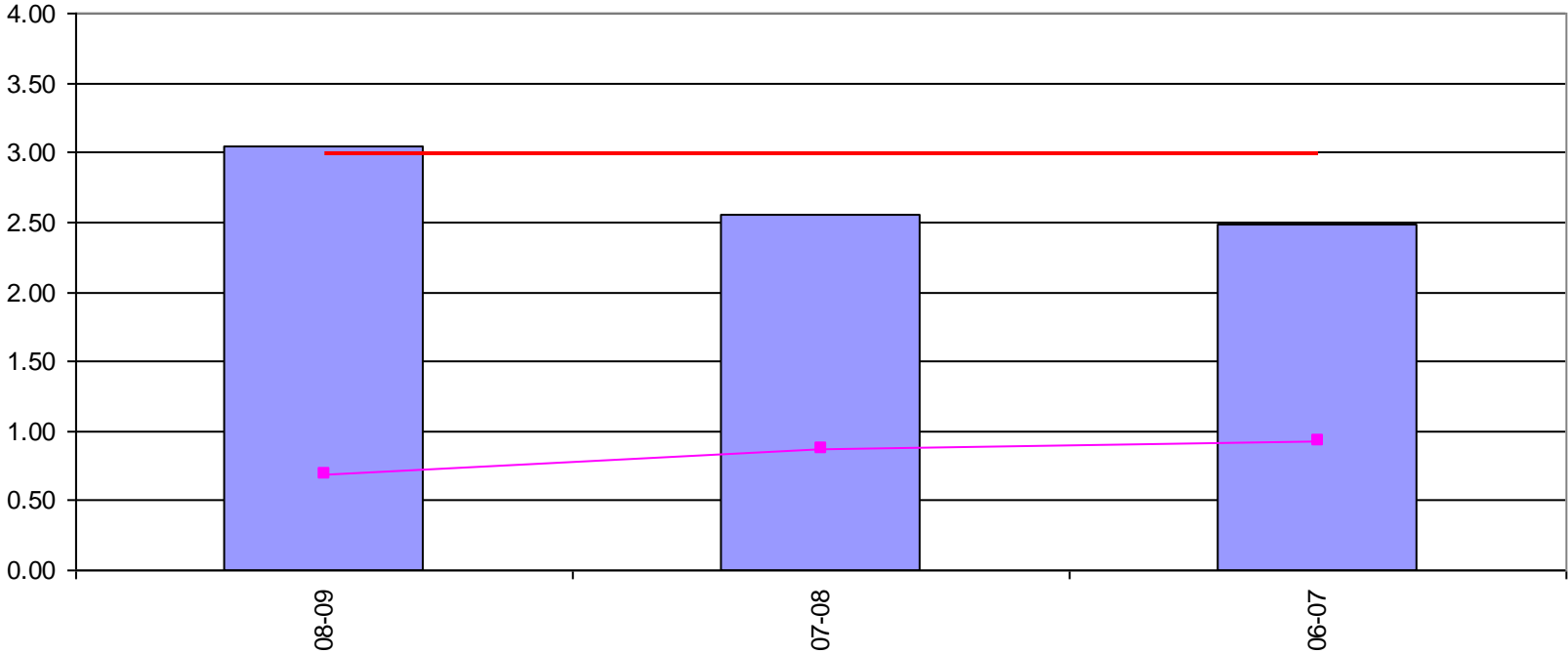
**Q9.1. Please indicate approximately how often you engaged in the following assessment activities: (a) SP formal and informal observation of my teaching (b) Collection of evidence of my teaching practice; (c) Analysis of student work; (d) Observation of experienced teachers; (e) In-depth inquiry into my teaching practice; (f) Support in reflecting on my teaching; (g) Examination of teaching against specific criteria - PS 3 and 4 (12d, 13abcdefg)**

1 = Never; 2 = Once or twice; 3 = Monthly; 4 = Weekly



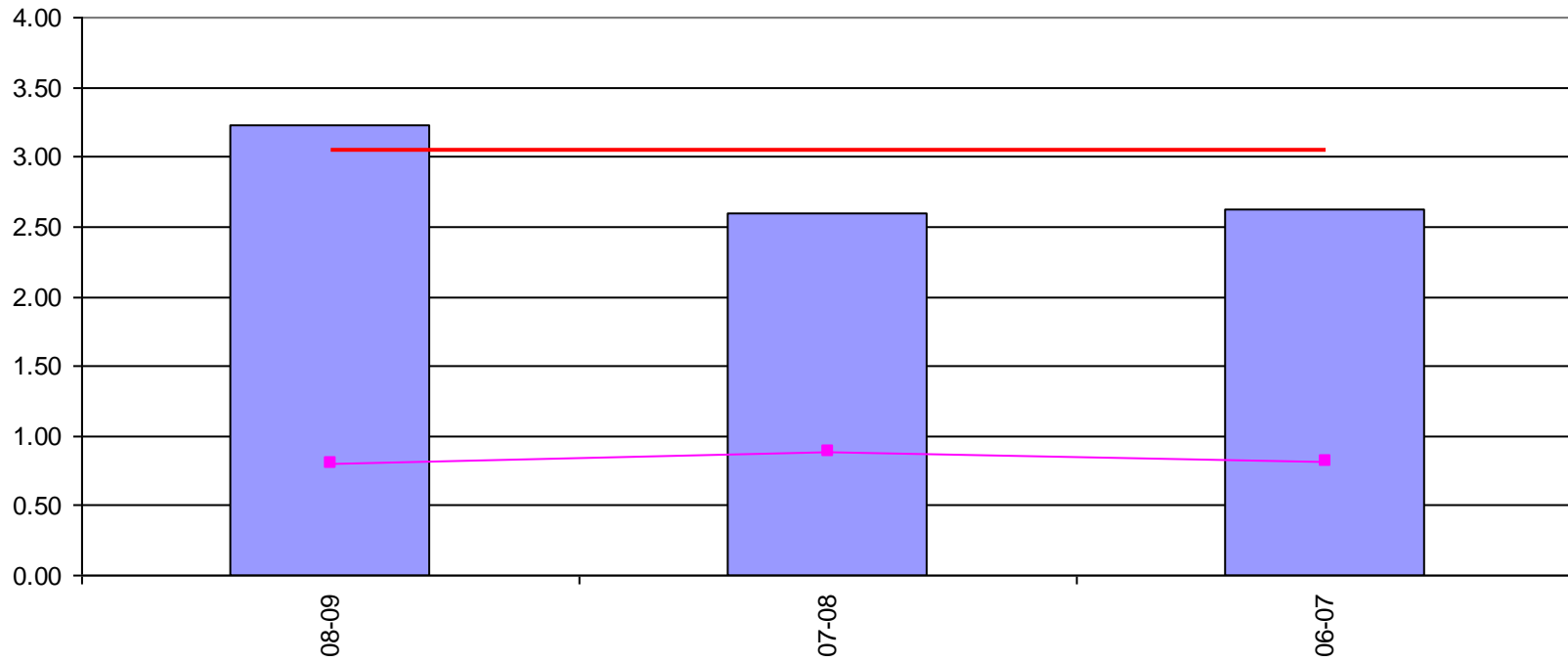
### 9.1B) Frequency of Collection of Teaching Evidence

9.1B) Mean 9.1B) SD 9.1B) Statewide



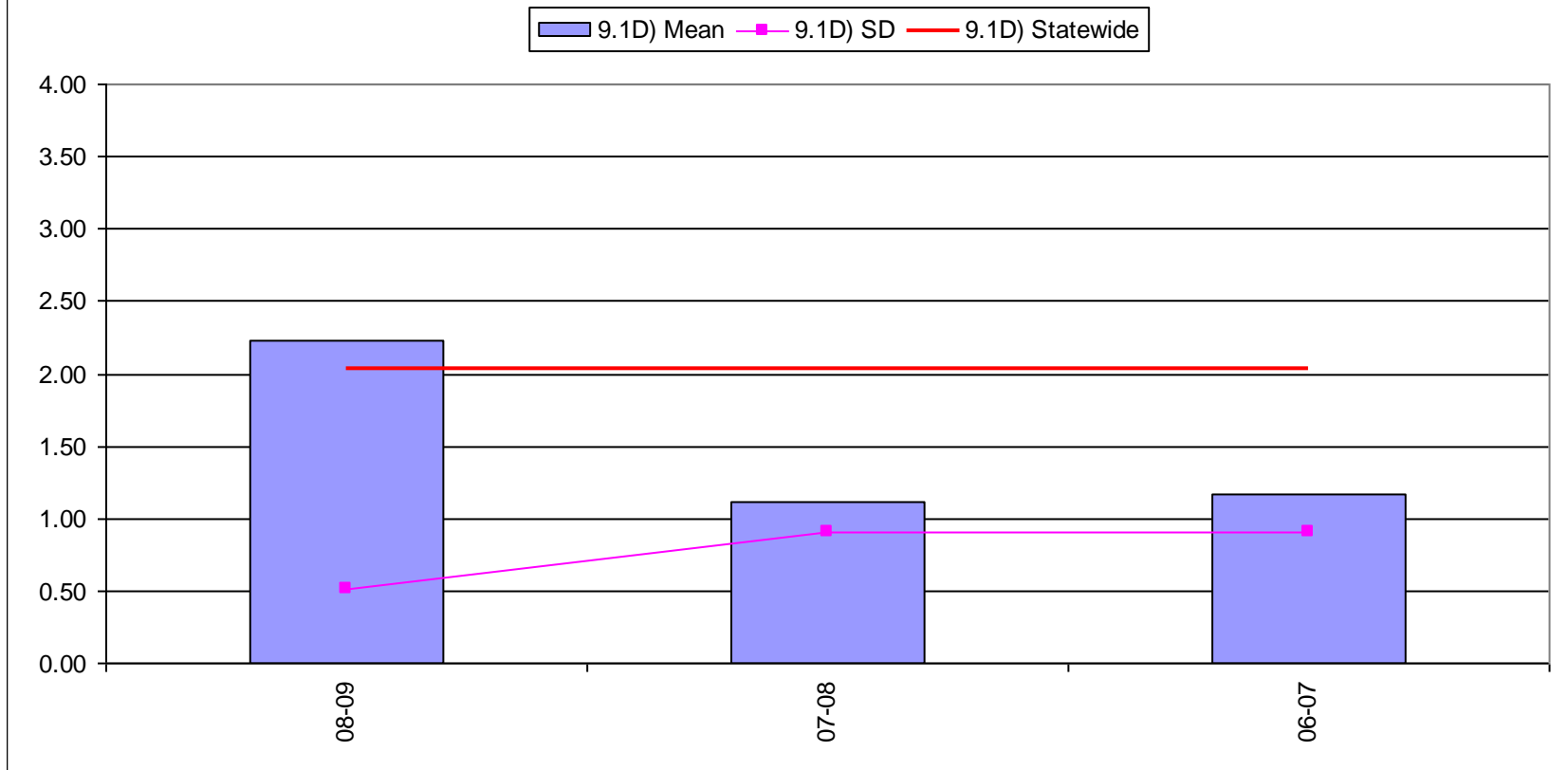
### 9.1C) Frequency of Student Work Analysis

9.1C) Mean 9.1C) SD 9.1C) Statewide

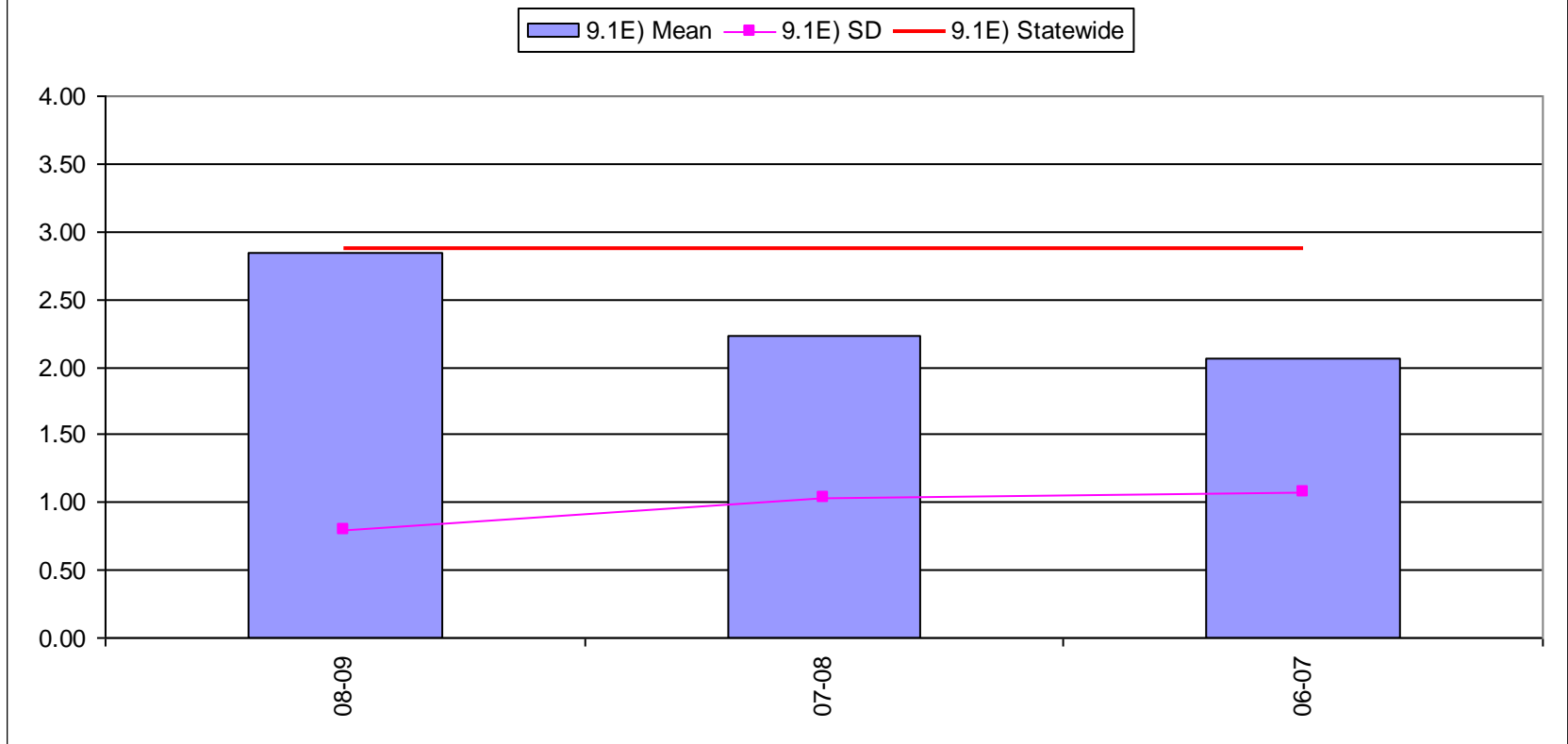




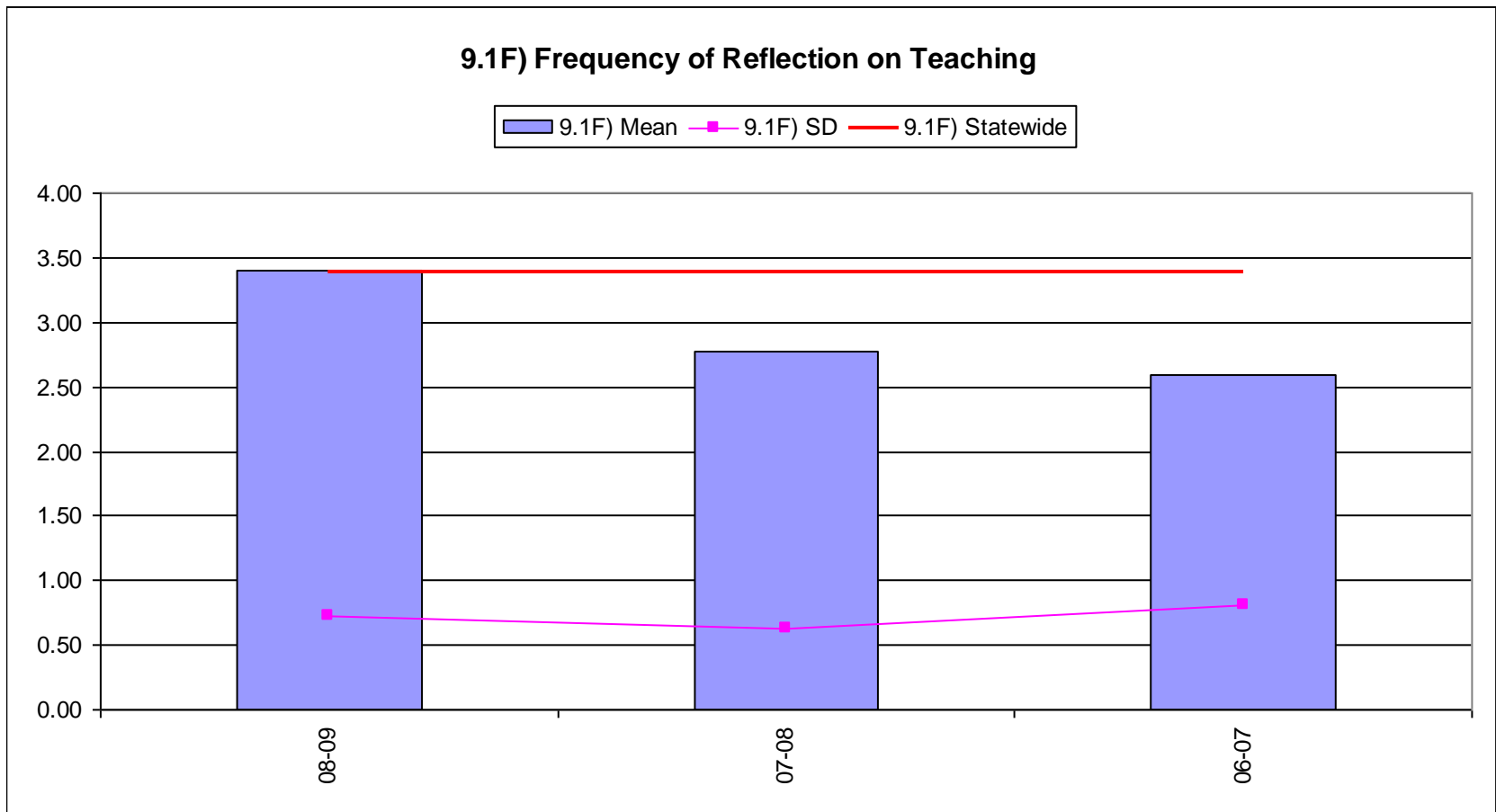
### 9.1D) Frequency of Observation of Experienced Teachers



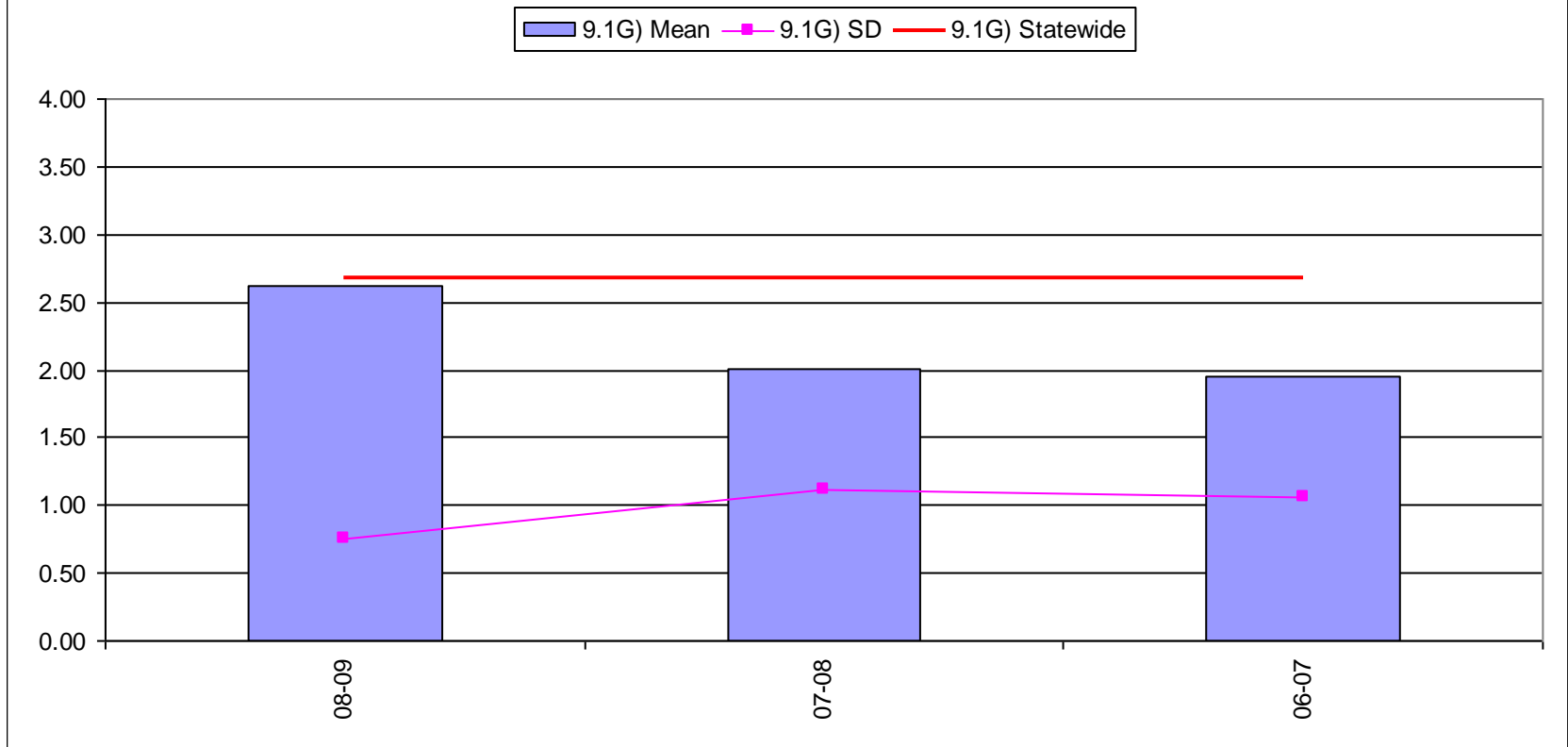
### 9.1E) Frequency of Indepth Inquiry of Teaching Practices



### 9.1F) Frequency of Reflection on Teaching

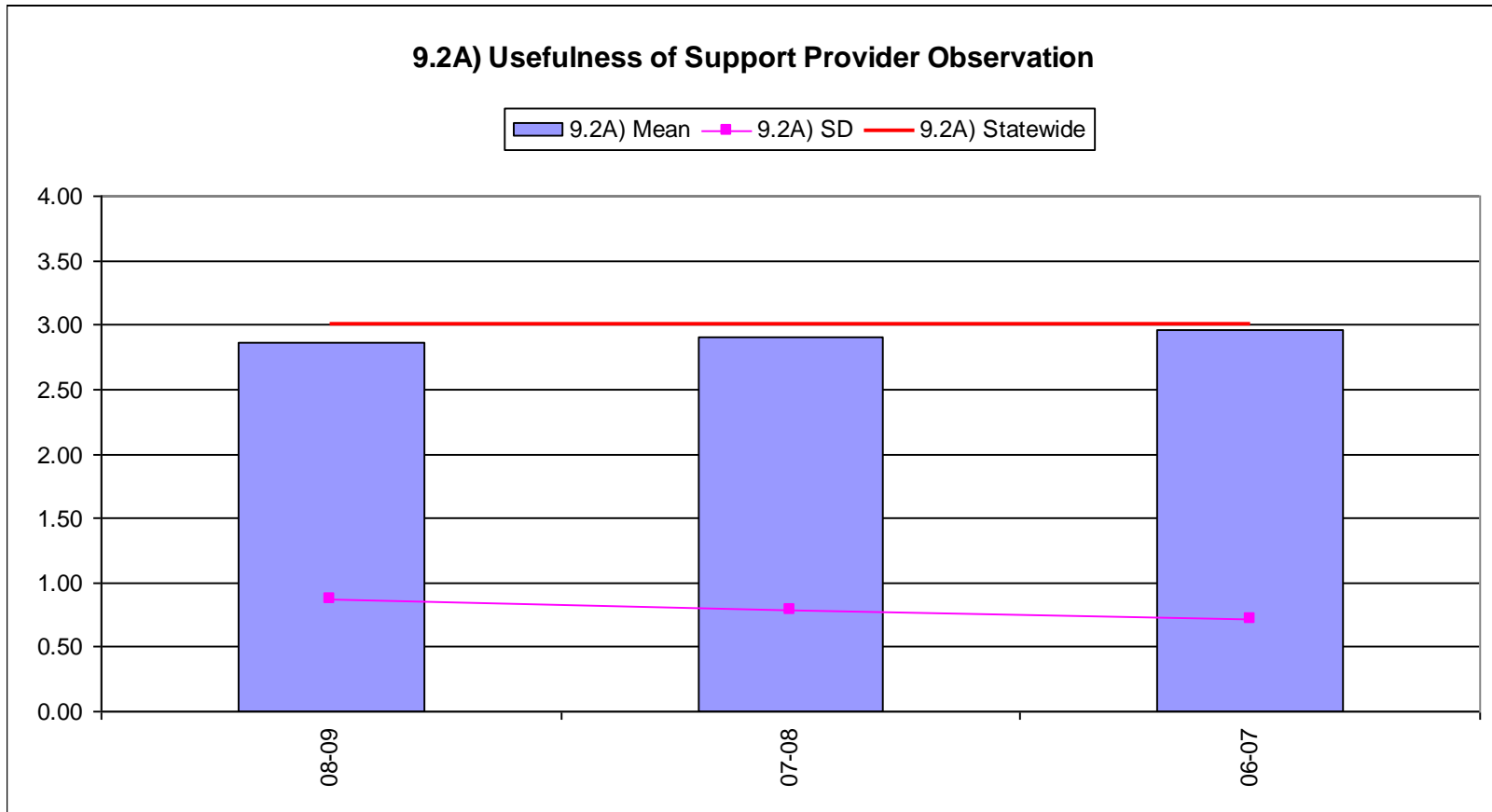


### 9.1G) Frequency of Examining Teaching Against Criteria



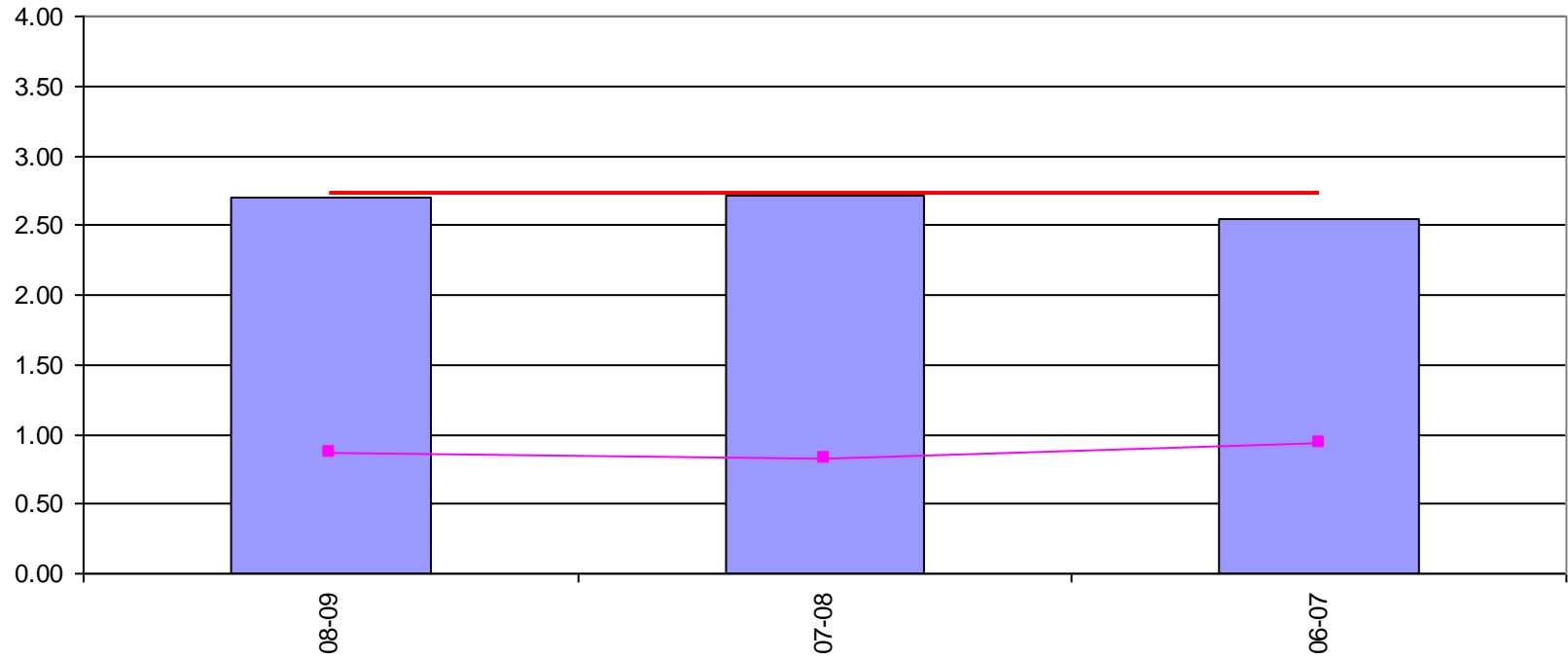
**Q9.2. Please indicate approximately how valuable these assessment activities were for your professional development: (a) SP formal and informal observation of my teaching (b) Collection of evidence of my teaching practice; (c) Analysis of student work; (d) Observation of experienced teachers; (e) In-depth inquiry into my teaching practice; (f) Support in reflecting on my teaching; (g) Examination of teaching against specific criteria - PS 3 and 4 (12d, 13abcdefg)**

1 = Not valuable; 2 = Somewhat valuable; 3 = Valuable; 4 = Very valuable



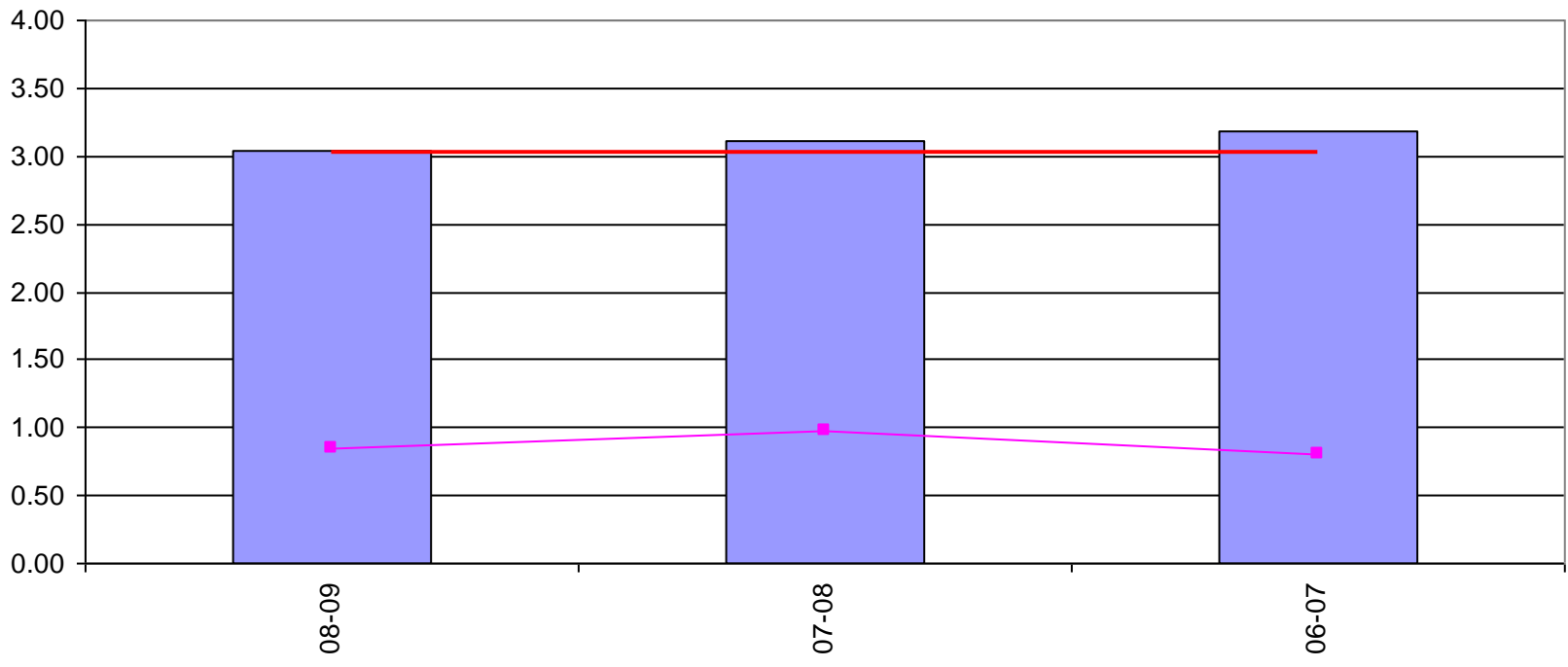
### 9.2B) Usefulness of Collection of Teaching Evidence

9.2B) Mean 9.2B) SD 9.2B) Statewide

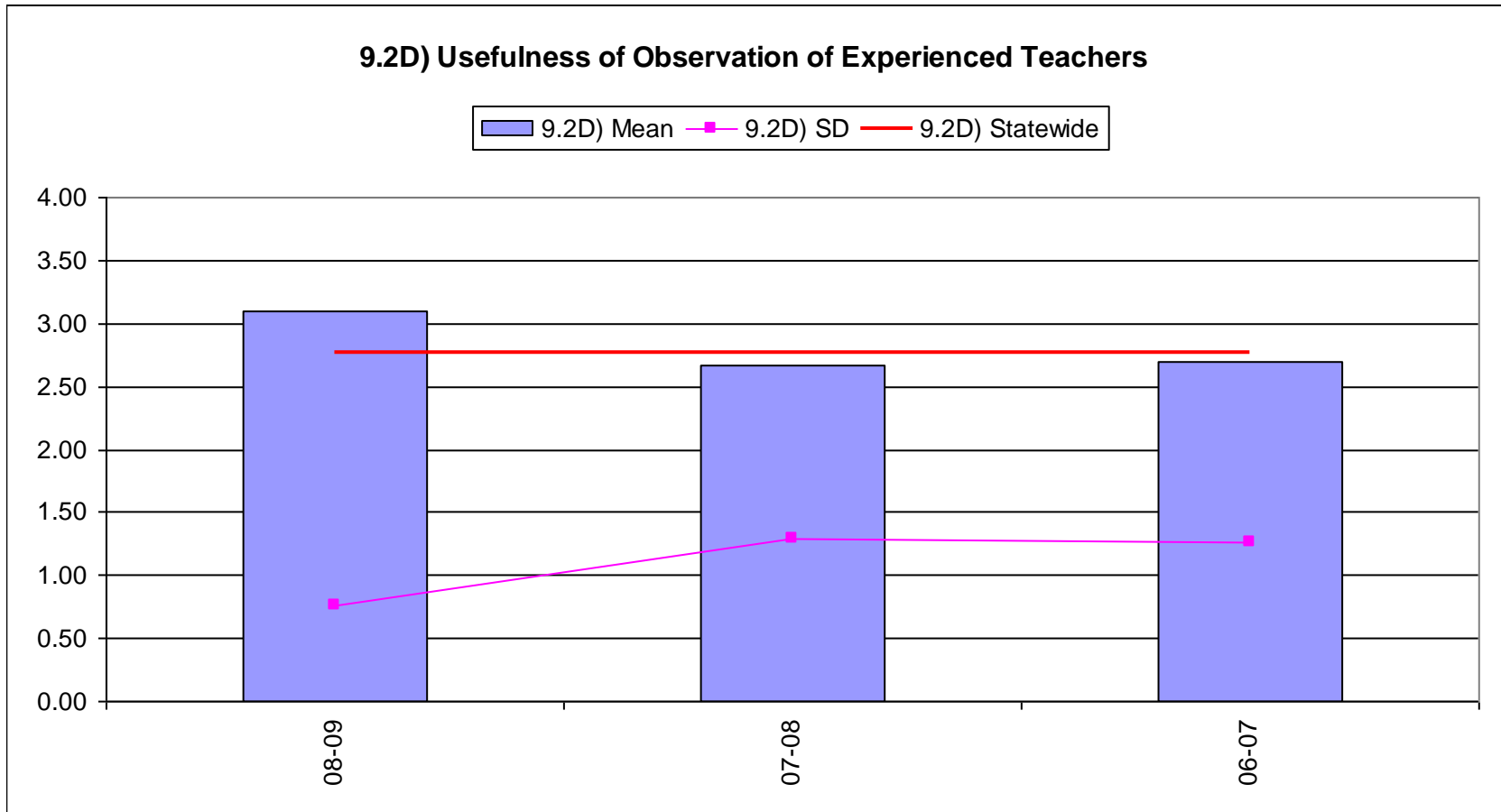


### 9.2C) Usefulness of Student Work Analysis

9.2C) Mean 9.2C) SD 9.2C) Statewide

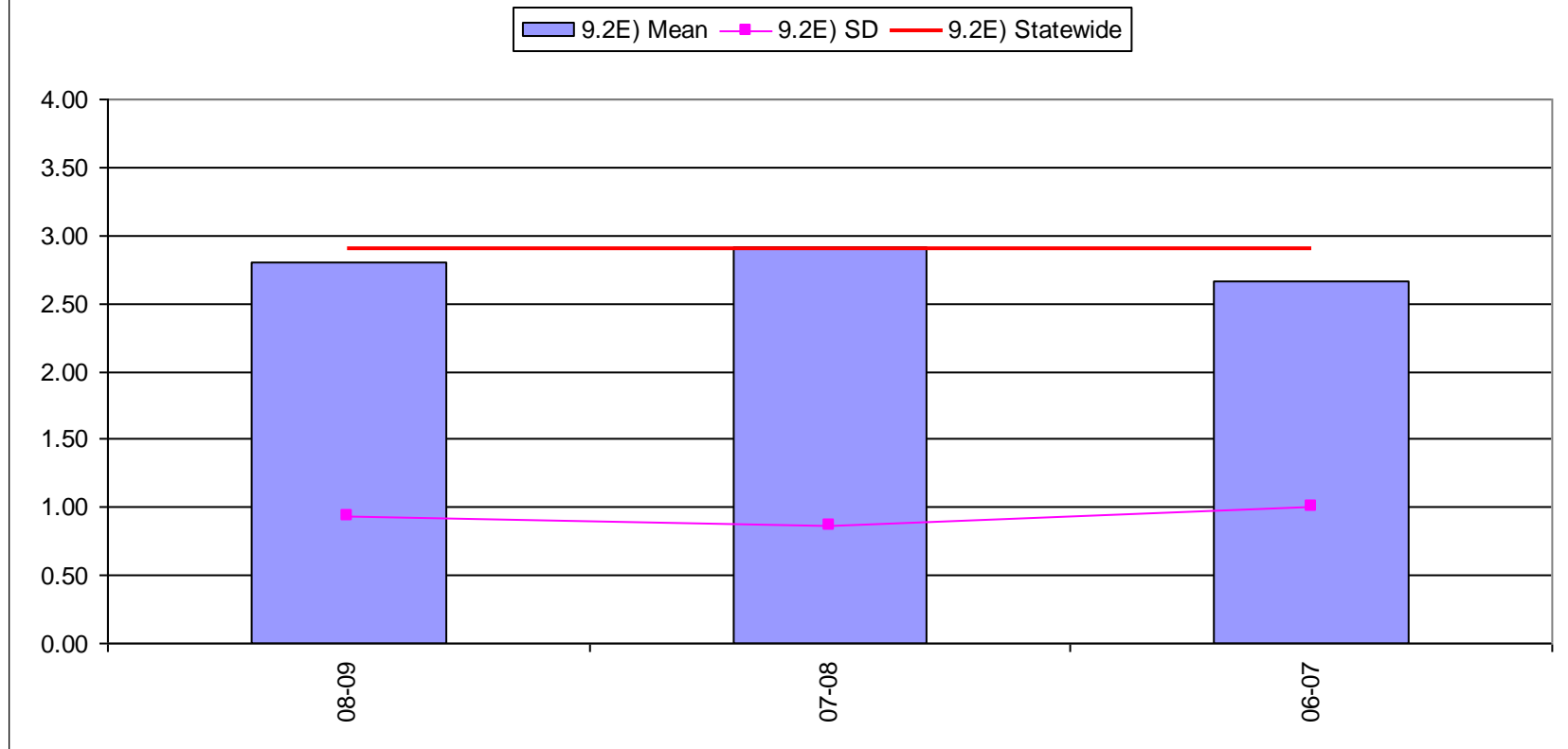


### 9.2D) Usefulness of Observation of Experienced Teachers

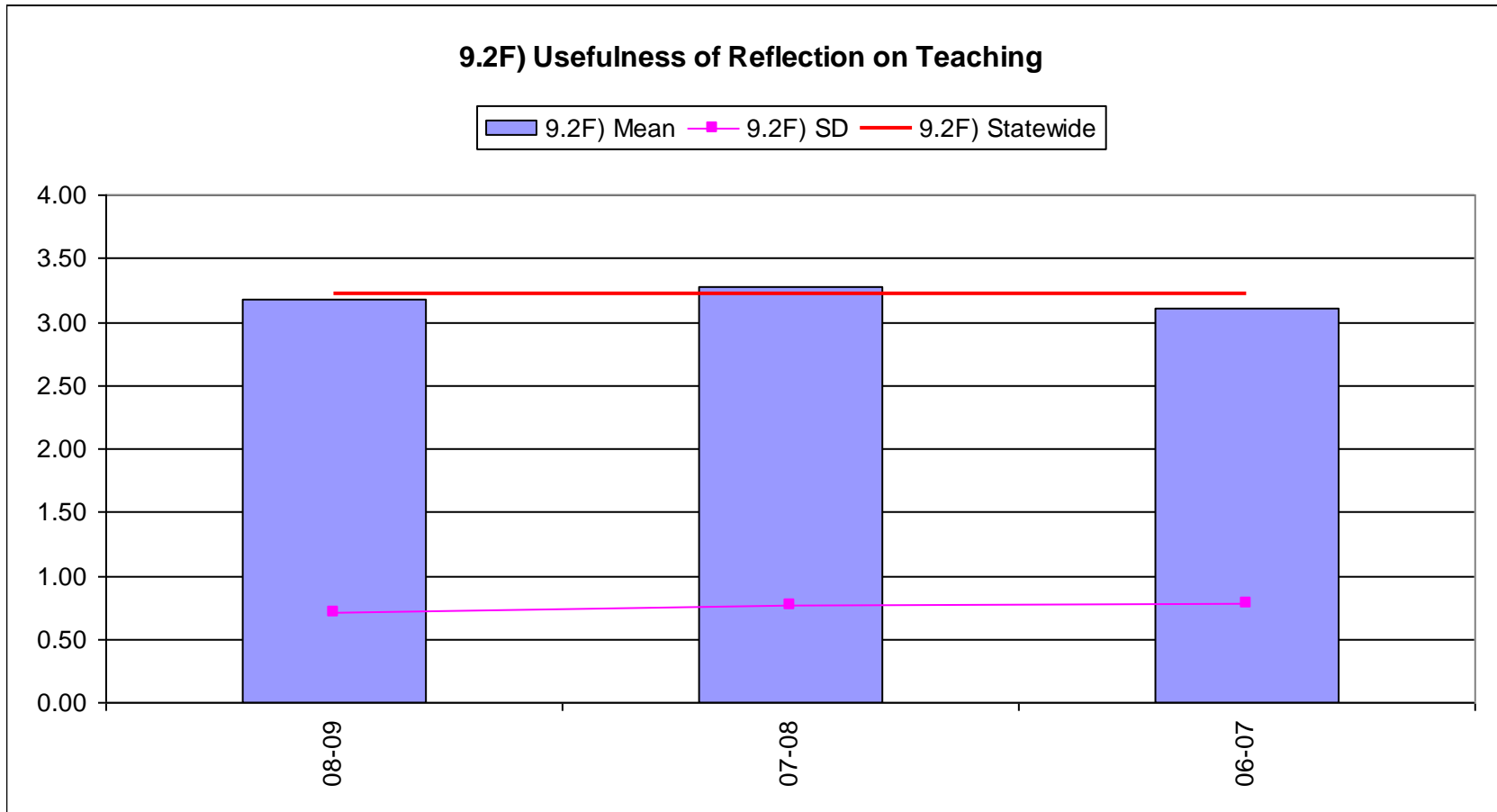




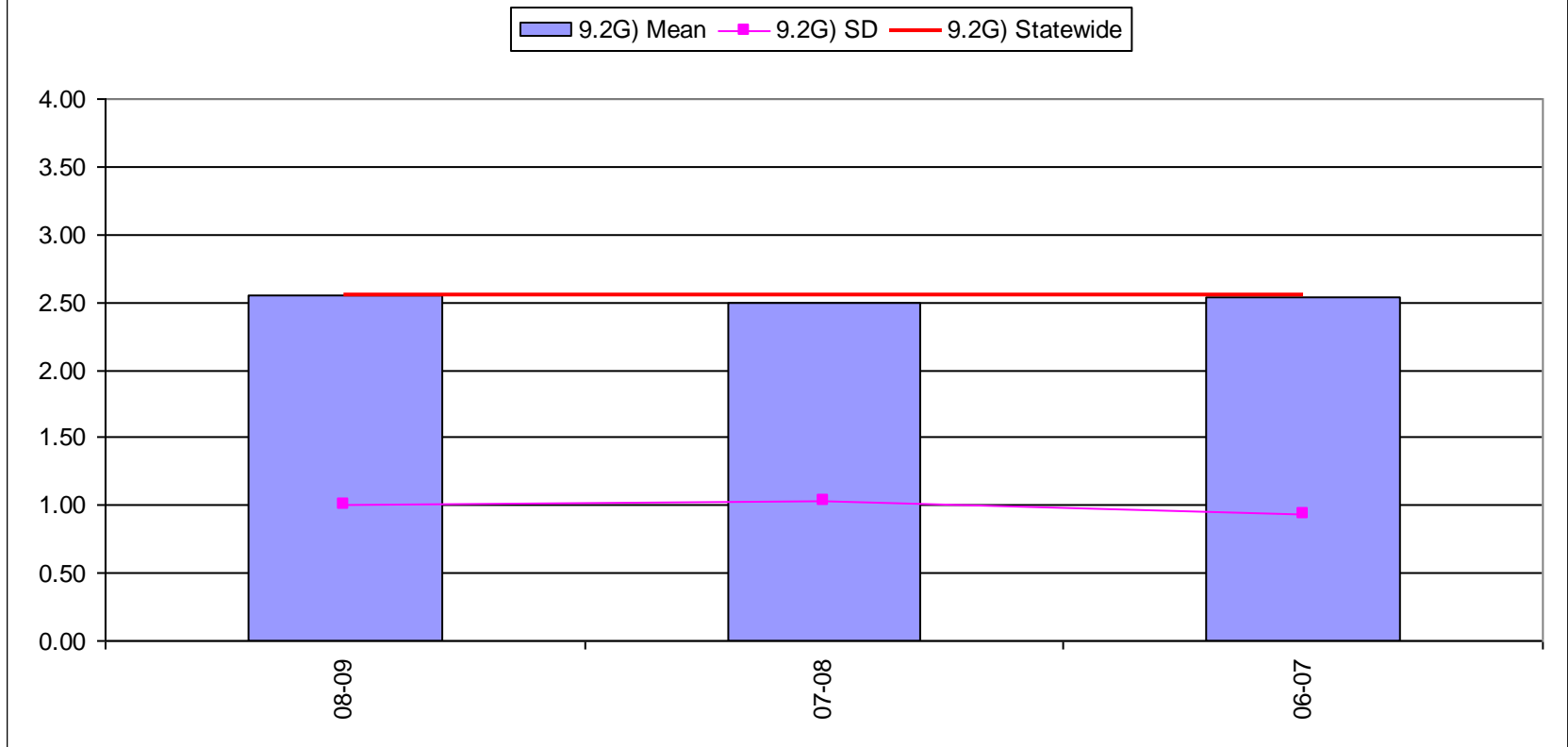
### 9.2E) Usefulness of Indepth Inquiry of Teaching Practices



### 9.2F) Usefulness of Reflection on Teaching

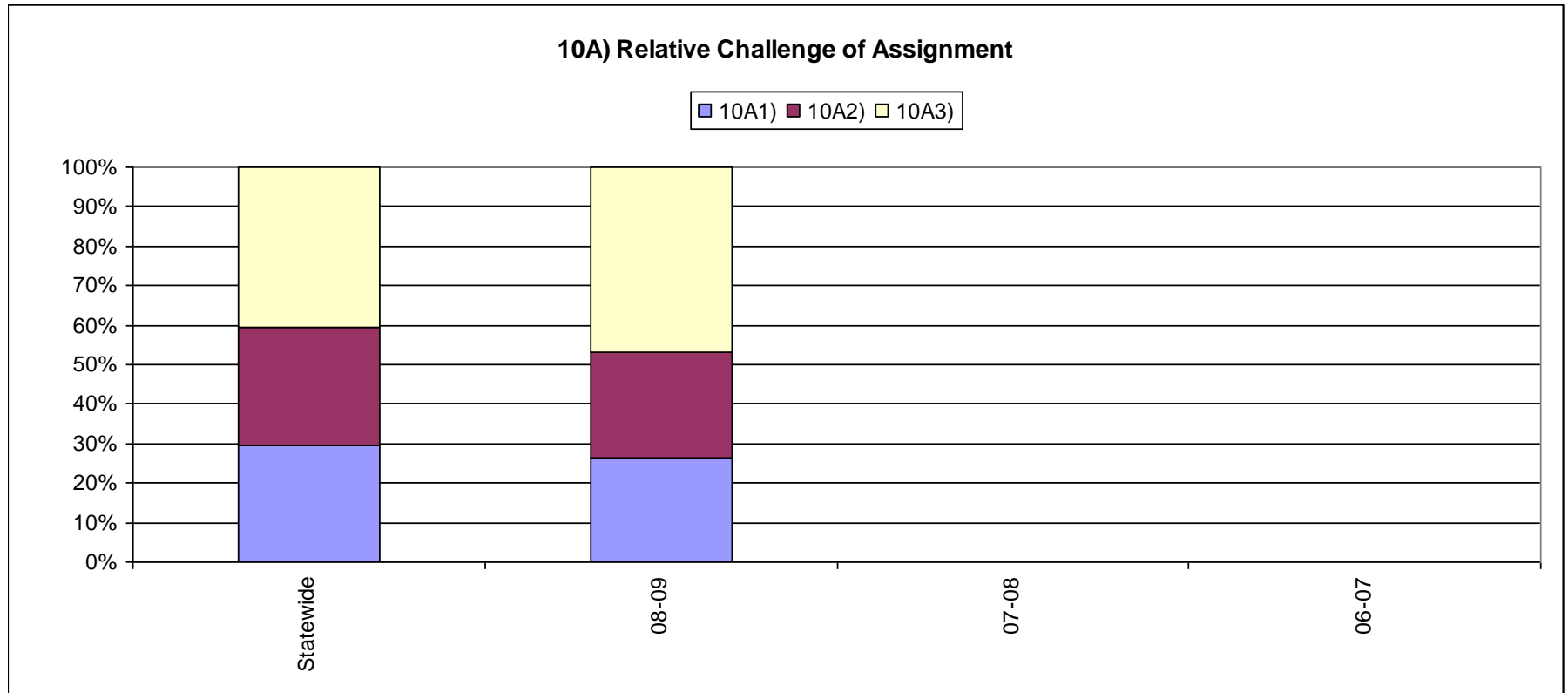


### 9.2G) Usefulness of Examining Teaching Against Criteria



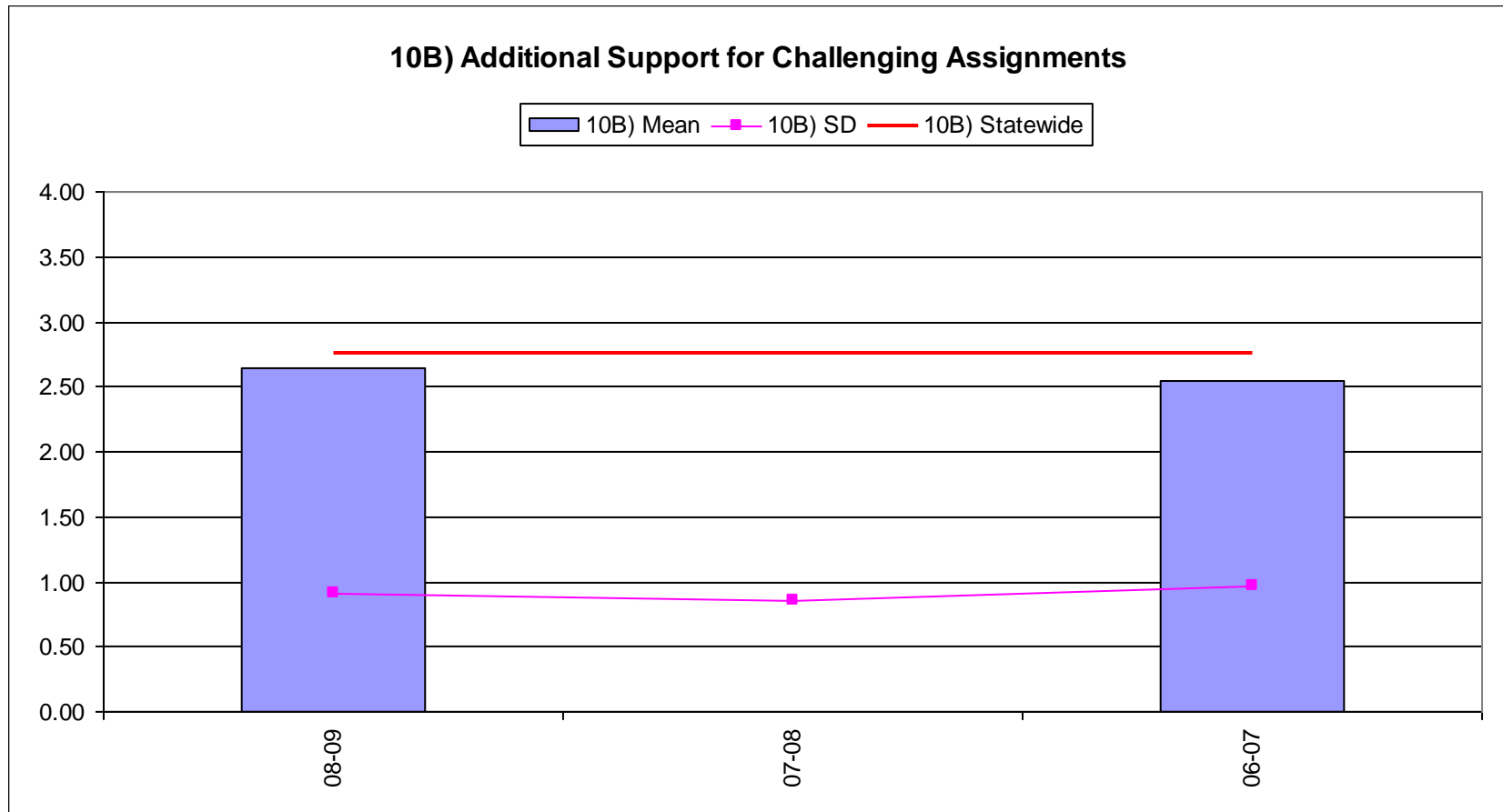
**Q10A. Was your teaching assignment more challenging than other teachers at your site? - CS 4 (11c)**

