

**BIENNIAL REPORT**  
**Academic Year 2009-2010**

**Institution:** Palo Alto Unified School District

**Date report submitted:** November 19, 2010

**Date of last Site Visit:** October 27, 2009

**Program documented in this report:**

**Name of Program:** Palo Alto Unified School District BTSA Consortium

**Credential awarded:** Clear Multiple Subject and Single Subject Credential

**Is this program offered at more than one site?** Yes

**List all sites at which the program is offered:**

- Palo Alto Unified School District
- Mountain View-Los Altos Union High School District
- Los Gatos-Saratoga Joint Union High School District

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**Section A, Part I**  
**Contextual Information**

**Program Information**

Local Educational Agency CD Code: 4369641		Number of Schools		Type of BTSA Induction Program	
K-12	✓	Elementary	12	Single District	
Elementary		Middle	3	Consortium	✓
High School		High	7	Multi-District	
COE		Other	3	Other	

Support Provider Model(s) Used		Formative Assessment System	
Classroom-based		FACT	
Full-time Released	✓	NTC FAS	
Part-time Released	✓	Locally Designed	✓
Retired			

**Participant Information**

	08-09	09-10
Number of Candidates (public/charter schools)	64	53
Number of Candidates (private schools)	1	0
Number of active Support Providers	8	8
Candidate: Support Provider ratio	5:1	5:1
Total number of candidates recommended for Clear MS or SS Credential	49	42
Number of candidates recommended for Clear MS or SS Credential via Early Completion Option	1	1
Total Number of candidates assigned to School Improvement or SAIT-identified settings	0	0
Total Number of candidates assigned to a school in Program Improvement	0	0
Number of <i>Verification of Unavailability of a Commission-Approved Induction Program (CL-855)</i> notices issued to eligible candidates	0	0

**Program Changes**

Significant changes made since the last Biennial Report or Program Assessment Review

There have been no significant program changes since submission of the BTSA Induction Narrative Responses Revision Document dated September 1, 2009.

## Section A, Part II

### Candidate Assessment/Performance and Program Effectiveness Information

The Steering Committee of the Palo Alto Consortium identified three focus questions to guide the data to be collected and analyzed and the assessment tools to be used for gathering that data. The focus questions were developed based upon an analysis of the local Mid-Year Survey completed by participating teachers, which indicated specific areas for further examination.

Those focus questions are:

- (1) To what extent do participating teachers demonstrate growth?
- (2) How effective are professional development opportunities in building participating teacher competence?
- (3) Which formative assessments activities and coaching practices are most effective in influencing participating teacher's classroom practice?

The following chart, "Key Questions and Data Sources", describes the Assessment Tools used to collect information about the three focus questions (page 3).

Following the above chart is a Data Summary for each tool representing the aggregated data collected (page 4 – 15):

Data Summary Chart #1:	Growth on Continuum of Teacher Development
Data Summary Chart #2:	Professional Growth Plan (PGP) – Focus Goals & Standards
Data Summary Chart #3:	Professional Growth Plan (PGP) – Connection between Focus Goal & Action Plan
Data Summary Chart #4:	Professional Growth Plan (PGP) – Action Plan Level of Implementation
Data Summary Chart #5:	Focus Groups
Data Summary Chart #6:	Professional Growth Plan (PGP) – Focus Goals & Professional Development
Data Summary Chart #7:	Workshop Verification -- Reflection on Professional Development
Data Summary Chart #8:	Participating Teacher Mid-Year Survey

## Key Questions & Data Sources

The chart below displays the various assessments used to evaluate candidate and program performance. The chart is followed by the Data Summaries for these assessment tools.

<b>Assessment Tool</b>	<b>Description of Assessment Tool</b>	<b>Data Collected</b> <b>Question # 1</b> To what extent do participating teachers demonstrate growth?	<b>Data Collected</b> <b>Question # 2</b> How effective are professional development opportunities in building participating teacher competence?	<b>Data Collected</b> <b>Question # 3</b> Which formative assessments activities and coaching practices are most effective in influencing PT's classroom practice?
Continuum of Teacher Development	<ul style="list-style-type: none"> <li>• Rubric describing developmental levels in reaching CSTP &amp; Induction standards</li> </ul>	<ul style="list-style-type: none"> <li>• Fall and Spring comparison of PTs' self-assessment on rubric levels analyzed for measured growth</li> </ul>		
Professional Growth Plan (PGP)	<ul style="list-style-type: none"> <li>• PTs reflect on each of the standards of the CSTP, identify areas for growth, set goals and develop an action plan to meet the goals.</li> <li>• The PGP process informs and improves instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Topics of Focus Goals compared to CSTP &amp; Induction Standards</li> <li>• A rubric was used to judge the strength of connection between Focus Goal &amp; Action Plan</li> <li>• A rubric was used to judge Action Plans judged for their level of implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Goals analyzed for topic addressed compared to professional development offered</li> </ul>	<ul style="list-style-type: none"> <li>• Action Plans judged for level of implementation using rubric</li> </ul>
Participating Teacher Focus Groups	<ul style="list-style-type: none"> <li>• PT Focus Group Local evaluation tool</li> <li>• Participation by PT in May</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to Question B analyzed for PTs' perception of improvement &amp; growth</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to Questions A &amp; D analyzed for PTs' perception of impact &amp; value of professional development activities</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to Questions C &amp; D analyzed for PTs' perception of impact &amp; value of formative assessment activities</li> </ul>
Coach (Support Provider) Focus Group	<ul style="list-style-type: none"> <li>• SP Focus Group Local evaluation tool</li> <li>• Participation by Coaches in May</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to Question B analyzed for Coaches' perception of PTs' improvement &amp; growth</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to Question A analyzed for Coaches' perception of impact &amp; value of professional development activities</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to Question C analyzed for Coaches' perceptions of impact &amp; value of formative assessment activities</li> </ul>
Workshop Verification – Reflection on Professional Development	<ul style="list-style-type: none"> <li>• Local evaluation tool</li> <li>• Completed by PT following professional development activity</li> </ul>		<ul style="list-style-type: none"> <li>• Responses to Question #3 regarding PTs' questions/follow-up discussion requested compared to professional development offered</li> </ul>	
Participating Teacher Mid-Year Survey	<ul style="list-style-type: none"> <li>• Local evaluation tool</li> <li>• Completed by PT in January</li> </ul>		<ul style="list-style-type: none"> <li>• Responses to Questions 19a, 19b, 19c, &amp; 20 analyzed for PTs' perceptions of professional development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Responses to Questions 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 20, 21, 22 analyzed for PTs' perceptions of influence of formative assessment activities on classroom practice</li> </ul>

