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ABSTRACT

This report summarizes the policy framework for operating the California Beginning Teacher Support and Assessment (BTSA) program and interprets information from a statewide evaluation survey of all beginning teachers, support providers, and school site administrators in 34 local BTSA projects. It reviews 3 years of data, emphasizing spring 1998. Results indicate a generally positive appraisal of BTSA's impact on targeted outcomes (teaching skills, teacher confidence, and job satisfaction). BTSA beginning teachers expressed a strong belief that they made the right decision to become teachers. There was general agreement that BTSA program goals were clear and participation in organized BTSA activities was valuable for beginning teachers. About 42 percent of 1998 BTSA beginning teachers were employed on emergency permits or provisional certificates or were in training in district or university intern programs. The number of teachers using provisional or emergency permits nearly doubled over 3 years. The report includes three figures which summarize how respondents identified successful BTSA programs. All groups recognized the importance of context variables that substantially influenced the operation and impact of seven dimensions of their program experience. Regardless of program design, beginning teachers working in a context of positive support for themselves and their programs agreed that they had developed substantially higher ability levels, confidence, and career satisfaction. The report discusses six policy options for maintaining and improving BTSA programs. (SM)

The California Beginning Teacher Support and Assessment Program

1998

Statewide Evaluation Study

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For
Riverside County Office of Education
Dr. Dale S. Holmes, Superintendent

September 11, 1998

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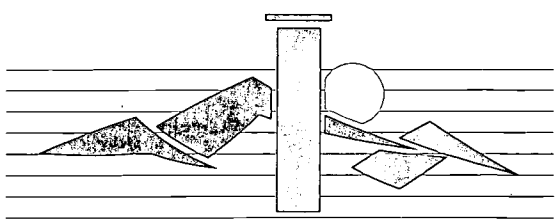

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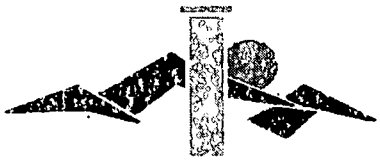

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1998

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For
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TT-004

California Beginning Teacher Support and Assessment Program
The 1998 Statewide Evaluation

Abstract

This report summarizes the policy framework for operating the California Beginning Teacher Support and Assessment program and interprets information obtained from a statewide evaluation survey of all beginning teachers, support providers and school site administrators in 34 local BTSA projects. Three years of data are reviewed with primary emphasis given to the spring 1998 administration of the survey. BTSA program success is measured against three outcome criteria: a) whether beginning teachers are attaining expertise in six professional teaching skills outlined in the *California Standards for the Teaching Profession*, b) whether beginning teachers are becoming confident and comfortable in executing their teaching responsibilities, and c) whether beginning teachers are developing a level of career satisfaction and commitment likely to keep them teaching in the public schools. Scales measuring each of those three criteria were included in survey questions. Data analysis reveals a generally positive appraisal of BTSA's impact on all of the targeted outcomes. In giving especially high estimates of their career satisfaction, BTSA beginning teacher express a strong belief that they made the right decision to become teachers. Overall evaluation of local BTSA program performance is characterized by substantial variation, but there was general agreement that BTSA program goals are clear and that participation in organized BTSA activities is valuable for beginning teachers.

Survey demographic data reveal that more than 42 percent of all 1998 BTSA beginning teachers were employed on emergency permits or provisional certificates, or were in training in district or university intern programs. More than 8 of every 10 beginning teachers served by BTSA programs in 1998 were in their first year of BTSA participation. Longitudinal data reveals that beginning teacher participants teaching in the elementary grades increased from nearly 48 % in 1996 to 76.3% in 1998, and the number of teachers using provisional or emergency permits has nearly doubled from 22.6% to 39.6%. These changes reflect both the impact of California's class size reduction initiative and the rapid growth of the state's school age population.

The report includes three figures, summarizing how beginning teachers, support providers and school site administrators identify successful BTSA programs. All groups recognize the crucial importance of "context variables" that substantially influence the operation and impact of seven dimensions of their BTSA program experience. Regardless of how local BTSA programs are designed, where beginning teachers are working in a context of positive support for themselves and their BTSA programs, respondents agree that they develop substantially higher levels of ability, confidence and career satisfaction. Where the environment lacks support, BTSA program experiences are much less positive. An important and satisfying finding for policy planners and program implementers is that beginning teachers gave highest marks to BTSA when they felt they had achieved the targeted outcomes of high ability and confidence. Equally satisfying to BTSA designers is the recognition that the second most powerful factor influencing overall BTSA program evaluation was the quality of the local BTSA assessment system. Finally, six policy options for maintaining and improving BTSA programs are discussed in the concluding section of the report.

California Beginning Teacher Support and Assessment Program
The 1998 Statewide Evaluation

Technical Report

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I. Introduction: The Development of BTSA

The preparation and induction of new teachers into their professional roles has become an important focus of both policy making and scholarly research in recent years. The reasons for this concern include recognition that new teachers, even those with the best available pre-service training, find themselves challenged by the rigors of daily classroom life. Changing demographic and economic conditions often bring large numbers of novice teachers into the nation's classrooms each year. Periodic regional teacher shortages and policy changes, like California's 1996 decision to substantially lower class size in the early elementary grades, place additional demands on public schools to create meaningful induction programs to assist teachers through their first year or two of teaching.

The stress on new teachers is well documented. From their first day, most beginning teachers are overwhelmed with the workload, difficulties of management and discipline, unenthusiastic children, and insufficient pre-service training. In addition, new teachers often lack support and feel professionally isolated. A California study estimated that over fifty percent of classroom teachers quit the profession within two years. The human anguish of new teachers is accompanied by a substantial loss of the resources, manpower and planning invested in teacher pre-service and in-service training programs.

The California Beginning Teacher Support and Assessment program (BTSA) was designed to meet the needs of new teachers during their first two years of teaching. The program has grown each year since its inception in 1992, and dramatically so since 1995. Thus, program growth itself has become an issue in evaluating the quality of BTSA programs. Notwithstanding the program's apparent success in its early years, did the more than doubling of local BTSA grants between 1996-97 and 1997-98 (from $7.5 million to $17.5 million) result in a compromise of quality? The evaluation report which follows attempts to answer that question. This *Technical Report,* begins with a broad overview of the policy framework guiding BTSA program development and then reviews statewide 1998 evaluation survey data. It provides strong empirical evidence regarding the extent to which beginning teachers, support providers and site administrators recognize specific induction support needs, and the extent to which various mixtures of support lead beginning teachers to function more comfortably and effectively in their teaching assignments. This evidence, in combination with comparisons of selected survey results against data and findings of the two previous years of evaluation study, compels the

report's policy recommendations for BTSA maintenance and improvement in light of legislative intent.

A statewide evaluation survey of the complete population Beginning Teachers, Support Providers and school Site Administrators participating in 34 local BTSA projects during the past three years documents the evaluation analysis presented in this report. The population sizes and survey respondent group sizes are shown in Table 1 (a copy of the Beginning Teacher form of the survey is included in Appendix A). The increasing numbers across the years of study reflects the growth in local BTSA programs.

Table 1. Statewide Evaluation Survey Response Rates – 1996 to 1998

Role Group	Year:	1995-96	1996-97	1997-98	Grp Ttl
Beginning Teachers	Population N	1,900	2,166	4,118	8,184
	Respondent N	593	1,538	2,777	4,908
	Percent Responding	31.2%	71.0%	67.4%	60.0%
Support Providers	Population N	1,338	1,404	2,431	5,173
	Respondent N	563	1,027	1,704	3,294
	Percent Responding	42.1%	73.1%	70.1%	63.7%
Site Administrators	Population N	884	901	1,496	3,281
	Respondent N	289	435	787	1,511
	Percent Responding	32.7%	48.3%	52.6%	46.1%
Total by Year	Population N	4,122	4,471	8,045	16,638
	Respondent N	1,445	3,000	5,268	9,713
	Percent Responding	35.1%	67.1%	65.5%	58.4%

II. The BTSA Policy Framework

California's Beginning Teacher Support and Assessment program is complex and multifaceted. Its goals are clear: induct new teachers into their professional roles and responsibilities through systematic attention to enhancing their skills, increasing their confidence and raising their commitment to teaching careers. The program and policy framework developed to realize these goals has evolved over more than a decade of work. It has drawn heavily on research findings produced during an evaluation of its predecessor – the California New Teacher Project (Southwest Regional Laboratory, 1992). The framework involves institutional capacity building at the local level, state level authorization and funding of locally designed programs, and the development of increasingly standardized approaches to program design, beginning teacher support and assessment, and continuing evaluation of both local programs and statewide implementation systems. The overall policy framework for BTSA includes eight basic mechanisms:

1. Local designs based on competitive proposals and planning processes. To date, all local BTSA programs have been authorized and funded through competitive grants to local education agencies (LEAs) – individual or consortia of local school districts, or County Offices of Education. The first two groups of local programs were created through full funding of submitted proposals. Subsequent programs have been designed and developed during a funded

planning period lasting several months to a year. As with other competitively funded programs, this policy strategy has several important impacts on the resulting development of BTSA. First, it assures that the earliest implementation efforts will be undertaken by a mixture of the most knowledgeable, and most innovative and assertive local educators. Winning proposals were those prepared by LEAs able to devote substantial talent and resources to the development of plans and preparation of clear proposals for implementation. A second consequence of this policy strategy is its guarantee that initial BTSA programs would be focused on a small subset of the California's very large population of beginning teachers. Moreover, the targeted subset is almost certainly not a representative sampling of the entire beginning teacher population. Third, competitive funding assures that proposing LEAs will see BTSA as a special opportunity to meet local development needs, increase local flexibility, and enhance local resources. Only those LEAs with these motivations could be expected to devote the time and effort necessary to prepare winning proposals. This assures that local programs will adapt to local conditions and needs, and that tensions between local perceptions of need and state policy commitments will never be entirely resolved. A fourth consequence of the competitive proposal start-up strategy is that program expansion will, inevitably, bring into BTSA programs individuals with different conceptions and lower levels of commitment to the BTSA goals embraced by the initial applicants. This tendency is balanced, however, by the fact that the early funded programs serve as models of BTSA program design and implementation and will be emulated in later proposals.

*2. **Creating partnerships among LEAs and Higher Education.*** A second basic element in the BTSA program policy framework is the encouragement of collaborative partnerships among local school districts, County Offices of Education and colleges and universities. The use of partnerships to design and implement BTSA programs has two important consequences. First, it lays the groundwork for rapid expansion by creating networks of experienced BTSA program staff able to respond to diverse needs. Second, it locates the institutional core of the BTSA programs outside the boundaries of local school districts, enabling them to address the professional needs of beginning teachers – even when those needs diverge from local school district organizational priorities. As with other policies aimed at changing routine school practices, BTSA policies must strike an effective balance between assuring the integrity of the new practice and embedding the changes within existing school organizations. By creating diverse local programs and establishing linkages that reach beyond the local schools where they are implemented, the policy framework encourages both adaptation to local needs and accountability to professional standards.

