

XYZ Unified School District Biennial Report for 2013-14

This section reflects the institution's review of the reports from all Commission-approved educator preparation programs within that institution. The summary is submitted by the unit leader: Superintendent, or Head of the Governing Board of the Program Sponsor.

Section B: Institutional Summary and Plan of Action

Given the information provided in Section A for each program, identify trends observed in the data across programs.

Summary of Findings:

For the past two years, the XYZ USD General Education (MS/SS) Induction program has focused on being more responsive to Participating Teacher (PT) and Support Provider (SP) needs. The data from 2011-12 and 2012-13 presented in Section A confirms that: 1) participant satisfaction has improved; 2) PT feel that they have adequate understanding of the program completion requirements; and 3) the BTSA staff is approachable and knowledgeable.

The perception that BTSA has had a positive impact on practice is steadily improving, but the standard deviations among the data indicate that there are some "winners and losers" among PT. Combined with the data that shows weekly meeting rates between PT and their SP has dropped, staff feels that this is an area of concern, and is committed to further investigation in this area of the program.

Description of Unit Evaluation System

A graphic of system may be attached in lieu of a written description for this requirement.

See attached graphic.

REFLECTING BACK

Documentation of Unit Evaluation System

Identify key actions taken over the last two years based on data. May include program changes noted in Section A Context, or they may stem from Action Plan generated during the program sponsor's last Biennial Report.

Action Taken	Results of Action Taken <i>What difference did this action make to candidate competence and/or program effectiveness?</i>	Applicable CS or PS
Modified the formative assessment system documents to state the essence and purpose of each module and document. Revised the scoring rubrics to be more holistic and correlated to the formative assessment system documents.	PT more receptive to the documents and the rubrics, stating a stronger understanding of why the process helps them become better teachers.	CS 7-Clinical Practice PS 4- Formative Assessment
Adopted electronic online data collection and assessment system to collect, score, and monitor portfolio completion and quality.	Faster turn-around of feedback and process aided PT satisfaction, and possibly completion rates.	CS 9 Candidate Assessment
Instituted accommodation-based programs for day-to-day substitutes, private	These specialized PT and the SP struggle to adapt	CS 5 Admission

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school teachers and teachers on extension to complete their induction program requirements.	the documents to meet their teaching needs. This aspect of our program needs further development.	CS 7 Clinical Practice PS 1 Prog. Design
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LOOKING FORWARD

Implications for the institution related to the Common Standards based on the data presented in this Biennial Report.
Based on review of information presented in this report. Single program sponsors may refer to Action Plan items related to the CS identified in Section A.

Identified Issue	Program(s) Involved	Area of Strength or Area to Improve	Measure of Impact <i>By what data/process/information will the institution determine that the action plan was successful in making a difference?</i>	Applicable CS
Weak IIP	GenEd Clear	Create system for submission of focus questions for approval prior to beginning inquiry.	Tracking of IIP focus questions and inquiry. PT satisfaction surveys.	CS 1
Principals not completing BTSA state survey	GenEd Clear	Create system to disseminate evaluation results and program modifications to inform site administrators.	Increase in participation rates on state survey.	CS 2
Low rates for SP:PT face time	GenEd Clear	Collect data. Share effective practice at mentor meetings. Improve monitoring and communication processes to increase SP accountability. Investigate correlation between drop in contact hours and PT portfolio completion/quality data.	SP/PT collaborative logs will express more face-to-face time. SP/PT conversations in trainings/meetings will reflect more contact time.	CS 8

Superintendent Title and Name:	
Superintendent Email Address:	
Street Address of Lead Education Agency:	
Signature:	
Date:	