

Update on Biennial Reports August 2011

Introduction

This item discusses the implementation of the biennial reports. Beginning with the 2009-10 year, approved Induction programs were required to submit Biennial Reports. Biennial Reports for 2009-10 year were due in Fall 2010 from the Orange, Green and Violet cohorts. The 2009-10 Biennial Reports were the first year when approved BTSA Induction programs submitted Biennial Reports. This coming fall the Red, Yellow and Indigo cohorts will submit Biennial Reports with data from the 2009-10 and 2010-11 years.

Staff Recommendation

This is an information item.

Background

Under the current accreditation system, biennial reports are due in years 1, 3, 5, and 7 year cycle. The purpose of the biennial report is for every approved educator preparation program to demonstrate how it utilizes candidate, completer, and program data to guide on-going program improvement activities. In addition, the biennial reports move accreditation away from a “snapshot” approach to accreditation to one in which accreditation is on-going. The biennial report process allows for the recognition that effective practice means program personnel are engaged constantly in the process of analysis of data and program improvement.

The biennial report includes a section in which the institution can briefly describe its educator preparation programs, summarize the number of students and completers in each program, and provide a brief update on changes made to the programs since the last site visit or biennial report was submitted. In addition to candidate and program data, the report also includes a section in which institutional leadership identify trends that were observed across programs and describe institutional plans for remedying concerns identified by the data. Program-specific improvement efforts need to be aligned to appropriate common or program standards.

A general update on the Biennial Report and the staff review process was presented at the January 2009 COA meeting, <http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-01/2009-01-item-13.pdf>. Provided below is information on the number of institutions submitting Biennial Reports for each of the years that the system has been in operation.

Year	Cohorts Submitting	Total Number of Institutions Submitting Biennial Reports
2007-08	Orange, Green and Violet	47
2008-09	Red, Yellow and Indigo	51
2009-10	Orange, Green, Violet	102
2010-11	Red, Blue, Indigo	117

Although the number of institutions submitting Biennial Reports increased by 100% between 2008-09 and 2009-10, the total number of programs being reported on did not double. The additional institutions submitting Biennial Reports are almost universally approved Induction

programs. For the most part the school districts and county offices that sponsor Induction programs only offer the one educator preparation program. For the institutions of higher education, the average number of programs offered by each institution is about 6.

Biennial Reports from Induction or other Second Tier Credential Programs

At the beginning of the 2009-10 year, six of the seven cohorts had submitted a Biennial Report—sixth-sevenths of IHE and district intern sponsors. For the 2009-10 year, an additional 50 institutions began submitting Biennial Reports for the first time. As staff reviewed the BTSA Induction Biennial Reports, it became clear that there are some issues that are specific to *Second Tier Credential* programs such as approved Induction programs.

A Biennial Report requires the program to report candidate competence and program effectiveness data for the years being reported on, to describe how the data were analyzed and briefly discuss any program modifications based on the data. For a preliminary teacher preparation program (general education and special education) there are adopted Teaching Performance Expectations (TPEs) that each and every candidate must meet prior to being recommended for the credential. A Biennial Report from a preliminary teacher preparation program is expected to present data that shows that candidates meet the TPEs.

In *second tier* credential programs, the candidate is expected to grow and develop beyond where he or she was when the preliminary credential was earned. The *second tier* credential program is a time when the educator is supported and inducted into the profession. The types of assessments that are used in *second tier* credential programs to measure candidate competence differ from those used in preliminary educator preparation programs. A sample Biennial Report from an approved Induction program is provided beginning on the next page. This report provides data on both candidate competence and program effectiveness. During the presentation of this agenda item, staff will provide an overview the report and comment on the sections.

Accreditation staff along with the BTSA Cluster Region Directors (CRDs) held a Statewide Directors meeting in November 2010 focusing on Biennial Reports (<http://www.ctc.ca.gov/educator-prep/webcasts.html>). The presentation is archived and available from the Commission's webcast page. In addition, a compiled Biennial Report, known affectionately as the "Frankenstein Report" was shared during the session. This 'sample' report drew from 26 different Biennial Reports submitted by the Induction programs in Fall 2010. Staff discussed the positive points and gave suggestions as to how the components of the report could be improved upon during the webinar.

Next Steps

The Biennial Reports from the 2010-11 year are due in Fall 2011 (August, September and October). Staff will provide an update to the COA after the reports are reviewed.

Section A, Part I:
Contextual Information

Biennial Report Contextual Information –											
Program Information											
Local Educational Agency CD Code: XX-XXXXX		Number of Schools		Type of BTSA Induction Program		Support Provider Model(s) Used		Formative Assessment System			
K-12	X	Elementary	8	Single District	X	Classroom-based	X	FACT			
Elementary		Middle	3	Consortium		Full-time Released	X	NTC FAS	X		
High School		High	2	Multi-District		Part-time Released		Locally Designed			
COE		Other	2	Other		Retired	X				
Participant Information											
				08-09	09-10					08-09	09-10
Number of candidates (public/charter schools)				36	24	Total Number of candidates assigned to School Improvement or SAIT-identified settings		Year 1	0	0	
Number of candidates (private schools)				0	0			Year 2	0	0	
Number of active Support Providers				16	16						
Candidate : Support Provider ratio				2.3:1	1.5:1	Total Number of candidates assigned to a school in Program Improvement		0	0		
Total number of candidates recommended for Clear MS or SS Credential				17	17	Number of <i>Verification of Unavailability of a Commission-Approved Induction Program</i> (CL-855) notices issued to eligible candidates		0	0		
Number of candidates recommended for Clear MS or SS Credential via Early Completion Option				0	0						
Program Changes											
Significant changes made since the last Biennial Report or Program Assessment Review											
Program Standard(s)	Change from 20 Program Standards to eight (8) Common Standards and six (6) Induction Standards										
Induction Assessment	Change from Program Review to Accreditation										
Program Leadership	Change from FTE BTSA Advisor position to a 50% position with no clerical assistance										
Program Funding	District swept approximately 50% of funding										

Section A, Part II: Candidate Assessment/Performance and Program Effectiveness Information

