ED 465 780   TM 034 165

AUTHOR   Hendrick, Linda Scott; Childress, Linda J.
TITLE   The RIMS Beginning Teacher Support and Assessment
                Partnership: A Study of Eight Years of Collaboration.
PUB DATE   2002-04-00
NOTE   30p.; Paper presented at the Annual Meeting of the American
                Educational Research Association (New Orleans, LA, April
                1-5, 2002).
PUB TYPE   Reports - Evaluative (142) -- Speeches/Meeting Papers (150)
EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   Beginning Teacher Induction; *Beginning Teachers;
                Cooperation; *Educational Assessment; Elementary Secondary
                Education; Evaluation Methods; Partnerships in Education;
                Professional Development; *Program Effectiveness; Program
                Evaluation
IDENTIFIERS   *California

ABSTRACT
        In the year 2003, the Beginning Teacher Support and
Assessment Program (BTSA) will become a mandatory credentialing program for
California's new teachers. At a local level, the Riverside, Inyo, Mono, San
Bernardino Beginning Teacher Support and Assessment Program (RIMS/BTSA) is
one of 147 BTSA programs. Now entering its eighth year, the RIMS/BTSA
consortium includes 2 county offices of education, 2 universities, and 55
local school districts. To prepare for a year 2000 RIMS/BTSA Peer Program
Review, the consortium designed and implemented a self-study organized around
the then 13 BTSA program standards. An array of evaluation tools developed
for this self-study included a self-study rubric, focus group interviews with
4 to 10 support providers in each group, a review of the annual BTSA program
evaluation survey, which in 2000 contained the responses of 764 beginning
teachers, 499 support providers, 71 site administrators, and 12 RIMS/BTSA
staff. A meta-analysis of survey results from 1999 through 2000 added
evaluation data, as did the RIMS/BTSA information management system and a
survey of 1,143 new teachers that focused on teacher retention. In general,
beginning teachers felt they received less support than administrators
perceived was given. Evaluation findings identified four broad challenges to
the RIMS/BTSA program: (1) planning for service delivery for first and second
year teachers; (2) increasing involvement of beginning teachers and support
providers in formative assessment; (3) ensuring the contributions of
recurring assessment; and (4) supporting effective matches of support
providers and beginning teachers. Many RIMS/BTSA successes are also
identified. (Contains 2 figures, 3 tables, and 22 references.) (SLD)

TM

ED 465 780

The RIMS Beginning Teacher Support and Assessment Partnership:
A Study of Eight Years of Collaboration

Linda Scott Hendrick
University of California, Riverside
Graduate School of Education

Linda J. Childress
Riverside County Office of Education

A Paper Presented
at the
American Educational Research Association Conference
Division K

New Orleans, Louisiana
April, 2002

TM034165

linda.scott@ucr.edu

lchildress@rcoe.k12.ca.us

The RIMS Beginning Teacher Support and Assessment Partnership:
A Study of Eight Years of Collaboration for Teacher Induction

Education is not the filling of a pail, but the lighting of a fire.

- William Butler Yates

Introduction

Recent research has confirmed what most educators have long believed to be true: the quality of teaching likely is the most important of all school influences on the quality of education received by students, and on their academic success throughout their lives. At the national level, one of the pre-eminent challenges is for this country to carefully prepare talented, dedicated teachers for every classroom in the nation. During the next decade, two million teachers will be needed for America's classrooms. More and better-prepared teachers and *better-supported new teachers* are the necessary and sufficient conditions to stem the loss of new teachers to the profession. We know that many new teachers find themselves unprepared for the realities of teaching, and that, in the recent past, attrition from the profession has stood at alarming rates, with up to one-third of new teachers leaving the classroom in their first few years. What can be done to help new teachers?

Collaborative efforts for teacher induction, within and across institutions and agencies, can offer both the light and the heat needed to forge opportunities out of challenges. In 1999, there were 27 state organized beginning teacher assistance programs; the National Education Association (NEA) and the American Federation of Teachers (AFT) work with school districts to implement induction programs; local school districts have designed and implemented local teacher assistance programs, and some have joined collaborative consortia (Brewster, C. & Railsback, J., 2001). In California, the urgency for better-prepared teachers is multiplied by legislation that reduces class size and establishes reading reform initiatives, and by the ever-

increasing diversity of the student population. *The California Beginning Teacher Support and Assessment Program* (BTSA) is one model of successful collaboration for new teacher induction.