## CHART #1 DATA SUMMARY

### Growth on Continuum of Teacher Development

**Description of Data Collected:** In September and again in May, Year Two teachers collect evidence to assess their current practice. The teacher compares his/her practice to the descriptions on the Continuum of Teacher Development and marks the box on the Continuum that best represents his/her level of practice at that time.

**Collection Process:** In a review of the Year Two Teachers' Continuums, a count was made of each teacher who progressed at least 1 level from September to May for each CSTP element.

The following frequency charts indicate the number of teachers who progressed in each CSTP element.

		INDUCTION STANDARD 5 PEDAGOGY						INDUCTION STANDARD 6 UNIVERSAL ACCESS: EQUITY							
		CSTP 1	CSTP 2	CSTP 3	CSTP 4	CSTP 5	CSTP 6			CSTP 1	CSTP 2	CSTP 3	CSTP 4	CSTP 5	CSTP 6
<b>ELEMENTARY, N = 10</b>															
#	PT	9	9	9	9	9	9			7	5	7	2	5	3
%	PT	90	90	90	90	90	90			70	50	70	20	50	30
<b>SECONDARY, N = 21</b>															
#	PT	19	20	16	20	20	19			19	14	13	12	14	11
%	PT	90	95	76	95	95	90			90	67	62	57	67	52
<b>TOTAL N = 31</b>															
#	PT	28	29	25	29	29	28			26	19	20	14	19	14
%	PT	90	94	81	94	94	90			54	61	65	45	61	45

		INDUCTION STANDARD 6 UNIVERSAL ACCESS: EL						INDUCTION STANDARD 6 UNIVERSAL ACCESS: SPECIAL POPULATIONS							
		CSTP 1	CSTP 2	CSTP 3	CSTP 4	CSTP 5	CSTP 6			CSTP 1	CSTP 2	CSTP 3	CSTP 4	CSTP 5	CSTP 6
<b>ELEMENTARY, N = 10</b>															
#	PT	6	6	4	4	6	3			6	4	6	5	5	5
%	PT	60	60	40	40	60	30			60	40	60	50	50	50
<b>SECONDARY, N = 21</b>															
#	PT	16	12	14	12	13	9			17	15	13	13	13	13
%	PT	76	57	67	57	62	43			81	71	62	62	62	62
<b>TOTAL, N = 31</b>															
#	PT	22	18	18	16	19	12			23	19	19	18	18	18
%	PT	71	58	58	52	61	39			74	61	61	58	58	58

## CHART #2 DATA SUMMARY

### Professional Growth Plan (PGP) --- Focus Goals & Standards

**Description of Data Collected:** Each PT completes three cycles of inquiry per year. Each of these inquiries is described in a Professional Growth Plan (PGP). For each PGP, the PT, working with his/her BTSA Coach, uses reflection, assessment data and professional development learnings to develop a Focus Goal and an Action Plan to accomplish that goal.

**Collection Process:** The topics of the Focus Goals in 140 PGPs were analyzed for their relationship to the CSTP and Induction Standards.

The figures in the following frequency chart represent the number of PGP Focus Goals that addressed each standard. Since Focus Goals often address more than one standard, numbers rather than percents are used.

	CSTP						INDUCTION			
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>PED</i>	<i>EQ</i>	<i>EL</i>	<i>SP</i>
<b>ELEMENTARY -- YEAR 1</b> PGP = 6	0	3	1	1	1	0	6	0	0	0
<b>SECONDARY -- YEAR 1</b> PGP = 41	21	11	10	6	7	0	26	5	1	6
<b>SUB-TOTALS -- YEAR 1</b> PGP = 47	21	14	11	7	8	0	32	5	1	6
<b>ELEMENTARY -- YEAR 2</b> In 2 <sup>nd</sup> year PGP = 27	4	2	6	19	4	0	16	1	4	7
<b>SECONDARY -- YEAR 2</b> In 2 <sup>nd</sup> year PGP = 66	37	13	14	11	14	1	16	18	4	2
<b>SUB-TOTALS -- YEAR 2</b> In 2 <sup>nd</sup> year PGP = 93	41	15	20	30	18	1	32	19	8	9
<b>GRAND TOTAL</b> PGP = 140	62	29	31	37	26	1	64	24	9	15

### CHART # 3 DATA SUMMARY

#### Professional Growth Plan (PGP) --- Connection between Focus Goal & Action Plan

**Description of Data Collected:** Each PT completes three cycles of inquiry per year. Each of these inquiries is described in a Professional Growth Plan (PGP). For each PGP, the PT, working with his/her BTSA Coach, uses reflection, assessment data and professional development learnings to develop a Focus Goal and an Action Plan to accomplish that goal.