*3. **Reliance on two core documents.*** The reference points for local BTSA program design and operations have been embedded in two core documents. The *California Standards for the Teaching Profession* provide the substantive content to BTSA programs. In this document, six standards of professional practice are described in sufficient detail to allow local BTSA program designers to understand the target outcomes to be produced through effective programs of new teacher induction. The document does not attempt to delineate how each standard is to be reached, but to provide a template for BTSA assessment of new teacher skills and abilities and guidance for how novice teaching behaviors are distinguished from those of expert professionals. The second core document, *Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs,* provides local staff with clear guidance regarding the organization and implementation of BTSA programs. The guidelines address

requirements for school and district support for BTSA as well as characteristics of the programs themselves. They are expected to form the substance of all local BTSA program activity.

*4. **Individual Induction Plans pursued through assessment driven support services.*** Three basic program elements are required of all local BTSA induction programs. First, each new teacher is to pursue an individualized plan of professional development guided by an Individual Induction Plan (IIP) specifying concrete plans for reaching expert levels of skill and ability in each of the six professional standards domains outlined in the *California Standards for the Teaching Profession*. Second, the development and implementation of each beginning teacher's IIP is supported and guided by an expert mentor or Support Provider who works in a close collegial relationship with the new teacher. And third, the content of each IIP and the nature of the support provided by each expert Support Provider is grounded in a careful and authentic assessment of each new teacher's existing skills and abilities. This design ensures that new teachers will have ample opportunities for self-evaluation and reflection, and that each will be supported through the type of cognitive coaching that has been proven to be most effective in promoting adult learning.

*5. **Evaluation driven program improvement.*** Just as each beginning teacher is asked to develop explicit professional growth plans based on authentic assessment and guided reflection, each local BTSA program is asked to develop plans for continuous improvement in design and implementation through collection and analysis of program evaluation data base on the BTSA core documents. Each local program is expected to design its own local evaluation plan, and to identify how the local evaluation data have been used to modify and improve program elements. Additionally, the California Educational Research Cooperative at the University of California, Riverside, has been commissioned to gather statewide program evaluation data and to provide each local program with a report comparing the views of their own Beginning Teachers, Support Providers and local school Site Administrators with those of these same role groups throughout the State.

*6. **Providing state technical support and guidance.*** While BTSA relies on local program design and implementation, the State has invested significantly in the development of a uniform system of technical support and guidance for local program leaders. Regular conferences and meetings have been held to develop a thorough understanding of both the target outcomes articulated in the *California Standards for the Teaching Profession* and the operational guidelines in the *Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs* document. Additionally, training has been provided for local program evaluators in how to interpret and apply statewide evaluation findings. Beginning with the 1998-99 fiscal year, the state has created a regional support network providing direct support for each local project. State supported training for new BTSA program directors is provided to help assure that expansion programs capitalize on the experience of the early implementation sites.

*7. **Training school site administrators in the nature and purpose of BTSA induction programs.*** Recognizing that BTSA can only be successful if it becomes fully integrated into the daily life of the local schools where beginning teachers are working, the State commissioned the development and implementation of a training program to familiarize school principals and other site administrators with the nature and goals of BTSA.

8. Standardizing the assessment and support system. The most recent state-level addition to the BTSA policy framework is the creation of CFASST (the California Formative Assessment and Support System for Teachers). CFASST provides a system of standardized procedures, based on a common set of forms and instructions, to enable all local BTSA Support Providers and Beginning Teachers to see how each of the key elements – Individual Induction Plans, personal mentoring, and assessment driven support services – are to be implemented. During the 1998-99 fiscal year, CFASST is being implemented in a pilot test format, with most local programs utilizing some, but not all of the ten CFASST elements. When fully operational, it is expected that CFASST will give local programs a much clearer focus and a more standardized format.

III. The BTSA Outcome Targets

Local BTSA program operators and state level policy makers agree that BTSA success should be measured against three outcome criteria: a) whether Beginning Teachers are attaining expertise in the six professional teaching skills outlined in the *California Standards for the Teaching Profession*, b) whether Beginning Teachers are becoming confident and comfortable in executing their teaching responsibilities, and c) whether Beginning teachers are developing the level of career satisfaction and commitment that is likely to keep them working in the public schools. Measurement and findings regarding how well these criteria are being met are as follows.

Beginning Teacher skill and ability outcomes were measured with the following seven survey items:

30. Participation in BTSA (MARK EACH ITEM) **helps me increase my ability to...**	Not at all 1 2 3 4 5 A lot	Table 2 Mean Responses BT's	SP's	SA's	Ttl
a) Organize and manage my classroom and create a positive learning environment	○○○○○	3.7	**4.3**	**4.1**	4.0
b) Plan and design instruction	○○○○○	3.6	4.1	4.1	3.9
c) Deliver instruction to all my students, including those from diverse language and ethnic backgrounds	○○○○○	<u>3.4</u>	3.8	3.8	3.7
d) Use my subject matter knowledge effectively in my teaching	○○○○○	3.5	3.8	3.9	3.7
e) Diagnose and evaluate my students fairly, accurately and appropriately	○○○○○	3.5	3.8	<u>3.7</u>	3.7
f) Engage with colleagues, parents and students as a member of a learning community	○○○○○	3.5	3.8	3.8	3.7
g) Be a highly successful teacher	○○○○○	**3.8**	4.2	4.0	4.0
		3.6	***4.0***	***3.9***	***3.8***

The average response for each of the three surveyed participant groups are shown to the right of the questions (the highest mean for each group is in **bold** and the lowest is <u>underlined</u>; overall group means are in the shaded area at the bottom of the table). Four general conclusions are supported by these responses. First, mean scores for all items across all groups are significantly above the 3.0 midpoint on the 5-point response scale, indicating a generally positive appraisal of the impact of BTSA on new teacher skills and abilities. Second, the Beginning Teachers (BT's) have the lowest estimate on each of the seven items (probably because undergoing assessment sensitizes one to limitations in performance as well as directing attention toward opportunities to

grow). Third, Site Administrators (SA's) confirm the positive views of the Support Providers (SP's) both in providing higher means for each item and in providing a very similar rank ordering of the seven different skill and ability questions. Fourth, though it is not obvious from the table, there is a very strong positive correlation among responses to all seven items. That is, individuals responding to the survey gave very similar answers to all of the skill and ability items. Where Beginning Teachers were viewed as gaining one skill they were viewed as gaining all; conversely, if they were seen as weak in one skill they were reported to be weak in all. This strong correlation means that it is appropriate to assume that BTSA participants view their programs as either strong or weak in producing all relevant skills, and therefore, that we should treat all seven items as measuring the same general outcome (Ability to teach). Thus, for the remainder of this evaluation study, each survey respondent's assessment of Beginning Teachers' skill and ability growth is represented by a single score labeled ***Ability***, calculated by averaging these seven items.

Beginning Teacher confidence and comfort levels were evaluated using the following six survey items:

31. Participation in my BTSA project has helped me... (MARK EACH ITEM)	Not at all 1 2 3 4 5 A lot	Table 3. Mean Responses BT's	SP's	SA's	Ttl
a) Become confident that I made the right decision to become a teacher	○○○○○	3.8	4.1	4.0	4.0
b) Become efficient in handling student assignments and other paperwork	○○○○○	3.3	3.8	3.9	3.6
c) Feel relaxed and confident in parent contacts and conferences	○○○○○	3.4	3.7	3.7	3.6
d) Ask for additional help and feedback when I need it	○○○○○	3.9	4.3	3.7	4.0
e) Understand the way my school and its administration work	○○○○○	3.2	3.7	n/a	3.5
f) Feel effective in my classroom	○○○○○	3.8	3.7	4.0	3.8
		3.6	3.9	3.8	3.8

The responses to these survey items display a pattern similar to those regarding the development of new teacher skill and ability. Average responses by all response groups are significantly above the 3.0 midpoint on the 5-point response scale. Rank order agreement among the respondent groups is reasonably strong, but Beginning Teachers have the lowest estimates of confidence and comfort (about a third of a point below the Support Providers and Site Administrators). Additionally, the six items in this question were given highly correlated responses, making it appropriate to treat them as a single scale measuring Beginning Teacher ***Confidence*** in their ability to handle their teaching responsibilities.

Beginning Teacher career satisfaction and commitment were measured using the following four survey items:

32. Overall, how accurate is each of the following statements: (MARK EACH ITEM)	Not at all 1 2 3 4 5 Very	Table 4. Mean Responses BT's	SP's	SA's	Ttl
a) I know I made the right decision to become a teacher.	○○○○○	4.5	n/a	n/a	4.5
b) I really like teaching at my current school.	○○○○○	4.4	n/a	4.5	4.4
c) I really like my current teaching assignment.	○○○○○	4.3	4.1	4.4	4.3
d) Thinking ahead five years, I'm sure I will be teaching.	○○○○○	4.3	4.3	n/a	4.3
		4.4	4.2	4.5	4.4

Responses to these four items are especially high – each item has an overall mean well above 4.0 on the 5-point response scale, indicating very strong agreement with the positive sentiments expressed. Once again, respondent items are very highly correlated, indicating that they are tapping a global teacher career satisfaction scale. Only one item was asked of all four respondent groups (whether the Beginning Teachers like their current assignments), but the correlation is strong enough across all items to support averaging across each individual's responses to get a more reliable estimate of the global career satisfaction variable. Unlike the ***Ability*** and ***Confidence*** scales, Beginning Teachers gave the relatively high estimates of their own ***CareerSatisfaction*** relative to the Support Providers and Site Administrators. Apparently, believing that skill and confidence are growing, even when it may be lower than desired, leads Beginning Teachers to feel that they have made the right decisions to become teachers and accept their current teaching assignments.