Assessment Tool (4-6 key assessments)	Description of Tool Include the assessment tool's range of responses (e.g. 1 to 5 scale, 1=low)	Summary of Data Include descriptive statistics (e.g. mean, range, percentage, standard deviation)	% of Respondents	Total # of participants																																									
Program Effectiveness	<p>BTSA State Survey</p> <ul style="list-style-type: none"> • PT • SP • SA • Program Director 	<ul style="list-style-type: none"> • Annual survey • Designed by state agencies • Electronically taken • Program results compared to statewide results for levels of significant difference • For each question, the report lists the number of respondents that selected each answer as well as the percentage of the total number of respondents for each answer. • Question 21 asked “D21: How much impact did your BTSA Induction experience have on your classroom practice in the following areas?” • Question 21 used a scale of the following: <ul style="list-style-type: none"> ○ No impact ○ Some impact ○ Moderate impact ○ Very Strong impact ○ Did not focus on this in BTSA 	<p>Question 21 was chosen because it is one question that is asked of the participating teacher (PT), support provider (SP) and site administrator (SA) surveys.</p> <p>There are 16 parts to this question listed by letters A through P. Nine parts in particular were chosen for analysis showing the combined percentages of those responding with “moderate impact” and “very strong impact” to the question:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Question 21</th> <th style="text-align: center;">PT</th> <th style="text-align: center;">SP</th> <th style="text-align: center;">SA</th> </tr> </thead> <tbody> <tr> <td>b) Ensuring access to the curriculum for All</td> <td style="text-align: center;">75.0%</td> <td style="text-align: center;">70.8%</td> <td style="text-align: center;">90.9%</td> </tr> <tr> <td>e) Differentiating instruction</td> <td style="text-align: center;">75.0%</td> <td style="text-align: center;">66.7%</td> <td style="text-align: center;">72.8%</td> </tr> <tr> <td>f) Minimizing bias/using culturally responsive pedagogy</td> <td style="text-align: center;">62.5%</td> <td style="text-align: center;">50.0%</td> <td style="text-align: center;">54.6%</td> </tr> <tr> <td>h) Teaching students with special needs</td> <td style="text-align: center;">91.7%</td> <td style="text-align: center;">70.8%</td> <td style="text-align: center;">81.9%</td> </tr> <tr> <td>i) Teaching English Learners</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">83.3%</td> <td style="text-align: center;">90.9%</td> </tr> <tr> <td>j) Using technology as a teaching tool</td> <td style="text-align: center;">66.7%</td> <td style="text-align: center;">50.0%</td> <td style="text-align: center;">81.9%</td> </tr> <tr> <td>k) Using technology as a learning tool</td> <td style="text-align: center;">62.5%</td> <td style="text-align: center;">41.7%</td> <td style="text-align: center;">63.7%</td> </tr> <tr> <td>l) Using assessment data to design instruction</td> <td style="text-align: center;">79.1%</td> <td style="text-align: center;">75.0%</td> <td style="text-align: center;">90.6%</td> </tr> <tr> <td>m) Working with families</td> <td style="text-align: center;">66.6%</td> <td style="text-align: center;">41.6%</td> <td style="text-align: center;">45.5%</td> </tr> </tbody> </table> <p>See Appendix A for a graphs and charts of the State Survey data.</p>	Question 21	PT	SP	SA	b) Ensuring access to the curriculum for All	75.0%	70.8%	90.9%	e) Differentiating instruction	75.0%	66.7%	72.8%	f) Minimizing bias/using culturally responsive pedagogy	62.5%	50.0%	54.6%	h) Teaching students with special needs	91.7%	70.8%	81.9%	i) Teaching English Learners	87.5%	83.3%	90.9%	j) Using technology as a teaching tool	66.7%	50.0%	81.9%	k) Using technology as a learning tool	62.5%	41.7%	63.7%	l) Using assessment data to design instruction	79.1%	75.0%	90.6%	m) Working with families	66.6%	41.6%	45.5%	<p>PT 100%</p> <p>SP 100%</p> <p>SA 100%</p> <p>PD 100%</p>	<p>24 / 24</p> <p>16 / 16</p> <p>11 / 11</p> <p>1 / 1</p>
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Assessment Tool (4-6 key assessments)	Description of Tool Include the assessment tool's range of responses (e.g. 1 to 5 scale, 1=low)	Summary of Data Include descriptive statistics (e.g. mean, range, percentage, standard deviation)	% of Respondents	Total # of participants
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Program Effectiveness</p>	<p>Mid-Year Survey of Support Providers</p> <ul style="list-style-type: none"> • Local evaluation tool • “Likert” Scale 1 – 4, with 1=area of improvement and 4=highly knowledgeable and skilled • Completed by SP prior to January 11, 2010 • Examines program effectiveness 	<p>Standard deviations (SD) were well within the normal range for all 20 questions asked of Support Providers. This indicates there was agreement among respondents regarding their ratings.</p> <p>Six questions attracted mean scores at 3.3 or above out of 4. In ascending order of means these were:</p> <ul style="list-style-type: none"> • (3.3) Understanding requirements and responsibilities of a Support Provider • (3.3) Identifying instructional ideas/materials • (3.3) Supplying additional support/strategies • (3.4) Understanding requirements for Induction completion and CA Clear Credential • (3.4) Analyzing student work • (3.4) Reviewing observation and assessment evidence with participating teacher <p>Eight questions fell within a mid-range of mean scores 3.0 to 3.2.</p> <p>Six questions had mean scores below a value of 2.9 out of 4. In ascending order of means these were:</p> <ul style="list-style-type: none"> • (2.7) Level of knowledge/skill PT acquired in professional preparation program • (2.7) Formatively assessing PT on the CSTP • (2.8) Development of ILP based on assessment evidence • (2.9) Aligning ILP with ongoing professional development • (2.9) Increasing knowledge/skill of formative assessment system (FAS) • (2.9) Familiarity with content standards/frameworks, content specific pedagogy and performance levels of students <p>See Appendix B for a chart of the Mid-Year Survey data.</p>	<p>SP 88%</p>	<p>14 / 16</p>