**Collection Process:** The connection between the Focus Goal and the Action Plan in 133 PGPs was analyzed for their alignment. A 3-point rubric was used to judge the strength of that link between Focus Goal and Action Plan.

The figures in the following frequency chart represent the number of PGPs scoring in each level for the different groups of PTs. In addition, the percent of PGPs scoring in each level and the mean score for the sub-groups of Year 1 and Year 2 teachers and for the whole group are displayed.

	CONNECTION BETWEEN FOCUS GOAL & ACTION PLAN		
	1 <i>Slight Link</i>	2 <i>Moderate Link</i>	3 <i>Strong Link</i>
<b>ELEMENTARY – YEAR 1 PGP = 6</b>	0	1	5
<b>SECONDARY -- YEAR 1 PGP = 34</b>	6	11	17
<b>SUB-TOTAL -- YEAR 1 PGP = 40</b>	6	12	22
<b>PERCENTAGE OF PGPs</b>	15 %	30 %	55 %
	<b>MEAN = 2.55</b>		
<b>ELEMENTARY – YEAR 2 PGP = 27</b>	2	5	20
<b>SECONDARY – YEAR 2 PGP = 66</b>	8	16	42
<b>SUB-TOTAL – YEAR 2 PGP = 93</b>	10	21	62
<b>PERCENTAGE OF PGPs</b>	10.8 %	22.5 %	66.7 %
	<b>MEAN = 2.56</b>		
<b>GRAND TOTAL PGP = 133</b>	16	33	84
<b>PERCENTAGE OF PGPs</b>	12.0 %	24.8 %	63.2 %
	<b>MEAN = 2.51</b>		

## CHART #4 DATA SUMMARY

### Professional Growth Plan (PGP) --- Action Plan Level of Implementation

**Description of Data Collected:** Each PT completes three cycles of inquiry per year. Each of these inquiries is described in a Professional Growth Plan (PGP). For each PGP, the PT, working with his/her BTSA Coach, uses reflection, assessment data and professional development learnings to develop a Focus Goal and an Action Plan to accomplish that goal.

**Collection Process:** The Action Plans in 133 PGPs were analyzed for their level of implementation. A 3-point rubric was used to judge that level; the rubric was designed to align with the three developmental levels in the Continuum of Teacher Development.

The figures in the following frequency chart represent the number of PGPs scoring in each level for the different groups of PTs. In addition, the percent of PGPs scoring in each level and the mean score for the sub-groups of Year 1 and Year 2 teachers and for the whole group are displayed.

	LEVEL OF IMPLEMENTATION IN ACTION PLAN		
	<b>1</b> <b><u>BEGIN</u></b> Learn Investigate Gather Ask Observe Notice Collect Data Identify	<b>2</b> <b><u>APPLY</u></b> Analyze Reflect Select Design Develop Plan Create Adapt Adopt	<b>3</b> <b><u>INTEGRATE</u></b> Use Do Implement Initiate Expand
<b>ELEMENTARY – YEAR 1</b> PGP = 6	1	4	1
<b>SECONDARY -- YEAR 1</b> PGP = 34	11	10	13
<b>SUB-TOTAL -- YEAR 1</b> PGP = 40	12	14	14
<b>PERCENTAGE OF PGPs</b>	30 %	35 %	35 %
	<b>MEAN = 2.05</b>		
<b>ELEMENTARY – YEAR 2</b> PGP = 27	7	14	6
<b>SECONDARY – YEAR 2</b> PGP = 66	8	24	34
<b>SUB-TOTAL – YEAR 2</b> PGP = 93	15	38	40
<b>PERCENTAGE OF PGPs</b>	16.1 %	40.9 %	43.0 %
	<b>MEAN = 2.27</b>		
<b>GRAND TOTAL</b> PGP = 133	27	52	54
<b>PERCENTAGE OF PGPs</b>	20.3 %	39.1 %	40.6 %
	<b>MEAN = 2.20</b>		

## CHART #5 DATA SUMMARY

### Focus Groups

**Description of Data Collected:** PTs were invited to participate in an after-school Focus Group. Separate sessions were held for elementary and secondary PTs. Coaches held a Focus Group session at their monthly meeting. The same questions were asked at each session; these questions were reframed to elicit the Coaches' perspectives on the same topic. Three of the four questions related to the influence of various program experiences on classroom practice.

**Collection Process:** Responses were recorded to indicate different speakers, but without names. Responses to 4 questions asked at the PT Focus Group sessions and responses to 3 questions at the Coach Focus Group session were classified according to topic and counted.

The following charts for each question show the frequency that each topic occurred in the responses.

#### Question A. PROFESSIONAL DEVELOPMENT

*Which of the workshops did you find to be the most powerful in terms of increasing your knowledge and which workshops gave you the biggest "take-aways" that you implemented in your classroom?*

Coach Question: *Which of the workshops did you notice were the most powerful in terms of increasing teachers' knowledge and which workshops seemed to give teachers "take-aways" that they implemented in their classrooms?*

	EOI	E=E	DIFF	LD SIM	SHADOWING	SELF-SELECTED OUTSIDE WKSHPs
<b>ELEM</b>	5	1	NA	3	NA	NA
<b>SEC</b>	12	11	11	3	5	4
<b>TOTAL</b>	17	12	11	6	5	4
<b>COACHES</b>	3	4 (ABCDE 1)	2	1		
<b>GRAND TOTAL</b>	20	17	13	7	5	4

**OTHERS:**

<b>ELEM</b>	Conflict Resolution	2	<b>SEC</b>	Grouping	2
	Literacy	1		Community Building	2
	Math	1		Technology	1
	Literacy TOSA	1		Site Technology	1
				Observing Teachers	1
				Department Staff	1
				Special Ed	1