Overall evaluation of local BTSA program performance is found in responses to six global evaluation questionnaire items, including:

Table 5. Response Means

	Not at all 1 2 3 4 5 Very	Don't Know	BT's	SP's	SA's	Ttl
12. Overall, the goals and objectives of my BTSA program are clear to me.	○○○○○	○	3.9	4.3	4.7	4.3
16. Overall, I find my participation in organized BTSA activities/ workshops/sessions etc. to be valuable.	○○○○○	○	4.1	4.4	4.4	4.3
18. Overall, are the BTSA support activities listed in Question 17 [activities with Support Providers] timely in meeting your needs?	○○○○○	○	3.8	4.2	4.2	4.1
24. Please tell us how valuable your BTSA Individual Induction Plan (IIP) is in planning and guiding your professional growth.	○○○○○	○	3.8	3.8	4.4	4.0
32. Overall, how accurate is each of the following statements:						
e) BTSA made an important contribution to the quality of my teaching.	○○○○○	○	3.6	3.7	n/a	3.6
f) My BTSA program has operated smoothly and effectively.	○○○○○	○	3.2	3.1	3.3	3.2
			3.7	3.9	4.2	3.9

As with the outcome variables, these global evaluation questions are characterized by substantial variation and high levels of intercorrelation, making it appropriate to create from them a single scale (called ***Overall*** in the remainder of this report). The most notable feature of the group responses to the separate items is that all agree that survey item 32.f asking about how smoothly and effectively local BTSA programs have operated receives the lowest average scores from all three response groups (just a bit above the midpoint of the 5-point response scale). The most positive evaluations were given to the survey items 12 and 16, indicating general agreement that the BTSA program goals are clear and that participation in organized BTSA activities is valuable for Beginning Teachers. As with the other outcome variables, Beginning Teachers give their BTSA programs the lowest average Overall scores. Site Administrators are the most positive on these items, providing the highest scores on except the clear goals item where their responses were insignificantly below the Support Providers.

IV. The BTSA Participants

Survey respondent demographics for the 1998 statewide evaluation survey are summarized in Tables 6 and 6a. For the most part, these demographics reflect just what would be expected. Both Beginning Teachers and their Support Providers are more likely to be female and younger than Site Administrators. All groups are predominantly Caucasian, though the Beginning Teacher group has twice as many Hispanic/Latino members as the Site Administrator group (and more than 50 percent more than the Support Providers), indicating that this ethnic group is gaining better access to the teaching work force. Asian Americans are also present in larger numbers among the Beginning Teachers, but African Americans have an even lower representation among the new teachers than within the ranks of the more established educators.

Data on respondent education indicates that more than one out of every three new teachers in BTSA lacks a teaching credential. Indeed, more than 42 percent of all 1998 BTSA Beginning Teachers reported that they were using an emergency permit, provisional certificate or were in training in a district or university intern teaching program (not shown on this table).

As can be seen in Table 6a, about 8.5 percent of the Beginning Teachers report that they have more than two years of teaching experience (no information on how or where that experience was obtained was solicited through the evaluation survey). More than 30 percent of the Support Providers have been teaching for over 20 years, and more than 63 percent have over ten years of experience. Fully 70 percent of the Site Administrators have more than 20 years of experience as educators, and more than 95 percent have at least 10 years of experience.

Table 6.
1998 Survey Respondent Demographics

	Beginning Teacher (N = 2,486)	Support Provider (N = 1,657)	Site Administrator (N=740)
Gender	Percent	Percent	Percent
Female	77.9	85.5	68.5
Male	22.1	14.5	31.5
Age			
20-30	59.2	10.4	0.5
31-40	22.8	24.1	11.8
41-50	14.3	37.5	42.2
over 50	3.7	28.0	45.4
Ethnicity			
African American	4.8	7.2	7.7
American Indian/Alaska Native	0.9	0.5	0.4
Asian American	6.1	4.3	5.1
Filipino/Pacific Islander	1.5	1.1	0.9
Hispanic/Latino	18.8	11.4	9.2
White(Caucasian)	64.1	73.1	75.4
Other	3.8	2.5	1.3
Education			
BA/BS degree, no credential	35.9	1.3	0
BA/BS+credential	41.8	14.8	0
BA/BS, credential+60 units	9.1	37.6	3.7
MA/MS degree	5.4	12.3	16.3
MA/MS+30units	3.5	10.9	26.2
MA/MS+60units	3.7	21.5	43.8
EdD or PhD	0.6	1.5	9.5

More than 8 of every 10 Beginning Teachers served in 1998 were in their first year of BTSA participation. More importantly, more than 60 percent of the Support Providers and almost 30 percent of the Site Administrators report that this was their first year of BTSA participation.

In several important respects, participation in local BTSA programs has changed during the past three years. Three inter-related changes (not shown in the tables) reflect a recent growth in the number of new teachers required to staff California's

public schools. First, the number of teachers serving at the elementary level has climbed from less than half (47.9%) in 1996 to more than three-quarters (76.3%) of all BTSA Beginning Teachers in 1998. Second, the number of teachers lacking full credentials has soared from 15.7 percent to 35.9 percent. And third, the number using provisional or emergency permits has nearly doubled from 22.6 percent to 39.6 percent – nearly two of every five Beginning Teachers. These changes reflect both the impact of California's Class Size Reduction initiative and rapid growth in the State's school age population.

Two offsetting changes in the relationship between Beginning Teachers and Support Providers can also be seen in the multi-year data set. The number of Beginning Teachers being assessed by each Support Provider/Assessor has declined from an average of nearly three to one (2.91:1) in 1997 to less than two to one (1.84:1) in 1998. On the other hand, the number of Support Providers reporting that they work on the same site as their Beginning Teachers declined from nearly 90 percent to just over 75 percent. At the same time, the number of Support Providers who are in their first year of BTSA service has risen steadily from 45.3 percent to 60.5 percent. This last shift is largely the result of a rapid expansion in BTSA program participation, but, nevertheless, serves to stress the capacity of local BTSA programs to respond with fully trained Support Providers.

There has been a steady increase in the number of Hispanic/Latino Beginning Teachers, moving from 14.5 percent in 1996 to 18.8 percent this year. Beginning Teachers have been getting somewhat older – dropping from 60.0 percent under 30 in 1996 to only 55.4 percent in this age group in 1998.

Table 6a.
1998 Survey Respondent Demographics (cont)

	Beginning Teacher (N = 2,486)	Support Provider (N = 1,657)	Site Administrator (N=740)
Years Taught	Percent	Percent	Percent
1 year	60.7	0.0	0.0
2 years	30.9	0.4	0.3
3 years	3.7	2.7	0.0
4 years	1.0	4.0	0.1
5 years	0.8	5.1	0.4
6-10 years	1.7	25.0	3.7
11-15 years	0.5	18.3	9.9
16-20 years	0.4	14.1	15.4
over 21 years	0.4	30.5	70.2
Years in BTSA			
1 year	83.3	60.5	29.9
2 years	16.5	20.7	21.0
3 years	0.1	9.6	18.1
4 years	0.0	6.2	11.5
5 or more years	0.0	3.0	19.5

V. The Context for Beginning Teacher Support and Induction

The statewide evaluation survey provides some information about three important aspects of the context for new teacher induction: a) the nature of the new teachers' classroom assignments, b) the extent to which they receive support from other sources in addition to BTSA programs, and c) the extent to which BTSA is seen as a high priority program by various school leadership groups.

1998 Beginning Teacher assignments, as noted in Section IV above, are heavily concentrated in the early elementary grades. Nearly three of every five (59.5%) Beginning Teachers taught in the primary (K-3) grades. An additional 31.7 percent taught in intermediate, middle or junior high school assignments, leaving only 8.9 percent in the high schools. About one new teacher in seven has a specialized teaching assignment in special education, ESL/bilingual or other special classroom settings. Only 15.3 percent of the new teachers report

having no Limited English Proficient students in their classrooms; nearly 21 percent report having more than 80% LEP students. Nearly 30 percent of the new teachers report that they can teach in a language other than English used by a significant group of students in their classrooms. This compares with just under 23 percent of the Support Providers who report the same capacity.

BTSA is not the only source of support available to new teachers (or to their Support Providers). Beginning Teachers and Site Administrators were asked to report on the extent to which Beginning Teachers receive helpful support from such sources as: department or grade level teams, principals, universities, non-BTSA teachers, and other BTSA teachers. Support Providers were asked a parallel set of questions regarding sources of support for their work in providing assessment and support services to the new teachers. Overall, the support for new teachers was reported to be moderately high, averaging 3.51 on the 5-point reporting scale for Beginning Teachers and 3.94 for Site Administrators. The support reported by Support Providers was lower averaging 3.38 for questions common to all three groups. As discussed more fully below, responses to all of the support questions were highly correlated, creating a single overall factor of ***Support*** which plays an important role in determining how effective local BTSA programs will be in mounting successful support and assessment services.

The extent to which BTSA programs are seen as important, high priority activities by key actors within local school districts and county offices of education forms the third contextual factor influencing whether Beginning Teachers will receive needed support and assessment services. All respondent groups were asked to indicate whether BTSA projects are, "seen as a high priority program by. . ." agencies including: Beginning Teachers, Support Providers, Site Administrators, teacher unions, universities, other teachers, district office staff, and county offices of education. Responses to these items were generally quite positive – Support providers gave an average of 4.09 on the 5-point response scale. Beginning Teacher responses averaged 4.12 and Site Administrators gave the highest responses – averaging 4.36. Within each group, responses to these items were highly correlated, creating a single factor of program priority ranking which plays an important part in explaining local BTSA program success.

VI. The Character of BTSA Program Operations

Evaluation survey data provide reasonably detailed descriptions of the support and assessment activities found in local BTSA programs. Support activities are described in terms of their frequency and their value to Beginning Teachers, and respondents are asked to assess the extent to which Beginning Teacher developmental needs are being met.

The extent to which local BTSA programs succeed in meeting Beginning Teacher needs is assessed using fifteen survey items. In order of their overall mean score on a 5-point rating scale, the fifteen items cover:

Mean	Item
4.2	Professional and/or personal reflection
4.2	Classroom management/discipline
3.9	Motivating students
4.2	Instructional strategies
4.1	Ideas for lessons
3.8	Student assessment

3.7 Content area knowledge
3.7 Curriculum frameworks
3.5 Policies and logistics of school/district
3.4 Managing paperwork
3.3 Working with LEP students

3.7 Professional/personal life stress
3.6 Working with cultural diversity
3.4 Working with parents of students
3.4 Site Administrator interactions

Site Administrators were most confident that these needs are all being met, giving an average of 3.99 on the 5-point rating scale (ranging from a low of 3.69 for Site Administrator interactions to a high of 4.38 for Instructional strategies). Support Providers gave a slightly lower overall average score of 3.76, and had a greater range of average responses (low = 3.31 for Working with LEP students; high = 4.40 for Professional and/or personal reflection). Beginning Teachers were least confident that their needs are being met, giving an average score of 3.45 for these fifteen items. They rated meeting their needs for managing paper work at 2.93, below the 3.00 mid-point on the rating scale, but joined their Support Providers in giving Professional and/or personal reflection the highest rating (4.08).