Foundations for the California BTSA Program

Serious and systematic attention to the induction of new teachers has occurred for more than a decade, and the systematic publication of research on teaching has been underway for more than thirty years (Gage, 1963). The Beginning Teacher Evaluation Study of the late 1970s marked a major point of transition in the serious consideration of teaching skill and effectiveness, even as the key findings of that study seemed to veer away from teacher induction (Denham & Lieberman, 1980). By the early 1980s a number of writers, led by David Berliner, fresh from his work on the Beginning Teacher Evaluation Study (BTES), were defining--or at least advocating--induction systems based on clearly stated, well-articulated, and generally understood expectations and norms (Berliner, 1982; 1984a, 1984b, 1984c; Brandt, 1982; Bruning, 1984). One writer, though his insight was drawn more from personal experience and observation than from research, recognized that "in an effective induction system, entry into the occupation is marked by distinct stages and statuses (Schlechty, 1985).

Likely the most important statement made by Berliner on teacher development is found in his Charles W. Hunt Memorial Lecture, presented at the Annual Meeting of the American Association of Colleges for Teacher Education in 1988. That presentation, entitled "The Development of Expertise in Pedagogy," presented five stages of skill development in teachers during the course of their development. From entry level forward, these included (1) novice; (2) advanced beginner; (3) competent teacher; (4) proficient teacher; and (5) expert teacher. Berliner's analysis of data collected on the subject of teaching expertise pointed out that novice
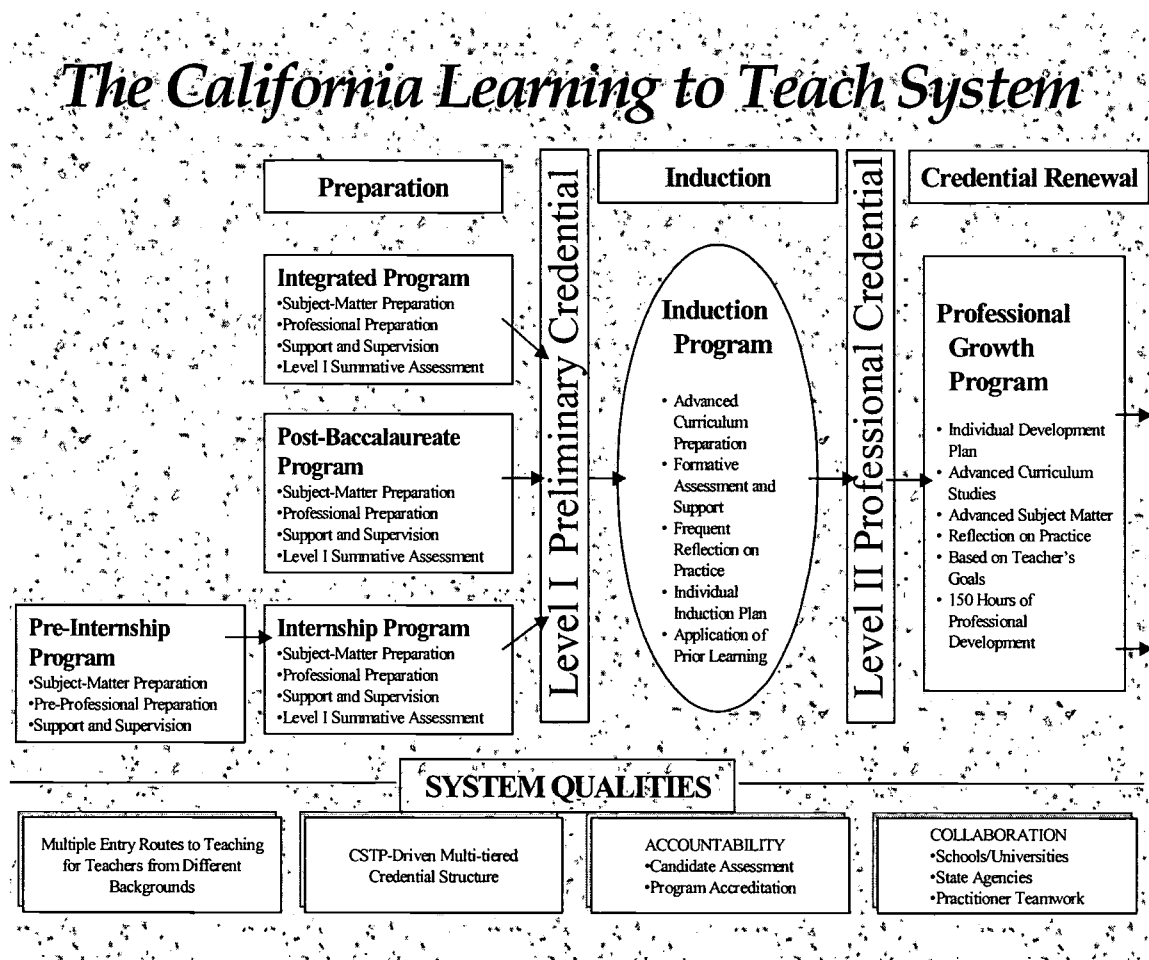
and expert teachers differed clearly in terms of their <u>cognitive</u> abilities to: (1) interpret classroom phenomena; (2) discern the importance of events; (3) use routines, (4) predict classroom phenomena; (5) judge typical and atypical events; and (6) evaluate performance, responsibility and emotions (Berliner, 1988). Thus was articulated a developmental theory of skill acquisition that has had a powerful impact on Beginning Teacher Support and Assessment policy in California (Scott, 1995). Behavioral observations, cognitive and conceptual development press for habits of the mind that empower new teachers to grow as reflective.