**OTHER COMMENTS:**

<b>SEC</b>	E=E:	need more implementation solutions; redundant	6
	EOI:	do in Year 1 and have Differentiation in Year 2	2

**Question B. CLASSROOM PRACTICES**

*As you look back on this year –and last year if you’re in year 2– what do you notice about where you grew in your classroom practice that you feel was most meaningful to student success and where did those ideas come from?*

Coach question: *As you look back on this year, what do you notice about where your teachers grew in their classroom practice in ways that were most meaningful to student success and where did those ideas come from?*

**GROWTH IN CLASSROOM PRACTICE:**

	CLASSROOM MANAGEMENT	ACTIVE PARTIC.	EOI	EL & SPECIAL POPS	LESSON PLANNING	TECH	GROUPING
ELEM	3	1		4	1	1	
SEC	6	4	4	1	3		3
TOTAL	9	5	4	5	4	1	3
COACHES		3	2			3	
GRAND TOTAL	9	8	6	5	4	4	3

**OTHERS:**

Differentiation	3 (SEC 2; COACHES 1)	Equity	2 (SEC 1; COACH 1)
Assessment	3 (SEC 2; COACHES 1)	Literacy	1 (ELEM)
Individualizing	3 (SEC 2; COACHES 1)	LD Sim	1 (SEC)
Communicating	2 (ELEM 1; SEC 1)	<b>NEED:</b> Block Scheduling Strategies 2	

**SOURCE OF IDEAS:**

	B TSA COACH	COLLEAGUES	WORKSHOPS	SITE SPECIALISTS	COMBINATION OF COACH & WORKSHOPS
ELEM	5	3		1	
SEC	17	8	10	3	
TOTAL	22	11	10	4	
COACHES					2
GRAND TOTAL	22	11	10	4	2

**Question C. WORK WITH COACH**

*In thinking about your work with your BTSA coach, which activities with your coach have been the most influential on your classroom practice and in what way?*

*Coach question: In thinking about your work with your coachees, which activities and forms have had the most influence on their classroom practice and in what way?*

	OBSERVATION CYCLE	CONVERSATION	ANALYSIS OF STUDENT WORK	LEARNING FROM 2 STUDENTS	REFLECTION	PGP
ELEM	4	6	1	2		
SEC	21	9	9	6	2	1
TOTAL	25	15	10	8	2	1
COACHES	5		2	4		1
GRAND TOTAL	30	15	12	12	2	2

**OTHERS:**

Same Coach for 2 Years      1 (SEC)

**OTHER COMMENTS:**

SEC      2: Analysis of Student Work: need to re-think with teachers how to do in Math without relying on just test scores

**Question D. EXPERIENCE AS A WHOLE**

*Thinking about the broad scope of your experience in this school year --- within your district, with your BTSA coach, and in professional development --- what are you grateful for that happened and what do you wish had happened that did not?*

POSITIVE	ELEM	SEC	TOTAL
BTSA Coach	4	21	25
Site Colleagues	2	7	9
BTSA Meaningful Work		6	6
Prof Dev / Trainings	3	3	6
Workshops on Saturdays		3	3
BTSA Teachers Camaraderie	3		3
Having Hard Conversations		2	2
Workshops in Summer		1	1
Differentiation Workshop		1	1
Shadowing		1	1
Observing Other Teachers		1	1
Choice in Prof. Dev.		1	1
E-mail Reminders		1	1
Literacy TOSA	1		1
District Staff Observe	1		1

NEGATIVE	ELEM	SEC	TOTAL
Developmental Continuum	2	3	5
Time-consuming; Paperwork; Lots To Do	1	2	3
And Writing Reflections		2	2
BTSA Coach: Changed; not at site; not in department	1	2	3
Having Substitutes in Classroom		2	2
Equity Training should be cut in half		1	1
Only observation cycle was helpful		1	1
Pre-planning is confusing		1	1

WISH HAD HAPPENED	ELEM	SEC	TOTAL
Calendar always attached to E-mail reminders		4	4
BTSA Coach at your site		2	2
BTSA Coach the same for both years	1		1
EOI in Year 1; Differentiation in Year 2		1	1
Assessment – more emphasis in training		1	1
Workshop on Emotional Disturbance		1	1
Training on Confidentiality		1	1
Reflections at Mid-Year, not End-of-Year		1	1
Observe more teachers		1	1
Better/more written instructions on what has to be done		1	1

## CHART #6 DATA SUMMARY

### Professional Growth Plan (PGP) --- Focus Goals & Professional Development

**Description of Data Collected:** Each PT completes three cycles of inquiry per year. Each of these inquiries is described in a Professional Growth Plan (PGP). For each PGP, the PT, working with his/her BTSA Coach, uses reflection, assessment data and professional development learnings to develop a Focus Goal and an Action Plan to accomplish that goal.

**Collection Process:** The Focus Goals in 133 PGPs were analyzed for the topics addressed. The content of the Focus Goals were classified according to topic and counted. The topics were then compared to the professional development topics offered by the BTSA program.

The figures in the following chart represent the number of PGPs that addressed specific topics at the elementary and secondary levels, followed by the topics offered in professional development. The last column indicates gaps in professional development offerings, i.e. Focus Goal topics not addressed in professional development.