The frequency and value of BTSA support services were assessed using sixteen items. Frequency was measured on a 5-point scale (*1. never, 2. once, 3. every 2 or 3 months, 4. about monthly, 5. at least weekly*). In order of overall reported frequency, these items included:

Mean	Item
4.2	Informal contacts with BT
4.1	Engage in reflective conversations
3.7	Visit BT class during non-instruction time
3.4	Visit BT class during instruction
3.3	Conduct formal observations in BT class
3.2	Plan lessons with BT
2.9	Conference with BT by phone
1.9	Meet with BT & BTs Site Administrator

Mean	Item
4.2	Scheduled conference with BT
3.7	Prepared or sent materials to BT
3.5	Network with others in BTSA
3.3	Attend organized activities
3.3	Talk to BT about observation
3.0	Help develop Prof Growth Plan
2.4	Demonstrate lessons in BT room
1.9	SP & BT visit classes together

The Site Administrators report the most frequent use of these activities with an overall average rate of 3.53 for all activities (about half way between "every 2-3 months" and "about monthly"). Beginning Teachers report the lowest average frequency (2.97). The Support Providers are generally in agreement with the Beginning Teachers, reporting an average frequency of 3.15. All groups report highly correlated responses to all sixteen items, indicating a general tendency for some local BTSA programs to be more active than others, offering more frequent services in all areas. As discussed more fully below, this led to the development of a ***HelpOften*** variable constructed by giving each respondent the average of their responses to all sixteen items.

The value of the support services provided to Beginning Teachers was assessed by asking each respondent to provide a second score for each of the sixteen ***HelpOften*** items. The value of the help was measured on a 4-point scale (*1. Not valuable, 2. Somewhat valuable, 3. Valuable, 4. Very valuable*). The range for the average response to each of the sixteen items was quite narrow. The highest mean went to "Demonstrate lessons for BT in classroom" (3.20), the lowest went to "Met with BT and BTs Site Administrator" (2.92). Unlike the frequency assessment, the Beginning Teachers tended to give the most positive answers to the question of

how valuable was the help received (3.30 mean for all items), while the Support Providers gave the lowest mean (2.81). Site Administrators were between the others, a bit closer to the Beginning Teachers (3.20 overall mean). Once again, the survey respondents gave highly correlated answers to all questions – indicating a global tendency to feel that BTSA support services are all valuable (or none are).

A final indication of how BTSA support services are being experienced was assessed by asking Beginning Teachers and Support Providers to provide a third evaluation of the sixteen services described above – by reporting which activities were the subjects of organized activities, workshops, etc. About 60 percent of all Beginning Teachers and Support Providers reported that three of the activities were the subjects of seminars or other organized activities. These were: 1) Classroom management/discipline, 2) Professional/personal reflection, and 3) Instructional strategies. Four of the activities – Site administrator interactions, Policies and logistics of school and district, Working with parents of students, and Managing paperwork – were reported to be treated in workshops or seminars by fewer than 25 percent of the respondents. The other nine items ranged between these extremes.

Three sets of survey items evaluated the use and value of local BTSA program assessment activities. First, Beginning Teachers and Support Providers were asked to indicate whether each of six different assessment instruments were used: Classroom observations, Individual Induction Plans, Post-assessment conferences, Portfolios, Journals and Video/audio tapes. Surprisingly, only 84.5 percent of these respondents reported the use of classroom observations, and only a little over two-thirds (66.3%) reported using Individual Induction Plans, and a similar percentage (69.0%) reported using Post-assessment conferences. These numbers are surprising because all local BTSA programs are expected to use these three assessment elements. Each of the other three assessment elements were reported by 21 to 52 percent of the respondents.

The second look at assessment was reported when each Beginning Teachers and Support Providers reported on how accurately each of the instruments being used assessed the performance of Beginning Teachers. The average accuracy scores ranged from 3.18 for Video/audio tapes to 4.31 for Classroom observations. Overall, Support Providers felt that the assessments were somewhat more accurate (mean for all items of 3.77 for Support Providers versus 3.69 for Beginning Teachers).

The third look at local BTSA program assessments proved to be the most valuable. Two items found in Question 28 of the Beginning Teacher survey form asked:

28. Overall, the BTSA assessment system is. . .	Not at all 1 2 3 4 5 A lot	Don't know	Response Means BT's	SP's	SA's	Ttl
fair in representing my skills and abilities	○○○○○	○	4.0	4.2	4.3	4.1
effective in supporting my professional development	○○○○○	○	4.0	4.1	4.2	4.1
			4.0	4.1	4.2	4.1

As shown in the table to the right of the questions, all three respondent groups agree quite closely on these questions, giving average scores a little above 4.0 on the 5-point response scale. Respondent answers to these questions were strongly correlated, creating a overall ***Assess*** factor

which plays a major role in determining whether BTSA participants feel that the program is working and that Beginning Teachers are reaching the intended outcome goals.

VII. Modeling Successful BTSA Programs

Figures A, B and C (starting on page 15) present an integrated picture of how successful BTSA programs operate. Figure A presents the views of Beginning Teachers, Figure B those of their Support Providers, and Figure C the perceptions of school Site Administrators. These models summarize the "best fit" to the statewide survey data – an extraordinarily powerful and clear picture of how each of these key actor groups analyze their BTSA experiences. The boxes shown on each model represent answers to specific questions on the Statewide Evaluation Survey. The ovals represent broad conceptual constructs that summarize the questionnaire responses, but were not directly asked of each respondent. The twelve boxes on the Beginning Teacher and Support Provider models represent the following questionnaire items:

Supports: Responses to questionnaire item 19 asking about the extent to which beginning teachers receive helpful support from groups and individuals who are not part of the BTSA staff (principals, grade/department teams, other teachers, teacher unions, etc.)

RankHigh: Responses to questionnaire item 13 asking whether BTSA is seen as a high priority program in the minds of administrators, teachers, university staff, county offices of education and other groups

AssessDvlp: Responses to questionnaire item 28(b) asking about the extent to which BTSA assessment systems are effective in supporting beginning teachers' professional development.

AssessSkill: Responses to questionnaire item 28(a) asking about the extent to which BTSA assessment systems are fair in representing beginning teachers' skills and abilities.

HelpOften: The average of responses to the questions 17.a through 17.p asking respondents how often beginning teachers engaged in various support activities with their support providers.

HelpValue: The average of responses to the question of how valuable each of these support activities was in encouraging beginning teacher professional development.

OrgActivity: The average number of support services provided through organized BTSA activities/workshops/sessions etc. (This question was not asked of the Site Administrators, and thus is missing from their "best fit" model in Figure C).

NeedsMet: The average of responses to questionnaire items 14.a through 14.o asking the extent to which BTSA projects met beginning teacher needs in fifteen specific areas.

CareerSatis: The average of responses to questionnaire items 32.a through 32.d asking whether beginning teachers are satisfied with various aspects of their jobs and career decisions.

Confidence: The average of responses to questionnaire items 31.a through 31.f asking about whether participation in BTSA has increased beginning teachers' confidence and comfort with their work responsibilities.

Ability: The average of responses to questionnaire items 30.a through 30.g asking about the extent to which BTSA participation has led to the attainment of beginning teacher abilities in the domains described in the *California Standards for the Teaching Profession.*

Overall: The average of responses to six questionnaire items asking respondents to provide an overall evaluation of BTSA program effectiveness and success. The questions include: 12. BTSA goals and objectives are clear, 16. BTSA participation is valuable, 18. BTSA activities are timely in meeting beginning teacher needs, 24. Individual Induction Plans are valuable, 32.e BTSA participation makes positive contribution to teaching quality, and 32.f BTSA programs operated smoothly and effectively.

The three ovals representing summary variables (called "latent factors") are:

Context: Taken together, responses to the two sets of variables labeled "Supports" and "RankHigh" constitute the organizational context for BTSA program implementation. Where Beginning Teachers are broadly supported by administrators and other teachers, and where the BTSA programs are seen as a high priority part of school and district efforts to improve instruction, local BTSA projects are able to flourish. Where new teacher support is lacking and BTSA is viewed as routine or unimportant, the program is likely to fall short of expectations.

Assess: Responses to the two new teacher assessment questions labeled "AssessDvlp" and "AssessSkill" are very highly correlated, and together reflect respondents' belief that BTSA assessment systems (however they may be structured) are fair, accurate and helpful to the professional growth of new teachers.

Outcomes: Although it was initially hypothesized that each of the three BTSA outcome variables – a) Professional Ability, b) new teacher Confidence, and c) Career Satisfaction – would constitute a single overarching description of BTSA program Outcomes, the data revealed otherwise. The development of new teacher "Ability" and "Confidence" are highly intercorrelated, but the "CareerSatis"

variable constitutes a different dimension of new teacher development and is not highly correlated with the first two. Thus, the "Outcomes" oval on the three figures represents only the development of the combined ability and confidence elements, with career satisfaction analyzed as an independent BTSA program outcome.

The arrows connecting the boxes and ovals on each of the statistical models are used to represent important and powerful relationships among the survey response variables. The variables to which the tails of the arrows are connected are the "independent" variables significantly influencing the value of the "dependent" variables toward which the head of each arrow points. The numbers located near the mid-point of each arrow report the magnitude of the relationship between the variables, measured in a standardized scale which makes it appropriate to consider compare the them with one another.

The extent to which each of the predicted or dependent variables can be accounted for by each statistical model is indicated by the "proportion of variance explained" number located near the upper right corner of each box or oval. This number is a standardized, linear scale running from .00 to 1.00, and can be converted to the percentage of variance explained by multiplying by 100.

