

**COMMISSION ON TEACHER CREDENTIALING**

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Beginning Teacher Support and Assessment Shows Positive Impact on Teachers and Students

SACRAMENTO – Mentor support for beginning teachers and a formative curriculum and assessment tool combine to improve teaching practices that can lead to improved student learning.

A study conducted by Educational Testing Service (ETS), sponsored by the California Commission on Teacher Credentialing (CCTC) and supported by federal Title II funds, showed a pattern of small but consistent differences between beginning teachers who received frequent and structured support with ongoing examination of their teaching practice and those who received less support and assessment.

The findings were revealed at a national teacher induction conference by researchers Marnie Thompson and Pamela Paek. Using the California Formative Assessment and Support System for Teachers (CFASST), jointly developed by ETS, the CCTC, and the California Department of Education (CDE), the researchers examined the use of effective teaching strategies and data from California's STAR testing program.

The relatively small study showed a statistically significant difference between the two teacher groups in the area of instructional planning as well as consistently higher scores in all other measured areas of teaching practice. A similar pattern of consistent differences was found in positive effects on student learning.

“The research findings are a positive ‘first step’ in the ongoing cycle of analysis and improvement in the California's Beginning Teacher Support and Assessment (BTSA) Program,” said Lawrence H. Madkins, Jr., Chair of the CCTC.

The BTSA Program is jointly administered by the CCTC and the CDE.

Current improvement efforts of the BTSA program focus on improving the quality of teaching and increasing student achievement. In addition, the program is working on eliminating redundancy for teachers who have already received support as interns or pre-interns.



Research Guide

- The study began with a survey of 1,125 third year teachers who had completed a BTSA Program using the formative assessment (CFASST) materials.
- 287 teachers responded to the survey (26%).
- Responses were from teachers from 78 BTSA programs in 107 school districts.
- A sub-sample of 64 respondents participated in study beyond the survey.
- 34 teachers participated in a blind case study involving multiple classroom observations and face-to-face interviews.
- STAR data was collected for the students of 144 survey respondents.
- API scores were used to control for pre-existing differences between schools or students.

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