TOPIC OF PGP FOCUS GOAL	ELEM	SEC	PROF. DEV. OFFERED	GAP ANALYSIS
Instructional Strategies – often related to unit planning & methodology	6	31	All: EOI	Sec: -Unit planning -Making learning active (Active Participation & Monitor/Adjust) -Strategies for Block Scheduling
Classroom Management: a. Climate, community b. Procedures; behavior management	5	21	Elem: Melissa Elem: Conflict Resolution Sec: Steve Kahl	All: -Procedures/etc.
Differentiation	8	12	Sec: Steve Kahl	Elem: -Differentiation
Assessment Strategies	6	12		All: Assessment Strategies
Content Area Specific: a. Knowledge b. Instructional strategies	3	12	Elem: Literacy, Math, Science Sec: Choice	
Equity Practices	1	10	All: E=E	
Strategies for EL Students	3	6	All: SIOP All: Academic Lang.	
Strategies for Special Ed Students	3	6	All: LD Simulation	
Group Work Techniques	---	5	MVLA: Workshop about Group Work	
Technology	3	1		
Supporting Struggling Students	---	2	Usually infused in other topics	
Using School Resources	1	---		

## CHART #7 DATA SUMMARY

### Workshop Verification – Reflection on Professional Development

**Question 3: “What questions do you have? What would you like to discuss with your coach?”**

**Description of Data Collected:** Each PT completes the Workshop Verification Form following each chosen workshop. The teacher responds to prompts that elicit his/her reflections on the workshop’s value, application and questions he/she now has and/or follow-up discussions he/she desires.

**Collection Process:** Responses to Question 3 (above) on the Workshop Verification Forms completed by PTs were classified according to topic and counted. The topics were then compared to the professional development topics offered by the BTSA program.

The figures in the following chart represent the topics mentioned in the responses to Question 3 (first column), the number of times that topic was mentioned (second column), and the topics offered in professional development (third column). The last column indicates gaps in professional development offerings, i.e. topics mentioned in PT responses that are not addressed in professional development.

TOPIC OF REFLECTION	# OF TIMES MENTIONED	PROF. DEV. OFFERED	GAP ANALYSIS
Identity Safety Strategies	12	All: E=E	Equity / Identity Safety Strategies – the practical side
EOI: • Active Participation, Monitoring, Set & Closure • Lesson Planning	8	All: EOI	More on Active Participation, Set/Closure, Monitor/Adjust
Differentiation	6	Sec: Steve Kahl	Elem: Differentiation
Instructional Strategies for Learning Styles: Visuals/etc; Project-based learning	3		Teaching to different learning styles
Conflict Resolution	2	Elem: Creating Classroom Community Elem: Conflict Resolution Sec: Steve Kahl	Procedures, orchestrating learning in a group setting, etc.
Writing & Literacy	2	Elem: Literacy Sec: Choice	
Family Connection	2	Elem: Parent Communication	
Gender & Identity and LGBTQ	2	All: LGBTQ session	
Assessment	1		
Department Collaboration	1		
Paperwork Management	1		

## CHART #8 DATA SUMMARY

### Participating Teacher Mid-Year Survey

**Description of Data Collected:** The Mid-Year Survey is distributed midway in the school year to gather perspectives from participants on the effectiveness of the program. This year, the Steering Committee’s review of the survey data generated areas of inquiry for further investigation. These “wonderings” revolved around the degree to which PTs demonstrate growth, the impact of professional development on building teacher competence, and which program activities are most effective at influencing the PTs’ classroom practice. These areas of inquiry served as the basis for the Focus Questions, which have guided the data gathering for the Biennial Report.

**Collection Process:** PTs completed the Mid-Year Survey on-line in January. The on-line survey company tabulated the results. The BTSA Steering Committee reviewed the results, noting strengths and highlighting areas for further examination through the Biennial Report process.

The following charts and data summaries reflect the survey results that are relevant to the Focus Questions of the Biennial Report.

#### Survey Questions related to Focus Question #2:

The following survey questions relate to Professional Development offered to PTs.

- (1) **Question 19a.** “Delivery of BTSA professional development workshops has been effective for me.”

The following chart displays the percent of responses in each level of the rating scale.

A great deal	Quite a bit	Somewhat	Hardly at all	Not at all
12.5 %	40.0 %	32.5 %	2.5 %	12.5 %

- (2) **Question 19b.** Which workshops offered by the BTSA program have positively influenced your practice (and how)?

**Question 19c.** What workshops have not been offered that you would like offered?

Survey responses to questions 19b and 19c were categorized and counted. The following chart displays the topics of the comments and the number of respondents who mentioned each of the topics.

Question 19b Workshops that Influenced Practice	Number of Times Mentioned	Question 19c Workshops Would Like Offered	Number of Times Mentioned
Differentiation	14	Assessment practices	2
E=E	13	Other Equity	1
EOI	9	Tech	1
LD Simulation	4	Life Skills	1
Classroom Management	1	Classroom Management	2
Parent Communication	1	Parent Communication	2
Math	1		

**Survey Questions related to Focus Question #3:**

The following survey questions relate to effectiveness of the support program.

**(1) Question 20. Please list the 3 most valuable aspects of your support program.**  
 DATA: 35 out of 36 teachers responding specifically referred to their coach and particularly to the support, guidance and feedback provided by the coach. 12 respondents cited workshops.

**(2) Question 21. As this year continues, what types of support do you need to receive from your coach?**  
 DATA: Almost all respondents asked for continued support, feedback, and suggestions from their coach. Other requests were generally singular and teacher-specific.

**Question 22. What feedback would you like to give your coach?**  
 DATA: Almost all respondents expressed appreciation to their coach.