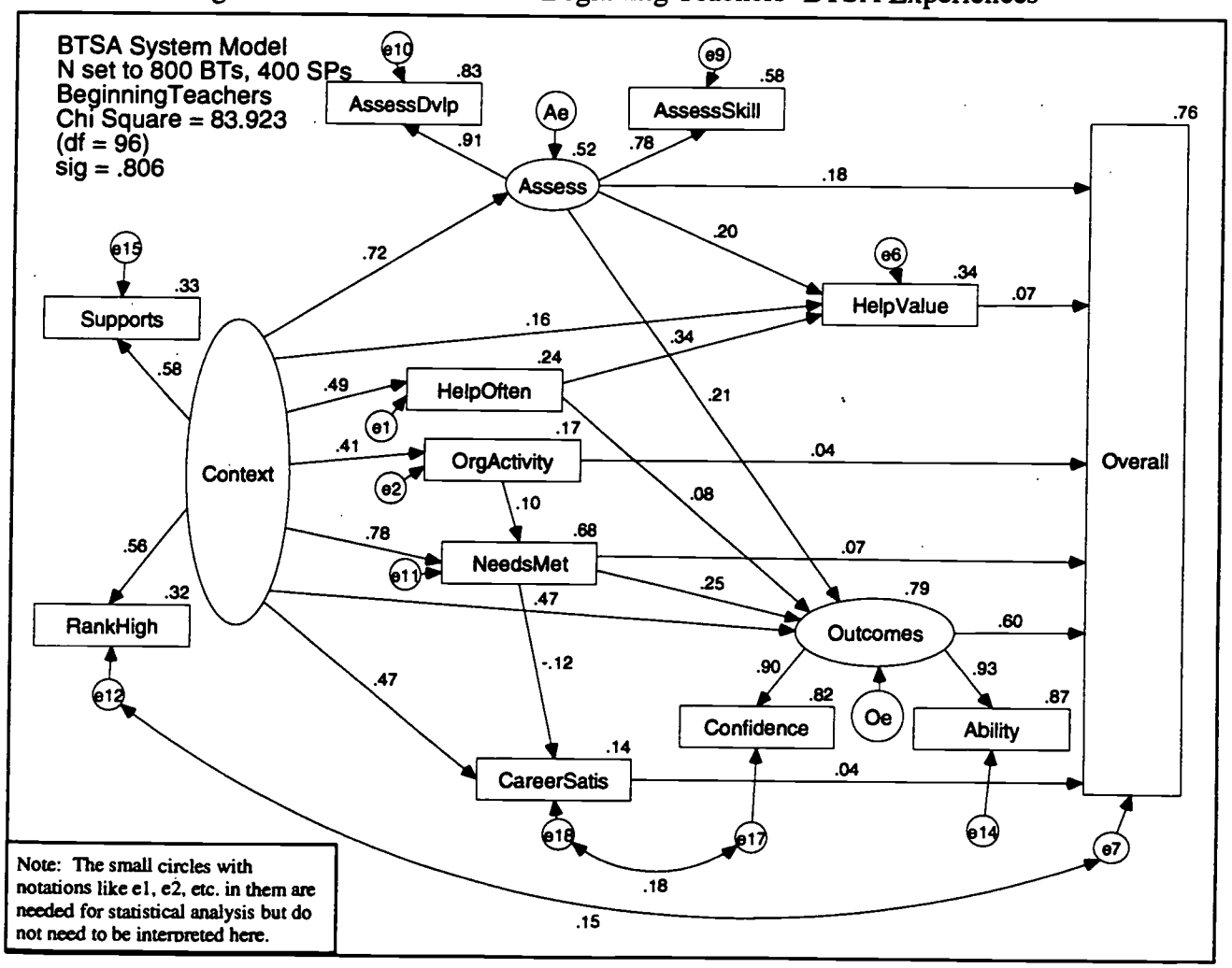
The models are designed to be read from left to right. At the left side of the figures are the two contextual variable sets labeled "Supports" and "RankHigh." As indicated above, these boxes represent the average scores given to the Statewide Evaluation Survey question numbered 13 (Supports) and 19 (RankHigh). These two variables are linked (by arrows) to the oval labeled "Context" to indicate that they are substantially correlated with each other, and operate together to create the necessary context for development and implementation of successful BTSA programs. This connection means that local BTSA programs are much more likely to be successful where Beginning Teachers receive broad-based professional support from their fellow teachers, grade level or departmental teams, administrators and others with whom they interact on a daily basis. Additionally, BTSA programs are more powerful where the program is seen as important by school and district administrators, by teacher unions, county offices of education and university staff as well as by the BTSA staff responsible for its implementation. It is, of course, not surprising to find that these contextual factors are important. But it is impressive to discover just how powerfully these factors influence the whole range of BTSA program activities and outcomes.

The Beginning Teachers

Looking specifically at Figure A (the Beginning Teacher "best fit" model), note that the Context variable substantially predicts how new teachers view seven dimensions of their BTSA program experience. That is, where beginning teachers are encountering a positive Context of broad-based Supports and RankHigh priorities for the local BTSA program they give sharply higher scores on the variables labeled: Assess, HelpOften, HelpValue, OrgActivity, NeedsMet, Outcomes, and CareerSatis. The most powerful link is the .78 on the arrow linking Context with the NeedsMet variable, indicating that a positive Context is most effective in creating the conditions for beginning teachers to feel that their professional development needs are being

fully met. Nearly as powerful as this link, is the .72 on the arrow linking Context with the Assess variable representing beginning teacher belief that their local BTSA programs' assessment systems are fair, accurate and supportive of their professional development. The Context variable is also strongly linked to the frequency with which beginning teachers receive support services (HelpOften, .49) and whether those activities are offered as organized workshops, seminars, etc. (OrgActivity, .41). These linkages highlight the fact that a positive Context for local BTSA program operation has a dramatic and consistently positive effect on all of the fundamental elements of program implementation. Supportive contexts offer fairer, more helpful assessments; provide more frequent and more diverse support activities; more often organize these activities into workshops or seminars; and more often meet the developmental needs of beginning teachers. Though the linkage is quite a bit weaker, beginning teachers even report that the help they do receive from their local BTSA programs is more valuable when provided in positive Context settings.

Figure A. Best Fit Model of Beginning Teachers' BTSA Experiences



It is especially important to note that the Context variable has direct and statistically strong linkages to career satisfaction (CareerSatis, .47) and the Outcomes variable representing

the combination of Confidence and professional Ability development (Outcomes, .47). These links mean that, regardless of the specific character of local BTSA program design and implementation, beginning teachers working in a positive context of support for themselves and their BTSA programs will experience substantially higher levels of Ability, Confidence and CareerSatis. Conversely, beginning teachers laboring in an environment lacking in support will have a much harder time fulfilling the overall goals of BTSA participation.

The variables identified in the central part of Figure A describe the central components of local BTSA programs and document their relationships with targeted outcomes. Adding to the important direct contribution of supportive Contexts, three aspects of the BTSA program operations contribute substantially to producing the Confidence and Ability Outcomes. The strongest contributor is the NeedsMet variable (.25) measuring whether beginning teachers felt that their professional development needs were being met through BTSA participation. Close behind the NeedsMet variable is the contribution of the Assess variable (.21), indicating that local BTSA programs are much more effective if their new teacher assessments are seen as fair, accurate and useful in promoting professional development. The frequency with which various BTSA support activities are conducted also makes a direct contribution to the Outcomes level (HelpOften, .08). In combination, the Context and BTSA program variables explain fully 78 percent of the variance in the Ability and Confidence Outcomes variable – an extraordinarily powerful model, accounting for nearly four-fifths of all the variations in beginning teachers confident ability to meet the *California Standards for the Teaching Profession.*

Note that the HelpValue variable does not make a substantial contribution to Outcomes. Rather, the perceived value of help provided to beginning teachers is an outgrowth of the combined effects of how often the help is provided (HelpOften, .34), the quality of the BTSA assessment system (Assess, .20) and the development of a supportive context (Context, .16). Thus, while beginning teachers report substantial variation in the value of the help provided, they are able to distinguish these feelings of help value from those related to their attainment of professional level abilities and confidence in their teaching ability.

The variable labeled Overall, is shown at right side of Figure A (as in Figures B and C). As described above, this variable is a composite of responses to six survey items asking for an overall evaluation of the quality and effectiveness of local BTSA programs. This global evaluation variable represents the most general orientation of survey respondents to their BTSA experiences and reflects the overall level of satisfaction with the design, implementation and impact of BTSA participation. As shown at the upper right corner of this variable, the variables modeled in this analysis explain more than three-fourths (.76) of all the variation in beginning teachers' global evaluations of their BTSA experience. Not only do the examined variables powerfully explain BTSA program experience, they indicate quite clearly what causes beginning teachers to develop a positive view of BTSA. It should be quite satisfying to policy planners and BTSA program implementation staff to find that beginning teachers give highest marks to BTSA when they feel they have achieved the targeted Outcomes of high Ability and Confidence. With a contribution weight of .60, the Outcomes variable is more than three times as powerful as the next most powerful factor in predicting a positive BTSA experience. Equally satisfying to BTSA designers will be their recognition that the second most powerful factor influencing overall BTSA program evaluation is the quality of the local BTSA assessment system (Assess,

.18). Much less powerful than these two major variables, but still making strong contributions to the beginning teachers' overall evaluation of their BTSA experience are three of the program operation variables – NeedsMet, .07; HelpValue, .07 and OrgActivity, .04. Beginning teachers with higher levels of career satisfaction are also more likely to rate their BTSA experiences positively (CareerSatis, .04).

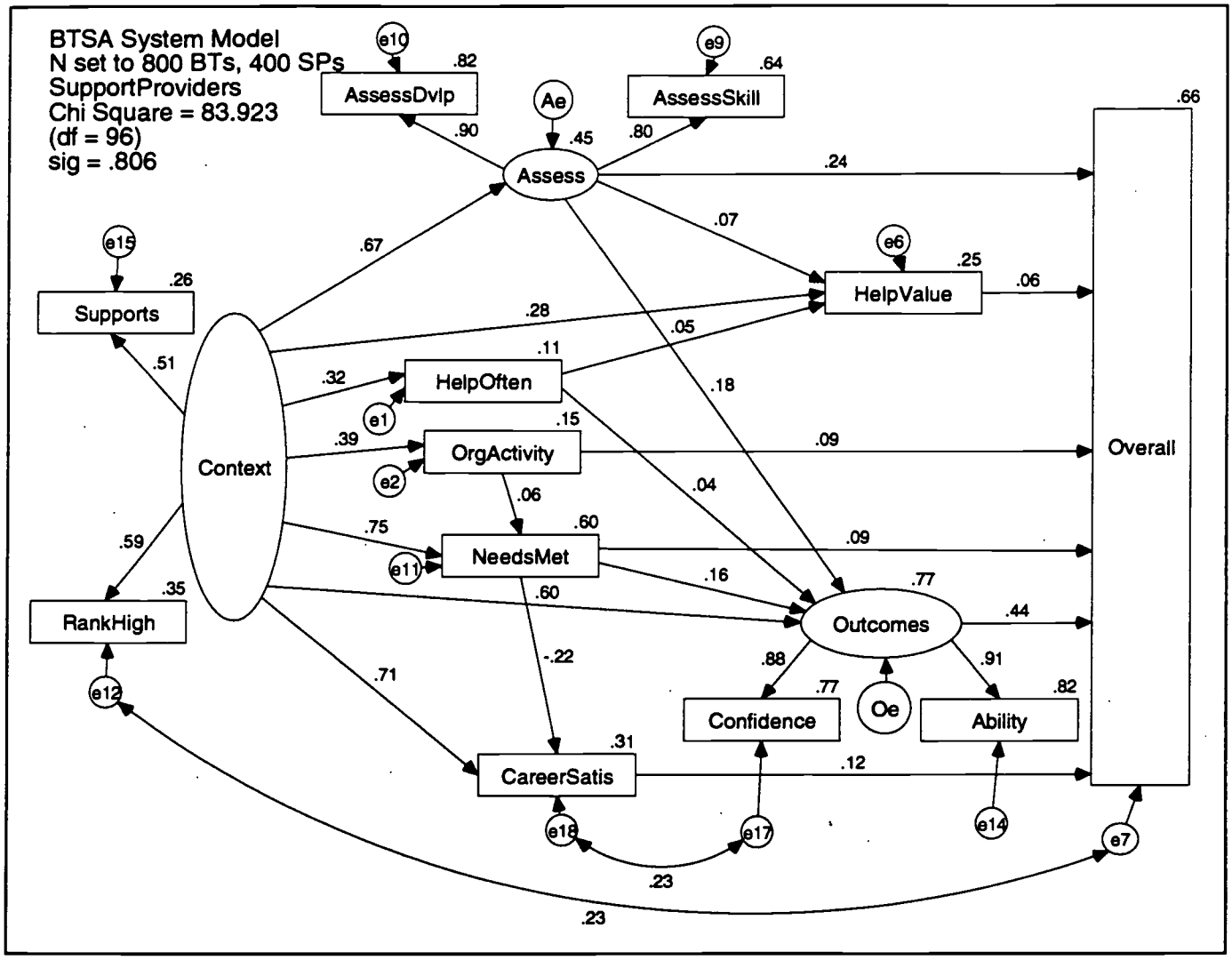
It is also important to recognize what variables do not contribute directly to the beginning teachers' positive view of their BTSA programs. The Context variable which is extremely important in enabling local BTSA programs to adopt effective designs and implement them successfully does not directly contribute to an the Overall evaluation variable. This means that, ***unless local BTSA programs capitalize on supportive Contexts and implement programs with strong assessment and support components, a positive initial context will not lead to a positive view of BTSA program experiences.*** (Note that there is a modest, but extraneous, correlation between the RankHigh variable and the Overall variable shown at the very bottom of the figure. This correlation probably springs from some unmeasured general tendency for all programs stressed by school district leaders to be given a more positive evaluation by their participants.)