1 (Blue) = No; 2 (Red) = Somewhat; 3 (Yellow) = Yes (*Data not available for 07-08 or 06-07*)



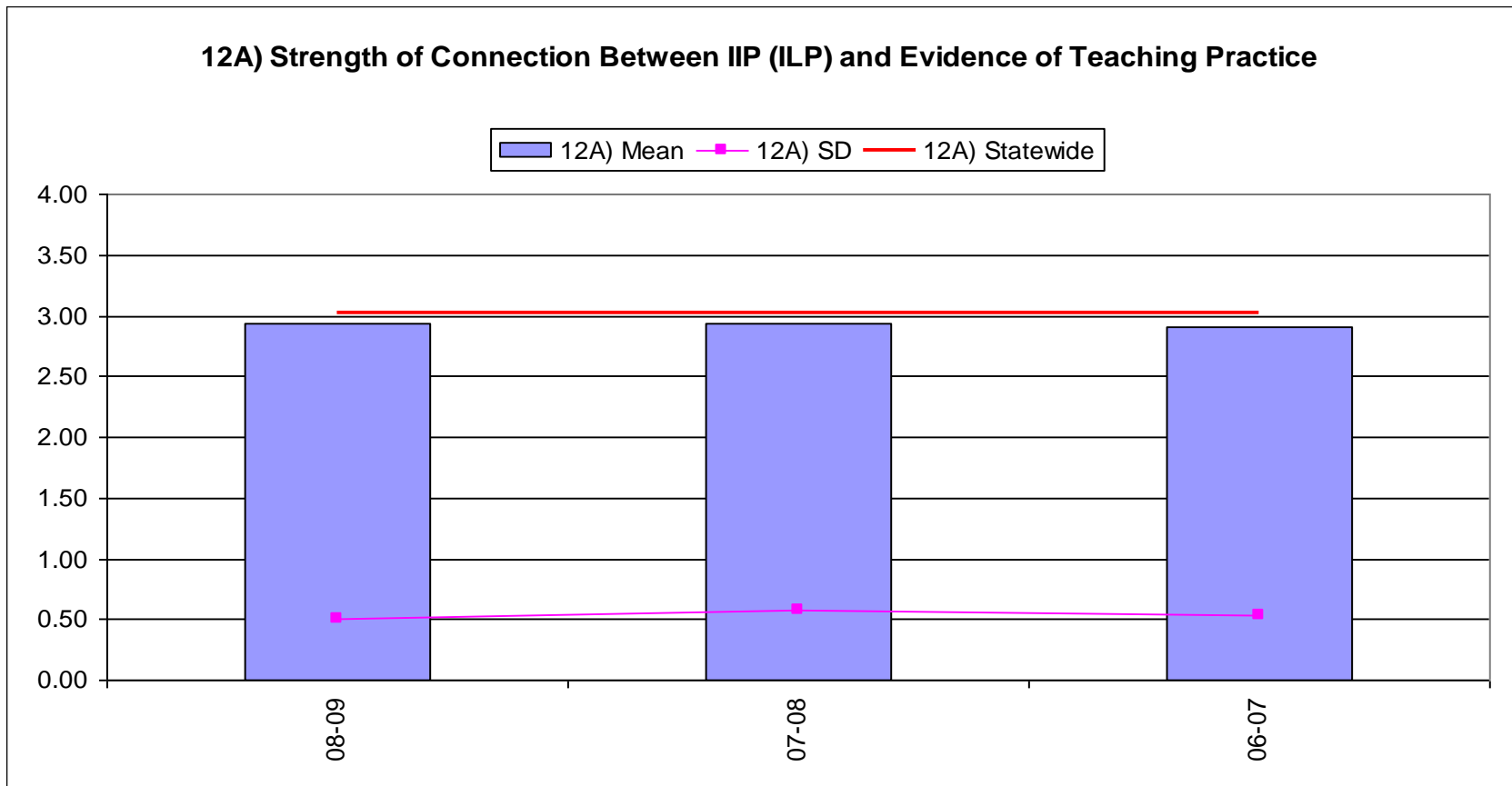
**Q 10B. If you answered 'yes' or 'somewhat' to 10a, did you receive additional support that was helpful? - CS 4 (11c) (Data not available for 07-08)**

1=No support 2= A little support 3=A moderate amount of support 4= A great deal of support

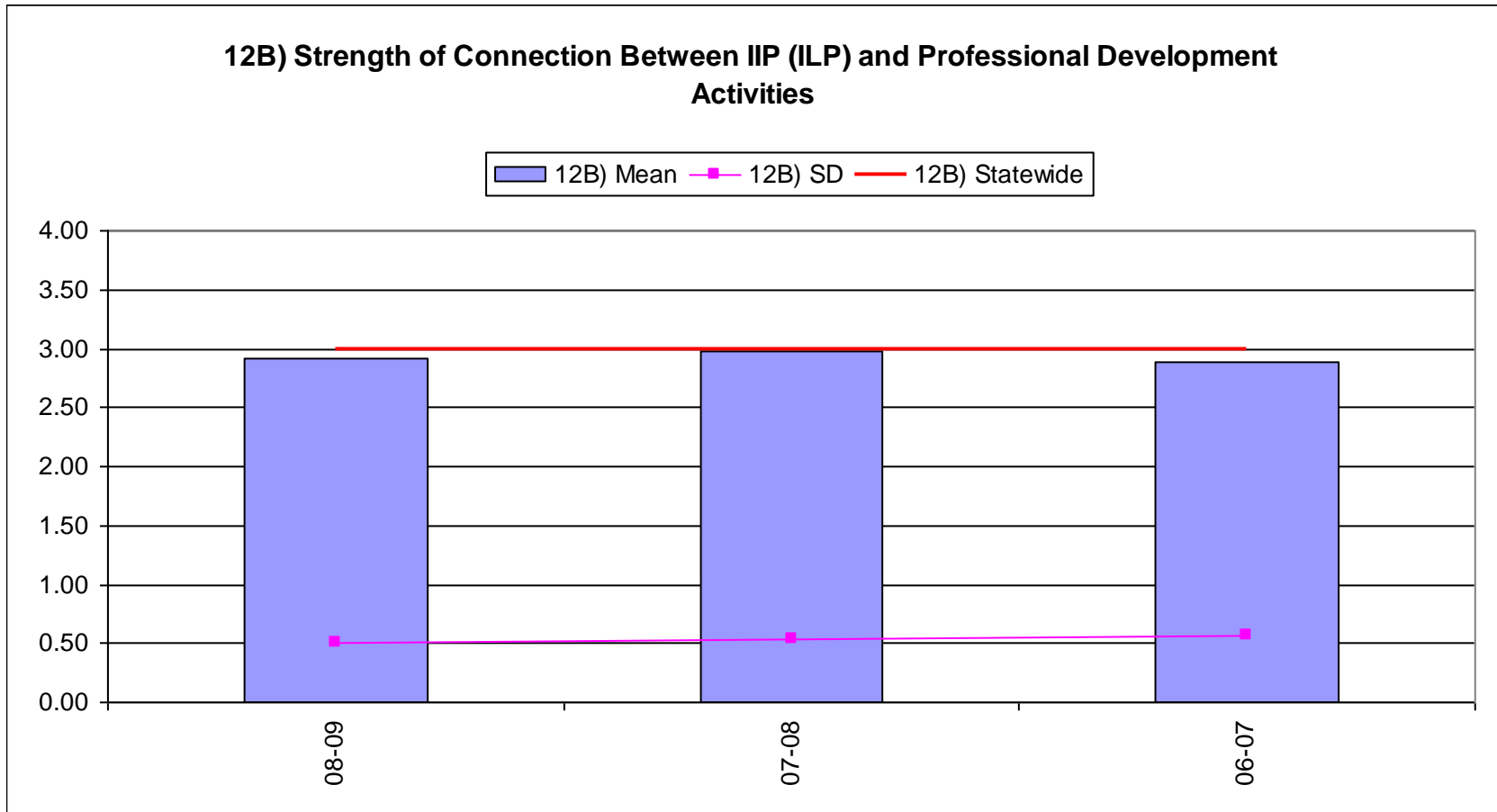


**Q12. How strong was the connection between the goals and activities of the IIP (ILP) and (a) evidence of your teaching practice collected through your formative assessment process - PS 3 and 4 (12ab, 13e, 14a); (b) your professional development activities - PS 3 and 4 (12c, 13e, 14a); (c) your work with your support provider PS 3 and 4 (12bcde, 13f, 14a)?**

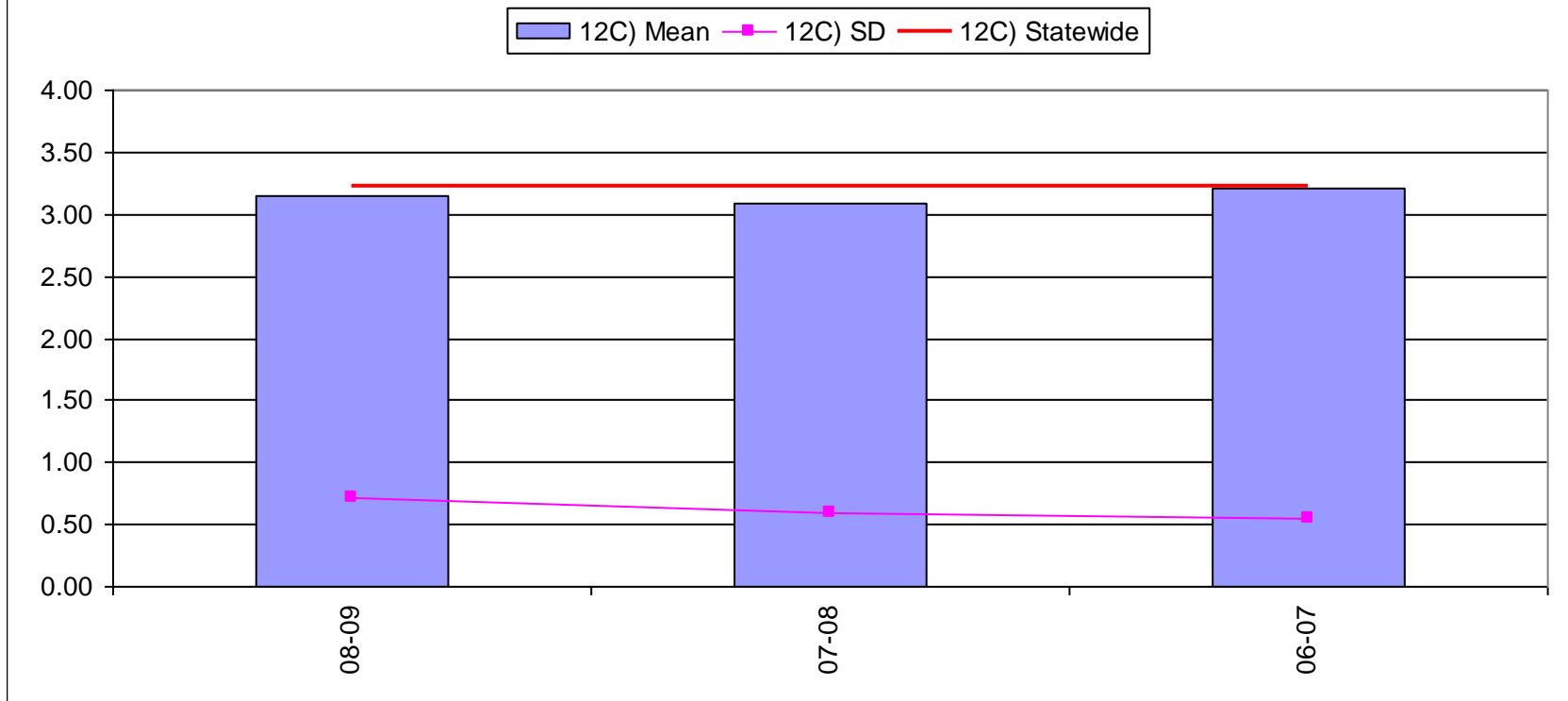
1=Very weak 2=Weak 3=Strong 4=Very strong



### 12B) Strength of Connection Between IIP (ILP) and Professional Development Activities



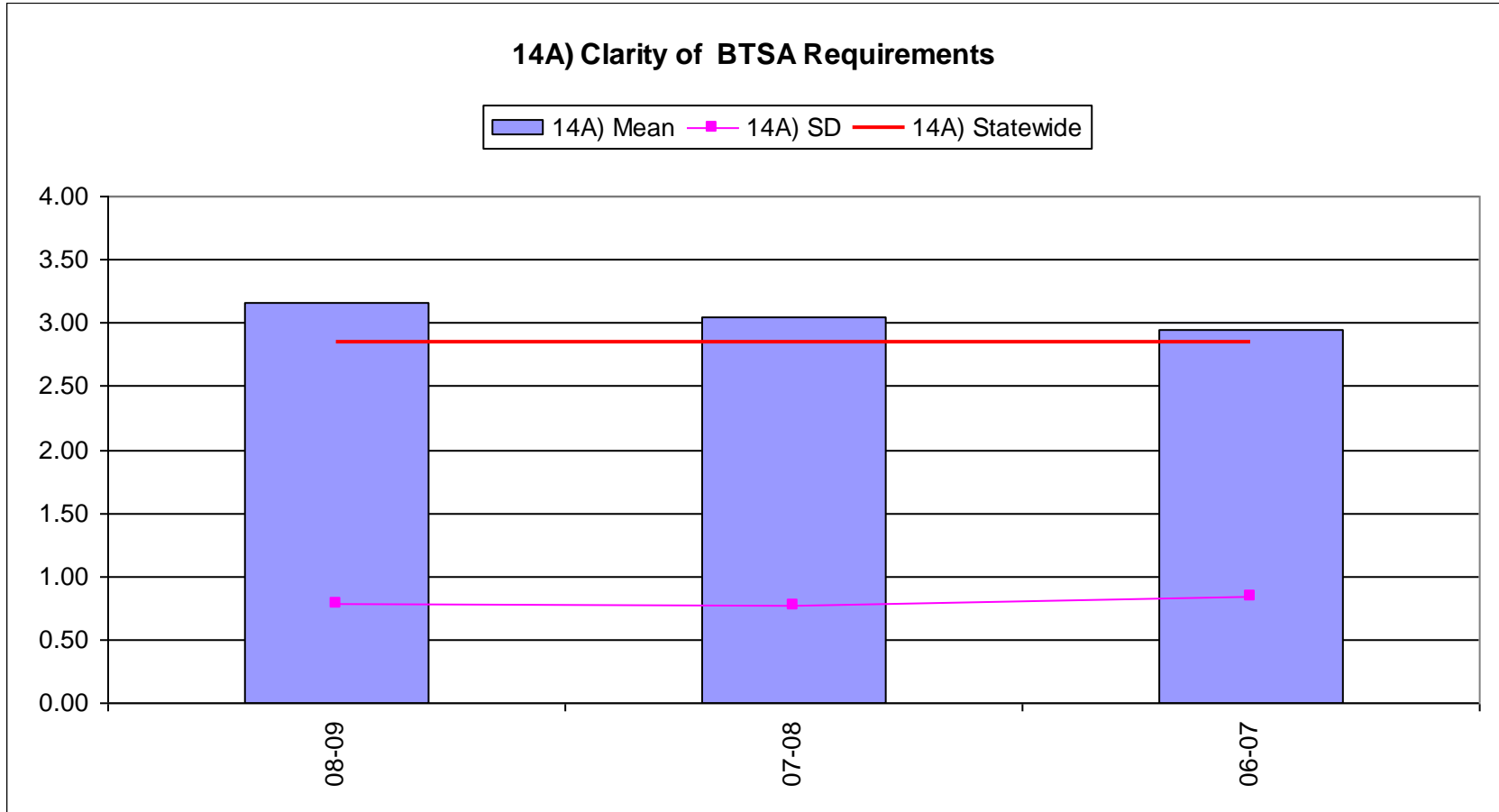
### 12C) Strength of Connection Between IIP (ILP) and Work with SP



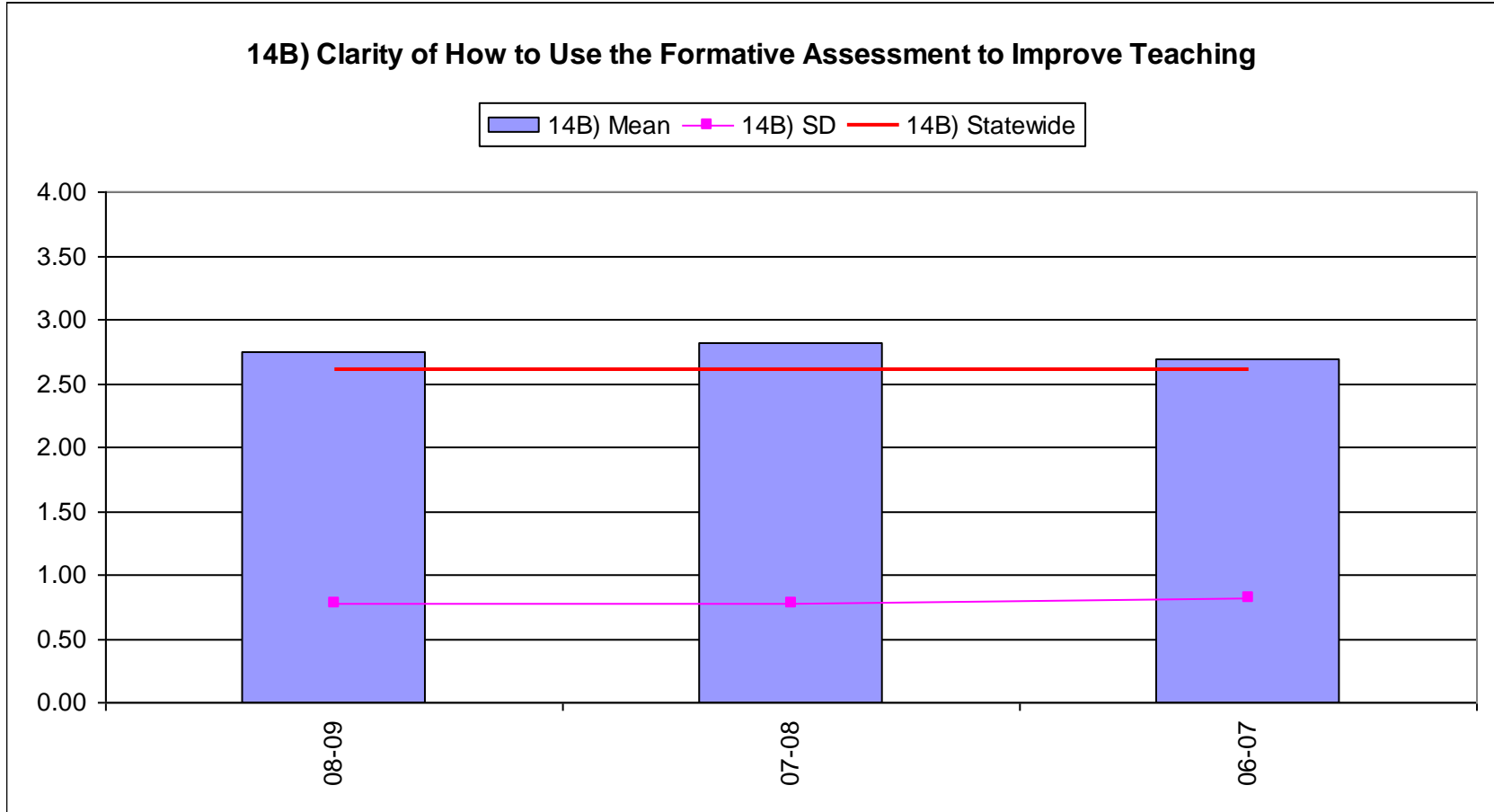


**Q 14. How clear were the aspects of the BTSA program: (a) Requirements and expectations for BTSA participation - CS6 (6abce, 10cf, 14a); (b) How to use the formative assessment to improve your teaching practice PS 3 and 4 (6abce, 10cf, 12d); (c) Your BTSA plan for professional growth - PS 3 and 4 (6abce, 10c, 12abcd)**

1=Not clear 2=Somewhat clear 3=Clear 4=Very clear

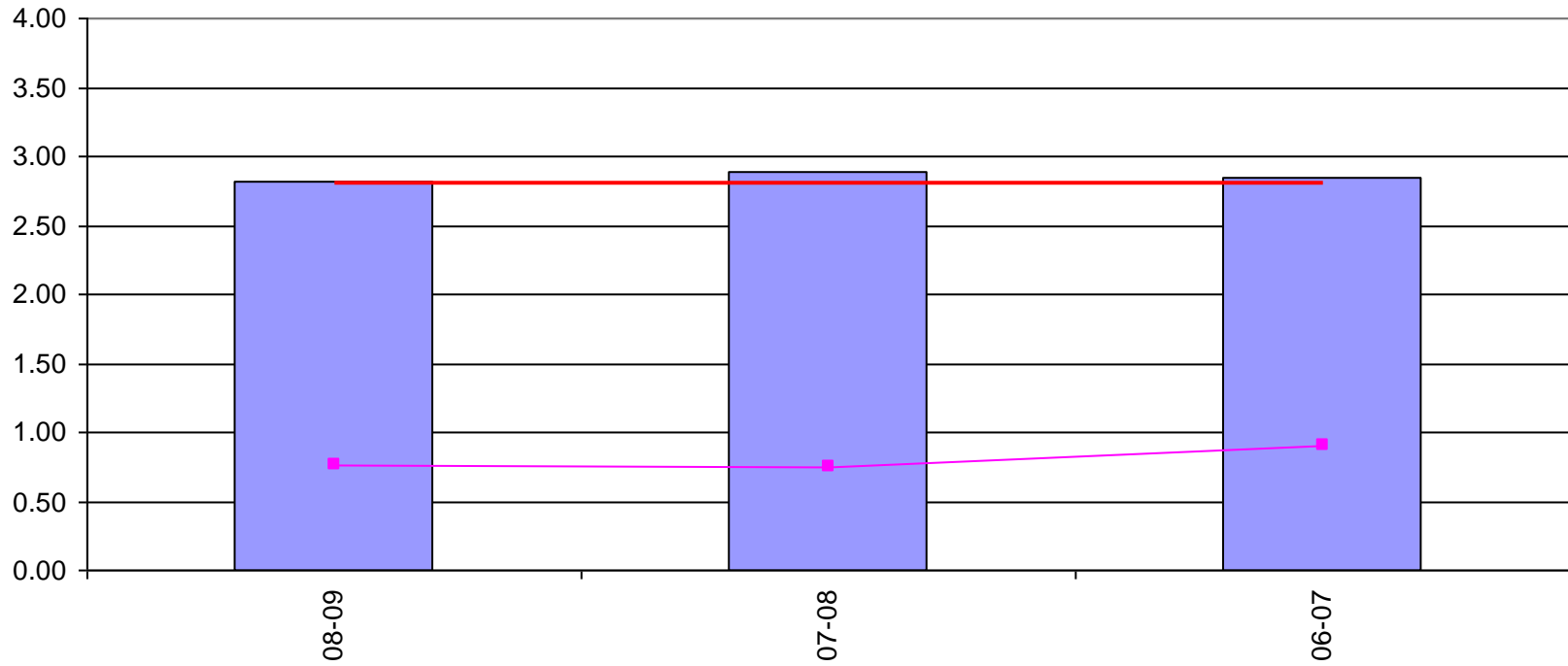


### 14B) Clarity of How to Use the Formative Assessment to Improve Teaching



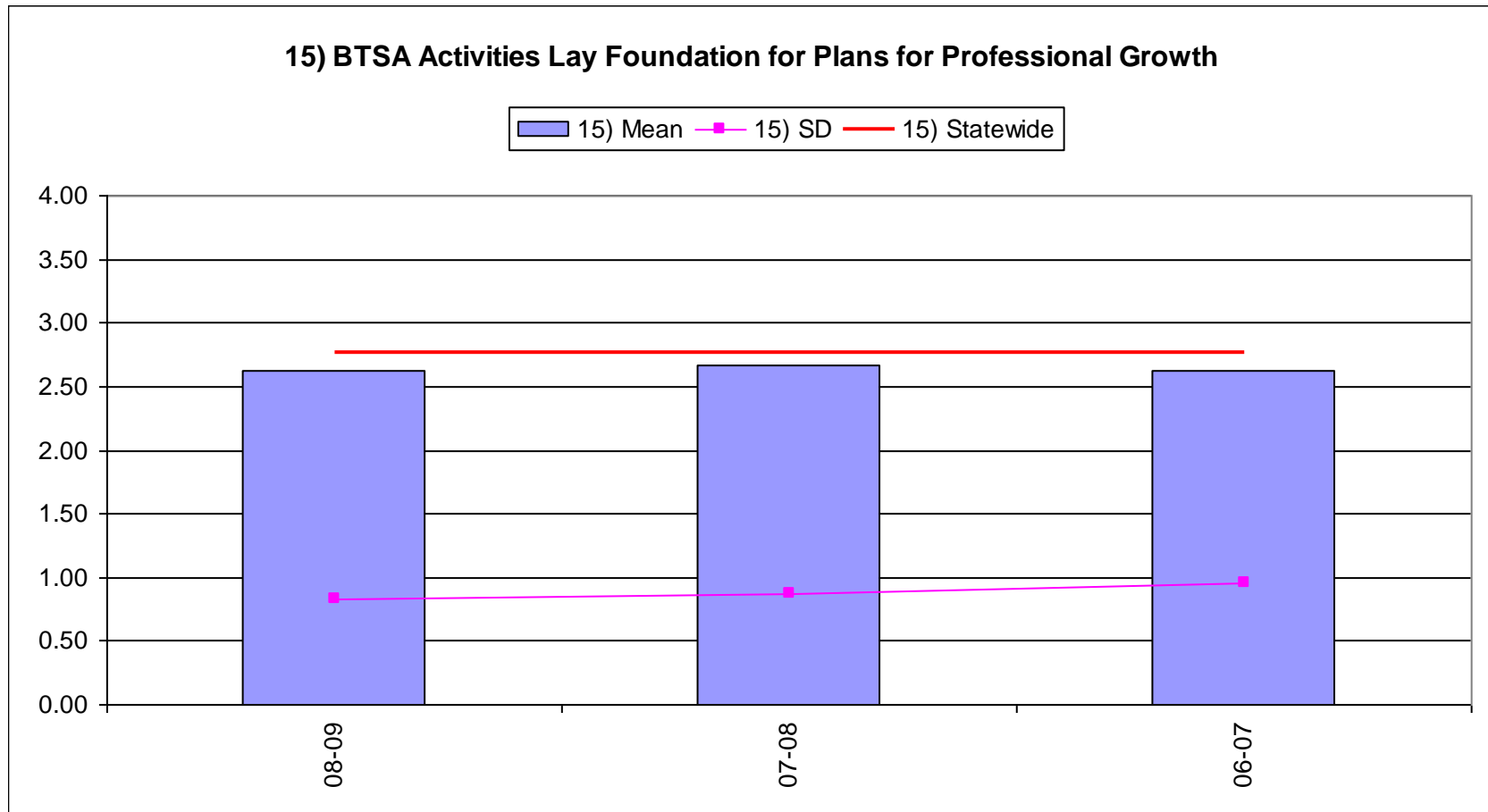
### 14C) Clarity of BTSA Plan for Professional Growth (IIP/ILP)

14C) Mean 14C) SD 14C) Statewide



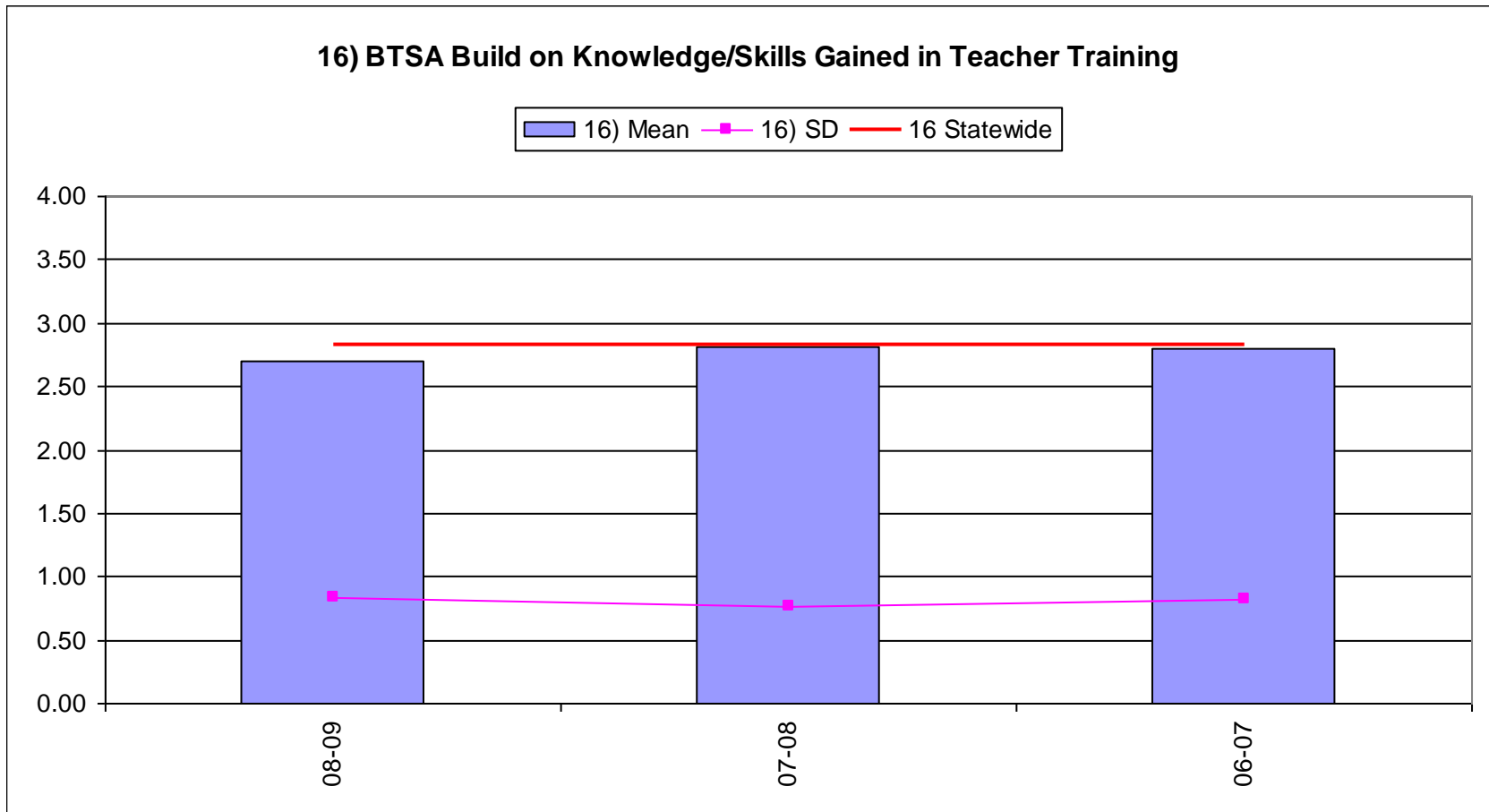
**Q 15. To what degree did your BTSA activities lay a foundation for your own plans for ongoing professional growth in the future? - PS 4 (7d, 10g)**

1 = Not at all; 2 = A little; 3 = Moderately; 4 = Greatly

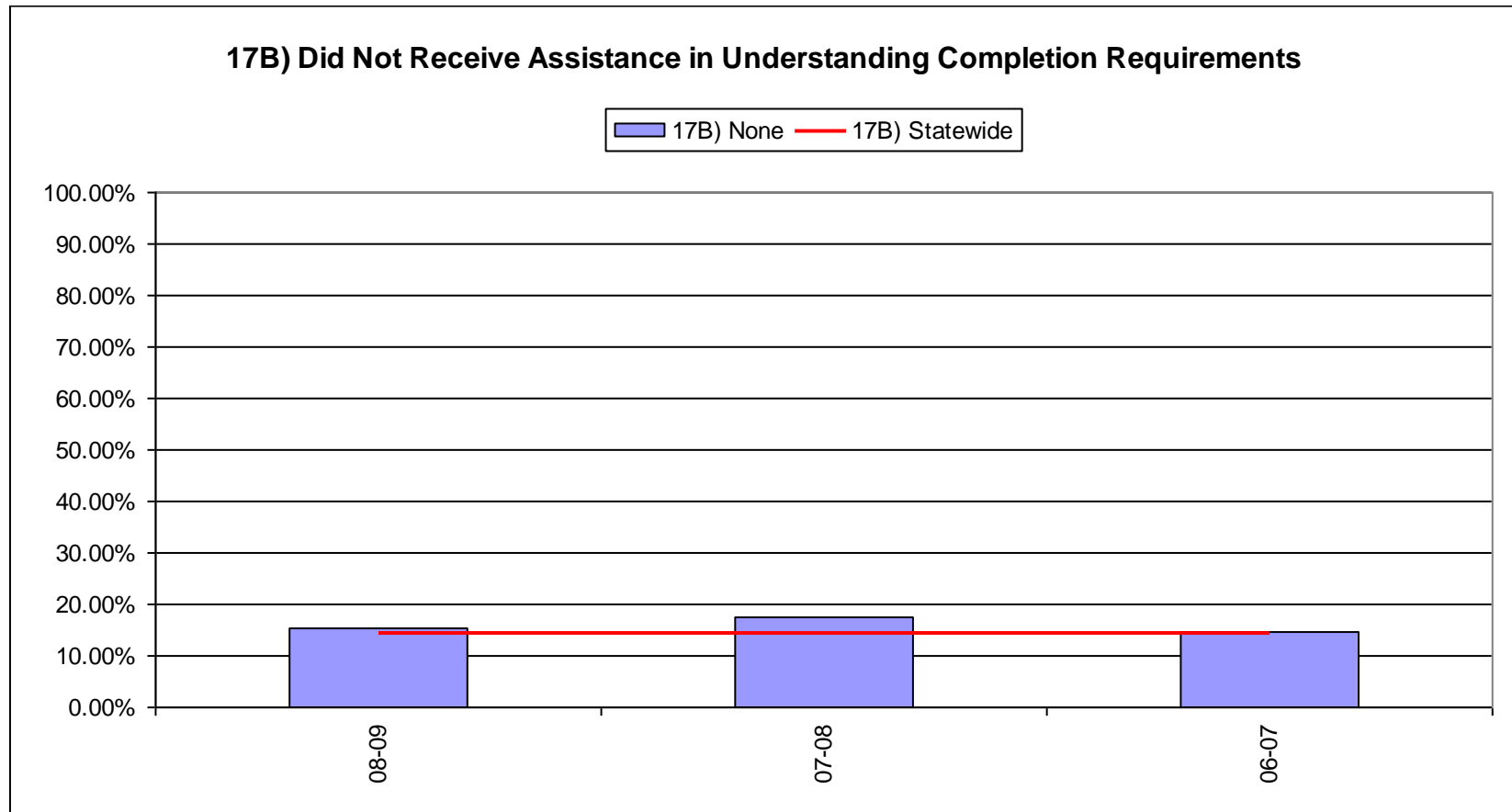


**Q 16. To what degree did your BTSA Induction activities build upon the knowledge, skills and abilities you developed as part of your university, college or intern work? - PS 1 and 2 (5ac, 7d, 10gh, 12b, 14a, 15ab)**

1=Not at all 2=A little 3=Moderately 4=Greatly



**Q 17. When did you receive advice and assistance in understanding the completion requirements of Induction: (b) Did not receive advice; (c) At point of hire; (d) During BTSA program orientation; (e) At individual assessment)? - CS6 (6abcf, 10cf)**



**Q 18. To what extent do you believe that BTSA helped you...**

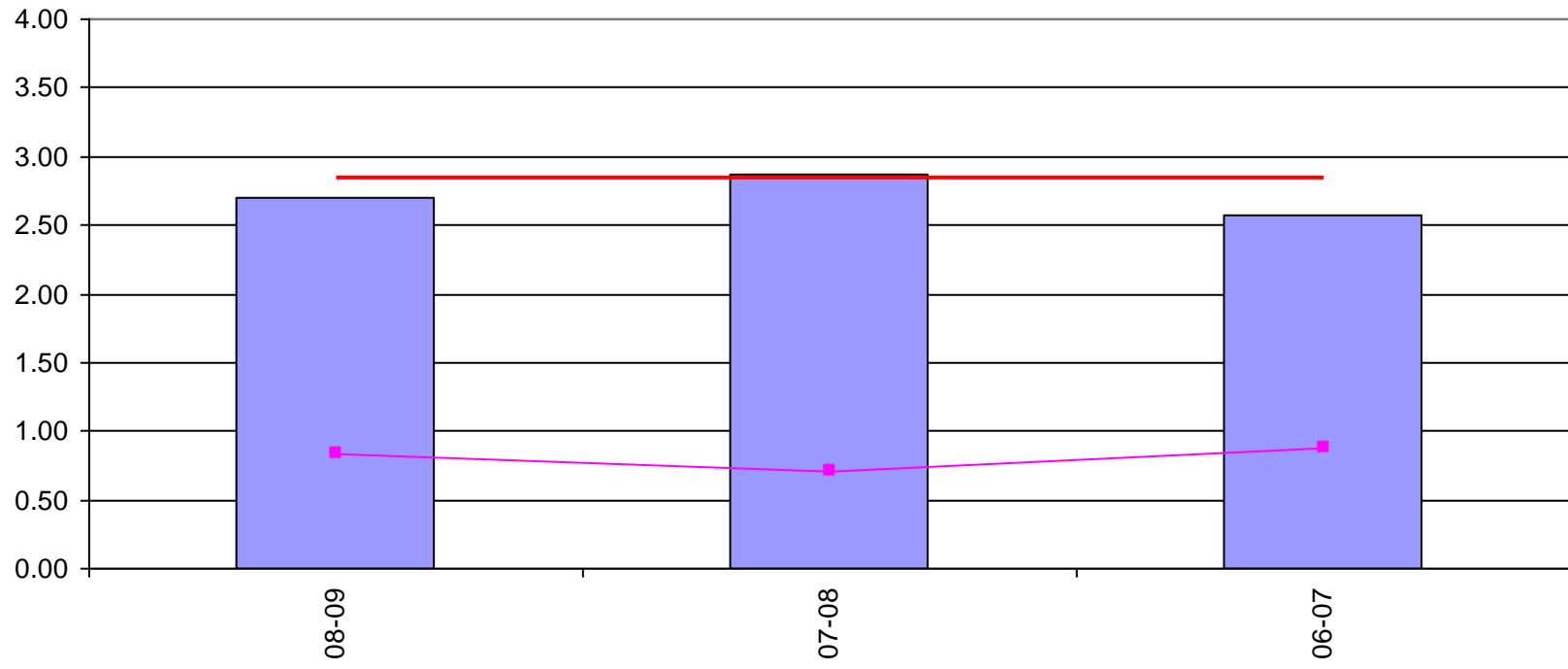
- 18a. Improve your teaching knowledge and skills - PS 5 and 6 (IS 10b, 13abcdefgh, 14a, 11d, 15abc)
- 18b. Improve your ability to use standards-based instruction - PS 5 and 6 (IS 10bd, 13abcdefgh, 15be, 17cd, 19abcd, 8c)
- 18c. Improve your ability to use standards-based assessment - PS 5 and 6 (IS 10bd, 13abcdefgh, 14a, 15bf, 17abcdefg, 19abcde, 19abcefgghijk, 8c)
- 18d. Meet your students' differing needs - PS 5 and 6 (IS 10bce, 13abcdefgh, 15cde, 17abcefg, 18abg, 20b)
- 18e. Understand performance levels for students - PS 5 and 6 (IS 10bef, 13abcdefgh, 15e, 18cefgghijk, 5d, 6c, 8c, 15f, 17c)
- 18f. Use technology to support student learning - PS 5 and 6 (IS 10b, 12abcdefg, 13abcdefgh, 16abcdefg)
- 18g. Teach English learners - PS 5 and 6 (IS 10be, 12a, 13abcdefgh, 19a)
- 18h. Create a supportive and healthy environment for student learning - PS 5 and 6 (IS 10b, 12a, 13abcdefgh, 15d, 18abcdefg)
- 18i. Address equity and diversity in your teaching - PS 5 and 6 (IS 10be, 12a, 13abcdefg, 17b)
- 18j. Teach special student populations - PS 5 and 6 (IS 10be, 12a, 13abcdefg, 15e, 20abcdef, 17)
- 18k. Classroom management - PS 5 and 6 (IS 10b, 13abcdefgh, 15d)
- 18l. Analyze student work - PS 5 and 6 (IS 10b, 13abcdefgh, 19bcdefghijk, 20bcdef)
- 18m. Work with families of students - (PS 5 and 6 IS 10b, 13abcdefgh, 15g, 17b, 19k)
- 18n. Subject matter pedagogy - PS 5 and 6 (IS 10b, 13abcdefgh, 14bh, 17)
- 18o. Improve student achievement - PS 5 and 6 (IS 10be, 13abcdefgh, 15f, 17abcdefg, 19defghijk)

1=Not at all; 2=Somewhat helpful; 3=Helpful; 4=Very helpful

(Charts on following pages)