**(3)** The following survey questions relate to the influence of coaching practices on the classroom practice of PTs. Each question charted below consisted of two parts. Part “a” of each question asked if the coach discussed, provided strategies, supported, assisted, etc., regarding the given topic. Part “b” of each question asked the degree to which that had influenced the PT’s teaching practice. The scale used for Part “b” was:

5 = A great deal    4 = Quite a bit    3 = Some    2 = Hardly at all    1 = Not at all

The following chart indicates (a) the percent of respondents who indicated the topic had been addressed with the coach and (b) the percent of responses in each level of the rating scale describing the degree of influence on classroom practice.

Topic of Question	“a” Discuss, provide, support, assist	“b” Influence Practice				
		5	4	3	2	1
Q 6. Issues of equity	100.0	27.5	42.5	27.5	2.5	0.0
Q 8. Classroom management strategies	95.0	20.0	40.0	37.5	0.0	2.5
Q 9. Knowledge of content standards	85.0	27.5	35.0	27.5	7.5	2.5
Q 10. Use student assessment data to guide instruction	95.0	22.5	37.5	37.5	2.5	0.0
Q 11. Use technology	75.0	20.0	17.5	42.5	12.5	7.5
Q 12. Differentiate instruction	97.5	20.0	45.0	35.0	0.0	0.0
Q 13. Work with EL students	87.5	15.0	35.0	37.5	5.0	7.5
Q 14. Work with Special Needs students	95.0	17.5	42.5	32.5	7.5	0.0
Q 15. Communication with parents	82.5	20.0	32.5	35.0	7.5	5.0

**(4) Question 7. My coach and I develop professional goals that are meaningful (i.e. PGP).**  
 DATA: 100% of respondents answered “Yes”.

## Section A, Part III

### Analysis of Candidate Assessment Data

A brief analysis of the assessment data presented in Part II is summarized below for each Assessment Tool and Focus Question.

#### Focus Question #1:

To what extent do participating teachers demonstrate growth?

ASSESSMENT TOOL	DATA ANALYSIS	AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
Continuum of Teacher Development  <i>(Refer to Data Summary Chart #1)</i>	Most Year Two PTs perceive growth in Induction Standard 5/Pedagogy as applied to CSTPs 1-6. Fewer PTs perceive growth in Induction Standard 6/Universal Access, particularly as applied to CSTP 4 (Planning Instruction & Designing Learning Experiences) and CSTP 6 (Developing as a Professional Educator). More perceived growth in CSTP 4 should be expected of teachers in year two of the BTSA program; while CSTP 6 is not of equal significance at this stage of teacher development.	• PTs' perceived growth in Induction Standard 5 / Pedagogy	• Growth in Induction Standard 6 / Universal Access & its components of Equity, EL, Special Populations, particularly as it applies to CSTP 4
Professional Growth Plan (PGP): Topics of Focus Goals compared to CSTP & Induction Standards  <i>(Refer to Data Summary Chart #2)</i>	In choosing a topic for the PGP Focus Goal, PTs are identifying the area as important to improving their practice. Most Secondary Year 1 & Year 2 PTs select topics related to CSTP 1 in their PGP Focus Goals. All Year 1 & Year 2 PTs at both the Elementary & Secondary levels choose Induction Standard 5/Pedagogy. At the Elementary level, Year 1 PTs focus most on management/engagement, moving in their second year to Planning/Designing. At the Secondary level, PTs tend to focus more on equity topics as they move into their second year in the program.		
Professional Growth Plan (PGP): Strength of connection between Focus Goal & Action Plan judged using rubric  <i>(Refer to Data Summary Chart #3)</i>	In the 133 PGPs studied, a majority of PGPs demonstrate a strong connection between the Focus Goal and the Action Plan. At the elementary level 55% were judged to have a strong link with a mean of 2.55 on a 3 scale rubric; at the secondary level 66.7% have a strong link with a mean of 2.56; taken as a whole group 63.2% were judged to demonstrate a strong connection with a mean of 2.51. Comparison of PGPs developed in year 1 with PGPs developed in year 2 demonstrates that the connection strengthens as PTs move to year 2. Focus Goals are frequently too general or too broad to provide clear direction for Action Plans.	• Overall, moderately strong link between Focus Goal & Action Plan	• PTs' ability to clearly articulate their thoughts in order to develop explicitly focused goals that are specifically linked to implementation plans
Professional Growth Plan	Of the 133 PGPs studied, action plans demonstrate a fairly even distribution between	• Most action plans at the Level 2/Apply	• Number of Year 2 PTs developing

<p>(PGP): Action Plans judged for level of implementation using rubric</p> <p><i>(Refer to Data Summary Chart #4)</i></p>	<p>Level 2/Apply and Level 3/Integrate. In year one, action plans are fairly evenly distributed among Level 1, Level 2, and Level 3. By year two in the program, action plans demonstrate an almost equal proportion at Levels 2 and 3, with far fewer at Level 1. In year two, the majority of Elementary action plans are at Level 2, while the majority of Secondary action plans are at Level 3. By year two in the program, there should be fewer action plans at Level 1 than the data reflects.</p>	<p>and Level 3/Integrate levels of implementation by year 2 in the program</p>	<p>action plans at Level 1 (Begin); should be at higher levels of action by Year 2</p>
<p>Participating Teacher &amp; Coach Focus Groups: Question B</p> <p><i>(Refer to Data Summary Chart #5)</i></p>	<p>Responses to Question B indicate that the greatest number of PTs believe they have grown in the use of effective Classroom Management strategies and in the use of Active Participation techniques during instruction. They also feel they have grown in their knowledge of and strategies for EL students &amp; Special Populations, although not at the point they would like to be.</p> <p>Responses also indicate that their growth emanates mostly from their work with their Coach, with work with site colleagues and participation in professional development being the next sources.</p>	<ul style="list-style-type: none"> <li>• Coaches' work with PTs to produce growth in PT knowledge &amp; practice</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary PTs' perception of professional development experiences as a source for growth</li> </ul>

**Focus Question #2:**

How effective are professional development opportunities in building participating teacher competence?