Finally, we note that there is only one negative relationship found in Figure A. The -.12 on the arrow linking NeedsMet to CareerSatis means that beginning teachers reporting that their BTSA experiences were more successful in meeting their developmental needs were less likely to report high levels of career satisfaction. The most likely explanation for this relationship is that those beginning teachers who find themselves experiencing a greater sense of need (and therefore needing and receiving the greatest level of support from BTSA program participation) are also more likely to feel that they may not be "cut out" for a teaching career and may be re-examining their commitment to the profession.

The Support Providers

Figure B presents the "best fit" model for the responses of BTSA support providers to the evaluation survey. This model is structurally identical to that for the beginning teachers, indicating that these two respondent groups evaluate their BTSA programs in the same general way (though they weight the evaluation factors somewhat differently). The most important point to emphasize in interpreting Figure B is that the model for Support Providers explains the same, very high, proportion of variance in beginning teacher Confidence and Ability Outcomes (77 percent). This equivalency between the two models is all the more impressive because the Support Providers were reporting beliefs regarding how BTSA program participation affected the professional development of the Beginning Teachers, while the Beginning Teachers were reporting on their views of their own development. This correspondence gives strong evidence that these two groups hold rather similar views regarding the meaning of these outcome variables and evaluate program impact similarly.

Figure B. Best Fit Model of Support Providers' BTSA Experiences



Five additional points are important in comparing the Beginning Teacher and Support Provider evaluation models. First, the Context of broad-based Beginning Teacher Supports and RankHigh priority for local BTSA programs provides the same driving force for BTSA program implementation and impact in the minds of the Support Providers as was reported by the Beginning Teachers. The impact of Context on NeedsMet continues to be the strongest link (weight = .75), but for the Support Providers the impact on career satisfaction and the direct impact on program outcomes are even stronger than for the Beginning Teachers (CareerSatis = .71, Outcomes = .60). Context impact on the assessment system remains strong (Assess = .67) and the impact on the Support Provider judgments about the value of the help offered to Beginning Teachers remains modest (HelpValue = .28). Second, the development of a fair and helpful Beginning Teacher assessment system continues to have a moderate impact on the development of target outcomes (weight = .18), and a stronger impact on the way Support Providers judge the Overall effectiveness of BTSA program operations (weight = .24). Third,

the development of targeted outcomes remains the strongest predictor of strong Overall evaluation of local BTSA programs. However, for the Support Providers the contribution of sound assessments has an impact much closer to that of Outcomes than was seen in the case of the Beginning Teachers (Support Providers: .24 Assess, .44 Outcomes; Beginning Teachers: .18 Assess, .60 Outcomes). Fourth, the perceived negative relationship between meeting Beginning Teacher needs and increasing their career satisfaction is even more pronounced among the Support Providers (-.22 for Support Providers versus -.12 for Beginning Teachers). Taken together, these observations serve primarily to confirm the general model of successful BTSA programs framed by our examination of Beginning Teacher responses. Context is vital, Assessment plays a powerful role, and the targeted outcomes are produced by the combined impact of individualized and organized BTSA activities aimed at targeted skills and abilities.

The Site Administrator Views

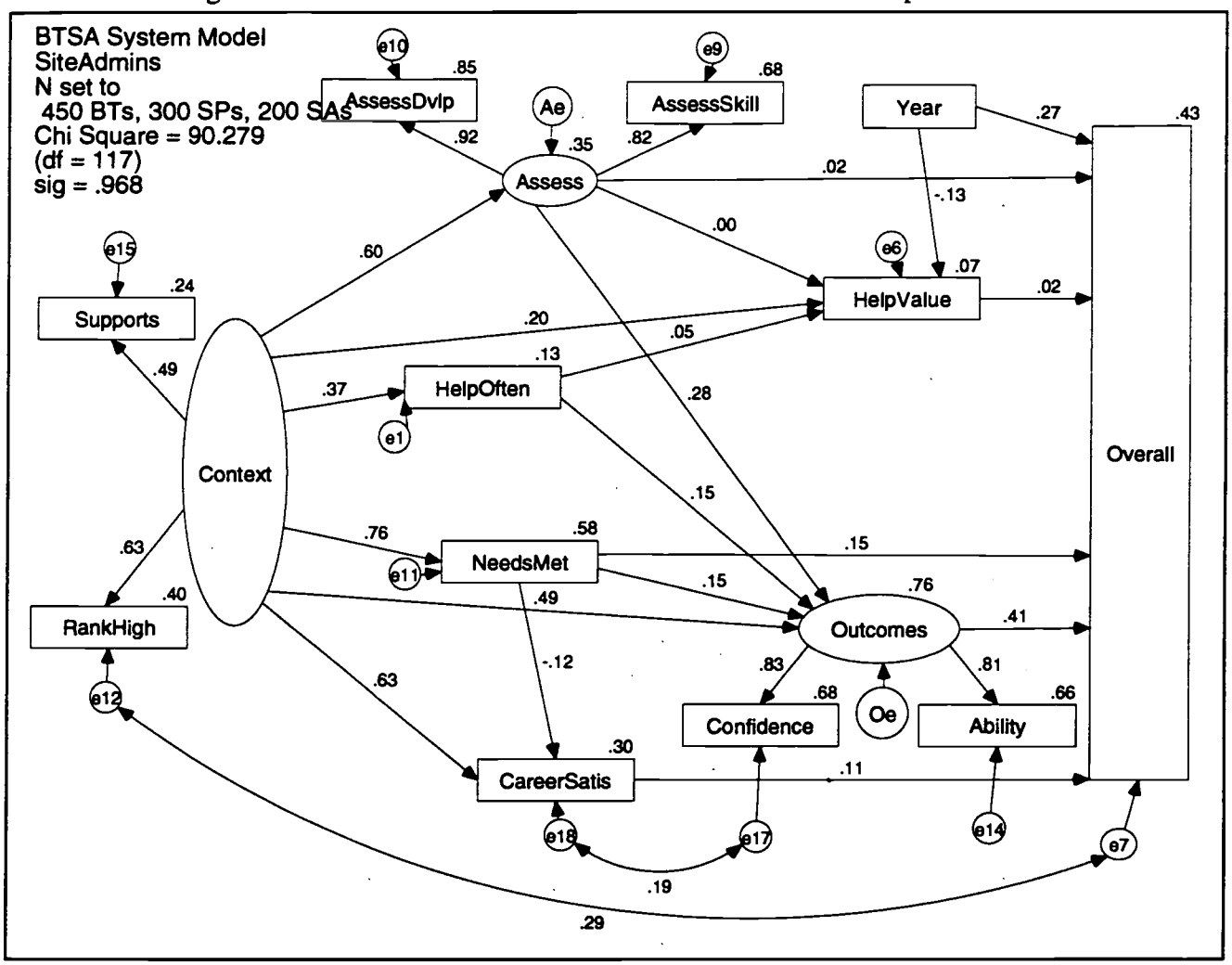
Figure C presents the "best fit" model for the school Site Administrators responding to the evaluation survey. There are two important differences between this model and that for the Beginning Teachers and the Support Providers. First, the Site Administrators were not asked to report on which of the local BTSA program activities were embedded in seminars, workshops, etc. Hence, the OrgActivity variable appearing in the earlier figures has been removed from this model. The second change is the inclusion of the variable Year (seen toward the upper right corner of the figure). As indicated by the .27 weight on the arrow connecting Year to the Overall evaluation of BTSA by the Site Administrators, this group has substantially raised its estimation of the overall effectiveness of BTSA programs during the last three years. The increase in overall approval for BTSA by Site Administrators is much stronger than that expressed by the other survey response groups. It is noteworthy, however, that school administrators receive no direct support from BTSA (and might even feel that their leadership is being undermined if BTSA programs are badly implemented). We can safely conclude, therefore, that local BTSA programs are becoming more and more successfully integrated into the life of local schools.

There are four other important observations to make about the best fit Site Administrator model. First, although the model is a bit weaker in its ability to explain administrators Overall BTSA evaluations (only 43 percent of variance in this variable rather than the 66 percent for Support Providers and 76 percent for Beginning Teachers), it still explains more than three-fourths (76 percent) of the variance in the Confidence and Ability Outcomes. Second, as with the other survey response groups, Site Administrators report that the Context of Beginning Teacher Supports and RankHigh priority for the local BTSA program is vitally important to successful program implementation. The impact of Context on whether Beginning Teachers have their NeedsMet remains the most powerful linkage (weight = .76), with the other linkages having similar weights to those found for the Beginning Teachers and Support Providers.