### 18A) BTSA Helped Improve Teaching Knowledge & Skills

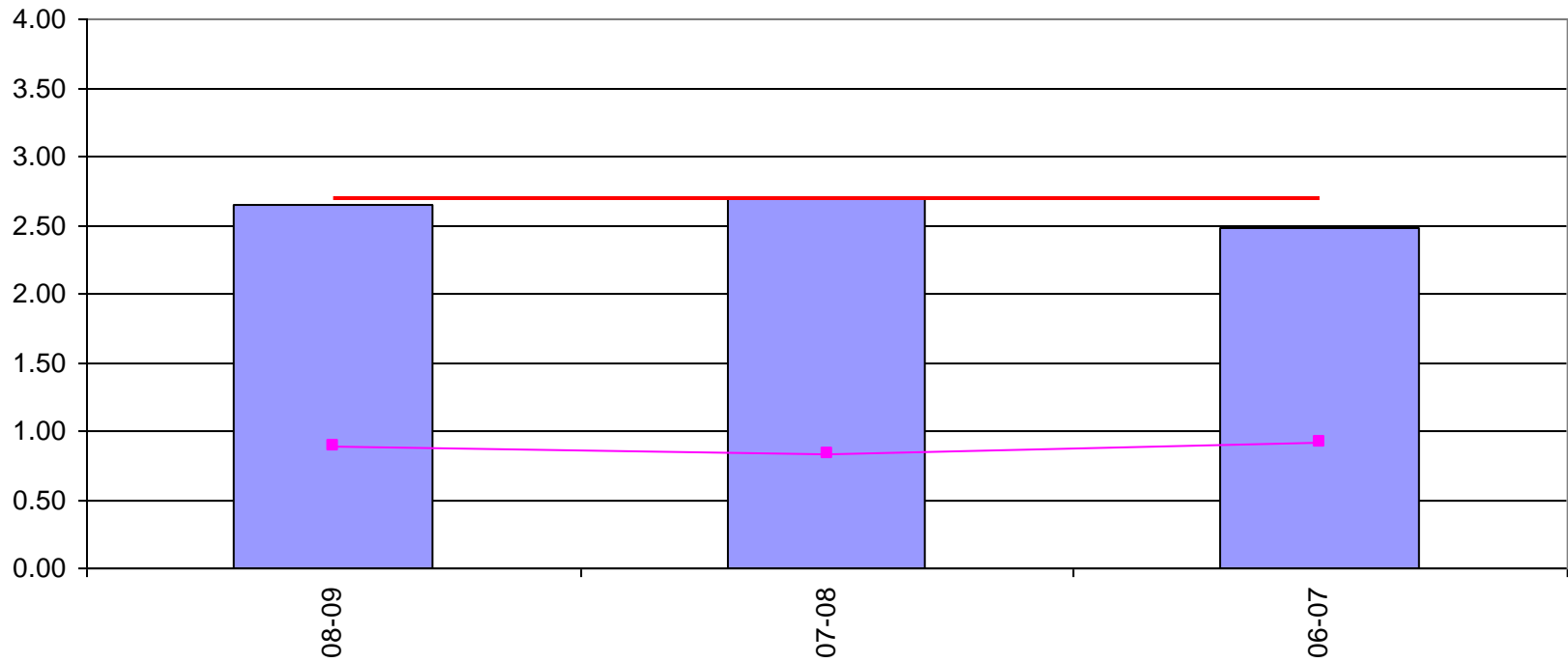
18A) Mean 18A) SD 18A) Statewide



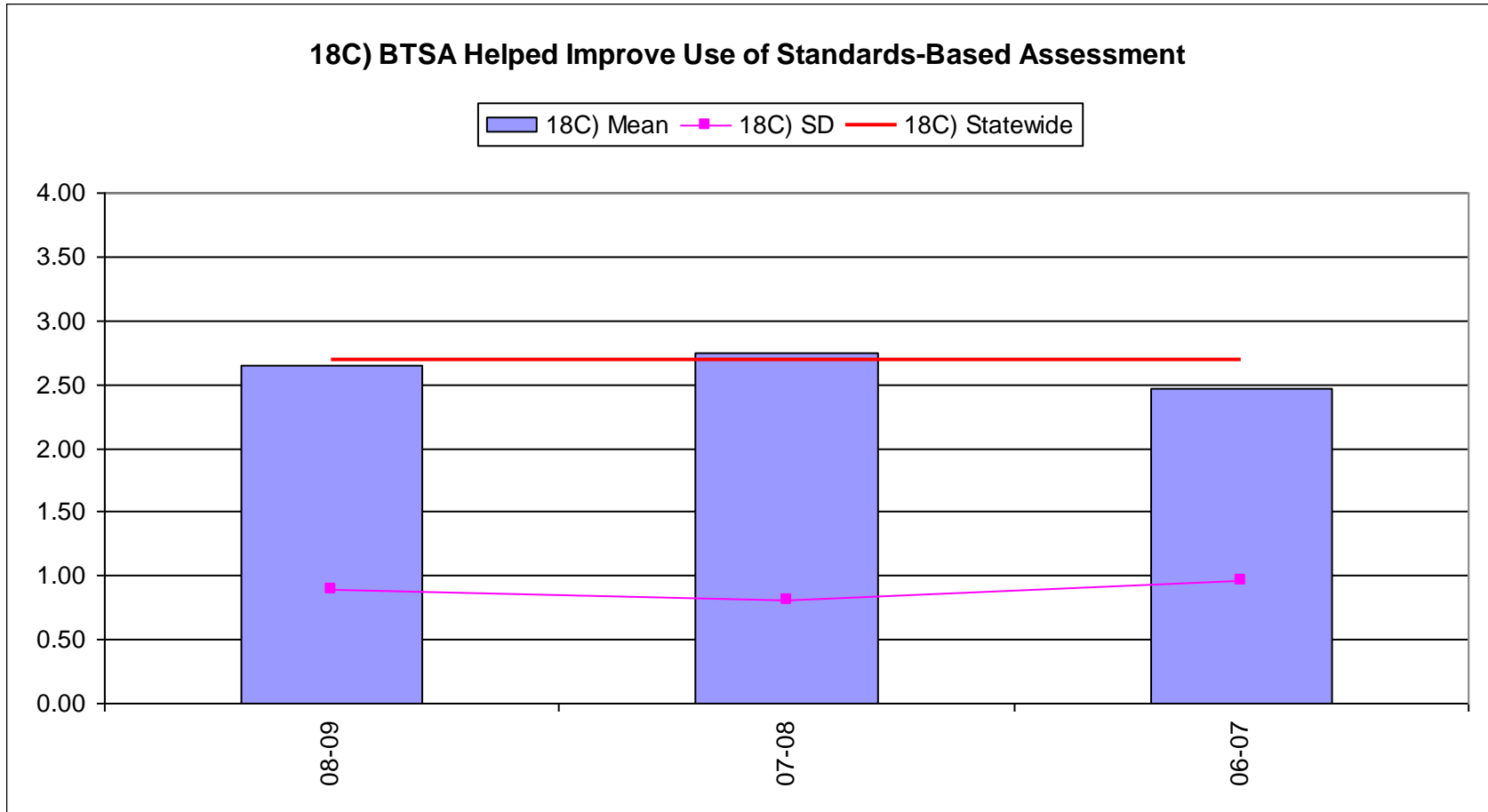


### 18B) BTSA Helped Improve Use of Standards-Based Instruction

18B) Mean 18B) SD 18B) Statewide

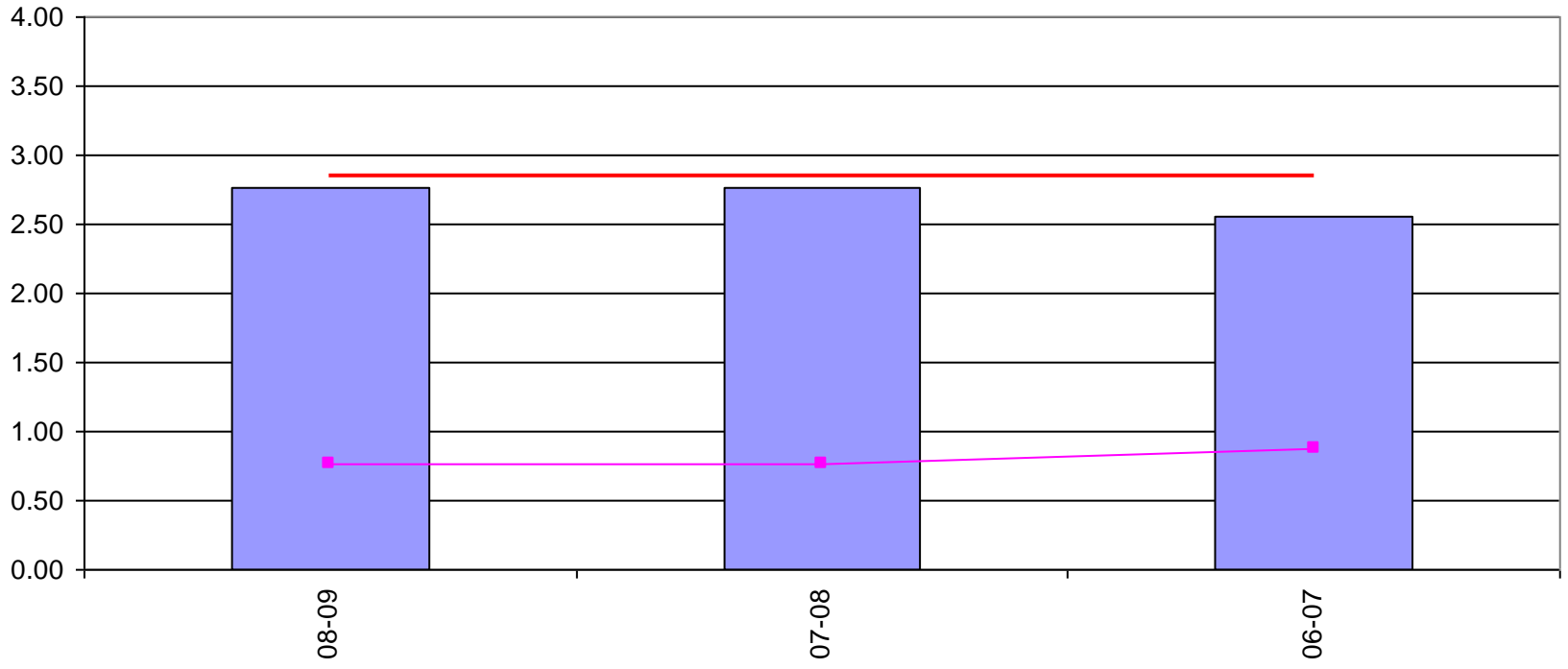


### 18C) BTSA Helped Improve Use of Standards-Based Assessment

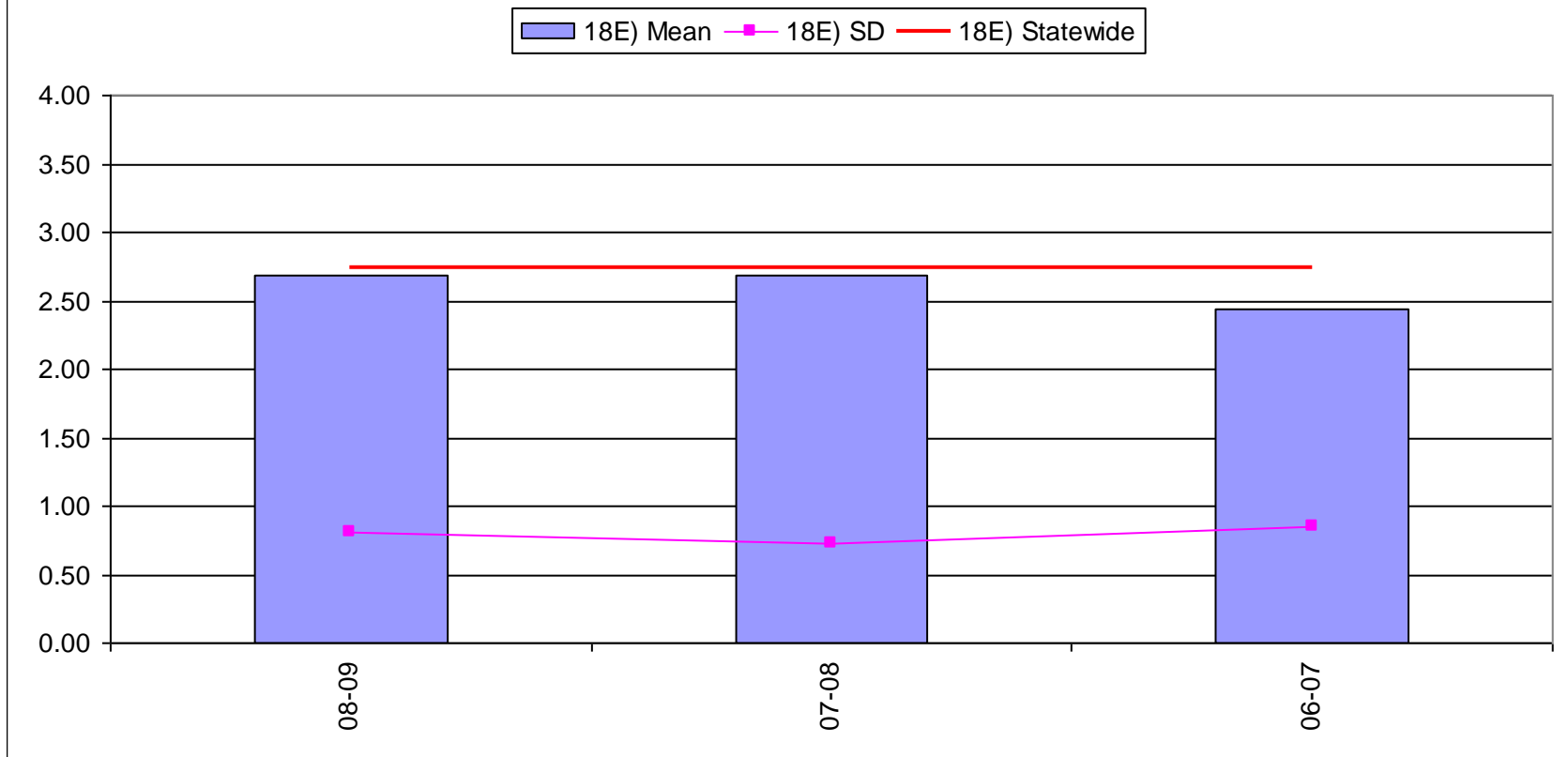


### 18D) BTSA Helped Meet Students' Differing Needs

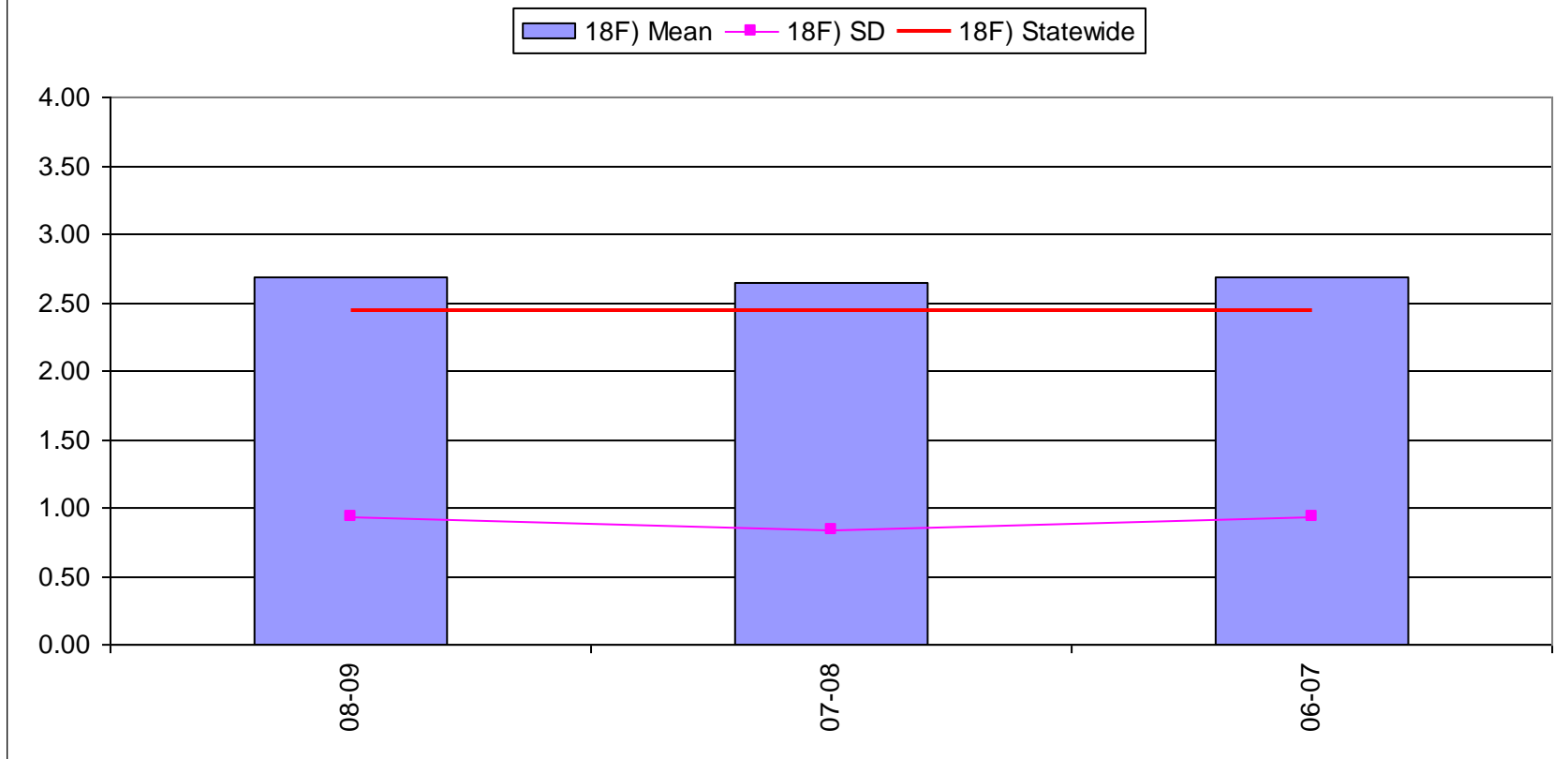
18D) Mean 18D) SD 18D) Statewide



### 18E) BTSA Helped Understand Student Performance Levels

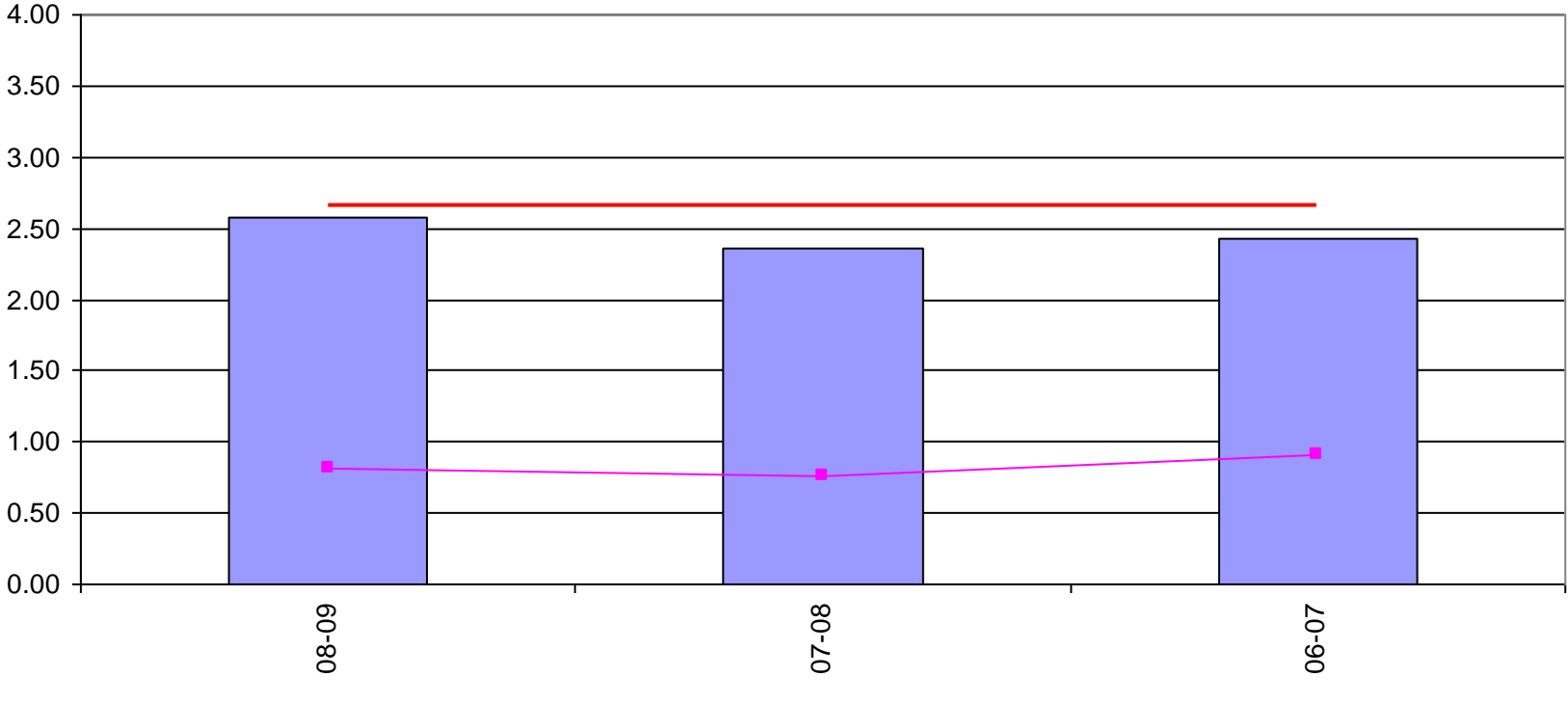


### 18F) BTSA Helped Use Technology to Support Student Learning



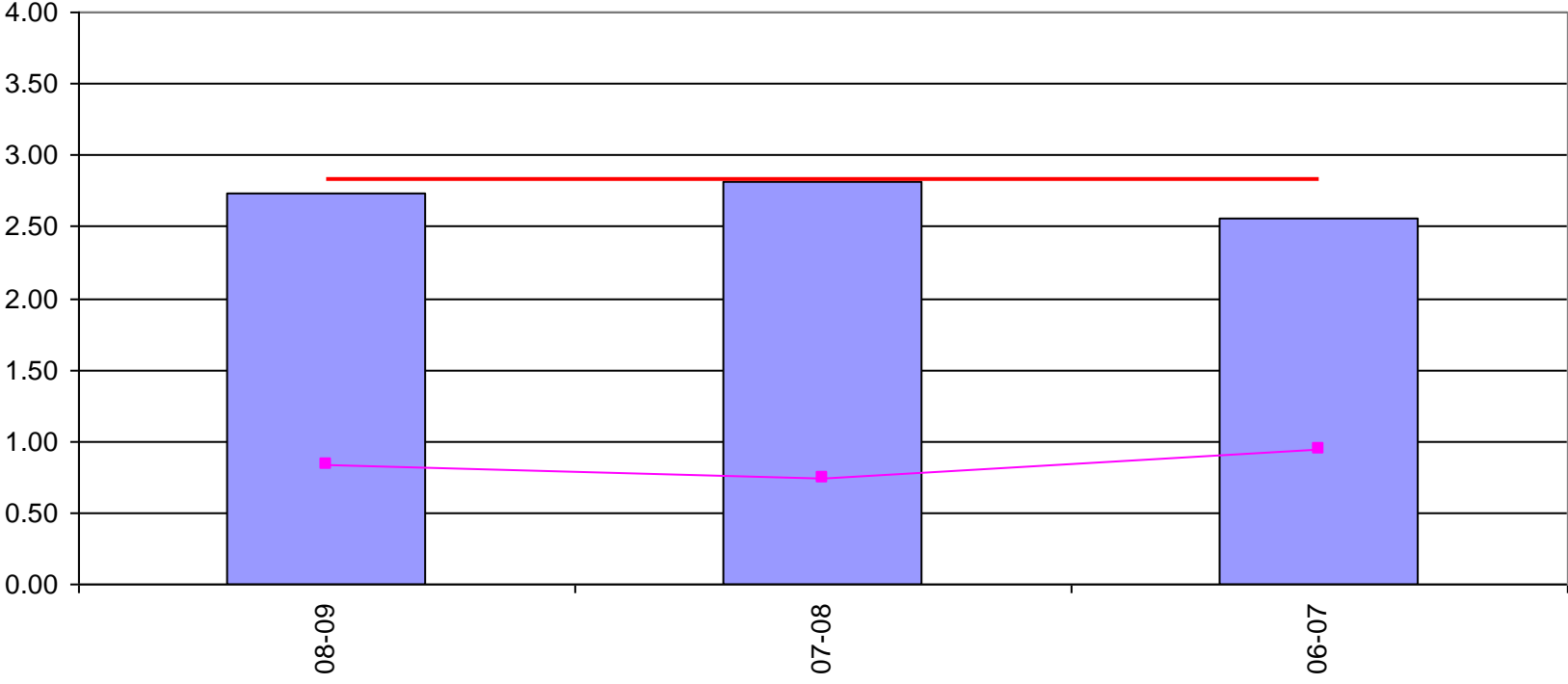
### 18G) BTSA Helped Teach English Learners

18G) Mean 18G) SD 18G) Statewide



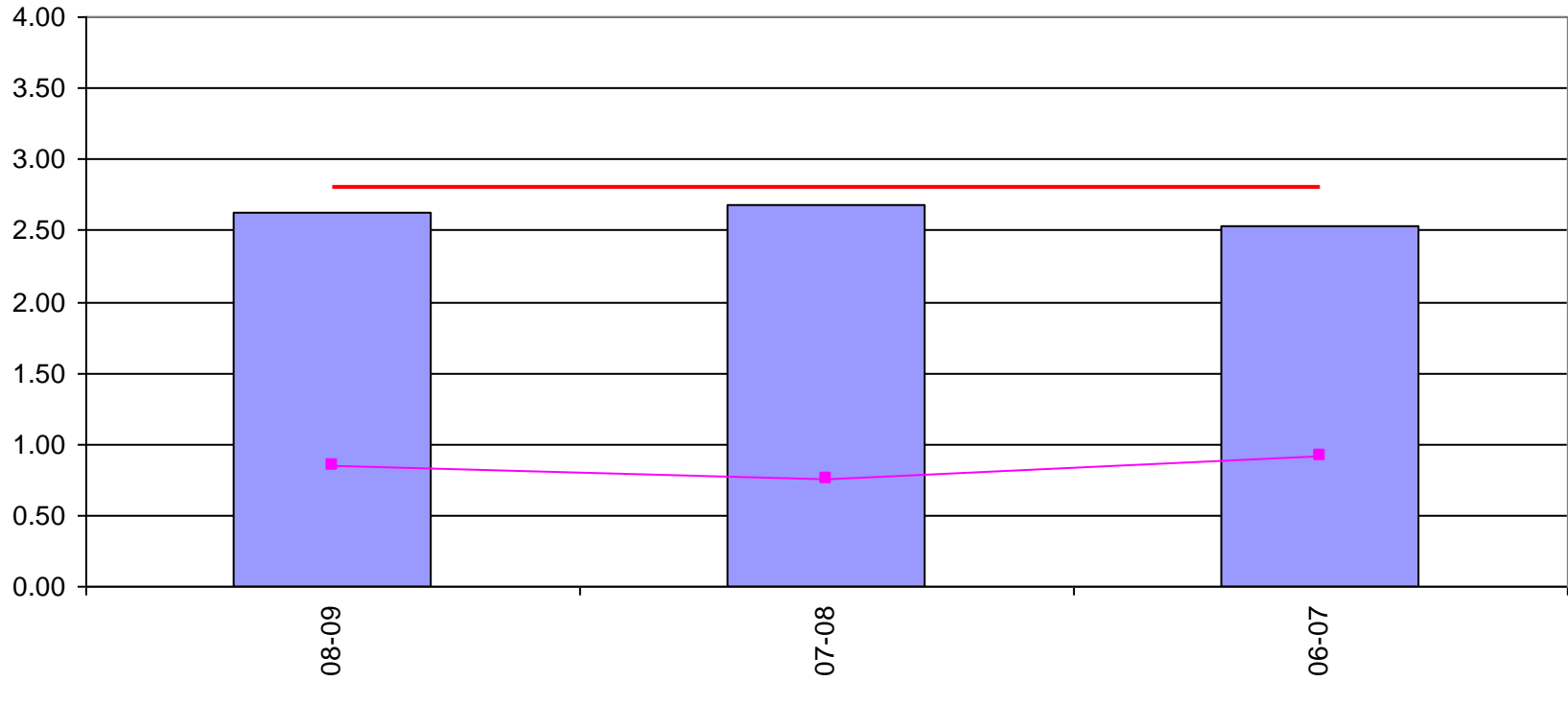
### 18H) BTSA Helped Create a Supportive & Healthy Environment for Student Learning

18H) Mean 18H) SD 18H) Statewide



### 18i) BTSA Helped Address Equity and Diversity

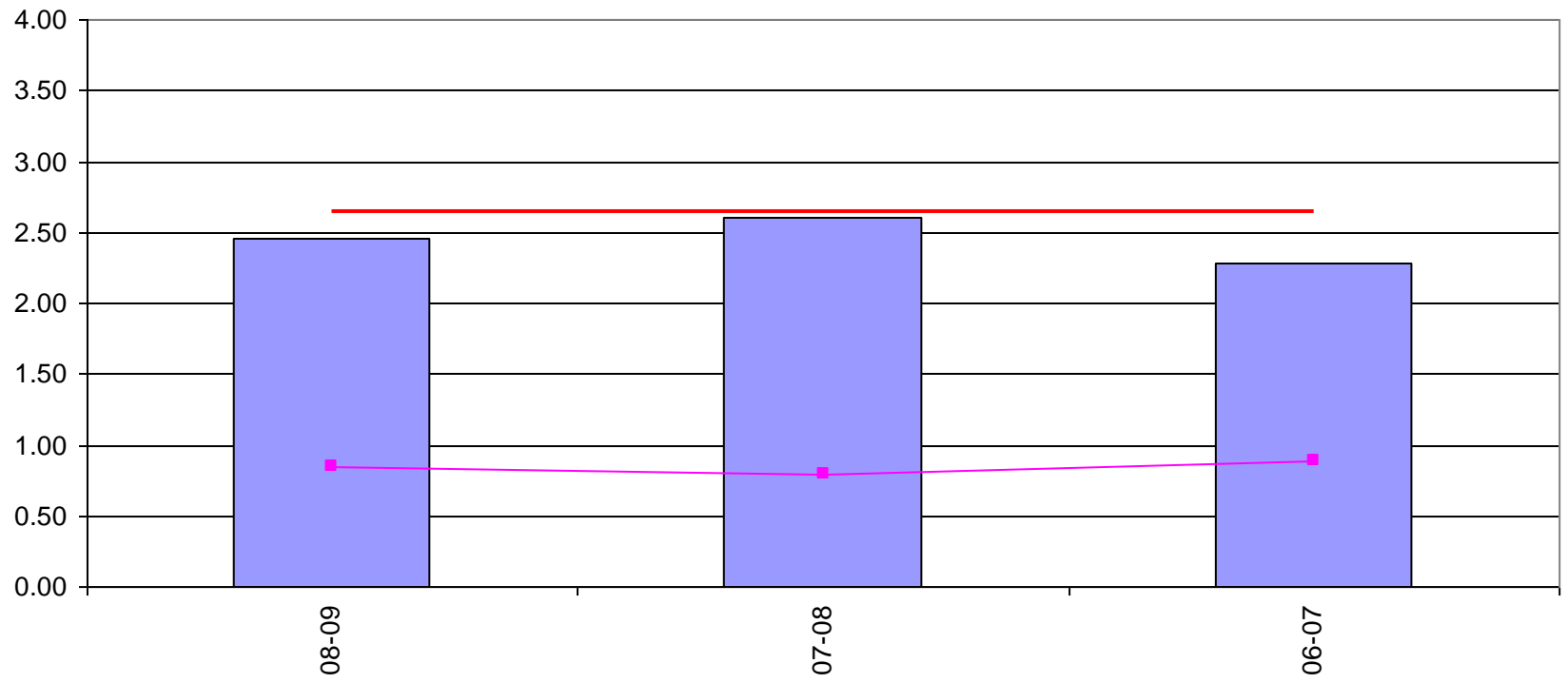
18i) Mean 18i) SD 18i) Statewide





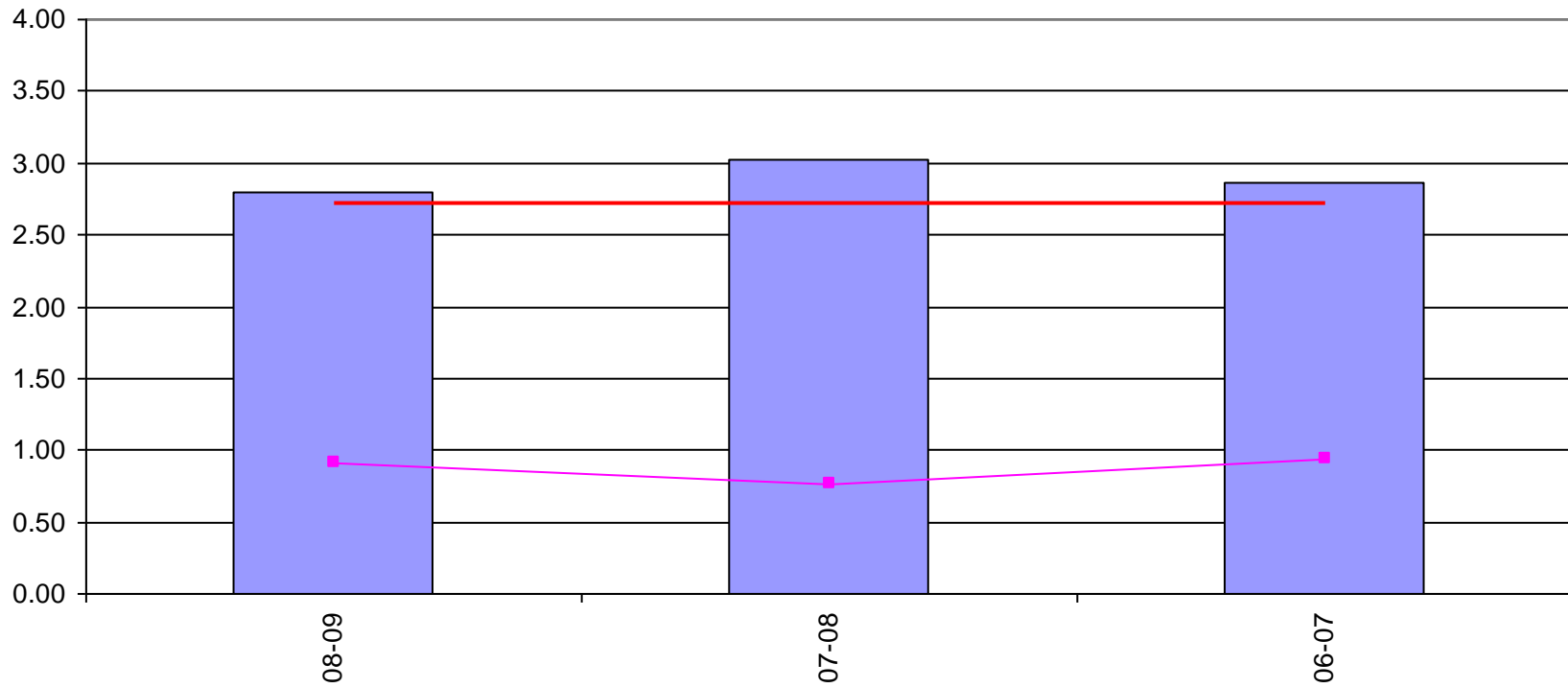
### 18J) BTSA Helped in Teaching Special Populations

18J) Mean 18J) SD 18J) Statewide



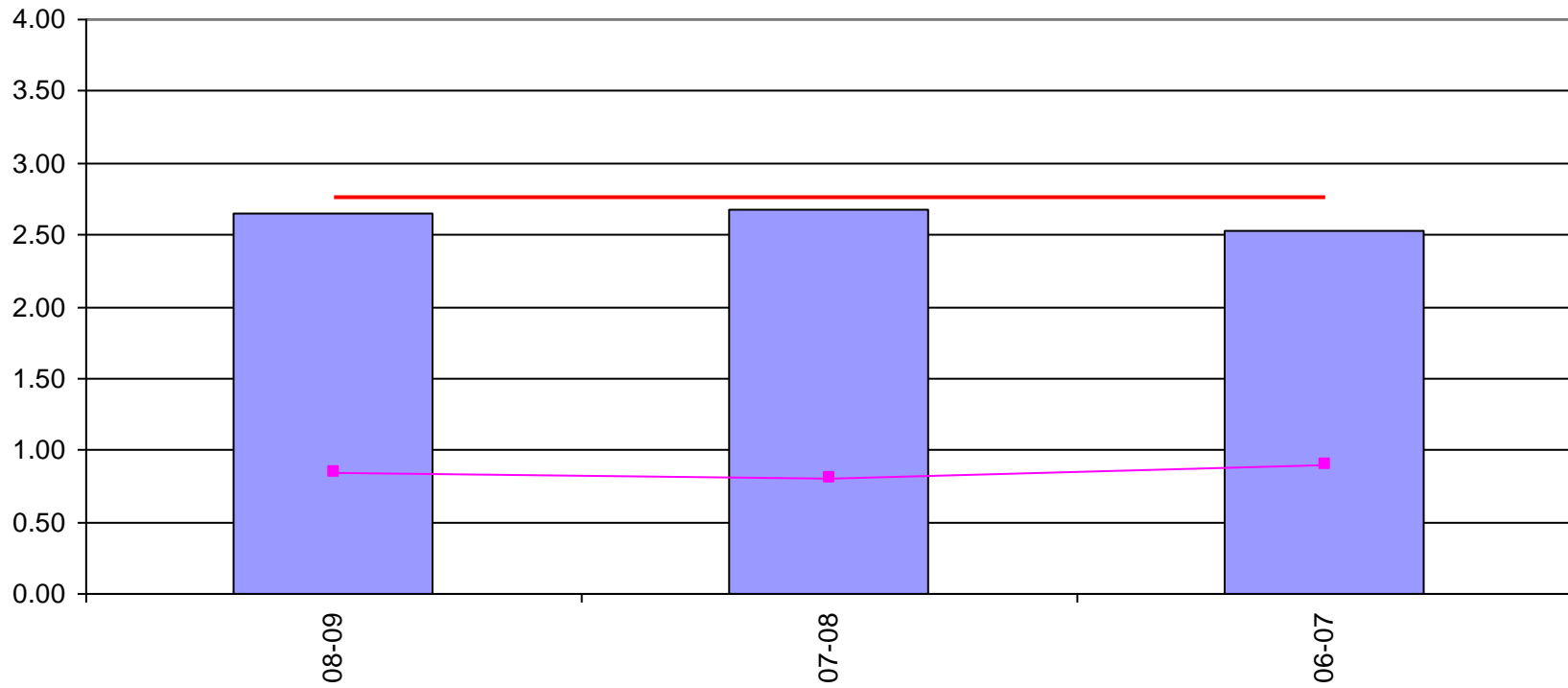
### 18K) BTSA Helped in Teaching Classroom Management

18K) Mean 18K) SD 18K) Statewide



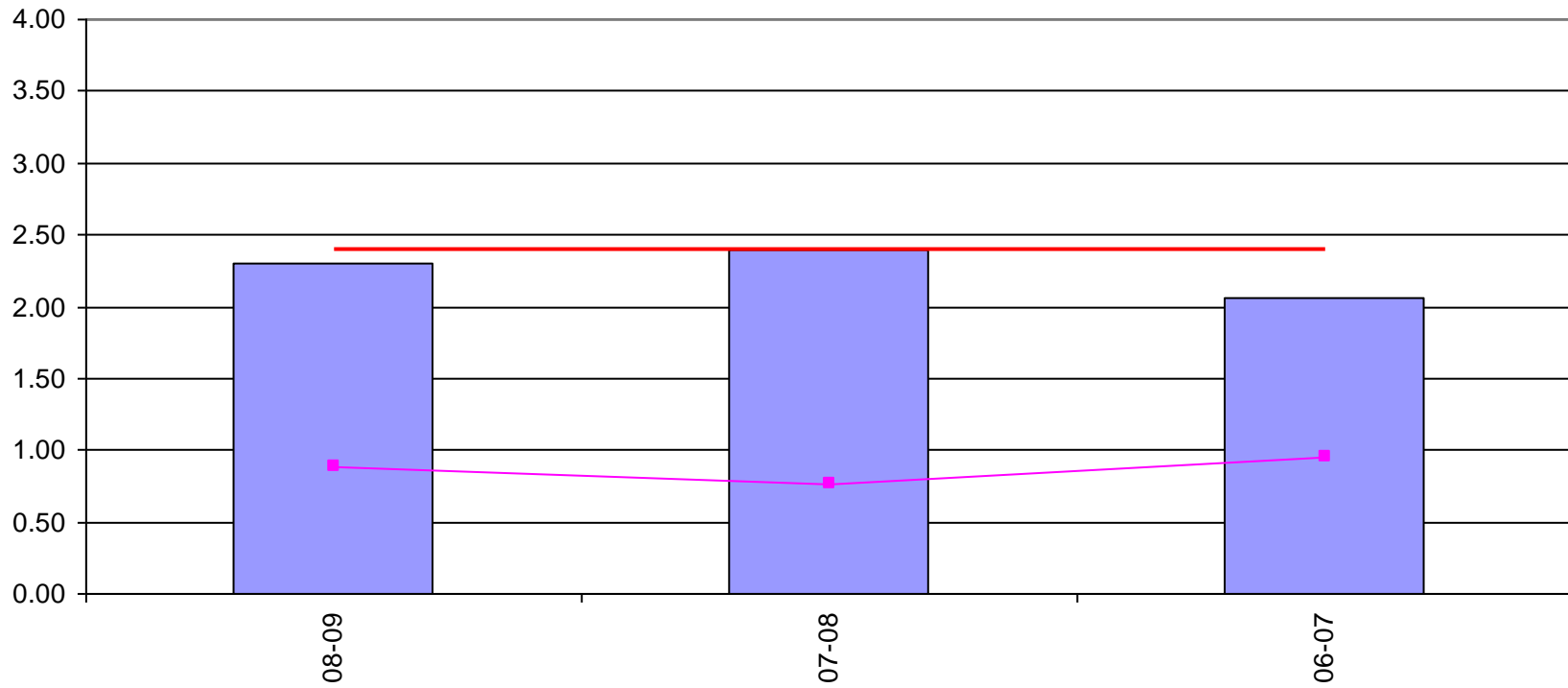
### 18L) BTSA Helped in Analyzing Student Work

18L) Mean 18L) SD 18L) Statewide



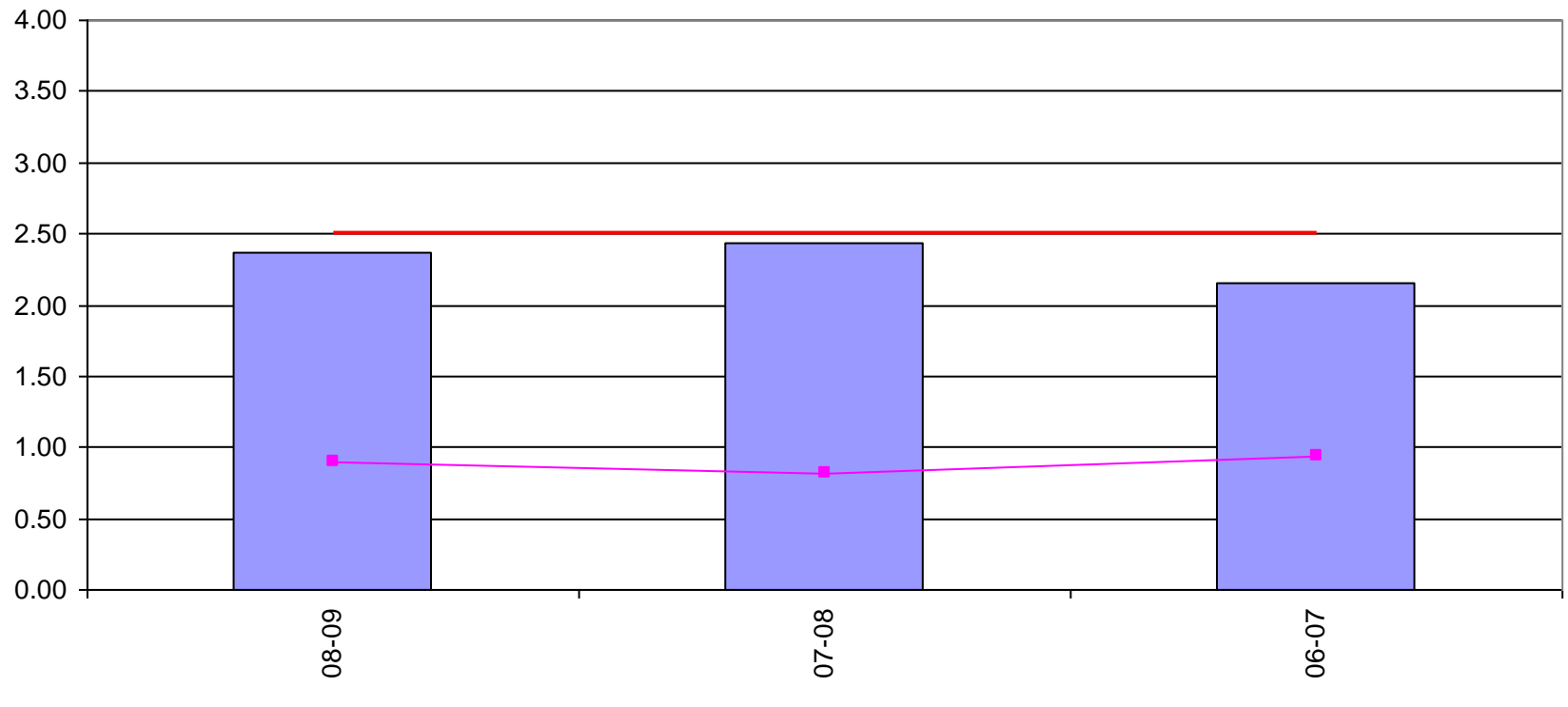
### 18M) BTSA Helped in Working with Students' Families

18M) Mean 18M) SD 18M) Statewide



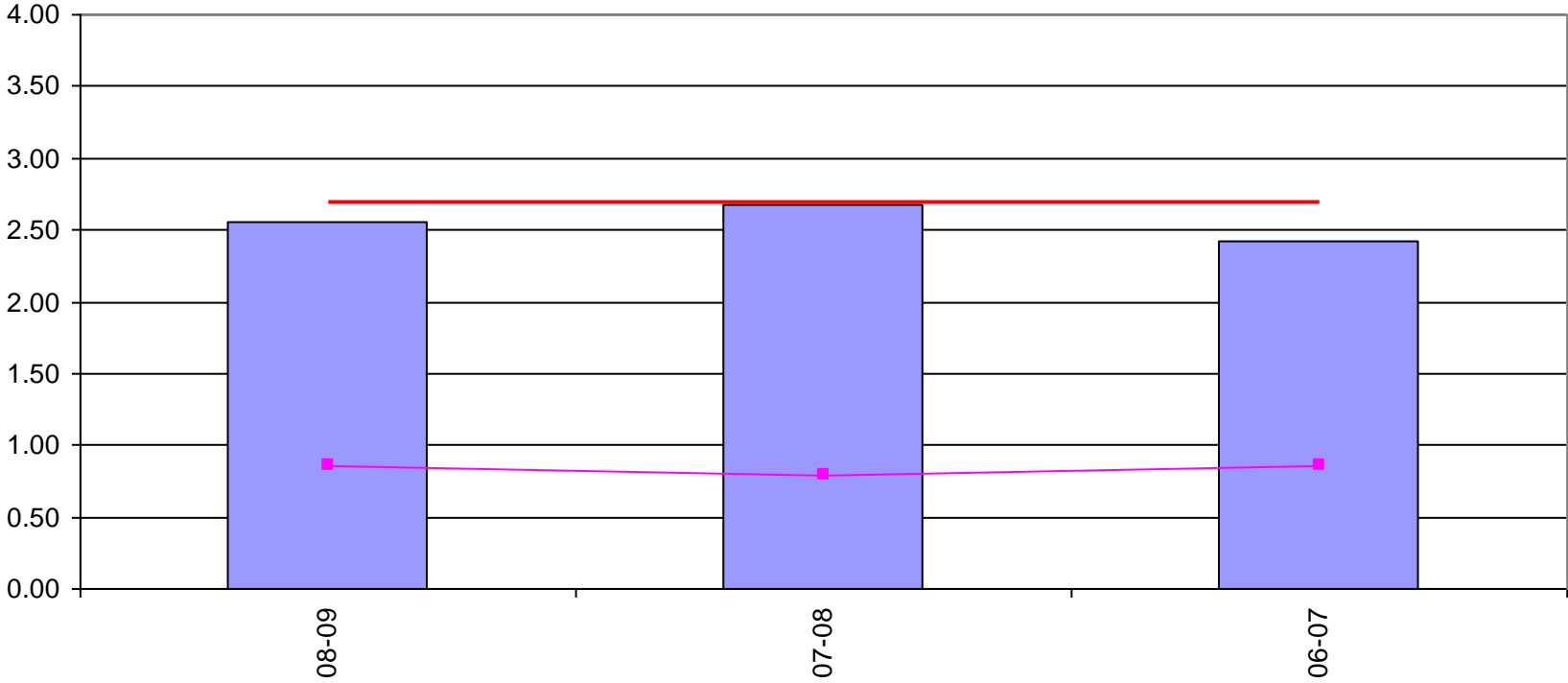
### 18N) BTSA Helped Teach Subject Matter Pedagogy

18N) Mean 18N) SD 18N) Statewide



### 18O) BTSA Helped Improve Student Achievement

18O) Mean 18O) SD 18O) Statewide



### 1.3 CONCLUSIONS

This section contains a table which has each question, the aligned Induction Standard, and a column (far right) that indicates a mathematical weighting (1=low; 4=high) that was previously developed by Cluster Regional Directors to indicate the importance of that question as an indicator of BTSA Induction program success. The criteria used for assigning these weightings were: (1) the strength of the question in its relationship to *the Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, and (2) the degree that a program has the power to influence and make change in this area, and (3) the strength of the question as an indicator of program success. Finally, this table compares the results for the last three years (though four years of data appear) for each question and states whether the trend is positive, mixed/stable or negative.

*Please note: Three questions (3/4, 10a, 17b) have reverse means; in other words, the lower the mean the more positive the trend. These are indicated in red.*

| <i>Participating Teacher QUESTIONS</i>  | <i>Common/Program Standard</i>       | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|---|--------------------------------------|---------------|-----------------------|------------------------------|-----------------------|
| % of possible participating teachers responding to this survey  | CS2 (4)                              |               | X                     |                              |                       |
| <b>1 One year or less in BTSA only: Did you receive an orientation to your school site?</b>   | PS2 (11ad)                           | 3             | X                     |                              |                       |
| <b>(If you received an orientation, how satisfied were you with...)</b>   |                                      |               |                       |                              |                       |
| 1a. Available Resources?  | PS2 (11ad)                           | 3             |                       | X                            |                       |
| 1b. Staff?  | PS2 (11ad)                           | 3             |                       | X                            |                       |
| 1c. Policies & Procedures?  | PS2 (11ad)                           | 3             |                       | X                            |                       |
| <b>3 &amp; 4. Month began teaching and month began working with support provider (Note: Lower than the state mean indicates that PT and SP met earlier than other pairs statewide.)</b> | CS2 and 6 (8e)                       | 4             |                       | X                            |                       |
| <b>5a. How often did you communicate with your support provider?</b>  | CS3 and 6, PS 1, 2, and 4 (8a, 12de) | 4             |                       | X                            |                       |
| <b>5b. How long were meetings with your support provider?</b>   | CS3 and 6, PS 1, 2, and 4 (8a, 12de) | 4             |                       | X                            |                       |
| <b>7. In the context of all of the demands on your time, was the meeting time with your SP adequate to meet your needs for support?</b>   | CS3, PS4 (12de)                      | 4             | X                     |                              |                       |



| <i>Participating Teacher QUESTIONS</i>  | <i>Common/ Program Standard</i>     | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|---|-------------------------------------|---------------|-----------------------|------------------------------|-----------------------|
| <b>8. Overall, how often were the following types of formal and informal support offered through BTSA timely in meeting your needs?</b> |                                     |               |                       |                              |                       |
| 8a. Work with your support provider.  | CS3, PS 2,4,5 and 6 (8e, 9a, 12def) | 4             |                       |                              | X                     |
| 8b. Work with other teachers/specialists.   | CS3, PS 2,4,5 and 6 (12de)          | 3             |                       | X                            |                       |
| 8c. Workshops/seminars/courses  | CS3, PS 2,4,5 and 6 (3b, 12de)      | 3             |                       | X                            |                       |
| <b>9. Please indicate approximately how often you engaged in the following assessment activities:</b>                                   |                                     |               |                       |                              |                       |
| 9a1. SP formal and informal observation of my teaching  | PS 3 and 4 (12de, 13abcdef)         | 4             | X                     |                              |                       |
| 9b1. Collection of evidence of my teaching practice   | PS 3 and 4 (12d, 13abcdefg)         | 4             | X                     |                              |                       |
| 9c1. Analysis of student work   | PS 3 and 4 (12d, 13abcdef)          | 4             | X                     |                              |                       |
| 9d1. Observation of experienced teachers  | PS 3 and 4 (12d, 13abcdef)          | 4             | X                     |                              |                       |
| 9e1. In-depth inquiry into my teaching practice   | PS 3 and 4 (12d, 13abcdef)          | 4             | X                     |                              |                       |
| 9f1. Support in reflecting on my teaching   | PS 3 and 4 (12d, 13abcdef)          | 4             | X                     |                              |                       |
| 9g1. Examination of teaching against specific criteria  | PS 3 and 4 (12d, 13abcdefg)         | 4             | X                     |                              |                       |

| <i>Participating Teacher QUESTIONS</i>   | <i>Common/ Program Standard</i> | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|--|---------------------------------|---------------|-----------------------|------------------------------|-----------------------|
| <b>9. Please indicate approximately how valuable these assessment activities were for your professional development.</b>     |                                 |               |                       |                              |                       |
| 9a2. SP formal and informal observation of my teaching   | PS 3 and 4 (12d, 13abcdef)      | 4             |                       |                              | X                     |
| 9b2. Collection of evidence of my teaching practice  | PS 3 and 4 (12d, 13abcdefg)     | 4             |                       | X                            |                       |
| 9c2. Analysis of student work  | PS 3 and 4 (12d, 13abcdef)      | 4             |                       |                              | X                     |
| 9d2. Observation of experienced teachers   | PS 3 and 4 (12d, 13abcdef)      | 4             | X                     |                              |                       |
| 9e2. In-depth inquiry into my teaching practice  | PS 3 and 4 (12d, 13abcdef)      | 4             |                       | X                            |                       |
| 9f2. Support in reflecting on my teaching  | PS 3 and 4 (12d, 13abcdef)      | 4             |                       | X                            |                       |
| 9g2. Examination of teaching against specific criteria   | PS 3 and 4 (12d, 13abcdefg)     | 4             |                       | X                            |                       |
| <b>10a. Was your teaching assignment more challenging than other teacher's assignments? No, Somewhat, Yes (Reverse Mean)</b> | <b>CS 4 (11c)</b>               | 2             |                       |                              |                       |
| <b>10b. If you answered 'yes' or 'somewhat' to 10a, did you receive additional support that was helpful?</b>                 | <b>CS 4 (11c)</b>               | 2             |                       | X                            |                       |

| <i>Participating Teacher QUESTIONS</i>  | <i>Common/ Program Standard</i> | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|---|---------------------------------|---------------|-----------------------|------------------------------|-----------------------|
| <b>12. How strong was the connection between the areas you identified for growth and:</b> |                                 |               |                       |                              |                       |
| 12a. Evidence of your teaching practice?  | PS 3 and 4 (12ab, 13e, 14a)     | 4             |                       | X                            |                       |
| 12b. Your professional development activities?  | PS 3 and 4 (12c, 13e, 14a)      | 4             |                       | X                            |                       |
| 12c. Your work with your support provider?  | PS 3 and 4 (12bcde, 13f, 14a)   | 4             |                       | X                            |                       |
| <b>14. How clear were the aspects of the BTSA program?</b>                                |                                 |               |                       |                              |                       |
| 14a. Requirements and expectations for BTSA participation                                 | CS6 (6abce, 10cf, 14a)          | 2             | X                     |                              |                       |
| 14b. How to use the formative assessment to improve your teaching practice                | PS 3 and 4 (6abce, 10cf, 12d)   | 4             |                       | X                            |                       |
| 14c. Your BTSA plan for professional growth   | PS 3 and 4 (6abce, 10c, 12abcd) | 3             |                       | X                            |                       |

| <i>Participating Teacher QUESTIONS</i>  | <i>Common/ Program Standard</i>   | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|---|---|---------------|-----------------------|------------------------------|-----------------------|
| <b>15. To what degree did your BTSA activities lay a foundation for your own plans for ongoing professional growth?</b>   | PS 4 (7d, 10g)  | 4             |                       | X                            |                       |
| <b>16. To what degree did your BTSA activities build upon the knowledge, skills and abilities you developed as part of your university, college or intern work?</b> | PS 1 and 2 (5ac, 7d, 10gh, 12b, 14a, 15ab)                                  | 4             |                       |                              | X                     |
| <b>17. When did you receive advice and assistance in understanding the completion requirements of Induction?</b>  |   |               |                       |                              |                       |
| <b>17b. Did not receive advice (reverse mean)</b>   | <b>6abcf, 10cf</b>  | 4             |                       | X                            |                       |
| <b>18. To what extent do you believe that BTSA helped you</b>   |   |               |                       |                              |                       |
| 18a. Improve your teaching knowledge and skills   | PS 5 and 6 (10b, 13abcdefgh, 11d, 15abc)                                    | 4             |                       | X                            |                       |
| 18b. Improve your ability to use standards-based instruction  | PS 5 and 6 (10bd, 13abcdefgh, 15be,17cd, 19abcd)                            | 4             |                       | X                            |                       |
| 18c. Improve your ability to use standards-based assessment   | PS 5 and 6 (10bd, 13abcdefgh, 14a, 15bf, 17abcdefg, 18abcde, 19abcefg hijk) | 4             |                       | X                            |                       |
| 18d. Meet your students' differing needs  | PS 5 and 6 (10bce, 13abcdefgh, 15cde, 17abcefg, 18abg, 20b)                 | 4             |                       | X                            |                       |
| 18e. Understand performance levels for students   | PS 5 and 6 (10bef, 13abcdefgh, 15e, 18cefg hijk)                            | 4             |                       | X                            |                       |
| 18f. Use technology to support student learning   | PS 5 and 6 (10b, 12abcdef, 13abcdefgh, 16abcdefg)                           | 4             |                       | X                            |                       |
| 18g. Teach English learners   | PS 5 and 6 (10be, 12a, 13abcdefgh, 19a)                                     | 4             |                       | X                            |                       |

| <i>Participating Teacher QUESTIONS</i>                                | <i>Common/ Program Standard</i>                           | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|---|---|---------------|-----------------------|------------------------------|-----------------------|
| 18h. Create a supportive and healthy environment for student learning | PS 5 and 6 (10b, 12a, 13abcdefgh, 15d, 18abcdefg)         | 4             |                       | X                            |                       |
| 18i. Address equity and diversity in your teaching                    | PS 5 and 6 (10be, 12a, 13abcdefgh)                        | 4             |                       | X                            |                       |
| 18j. Teach special student populations                                | PS 5 and 6 (10be, 12a, 13abcdefgh, 15e, 20abcdef)         | 4             |                       | X                            |                       |
| 18k. Classroom management   | PS 5 and 6 (10b, 13abcdefgh, 15d)                         | 4             |                       |                              | X                     |
| 18l. Analyze student work   | PS 5 and 6 (10b, 13abcdefgh, 19bcdefghijk, 20bcdef)       | 4             |                       | X                            |                       |
| 18m. Work with families of students                                   | PS 5 and 6 (10b, 13abcdefgh, 15g, 17b, 19k)               | 4             |                       | X                            |                       |
| 18n. Subject matter pedagogy  | PS 5 and 6 (10b, 13abcdefgh, 15bh)                        | 4             |                       | X                            |                       |
| 18o. Improve student achievement                                      | PS 5 and 6 (10be, 13abcdefgh, 15f, 17abcdefg, 19defghijk) | 4             |                       | X                            |                       |

**1.4 BIENNIAL REPORT SECTION B – PARTICIPATING TEACHER TRENDS AND PATTERNS (STATEWIDE SURVEY PT DATA FOR THE PAST THREE YEARS)**

This final section organizes all results for the past three years by Common and Program Standard and states whether the resulting trends are positive, mixed/stable, or negative.