ASSESSMENT TOOL	DATA ANALYSIS	AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p>Professional Growth Plan (PGP): Focus Goals analyzed for topic addressed compared to professional development offered</p> <p><i>(Refer to Data Summary Chart #6)</i></p>	<p>The most frequent topic of Focus Goals is lesson and/or unit design and planning which is addressed in the Elements of Instruction (EOI) training provided for all PTs. Secondary PTs also focus on classroom management, including both classroom climate and procedures for orchestrating learning in a group setting. Elementary &amp; Secondary PTs are provided with workshops on classroom climate, while little is provided on procedures/etc.</p> <p>The next most frequent topics for both Elementary &amp; Secondary PTs are differentiation of instruction and assessment strategies. Differentiation is offered to Secondary PTs; no formal professional development is offered regarding assessment strategies, except what is embedded in Elementary literacy training.</p>	<ul style="list-style-type: none"> <li>• Elements of Instruction (EOI) training addresses frequent Focus Goal topic</li> <li>• Secondary Differentiation workshops address frequent Focus Goal topic</li> </ul>	<ul style="list-style-type: none"> <li>• Offering Professional development in:               <ul style="list-style-type: none"> <li>-Differentiation for Elementary</li> <li>-EOI follow-up with practical strategies</li> <li>-Unit &amp; lesson design/planning for Block Scheduling format</li> <li>-Assessment strategies</li> <li>-Procedures for effective classroom management</li> </ul> </li> </ul>
<p>Workshop Verification – Reflection on Professional Development: Question 3</p> <p><i>(Refer to Data Summary Chart #7)</i></p>	<p>In their Reflections, PTs see Identity Safety, components of EOI (e.g. Active Participation, Monitoring, Set, Closure), &amp; Differentiation as topics about which they have questions and/or want follow-up discussions with their Coach. Throughout these reflections, PTs are looking for more practical strategies to bring to their classrooms.</p>	<ul style="list-style-type: none"> <li>• Professional Development offered in EOI, E=E, &amp; Secondary Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Providing more concrete strategies for practical classroom application of current professional development in E=E, EOI, &amp; Differentiation</li> </ul>
<p>Participating Teacher &amp; Coach Focus Groups: Questions A &amp; D</p> <p><i>(Refer to Data Summary Chart #5)</i></p>	<p><u>Question A:</u> Both PTs &amp; Coaches identify EOI and E=E as the most powerful and influential professional development experiences. For Secondary PTs, the Differentiation workshop is equally as powerful. Secondary PTs perceive a greater impact of E=E than do Elementary PTs, while also expressing that E=E needs more practical implementation techniques.</p> <p><u>Question D:</u> In considering the positive aspects of their experience as a whole, PTs often mention professional development workshops, but no pattern or trend emerges.</p>	<ul style="list-style-type: none"> <li>• EOI training</li> <li>• PTs' work with BTSA Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Providing additional resources to further support PTs' PGP Focus Goals</li> </ul>
<p>Participating Teacher Mid-Year Survey: Questions 19a, 19b, 19c, 20</p> <p><i>(Refer to Data Summary Chart #8)</i></p>	<p>Workshops in Differentiation and E=E are mentioned most frequently as influencing PTs' practice, with EOI being mentioned next most often. No patterns or trends emerge regarding topics desired that have not been offered.</p> <p>The BTSA Coach far exceeds workshops in comments about the most valuable aspects of the support program. Also of note is that approximately half of the respondents indicate that the delivery of workshops has been effective for them, although several note that they have not yet attended any workshops (as of the January survey date).</p>	<ul style="list-style-type: none"> <li>• Differentiation training</li> <li>• E=E training</li> </ul>	

**Focus Question #3:**

Which formative assessments activities and coaching practices are most effective in influencing participating teacher's classroom practice?

ASSESSMENT TOOL	DATA ANALYSIS	AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p>Professional Growth Plan (PGP): Action Plans judged for level of implementation using rubric</p> <p><i>(Refer to Data Summary Chart #4)</i></p>	<p>See "Data Analysis" section in Focus Question #1.</p>	<p>See "Areas of Strength" in Focus Question #1</p>	<p>See "Areas for Improvement" in Focus Question #1</p>
<p>Focus Groups: Questions C and D</p> <p><i>(Refer to Data Summary Chart #5)</i></p>	<p><u>Question C:</u> Overall, both PTs &amp; Coaches see the Observation Cycle as the most influential on PTs' classroom practice. At the Elementary level, conversation with the coach is also seen as highly influential. Secondary PTs cite "Analysis of Student Work" &amp; "Learning from Two Students" more frequently than do Elementary PTs.</p> <p><u>Question D:</u> PTs cite their work with their BTSA Coaches as the most valuable factor in their experience as a whole. To a lesser degree, colleagues at their school sites are also cited as an important part of their experience. PTs do not find the current Continuum of Teacher Development valuable.</p>	<ul style="list-style-type: none"> <li>• EOI training</li> <li>• PTs' work with BTSA Coach</li> <li>• Observation Cycle</li> <li>• Support provided to PT by Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Making "Analysis of Student Work" &amp; "Learning from Two Students" more meaningful &amp; impactful for Elementary PTs</li> <li>• Making the PGP more influential on the PT's classroom practice</li> <li>• Making the Continuum of Teacher Development more valuable to PT</li> </ul>
<p>Participating Teacher Mid-Year Survey: Questions 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 20, 21, 22</p> <p><i>(Refer to Data Summary Chart #8)</i></p>	<p>Survey responses indicate that PTs highly value the work with their BTSA Coach, far exceeding the value ascribed to professional development. PTs express the desire for continuing support, feedback and suggestions from their Coaches. Responses also show that PTs gain considerable knowledge &amp; understanding across a wide range of topics during their coaching sessions. The perceived influence on their actual classroom practice is rated less highly overall, especially in technology, EL, &amp; parent communication. 100% of PTs found their professional goals meaningful.</p>	<ul style="list-style-type: none"> <li>• PTs value work with Coaches</li> <li>• PTs value sessions with Coach</li> <li>• Goals meaningful to PTs</li> <li>• Skill level of Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthening PT/Coach sessions to influence implementation of practices to a greater degree</li> </ul>