Beginning with a response to legislative direction in 1988, the California Commission on Teacher Credentialing and the California Department of Education initiated and awarded funds to support the induction of beginning teachers through, first, *the California New Teacher Project* and, in 1992, the Beginning Teacher Support and Assessment Program (BTSA). The purposes of the California BTSA program are related to three distinct outcomes for beginning teachers: *a) professional levels of teaching skill and ability, b) high levels of confidence in their teaching ability* and *c) substantial career satisfaction.* These outcomes are embedded in a set of teaching standards, the *California Standards for the Teaching Profession* (CSTP), which are modeled after the national teaching standards discussed below. Across the state, the legislative intent is that all beginning teachers will be served in a BTSA or BTSA-like induction program, in conjunction with the recent restructuring of the *California Learning to Teach system.*

In the year 2003, BTSA will become a mandatory credentialing program for California new teachers. California has multiple paths to teacher credentialing, and teacher candidates in a university-based program typically complete a fourth or fifth year program of pre-service teacher education in order to earn a preliminary (Level 1) teaching credential. The Level II or professional clear credential has typically been earned through 150 hours of professional

development work deemed acceptable by the employing district. Mandatory participation in an

induction program (BTSA or BTSA-like) will replace the prior Level II credentialing process.

The diagram below displays the multiple paths in the re-designed *California Learning to Teach*

System, a system similar to teacher credentialing systems across the nation.

The California Learning to Teach System

Preparation	Level I Preliminary Credential	Induction	Level II Professional Credential	Credential Renewal
Integrated Program •Subject-Matter Preparation •Professional Preparation •Support and Supervision •Level I Summative Assessment		**Induction Program** • Advanced Curriculum Preparation • Formative Assessment and Support • Frequent Reflection on Practice • Individual Induction Plan • Application of Prior Learning		**Professional Growth Program** • Individual Development Plan • Advanced Curriculum Studies • Advanced Subject Matter • Reflection on Practice • Based on Teacher's Goals • 150 Hours of Professional Development
Post-Baccalaureate Program •Subject-Matter Preparation •Professional Preparation •Support and Supervision •Level I Summative Assessment				
Pre-Internship Program •Subject-Matter Preparation •Pre-Professional Preparation •Support and Supervision	**Internship Program** •Subject-Matter Preparation •Professional Preparation •Support and Supervision •Level I Summative Assessment			

SYSTEM QUALITIES

Multiple Entry Routes to Teaching for Teachers from Different Backgrounds	CSTP-Driven Multi-tiered Credential Structure	ACCOUNTABILITY •Candidate Assessment •Program Accreditation	COLLABORATION •Schools/Universities •State Agencies •Practitioner Teamwork

The *California Learning to Teach System* is driven by *the California Standards for the*

Teaching Profession (CSTP) , modeled after broadly recognized and commonly shared

frameworks of standards for teacher education programs, and by professional standards for what

teachers should know and be able to do, which exist at the state and national levels. For

example, the National Council for Accreditation of Teacher Education (NCATE) has established

standards for Professional Development Schools; the Interstate New Teacher Assessment and Support Consortium (INTASC) has established core standards for new teachers to serve as a catalyst for systemic reform of teacher preparation; the National Board for Teacher Professional Standards (NBTPS) seeks to create teacher leaders through rigorous, standards-based processes and procedures. Similarly, BTSA programs are based on *the California Standards for the Teaching Profession* (CSTP) and the California *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*.

Collaboration for the Teacher Induction Phase of the *California Learning to Teach System*

At the local level, the RIMS/BTSA[1] collaborative is currently one of 147 statewide BTSA programs, serving 29,000 new teachers. Like all BTSA programs, RIMS/BTSA is funded by the California State Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). Now entering its eighth year, the RIMS/BTSA consortium includes two county offices of education: the Riverside County Office of Education and the Office of the San Bernardino County Superintendent of Schools; two universities: the University of California, Riverside, Graduate School of Education, and California State University, San Bernardino, School of Education, and fifty-five local school districts.