**Common Standard 1: Educational Leadership**

| <i>Question</i> | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|-----------------|-----------------------|---------------------------|-----------------------|
|-----------------|-----------------------|---------------------------|-----------------------|

**Common Standard 2: Unit and Program Assessment and Evaluation**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>% of possible participating teachers responding to this survey</b> | X                     |                           |                       |

**Common Standard 3: Resources**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>5a. How often did you communicate with your support provider?</b>  |                       | X                         |                       |
| <b>5b. How long were meetings with your support provider?</b>   |                       | X                         |                       |
| <b>7. In the context of all of the demands on your time, was the meeting time with your SP adequate to meet your needs for support?</b> | X                     |                           |                       |
| <b>8. Overall, how often were the following types of formal and informal support offered through BTSA timely in meeting your needs?</b> |                       |                           |                       |

|  |  |   |   |
|--|--|---|---|
| 8a. Work with your support provider.   |  |   | X |
| 8b. Work with other teachers/specialists.  |  | X |   |
| 8c. Workshops/seminars/courses   |  | X |   |
| <b>10a. Was your teaching assignment more challenging than other teacher's assignments?<br/>No, Somewhat, Yes (Reverse Mean)</b> |  |   |   |
| <b>10b. If you answered 'yes' or 'somewhat' to 10a, did you receive additional support that was helpful?</b>                     |  | X |   |

#### Common Standard 4: Faculty and Instructional Personnel

| <i>Question</i> | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|-----------------|-----------------------|---------------------------|-----------------------|
|-----------------|-----------------------|---------------------------|-----------------------|

#### Common Standard 5: Admission

| <i>Question</i> | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|-----------------|-----------------------|---------------------------|-----------------------|
|-----------------|-----------------------|---------------------------|-----------------------|

#### Common Standard 6: Advice and Assistance

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>3 &amp; 4. Month began teaching and month began working with support provider (Note: Lower than the state mean indicates that PT and SP met earlier than other pairs statewide.)</b> |                       | X                         |                       |
| <b>5a. How often did you communicate with your support provider?</b>  |                       | X                         |                       |
| <b>5b. How long were meetings with your support provider?</b>   |                       | X                         |                       |
| <b>14. How clear were the aspects of the BTSA program?</b>  |                       |                           |                       |
| 14a. Requirements and expectations for BTSA participation   | X                     |                           |                       |

|  |  |  |  |
|--|--|--|--|
| <b>17. When did you receive advice and assistance in understanding the completion requirements of Induction?</b> |  |  |  |
| 17b. Did not receive advice (reverse mean)   |  |  |  |

**Common Standard 7: Field Experience and Clinical Practice**

| <i>Question</i> | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|-----------------|-----------------------|---------------------------|-----------------------|
|-----------------|-----------------------|---------------------------|-----------------------|

**Common Standard 8: District-Employed Supervisors**

| <i>Question</i> | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|-----------------|-----------------------|---------------------------|-----------------------|
|-----------------|-----------------------|---------------------------|-----------------------|

**Common Standard 9: Assessment of Candidate Competence**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>18. To what extent do you believe that BTSA helped you</b>         |                       |                           |                       |
| 18a. Improve your teaching knowledge and skills                       |                       | X                         |                       |
| 18b. Improve your ability to use standards-based instruction          |                       | X                         |                       |
| 18c. Improve your ability to use standards-based assessment           |                       | X                         |                       |
| 18d. Meet your students' differing needs                              |                       | X                         |                       |
| 18e. Understand performance levels for students                       |                       | X                         |                       |
| 18f. Use technology to support student learning                       |                       | X                         |                       |
| 18g. Teach English learners   |                       | X                         |                       |
| 18h. Create a supportive and healthy environment for student learning |                       | X                         |                       |
| 18i. Address equity and diversity in your teaching                    |                       | X                         |                       |



|  |  |   |   |
|--|--|---|---|
| 18j. Teach special student populations |  | X |   |
| 18k. Classroom management              |  |   | X |
| 18l. Analyze student work              |  | X |   |
| 18m. Work with families of students    |  | X |   |
| 18n. Subject matter pedagogy           |  | X |   |
| 18o. Improve student achievement       |  | X |   |

**Program Standard 1: Program Rationale and Design**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>5a. How often did you communicate with your support provider?</b>  |                       | X                         |                       |
| <b>5b. How long were meetings with your support provider?</b>   |                       | X                         |                       |
| <b>16. To what degree did your BTSA activities build upon the knowledge, skills and abilities you developed as part of your university, college or intern work?</b> |                       |                           | X                     |

**Program Standard 2: Communication and Collaboration**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>1 One year or less in BTSA only: Did you receive an orientation to your school site?</b>   | X                     |                           |                       |
| 1a. Available Resources?  |                       | X                         |                       |
| 1b. Staff?  |                       | X                         |                       |
| 1c. Policies & Procedures?  |                       | X                         |                       |
| <b>5a. How often did you communicate with your support provider?</b>  |                       | X                         |                       |
| <b>5b. How long were meetings with your support provider?</b>   |                       | X                         |                       |
| <b>8. Overall, how often were the following types of formal and informal support offered through BTSA timely in meeting your needs?</b> |                       |                           |                       |
| 8a. Work with your support provider.  |                       |                           | X                     |
| 8b. Work with other teachers/specialists.   |                       | X                         |                       |

|   |  |   |   |
|---|--|---|---|
| 8c. Workshops/seminars/courses  |  | X |   |
| <b>16. To what degree did your BTSA activities build upon the knowledge, skills and abilities you developed as part of your university, college or intern work?</b> |  |   | X |

**Program Standard 3: Support Provider and Professional Development Provider**

| <i>Question</i>  | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|--|-----------------------|---------------------------|-----------------------|
| <b>9. Please indicate approximately how often you engaged in the following assessment activities:</b>                    |                       |                           |                       |
| 9a1. SP formal and informal observation of my teaching   | X                     |                           |                       |
| 9b1. Collection of evidence of my teaching practice  | X                     |                           |                       |
| 9c1. Analysis of student work  | X                     |                           |                       |
| 9d1. Observation of experienced teachers   | X                     |                           |                       |
| 9e1. In-depth inquiry into my teaching practice  | X                     |                           |                       |
| 9f1. Support in reflecting on my teaching  | X                     |                           |                       |
| 9g1. Examination of teaching against specific criteria   | X                     |                           |                       |
| <b>9. Please indicate approximately how valuable these assessment activities were for your professional development.</b> |                       |                           |                       |
| 9a2. SP formal and informal observation of my teaching   |                       |                           | X                     |
| 9b2. Collection of evidence of my teaching practice  |                       | X                         |                       |
| 9c2. Analysis of student work  |                       |                           | X                     |
| 9d2. Observation of experienced teachers   | X                     |                           |                       |
| 9e2. In-depth inquiry into my teaching practice  |                       | X                         |                       |
| 9f2. Support in reflecting on my teaching  |                       | X                         |                       |
| 9g2. Examination of teaching against specific criteria   |                       | X                         |                       |
| <b>12. How strong was the connection between the areas you identified for growth and:</b>                                |                       |                           |                       |
| 12a. Evidence of your teaching practice?   |                       | X                         |                       |
| 12b. Your professional development activities?   |                       | X                         |                       |
| 12c. Your work with your support provider?   |                       | X                         |                       |

|  |  |   |  |
|--|--|---|--|
| <b>14. How clear were the aspects of the BTSA program?</b>                 |  |   |  |
| 14b. How to use the formative assessment to improve your teaching practice |  | X |  |
| 14c. Your BTSA plan for professional growth                                |  | X |  |

**Program Standard 4: Formative Assessment System**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>5a. How often did you communicate with your support provider?</b>  |                       | X                         |                       |
| <b>5b. How long were meetings with your support provider?</b>   |                       | X                         |                       |
| <b>7. In the context of all of the demands on your time, was the meeting time with your SP adequate to meet your needs for support?</b> | X                     |                           |                       |
| <b>8. Overall, how often were the following types of formal and informal support offered through BTSA timely in meeting your needs?</b> |                       |                           |                       |
| 8a. Work with your support provider.  |                       |                           | X                     |
| 8b. Work with other teachers/specialists.   |                       | X                         |                       |
| 8c. Workshops/seminars/courses  |                       | X                         |                       |
| <b>9. Please indicate approximately how often you engaged in the following assessment activities:</b>                                   |                       |                           |                       |
| 9a1. SP formal and informal observation of my teaching  | X                     |                           |                       |
| 9b1. Collection of evidence of my teaching practice   | X                     |                           |                       |
| 9c1. Analysis of student work   | X                     |                           |                       |
| 9d1. Observation of experienced teachers  | X                     |                           |                       |
| 9e1. In-depth inquiry into my teaching practice   | X                     |                           |                       |
| 9f1. Support in reflecting on my teaching   | X                     |                           |                       |
| 9g1. Examination of teaching against specific criteria  | X                     |                           |                       |
| <b>9. Please indicate approximately how valuable these assessment activities were for your professional development.</b>                |                       |                           |                       |
| 9a2. SP formal and informal observation of my teaching  |                       |                           | X                     |
| 9b2. Collection of evidence of my teaching practice   |                       | X                         |                       |
| 9c2. Analysis of student work   |                       |                           | X                     |

|   |   |   |  |
|---|---|---|--|
| 9d2. Observation of experienced teachers  | X |   |  |
| 9e2. In-depth inquiry into my teaching practice   |   | X |  |
| 9f2. Support in reflecting on my teaching   |   | X |  |
| 9g2. Examination of teaching against specific criteria  |   | X |  |
| <b>12. How strong was the connection between the areas you identified for growth and:</b>                               |   |   |  |
| 12a. Evidence of your teaching practice?  |   | X |  |
| 12b. Your professional development activities?  |   | X |  |
| 12c. Your work with your support provider?  |   | X |  |
| <b>14. How clear were the aspects of the BTSA program?</b>  |   |   |  |
| 14b. How to use the formative assessment to improve your teaching practice  |   | X |  |
| 14c. Your BTSA plan for professional growth   |   | X |  |
| <b>15. To what degree did your BTSA activities lay a foundation for your own plans for ongoing professional growth?</b> |   | X |  |

**Program Standard 5: Pedagogy**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>8. Overall, how often were the following types of formal and informal support offered through BTSA timely in meeting your needs?</b> |                       |                           |                       |
| 8a. Work with your support provider.  |                       |                           | X                     |
| 8b. Work with other teachers/specialists.   |                       | X                         |                       |
| 8c. Workshops/seminars/courses  |                       | X                         |                       |
| <b>18. To what extent do you believe that BTSA helped you</b>   |                       |                           |                       |
| 18a. Improve your teaching knowledge and skills   |                       | X                         |                       |
| 18b. Improve your ability to use standards-based instruction  |                       | X                         |                       |
| 18c. Improve your ability to use standards-based assessment   |                       | X                         |                       |
| 18d. Meet your students' differing needs  |                       | X                         |                       |
| 18e. Understand performance levels for students   |                       | X                         |                       |
| 18f. Use technology to support student learning   |                       | X                         |                       |

|   |  |   |   |
|---|--|---|---|
| 18g. Teach English learners   |  | X |   |
| 18h. Create a supportive and healthy environment for student learning |  | X |   |
| 18i. Address equity and diversity in your teaching                    |  | X |   |
| 18j. Teach special student populations                                |  | X |   |
| 18k. Classroom management   |  |   | X |
| 18l. Analyze student work   |  | X |   |
| 18m. Work with families of students                                   |  | X |   |
| 18n. Subject matter pedagogy  |  | X |   |
| 18o. Improve student achievement                                      |  | X |   |

**Program Standard 6: Universal Access – Equity for all Students**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>8. Overall, how often were the following types of formal and informal support offered through BTSA timely in meeting your needs?</b> |                       |                           |                       |
| 8a. Work with your support provider.  |                       |                           | X                     |
| 8b. Work with other teachers/specialists.   |                       | X                         |                       |
| 8c. Workshops/seminars/courses  |                       | X                         |                       |
| <b>18. To what extent do you believe that BTSA helped you</b>   |                       |                           |                       |
| 18a. Improve your teaching knowledge and skills   |                       | X                         |                       |
| 18b. Improve your ability to use standards-based instruction  |                       | X                         |                       |
| 18c. Improve your ability to use standards-based assessment   |                       | X                         |                       |
| 18d. Meet your students' differing needs  |                       | X                         |                       |
| 18e. Understand performance levels for students   |                       | X                         |                       |
| 18f. Use technology to support student learning   |                       | X                         |                       |
| 18g. Teach English learners   |                       | X                         |                       |
| 18h. Create a supportive and healthy environment for student learning   |                       | X                         |                       |
| 18i. Address equity and diversity in your teaching  |                       | X                         |                       |
| 18j. Teach special student populations  |                       | X                         |                       |

|                                     |  |   |   |
|-------------------------------------|--|---|---|
| 18k. Classroom management           |  |   | X |
| 18l. Analyze student work           |  | X |   |
| 18m. Work with families of students |  | X |   |
| 18n. Subject matter pedagogy        |  | X |   |
| 18o. Improve student achievement    |  | X |   |

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

**TRENDS & PATTERNS**

**for**

**Support Providers –**

**Developed from BTSA Statewide Survey Data - 2005-2009**

**prepared for**

**Fresno County Office of Education**

**by the**



**Lois Abel, Ph.D.**

**Director**

**October 2009**

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## 1.1 INTRODUCTION

### Context

During the winter of 2009, Sinclair Research Group undertook the task of reviewing, analyzing and comparing the statewide survey data for this program for support providers over the last four academic years: 2005-2009. The purpose of this work was to examine trends and patterns over time to see where the program was achieving success over time and in which areas focused improvement might be helpful.

The work of the past four years was based on the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (Induction Standards). That alignment is shown below. While those Standards have been replaced by Common (common to all teacher preparation and programs) and Program Standards (for Induction programs only), all questions were asked under the previous system; therefore, no attempt was made to change the Standards alignment in this report.

| Questions  | Induction Standards             |
|--|---------------------------------|
| <b>Demographics</b>  |                                 |
| % of Participation in survey (reliability and validity)  | CS 2 (4)                        |
| 1. How many BTSA teachers do you support and assess?   | Information only                |
| 2a. Do you support and/or assess other teachers or student teachers in addition to BTSA teachers?  | Information only                |
| 2b. If yes, how many of the following types of teachers do you support? PAR teachers, Intern teachers, Teachers on Emergency permits, Student teachers   | Information only                |
| 2c. What formative assessment system did you utilize with your participating teachers? CFASST, FAS, Local  | Information only                |
| 2d. Do you have significant other assigned duties (i.e. committees, coaching, etc) in addition to teaching and/or supporting other teachers?   | CS 3 and 6, PS 3 and 4 (1a, 2a) |
| 2e. Are you a...Full time release SP, Part time release SP, Full-time classroom teacher SP   | Information only                |
| <b>Preparation for Role</b>  |                                 |
| 3. In terms of carrying out your support provider responsibilities, how useful was the training you received from the BTSA program in the areas of: (No training received, Not useful, Somewhat useful, Useful, Very useful) |                                 |
| a. Assisting participating teachers in understanding the local context for teaching  | CS 3 (9b, 9b2)                  |
| b. Identifying and responding to the diverse needs of participating teachers   | CS 3 (9b, 9b1)                  |

|   |                               |
|---|-------------------------------|
| c. Using formative assessment instruments   | CS 3 (9c)                     |
| d. Using evidence from formative assessments to examine beginning teaching practice   | CS 3 (9b5,6,8)                |
| e. Engaging in reflective conversations about teaching practice   | CS 3 (9d)                     |
| f. Using assessment evidence to develop individualized induction plans with participating teachers.   | CS 3 (9b6)                    |
| <b>4. How would you describe the knowledge and skills of the BTSA trainers in the following areas?</b> (No training received, Not adequate, Somewhat adequate, Adequate, Very adequate)   |                               |
| a. Beginning teacher development  | CS 3, PS 3 (3b, 9a)           |
| b. The California Standards for the Teaching Profession   | CS 3, PS 3 (9a)               |
| c. Formative assessment processes   | CS 3, PS 3 (9a)               |
| d. Student academic content standards and curriculum frameworks   | CS 3, PS 3 (3b, 9a)           |
| e. Interpersonal communication skills (e.g., cognitive coaching, reflective conversation)   | CS 3, PS 3 (3b, 9a)           |
| f. Knowledge of adult learning theory   | CS 3, PS 3 (3b, 9a)           |
| <b>5a. Did you receive formative feedback from your program leadership about your work as a support provider?</b>   | PS 3 (9e)                     |
| <b>5b. If yes, how useful was the formative feedback you received about your work as a BTSA Support Provider?</b> (No feedback received, Not useful, Somewhat useful, Useful, Very useful)  | PS 3 (9e)                     |
| <b>6. During this school year, how often did you have an opportunity to meet with other support providers for professional development and/or problem solving?</b> (Never, Once or twice, Once every 2-3 months, Monthly, More than once a month)   | PS 3 and 4 (9d)               |
| <b>Support and Assessment Provided for BTSA Teacher(s)</b>  |                               |
| <b>7a. On average, how often did you communicate with your BTSA teacher(s) (in person, by phone or e-mail) about issues related to their teaching practice (e.g., curriculum and instruction, students, assessment, materials)?</b> <input type="checkbox"/> (Less than once a month, Once a month, Twice a month, Once a week) | PS 4 (8a, 12de)               |
| <b>7b. On the average, how long were formal meetings with your participating teachers?</b> 15 minutes, 30min, 60 min, 90 min  | PS 4 (8a, 12de)               |
| <b>8. Was the time allotted for your role adequate to meet the needs of each of your BTSA teachers for support and/or assessment?</b> (Not adequate, Somewhat adequate, Adequate, More than adequate)   | PS 4 (12de)                   |
| <b>9. How often did you feel that the support you offered through BTSA was timely in meeting your BTSA teacher(s)'s needs?</b> (Never, Sometimes, Usually, Always)  | CS 3 and PS 4 (8e, 9a, 12def) |

|  |  |
|--|--|
| <b>10a. Were any your BTSA teachers you supported this year in a teaching assignment that was more challenging than other teachers at the site? (Yes, Somewhat, No) If yes, how many _____</b>   | CS 1 and 3,<br>PS 2 (11c4)                   |
| <b>10b. If you answered 'yes' or 'somewhat' to 10a: To what extent were you able to provide and/or coordinate additional support to help compensate for the additional challenges? (Not additional support, Some additional support, Adequate additional support, A great deal of additional support</b> | CS 3 and PS 4 (11c1,2,3,4)                   |
| <b>Formative Assessment</b>  |  |
| <b>11. You and your participating teacher(s) developed an Individualized Induction Plan over the year. On average, how strong was the connection between the goals and plans on the IIP and: (Very weak, Somewhat weak, Strong, Very strong)</b>   |  |
| a. evidence of your participating teacher(s)'s practice collected through the formative assessment process?  | PS 3 and 4 (6e,12b, 13e, 14a1234ab5abcde)    |
| b. your participating teacher(s) professional development activities   | PS 3, 4, 5 and 6 (12ac,13e, 14a1234ab5abcde) |
| c. your work together  | PS 4 (12cde, 13f123 4, 14a1234ab5abcde)      |
| <b>12. To what extent did the beginning teacher(s)'s professional development activities through BTSA match with school and district priorities? (Not at all, A little, A moderate amount, To a great extent)</b>  | CS 1 (11ad)                                  |
| <b>13a. Did your BTSA teachers share with you the areas of strength and the areas identified for growth by the formal evaluation (usually performed by a site administrator)? (Never, Sometimes, Usually, Always)</b>  | Information only                             |
| <b>13b. If you answered 'Sometimes', 'Usually' or 'Always' to #13a, to what extent were those areas of strength and needed growth consistent with those identified from the BTSA formative assessment? (Not at all consistent. Somewhat consistent, Consistent, Very consistent)</b>                     | PS 3 and 4 (12d)                             |
| <b>BTSA Program Structure</b>  |  |
| <b>14. How clear were the following aspects of your BTSA program? (Not clear, Somewhat clear, Clear, Very clear)</b>   |  |
| a. Goals and design  | CS 6 (8a, 10bg)                              |
| b. Roles and responsibilities of support providers   | CS 6 (8a, 10g, 11c)                          |
| c. Requirements and expectations for BTSA participation  | CS 6 (8a, 10g, 14a1234ab5acde)               |
| d. Articulation with Professional Teacher Preparation Programs   | PS 2 (5a, 7d, 8a, 10g)                       |
| <b>15a. How familiar are you with your BTSA program's local and statewide evaluation data? (Not at all familiar, Somewhat familiar, Familiar, Very familiar)</b>   | CS 2 (4bcd)                                  |

|   |  |
|---|--|
| <b>15b. If you answered "Familiar" or "Very Familiar" on 16a, how satisfied are you with the program's use of the data to direct program improvement?</b> (Not at all satisfied, Somewhat satisfied, Satisfied, Very satisfied) | CS 2 (4bcd)  |
| <b>BTSA Program Outcomes</b>  |  |
| <b>16. To what extent do you agree that the BTSA formative assessment system (CFASST, FAS, or local system) is:</b> (Not at all, Somewhat, Moderately, Greatly)   |  |
| a. Fair in representing your BTSA teachers' skills and abilities?   | PS 3 and 4 (13cd)  |
| b. Effective in supporting your BTSA teachers' professional development?  | PS 3 and 4 (12a)   |
| c. Connected to IIP/ILP goals from year to year   | PS 3 and 4 (12c, 13e)  |
| <b>17. On the average, to what extent do you believe that BTSA helped your beginning teachers</b> (Not at all, Somewhat helpful, Helpful, Very helpful)   |  |
| a. Improve their teaching knowledge and skills  | PS 5 and 6 (10b, 13abcdef1234gh, 14a34ab5acde, 15abc, 19ch)        |
| b. Improve their ability to use standards-based instruction   | PS 5 and 6 (10bd, 13abcdef1234gh, 15bce, 17cd, 18abcde, 19abcdh)   |
| c. Improve their ability to use standards-based assessment  | PS 5 and 6 (10bd, 13abcdef1234gh, 15bcf, 17abcdefg, 19abcefg hijk) |
| d. Meet their students' differing needs   | PS 5 and 6 (10bce, 13abcdef1234gh, 15cde, 17abcefg, 19abg, 20b)    |
| e. Understand performance levels for students   | PS 5 and 6 (10bef, 13abcdef1234gh, 15f, 19cefg hijk)               |
| f. Use technology to support student learning   | PS 5 and 6 (10b, 12a, 13abcdef1234gh, 16abcdefg)                   |
| g. Teach English learners   | PS 5 and 6 (10be, 12a, 13abcdef1234gh, 15d, 19a)                   |
| h. Create a supportive and healthy environment for student learning   | PS 5 and 6 (10b, 12a, 13abcdef1234gh, 15d, 18abcdefg)              |
| i. Address equity and diversity in teaching   | PS 5 and 6 (10be, 12a, 13abcdef1234gh, 17b)                        |
| j. Teach special populations  | PS 5 and 6 (10be, 12a, 13abcdef1234gh, 15d, 20abcde)               |
| k. Classroom management   | PS 5 and 6 (10b, 13abcdef1234gh, 15d)                              |
| l. Analyze student work   | PS 5 and 6 (10b, 13abcdef1234gh, 19bcdefg hijk, 20bcdef)           |
| m. Work with families of students   | PS 5 and 6 (10b, 13abcdef1234gh, 15d, 17b, 19k0)                   |
| n. Subject matter pedagogy  | PS 5 and 6 (10b, 13abcdef1234gh, 15bd)                             |
| o. Improve student achievement  | PS 5 and 6 (10be, 13abcdef1234gh, 15d, 17abcdefg, 19defg hijk)     |
| <b>18a. How likely will you be to serve as a BTSA support provider next year?</b> (Will Not, Possibly, Likely, Very likely)   | PS 3 (8)   |

|  |                  |
|--|------------------|
| <b>18b. If you answered “Will not” or “Not likely” on 18a, please indicate the reason.</b><br>Contractually limited, Workload,<br>Compensation, SP Responsibilities, Other | Information only |
|--|------------------|



## Methodology

The sections that follow show charts for the results for each of the questions on the statewide survey. Indicated in the charts are the mean for the program for each of the four years of the comparison (2005-2006, 2006-2007, 2007-2008 and 2008-2009) and the overall mean for the state from the most current year (2008-2009). It is assumed that this data is highly reliable and valid because of the high response rate from this program for all years in these population studies. Where a mean score is not an appropriate measure, percentages are indicated for each year and compared to the current statewide percentage.

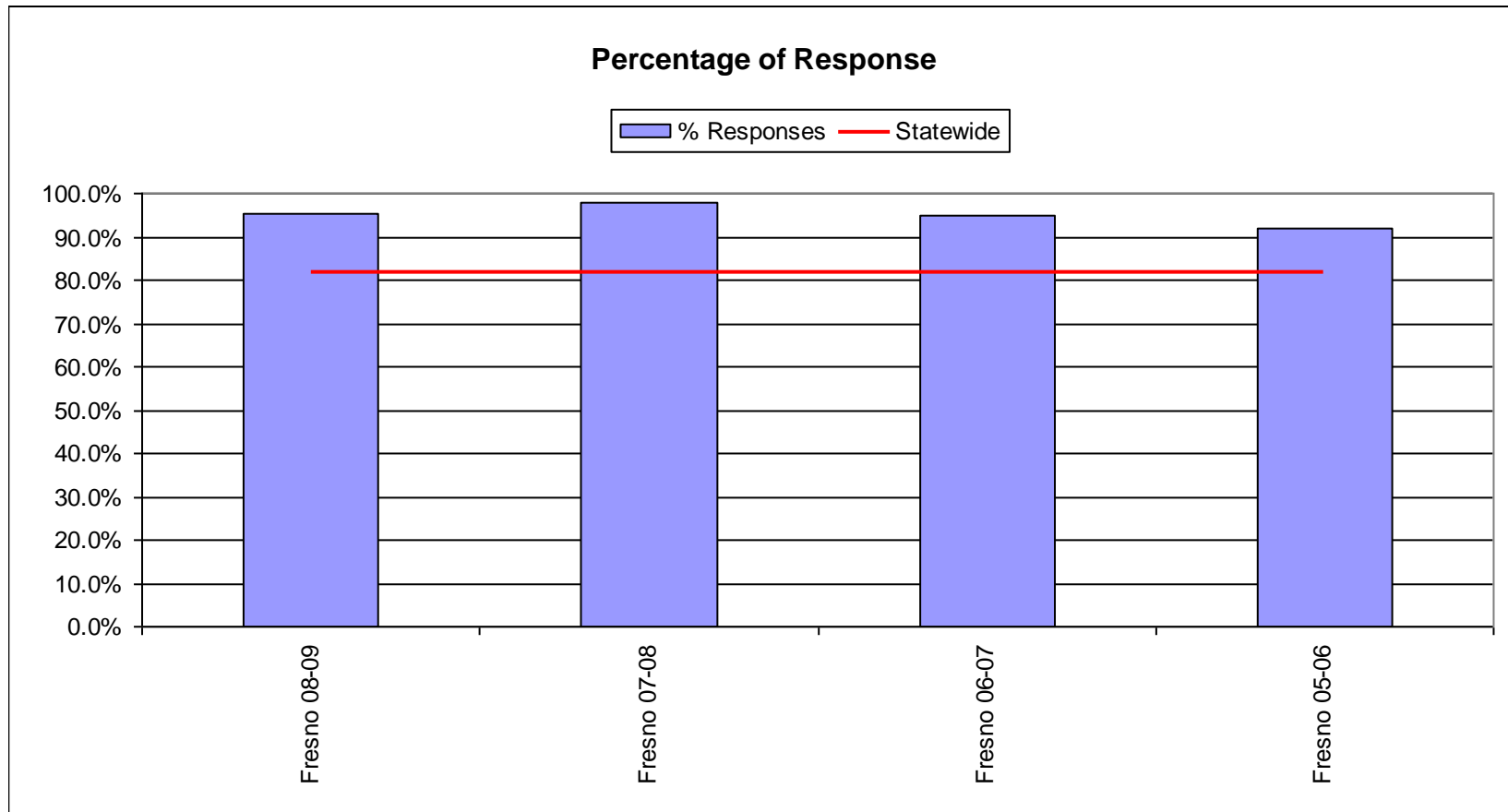
Standard deviations (the variance of ratings on either side of the mean) are indicated on each bar for each year. Standard deviations of below 1.0 should be considered within the normal range.

A few questions in this report were collected by the state for demographic purposes only (i.e. "In which formative assessment system to you participate?"). They reflect the type of program design, do not impact program quality, and are therefore not appropriate for analysis as to trends. The charts with this data are included however.

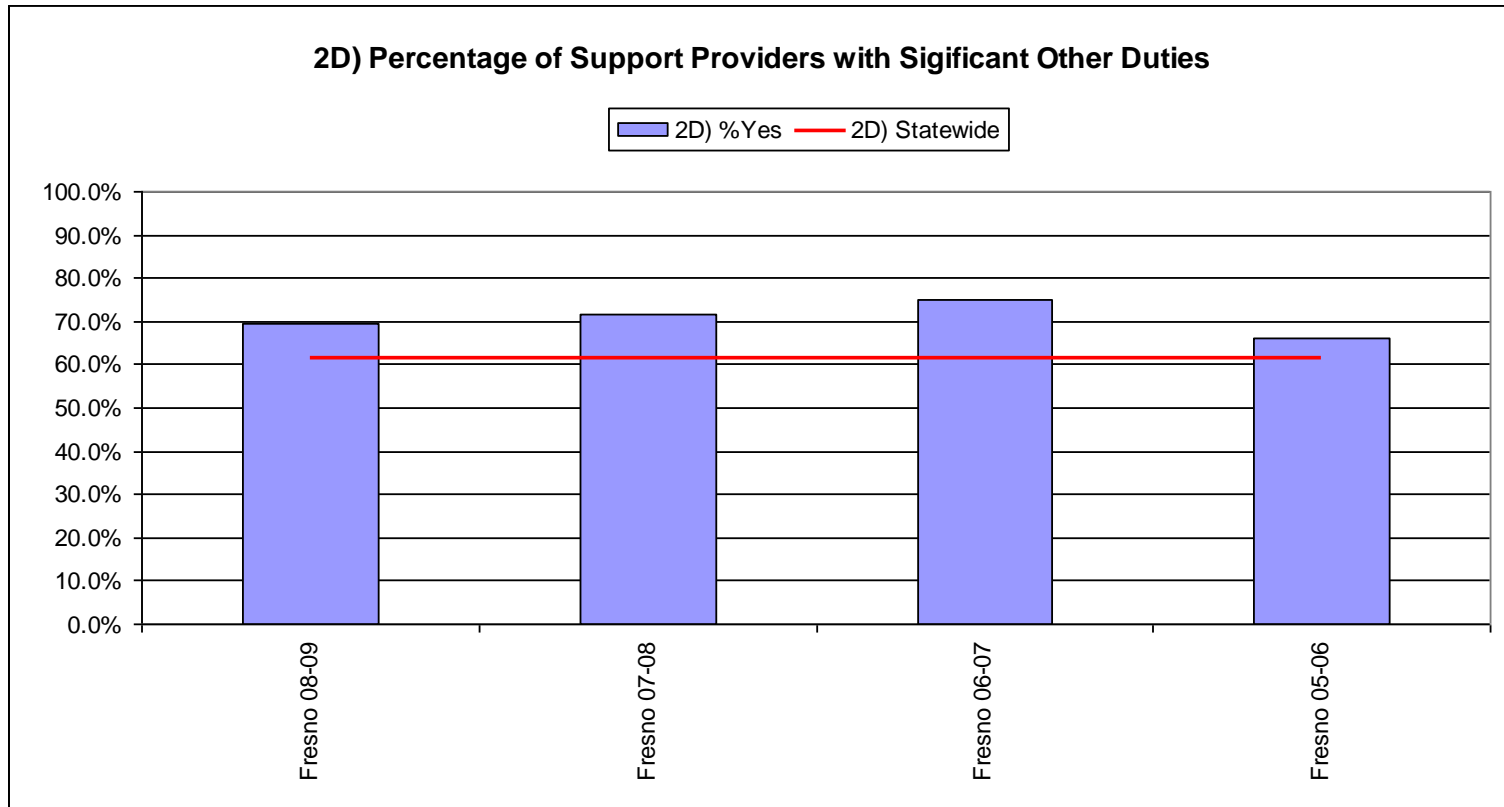
The Conclusion section of this report contains a table which has each question, the aligned Induction Standard, and a column that indicates a mathematical weighting (1=low; 4=high) that was previously developed by Cluster Regional Directors to indicate the importance of that question as an indicator of BTSA Induction program success. The table then compares the results for the four years for each question and states whether the trend is positive, mixed or negative.

## 1.2 SUPPORT PROVIDER DATA ANALYSIS

### Percentage of Responses – CS2 (IS 4)



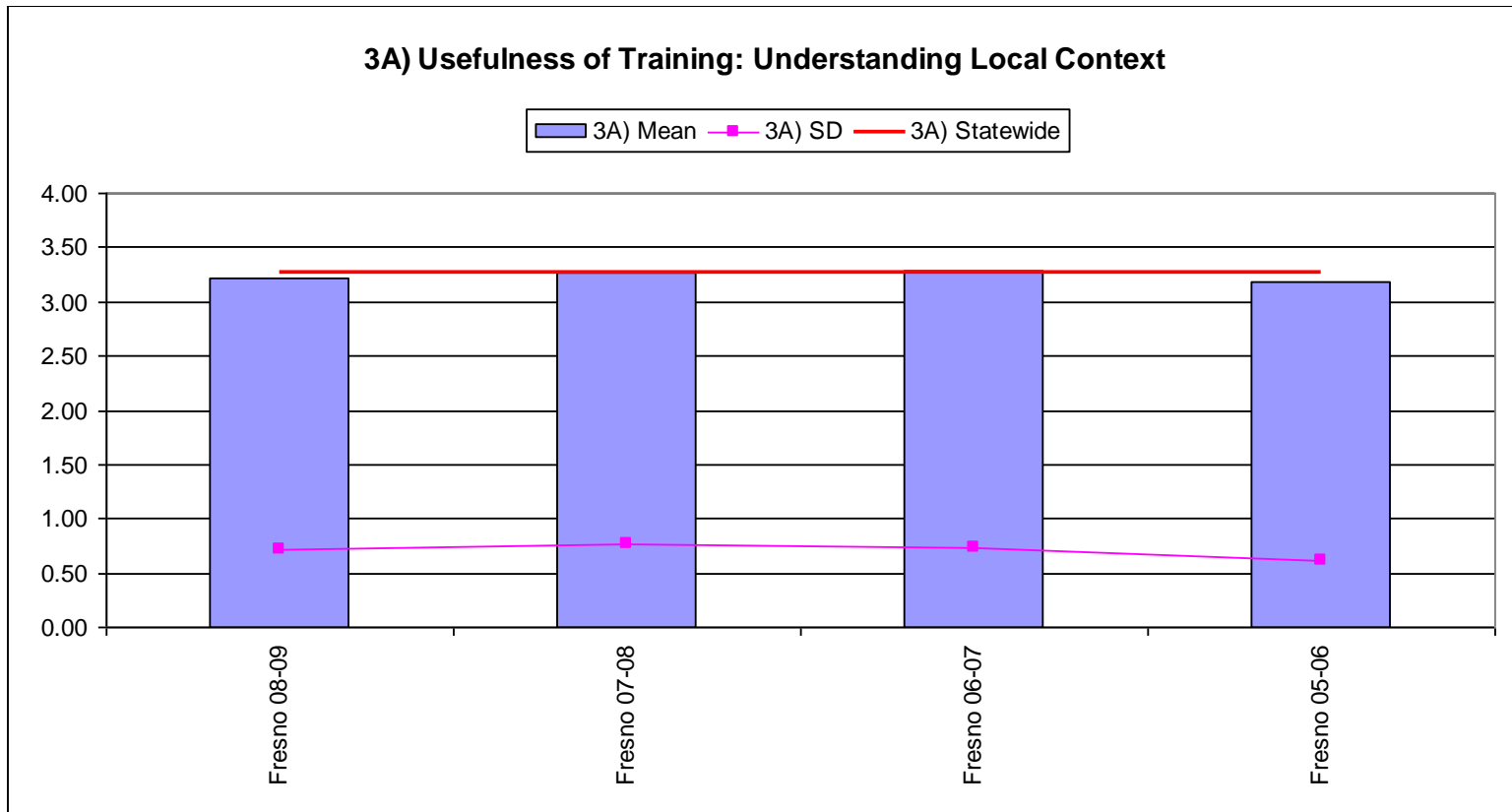
**Q2d. Do you have significant other assigned duties (i.e. committees, coaching, etc.) in addition to teaching and/or supporting other teachers? – CS4 and 6, PS 3 and 4 (IS 1a, 2a, 8, 12)**



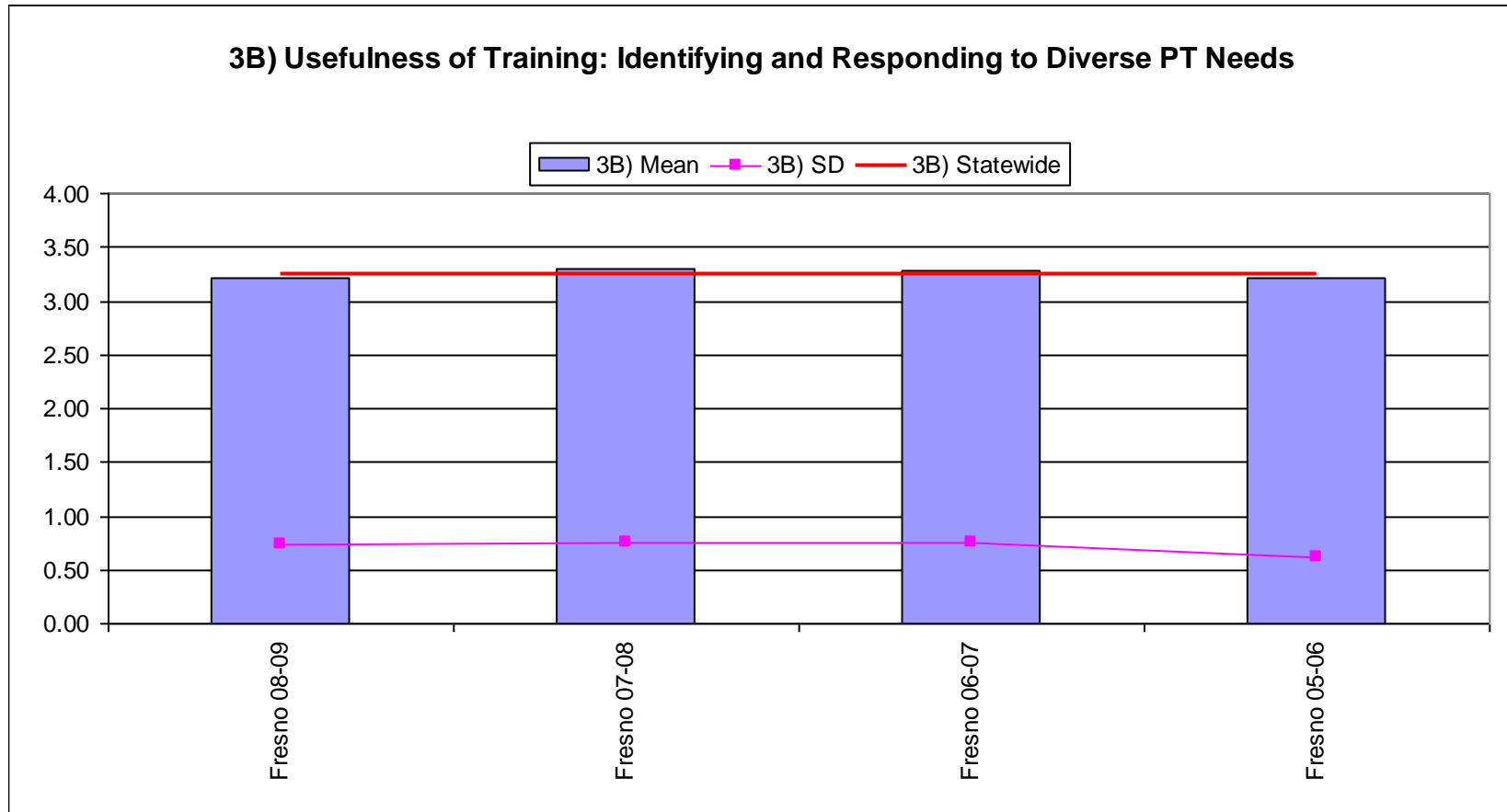
**Q3 In terms of carrying out your support provider responsibilities, how useful was the training you received from the BTSA program in the areas of:**

1=Not useful, 2=Somewhat useful, 3=Fairly Useful, 4=Very useful

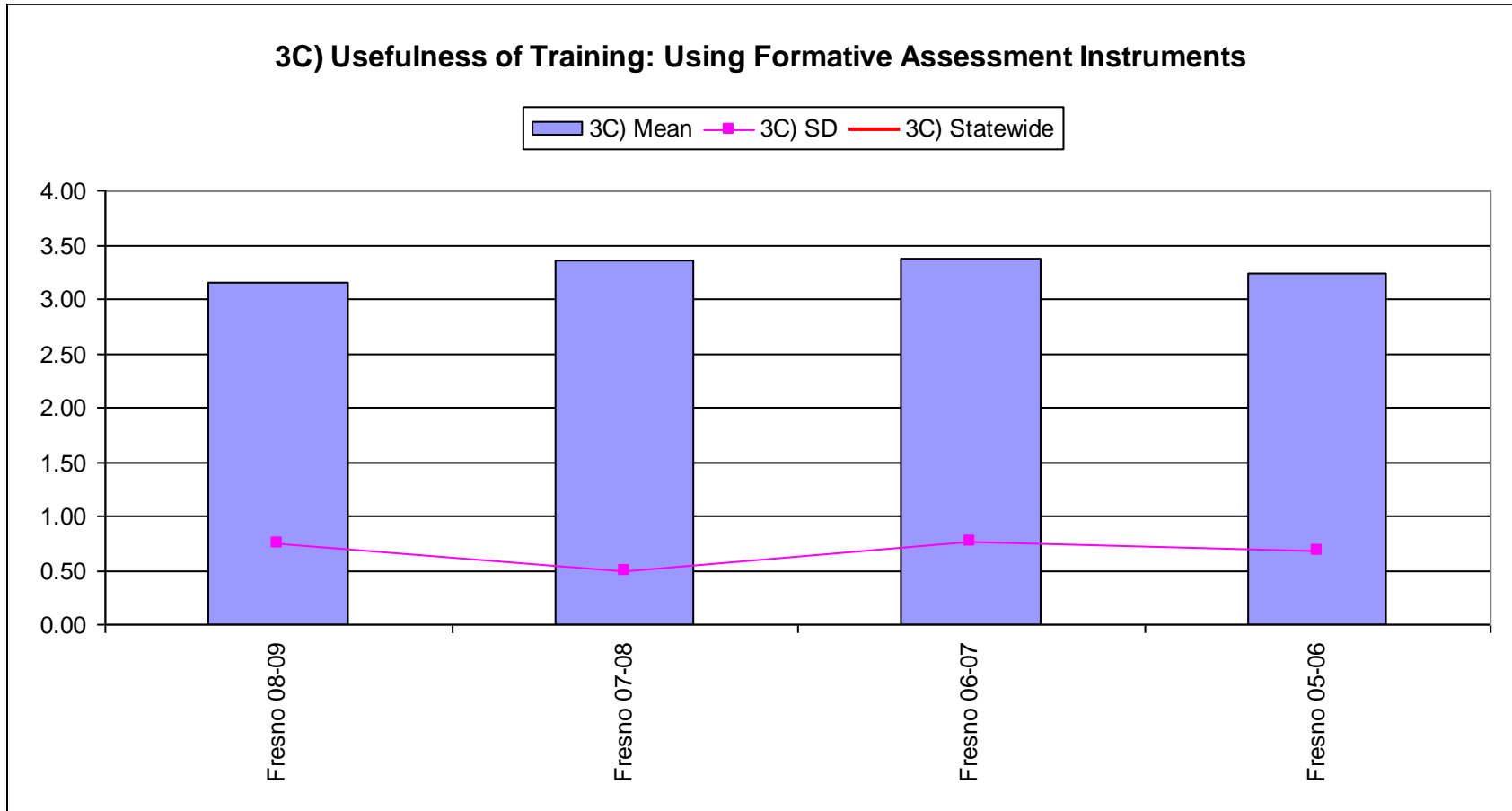
**1.2.1.1 Q3a. Assisting beginning teachers in understanding the local context for teaching? – CS 3 (IS 9b,9b2 9b3)**



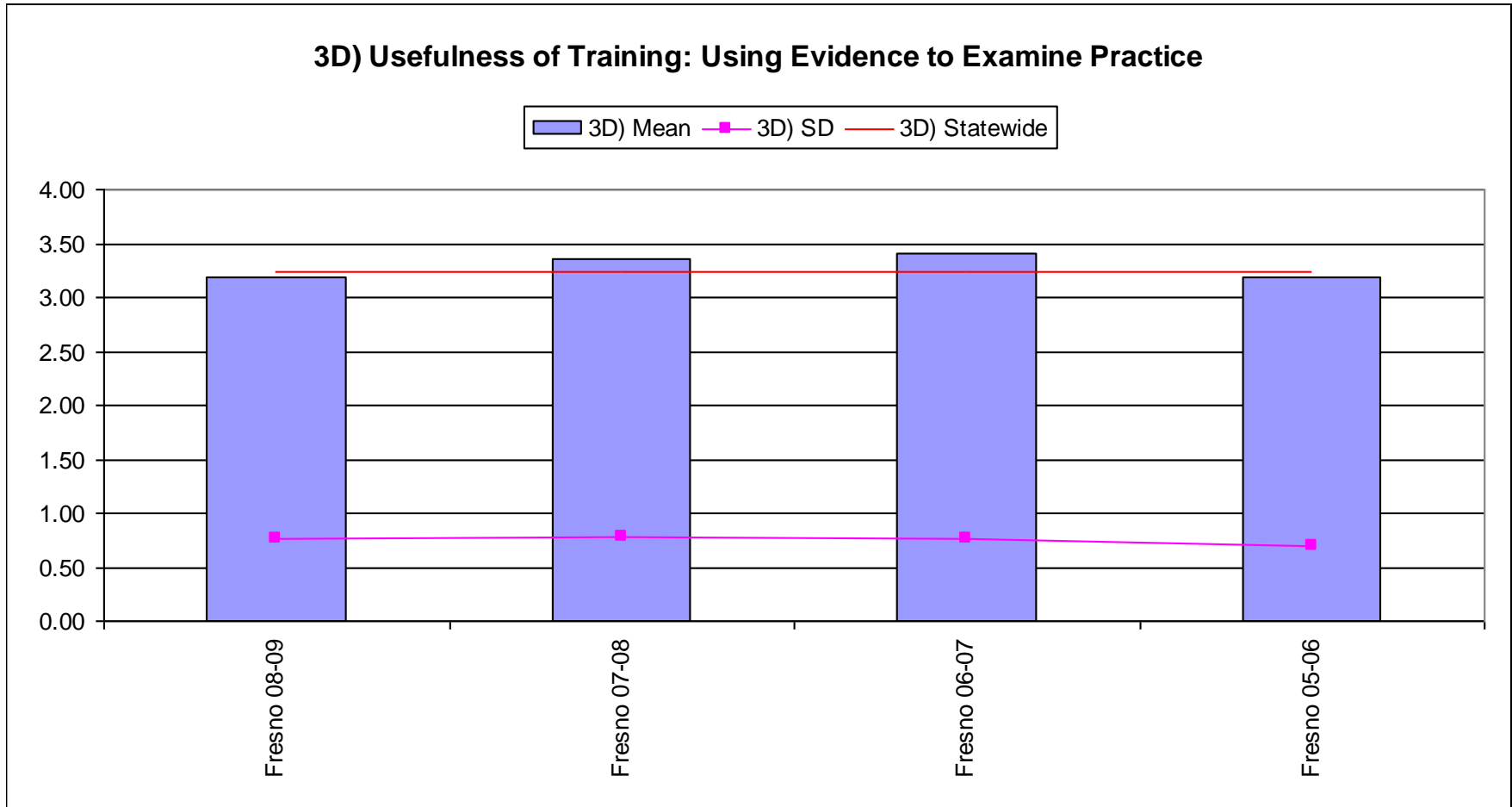
1.2.1.2 Q3b. Identifying and responding to the diverse needs of participating teachers? – CS 3 (IS 9b, 9b1)



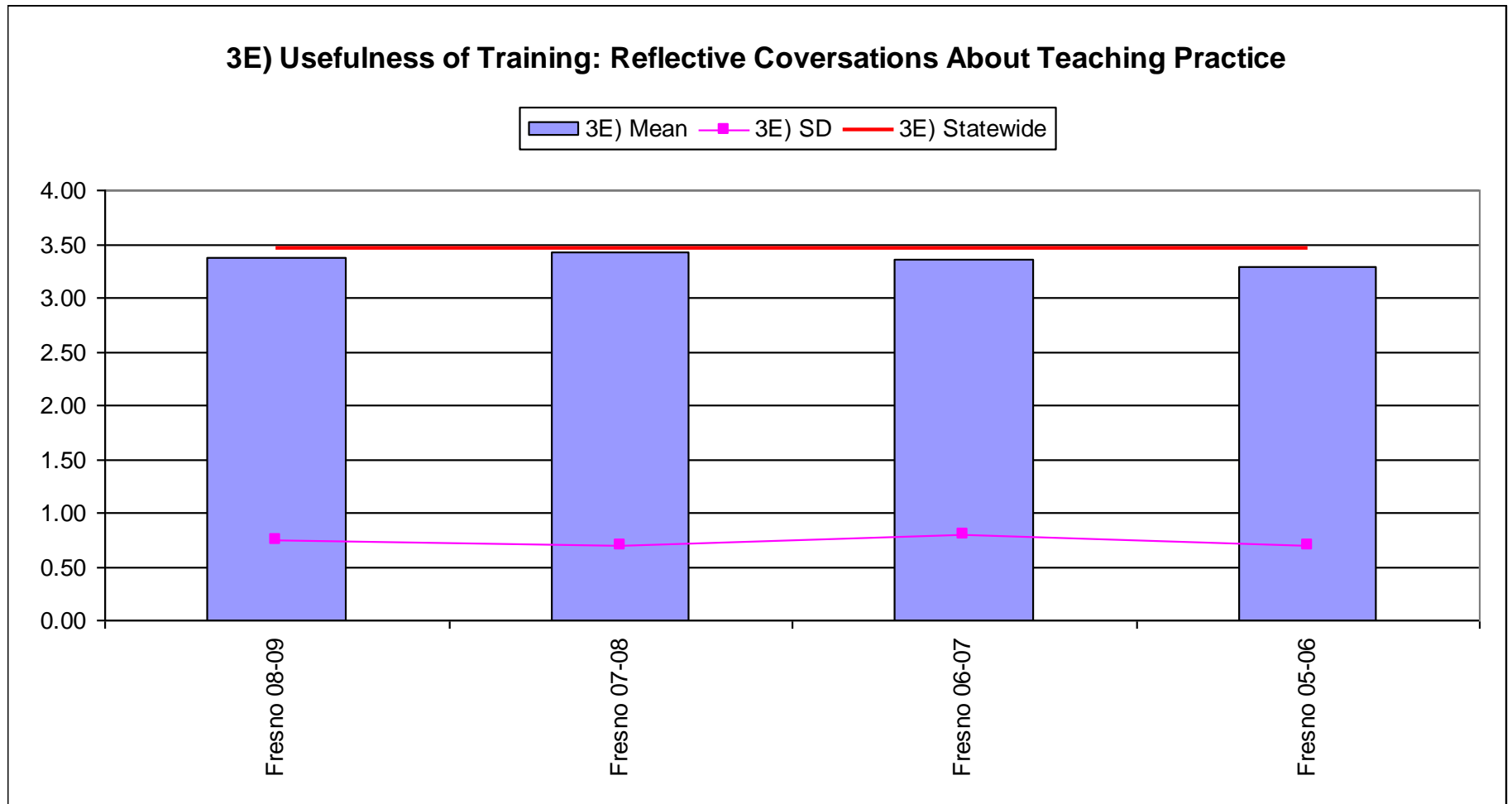
1.2.1.3 Q3c Using formative assessment instruments? – CS 3 (IS 9c, 9b45)