## Section A, Part IV

### Use of Assessment Results to Improve Candidate and Program Performance

Reviewing assessment results and their implications for program improvement have been the responsibility of the consortium Steering Committee. The committee has led the process to formulate key questions to investigate, identify assessment tools, analyze assessment data, and synthesize the data analysis for each focus question in order to develop proposed changes. Specific proposed changes are included in the following chart.

	<b>Data Source</b>	<b>Common / Program Standard(s)</b>	<b>Proposed Changes</b>
Candidate Competence/ Performance	<ul style="list-style-type: none"> <li>• Continuum of Teacher Development</li> <li>• Professional Growth Plan (PGP)</li> <li>• Focus Groups</li> <li>• Workshop Verification – Reflection on Professional Development</li> <li>• Participating Teacher Mid-Year Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Induction Standards 5 &amp; 6</li> <li>• CSTPs 1 &amp; 4</li> </ul>	<p><b>Improve professional development offered to Participating Teachers to enhance influence on classroom practice and to fill gaps in offerings:</b></p> <p>(1) Identify and create resources for practical classroom applications and extensions as follow-up to current workshops &amp; trainings (e.g. EOI, E=E), classroom management &amp; procedures, and classroom climate. Determine the most effective manner in which to deliver those resources</p> <p>(2) Design more explicit attention to differentiation strategies in professional development for elementary Participating Teachers, as especially relates to EL students and equity practices.</p> <p>(3) Structure Participating Teacher/Coach discussions focused on assessment policies &amp; practices and develop materials for Coaches to use for this purpose</p>
Candidate Competence/ Performance & Program Effectiveness	<ul style="list-style-type: none"> <li>• Professional Growth Plan (PGP)</li> <li>• Focus Groups</li> <li>• Participating Teacher Mid-Year Survey</li> </ul>	All	<p><b>Enhance influence of formative assessment activities on classroom practice:</b></p> <p>(1) Equip Coaches with techniques for explicitly supporting Participating Teachers in increasing the clarity and specificity of their Focus Goals and in designing aligned Action Plans at higher levels of implementation</p> <p>(2) Equip Coaches with techniques for supporting Participating Teachers in implementation of best practices in strategies for use with EL students, equity practices, and technology</p> <p>(3) Explore rubrics and equity tools for use with participating teachers</p>
Program Effectiveness	<ul style="list-style-type: none"> <li>• Continuum of Teacher Development</li> <li>• Focus Groups</li> </ul>	All	<p><b>Facilitate assessment practices:</b></p> <p>(1) Revise continuum used to assess teacher growth to enable increased focus, ease of use by Participating Teachers &amp; Coaches, and data gathering capacity</p>

## Section B Institutional Summary and Plan of Action

The PAUSD BTSA Induction Consortium provides Clear Single Subject and Multiple Subject Credentials. We use a local formative assessment system designed to support PT competency.

In reviewing the data collected from various tools we noticed the following trends.

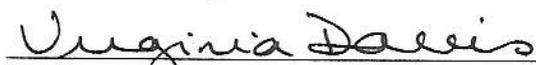
- PTs demonstrated growth from year 1 to year 2 in Induction Standards 5 and 6 and the CSTPs.
- During the formative assessment process, PTs focused on Induction Standard 5. As a result, PTs demonstrated growth in this standard from year 1 to year 2.
- PTs feel less competent with Induction Standard 6 (equity, English Learners (ELs) and Special Populations. This is predictable, as this Standard needs strengthening across the districts within the consortium.
- BTSA Coaches had a significant impact in PT growth.

Data was analyzed by teaching level (elementary or secondary), year in the program (year 1 or year 2) and on the whole (both year 1 or year 2). Data results show that one strength of our program is the growth of PTs over time as they participate in the BTSA Induction process. This is directly related to the Coaching support provided during the bi-weekly meetings and use of the formative assessment system.

PTs were strongest in meeting the CSTPs in Induction Standard 5. PTs recognize the importance of classroom management and lesson planning as the foundations for quality instruction. Our SPs and formative assessment system provide the reflective support needed for PTs to progress in this standard. By providing PTs with time to develop the areas where they feel they need to grow in year 1 and year 2, PTs perceive and demonstrate the most growth in these areas.

While our program has a strong focus on BTSA Induction Standard 6, data demonstrates that this standard is an area where we will need to focus more support. Our research revealed that PTs would like more practical techniques for addressing English Learners (ELs), equity and Special Populations. We will identify and create resources for practical classroom applications and extensions as follow-up to current workshops and trainings.

PTs indicated that their instructional practice was greatly influenced by meeting with their SP. To increase PT growth in Induction Standard 6 we will focus on SP training. We will work with SPs to improve their capacity to provide better reflective and consulting support for PTs around this Standard. We will train SPs to use researched rubrics and tools that will help identify effective techniques for working with EL students, creating equity and instructing Special Populations as they go through the observation cycle.

  
Virginia Davis, Associate Superintendent, Palo Alto Unified School District