Assessment Tool (4-6 key assessments)	Description of Tool Include the assessment tool's range of responses (e.g. 1 to 5 scale, 1=low)	Summary of Data Include descriptive statistics (e.g. mean, range, percentage, standard deviation)	% of Respondents	Total # of participants
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Candidate Competence</p> <p>Continuum of Teacher Development Self-Assessment</p>	<ul style="list-style-type: none"> • A guide for self-reflection, assessment, and conversation between PT and SP Scale 1–5: <ul style="list-style-type: none"> • 1=Beginning • 2=Emerging • 3=Applying • 4=Integrating • 5=Innovating • A powerful tool used to identify areas of growth to move from assistance to autonomy and to become lifelong learners. <p>These areas of growth are abbreviated as follows:</p> <ul style="list-style-type: none"> • EN=Engaging and Supporting All Students in Learning • EE=Creating & Maintaining an Effective Environment • SM=Understanding and Organizing Subject Matter • PL=Planning Instruction and Designing Learning Experiences • AS=Assessing Student Learning • DP=Developing as a Professional Educator 	<p>Standard deviations (SD) overall from PTs were well within the normal range for all elements being rated. However, 9 of the 32 elements generated a standard deviation of 1.00 to 1.15 indicating a wide range of responses and are noted below in red type.</p> <p>Six elements attracted mean scores at 3.9 or above out of 5, indicating responding support providers rated themselves as fairly or highly knowledgeable or skilled in these areas. In ascending order of means these were:</p> <ul style="list-style-type: none"> • (3.9) SM 12 Demonstrating knowledge of subject matter content and student development • (3.9) SM 15 Developing student understanding through instructional strategies that are appropriate to the subject matter • (3.9) SM 16 Using materials, resources and technologies to make subject matter accessible to students • (3.9) DP 31 Working with colleagues to improve professional practice (SD 1.2) • (3.9) DP 32 Balancing professional responsibilities and maintaining motivation • (4.0) EE 7 Establishing a climate that promotes fairness and respect <p>Twenty-two elements of the Continuum of Teacher Development fell within a mid-range of 3.4 to 3.8 mean scores.</p> <p>Four elements had mean scores below a value of 3.3 out of 5, indicating that PT feel these are areas for improvement:</p> <ul style="list-style-type: none"> • (3.0) DP 29 Working with communities to improve professional practice (SD 1.0) • (3.0) DP 30 Working with families to improve professional practice (SD 1.0) • (3.2) AS 22 Establishing and communicating learning goals for all students (SD 1.1) • (3.3) AS 26 Communicating with students, families, and other audiences about student progress <p>See Appendix C for chart related to the Continuum data.</p>	PT 92%	22 / 24

Assessment Tool (4-6 key assessments)	Description of Tool Include the assessment tool's range of responses (e.g. 1 to 5 scale, 1=low)	Summary of Data Include descriptive statistics (e.g. mean, range, percentage, standard deviation)	% of Respondents	Total # of participants
Candidate Competence	Program Completion Checklist <ul style="list-style-type: none"> • Data reflects Year 2 participants percentage of electronic portfolio completion of 34 required documents • Program Completion Checklist lists all necessary requirements to obtain a clear credential • Includes formative assessment requirements • PTs upload their required documents electronically • Includes initial and final benchmarks 	Initial benchmark on the Program Completion Checklist shows the following: <ul style="list-style-type: none"> • 10 of 17 PT had less than 80% complete • 7 of 17 PT had 80% or more complete Final benchmark on the Program Completion Checklist shows all 17 PT had 100% complete.	Yr 2 PT 100%	Yr 2 PT 17 / 17
	Portfolio Review Document <ul style="list-style-type: none"> • PT submit an electronic copy of required FAS documents • Documents are reviewed and scored by 3 trained reviewers • Scores are 1-3: 1=Not Met Requirements 2=Met Requirements 3=Exceed Requirements • All documents receiving a score of 1 (Not Met Requirements) are returned to PT/SP for remediation • An overall score of 2 or higher is needed for recommendation of Clear Credential 	Standard deviations were well within the normal range for all 8 sections reviewed. This indicates there was agreement among reviewers regarding scores given to PT Portfolios in the following areas: <ul style="list-style-type: none"> • (2.26) I. Assessing & Understanding Context • (2.21) II. Individual Learning Plan • (2.37) III. Professional Development & Growth • (2.23) IV. Case Study • (2.15) V. Analysis Of Student Work With Evidence • (2.08) VI. Collaborative Assessment Logs • (2.21) VII. Inquiry Action Plan • (2.23) VIII. Equity & Diversity See Appendix D for chart related to the Portfolio Review data.	100%	24 / 24

Section A, Part III: Analysis of Candidate Assessment Data

	Areas of Strength	Areas for Growth
Candidate Competence	<p>Continuum of Teacher Development Self-Assessment Data indicates there was general agreement among PT respondents regarding their self-assessment ratings in 23 of 32 questions.</p> <p>Based on Continuum self-assessment results, PT rate themselves at Applying, Integrating or Innovating levels within the following elements of teacher abilities:</p> <ul style="list-style-type: none"> • <u>SM=Understanding and Organizing Subject Matter for Student Learning</u> <ul style="list-style-type: none"> ○ Demonstrating knowledge of subject matter content and student development ○ Developing student understanding through instructional strategies that are appropriate to the subject matter ○ Using materials, resources and technologies to make subject matter accessible to students • <u>DP=Developing as a Professional Educator</u> <ul style="list-style-type: none"> ○ Working with colleagues to improve professional practice ○ Balancing professional responsibilities and maintaining motivation • <u>EE=Creating & Maintaining an Effective Environment for Student Learning</u> <ul style="list-style-type: none"> ○ Establishing a climate that promotes fairness and respect <p>Data indicates the element of Understanding and Organizing Subject Matter for Student Learning has a positive trend within the program.</p>	<p>Continuum of Teacher Development Self-Assessment Nine of the thirty-two elements generated a standard deviation of 1.00 to 1.15 indicating a wide range of responses. Data indicates that a majority of PT lowest mean scores also have standard deviations above 1.00 and are noted in red type below.</p> <p>Based on Continuum self-assessment results, PT rate themselves at Beginning, Emerging and Applying levels within the following elements of teacher abilities:</p> <ul style="list-style-type: none"> • <u>DP=Developing as a Professional Educator</u> <ul style="list-style-type: none"> ○ Working with communities to improve professional practice (SD 1.0) ○ Working with families to improve professional practice (SD 1.0) • <u>AS=Assessing Student Learning</u> <ul style="list-style-type: none"> ○ Establishing and communicating learning goals for all students (SD 1.1) ○ Communicating with students, families, and other audiences about student progress <p>Data points to a negative trend in the area of working with families of students to either improve professional practice or student progress. This is consistent with PT responses (grades 9 through 12) in the State Survey Report by Program – Assignment.</p>