RIMS/BTSA serves a two-county area roughly the size of the state of Ohio, and a highly diverse, large student population. Close to 20% of children in each county are designated English Language Learners, and over half the student population in both counties is served by a free or reduced lunch program. (CDE, 2001). BTSA training for participants is provided by grouping districts into six satellites. While the size of the consortia necessitates complexity of administration, management and program delivery, economies of scale provide opportunities not

---

[1] RIMS-BTSA stands for the Riverside, Inyo, Mono, San Bernardino Beginning Teacher Support and Assessment Program.

available to smaller programs. For example, the profile of the consortium includes the following components:

- Consortium for 4 counties, 55 districts and 2 universities
- Collaborative Governance Structure through an Institutional Committee (Directors and Deans level) and a Governance Team Committee (all program staff)
- Six CSUSB university faculty team teaching support providers with project staff
- UCR Information Management and Technology Systems for program accountability and evaluation evidence from multiple sources
- Regional and local BTSA support and assessment delivery
- Program development and training in Special Education and diversity
- Grounding in broadly recognized teacher performance, program quality and subject content standards
- Responsiveness to participants through formative and summative program assessment and evaluation
- University undergraduate blended programs collaboratively developed
- School district and site-level engagement in teacher preparation
- Research-practice gap narrowed
- Research-based inquiry for program improvement and teacher preparation
- Collateral programs such as pre-intern and intern programs, and BTSA training for administrator

Based on prior research, development and implementation at the grassroots level by thirty initial local BTSA programs including the RIMS/BTSA program, the CDE and CCTC, in 1997, began developing a systematic approach to teacher induction processes. What has evolved is the *California Formative Assessment and Support System for Teachers* (CFASST)—a "process curriculum" for professional development. Theoretical foundations of the CFASST system depend heavily on an extensive body of research on student-centered pedagogy and teacher reflection such as the work of Dewey (1902) and Schon (1983). According to Olebe (2002), the CFASST system:

. . . takes beginning teachers and support providers through a series of events that ask beginning teachers to collect evidence of their teaching and examine its efficacy against the CSTP. Undergirding each event in the series is a single cognitive framework intended to shape teacher thinking called the 'Plan, Teach, Reflect, Apply' cycle.

Statement of the Problem

Like BTSA programs across the state, RIMS BTSA is rapidly expanding. In 1997-1998, the program served nearly 300 beginning teachers. In the 2001 – 2002 school year, RIMS/BTSA is serving approximately 1,400 beginning teachers and nearly 700 support providers. Given the size of the program and the demographics of the student population in the two counties served by RIMS/BTSA, the central challenge facing the RIMS BTSA program in the new millenium is how to *expand* the program, while maintaining the quality and effectiveness that has marked its existence since 1993. In response to meeting that challenge, in May of 1999 the RIMS/BTSA program volunteered to pilot a state-initiated Peer Program Review, an on-site review by a state-appointed panel of peers. As a result of this voluntary agreement, the development of processes and procedures for a comprehensive self-study, and complete documentation of program support, assessment and evaluation activities were undertaken. The Peer Program Review, under the auspices of the CTC and CDE, was developed as a major tool for BTSA program accountability through multiple measures of program performance.

Design of the RIMS/BTSA Self-Study and Peer Program Review

To prepare for the year 2000 RIMS/BTSA Peer Program Review, a self-study was designed and implemented. The self-study is organized around the then thirteen BTSA Program Standards contained in the second core BTSA document, the *Standards of Quality and*

Effectiveness for Beginning Teacher Support and Assessment Program. (In 2002, BTSA programs will respond to an expanded set of approved program standards soon to be adopted). RIMS/BTSA staff developed and implemented an array of program evaluation tools for addressing the thirteen program standards.

Self Study Rubrics

The first is a rubric with the following categories: a) *Criteria, b) Elements in Place, c) Documentation, d) Rationale* and *e) Improvement/Action Plan.* The rubric is applied to each of the thirteen standards. As the year progresses, analyzing, planning and reflecting on program changes and improvement are an integral part of the self-study rubric, which serves as a framework for continuous program improvement. A sample of the rubric for Program Standard is shown below. Standard 8 focuses on the formative assessment of beginning teacher performance, and looks for evidence of multiple formal and informal assessment measures related to the CSTP, systematic, formal feedback by a trained support provider, the development of an Individual Induction Plan (IIP), and the refinement of that IIP on a continuous basis.