1.2.1.4 Q3d. Using evidence from formative assessments to examine beginning teaching practice? – CS 3 (IS 9b568)

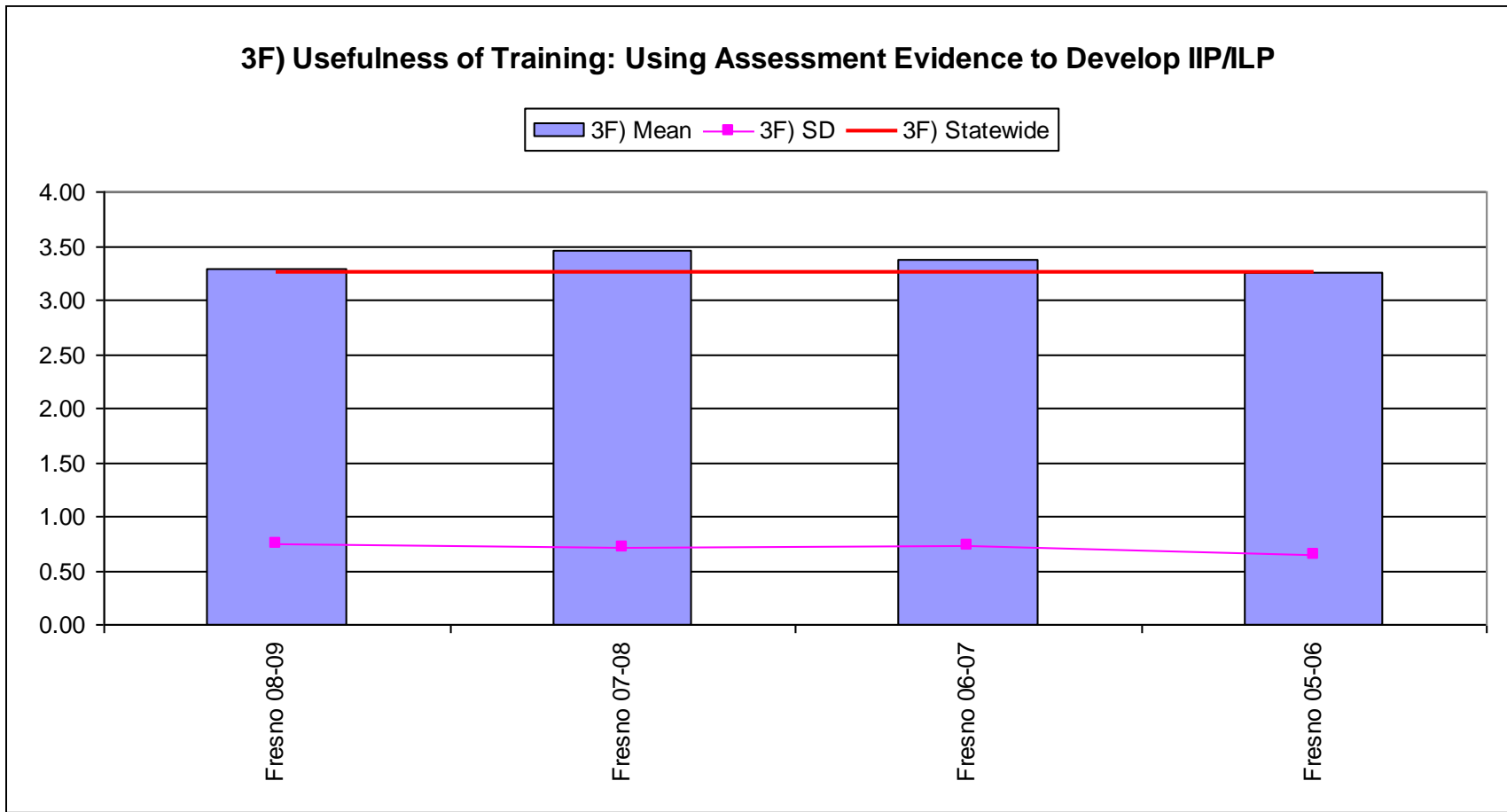


1.2.1.5 Q3e. Engaging in reflective conversations about teaching practice? – CS 3 (IS 9d, 9b2)





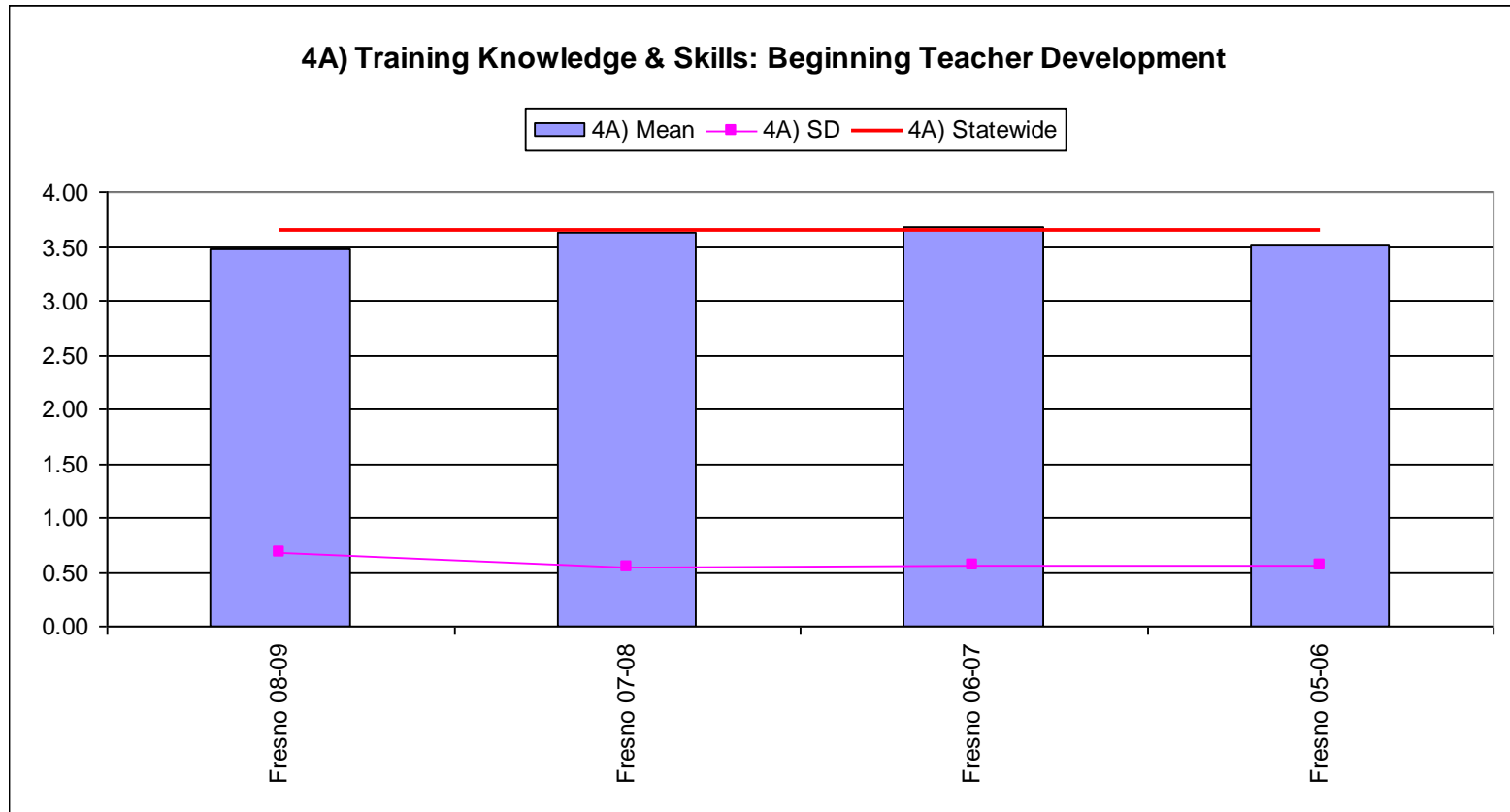
1.2.1.6 Q3f. Using assessment evidence to develop individualized induction plans with beginners? – CS 3 (IS 9b6)



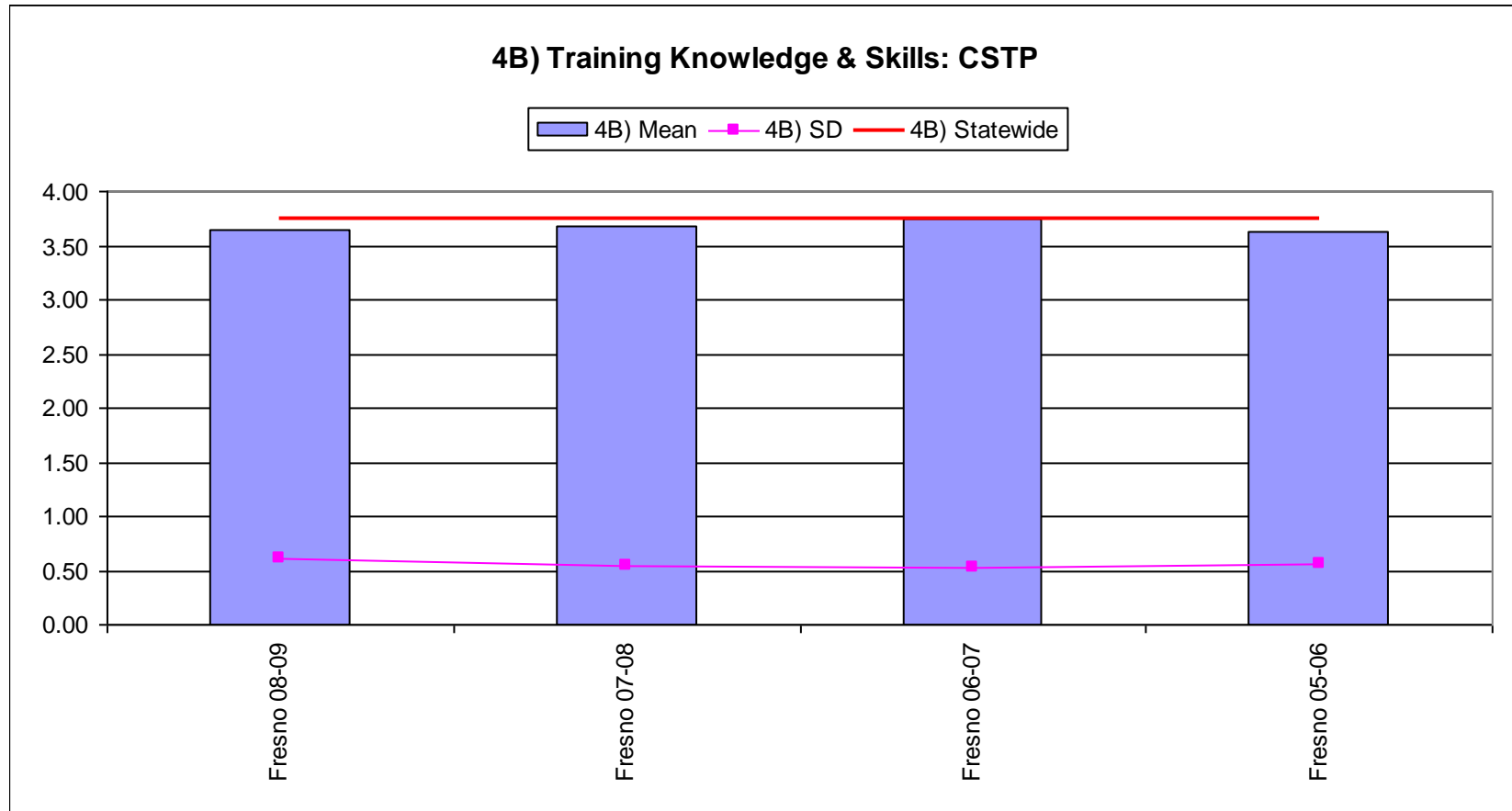
**Q4. How would you describe the knowledge and skills of the BTSA trainers in the following areas:**

1=Not adequate, 2=Somewhat adequate, 3=Adequate, 4=Very adequate

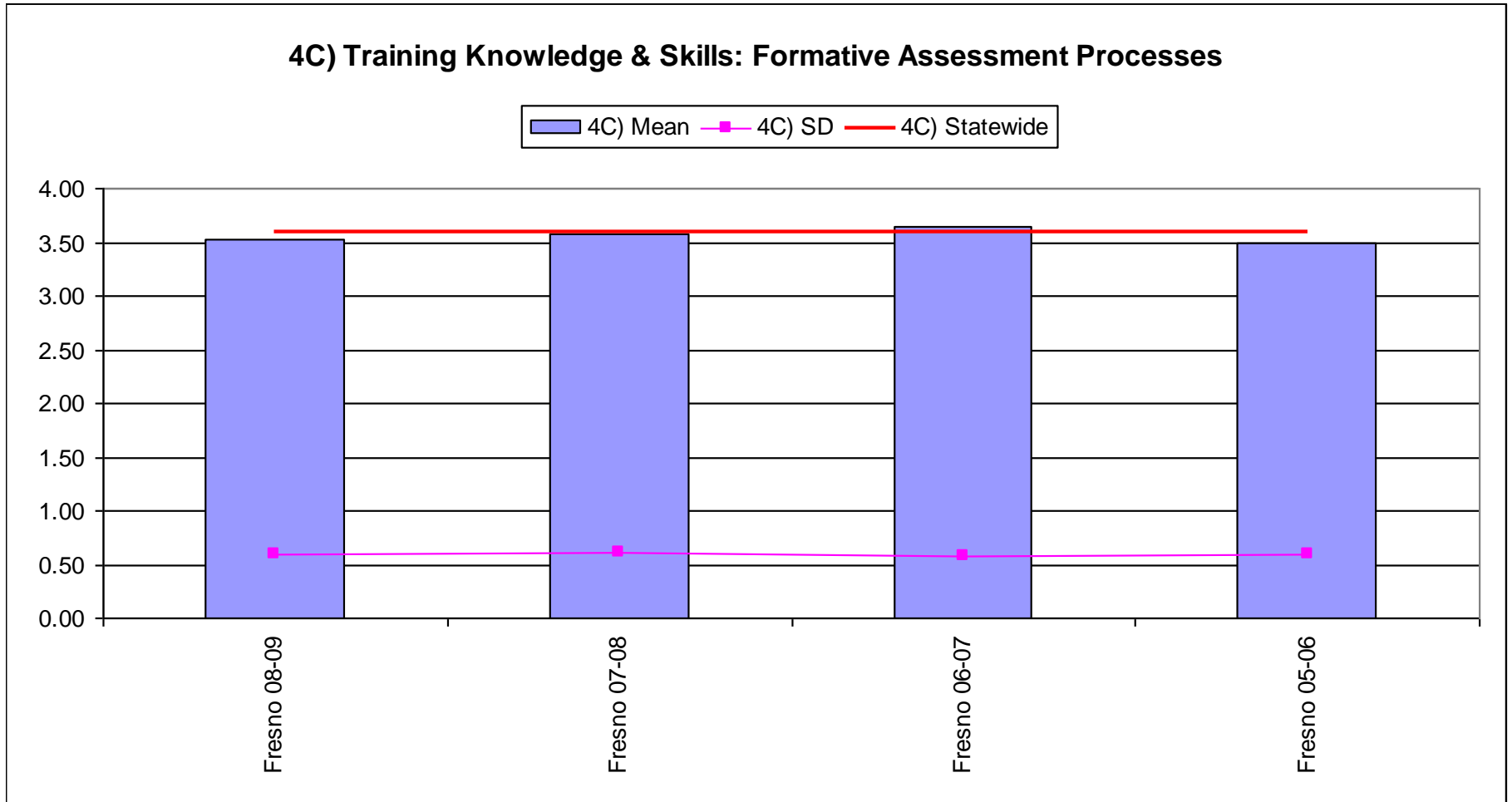
**1.2.1.7 Q4a. Beginning teacher development/ - CS 3 and PS 3 (IS 3b, 9a, 3)**



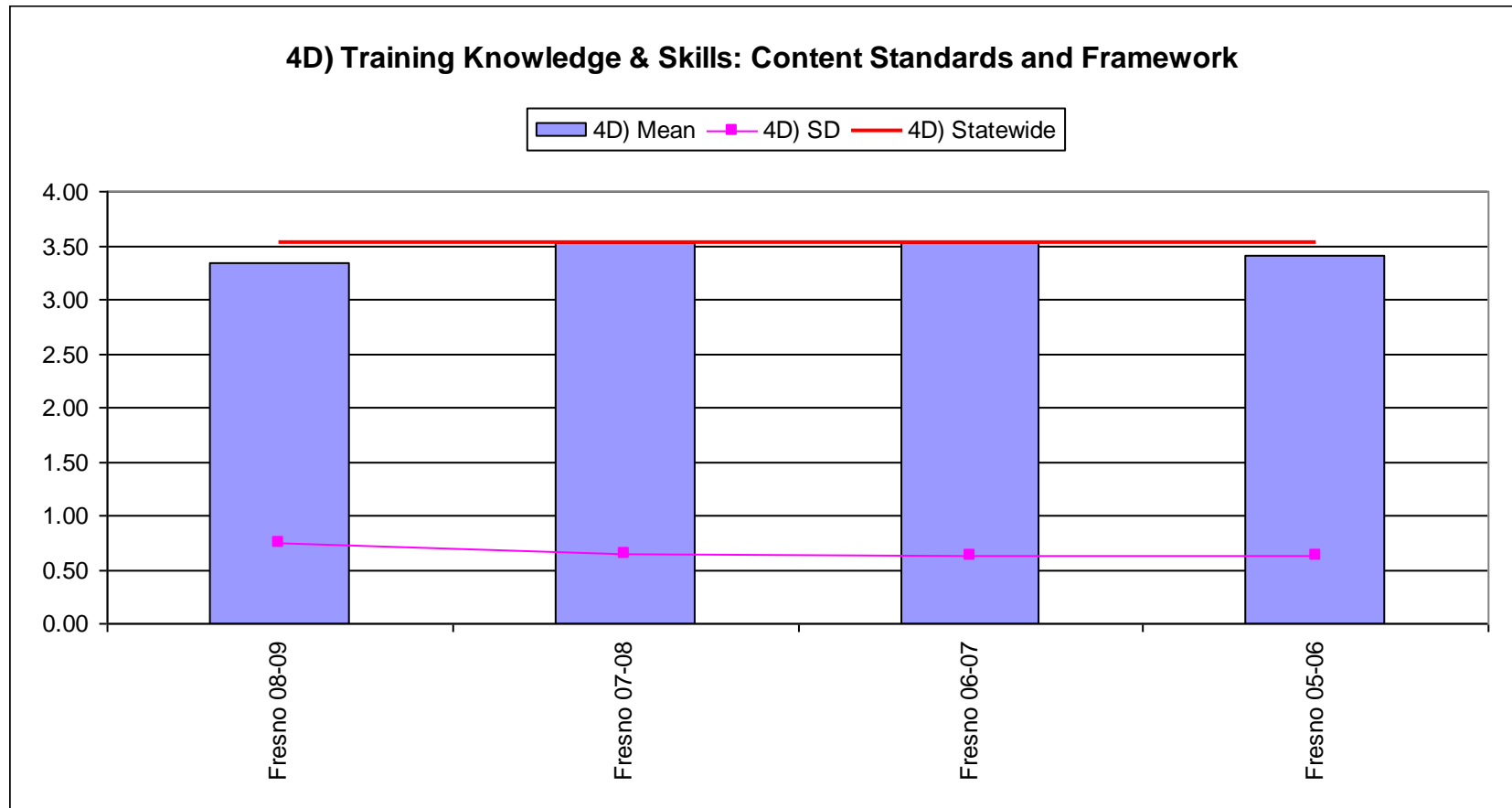
1.2.1.8 Q4b. The California Standards for the Teaching Profession? - CS 3 and PS 3 (IS 9a, 3)



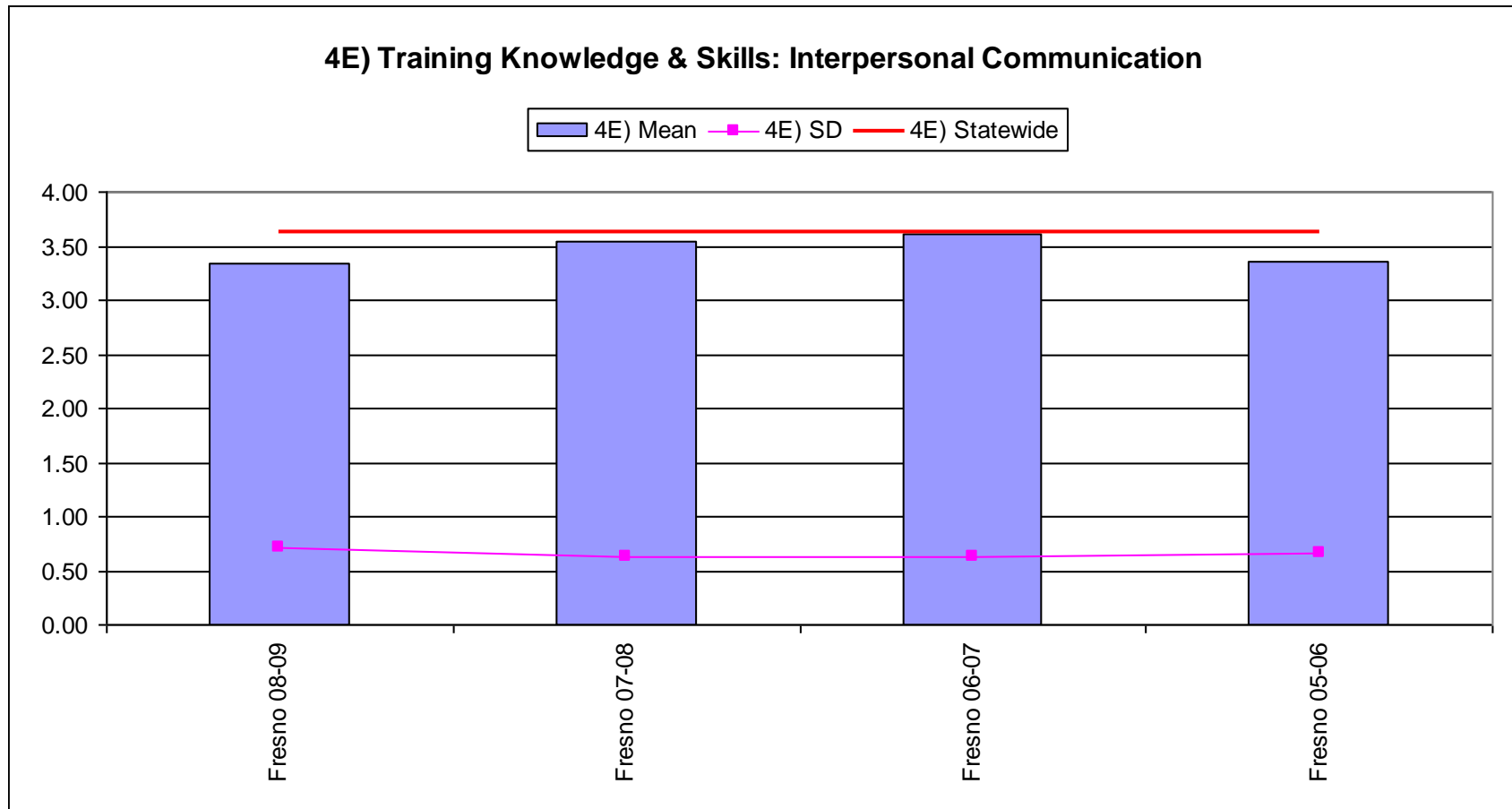
1.2.1.9 Q4c. Formative assessment processes? - CS 3 and PS 3 (IS 9a, 3)



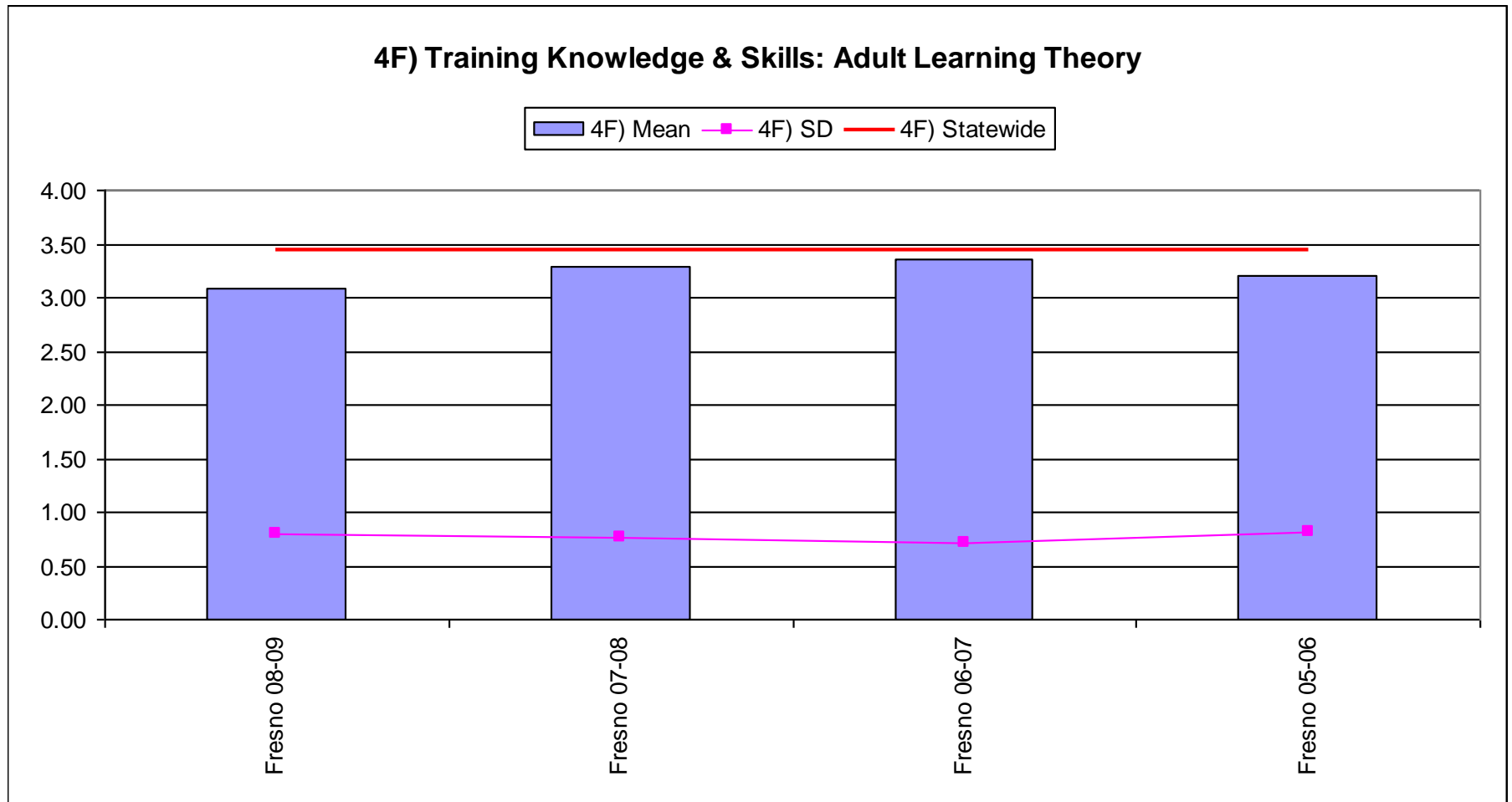
1.2.1.10 Q4d. Student academic content standards and curriculum frameworks? - CS 3 and PS 3 (IS 3b, 9a, 3)



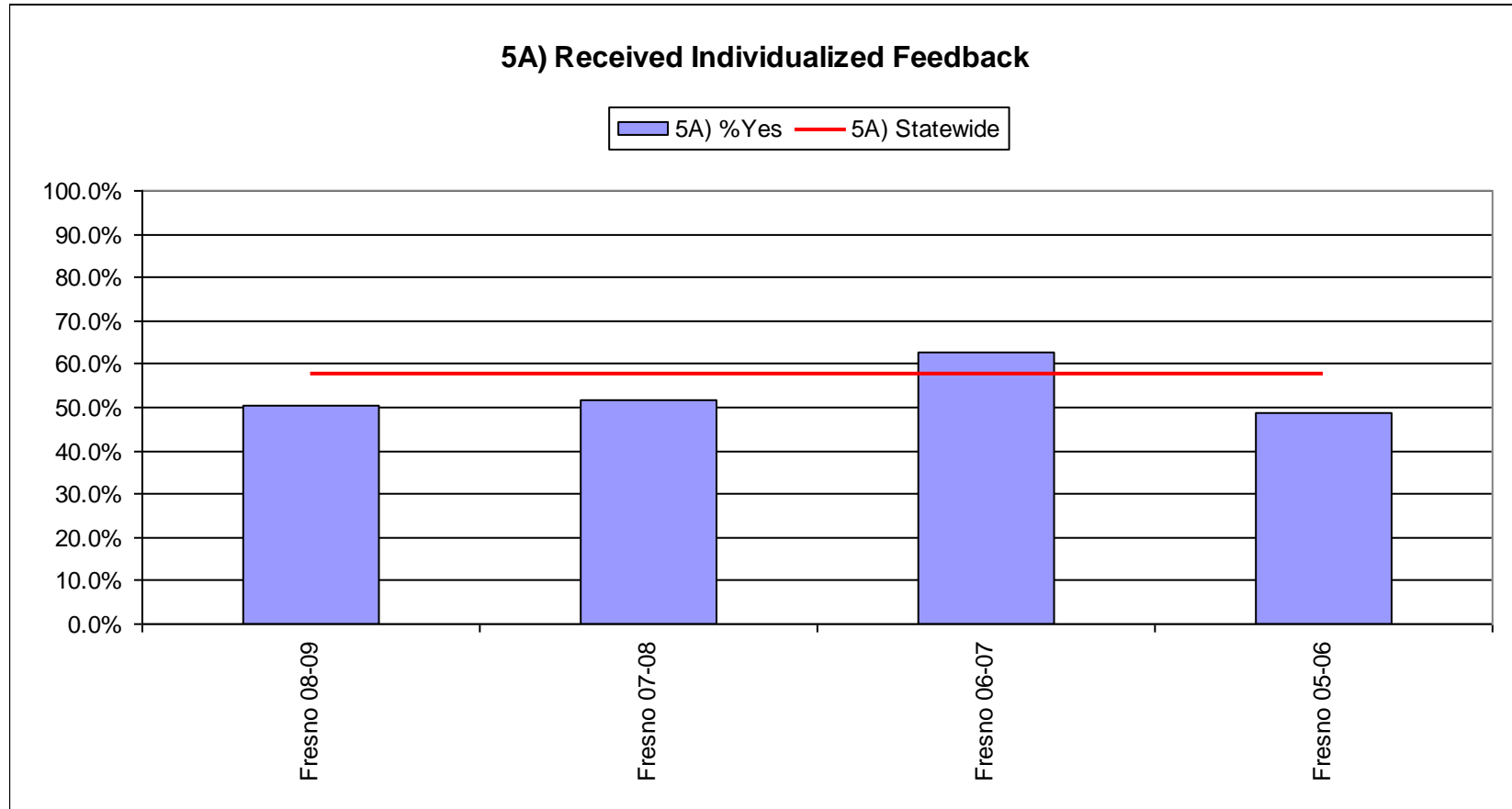
1.2.1.11 Q4e. Interpersonal communication skills? - CS 3 and PS 3 (IS 3b, 9a, 3)



1.2.1.12 Q4f. Knowledge of adult learning theory - CS 3 and PS 3 (IS 3b, 9a)



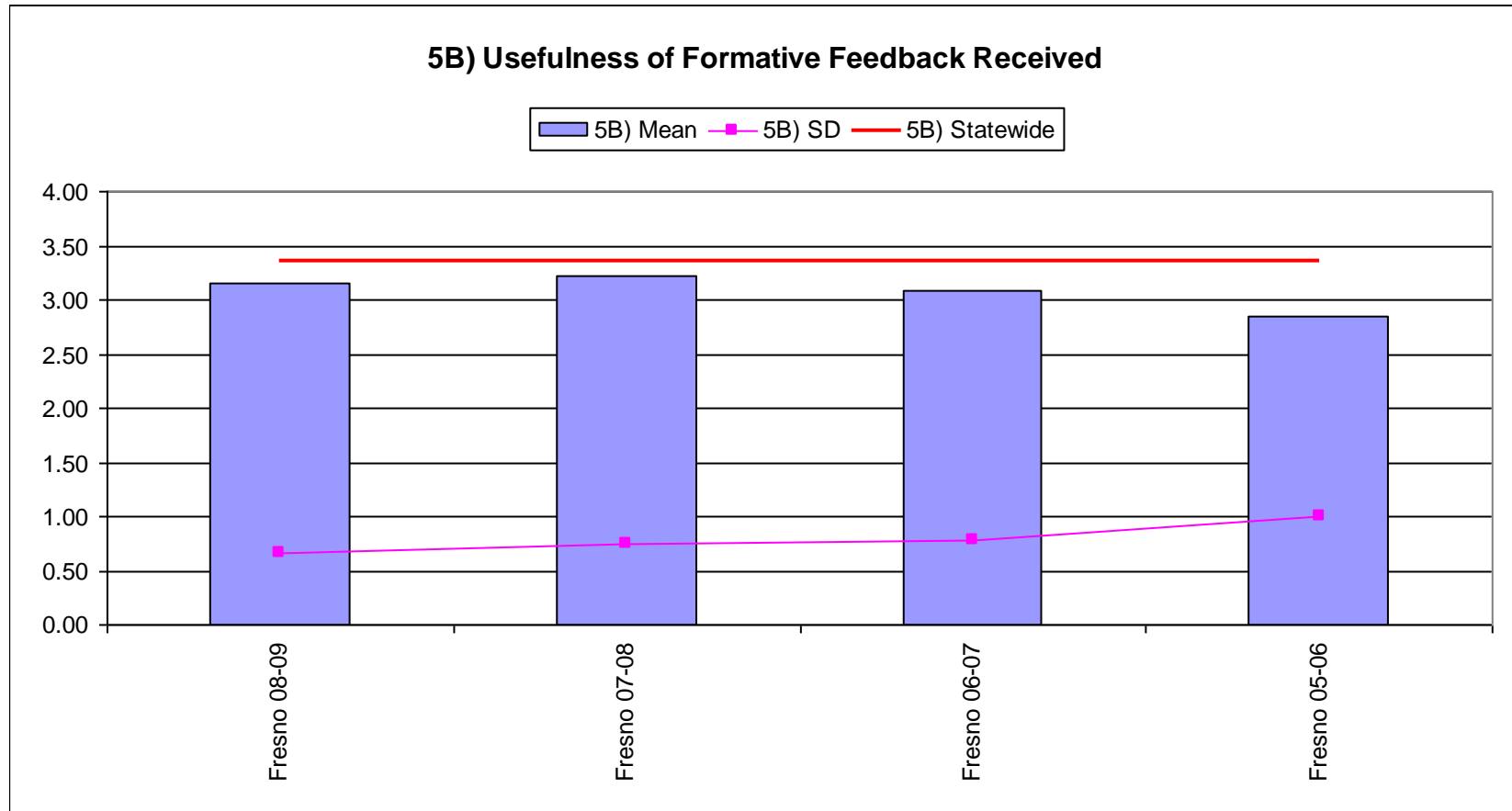
**Q5a. Did you receive feedback about your work as a BTSA Support Provider? – PS 3 (IS 9e)**





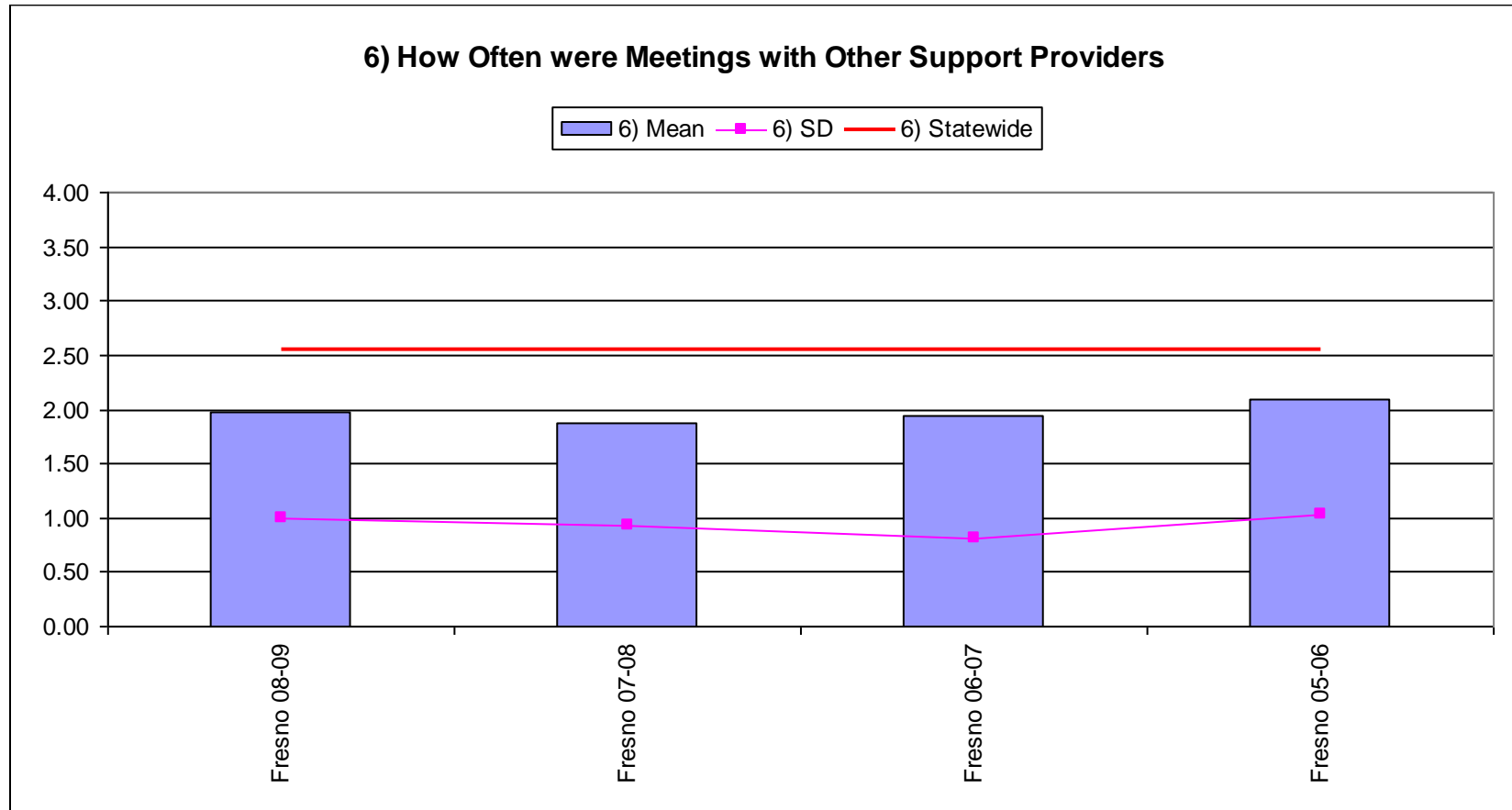
**Q5b. If yes, how useful was the formative feedback you received about your work as a BTSA support provider? – PS 3 (IS 9e)**

1=Not useful, 2=Somewhat useful, 3=Useful, 4=Very useful



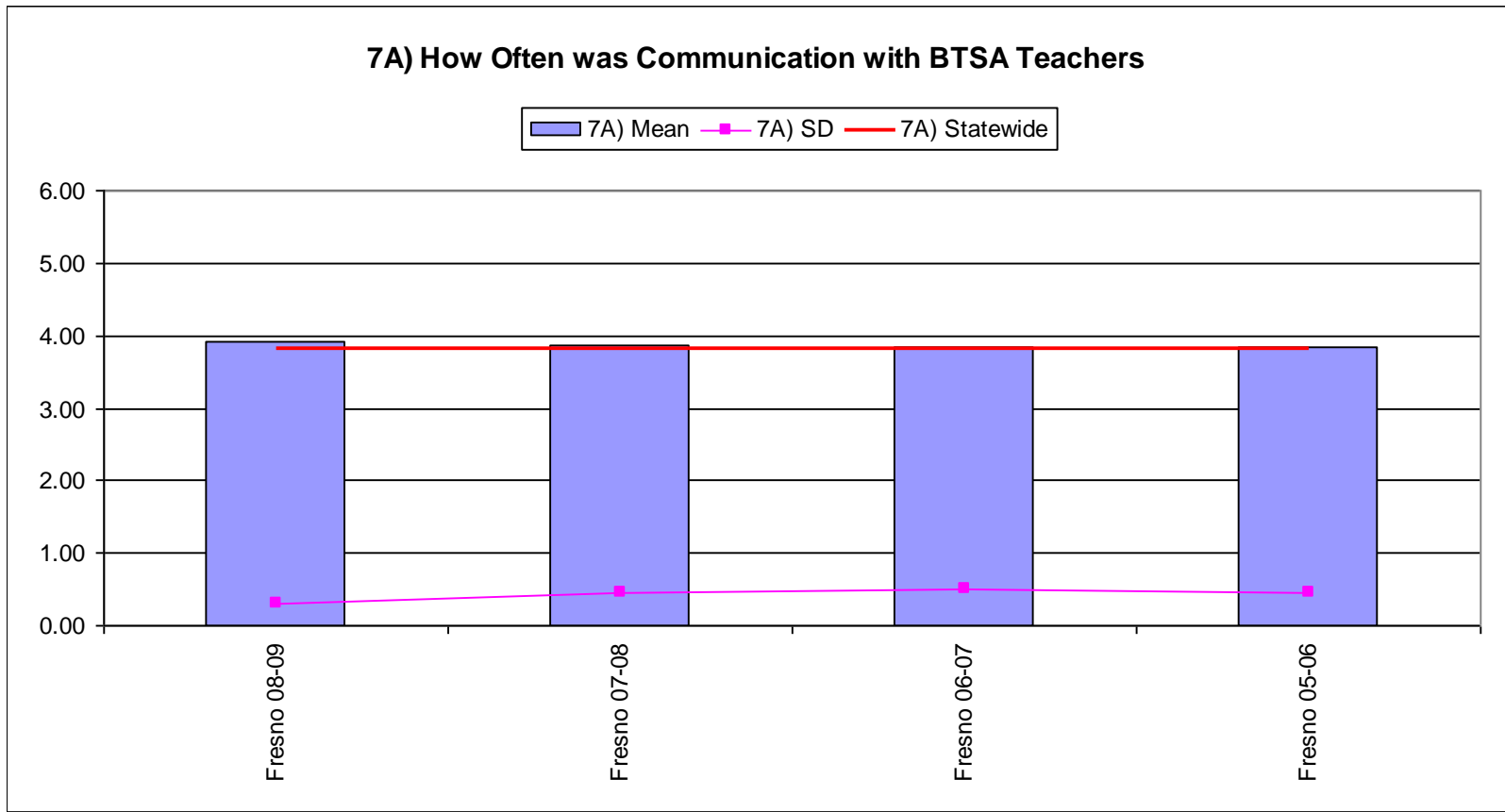
**Q6. During this school year, how often did you have an opportunity to meet with other support providers for professional development and/or problem solving? – PS 3 and 4 (IS 9d, 8, 9)**

1= 1 or 2 times, 2 = 1 x every 2-3 months, 3 = 1 x a month, 4 = > than 1 x month



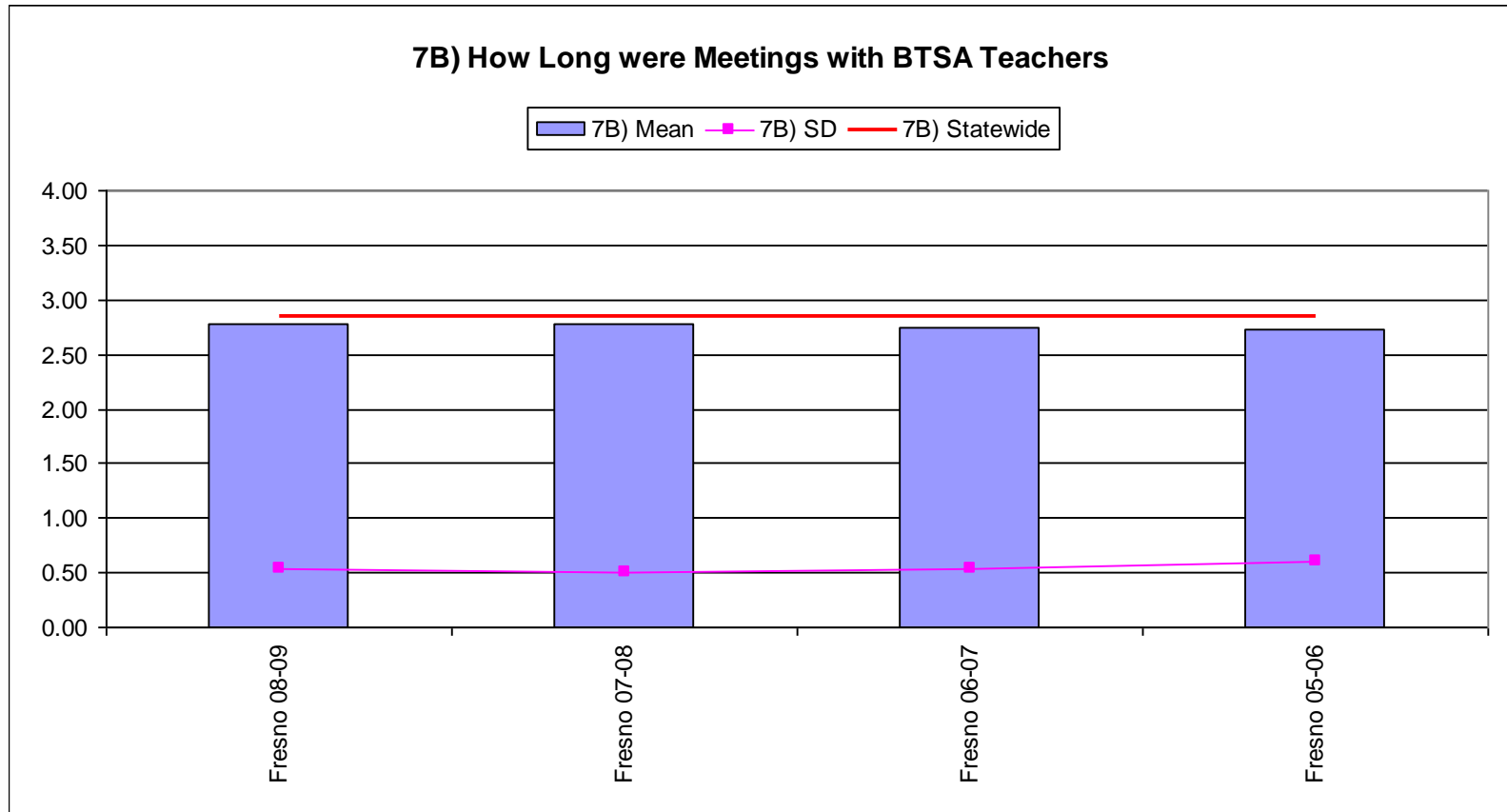
**Q7a. On average, how often did you communicate with your BTSA teacher(s) (in person, by phone or email) about issues related to their teaching practice (e.g., curriculum and instruction, students, assessments, materials)? – PS 4 (IS 8a, 12de )**

1=Less than once a month, 2=Once a month, 3=Twice a month, 4=Once a week



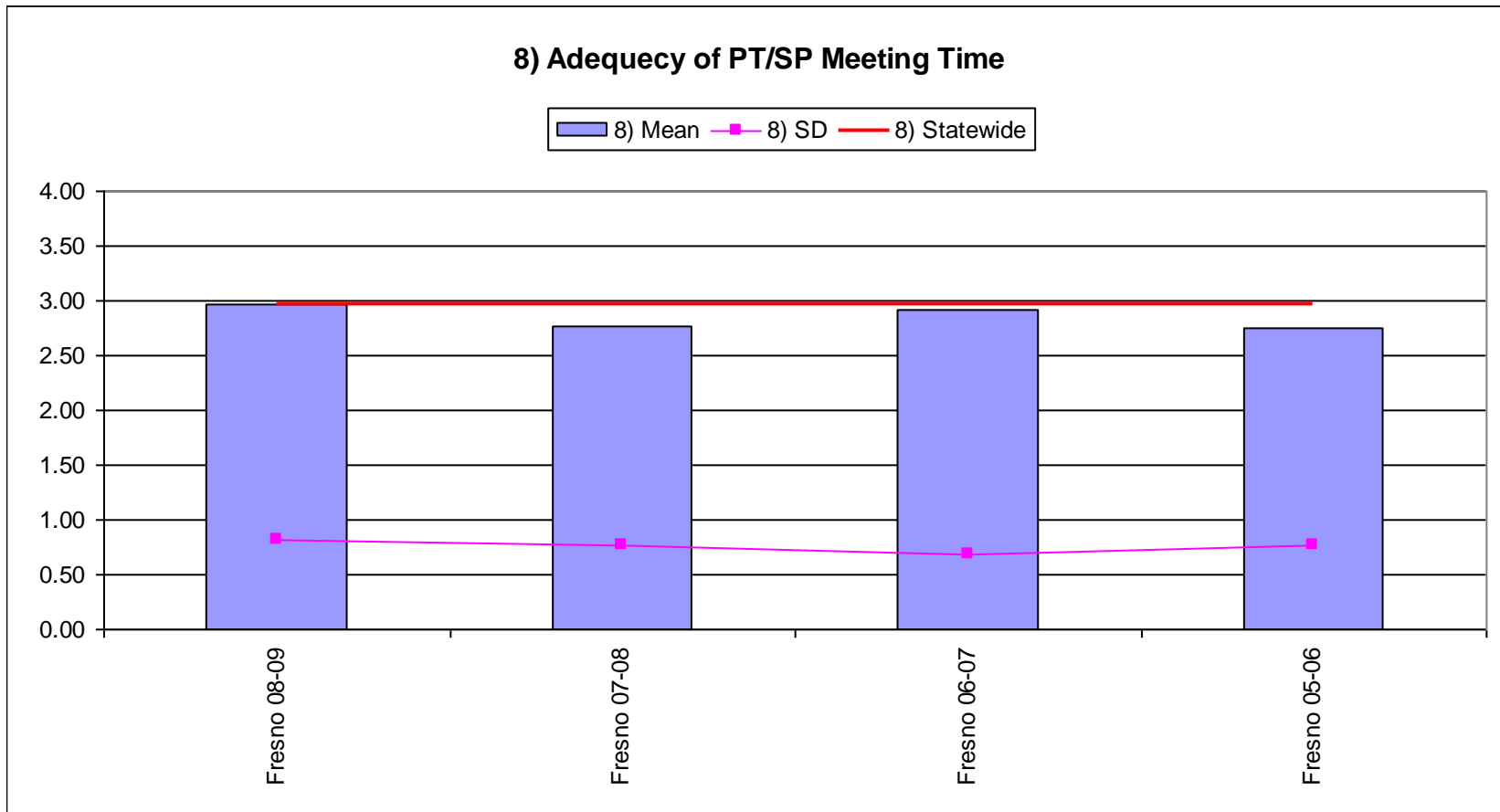
**Q7b. On average, how long were meetings with participating teachers? – PS 4 (IS 8a, 12de)**

1=15 minutes, 2=30 minutes, 3=60 minutes, 4=90 minutes



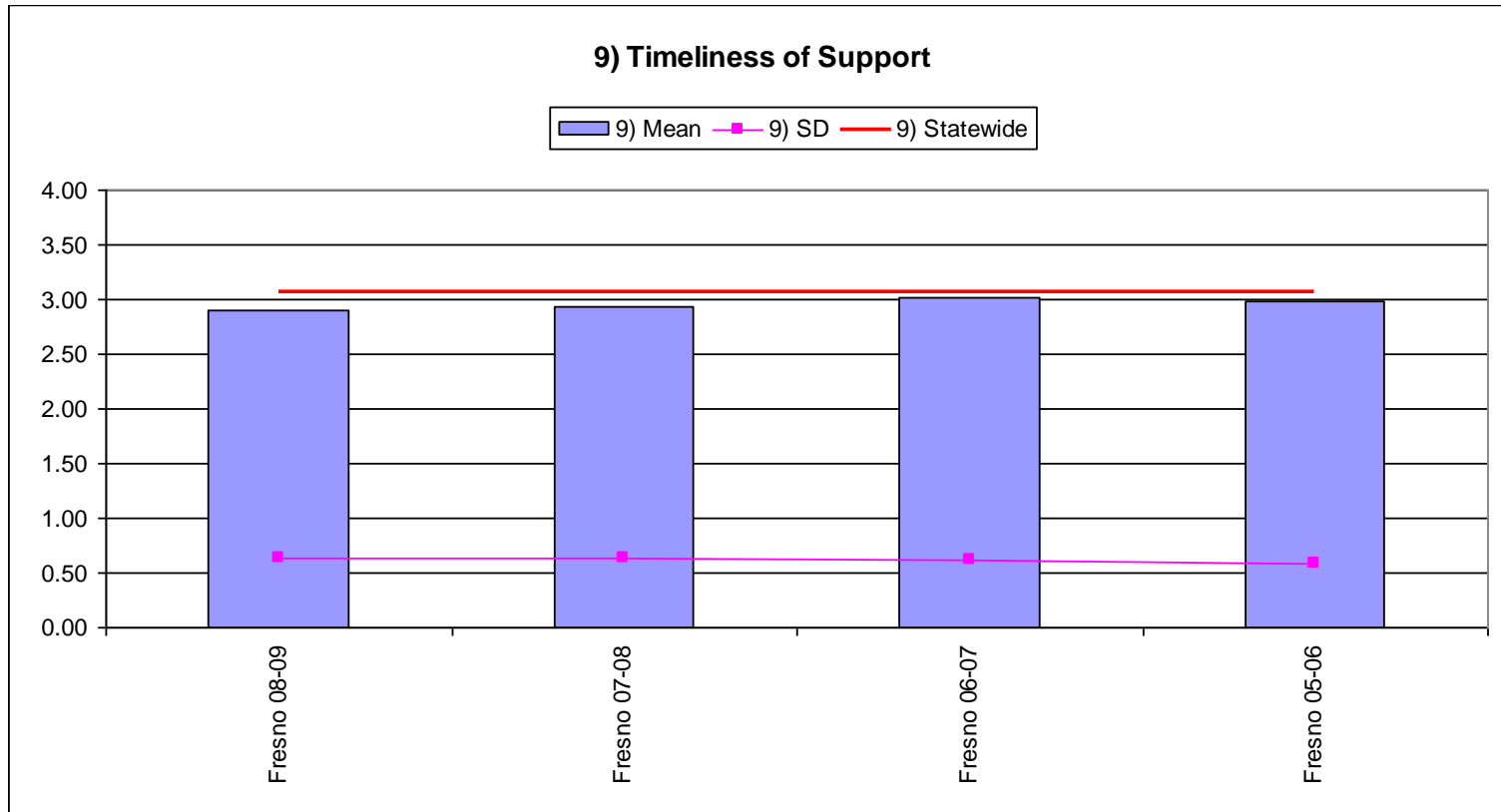
**Q8. Was the time allotted for your role adequate to meet the needs of each of your BTSA teachers for support and assessment?  
- PS 4 (IS 12de)**