	Areas of Strength	Areas for Growth
Candidate Competence	<p>Program Completion Checklist Based on data from final benchmark on the Program Completion Checklist positive results show all 17 PT had 100% complete.</p> <p>Portfolio Review Document Based on data and standard deviation calculated from the data, results reveal agreement among reviewers regarding scores given to PT Portfolios. Among the highest mean scoring areas are:</p> <ul style="list-style-type: none"> • (2.26) I. Assessing & Understanding Context • (2.37) III. Professional Development & Growth • (2.23) IV. Case Study • (2.23) VIII. Equity & Diversity 	<p>Program Completion Checklist Based on data from initial benchmark on the Program Completion Checklist negative results were seen in the following:</p> <ul style="list-style-type: none"> • 10 of 17 PT had less than 80% complete • 7 of 17 PT had 80% or more complete <p>Data shows a high percentage of PT were not completing program requirements in a timely manner.</p> <p>Portfolio Review Document Data indicates slightly lower mean scores among reviewers given to PT Portfolios in the following areas:</p> <ul style="list-style-type: none"> • (2.21) II. Individual Learning Plan • (2.15) V. Analysis Of Student Work With Evidence • (2.08) VI. Collaborative Assessment Logs • (2.21) VII. Inquiry Action Plan <p>Based on data, a connection can be made between the results from the Portfolio Review Document and the Support Provider Mid-Year Survey in the areas of ILP and the IAP. Low mean scores indicate the need for more training and clear understanding of ILP and IAP documents.</p>

	Areas of Strength	Areas for Growth
Program Effectiveness	<p>BTSA State Survey Five parts of question 21 show high combined percentages of those responding with “moderate impact” and “very strong impact” and have been identified as areas of strength:</p> <p>According to data, PT, SP and SA generally agree the BTSA Induction experience has had a positive impact on classroom practice in the following areas:</p> <ul style="list-style-type: none"> ○ Ensuring access to the curriculum for all students; ○ Differentiating instruction; ○ Teaching students with special needs; ○ Teaching English Learners; ○ Using assessment data to design instruction. 	<p>BTSA State Survey Four parts of question 21 show low combined percentages of those responding with “moderate impact” and “very strong impact” and have been identified as areas of strength:</p> <p>According to data, PT, SP and SA generally agree the BTSA Induction experience has not had as positive an impact on classroom practice in the following areas:</p> <ul style="list-style-type: none"> ○ Minimizing bias/using culturally responsive pedagogy ○ Using technology as a teaching tool ○ Using technology as a learning tool ○ Working with families <p>Low percentage among all responders indicates the need for more professional development in equity, diversity and culturally responsive pedagogy.</p> <p>Survey results indicate more professional development is needed for PT and SP, in the area of technology as both a teaching and learning tool.</p> <p>Data points to a negative trend across all responders (PT, SP and SA) in the area of working with families, especially in the PT responses (grades 9 through 12) identifying a need for additional training of these three groups.</p>