Formative Assessment of Beginning Teacher Performance: Standard 8

CRITERIA	ELEMENTS IN PLACE	DOCUMENTATION	RATIONALE	IMPROVEMENT/ ACTION PLAN	As the year progresses, how have the action plans contributed to improvements in our program?	
CSTP form basis of expectations for BT assessments.	RIMS BTSA utilizes the CFASST System, which uses the CSTP as its cornerstone.	• CFASST Materials • CERC Data	CFASST uses multiple measures to capture the complexity of teaching.	Continue utilizing CFASST System. Adjust and monitor for local needs.	Local needs have been addressed at the district and site levels through increased contact by Director, Project Teachers and CERC research staff.	8.1 E
Program defines a formative assessment system that offers formal feedback at clearly defined intervals.	CFASST System consists of events which examine different standards in a variety of assessment modes to document teacher growth.	• CFASST Overview • CERC Data • Information management system (Notebook)	The CFASST System is a systematic approach to support based on the PLAN, TEACH, REFLECT, APPLY model.	Establish program timelines for completion of events.	Program timelines/deadlines for form completion were established and published. CERC reports to SPs and BTs are generated on an ongoing basis as data are received. CERC reports revised to emphasize reflective practice.	8.2 E
Assessment system uses multiple assessment methods that reflect full range of CSTP.	The CFASST System uses multiple assessment methods: observation, student, work, reflective conversations, etc.	• CFASST Instruments	The CFASST System is designed to assess performance of BT with multiple measures and at multiple points during induction process.	Assist SP/BT's in process of completing CFASST Events timely, streamlined manner.	*CFASST event paperwork has been streamlined for next year.* Published timelines and accountability reports to SPs have encouraged timely completion of events. Training has included more models and hands-on practice.	8.4 E
Assessment instruments reflect teacher's performance and practice in relation to CSTP.	Program utilizes assessment instruments contained within the CFASST System.	• CFASST Overview and Materials	The standards are the basis by which teacher's performance is assessed on evidence.	Continue to train SP's/BT's in use of assessment instruments appropriately to document growth.	In addition to CFASST instruments, focus group interviews, Mentor Efficacy Surveys (both continuing) reflect teacher's practice. A study of BTs IIPs is under way.	8.5 E
Support Providers well prepared to use assessment instruments and processes.	• Support Providers provided with 5 day CFASST Training • 5 day follow-up • Consultation with Project Teacher	• Training schedules • CFASST Tablets • CERC Reports/Training • Support Provider Feedback sheets • Support Provider interview	Support Providers will not be effective in their role unless they are adequately trained and prepared to provide support to BTs.	• Continuing follow-up sessions for CFASST Trained Support Providers. • Consultation with Project Teachers	Follow up sessions have continued to train support providers. Project teachers have worked more closely with districts to support the SPs and to establish trust/helping relationships with them.	8.6 E
Support Providers prepared to discuss assessment information collected with	SP/BT complete CFASST events which require reflection of assessment information and evidence.	• CERC Reports • Support Provider Interviews • Feedback sheets • Agendas from follow-up SP Sessions	Discussion is vital to assist teacher in establishing goals for IIP based on evidence collected.	Monitor completion of CFASST events and process.	CERC reports encourage completion of events. CERC staff involved in a larger role designing and delivering training related to the reports. Reflective practice encouraged through CERC reports and use of two	8.7 E

11

12

longitudinal case studies.

14

13

Focus Group Interviews

Further evidence of program quality and areas of needed improvement were gathered through focus group interviews of support providers, and were conducted in the field. This method suited our consortia because large amounts of data can be gathered efficiently, researchers can learn of issues that overlooked in past research (Belgrave & Smith, 1995; Kingry, Tiedge, & Friedman, 1990), and the social setting of the interviews, along with an interactive environment, may enrich the authenticity and quality of data collected (see Edey, 2002). The focus group interviews consisted of five questions asked of a random selection of approximately four to ten support providers. The data from the focus group interviews are rich and deep, and we learned a number of important things about our RIMS/BTSA consortia. For example, support providers and new teachers appreciated the scaffolding and support BTSA material and CFASST processes give them. For the support providers, they found their training helpful in keeping focused, gaining confidence, clarifying the CFASST process, and importantly, sharing and learning from others. Without a doubt, the professional relationship between the support providers and the beginning teachers was the most celebrated outcome of the program.