The third important observation is that Site Administrators view BTSA assessment of Beginning Teachers as even more important in influencing attainment of targeted outcomes than do the other survey response groups (the Assess to Outcomes weight = .28). Finally, even though they are not directly involved in the Beginning Teacher – Support Provider relationship, the Site Administrators are able to confirm that Beginning Teachers whose NeedsMet index goes

up are less inclined to feel strong career satisfaction (the weight is -.12, identical to that seen by the Beginning Teachers.

Figure C. Best Fit Model of Site Administrators' BTSA Experiences



VIII. Seven Central Tensions:

The evaluation data described in this report highlight seven basic tensions within BTSA program design and implementation which are likely to be the central factors in determining how successful this new teacher induction program will be in setting and meeting professional standards for all California teachers.

1. Creating strong supportive relationships while meeting professional standards. While all the evaluation survey respondent groups (beginning teachers, support providers and site administrators) agree that successful BTSA programs have strong assessment systems, written answers to open-ended questions reveal a continuing tension between the importance of meeting objective standards of professional expertise and building close collegial working

relationships between Beginning Teachers and the more senior educators serving as their Support Providers. There does not appear to be any easy way to make this tension go away. Educators know that their work with children requires a relationship of trust and confidence that is maintained without regard to the level of attainment a child may reach. Similarly, they remain firmly convinced that effective new teacher support depends on building relationships of trust that do not depend on whether the Beginning Teachers meet specified performance standards. The evidence is quite convincing, however, that any effort to build supportive relationships that are not informed by fair and useful assessment of Beginning Teacher expertise will not yield the professional outcomes that remain the primary goal of all BTSA programs.

*2. **Creating records while focusing on supports.*** A similar tension exists between the requirement that BTSA programs create a case record displaying the successful professional development of each Beginning Teacher, and the necessity of focusing both Support Provider and Beginning Teacher attention on the quality of the support needed to grow and develop. The most prevalent complaint of Beginning Teachers and Support Providers alike is the "paper work" burden created by BTSA assessment and record keeping systems.

*3. **Standardizing program design while maintaining local initiative.*** Historically, local BTSA programs have been encouraged to be innovative in their designs and to direct attention to local needs and goals. This emphasis has been in constant tension, however, with the need to hold local programs accountable for realizing all of the six basic standards identified in the *California Standards for the Teaching Profession.* Further tensions are created by holding local programs responsible for meeting the *Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs,* and for utilizing the CFASST system or demonstrating that an alternative assessment is equally effective.

*4. **Creating a context of support for new teacher induction while maintaining a focus on student learning.*** BTSA is not being conducted in isolation. Educators throughout the State are being presented with a broad range of initiatives aimed at enhancing student learning. Such policies as the Class Size Reduction initiative, the highly visible STAR student assessment system, the reform of bilingual education in the wake of Proposition 227, the mandate for creating multiple measures of student grade-level academic attainment, new curriculum and textbooks, and a host of other reform and improvement initiatives are simultaneously pressuring both new and experienced teachers to revise and adjust their professional work activities. As BTSA becomes the standard for induction of new teachers it is vitally important that it remain flexible enough to identify and incorporate new school improvement initiatives – preparing BTSA Support Providers to facilitate new teacher adaptation to these changing policies and practices.

*5. **Responding to new teacher felt needs while moving them toward established norms of professional practice.*** BTSA's strong emphasis on combining development of close collegial relationships between new teachers and their Support Providers while relying on highly individualized induction plans to guide their development may put attention to explicit professional standards at some risk. As data from all of the participants in the statewide evaluation study have indicated, unless BTSA programs use professional assessment systems diligently, it is difficult to focus support services on the development of needed professional

skills. Thus, there is an abiding tension between the need for relationship building and the need for outcome tracking inherent in these two aspects of BTSA.

6. Linking assessment to support in an environment not accustomed to providing either to beginning teachers. BTSA has emerged as a formal program for new teacher induction because local schools and districts have not generally been willing or able to devote resources to this purpose. New teachers have traditionally been treated as if they were fully prepared to execute the full range of professional tasks required of them. Indeed, new teachers are often given the most challenging and difficult assignments in a school – ones abandoned by more experienced teachers whose seniority allows them to pick less challenging work assignments. Without BTSA, new teachers have been expected to make up for their lack of experience and advanced level training with extra effort and by developing the social skills needed to seek help from more experienced colleagues. BTSA represents a significant change in the culture of the school by asserting that new teachers should be given special help and continued training during their first two years on the job. The broad support for BTSA program participation, particularly the expressions of support offered by Site Administrators, suggests that this culture may be amenable to rather dramatic change. But the early participants are those most likely to seek a change in this culture. Therefore, close attention needs to be given to the extent to which new participants in BTSA continue its tradition of linking support services to comprehensive and accurate assessment of new teacher professional skills and developmental needs.

7. Maintaining program quality while expanding rapidly to serve all new teachers. BTSA expansion threatens quality program implementation in a number of ways – experienced staff are scarce, the pool of highly motivated participants may be exhausted, there may be less support from school and district officials, emerging State standards give less room for adaptation to local interests, etc. Among the most serious challenges to quality maintenance is the fact that the California Class Size Reduction initiative has sharply increased both the absolute number of new teachers and the proportion of new teachers who are not fully qualified. Nevertheless, the record of expansion over the last three years is very positive. The 1998-99 expansion will be particularly challenging, however, as BTSA moves close toward providing induction for all beginning teachers. This challenge is being substantially mediated by requiring local BTSA projects to cease trying to serve teachers who are not fully certified, however, and should not seriously undercut overall program performance.

IX. Some Policy Options for BTSA Maintenance and Improvement

There are at least six areas in which overall BTSA program performance could be supported through carefully crafted state level policy initiatives. These include:

1. Recovering and analyzing CFASST data. In the course of implementation, local BTSA projects are modifying and adapting a common statewide framework for guiding new teacher support and assessment embedded in the California Formative Assessment and Support System for Teachers in a variety of ways. Additionally, some local programs are continuing to use alternative systems for providing these services to their new teachers. In order to adequately interpret the extent to which CFASST is succeeding in directing new teacher assessment and support activities in important and effective ways, it will be necessary to recover and analyze the

data being generated during the implementation of this complex and highly structured process. To some extent this can be done through additional survey data collection, but is likely to be much more effectively done by collecting artifacts from actual CFASST implementation and examining the nature and extent of use, and comparing this with the attainment of professional standards and other targeted BTSA outcomes.

2. Strengthening local BTSA program contextual support. Given the extraordinary power of the context variables of broad-based new teacher support and high priority attention to BTSA program implementation to predict local BTSA program operations and outcomes, significant attention should be given to developing policies that enhance these elements. Using technical support and training processes to make all local program leaders aware of this contextual influence is a first step, but additional steps could also be taken. It would be appropriate to ask local agencies seeking to participate in BTSA how these contextual issues will be addressed, and to require that success in improving contextual support be reviewed as a part of each local program's evaluation design.

3. Validating new teacher ability, confidence and career satisfaction outcomes. While the targeted outcomes for BTSA have been widely agreed to, by program participants and policy makers, important questions remain regarding the extent to which the existing survey questions are tapping the most important dimensions of each targeted outcome, and whether the measured outcomes are predictive of continued new teacher professional development. It would be appropriate to devote BTSA resources to the validation of the measures being used in this evaluation survey. This could be done by linking beginning teacher assessment and local program evaluation data to longer term beginning teacher development through follow-up surveys of school site administrators and beginning teachers.

4. Acknowledging and accommodating the tendency of Beginning Teachers to hold a low estimate of their professional abilities. One of the most poignant findings of this evaluation study is that attempts to assist new teachers with their professional development may be causing them to become more self-conscious and less comfortable with their abilities. To the extent that this is an important unintended consequence of implementing systematic, assessment-driven professional induction, steps need to be taken to both acknowledge this side-effect and assist beginning teachers in overcoming it. Knowledge that well designed and implemented BTSA programs are producing highly skilled professionals will help, but BTSA programs need to elicit the support of school site and district staff in assuring that beginning teachers understand the value of undergoing rigorous programs of professional development, and that their participation in BTSA will be valued.

5. Helping local BTSA projects to monitor and document the success of teachers who have participated in their induction programs. Since BTSA programs serve new teachers for only one or two years and have no further responsibility for contact with them, it will be hard for local program administrators to track the long term success of the new teachers they have helped to induct. It would be appropriate for the California Basic Education Data System to be asked to track BTSA participation for the next several years to see whether these teachers have successful and long careers. Currently, however, there is a problem with expecting CBEDS to do this tracking because this unit is not authorized to have or to release confidential data on the

educators whom they survey each year. Absent the ability to identify individual teachers for tracking, CBEDS data cannot be used for this vital long-term evaluation purposes.

6. Strengthening the linkage between BTSA programs and the pre-service training of new teachers. With the enactment of substantial reforms in pre-service teacher education, it is more important than ever to link the induction process supported by BTSA to other training and professional development efforts. Since, however, BTSA programs are structurally independent of both school districts and the colleges and universities traditionally responsible for teacher education, much needs to be done to assure broad agreement on the sequence of new teacher development and the assignment of responsibility for various aspects of professional development. BTSA programs need to know what they can expect in the way of entry level skill and knowledge when new teachers enter this induction program, and other pre-service training partners need to know that they can rely on BTSA programs for the continued development of the new teachers they are preparing.

California Department of Education
Commission on Teacher Credentialing

Beginning Teacher Support and Assessment (BTSA) Program Evaluation Survey

~ 1997-98 Beginning Teacher Form ~

Conducted by
California Educational Research Cooperative
University of California, Riverside, Riverside, CA 92521

This survey is intended for 1997-98 BTSA project participants. The purpose is to lay the foundations for BTSA program improvements at the project level, and assist the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) to develop a comprehensive picture of BTSA program operations and impacts. We hope to learn what features of program design are most helpful in assuring effective support and assessment of new teachers.

Please assist us by completing this survey, which should take no longer than 30 minutes. When completing the survey please bubble in the circles completely. Do not mark outside of the bubble. Only pencil, blue and black ink are acceptable. ***Please do not use red ink***. Your participation is completely voluntary. Please know, however, that your participation is strongly encouraged by the CTC, the CDE and Delaine Eastin, State Superintendent of Public Instruction.

Project evaluators will maintain the information they receive in strictest confidence; no individual will be identified. Place your completed survey in the envelope provided and return it to your BTSA Director or contact person. Do not return unused surveys. Also, please do not photocopy this survey. Photocopies cannot be machine read. CERC will supply additional copies as needed.

BTSA Support Providers and Site Administrators are being asked similar questions to develop a comprehensive description of the California Beginning Teacher Support and Assessment projects, and to gather suggestions for program improvement and statewide implementation. Thank you for your time and cooperation in completing this very important survey.