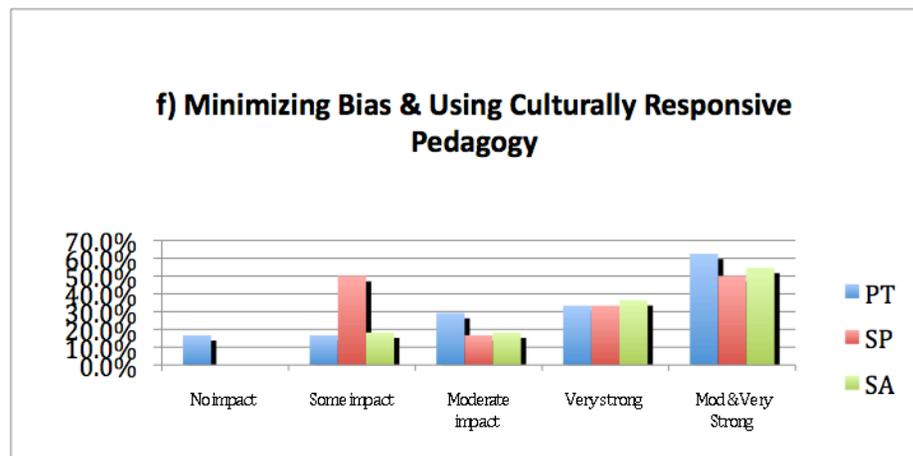
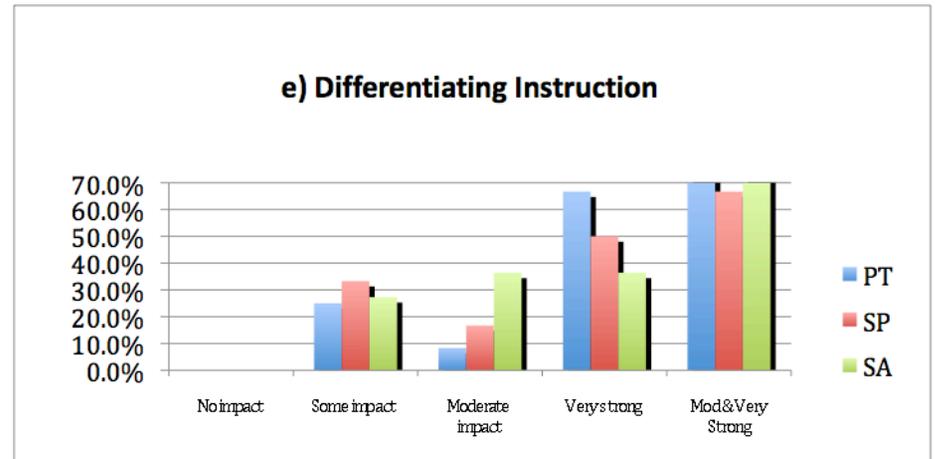
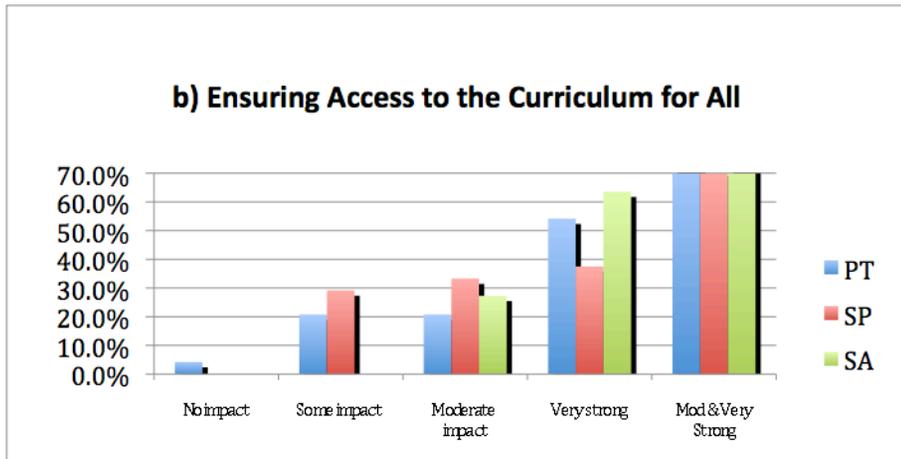
	Areas of Strength	Areas for Growth
Program Effectiveness	<p>Mid-Year Survey Based on the survey results (i.e. mean scores, etc.) the following parts of the program have been identified by support providers as areas of strengths:</p> <ul style="list-style-type: none"> • Working with participating teachers (PT) in; <ul style="list-style-type: none"> ○ analyzing student work, ○ reviewing observation and assessment evidence, ○ understanding requirements for induction completion. • Supporting participating teachers by; <ul style="list-style-type: none"> ○ Identifying and supplying instructional ideas, materials and strategies, ○ Understanding their roles and responsibilities as support providers. <p>Data shows evidence responding support providers rated themselves as fairly or highly knowledgeable/skilled in these areas.</p>	<p>Mid-Year Survey Based on the survey results (i.e. mean scores, etc.) the following parts of the program have been identified by support providers as areas for improvement:</p> <ul style="list-style-type: none"> • Increasing overall knowledge/skill of the formative assessment system in; <ul style="list-style-type: none"> ○ assessing PT on California Standards for the Teaching Profession (CSTP), ○ developing an Individual Learning Plan (ILP) based on assessment evidence, ○ aligning ILP with professional development. • Level of knowledge/skill PT acquired in professional preparation program; • Familiarity with content standards/frameworks, content specific pedagogy and performance levels of students. <p>Data shows responding support providers rated themselves as being not as strong as they would like to be in these areas. Low mean scores indicate the need for more training and clear understanding of ILP and CSTP documents.</p>

**Section A, Part IV:
Use of Assessment Results to Improve Candidate and Program Performance**

	Data Source	Common/Program Standard(s)	Plan of Action or Proposed Changes
Candidate Competence	Continuum of Teacher Development Self-Assessment	Program Standard 4	<ul style="list-style-type: none"> ➤ A revised Continuum of Teacher Development Self-Assessment will be implemented into the formative assessment system, which is based on the California Standards for the Teaching Profession (CSTP). Program leadership and support providers will be trained on how to use this revised Continuum with PT in self-assessing all areas of professional growth. ➤ PT will be asked to complete a self-assessment on the Continuum three times a year (beginning, mid and end of year). This is expected to improve the standard deviation of the data collected as well as the amount of data available to analyze.
	Program Completion Checklist	Program Standard 1	<ul style="list-style-type: none"> ➤ Benchmark deadlines for 2010-11 school year FAS required documents will be moved earlier in the year to facilitate a timely completion of the program by June. The Induction Completion Timeline will also be revised to better facilitate understanding and importance of benchmark deadlines. ➤ Program leadership will continue to require PT to upload required documents to password protected intranet wiki pages, however, program leadership and support providers will receive training on how to better monitor the online PT progress of completion. Wiki pages allow for written feedback on a daily, weekly and monthly basis. All feedback will be dated and recorded to show PT progress toward completion of program.
	Portfolio Review Document	Program Standard 1 & 4	<ul style="list-style-type: none"> ➤ A newly revised Portfolio Review Rubric will be given to all PT and SP at the beginning of the year along with a detailed description of all documents required for PT Portfolios. Program leadership and SP will be trained on all areas of the Portfolio Review Rubric to better facilitate communication and understanding of what is required and expected. ➤ Initial and final portfolio reviews will be conducted. This will allow PT a chance to receive reviewer feedback which may indicate areas of weakness or needed improvement as well as time to resubmit documentation before final review of the portfolio.