Suggestions for change were equally clear. Assign beginning teachers to support providers at the same school site and in the same subject area or at the same grade level. Assign support providers to beginning teachers as early as possible in the school year. Reduce the oppressive amounts of paperwork in the CFASST system by removing redundant questions and activities, in order to free up more time for teachers to engage in meaningful reflection over practice. Streamline reporting procedures. Train administrators in BTSA. Improve the way new teachers are assigned, and avoid assigning them to challenging classrooms. Move to a model of full time versus part time support providers. Develop the technology to put the CFASST and

program reporting forms (support service logs, inventory logs, etc.) on line. Devote more time in the training sessions to building networks for teachers. It is worthy to note here that the decisions for most of these challenge areas (e.g., teaching assignments, papework overload in CFASST and BTSA) rests either with the CDE , CCTC and participating school districts, so that the role of the RIMS/BTSA consortia often becomes one of advocacy and recommendation at the state and local levels for these changes.

Consideration of the BTSA Statewide Survey Results

The annual statewide BTSA Program Evaluation Survey results is a steady barometer of the RIMS/BTSA collaborative efforts for new teacher professional development. The 2000 *BTSA Statewide Survey Program Evaluation Report* (Mitchell, Scott & Boyns, 2000) analyzes s responses to 139 survey items. Respondents are beginning teachers, support providers, site administrators and local BTSA program staff. A supplemental report provides information on written responses to two open-ended questions regarding BTSA program, features that were especially positive and those recommended for change. RIMS/BTSA survey respondents included 764 beginning teachers, 499 support providers, 71 site administrators and 13 RIMS/BTSA staff. The quantitative summary of data is divided into ten sections covering:

1. Overall Evaluation of the BTSA Program
2. The Extent to Which Participation in BTSA Helped Meet Beginning Teacher Needs
3. How Often Beginning Teachers and Their Support Providers Engaged in Various BTSA-sponsored activities
4. Evaluation of How Valuable Respondents Judged Each of These Activities to Be
5. How Often Beginning Teachers Engaged in Various Assessment Activities

6. How Valuable Beginning Teachers Reported Local BTSA Program Assessment Activities to Be

7. The Extent to which the Local BTSA Program used Various Beginning Teacher Assessment Instruments

8. Whether Beginning Teachers Reached the Expected Outcomes outlined in the California Standards for the Teaching Profession

9. The Extent to which Local BTSA Programs Met the Thirteen Standards for Program Quality and Effectiveness

10. Reports on the Value of Various CFASST Components.

As a consortia, RIMS/BTSA made good gains across a wide range of BTSA activities. In general, this holds true across the RIMS/BTSA report. Averages across items for BTSA program staff, site administrators and then support providers, in that order, are generally higher than those of the beginning teachers. The good news of strong gains in 2000 was moderated by the fact that statewide averages are significantly higher across many survey items, and particularly so for beginning teachers and support providers. Overall, however, RIMS/BTSA implementation for 2000 moved the local program from below statewide averages closer to state norms.

A strong caveat in interpreting these values is the fact that the statewide survey report does not compare the RIMS/BTSA program to other programs similar in size and scope. RIMS/BTSA is the largest program in the state. Comparisons of survey results to other programs of like size and geography would be more informative. The 2000 survey results provided both encouragement and challenges, as both beginning teachers and support providers judged the RIMS/BTSA program to be more effective than the previous year in all ten areas of

program evaluation. Site administrators, on the other hand, appeared concerned with the extent

BTSA helped meet Beginning Teachers needs, and the extent to which the program met the

thirteen standards for program quality and effectiveness, when compared to the previous year's

averages.

As an analytic tool for our collaborative, we developed the meta-analysis table below

displays the increase or decrease in the mean score in ten areas discussed above, from the 1999

survey to the 2000 survey. The analysis that follows summarizes 2000 RIMS-BTSA Survey

Report and shows the average scores given for RIMS BTSA program implementation, operation

and outcomes as observed by Beginning Teachers, Support Providers and Site Administrators.

The number in parentheses below the averages demonstrates an increase or decrease in mean

score from the 1999 RIMS-BTSA Survey Report. The column to the right of the RIMS-BTSA

Project averages indicates the state averages. Directly below the averages is an arrow comparing

the RIMS-BTSA Project averages with the statewide averages. The variation in averages can be

observed in addition to the written comment acknowledging the project's strengths and

challenges.