1=Not adequate, 2=Somewhat adequate, 3=Adequate, 4=More than adequate

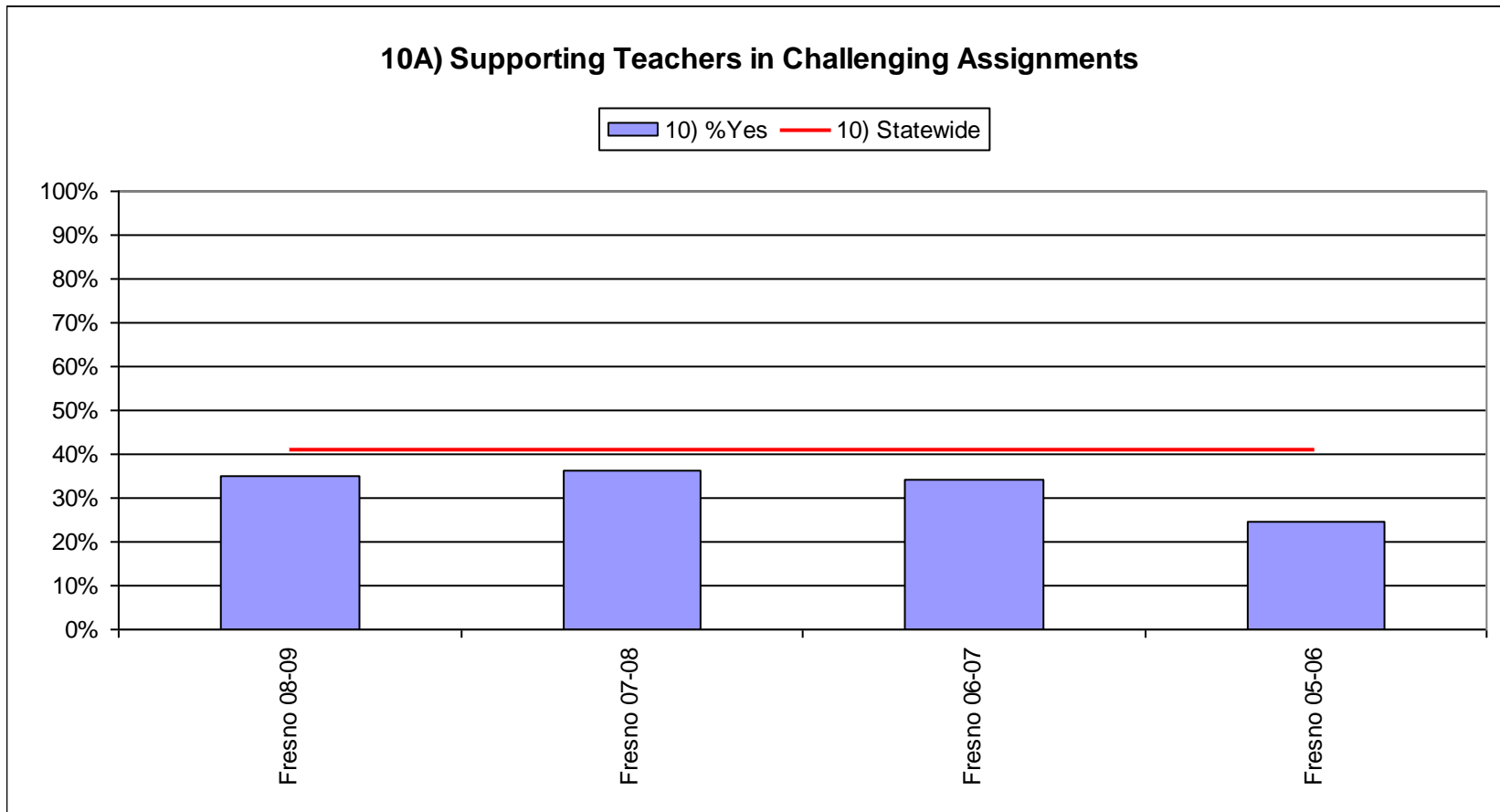


**Q9. How often did you feel that the support you offered through BTSA was timely in meeting your BTSA participating teacher(s)' needs? CS 3 and PS 4 (IS 8e, 9a, 12def)**

1=Never, 2=Sometimes, 3=Usually, 4=Always

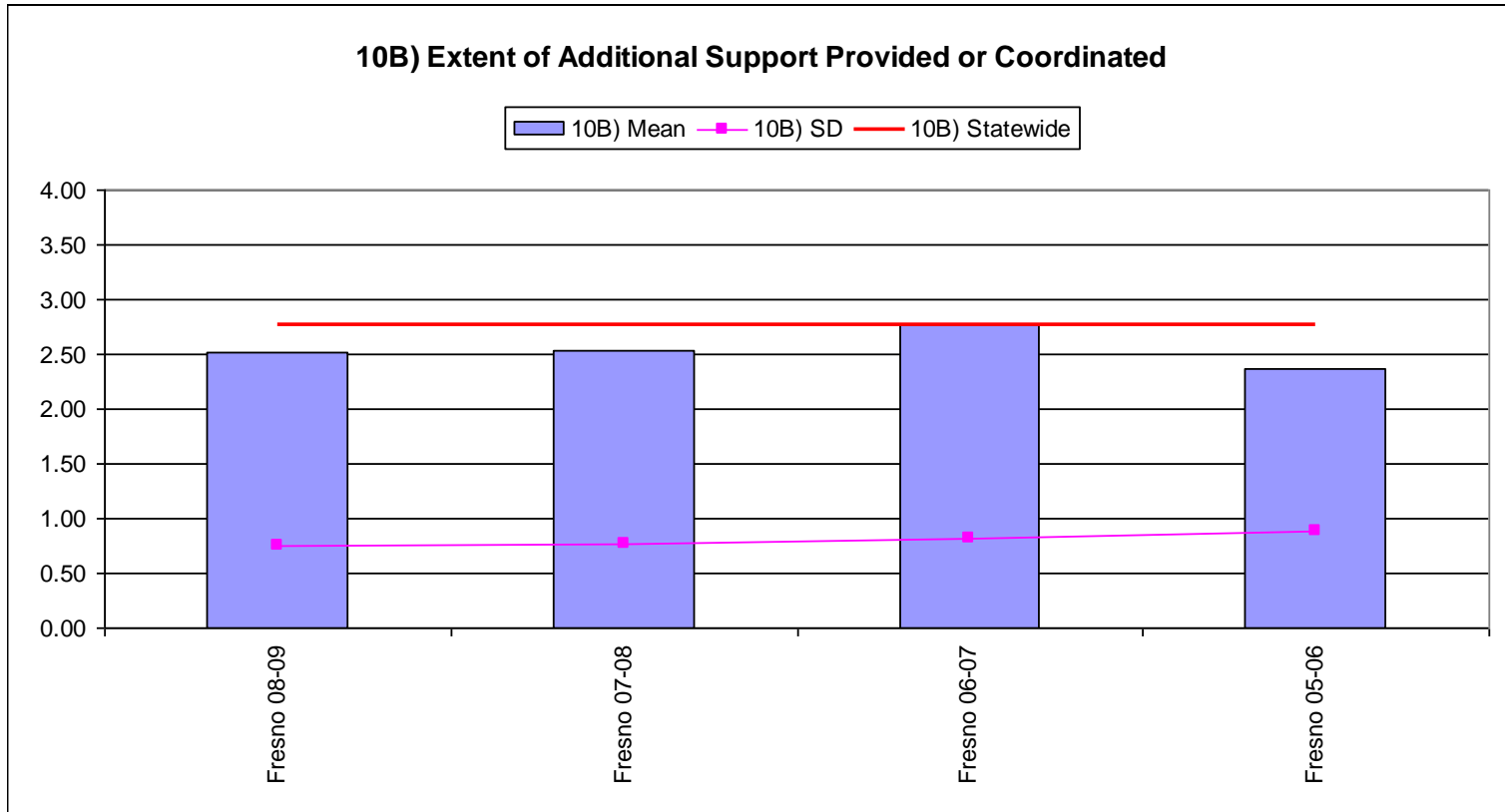


**Q10a. Were any of the BTSA teachers you supported this year in a teaching assignment that was more challenging than other teachers at the site? – CS 1 and 3 and PS 3 (IS 11c4) (Note: Lower than state mean is a positive result. It means that less teachers were in challenging placements.)**



**Q10b. If you answered 'yes' or 'some' to 10a: To what extent were you able to provide and/or coordinate additional support to help compensate for the additional challenges? - CS 3 and PS 4 (IS 11c1,2,3,4)**

1=No additional support, 2=Some additional support, 3=Adequate additional support, 4=A great deal of additional support

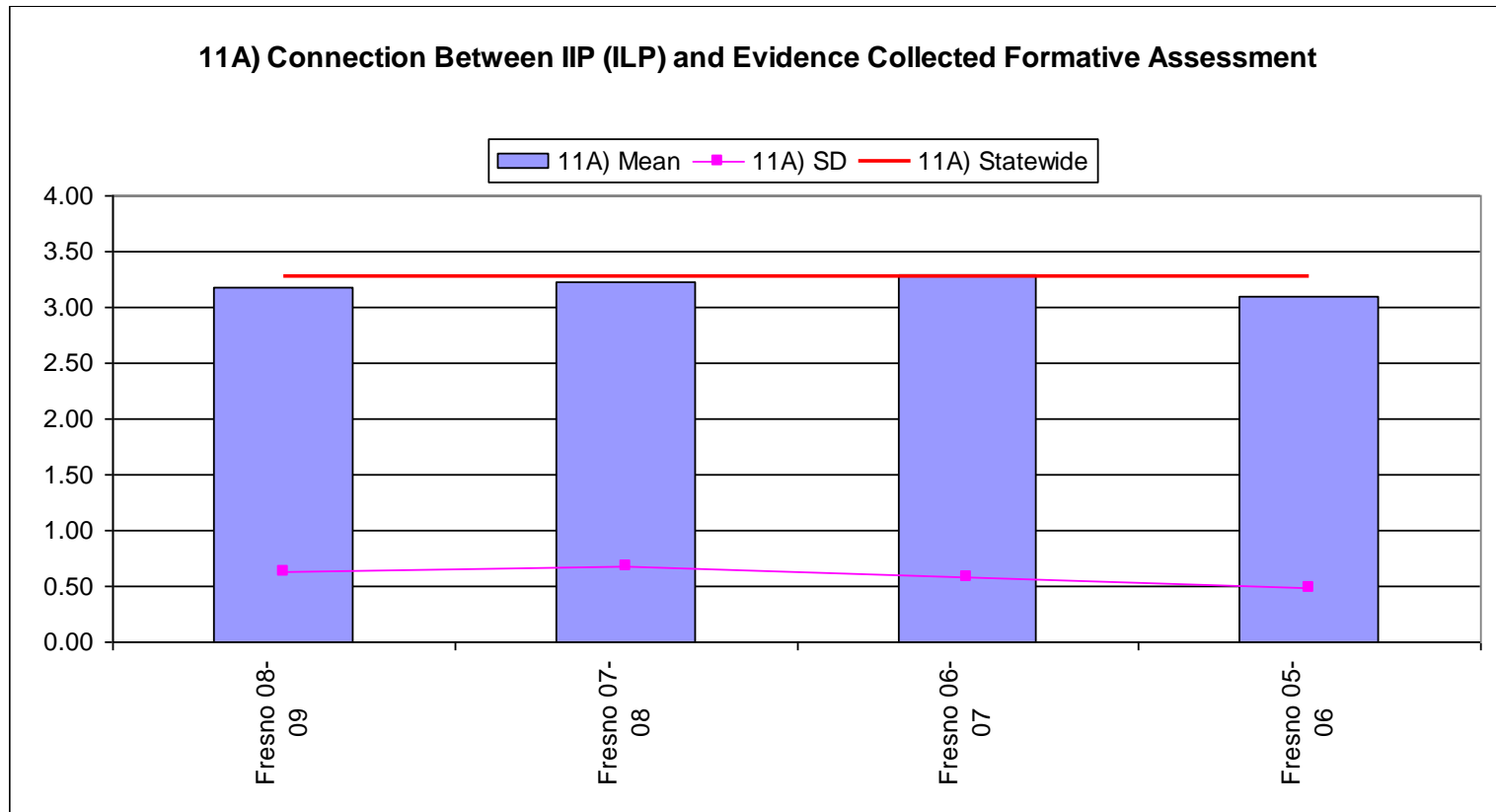




**Q11. How strong was the connection between the goals and activities of the IIP (ILP) and:**

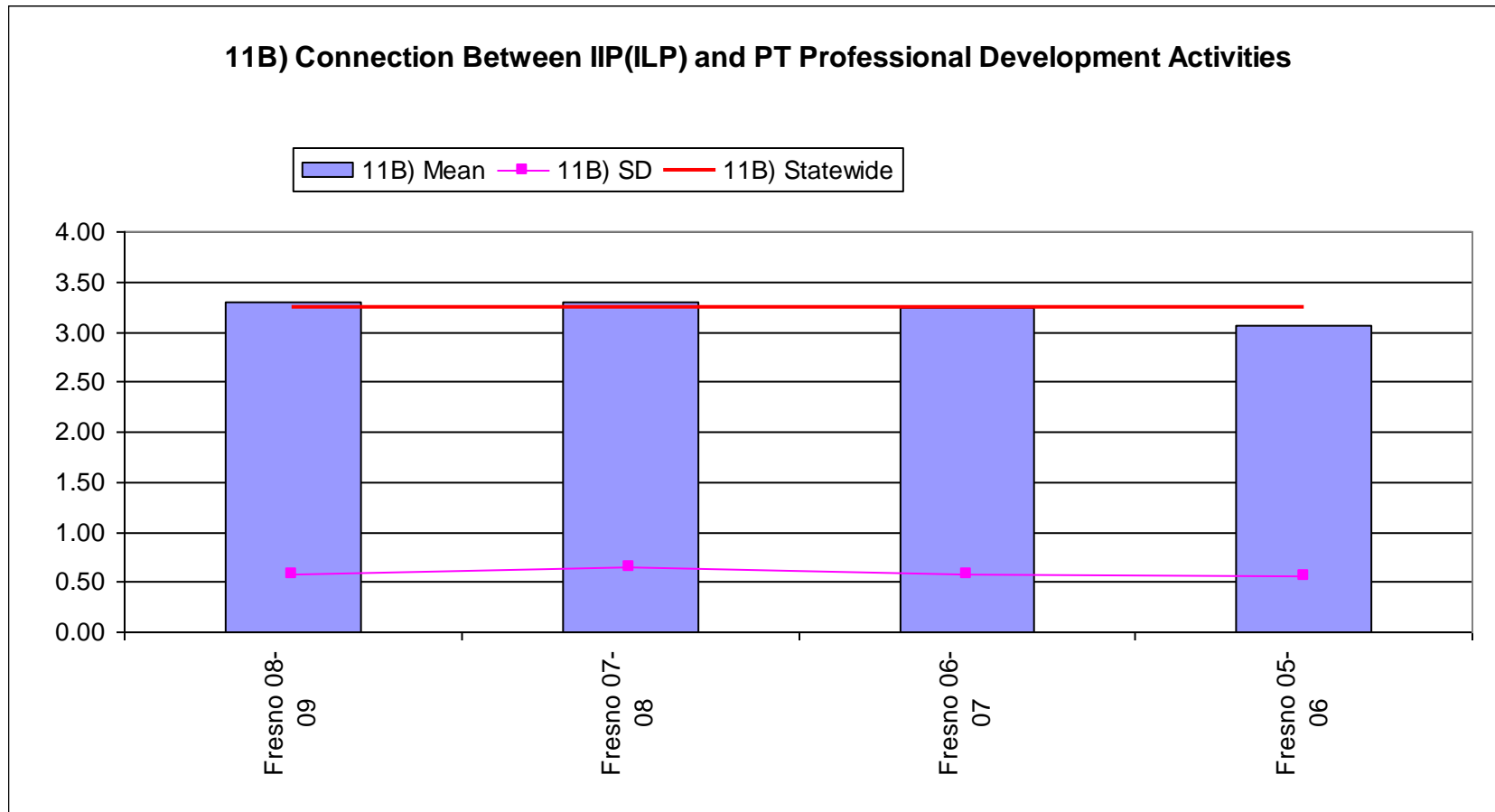
1=Very weak, 2=Somewhat weak, 3=Strong, 4=Very strong

**1.2.1.13 Q11a. Evidence of your participating teacher(s)' practice collected through the formative assessment process? - PS 3 and 4 (IS6e, 12b, 13e, 14a1234ab5abcde, 9)**

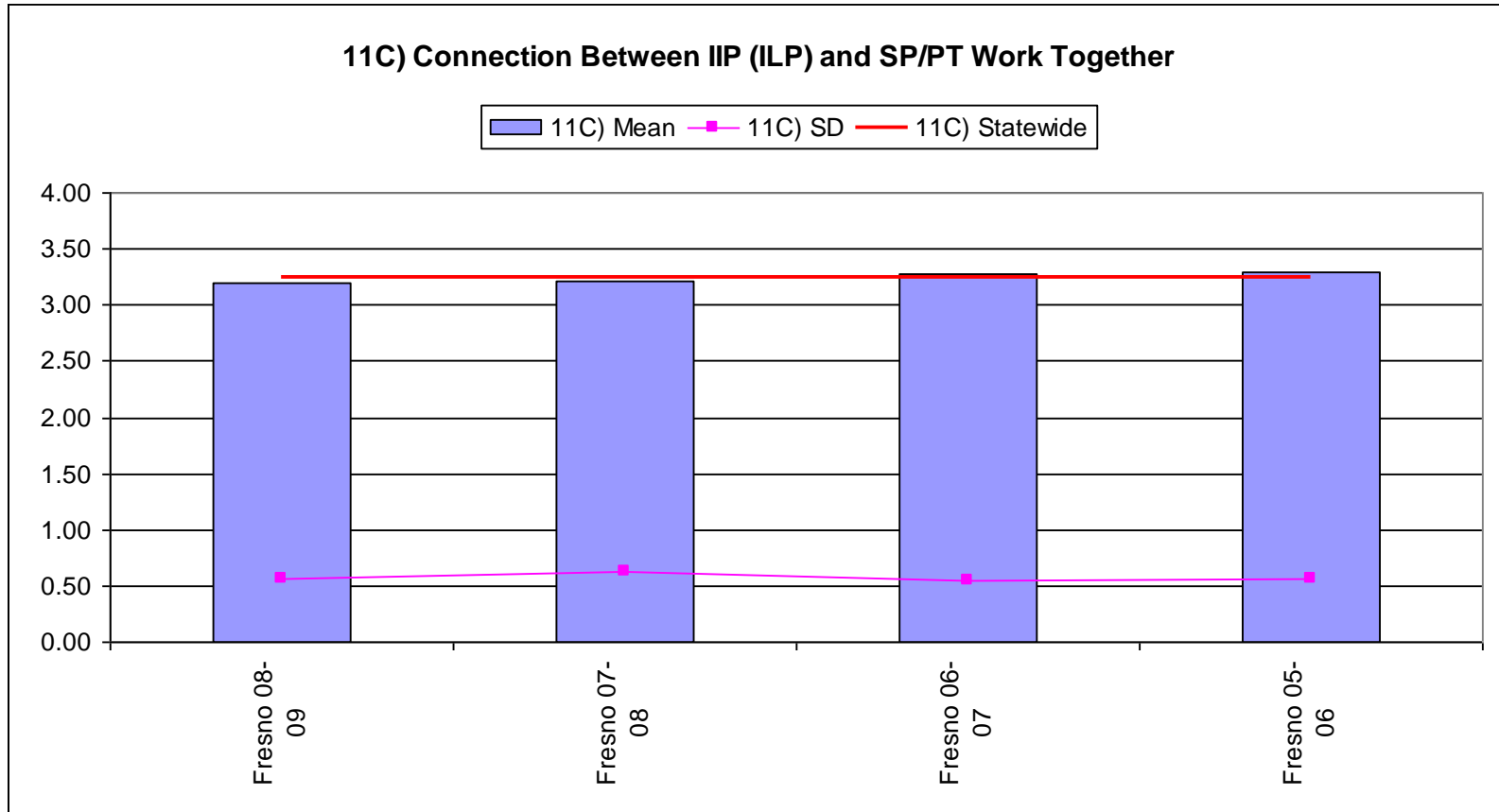


**1.2.1.14 Q11b. Your participating teacher(s)' professional development activities? – PS 3, 4, 5 and 6 (IS 12ac, 13e, 14a1234ab5abcde, 7, 9)**

Very weak, Somewhat weak, Strong, Very strong

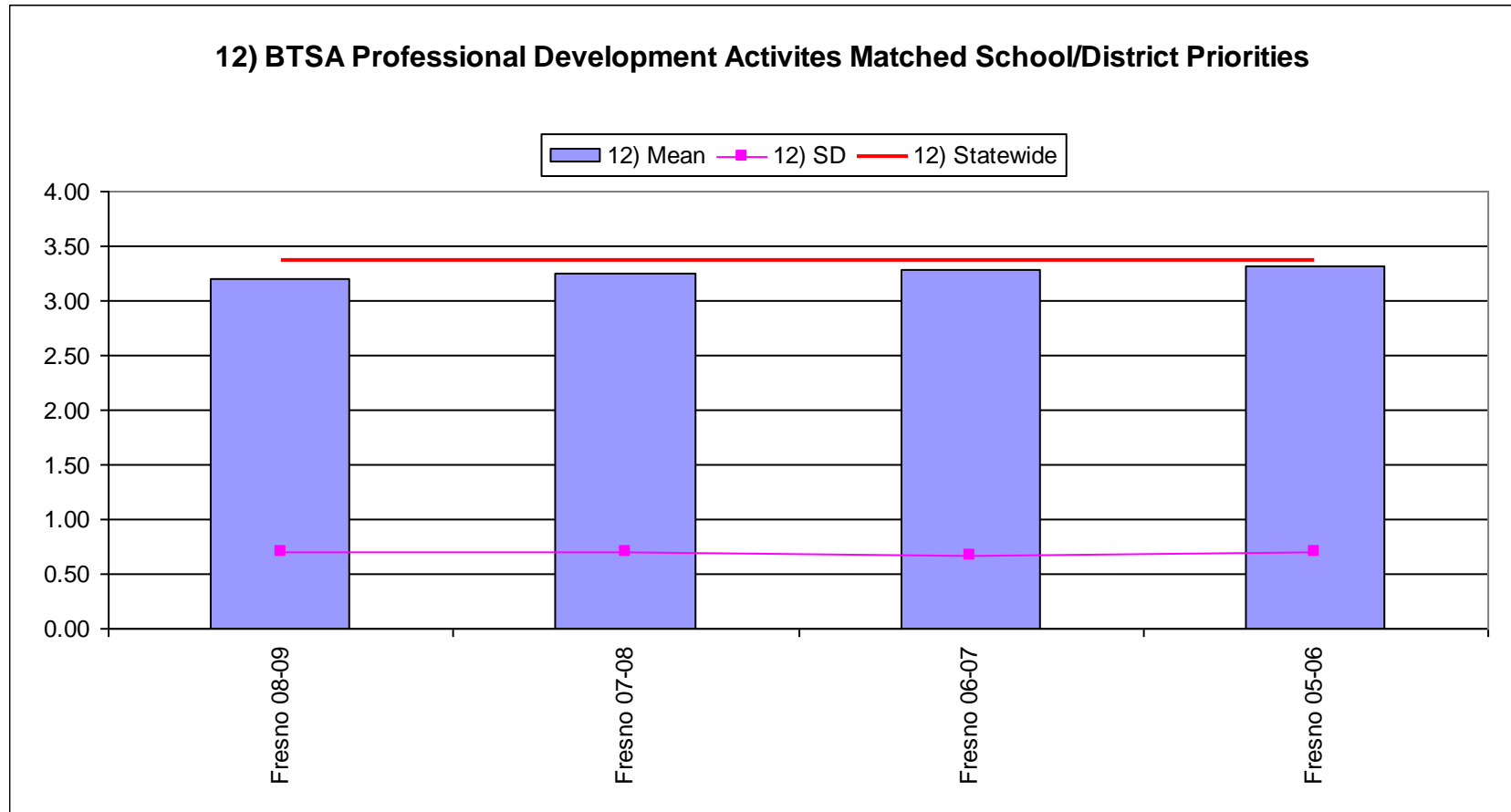


**Q11c. Your work together? – PS 4 (IS 12cde, 13f1234, 14a1234ab5abcde, 9, 12b)**



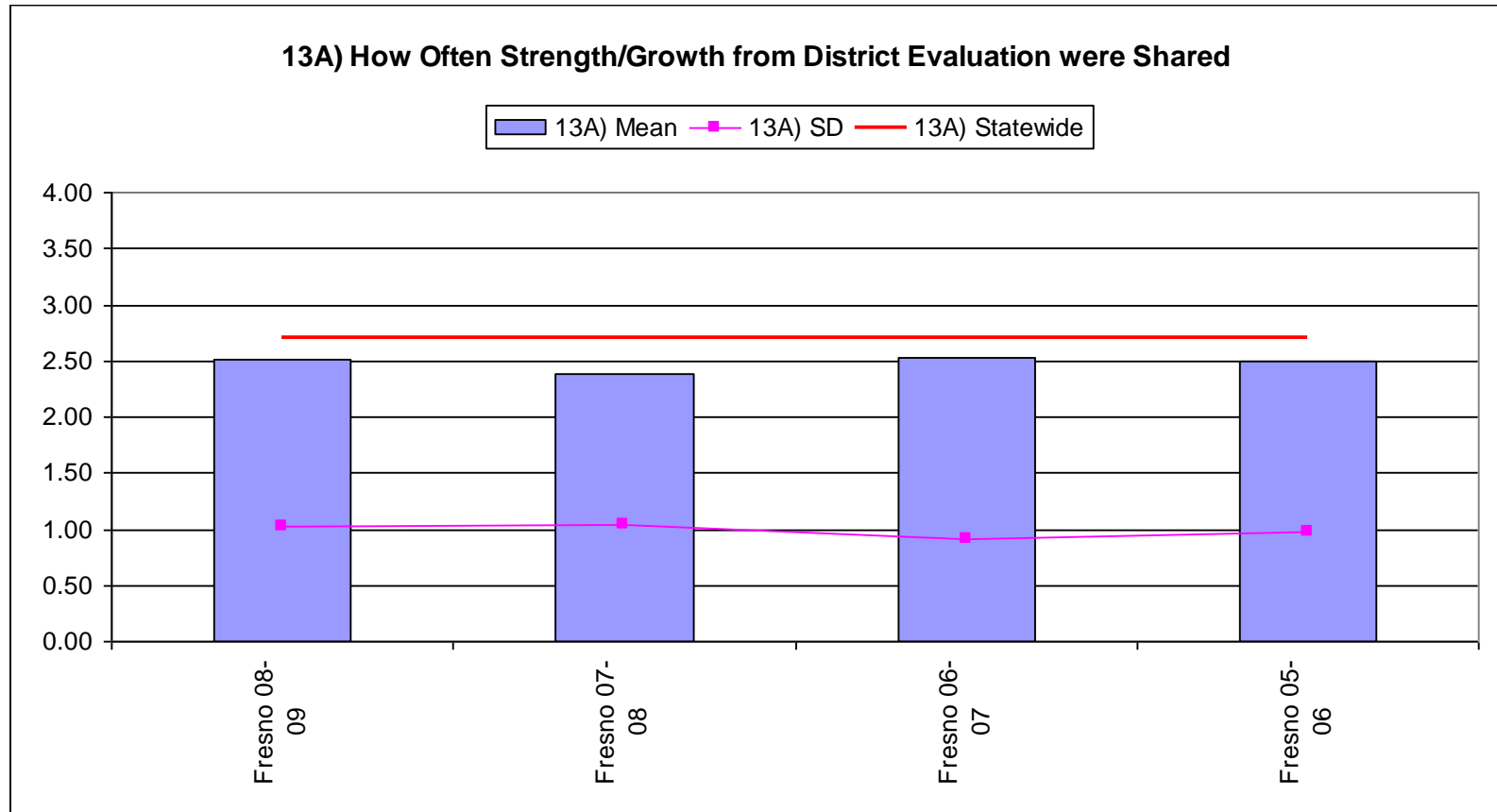
**Q 12. To what extent did the participating teacher(s)'s professional development activities through BTSA match with school and district priorities? – CS 1 (IS 11ad, 7, 10)**

1=Not at all, 2=A little, 3=A moderate amount, 4=To a great extent



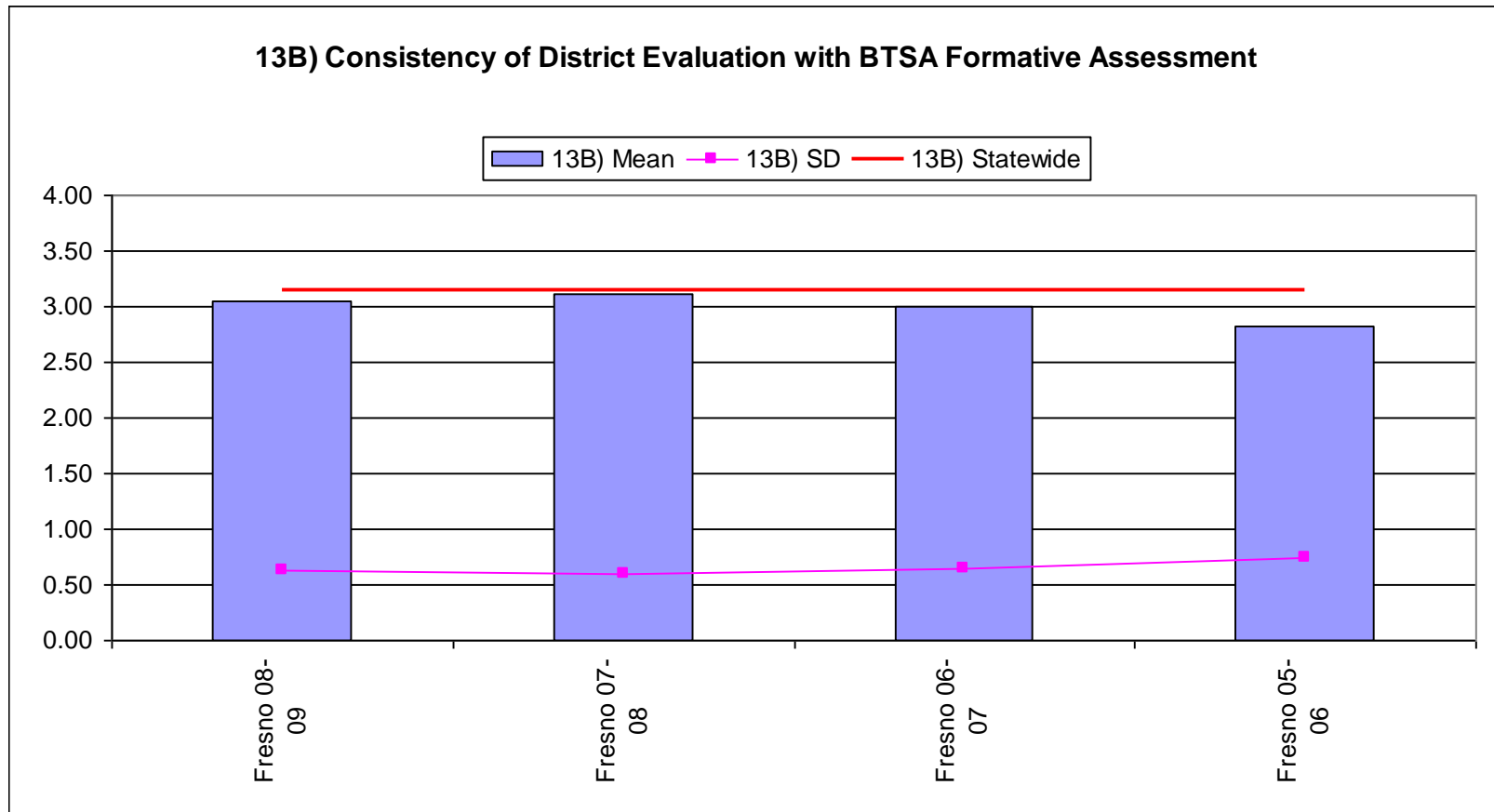
**Q13a. Did your BTSA teachers share with you areas of strength and the areas for growth identified by your district's formal evaluation (usually performed by a site administrator)?**

1=Never, 2=Sometimes, 3=Usually, 4=Always



**Q13b. To what extent were those areas of strength and areas for growth consistent with those identified through your work in the formative assessment system? – PS 3 and 4 (IS 12d, 11)**

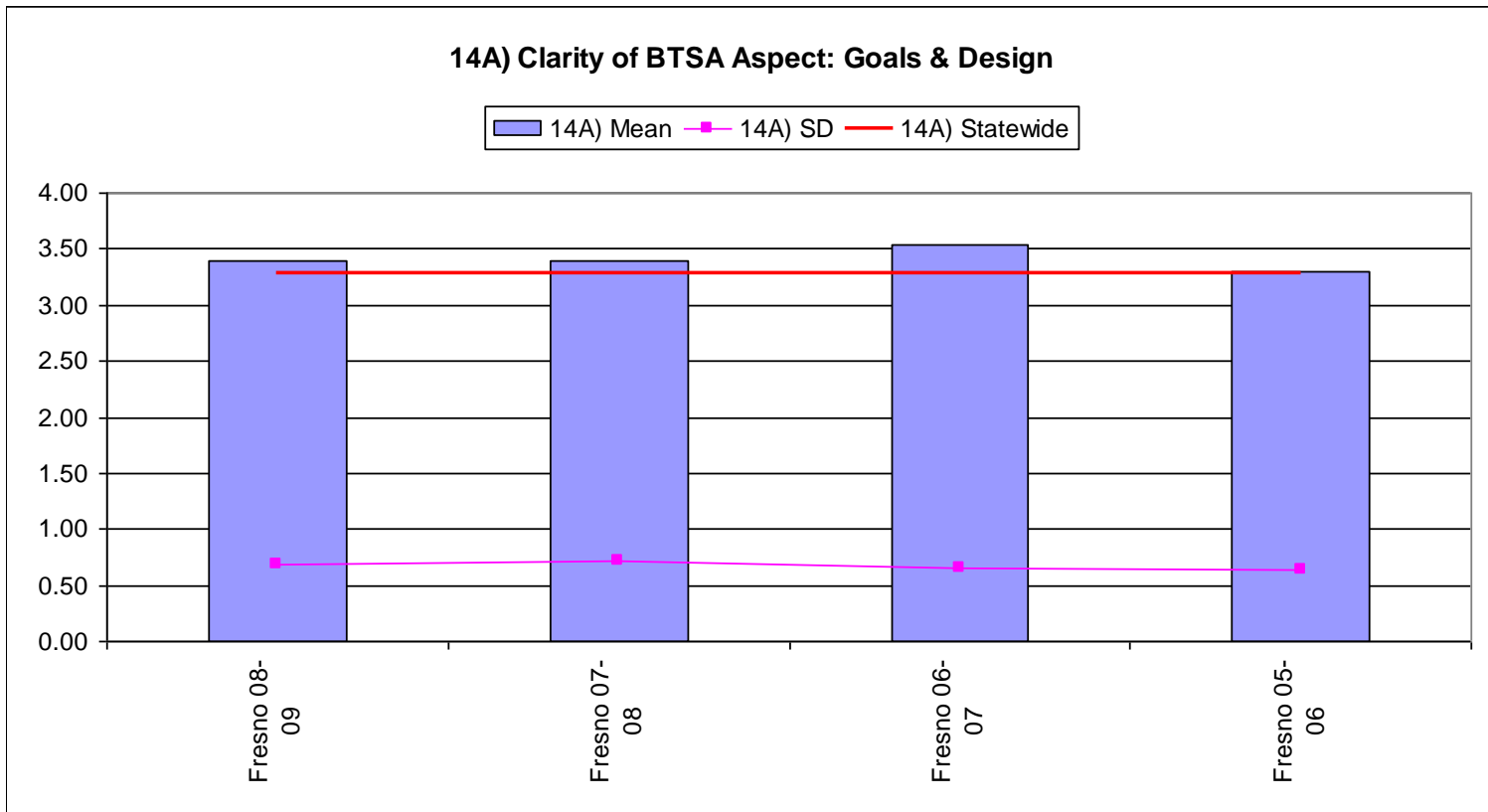
1=Not at all consistent, 2=Somewhat consistent, 3=Consistent, 4=Very consistent



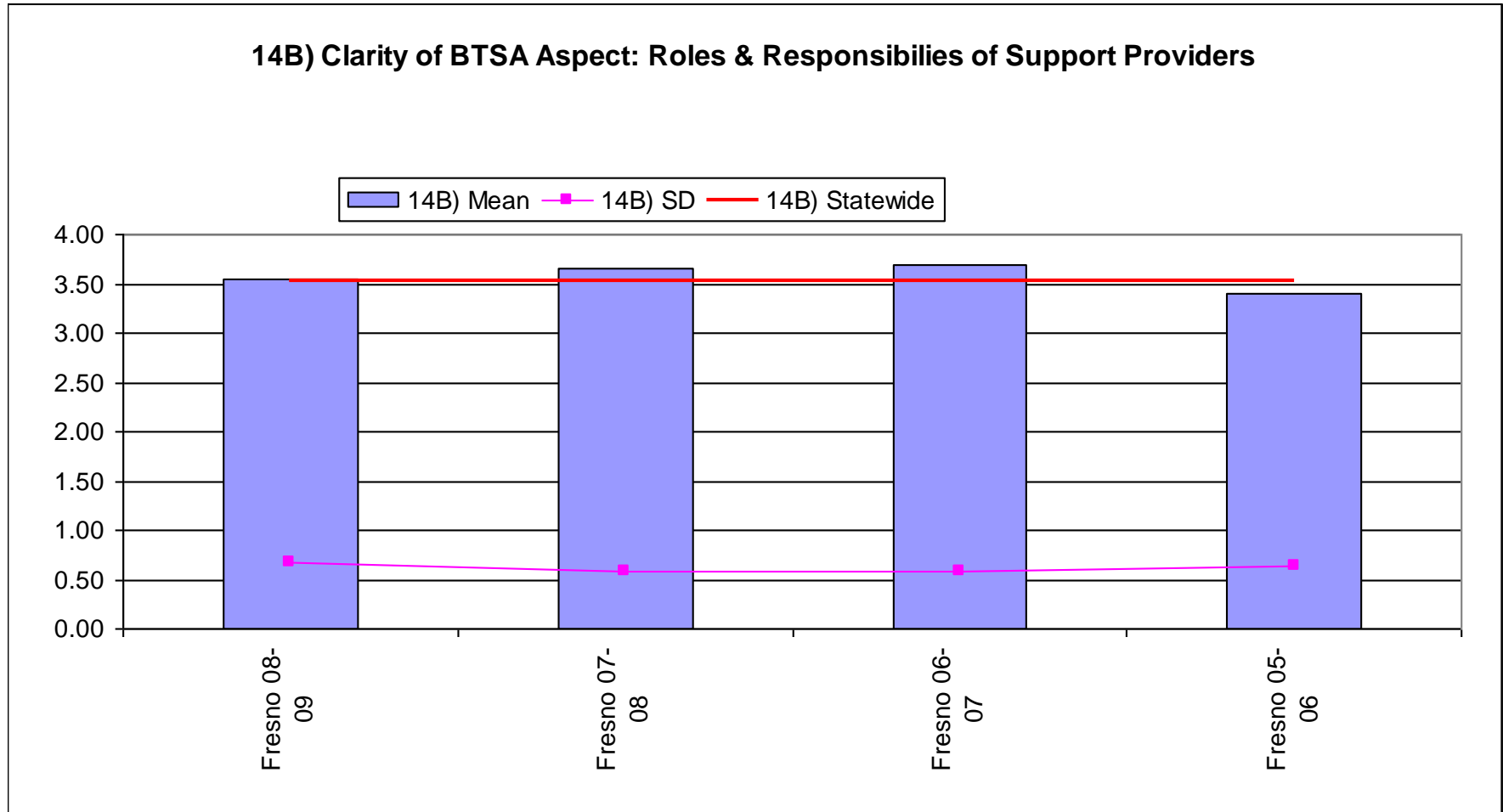
**Q14. How clear were the following aspects of the BTSA program?**

1=Not clear, 2=Somewhat clear, 3=Clear, 4=Very clear

**1.2.1.15 Q14a. Goals and design – CS 6 (IS 8a, 10bg)**



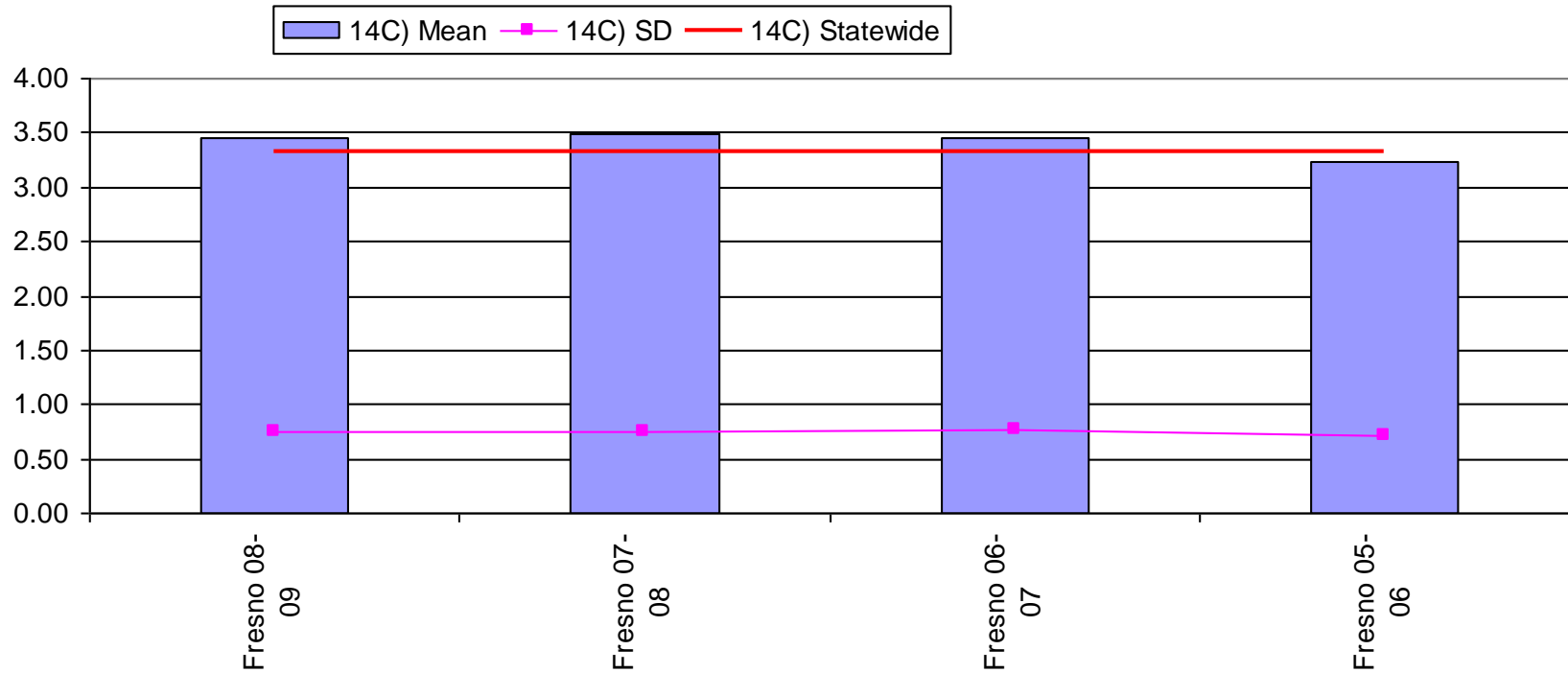
**1.2.1.16 Q14b. Roles and responsibilities of support providers – CS 6 (IS 8a, 10g, 11c1235)**



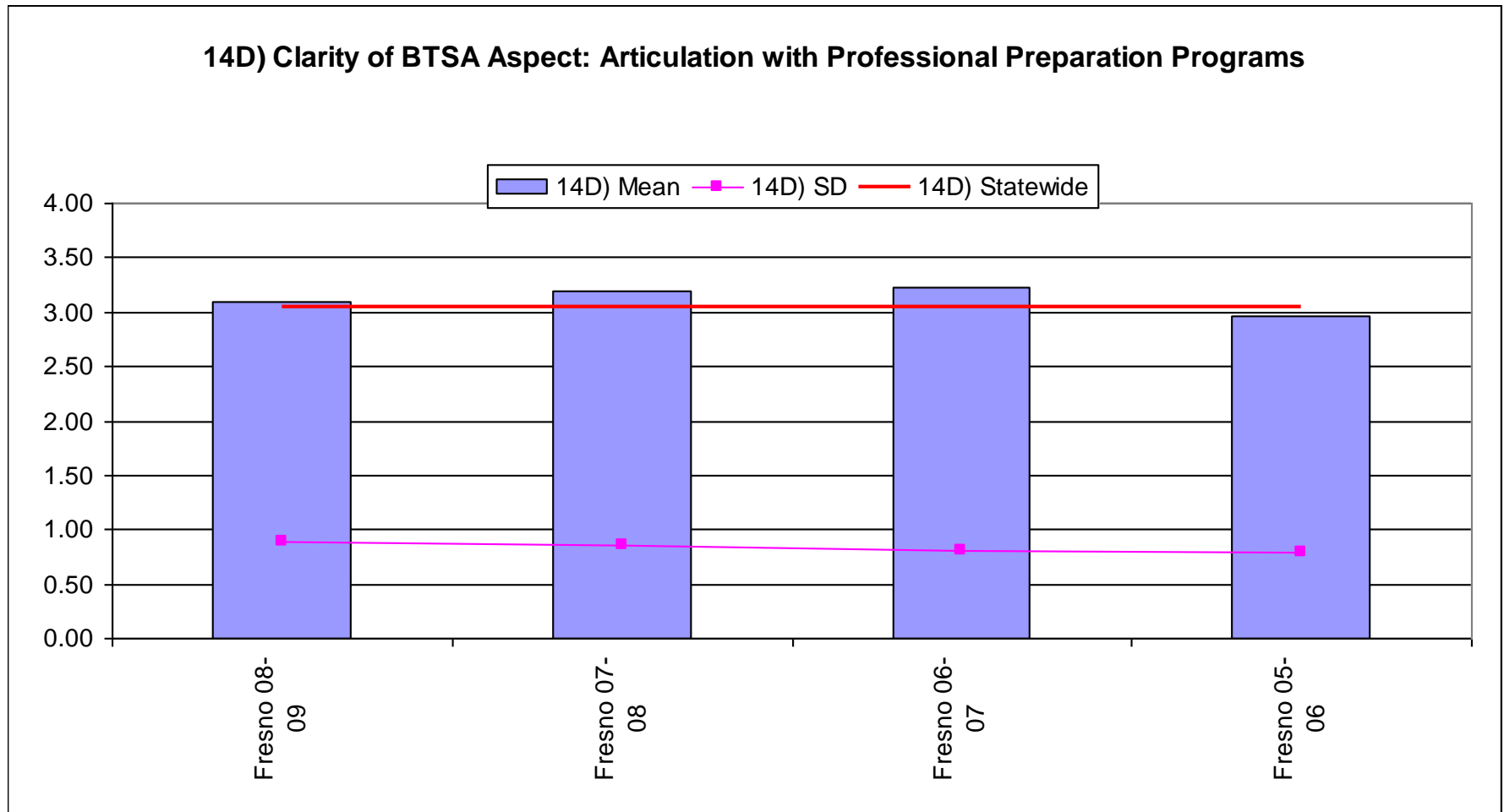
**1.2.1.17 Q14c. BTSA Induction Program completion requirements? - CS 6 (IS 8a, 10g, 14a1234ab5acde, 6, 7)**



### 14C) Clarity of BTSA Aspect: Induction Program Completion Requirements



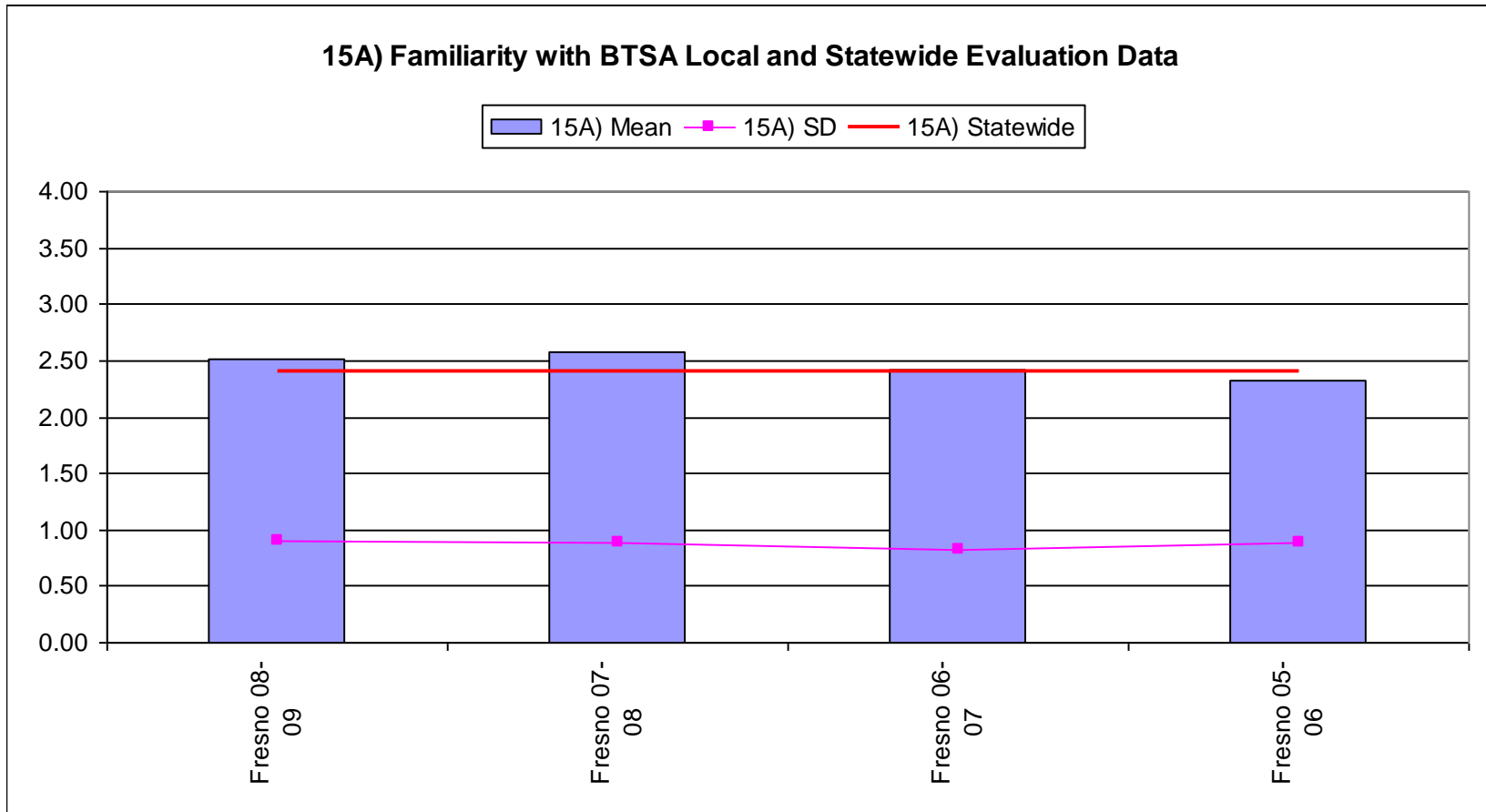
1.2.1.18 Q14d. Articulation with Professional Teacher Preparation Program - PS 3 (IS 5a, 7d, 8a, 10g)



**Q15a. How familiar are you with your BTSA program's local and statewide evaluation data? – CS 2 (IS 4bcd)**

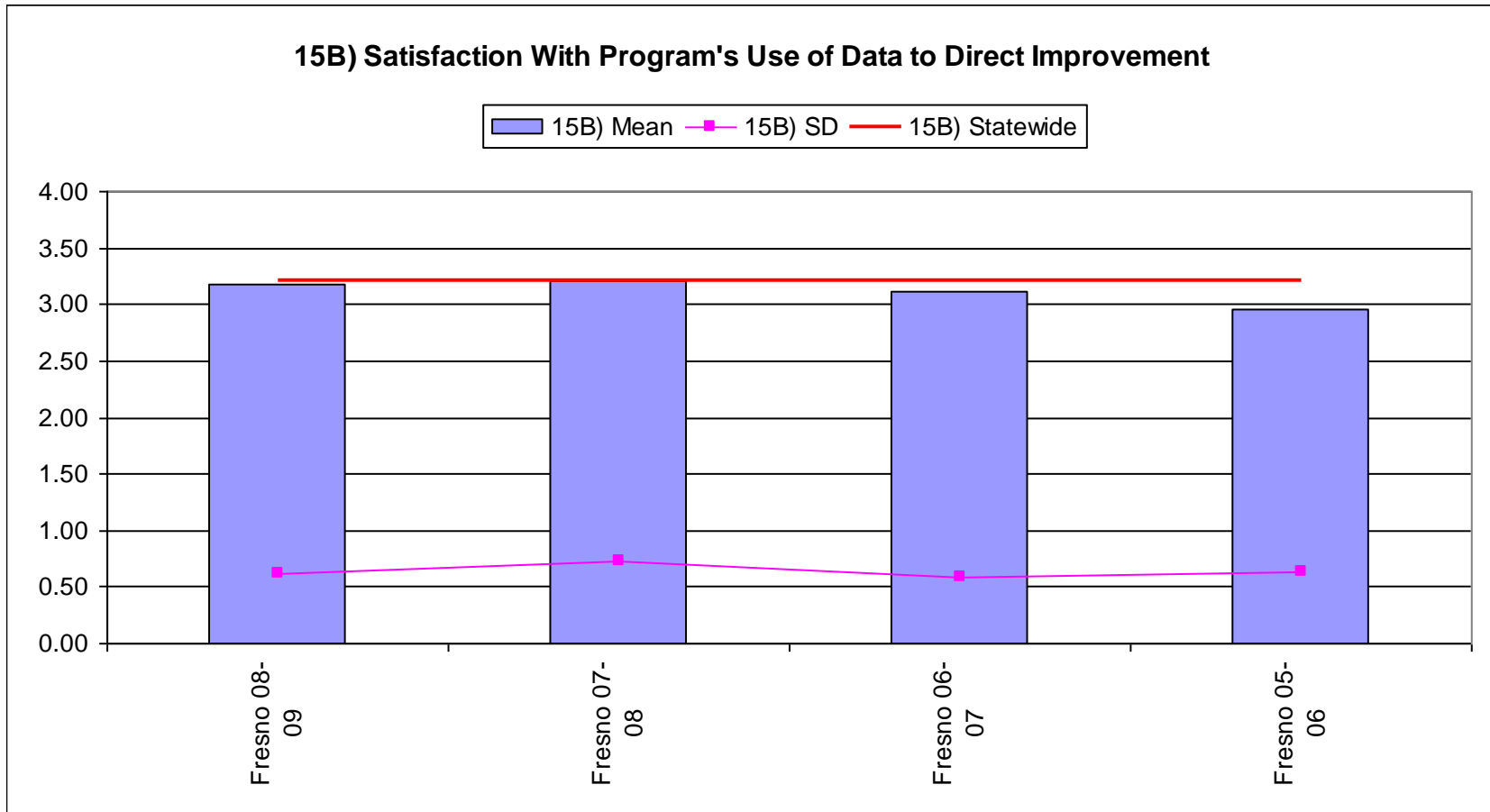
1=Not at all familiar, 2=Somewhat familiar, 3=Familiar, 4=Very familiar