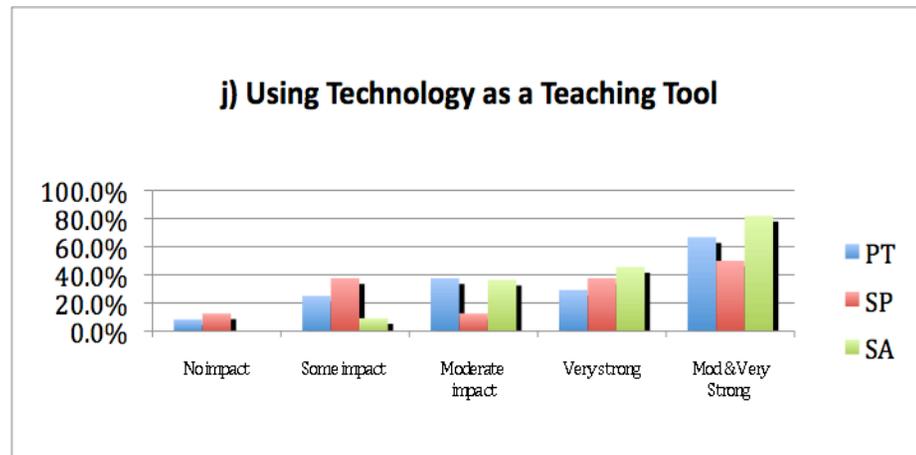
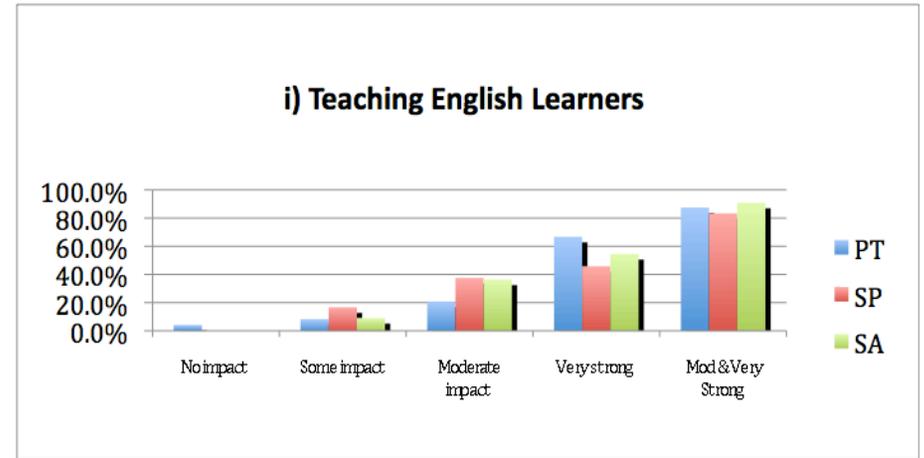
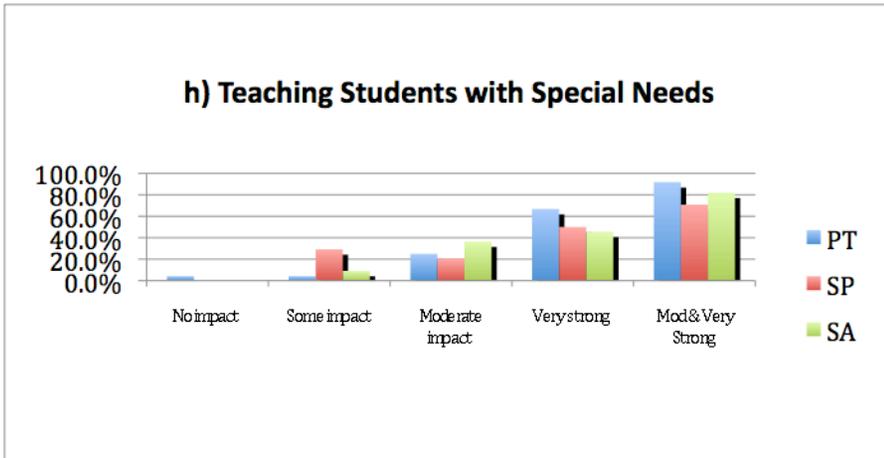
	Data Source	Common/Program Standard(s)	Plan of Action or Proposed Changes
Program Effectiveness	State Survey	Program Standard 4 & 5	<ul style="list-style-type: none"> ➤ BTSA Induction program will offer the following professional activities: <ul style="list-style-type: none"> ○ Participate in a Professional Learning Communities (PLC) to minimize bias in teaching practice within the areas of equity, diversity and culturally responsive pedagogy; ○ Attend BTSA structured seminar on working with families to improve professional teaching practice; ○ Participate in the BTSA program online professional network to improve teaching practice using technology as both a teaching and learning tool.
	Mid-Year Survey	Program Standard 3 & 4	<ul style="list-style-type: none"> ➤ Program leadership notes a negative trend with all points of data regarding Individual Learning Plan (ILP). Program leadership and SP will receive specific training on the purpose and use of the ILP, especially in the areas of developing an ILP based on self-assessment evidence and professional development goals. ➤ Program leadership and support providers will be trained on how to use revised Continuum based on the California Standards for the Teaching Profession (CSTP) with PT in self-assessing all areas of professional growth. ➤ A survey will be conducted at the beginning of the year to gather information regarding PT professional preparation programs. Support Providers will analyze survey data in order to find correlations made between professional preparation programs and the district BTSA formative assessment system. This will generate a better understanding of the professional background of each PT, to be used in guiding support.

Appendix A: STATE SURVEY DATA



[RETURN TO SECTION A, PART II – State Survey](#)

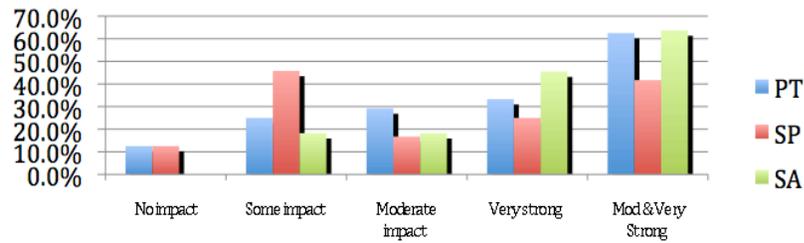
Appendix A: STATE SURVEY DATA



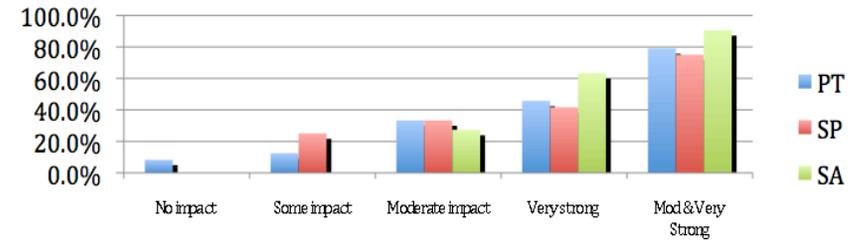
[RETURN TO SECTION A, PART II – State Survey](#)