Meta-Analysis of RIMS BTSA Effectiveness

RIMS BTSA Survey Sections 1-10	BTs Overall Averages	Statewide BT Overall Averages	SPs Overall Averages	Statewide SP Overall Averages	Site Admin. Overall Averages	Statewide SA Overall Averages	Strengths	Challenges
1. Overall Evaluation of the BTSA Program	3.48 (+.23)*	3.61 ↓**	3.67 (+.05)	3.80 ↓	4.17 (+.2)	4.27 ↓	SAs indicate the greatest satisfaction with the overall program.	Although scores rose they are below the state average
2. The Extent to which Participation in BTSA helped Meet Beginning Teachers Needs	3.27 (+.23)	3.42 ↓	3.41 (+.09)	3.61 ↓	3.67 (-.05)	3.88 ↓	Scores increased notably from 1999 for BTs and SPs.	SAs indicate a decrease in average from 1999 score.
3. How Often Beginning Teachers and their Support Providers Engaged in Various BTSA Sponsored Activities	2.85 (+.30)	3.04 ↓	3.08 (+.03)	3.12 ↓	3.32 (+.07)	3.48 ↓	BTs show the greatest average increase indicating the level of engagement between BTs and SPs.	The scores improved but remain slightly below the state average.
4. Evaluation of How Valuable Respondents Judged Each of the BTSA Activities to Be	3.79 (+.11)	3.94 ↓	4.12 (-.02)	4.08 ←	4.19 (+.01)	4.34 ↓	BTs, SPs and SAs ranked this item highest indicating the value of the BTSA activities.	SAs mean score is highest while BTs are slightly lower.
5. How Often Beginning Teachers Engage in Various Assessment Activities	2.93	3.05 ↓	3.14 N/A	3.27 ↓	N/A	N/A	The averages for BTs and SPs are strong but slightly below the state average.	No comparison scores for 1999.
6. How Valuable Did Beginning Teachers Report Local BTSA Program Assessment Activities To Be	N/A***	3.72 ↓	3.92 N/A	3.94 ↓	N/A	N/A	The averages for BTs and SPs are strong but slightly below the state average.	No comparison scores for 1999.
7. Whether Beginning Teachers Reached the Expected Outcomes Outlined in the California Standards for the Teaching Profession	3.39 (+.33)	3.54 ↓	3.79 (+.04)	3.96 ↓	3.78 (+.02)	3.97 ↓	BTs second highest average increase was indicated for meeting the CSTP standards.	BTs, SPs and SAs show increased confidence that BTs are meeting the CSTP standards yet the averages are below the state
8. The Extent to which Local BTSA Programs Met the Thirteen Standards for Program Quality and Effectiveness	3.69 (+.21)	3.81 ↓	3.79 (+.09)	3.87 ↓	3.68 (-.29)	3.86 ↓	BTs indicate the second largest average increase for program quality and effectiveness.	SAs showed the largest average decrease in average in response to section 8.
9. Reports on the Value of Various CFASST Components	3.35 (+.26)	3.35 =	3.93 (+.34)	3.86 ←	3.69 (+.10)	4.02 ↓	SPs highest average increase. The projects is equal to or better than the statewide average.	SAs indicate increased confidence in CFASST Components but the average is below the state.
10. Reports on the Value of Various CFASST Experiences	3.67 (+.45)	3.56 ←	4.09 (+.09)	3.91 ←	3.75 (+.07)	4.01 ↓	BTs highest average increase was indicated for CFASST experiences.	SAs indicate increased confidence in CFASST experiences but the average is below the state.
Total Mean Score For All Categories	3.41 (+.24)	3.50 ↓	3.69 (+.04)	3.74 ↓	3.78 (-.02)	3.90 ↓	SAs and BTs indicated the highest overall response for all 10 categories	BTs indicate the lowest overall score.

*The numbers in parentheses indicate the increase or decrease in mean score from the 1999 Survey responses to the 2000 Survey. **↓↑The arrows indicate whether the mean score is above or below the statewide mean. ***Data for these items were unavailable for the previous year.

Additional Tools for Assessing the RIMS/BTSA Consortia

The RIMS/BTSA consortia has developed and implements two additional tools for measuring program effectiveness. The first is the RIMS/BTSA Information Mangagement System (IMS). This computer-based data management system enables the RIMS/BTSA program to monitor and adjust program implementation and to produce accountability reports to all program stakeholders. A sample of this accountability report is shown below, and represents the CFASST events completed by RIMS/BTSA participating teachers, based on year 2000 data (Sanada, 2000).

CFASST Event Completion Rate of RIMS-BTSA Beginning Teachers

CFASST Event	1st Year BT = 1115	2nd Year BT = 281
CFASST 1	795	260
CFASST 2	684	23
CFASST 3	595	27
CFASST 4	589	66
CFASST 5	215	56
CFASST 6	293	53
CFASST 7	161	25
CFASST 8	152	22
CFASST 9	414	153