### 15A) Familiarity with BTSA Local and Statewide Evaluation Data



**Q15b. If familiar, how satisfied are you with the program's use of the data to direct program improvement? – CS 2 (IS 4bcd)**

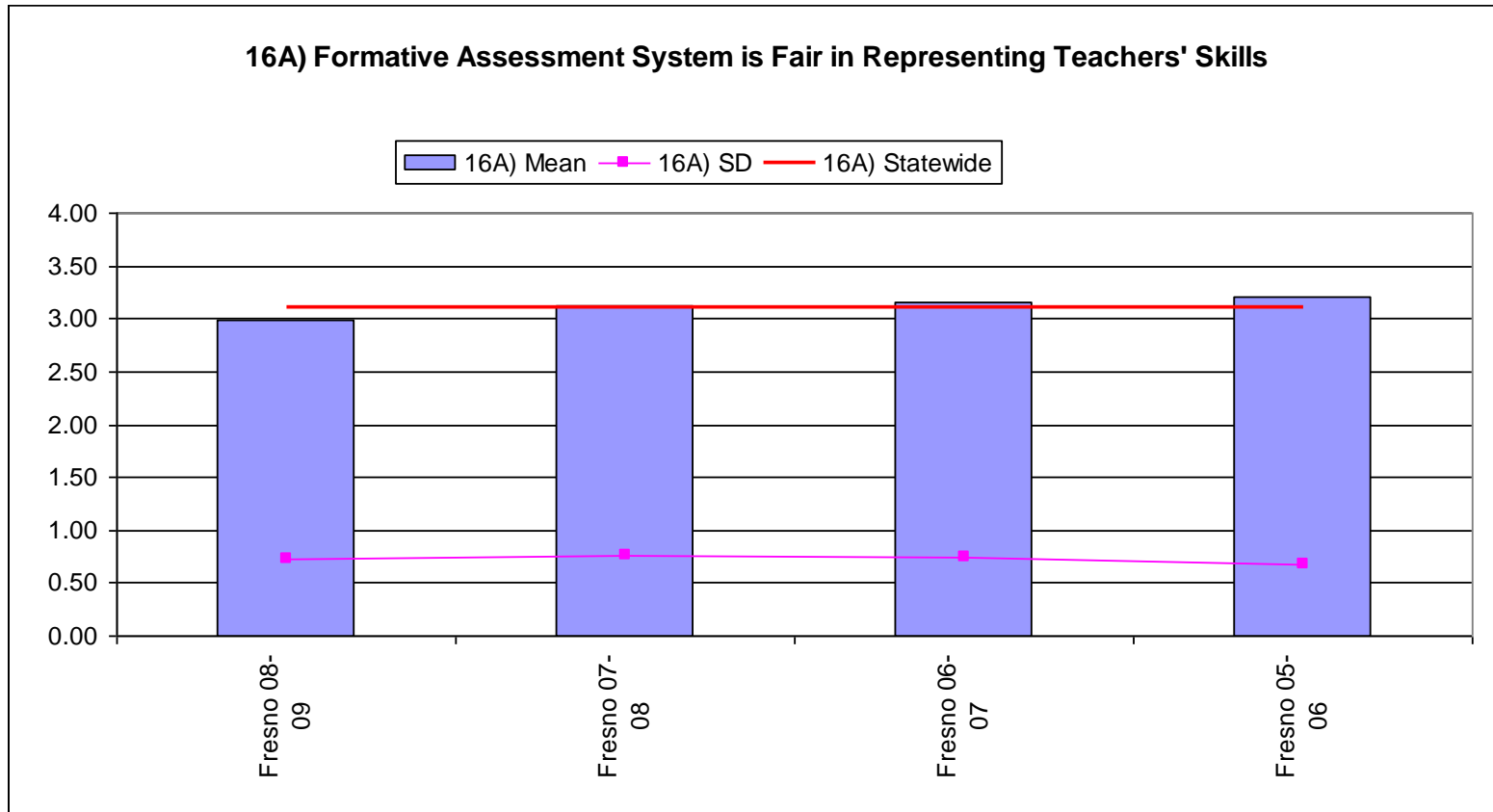
1=Not at all satisfied, 2=Somewhat satisfied, 3=Satisfied, 4=Very satisfied



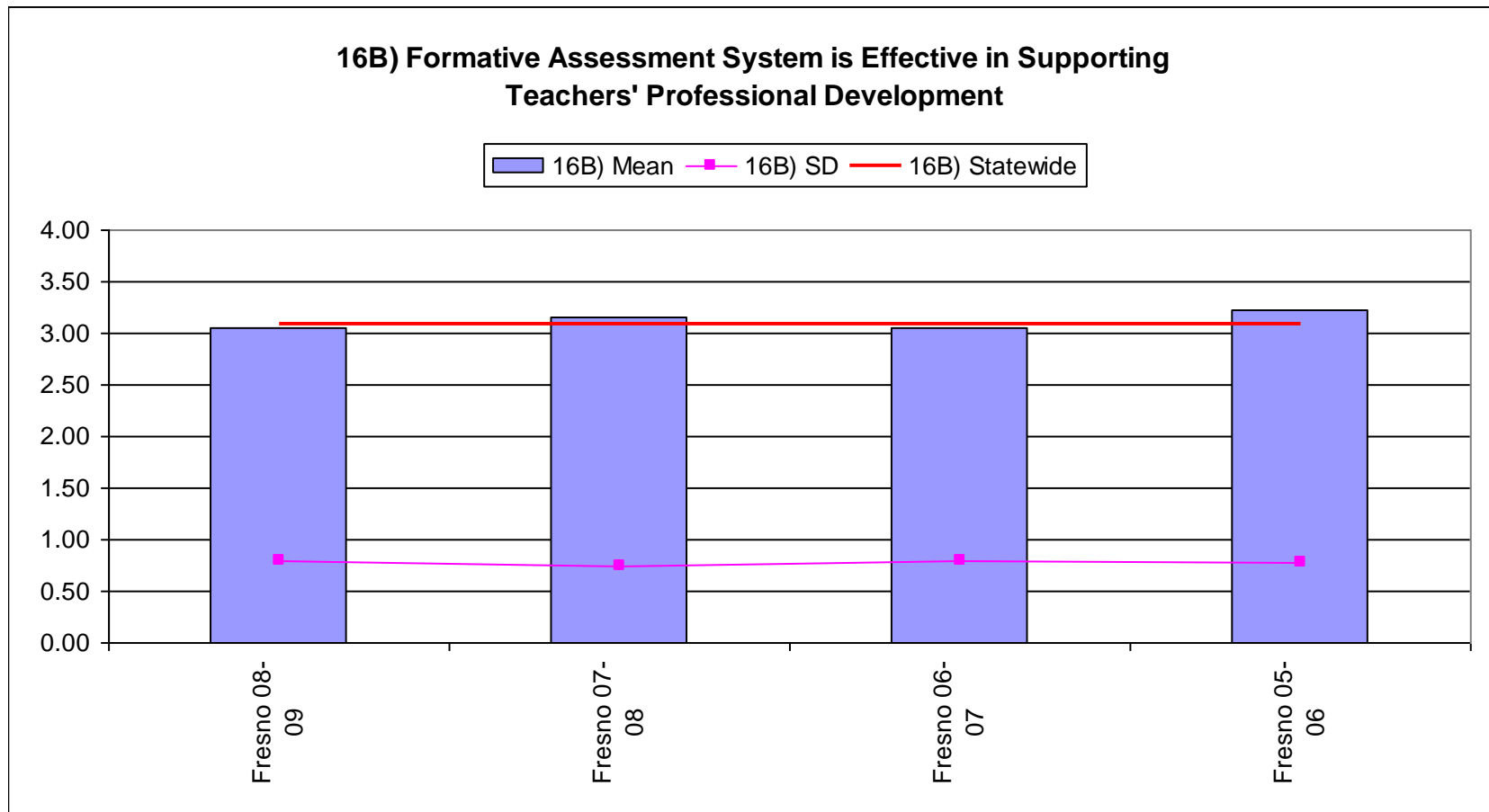
**Q16. To what extent do you agree that the BTSA formative assessment system is:**

1=Not at all, 2=Somewhat, 3=Moderately, 4=Greatly

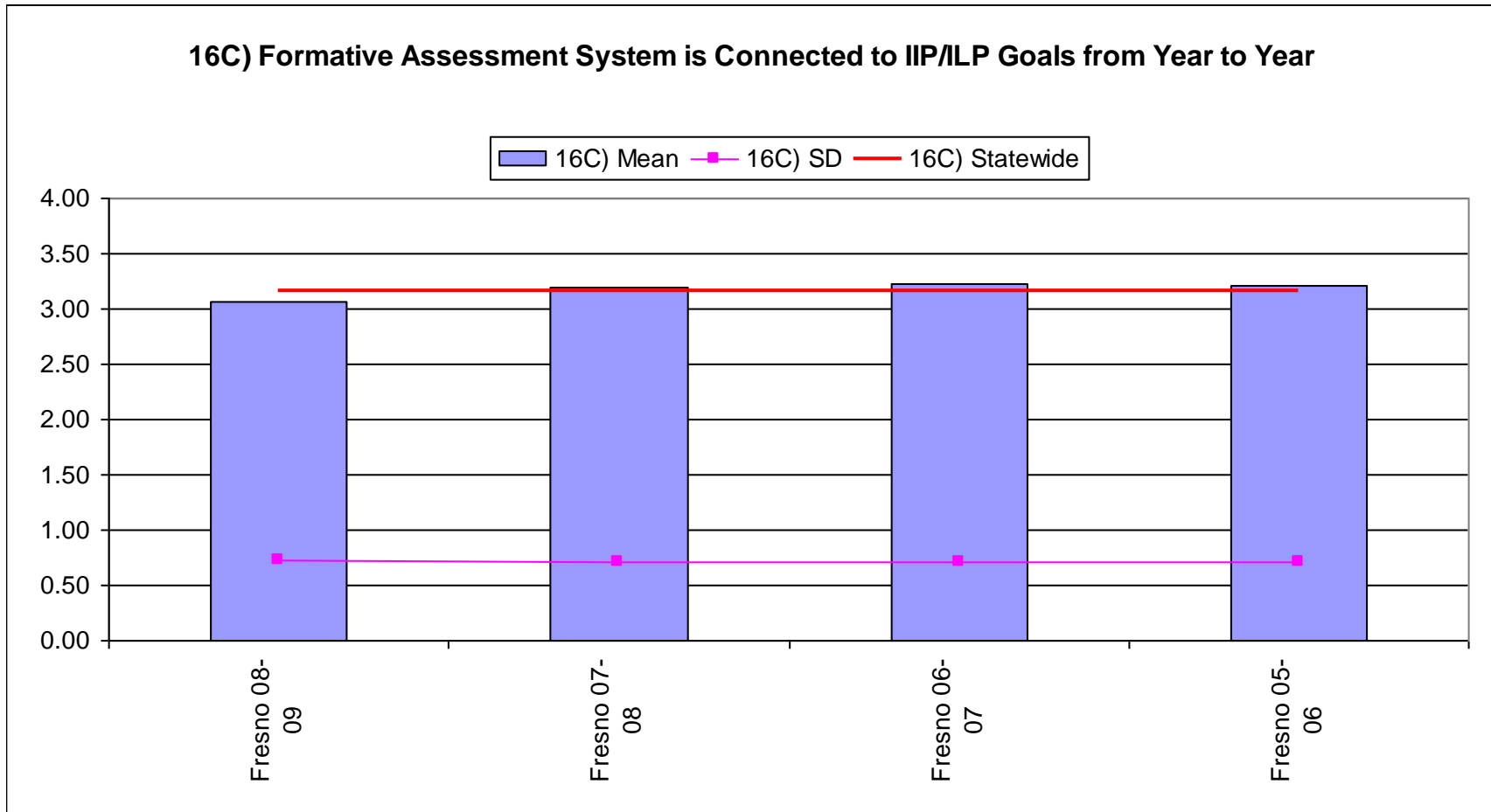
**1.2.1.19 Q16a. Fair in representing your BTSA teachers' skills and abilities? – PS 3 and 4 (IS 13cd )**



1.2.1.20 Q16b. Effective in supporting your BTSA teachers' professional development?- PS 3 and 4 (IS 12a, 13)

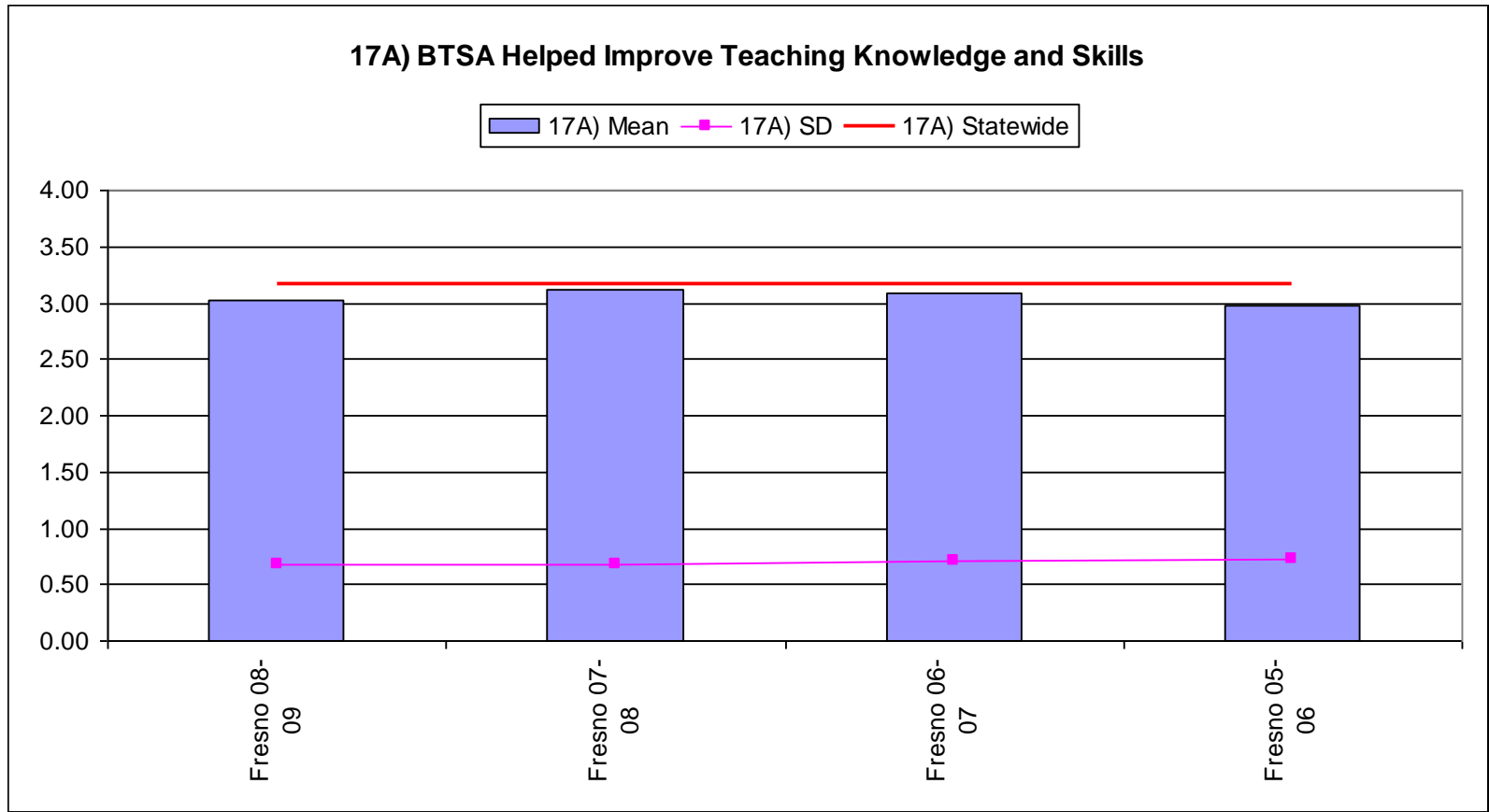


1.2.1.21 Q16c. Connected to IIP/ILP goals from year to year – PS 3 and 4 (IS 12e, 13e)



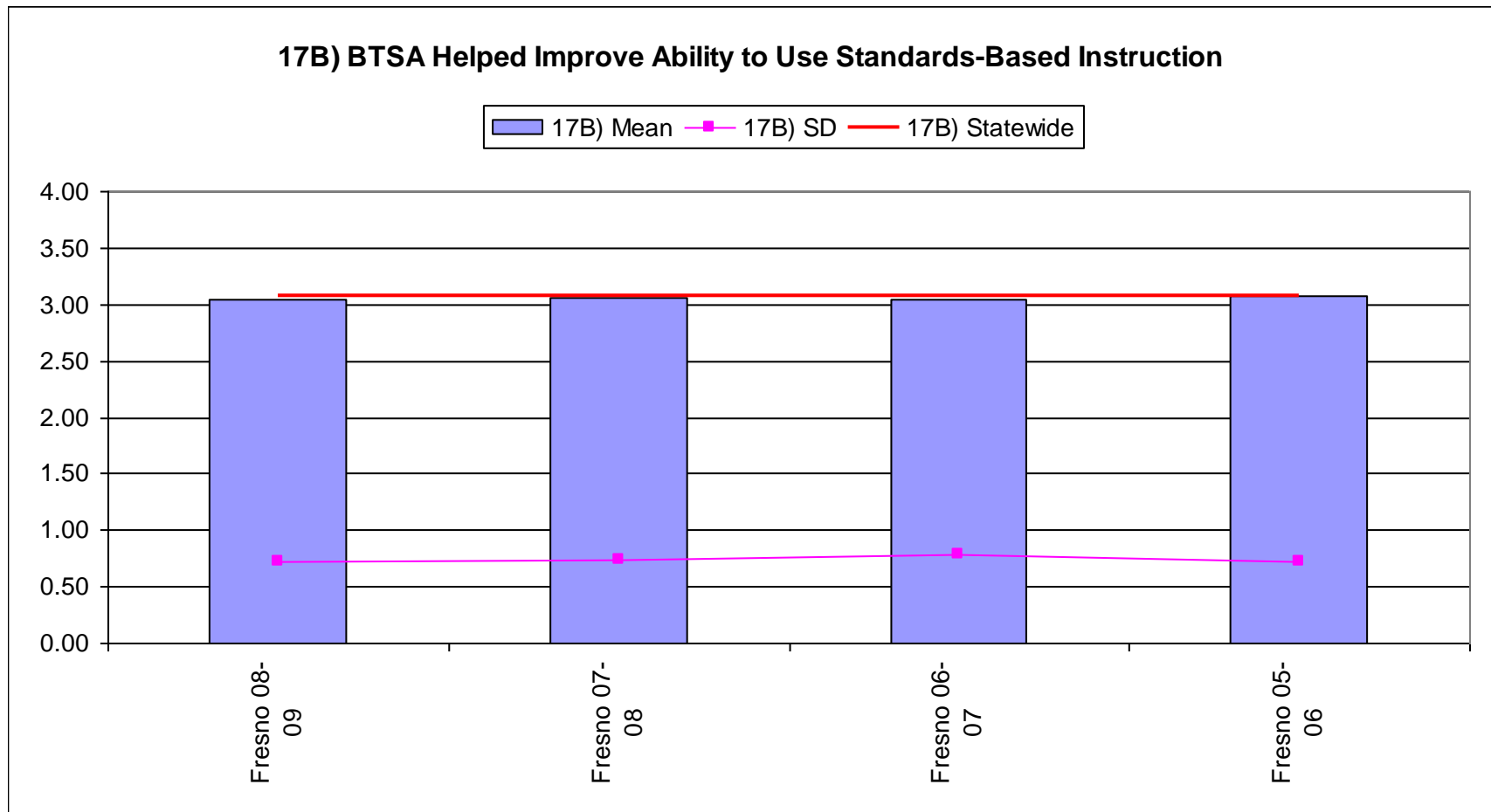
**Q17. To what extent do you believe that BTSA helped your beginning teachers:**

**1.2.1.22 Q17a. Improve their teaching knowledge and skills? – PS 5 and 6 (10b, 13abcdef1234gh, 14a34ab5acde, 15abc, 19ch)**

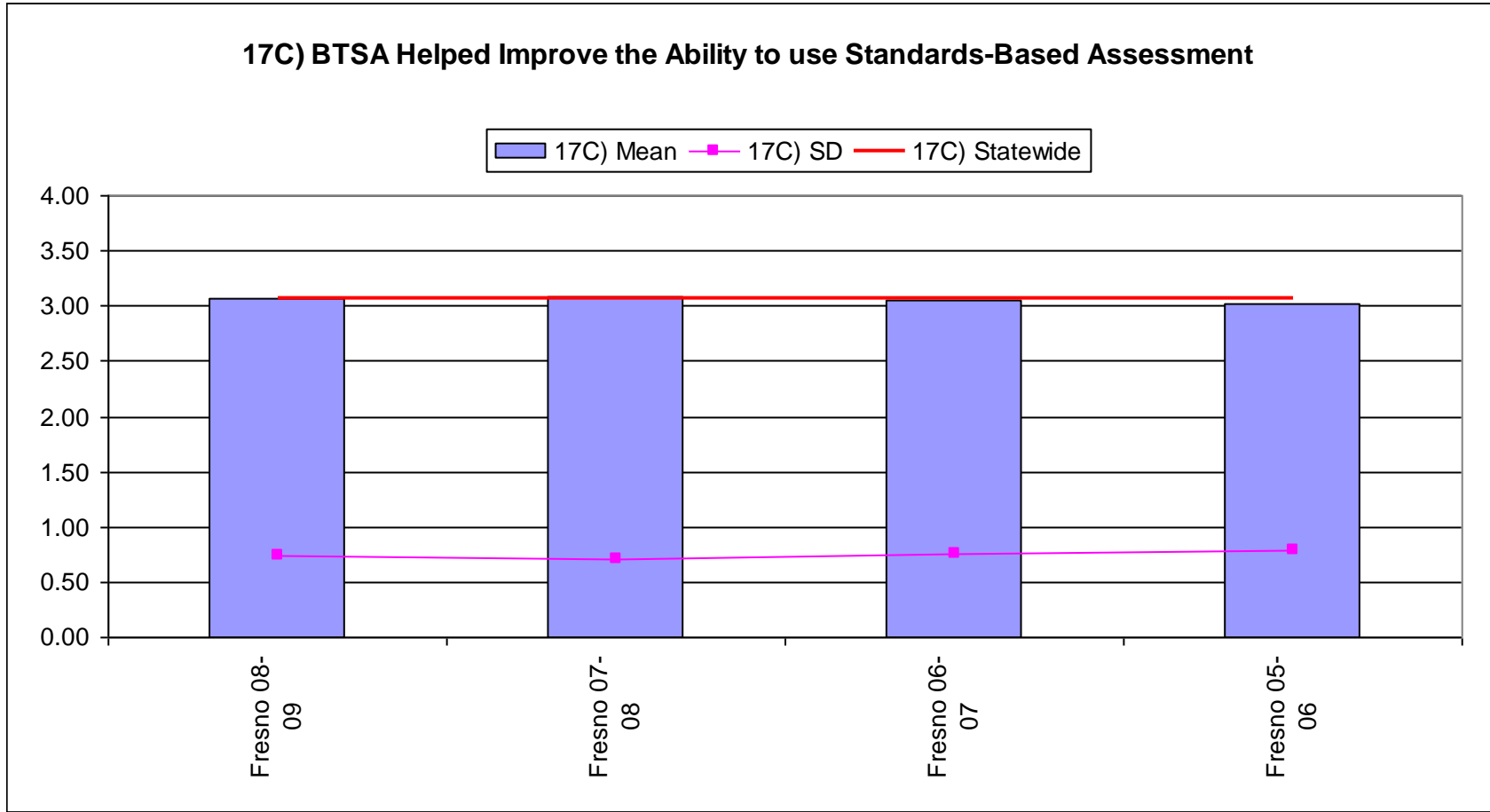




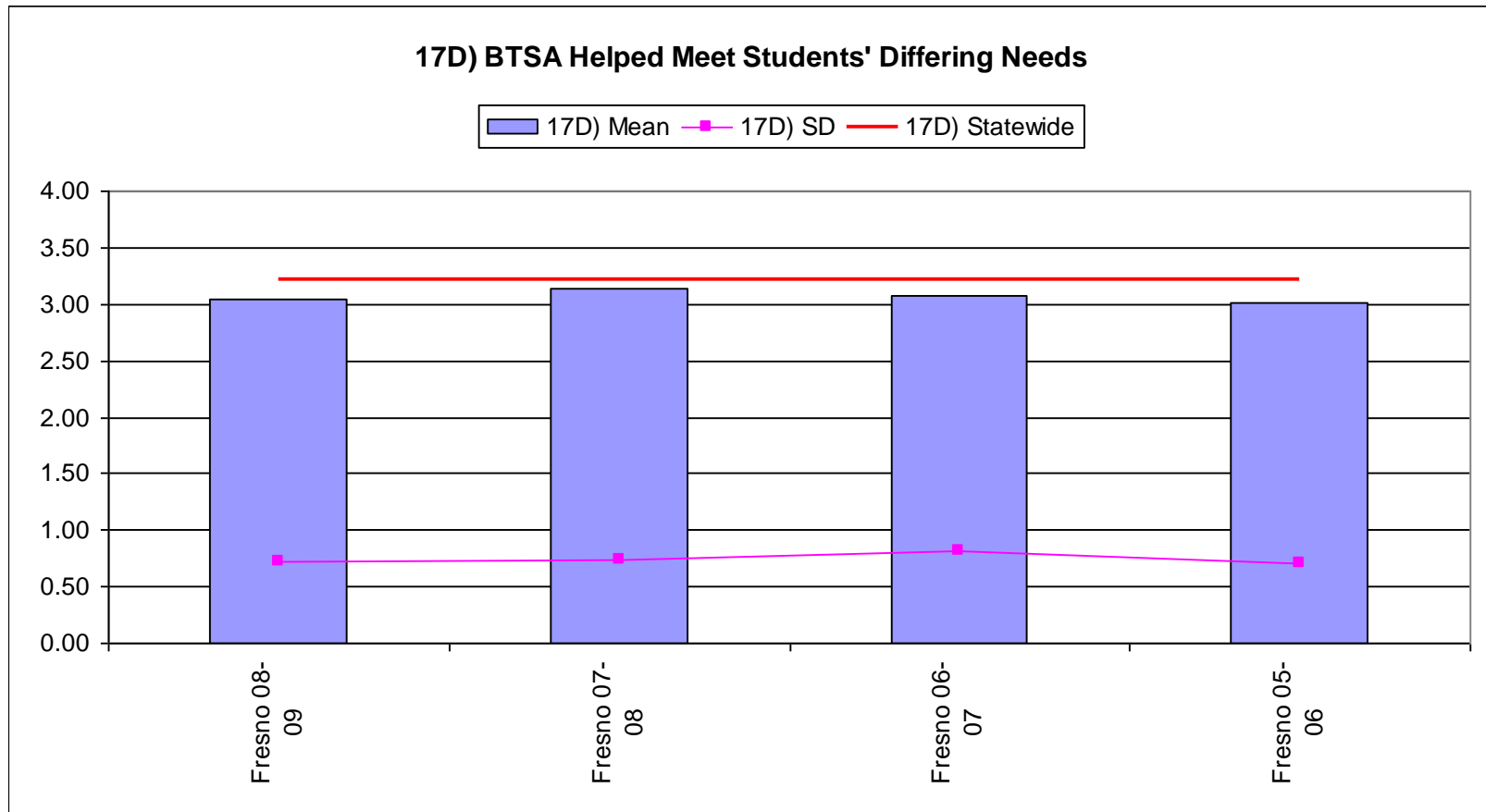
1.2.1.23 Q17b. Improve their ability to use standards-based instruction? – PS 5 and 6 (IS 10bd, 13abcdef1234gh, 15bce, 17cd, 18abcde, 19abcdh, 17e )



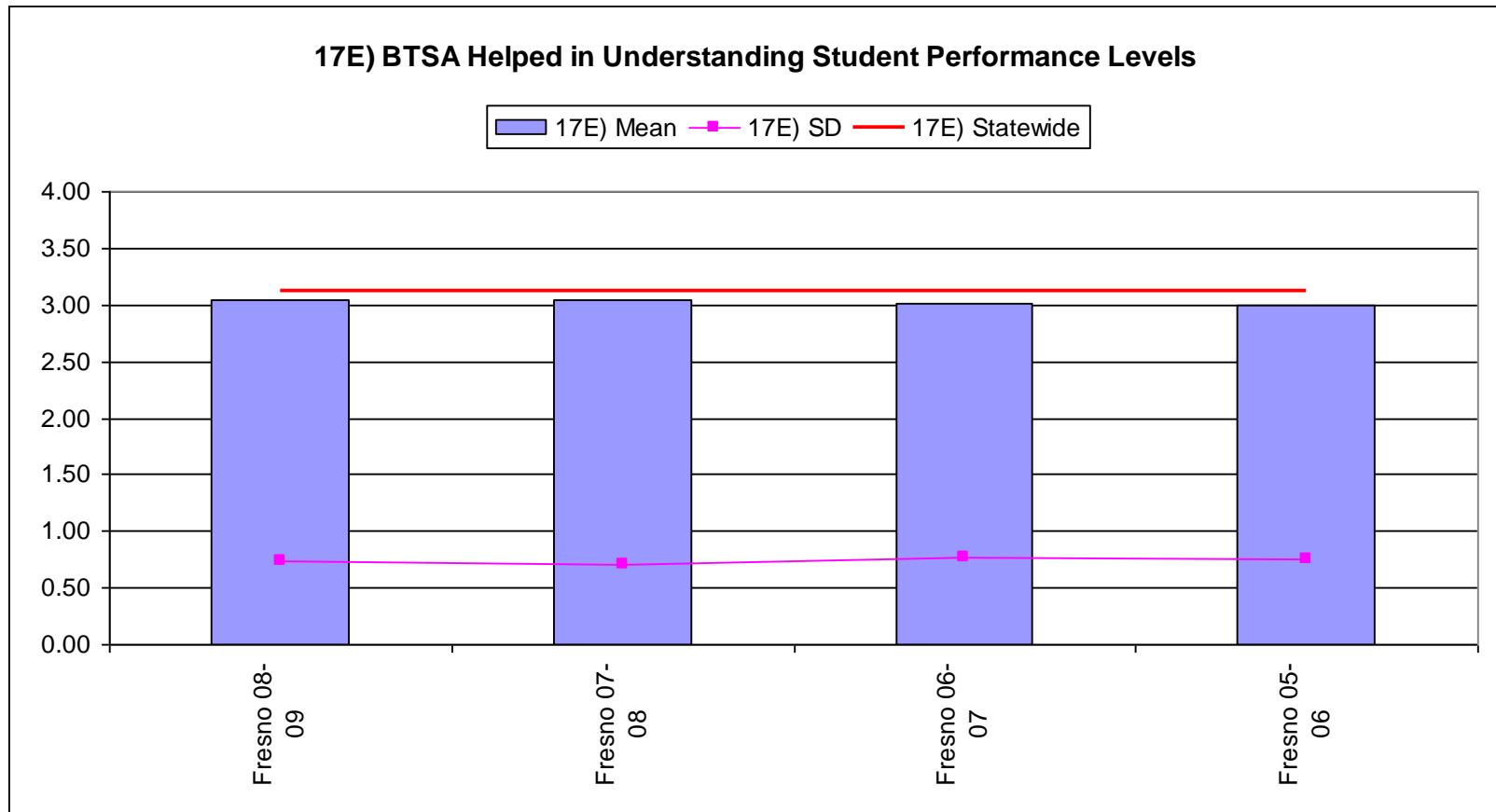
1.2.1.24 Q17c. Improve their ability to use standards-based assessment? – PS 5 and 6 (IS 10bd, 13abcdef1234gh, 15bcf, 17abcdefg, 19abcefghijk, 16f)



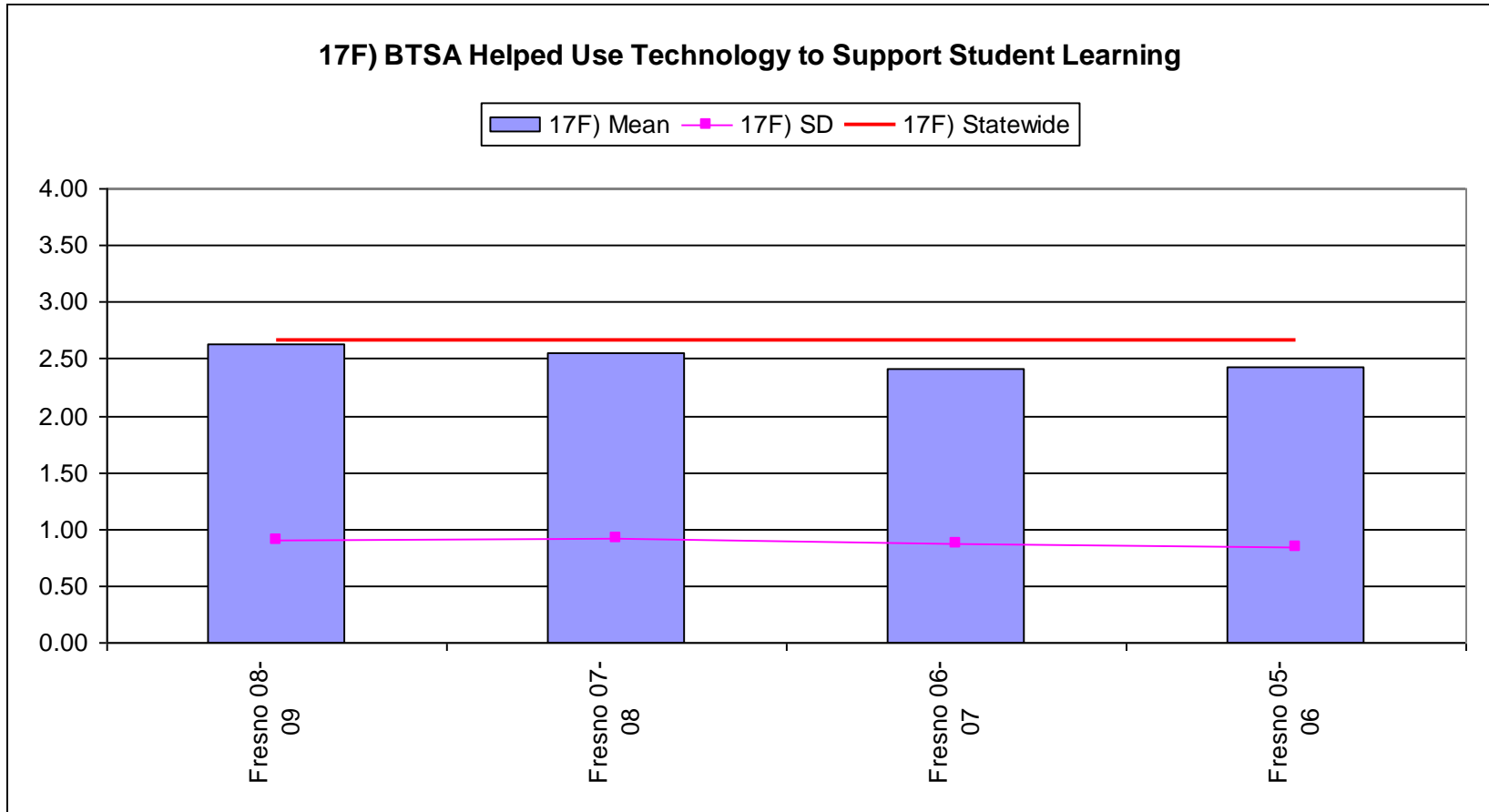
1.2.1.25 Q17d. Meet their students' differing needs? – PS 5 and 6 (IS 10bce, 13abcdef1234gh, 15cde, 17abcefg, 19abg, 20b, 18 )



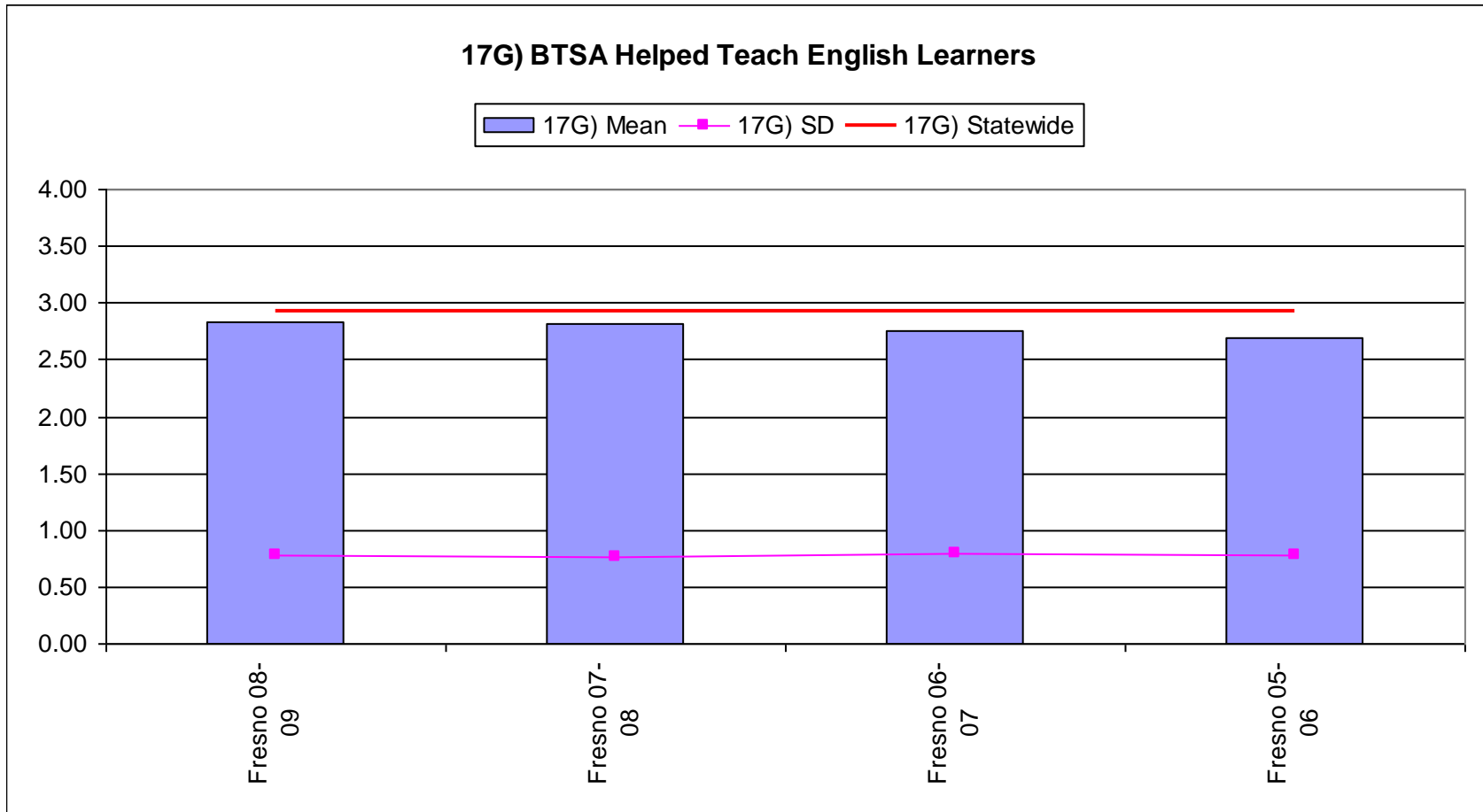
1.2.1.26 Q17e. Understand performance levels for students – PS 5 and 6 (IS 10bef, 13abcdef1234gh, 15f, 19cefghijk)



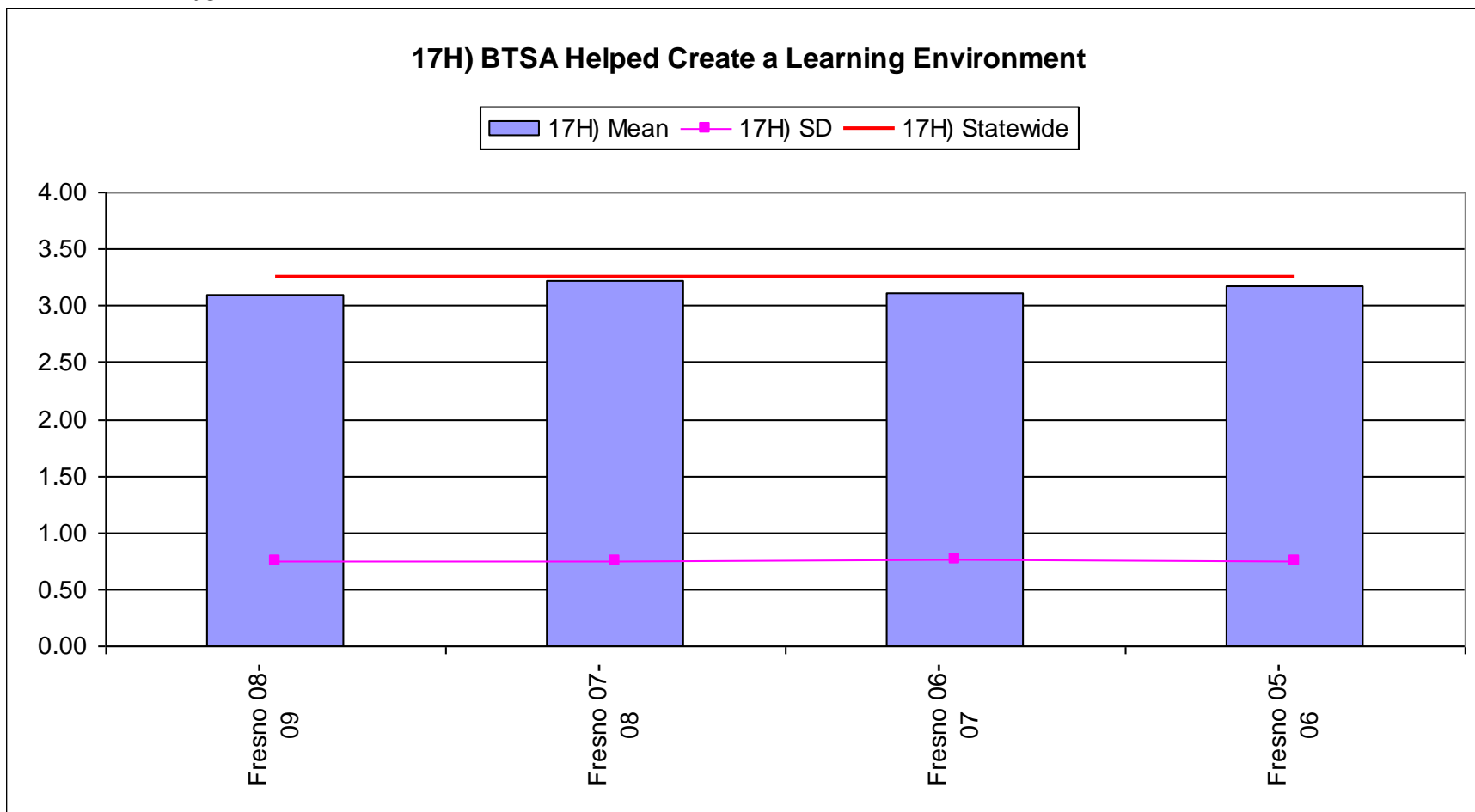
1.2.1.27 Q17f. Use technology to support student learning – PS 5 and 6 (IS 10b, 12a, 13abcdef1234gh, 16abcdefg)



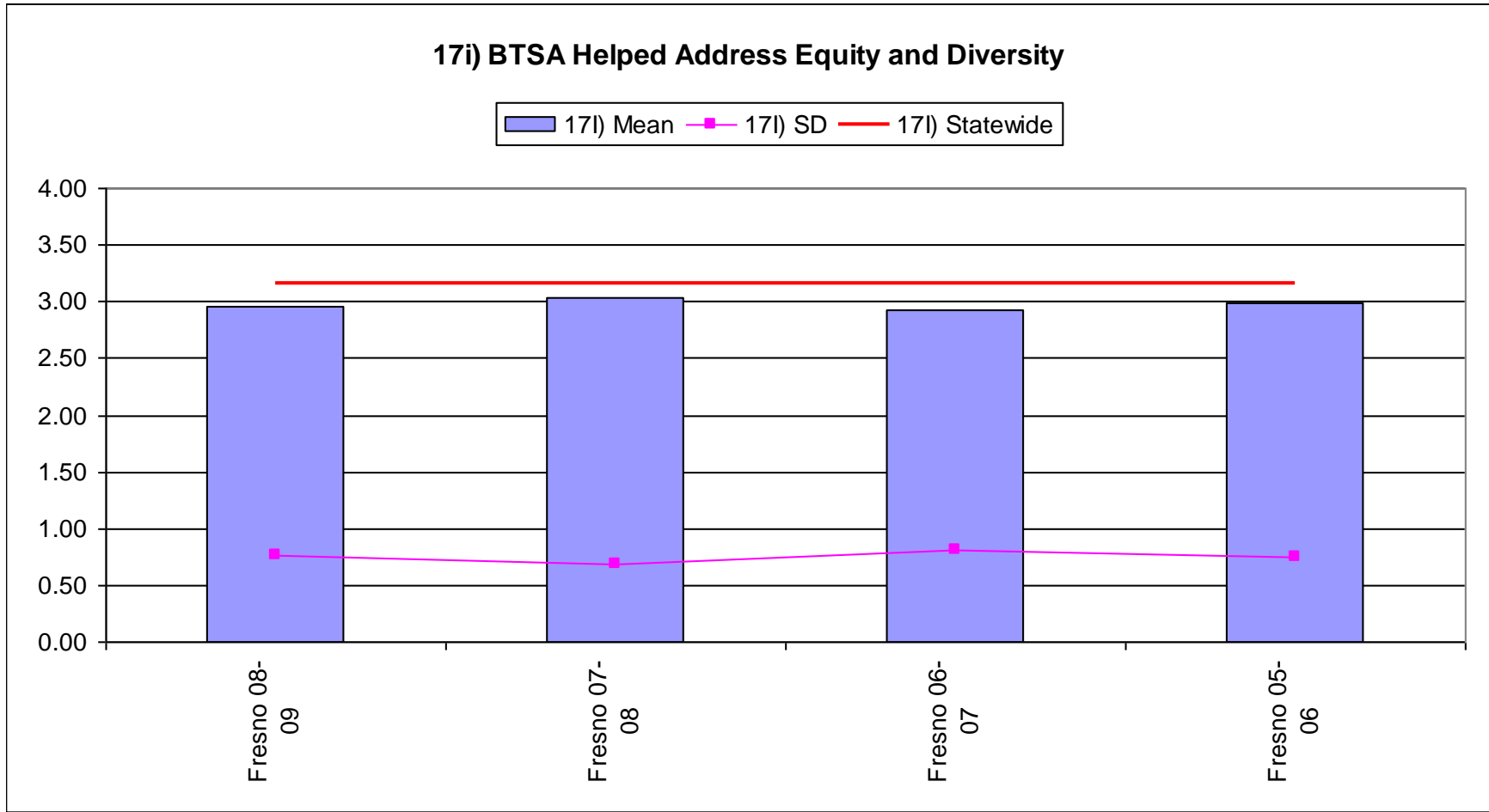
1.2.1.28 Q17g. Teach English Learners – PS 5 and 6 (IS 10be, 12a, 13abcdef1234gh, 15d, 19a)



1.2.1.29 **Q17h. Create a supportive and healthy environment for student learning – PS 5 and 6 (IS 10b, 12a, 13abcdef1234gh, 15d, 18abcdefg)**