For survey tracking please provide the following information:

What is the name of your school district?_____

In what county is this district located? _____

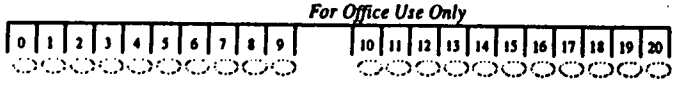
Please write, *and bubble in*, the last four digits of your social security number.

		0 1 2 3 4 5 6 7 8 9
First digit:	___	○○○○○○○○○○
Second digit:	___	○○○○○○○○○○
Third digit:	___	○○○○○○○○○○
Fourth digit:	___	○○○○○○○○○○

Thank you very much for completing this survey. Please seal your completed questionnaire in the envelope provided and return it directly to your BTSA Director or contact person.

Thank you!

For Office Use Only



Please fill answer bubbles completely with a dark pen or pencil: ● (not ⊙ or ⊗)

I. Personal Background

1. **What is your gender?** ○Female ○Male

2. **What is your age group?** ○20-30 ○31-4 ○41-50 ○Over 50

3. **What is the highest educational level you have completed?** (MARK ONE)
○ BA/BS degree ○ BA/BS +credential ○ BA/BS +credential+60 units
○ MA/MS degree ○ MA/MS +30 units ○ MA/MS +60 ○ Ed.D./Ph.D.

4. **With which ethnic group do you most identify yourself?** (MARK ONE)
○ African American ○ American Indian/Alaska Native ○ Asian American
○ Filipino/Pacific Islander ○ Hispanic/Latino ○ White(Caucasian)
○ Other (Specify:_____)

5. **What is your current teaching assignment?** (MARK ALL THAT APPLY)
○ Primary(K-3) ○ Intermediate (4+) ○ Middle/Junior High ○ Senior High
○ Special Education ○ ESL/Bilingual ○ Other special assignment

6. **Including this year, how many years have you taught full time?**
○1 ○2 ○3 ○4 ○5 ○6 –10 ○ 11-15 ○16-20 ○21+

7. **If you are a secondary level teacher, what subjects do you teach?**
(MARK ALL THAT APPLY) ○Arts/Humanities ○ English ○Mathematics
○ Physical Education ○ Science ○ Social Studies
○ Other:_____ ○ I am not a secondary teacher.

8. **What percent of your students are Limited English Proficient?**
○None ○ Under 20% ○21-40% ○41-60% ○61-80% ○Over 80%

9. **Can you teach in a non-English language native to a significant group of your students?** ○No ○Yes (Specify:_____)

10. **What type of teaching contract do you have?** (MARK ONE)
○Provisional/Emergency permit, temporary contract that requires I complete further education to obtain a regular credential to keep my teaching position.
○Probationary contract (I have the necessary credential but not tenure).
○Regular contract with tenure.
○University or District Internship contract (in cooperation with teacher training institution).
○Other (Specify:_____).

11. **Including this year, how many years have you participated in a BTSA project?**

○1 ○2 ○3 ○ 4 ○ 5 or more

II. About Your BTSA Program

	Not at all 1 2 3 4 5 Very	Don't Know
12. **Overall, the goals and objectives of my BTSA program are clear to me.**	○○○○○	○

13. My BTSA project is (MARK EACH ITEM) **seen as a high priority program by the...**	Not at all 1 2 3 4 5 Very	Don't Know
District Office(s)	○○○○○	○
County Office(s) of Ed	○○○○○	○
Principals	○○○○○	○
University(ies)	○○○○○	○
Teacher Union(s)	○○○○○	○
Support Provider(s)	○○○○○	○
Other Teachers	○○○○○	○
BTSA Staff	○○○○○	○

14. My BTSA project (MARK EACH ITEM) **meets my needs in each of the following areas...**	Not at all 1 2 3 4 5 Fully	Not a Need
a) Content area knowledge	○○○○○	○
b) Curriculum frameworks	○○○○○	○
c) Classroom management/discipline	○○○○○	○
d) Stress management	○○○○○	○
e) Reflection on teaching practice	○○○○○	○
f) Policies and logistics of school and district	○○○○○	○
g) Instructional strategies	○○○○○	○
h) Ideas for lessons	○○○○○	○
i) Student assessment	○○○○○	○
j)Working with Limited English Proficient students	○○○○○	○
k)Working with cultural diversity in the classroom	○○○○○	○
l) Working with parents of students	○○○○○	○
m) Managing paperwork	○○○○○	○
n) Site administrator interactions	○○○○○	○
o) Motivating students	○○○○○	○
p) Other (Specify:_____).	○○○○○	○

15. **Which, if any, of the above areas are covered in <u>organized</u> BTSA activities/ workshops/sessions etc. ?** (MARK ALL THAT APPLY)
○a ○b ○c ○d ○e ○f ○g ○h ○I don't know
○i ○j ○k ○l ○m ○n ○o ○p ○None

16. **Overall, I find my participation in organized BTSA activities/ workshops/sessions etc. to be valuable. .** Not at all 1 2 3 4 5 Very; Don't Know

17. **Please indicate how often you engage in each activity listed below *with your Support Provider/Assessor* and how valuable these activities are for your professional development.**

(MARK EACH ITEM)	How often? Never	Once	Every 2-3 Months	About Monthly	At least Weekly	How valuable? Not Valuable	Somewhat Valuable	Very Valuable	*Not Applicable*
My Support Provider:									
a) holds scheduled meetings with me									
b) visits my classroom during instruction time									
c) conducts formal observations in my classroom									
d) talks with me about a classroom observation									
e) helps me develop an individual induction plan									
f) engages me in reflective conversations									
g) attends organized activities/sessions with me									
h) conferences with me by telephone									
i) visits my classroom during non-instruction time									
j) networks with other BTSA participants									
k) demonstrates lessons for me in the classroom									
l) prepares or sends materials to me									
m) makes informal contacts with me									
n) plans lessons with me									
o) meets with me and my site administrator									
p) visits other classrooms with me									
q) Other (Specify:_____)									

18. **Overall, are the BTSA support activities listed in Question 17 timely in meeting your needs?**
Never Sometimes Usually Always Don't know

19. **In my development as a teacher I receive helpful support from...** (MARK EACH ITEM) None at all 1 2 3 4 5 A lot; Don't know

	1	2	3	4	5	Don't know
My department or grade level team						
My principal						
The university						
My BTSA project						
Non-BTSA teachers						
Other:_____						

20. **If you are an elementary teacher, does your BTSA Support Provider teach at the same grade level?**
Yes No I am a secondary teacher. I don't know

21. **If you are a secondary teacher, does your BTSA Support Provider teach the same subject(s) you are teaching?**
Yes No I am an elementary teacher. I don't know

22. **Does your BTSA Support Provider work on the same school site as you?**
Yes No My Support Provider is *not* a regular teacher.

23. **Is your BTSA Support Provider assigned more than one Beginning Teacher?**
Yes No I don't know

24. **Please tell us how valuable your BTSA Individual Induction Plan (IIP) is in planning and guiding your professional growth. (An IIP may be called by a different name in your project -- it is any written plan aimed at facilitating professional growth, generated in cooperation with your Support Provider).**
Not at all 1 2 3 4 5 Very; Don't Know; I have never developed an IIP.

25. **How often do you discuss your IIP with your Support Provider?**
Never Once Every 2-3 Months About monthly At least weekly

26. **Is the same BTSA person responsible for providing both *support and assessment* for you?** Yes No

27. **How important is each of the assessment tools listed below in your BTSA project? How well does each provide you with accurate feedback on your development as a Beginning Teacher? (MARK EACH ITEM)**

	How Important? Not at all 1 2 3 Very	How Accurate? Not at all 1 2 3 4 5 Very	Not Used/ Don't Know
a) Classroom observation			
b) Individual Induction Plan			
c) Portfolio			
d) Journal			
e) Video/audio tape			
f) Post assessment conference			
g) Other (Specify _____)			

28. **Overall, the BTSA assessment system is...** Not at all 1 2 3 4 5 A lot; Don't know

	1	2	3	4	5	Don't know
fair in representing my skills and abilities						
effective in supporting my professional development						

29. **Is the feedback you receive from your school site principal, through formal evaluation(s), the same as feedback you receive from your BTSA Support Provider/Assessor?**

Not at all				Exactly
1	2	3	4	5
○	○	○	○	○

III. BTSA Program Outcomes

30. **Participation in BTSA** (MARK EACH ITEM) **helps me increase my ability to...**	Not at all 1	2	3	4	A lot 5
a) Organize and manage my classroom and create a positive learning environment	○	○	○	○	○
b) Plan and design instruction	○	○	○	○	○
c) Deliver instruction to all my students, including those from diverse language and ethnic backgrounds	○	○	○	○	○
d) Use my subject matter knowledge effectively in my teaching	○	○	○	○	○
e) Diagnose and evaluate my students fairly, accurately and appropriately	○	○	○	○	○
f) Engage with colleagues, parents and students as a member of a learning community	○	○	○	○	○
g) Be a highly successful teacher	○	○	○	○	○

31. **Participation in my BTSA project has helped me...** (MARK EACH ITEM)	Not at all 1	2	3	4	A lot 5
a) Become confident that I made the right decision to become a teacher	○	○	○	○	○
b) Become efficient in handling student assignments and other paperwork	○	○	○	○	○
c) Feel relaxed and confident in parent contacts and conferences	○	○	○	○	○
d) Ask for additional help and feedback when I need it	○	○	○	○	○
e) Understand the way my school and its administration work	○	○	○	○	○
f) Feel effective in my classroom	○	○	○	○	○

32. **Overall, how accurate is each of the following statements:** (MARK EACH ITEM)	Not at all 1	2	3	4	Very 5
a) I know I made the right decision to become a teacher.	○	○	○	○	○
b) I really like teaching at my current school.	○	○	○	○	○
c) I really like my current teaching assignment.	○	○	○	○	○
d) Thinking ahead five years, I'm sure I will be teaching.	○	○	○	○	○
e) BTSA made an important contribution to the quality of my teaching.	○	○	○	○	○
f) My BTSA program has operated smoothly and effectively.	○	○	○	○	○
g) Confidentiality has been maintained throughout my BTSA experience.	○	○	○	○	○

Comments:

To help us plan future directions for Beginning Teacher Support and Assessment programs, please answer the following questions as completely as possible. Feel free to use the back of this survey form to respond.

Please tell us about the most positive support or assessment feature(s) of your BTSA program.

Please tell us about the support or assessment feature(s) in your BTSA Program you would most like to see changed. What are your specific recommendations for change in these areas?

_____ Please do not write below this line _____

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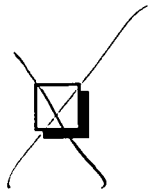

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