Appendix A: STATE SURVEY DATA

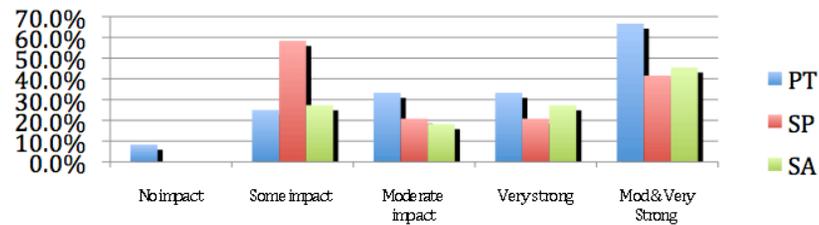
k) Using Technology as a Learning Tool



l) Using Assessment Data to Design Instruction



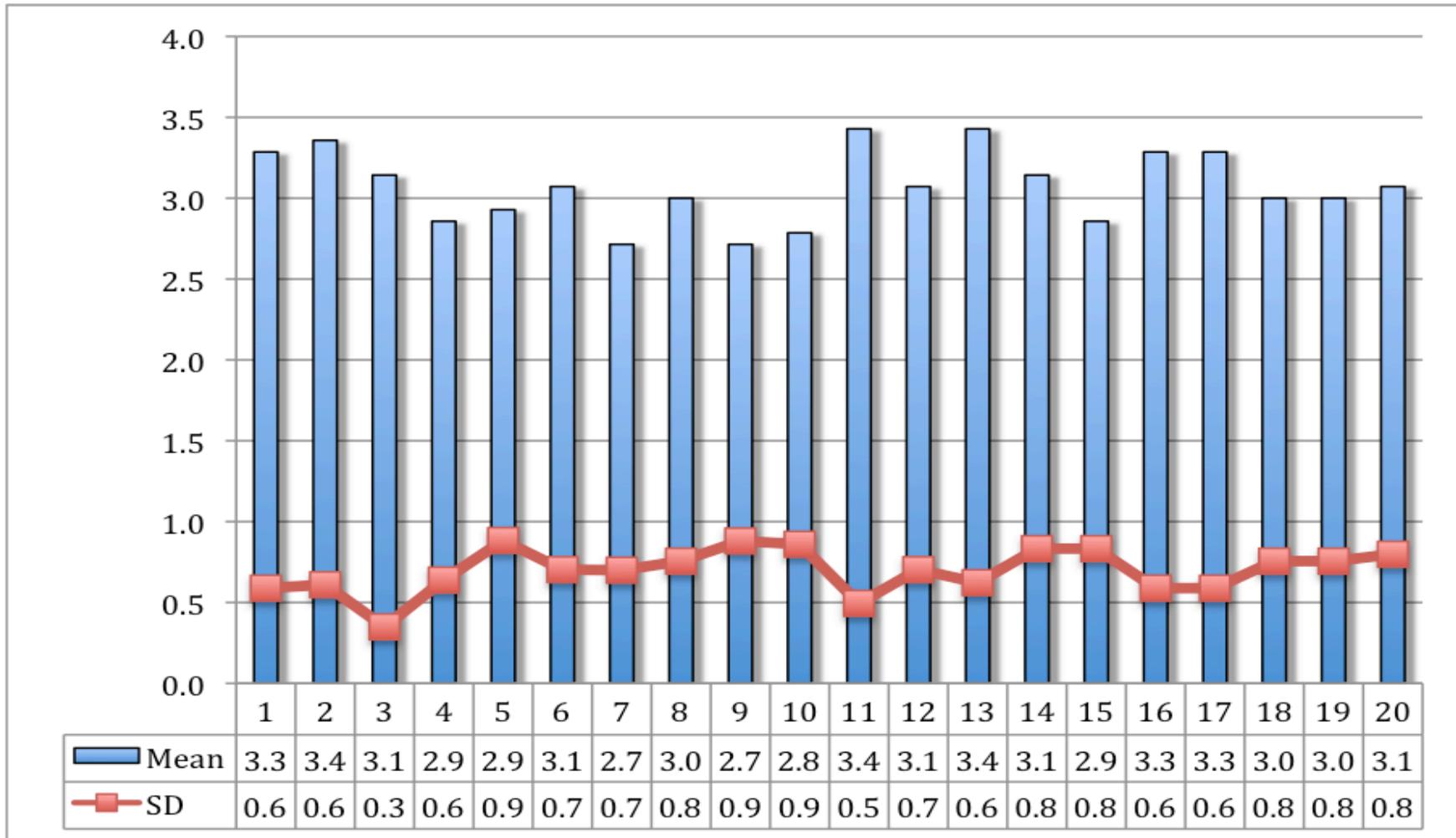
m) Working With Families



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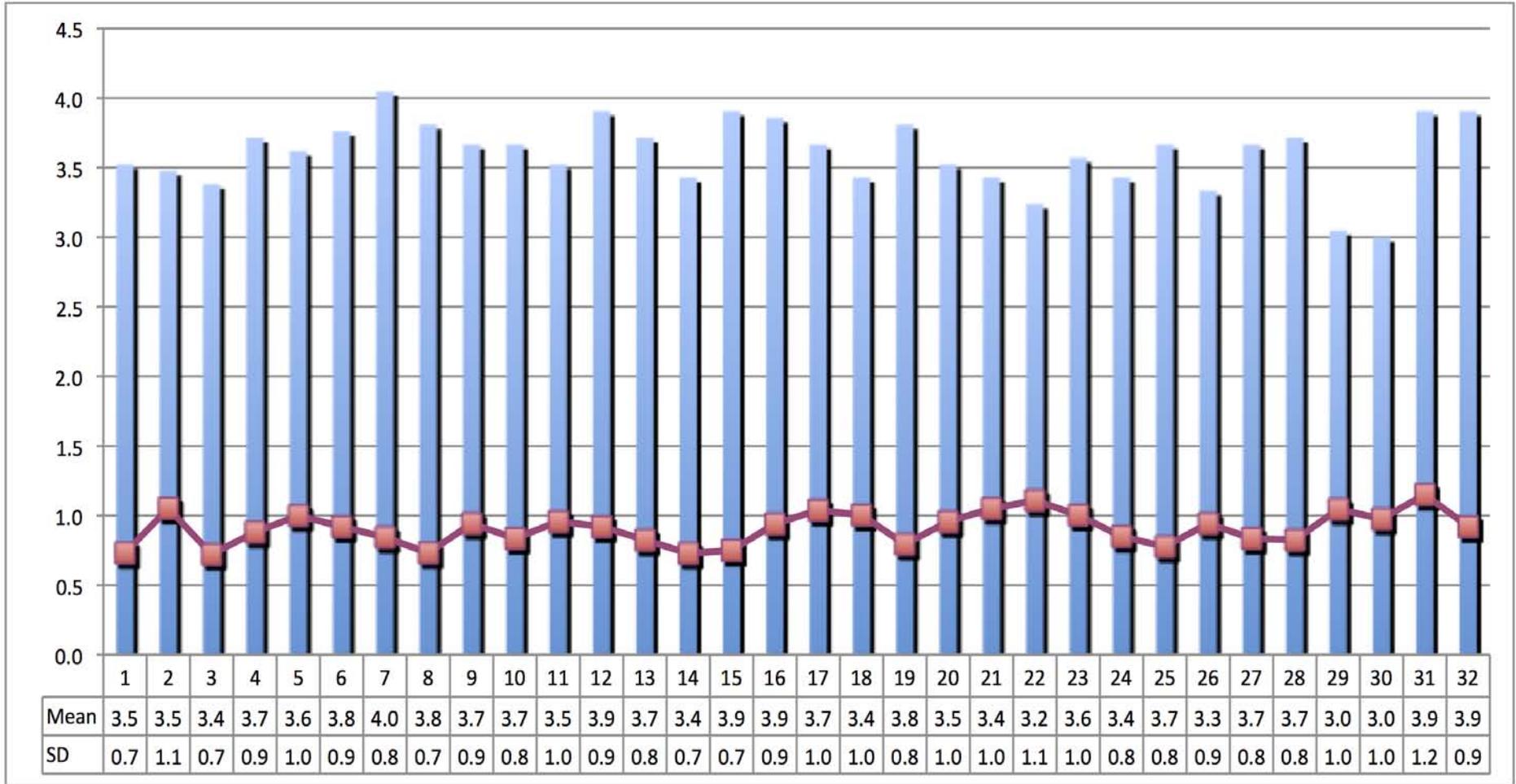