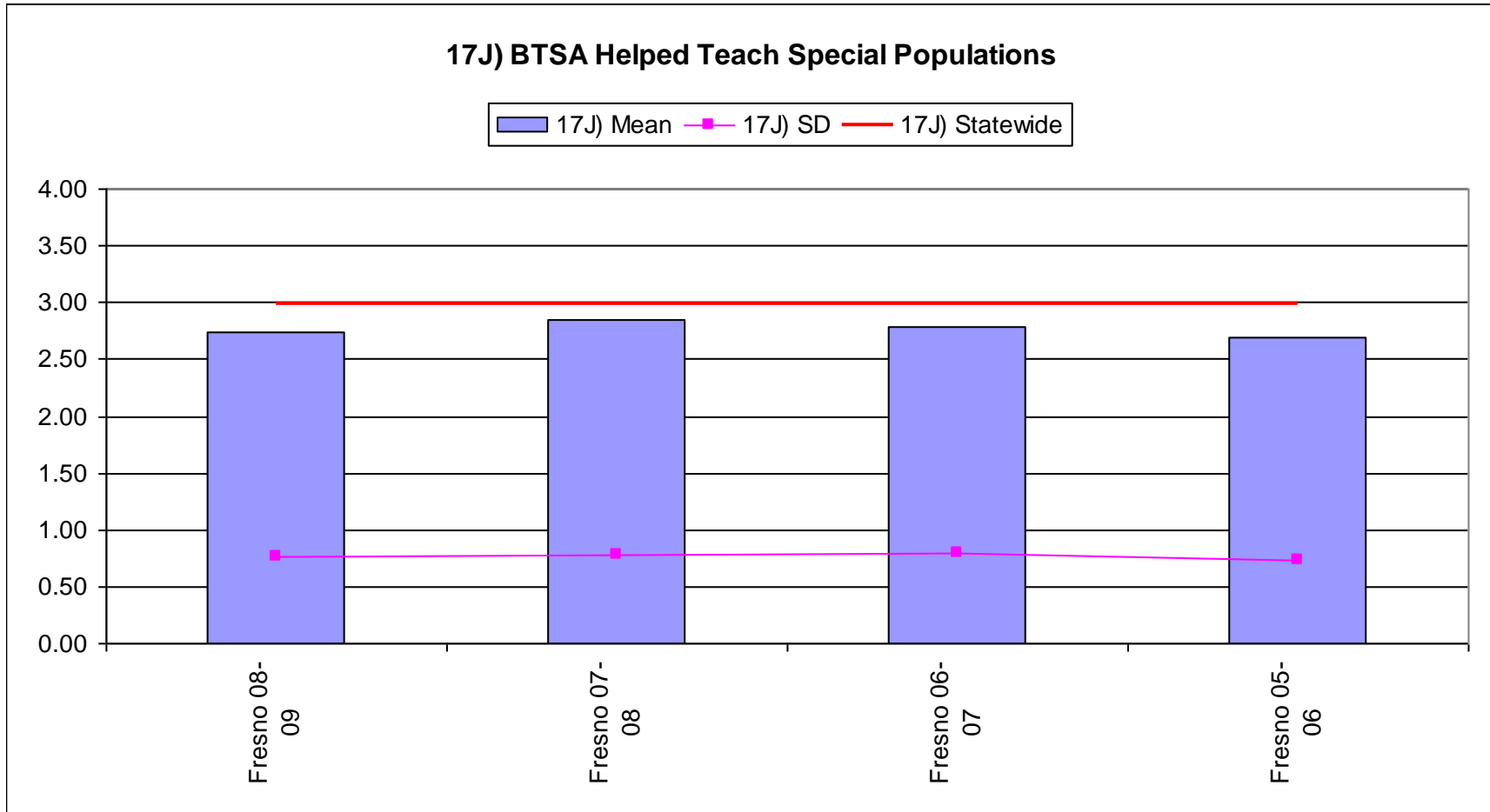


1.2.1.30 Q17i. Address equity and diversity in teaching – PS 5 and 6 (IS 10be, 12a, 13abcdef1234gh, 17b)

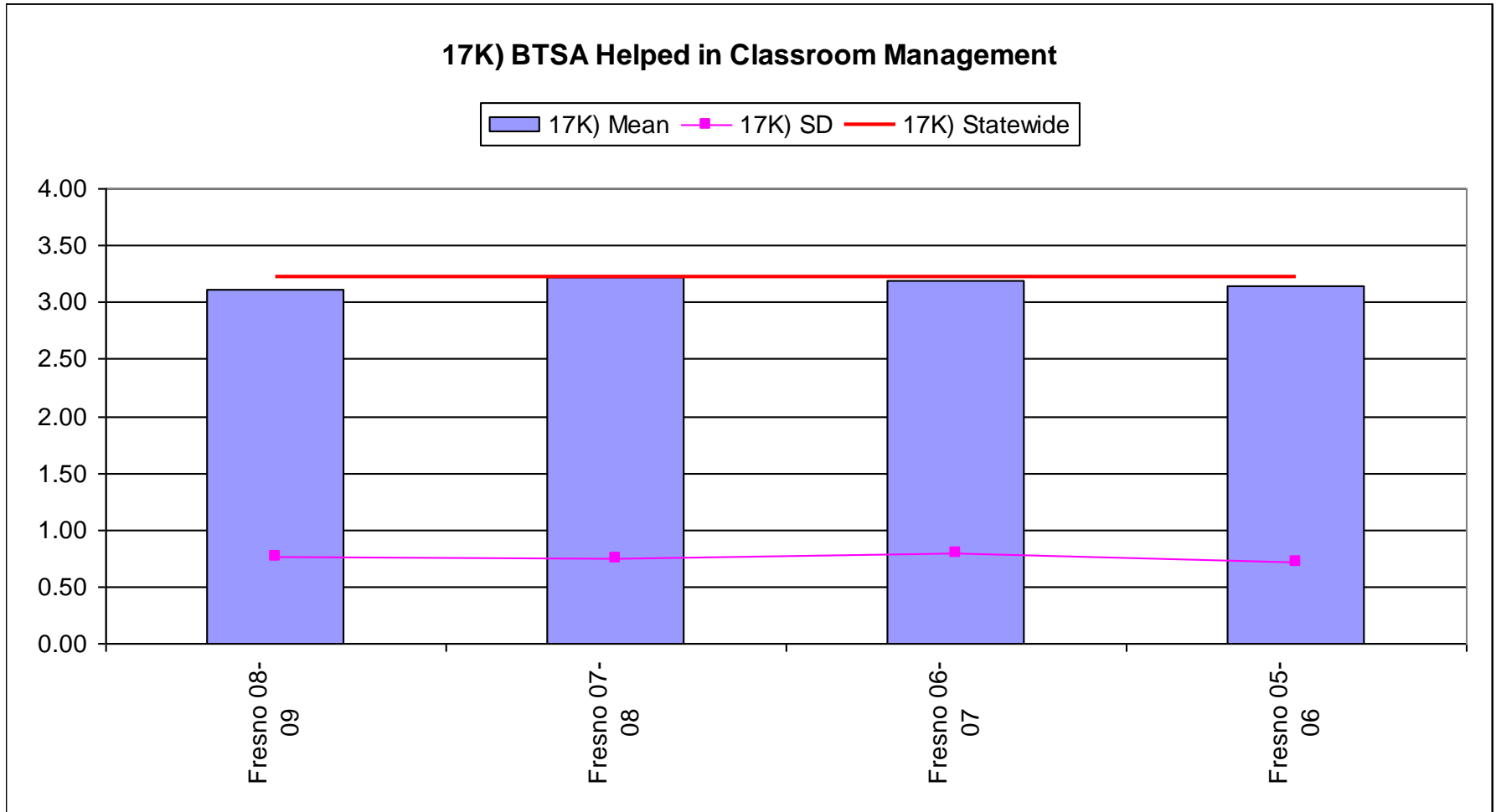




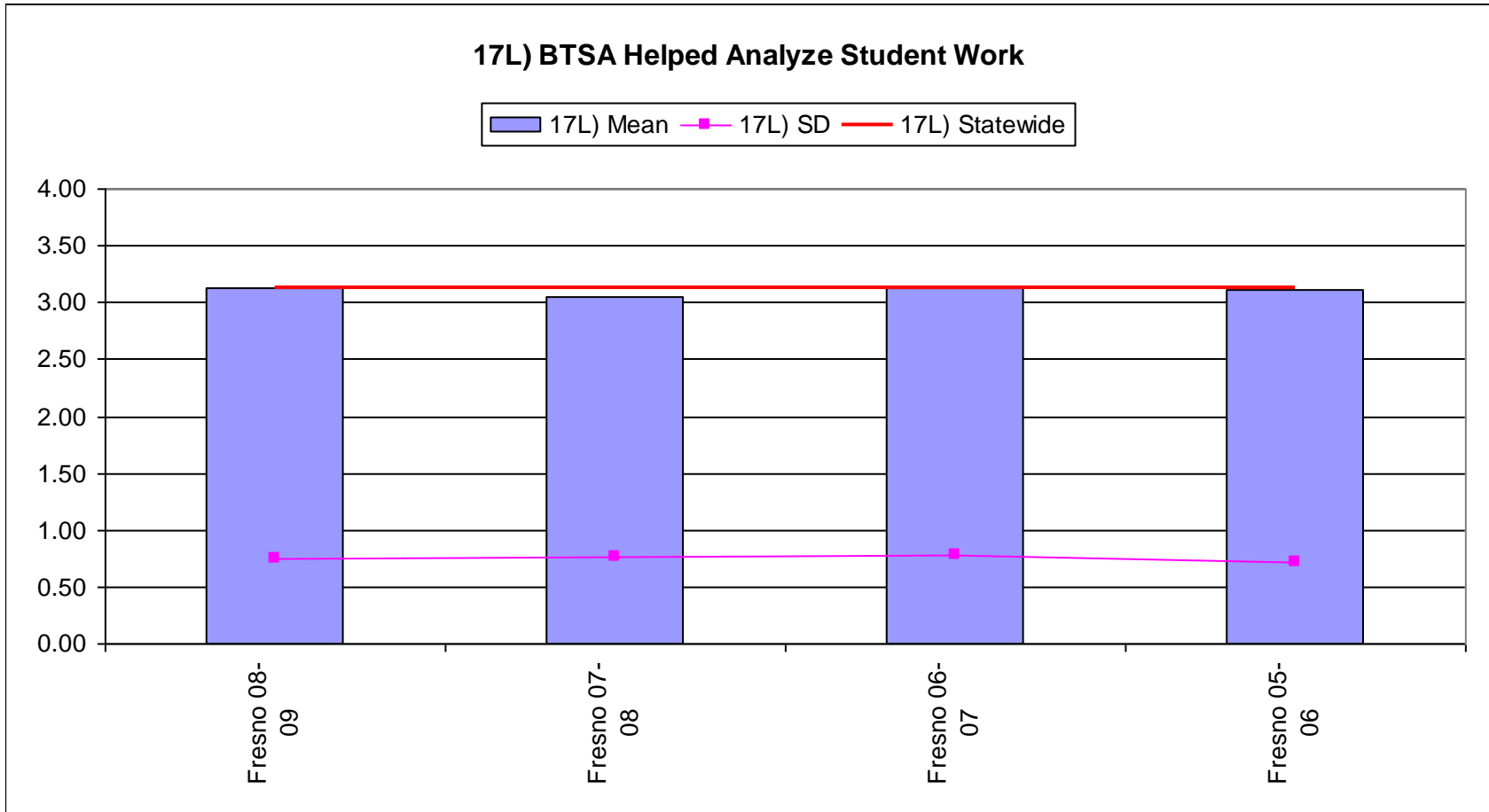
1.2.1.31 Q17j. Teaching Special Populations – PS 5 and 6 (IS 10be, 12a, 13abcdef1234gh, 15d, 20abcde)



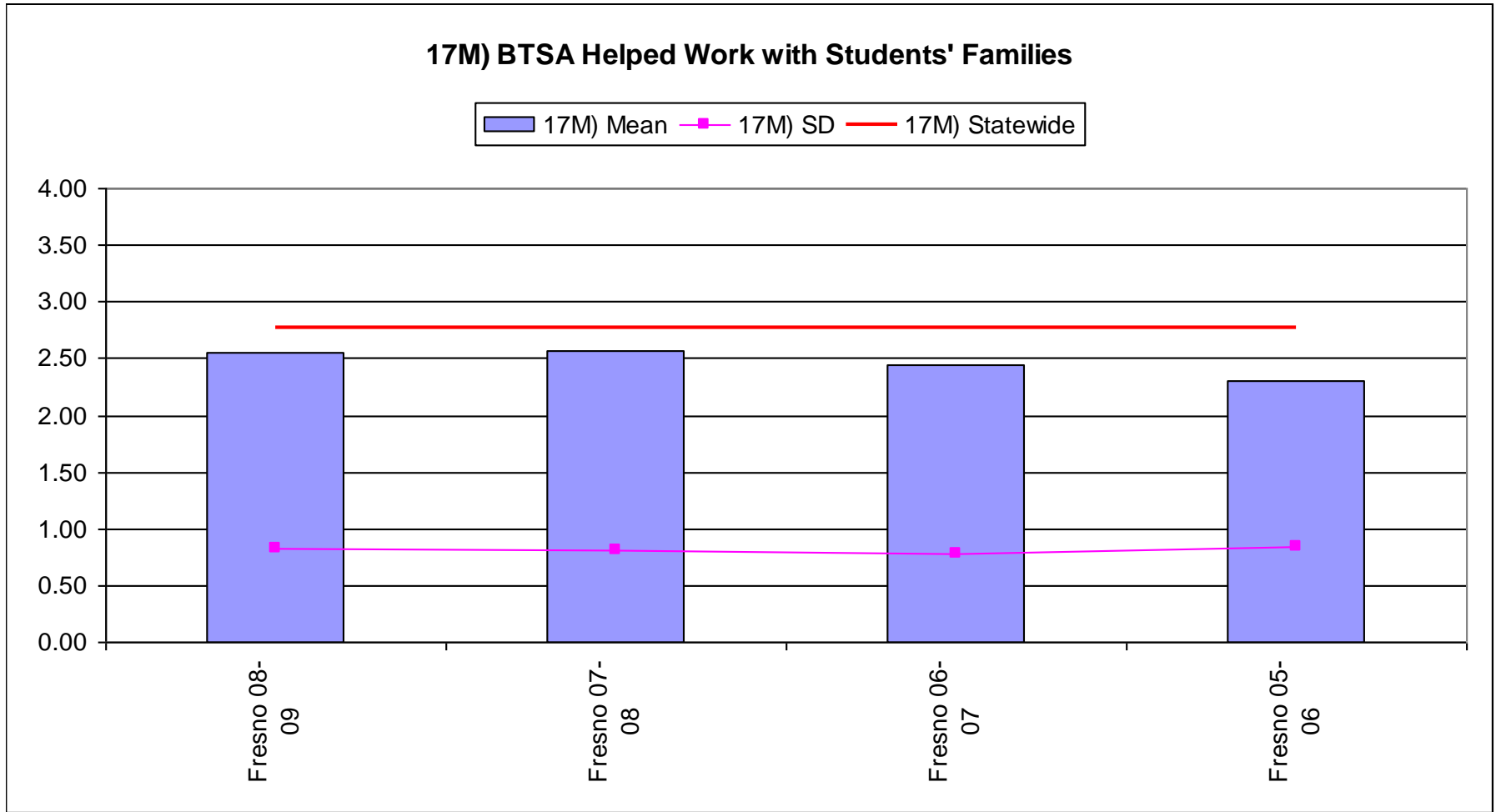
1.2.1.32 Q 17k. Classroom management – PS 5 and 6 (IS 10b, 13abcdef1234gh, 15d)



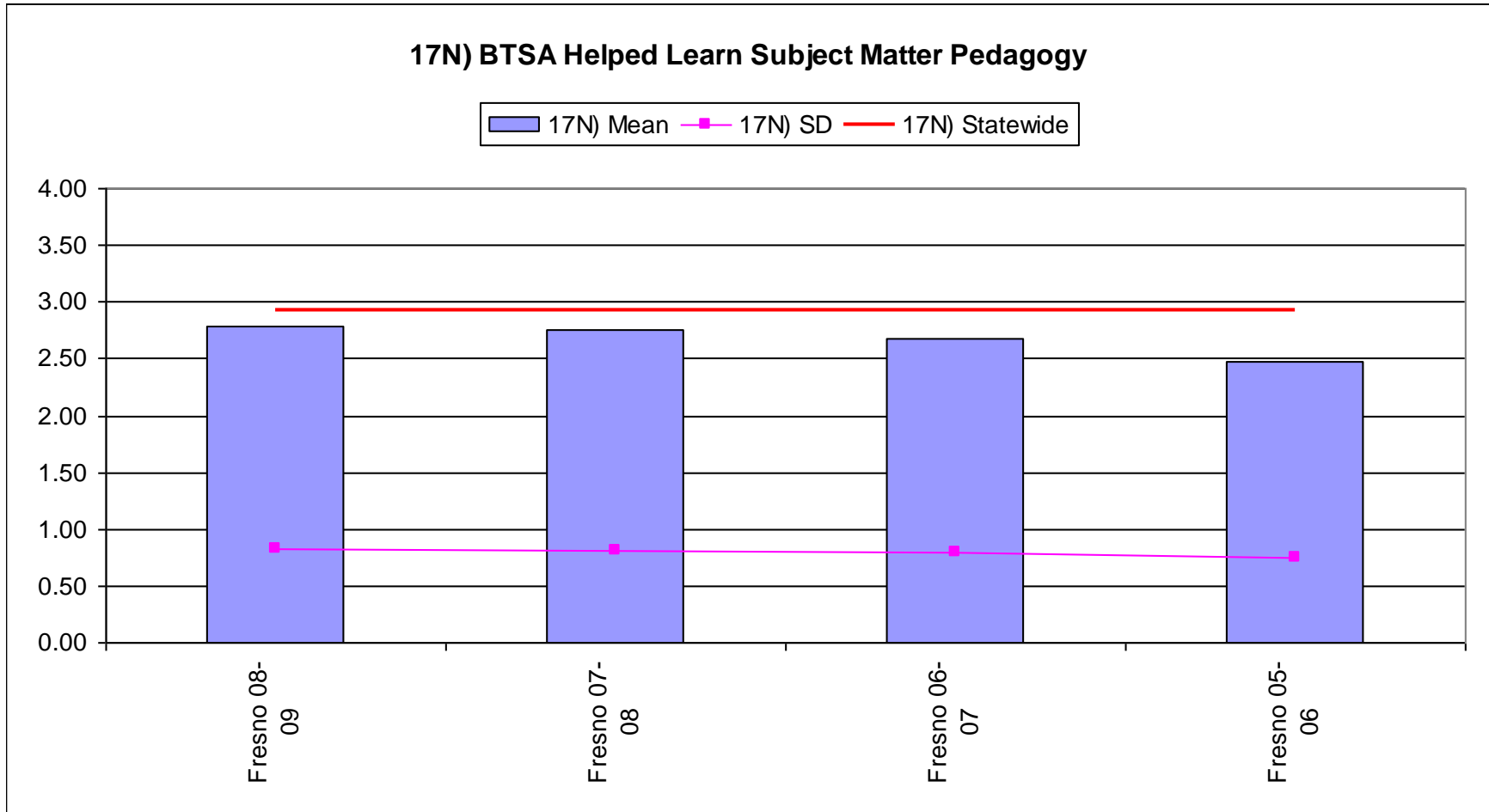
1.2.1.33 Q17L. Analyze student work – PS 5 and 6 (IS 10b, 13abcdef1234gh, 19bcdefghijk, 20bcdef)



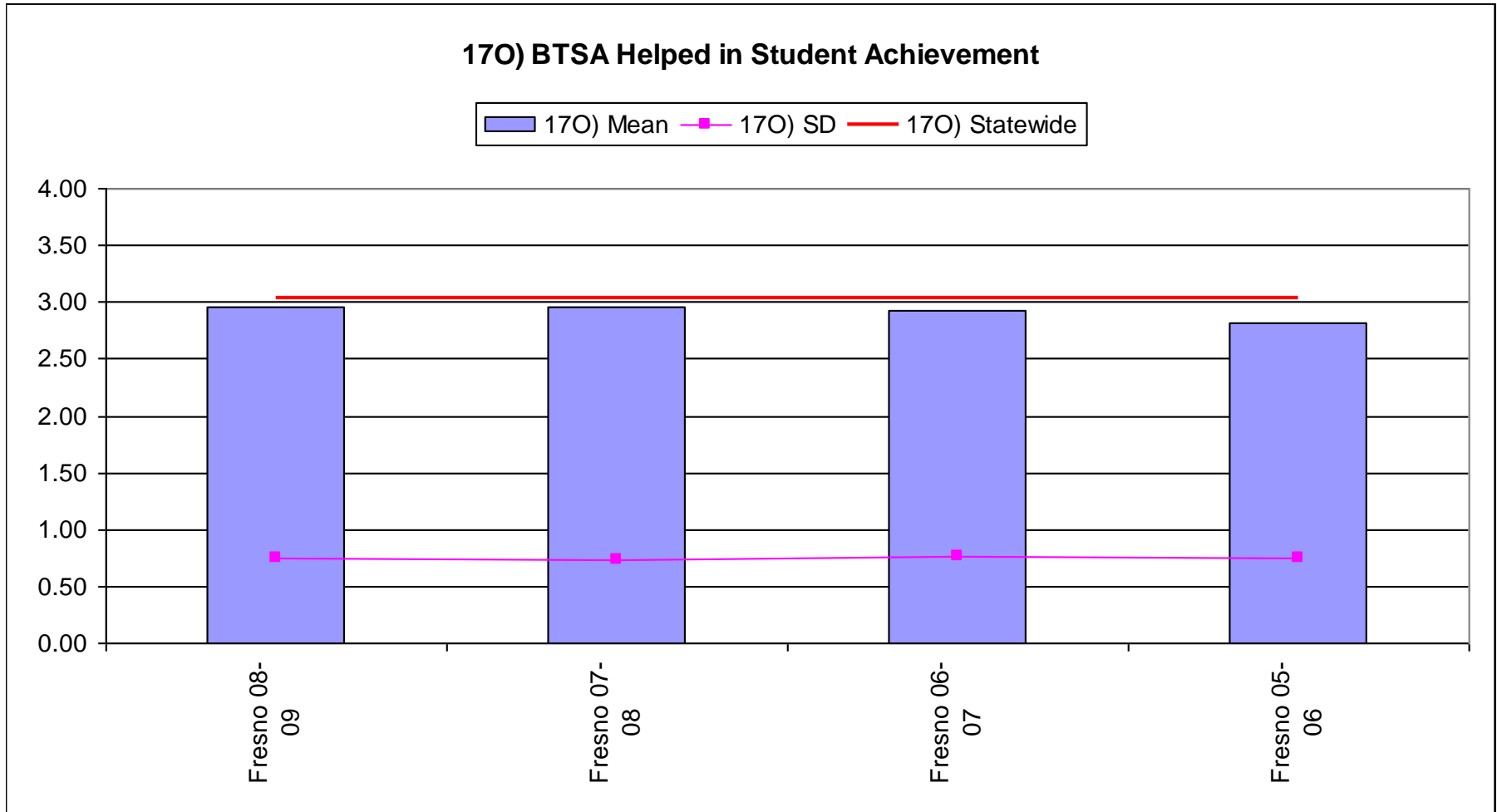
1.2.1.34 Q17m. Work with families of students – PS 5 and 6 (IS 10b, 13abcdef1234gh, 15d, 17b, 19k)



1.2.1.35 Q17n. Subject matter pedagogy – PS 5 and 6 (IS 10b, 13abcdef1234gh, 15bd)

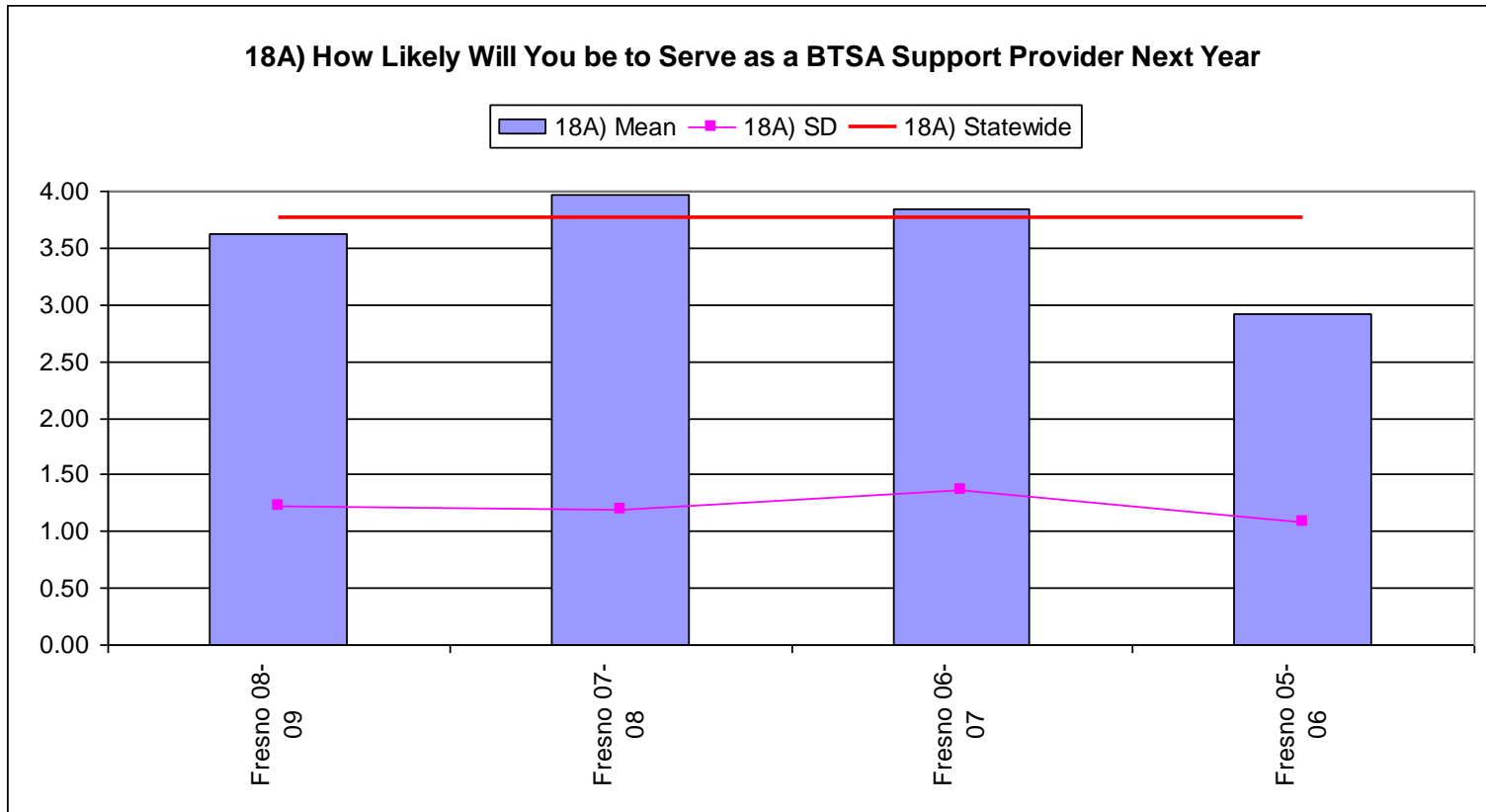


1.2.1.36 Q17o. Improve student achievement – PS 5 and 6 (IS 10be, 13abcdef1234gh, 15d, 17abcdefg, 19defghijk)



**Q18a. How likely will you be to serve as a BTSA support provider next year?**

1=will not, 2=Possibly, 3=Likely, 4=Very likely



### 1.3 CONCLUSIONS

This section contains a table which has each question, the aligned Induction Standard, and a column (far right) that indicates a mathematical weighting (1=low; 4=high) that was previously developed by Cluster Regional Directors to indicate the importance of that question as an indicator of BTSA Induction program success. The criteria used for assigning these weightings were: (1) the strength of the question in its relationship to *the Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, and (2) the degree that a program has the power to influence and make change in this area, and (3) the strength of the question as an indicator of program success. Finally, this table compares the results for the last three years (though four years of data appear) for each question and states whether the trend is positive, mixed/stable or negative.

*Please note: Two questions (2d, 10a) have reverse means; in other words, the lower the mean the more positive the trend. These are indicated in red.*



| <i>Support Provider QUESTIONS</i>   | <i>Induction Standard</i>             | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|---|---------------------------------------|---------------|-----------------------|------------------------------|-----------------------|
| <b>Demographics</b>   |                                       |               |                       |                              |                       |
| <b>% of Participation in survey (reliability and validity)</b>  | CS 2 (4)                              | 4             |                       | X                            |                       |
| <b>1. How many BTSA teachers do you support and assess?</b>   | <b>Information Only</b>               |               |                       |                              |                       |
| <b>2a. Do you support and/or assess other teachers or student teachers in addition to BTSA teachers?</b>  |                                       |               |                       |                              |                       |
| <b>2b. If yes, how many of the following types of teachers do you support? PAR teachers, Intern teachers, Teachers on Emergency permits, Student teachers</b>   |                                       |               |                       |                              |                       |
| <b>2c. What formative assessment system did you utilize with your participating teachers? CFASST, FAS, Local</b>  |                                       |               |                       |                              |                       |
| <b>2d. Do you have significant other assigned duties (i.e. committees, coaching, etc) in addition to teaching and/or supporting other teachers? (Reverse mean)</b>  | CS 3 and 6, PS 3 and 4 (1a, 2a, 8,12) | 2             | X                     |                              |                       |
| <b>2e. Are you a...Full time release SP, Part time release SP, Full-time classroom teacher SP</b>   | <b>Information only</b>               |               |                       |                              |                       |
| <b>Preparation for Role</b>   |                                       |               |                       |                              |                       |
| <b>3. In terms of carrying out your support provider responsibilities, how useful was the training you received from the BTSA program in the areas of: (No training received, Not useful, Somewhat useful, Useful, Very useful)</b> |                                       |               |                       |                              |                       |
| a. Assisting participating teachers in understanding the local context for teaching   | CS 3 (9b)                             | 3             |                       | X                            |                       |
| b. Identifying and responding to the diverse needs of participating teachers  | CS 3 (9b)                             | 3             |                       | X                            |                       |
| c. Using formative assessment instruments   | CS 3 (9c, 9b45)                       | 3             |                       |                              | X                     |
| d. Using evidence from formative assessments to examine beginning teaching practice   | CS 3 (9b)                             | 3             |                       |                              | X                     |
| e. Engaging in reflective conversations about teaching practice   | CS 3 (9bd)                            | 3             |                       | X                            |                       |

| <i>Support Provider QUESTIONS</i>   | <i>Induction Standard</i> | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|---|---------------------------|---------------|-----------------------|------------------------------|-----------------------|
| f. Using assessment evidence to develop individualized induction plans with participating teachers.   | CS 3 (9b)                 | 3             |                       | X                            |                       |
| <b>4. How would you describe the knowledge and skills of the BTSA trainers in the following areas?</b> (No training received, Not adequate, Somewhat adequate, Adequate, Very adequate)   |                           |               |                       |                              |                       |
| a. Beginning teacher development  | CS 3 and PS 3 (3b, 9a, 3) | 3             |                       |                              | X                     |
| b. The California Standards for the Teaching Profession   | CS 3 and PS 3 (3, 9a)     | 3             |                       |                              | X                     |
| c. Formative assessment processes   | CS 3 and PS 3 (3, 9a)     | 3             |                       |                              | X                     |
| d. Student academic content standards and curriculum frameworks   | CS 3 and PS 3 (3b, 9a, 3) | 3             |                       |                              | X                     |
| e. Interpersonal communication skills (e.g., cognitive coaching, reflective conversation)   | CS 3 and PS 3 (3b, 9a, 3) | 3             |                       |                              | X                     |
| f. Knowledge of adult learning theory   | CS 3 and PS 3 (3b, 9a)    | 3             |                       |                              | X                     |
| <b>5a. Did you receive formative feedback from your program leadership about your work as a support provider?</b>   | PS 3 (9e)                 | 4             |                       |                              | X                     |
| <b>5b. If yes, how useful was the formative feedback you received about your work as a BTSA Support Provider?</b><br>(No feedback received, Not useful, Somewhat useful, Useful, Very useful)   | PS 3 (9e)                 | 4             |                       | X                            |                       |
| <b>6. During this school year, how often did you have an opportunity to meet with other support providers for professional development and/or problem solving?</b> (Never, Once or twice, Once every 2-3 months, Monthly, More than once a month) | PS 3 and 4 (9d)           | 4             |                       | X                            |                       |

| <i>Support Provider QUESTIONS</i>   | <i>Induction Standard</i>     | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|---|-------------------------------|---------------|-----------------------|------------------------------|-----------------------|
| <b>Support and Assessment Provided for BTSA Teacher(s)</b>  |                               |               |                       |                              |                       |
| <b>7a. On average, how often did you communicate with your BTSA teacher(s) (in person, by phone or e-mail) about issues related to their teaching practice (e.g., curriculum and instruction, students, assessment, materials)?</b> <input type="checkbox"/> (Less than once a month, Once a month, Twice a month, Once a week) | PS 4 (8a, 12de)               | 4             | X                     |                              |                       |
| <b>7b. On the average, how long were formal meetings with your participating teachers?</b> 15 minutes, 30min, 60 min, 90 min  | PS 4 (8a, 12de)               | 4             |                       | X                            |                       |
| <b>8. Was the time allotted for your role adequate to meet the needs of each of your BTSA teachers for support and/or assessment?</b> (Not adequate, Somewhat adequate, Adequate, More than adequate)   | PS 4 (12de)                   | 4             |                       | X                            |                       |
| <b>9. How often did you feel that the support you offered through BTSA was timely in meeting your BTSA teacher(s)'s needs?</b> (Never, Sometimes, Usually, Always)  | CS 3 and PS 4 (8e, 9a, 12def) | 4             |                       |                              | X                     |
| <b>10a. Were any your BTSA teachers you supported this year in a teaching assignment that was more challenging than other teachers at the site? (Yes, Somewhat, No) If yes, how many _____</b>  | CS 1 and 3, PS 2 (11c4)       | 4             |                       | X                            |                       |
| <b>10b. If you answered 'yes' or 'somewhat' to 10a: To what extent were you able to provide and/or coordinate additional support to help compensate for the additional challenges?</b> (Not additional support, Some additional support, Adequate additional support, A great deal of additional support)                       | CS 3 and PS 4 (11c1,2,3,4)    | 4             |                       |                              | X                     |

| <i>Support Provider QUESTIONS</i>  | <i>Induction Standard</i>                         | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|--|---|---------------|-----------------------|------------------------------|-----------------------|
| <b>Formative Assessment</b>  |   |               |                       |                              |                       |
| <b>11. You and your participating teacher(s) developed an Individualized Induction Plan over the year. On average, how strong was the connection between the goals and plans on the IIP and:</b> (Very weak, Somewhat weak, Strong, Very strong)                                     |   |               |                       |                              |                       |
| a. evidence of your participating teacher(s)'s practice collected through the formative assessment process?  | PS 3 and 4 (6e,12b, 13e, 14a1234ab5abcde, 9)      | 4             |                       |                              | X                     |
| b. your participating teacher(s) professional development activities   | PS 3, 4, 5 and 6 (12ac,13e, 14a1234ab5abcde 7, 9) | 4             | X                     |                              |                       |
| c. your work together  | PS 4 (12bcde, 13f123 4, 14a1234ab5abcde 9)        | 4             |                       |                              | X                     |
| <b>12. To what extent did the beginning teacher(s)'s professional development activities through BTSA match with school and district priorities?</b> (Not at all, A little, A moderate amount, To a great extent)  | CS 1 (11ad, 7, 10)                                | 2             |                       |                              | X                     |
| <b>13a. Did your BTSA teachers share with you the areas of strength and the areas identified for growth by the formal evaluation (usually performed by a site administrator)?</b> (Never, Sometimes, Usually, Always)  | Information only                                  |               |                       |                              |                       |
| <b>13b. If you answered 'Sometimes', 'Usually' or 'Always' to #13a, to what extent were those areas of strength and needed growth consistent with those identified from the BTSA formative assessment?</b> (Not at all consistent. Somewhat consistent, Consistent, Very consistent) | PS 3 and 4 (12d, 11)                              | 2             |                       | X                            |                       |
| <b>BTSA Program Structure</b>  |   |               |                       |                              |                       |
| <b>14. How clear were the following aspects of your BTSA program?</b> (Not clear, Somewhat clear, Clear, Very clear)   |   |               |                       |                              |                       |
| a. Goals and design  | CS 6 (8a, 10bg)                                   | 2             |                       |                              | X                     |
| b. Roles and responsibilities of support providers   | CS 6 (8a, 10g, 11c1235)                           | 2             |                       |                              | X                     |
| c. Requirements and expectations for BTSA participation  | CS 6 (8a, 10g, 14a1234ab5acde 6, 7)               | 2             |                       | X                            |                       |

| <i>Support Provider QUESTIONS</i>   | <i>Induction Standard</i>  | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|---|--|---------------|-----------------------|------------------------------|-----------------------|
| d. Articulation with Professional Teacher Preparation Programs  | PS 2 (5a, 7d, 8a, 10g)   | 2             |                       |                              | X                     |
| <b>15a. How familiar are you with your BTSA program's local and statewide evaluation data?</b> (Not at all familiar, Somewhat familiar, Familiar, Very familiar)  | CS 2 (4bcd)  | 2             |                       | X                            |                       |
| <b>15b. If you answered 'Familiar' or 'Very Familiar' on 16a, how satisfied are you with the program's use of the data to direct program improvement?</b> (Not at all satisfied, Somewhat satisfied, Satisfied, Very satisfied) | CS (4bcd)  | 2             | X                     |                              |                       |
| <b>BTSA Program Outcomes</b>  |  |               |                       |                              |                       |
| <b>16. To what extent do you agree that the BTSA formative assessment system (CFASST, FAS, or local system) is:</b> (Not at all, Somewhat, Moderately, Greatly)   |  |               |                       |                              |                       |
| a. Fair in representing your BTSA teachers' skills and abilities?   | PS 3 and 4 (13cd)  | 3             |                       |                              | X                     |
| b. Effective in supporting your BTSA teachers' professional development?  | PS 3 and 4 (12a, 13)   | 3             |                       | X                            |                       |
| c. Connected to IIP/ILP goals from year to year   | PS 3 and 4 (12c, 13e)  | 3             |                       |                              | X                     |
| <b>17. On the average, to what extent do you believe that BTSA helped your beginning teachers</b> (Not at all, Somewhat helpful, Helpful, Very helpful)   |  |               |                       |                              |                       |
| a. Improve their teaching knowledge and skills  | PS 5 and 6 (10b, 13abcdef1234gh, 14a34ab5acde, 15abc, 19ch)            | 3             |                       | X                            |                       |
| b. Improve their ability to use standards-based instruction   | PS 5 and 6 (10bd, 13abcdef1234gh, 15bce, 17cd, 18abcde, 19abcdh, 17e)  | 3             |                       | X                            |                       |
| c. Improve their ability to use standards-based assessment  | PS 5 and 6 (10bd, 13abcdef1234gh, 15bcf, 17abcdefg, 19abcefghijk, 16f) | 3             |                       | X                            |                       |
| d. Meet their students' differing needs   | PS 5 and 6 (10bce, 13abcdef1234gh, 15cde, 17abcefg, 19abg, 20b,18)     | 3             |                       | X                            |                       |

| <i>Support Provider QUESTIONS</i>  | <i>Induction Standard</i>                                     | <i>Weight</i> | <i>Positive Trend</i> | <i>Mixed or Stable Trend</i> | <i>Negative Trend</i> |
|--|---|---------------|-----------------------|------------------------------|-----------------------|
| e. Understand performance levels for students  | PS 5 and 6 (10bef, 13abcdef1234gh, 15f, 19cefg hijk)          | 3             | X                     |                              |                       |
| f. Use technology to support student learning  | PS 5 and 6 (10b, 12a, 13abcdef1234gh, 16abcdefg)              | 3             |                       |                              | X                     |
| g. Teach English learners  | PS 5 and 6 (10be, 12a, 13abcdef1234gh, 15d, 19a)              | 3             | X                     |                              |                       |
| h. Create a supportive and healthy environment for student learning  | PS 5 and 6 (10b, 12a, 13abcdef1234gh, 15d, 18abcdefg)         | 3             |                       | X                            |                       |
| i. Address equity and diversity in teaching  | PS 5 and 6 (10be, 12a, 13abcdef1234gh, 17b)                   | 3             |                       | X                            |                       |
| j. Teach special populations   | PS 5 and 6 (10be, 12a, 13abcdef1234gh, 15d, 20abcde)          | 3             |                       | X                            |                       |
| k. Classroom management  | PS 5 and 6 (10b, 13abcdef1234gh, 15d)                         | 3             |                       |                              | X                     |
| l. Analyze student work  | PS 5 and 6 (10b, 13abcdef1234gh, 19bcdefghijk, 20bcdef)       | 3             |                       | X                            |                       |
| m. Work with families of students  | PS 5 and 6 (10b, 13abcdef1234gh, 15d, 17b, 19k)               | 3             | X                     |                              |                       |
| n. Subject matter pedagogy   | PS 5 and 6 (10b, 13abcdef1234gh, 15bd)                        | 3             | X                     |                              |                       |
| o. Improve student achievement   | PS 5 and 6 (10be, 13abcdef1234gh, 15d, 17abcdefg, 19defghijk) | 3             | X                     |                              |                       |
| <b>18a. How likely will you be to serve as a BTSA support provider next year?</b><br>(Will Not, Possibly, Likely, Very likely)                                     | PS 3 (8)  | 2             |                       | X                            |                       |
| <b>b. If you answered “Will not” or “Not likely” on 18a, please indicate the reason.</b> Contractually limited, Workload, Compensation, SP Responsibilities, Other |   |               |                       |                              |                       |

**1.1 BIENNIAL REPORT SECTION B – SUPPORT PROVIDER TRENDS AND PATTERNS (STATEWIDE SURVEY SP DATA FOR THE PAST THREE YEARS)**

This final section organizes all results for the past three years by Common and Program Standard and states whether the resulting trends are positive, mixed/stable, or negative.

**Common Standard 1: Educational Leadership**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>10a. Were any your BTSA teachers you supported this year in a teaching assignment that was more challenging than other teachers at the site? (Yes, Somewhat, No) If yes, how many?</b>                         |                       | X                         |                       |
| <b>12. To what extent did the beginning teacher(s)'s professional development activities through BTSA match with school and district priorities? (Not at all, A little, A moderate amount, To a great extent)</b> |                       |                           | X                     |

**Common Standard 2: Unit and Program Assessment and Evaluation**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>% of Participation in survey (reliability and validity)</b>  |                       | X                         |                       |
| <b>15a. How familiar are you with your BTSA program's local and statewide evaluation data? (Not at all familiar, Somewhat familiar, Familiar, Very familiar)</b>  |                       | X                         |                       |
| <b>15b. If you answered 'Familiar' or 'Very Familiar' on 16a, how satisfied are you with the program's use of the data to direct program improvement? (Not at all satisfied, Somewhat satisfied, Satisfied, Very satisfied)</b> | X                     |                           |                       |

### Common Standard 3: Resources

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>2d. Do you have significant other assigned duties (i.e. committees, coaching, etc) in addition to teaching and/or supporting other teachers? (Reverse mean)</b>  | X                     |                           |                       |
| <b>3. In terms of carrying out your support provider responsibilities, how useful was the training you received from the BTSA program in the areas of:</b> (No training received, Not useful, Somewhat useful, Useful, Very useful)   |                       |                           |                       |
| a. Assisting participating teachers in understanding the local context for teaching   |                       | X                         |                       |
| b. Identifying and responding to the diverse needs of participating teachers  |                       | X                         |                       |
| c. Using formative assessment instruments   |                       |                           | X                     |
| d. Using evidence from formative assessments to examine beginning teaching practice   |                       |                           | X                     |
| e. Engaging in reflective conversations about teaching practice   |                       | X                         |                       |
| f. Using assessment evidence to develop individualized induction plans with participating teachers.   |                       | X                         |                       |
| <b>4. How would you describe the knowledge and skills of the BTSA trainers in the following areas?</b> (No training received, Not adequate, Somewhat adequate, Adequate, Very adequate)   |                       |                           |                       |
| a. Beginning teacher development  |                       |                           | X                     |
| b. The California Standards for the Teaching Profession   |                       |                           | X                     |
| c. Formative assessment processes   |                       |                           | X                     |
| d. Student academic content standards and curriculum frameworks   |                       |                           | X                     |
| e. Interpersonal communication skills (e.g., cognitive coaching, reflective conversation)   |                       |                           | X                     |
| f. Knowledge of adult learning theory   |                       |                           | X                     |
| <b>9. How often did you feel that the support you offered through BTSA was timely in meeting your BTSA teacher(s)'s needs?</b> (Never, Sometimes, Usually, Always)  |                       |                           | X                     |
| <b>10a. Were any your BTSA teachers you supported this year in a teaching assignment that was more challenging than other teachers at the site? (Yes, Somewhat, No) If yes, how many? (reverse mean)</b>  |                       | X                         |                       |
| <b>10b. If you answered 'yes' or 'somewhat' to 10a: To what extent were you able to provide and/or coordinate additional support to help compensate for the additional challenges?</b> (Not additional support, Some additional support, Adequate additional support, A great deal of additional support) |                       |                           | X                     |



#### Common Standard 4: Faculty and Instructional Personnel

| <i>Question</i>  | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|--|-----------------------|---------------------------|-----------------------|
| <b>18a. How likely will you be to serve as a BTSA support provider next year?</b><br>(Will Not, Possibly, Likely, Very likely) |                       | X                         |                       |

#### Common Standard 5: Admission

| <i>Question</i> | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|-----------------|-----------------------|---------------------------|-----------------------|
|-----------------|-----------------------|---------------------------|-----------------------|

#### Common Standard 6: Advice and Assistance

| <i>Question</i>  | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|--|-----------------------|---------------------------|-----------------------|
| <b>2d. Do you have significant other assigned duties (i.e. committees, coaching, etc) in addition to teaching and/or supporting other teachers? (Reverse mean)</b> | X                     |                           |                       |
| <b>14. How clear were the following aspects of your BTSA program?</b> (Not clear, Somewhat clear, Clear, Very clear)   |                       |                           |                       |
| a. Goals and design  |                       |                           | X                     |
| b. Roles and responsibilities of support providers   |                       |                           | X                     |
| c. Requirements and expectations for BTSA participation  |                       |                           | X                     |

#### Common Standard 7: Field Experience and Clinical Practice

| <i>Question</i> | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|-----------------|-----------------------|---------------------------|-----------------------|
|-----------------|-----------------------|---------------------------|-----------------------|

### Common Standard 8: District-Employed Supervisors

| <i>Question</i> | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|-----------------|-----------------------|---------------------------|-----------------------|
|-----------------|-----------------------|---------------------------|-----------------------|

### Common Standard 9: Assessment of Candidate Competence

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>17. On the average, to what extent do you believe that BTSA helped your beginning teachers</b> (Not at all, Somewhat helpful, Helpful, Very helpful) |                       |                           |                       |
| a. Improve their teaching knowledge and skills  |                       | X                         |                       |
| b. Improve their ability to use standards-based instruction   |                       | X                         |                       |
| c. Improve their ability to use standards-based assessment  |                       | X                         |                       |
| d. Meet their students' differing needs   |                       | X                         |                       |
| e. Understand performance levels for students   | X                     |                           |                       |
| f. Use technology to support student learning   |                       |                           | X                     |
| g. Teach English learners   | X                     |                           |                       |
| h. Create a supportive and healthy environment for student learning   |                       | X                         |                       |
| i. Address equity and diversity in teaching   |                       | X                         |                       |
| j. Teach special populations  |                       | X                         |                       |
| k. Classroom management   |                       |                           | X                     |
| l. Analyze student work   |                       | X                         |                       |
| m. Work with families of students   | X                     |                           |                       |
| n. Subject matter pedagogy  | X                     |                           |                       |
| o. Improve student achievement  | X                     |                           |                       |

**Program Standard 1: Program Rationale and Design**

| <i>Question</i> | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|-----------------|-----------------------|---------------------------|-----------------------|
|-----------------|-----------------------|---------------------------|-----------------------|

**Program Standard 2: Communication and Collaboration**

| <i>Question</i>  | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|--|-----------------------|---------------------------|-----------------------|
| <b>10a. Were any your BTSA teachers you supported this year in a teaching assignment that was more challenging than other teachers at the site? (Yes, Somewhat, No) If yes, how many ?</b> |                       | X                         |                       |
| <b>14. How clear were the following aspects of your BTSA program? (Not clear, Somewhat clear, Clear, Very clear)</b>   |                       |                           |                       |
| d. Articulation with Professional Teacher Preparation Programs   |                       |                           | X                     |

**Program Standard 3: Support Provider and Professional Development Provider**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>2d. Do you have significant other assigned duties (i.e. committees, coaching, etc) in addition to teaching and/or supporting other teachers? (Reverse mean)</b>                      | X                     |                           |                       |
| <b>4. How would you describe the knowledge and skills of the BTSA trainers in the following areas? (No training received, Not adequate, Somewhat adequate, Adequate, Very adequate)</b> |                       |                           |                       |
| a. Beginning teacher development  |                       |                           | X                     |
| b. The California Standards for the Teaching Profession   |                       |                           | X                     |
| c. Formative assessment processes   |                       |                           | X                     |
| d. Student academic content standards and curriculum frameworks   |                       |                           | X                     |
| e. Interpersonal communication skills (e.g., cognitive coaching, reflective conversation)   |                       |                           | X                     |
| f. Knowledge of adult learning theory   |                       |                           | X                     |
| <b>5a. Did you receive formative feedback from your program leadership about your work as a support provider?</b>   |                       |                           | X                     |

|  |   |   |   |
|--|---|---|---|
| <b>5b. If yes, how useful was the formative feedback you received about your work as a BTSA Support Provider?</b> (No feedback received, Not useful, Somewhat useful, Useful, Very useful)   |   | X |   |
| <b>6. During this school year, how often did you have an opportunity to meet with other support providers for professional development and/or problem solving?</b> (Never, Once or twice, Once every 2-3 months, Monthly, More than once a month)                                    |   | X |   |
| <b>11. You and your participating teacher(s) developed an Individualized Induction Plan over the year. On average, how strong was the connection between the goals and plans on the IIP and:</b> (Very weak, Somewhat weak, Strong, Very strong)                                     |   |   |   |
| a. evidence of your participating teacher(s)'s practice collected through the formative assessment process?  |   |   | X |
| b. your participating teacher(s) professional development activities   | X |   |   |
| <b>13a. Did your BTSA teachers share with you the areas of strength and the areas identified for growth by the formal evaluation (usually performed by a site administrator)?</b> (Never, Sometimes, Usually, Always)  |   |   |   |
| <b>13b. If you answered 'Sometimes', 'Usually' or 'Always' to #13a, to what extent were those areas of strength and needed growth consistent with those identified from the BTSA formative assessment?</b> (Not at all consistent, Somewhat consistent, Consistent, Very consistent) |   | X |   |
| <b>16. To what extent do you agree that the BTSA formative assessment system (CFASST, FAS, or local system) is:</b> (Not at all, Somewhat, Moderately, Greatly)  |   |   |   |
| a. Fair in representing your BTSA teachers' skills and abilities?  |   |   | X |
| b. Effective in supporting your BTSA teachers' professional development?   |   | X |   |
| c. Connected to IIP/ILP goals from year to year  |   |   | X |
| <b>18a. How likely will you be to serve as a BTSA support provider next year?</b> (Will Not, Possibly, Likely, Very likely)  |   | X |   |

**Program Standard 4: Formative Assessment System**

| <i>Question</i>   | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|---|-----------------------|---------------------------|-----------------------|
| <b>2d. Do you have significant other assigned duties (i.e. committees, coaching, etc) in addition to teaching and/or supporting other teachers? (Reverse mean)</b>  | X                     |                           |                       |
| <b>6. During this school year, how often did you have an opportunity to meet with other support providers for professional development and/or problem solving?</b> (Never, Once or twice, Once every 2-3 months, Monthly, More than once a month) |                       | X                         |                       |

|   |   |   |   |
|---|---|---|---|
| <b>7a. On average, how often did you communicate with your BTSA teacher(s) (in person, by phone or e-mail) about issues related to their teaching practice (e.g., curriculum and instruction, students, assessment, materials(Less than□)?</b> once a month, Once a month, Twice a month, Once a week)    | X |   |   |
| <b>7b. On the average, how long were formal meetings with your participating teachers?</b> 15 minutes, 30min, 60 min, 90 min  |   | X |   |
| <b>8. Was the time allotted for your role adequate to meet the needs of each of your BTSA teachers for support and/or assessment?</b> (Not adequate, Somewhat adequate, Adequate, More than adequate)   |   | X |   |
| <b>9. How often did you feel that the support you offered through BTSA was timely in meeting your BTSA teacher(s)'s needs?</b> (Never, Sometimes, Usually, Always)  |   |   | X |
| <b>10b. If you answered 'yes' or 'somewhat' to 10a: To what extent were you able to provide and/or coordinate additional support to help compensate for the additional challenges?</b> (Not additional support, Some additional support, Adequate additional support, A great deal of additional support) |   |   | X |
| <b>11. You and your participating teacher(s) developed an Individualized Induction Plan over the year. On average, how strong was the connection between the goals and plans on the IIP and:</b> (Very weak, Somewhat weak, Strong, Very strong)  |   |   |   |
| a. evidence of your participating teacher(s)'s practice collected through the formative assessment process?   |   |   | X |
| b. your participating teacher(s) professional development activities  | X |   |   |
| c. your work together   |   |   | X |
| <b>16. To what extent do you agree that the BTSA formative assessment system (CFASST, FAS, or local system) is:</b> (Not at all, Somewhat, Moderately, Greatly)   |   |   |   |
| a. Fair in representing your BTSA teachers' skills and abilities?   |   |   | X |
| b. Effective in supporting your BTSA teachers' professional development?  |   | X |   |
| c. Connected to IIP/ILP goals from year to year   |   |   | X |

**Program Standard 5: Pedagogy**

| <i>Question</i>  | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|--|-----------------------|---------------------------|-----------------------|
| <b>11. You and your participating teacher(s) developed an Individualized Induction Plan over the year. On average, how strong was the connection between the goals and plans on the IIP and:</b> (Very weak, Somewhat weak, Strong, Very strong) |                       |                           |                       |
| b. your participating teacher(s) professional development activities   | X                     |                           |                       |
| <b>17. On the average, to what extent do you believe that BTSA helped your beginning teachers</b> (Not at all, Somewhat helpful, Helpful, Very helpful)  |                       |                           |                       |
| a. Improve their teaching knowledge and skills   |                       | X                         |                       |
| b. Improve their ability to use standards-based instruction  |                       | X                         |                       |
| c. Improve their ability to use standards-based assessment   |                       | X                         |                       |
| d. Meet their students' differing needs  |                       | X                         |                       |
| e. Understand performance levels for students  | X                     |                           |                       |
| f. Use technology to support student learning  |                       |                           | X                     |
| g. Teach English learners  | X                     |                           |                       |
| h. Create a supportive and healthy environment for student learning  |                       | X                         |                       |
| i. Address equity and diversity in teaching  |                       | X                         |                       |
| j. Teach special populations   |                       | X                         |                       |
| k. Classroom management  |                       |                           | X                     |
| l. Analyze student work  |                       | X                         |                       |
| m. Work with families of students  | X                     |                           |                       |
| n. Subject matter pedagogy   | X                     |                           |                       |
| o. Improve student achievement   | X                     |                           |                       |

**Program Standard 6: Universal Access – Equity for all Students**

| <i>Question</i>  | <i>Positive Trend</i> | <i>Mixed/Stable Trend</i> | <i>Negative Trend</i> |
|--|-----------------------|---------------------------|-----------------------|
| <b>11. You and your participating teacher(s) developed an Individualized Induction Plan over the year. On average, how strong was the connection between the goals and plans on the IIP and: (Very weak, Somewhat weak, Strong, Very strong)</b> |                       |                           |                       |
| b. your participating teacher(s) professional development activities   | X                     |                           |                       |
| <b>17. On the average, to what extent do you believe that BTSA helped your beginning teachers (Not at all, Somewhat helpful, Helpful, Very helpful)</b>  |                       |                           |                       |
| a. Improve their teaching knowledge and skills   |                       | X                         |                       |
| b. Improve their ability to use standards-based instruction  |                       | X                         |                       |
| c. Improve their ability to use standards-based assessment   |                       | X                         |                       |
| d. Meet their students' differing needs  |                       | X                         |                       |
| e. Understand performance levels for students  | X                     |                           |                       |
| f. Use technology to support student learning  |                       |                           | X                     |
| g. Teach English learners  | X                     |                           |                       |
| h. Create a supportive and healthy environment for student learning  |                       | X                         |                       |
| i. Address equity and diversity in teaching  |                       | X                         |                       |
| j. Teach special populations   |                       | X                         |                       |
| k. Classroom management  |                       |                           | X                     |
| l. Analyze student work  |                       | X                         |                       |
| m. Work with families of students  | X                     |                           |                       |
| n. Subject matter pedagogy   | X                     |                           |                       |
| o. Improve student achievement   | X                     |                           |                       |