Appendix B:

MID-YEAR SURVEY – Support Providers



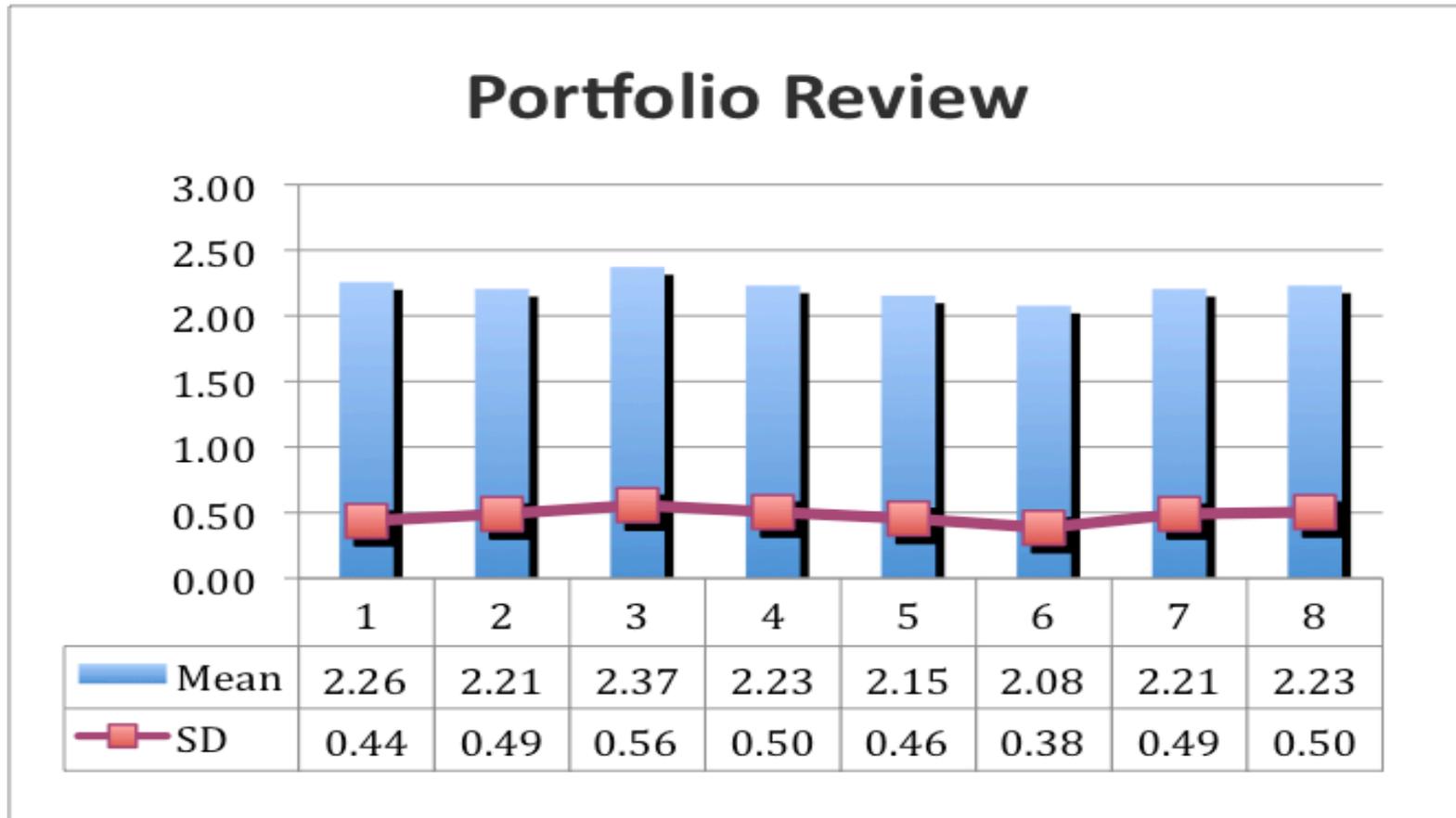
Appendix C:

Continuum of Teacher Development Self-Assessment



Appendix D:

Portfolio Review Scores



[RETURN TO SECTION A, PART II - Portfolio](#)