Number of Events Submitted

□ 1st Year BT = 1115   □ 2nd Year BT = 281

Based on RIMS-BTSA 1999-2000 Data
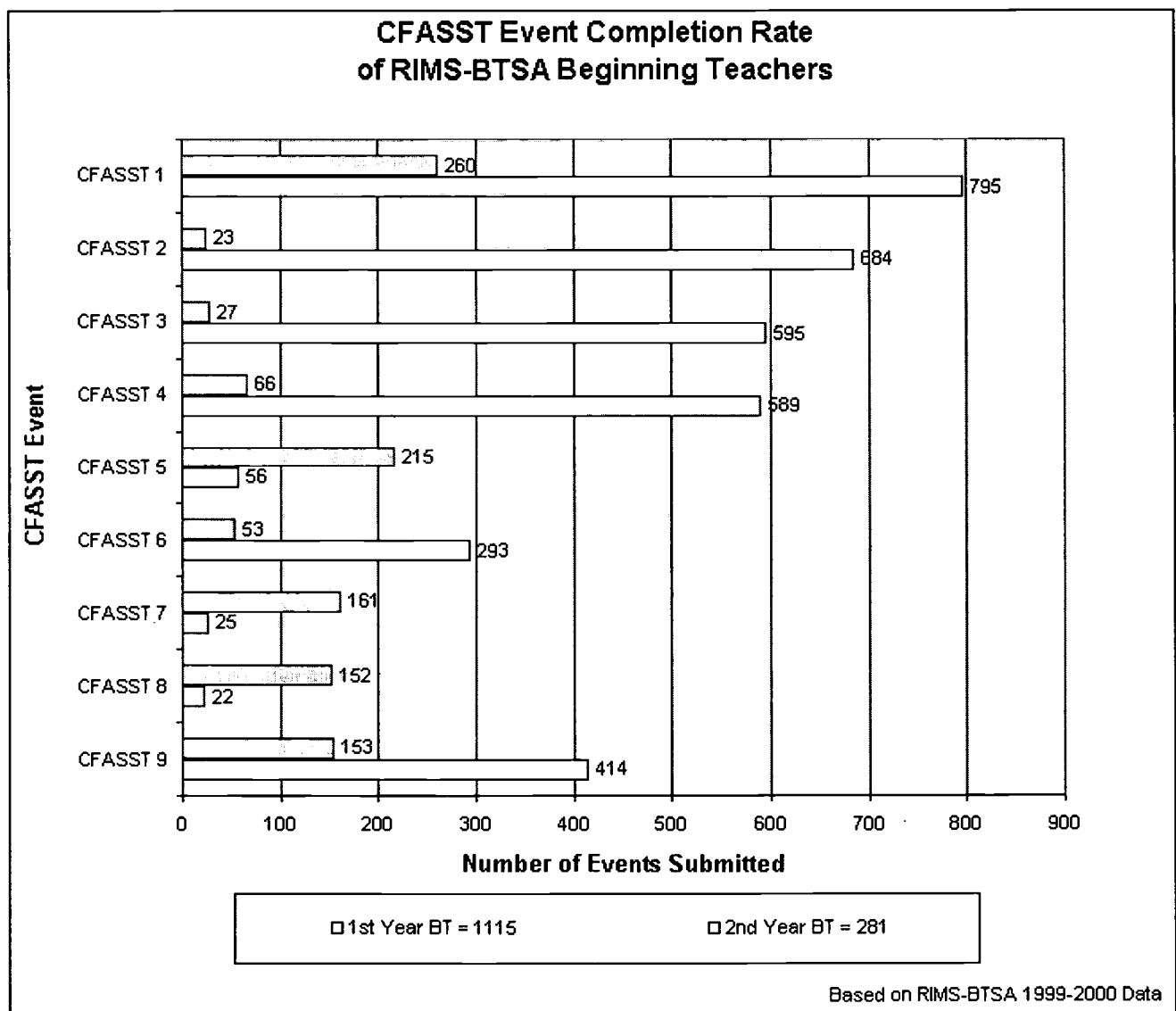
The second additional tool is a longitudinal study of teacher retention, We approach this in two ways, first through the *RIMS-BTSA Beginning Teacher and Administrator Recruitment and Retention Study,* using a quantitative and qualitative research approach to answer the following research questions:

1. Under what conditions are school districts in the RIMS region securing a pool of teacher candidates that are fully credentialed?
2. What is the relationship between teacher retention, classroom conditions, and student characteristics?
3. To what extent does participation in BTSA enhance teacher retention?

The responses from year 2000 survey data have provided important information to the RIMS/BTSA consortia in order to improve services and to learn more about the challenges that are faced by school district administrators and beginning teachers. Both administrators and beginning teachers identified low teacher salaries as impediments to teacher retention, while beginning teachers identified community problems (e.g. crime, etc.) and few opportunities to teach subjects and/or grades of choice as their second and third choice. Administrators selected the same two responses but reversed the order as second and third impediments. Although administrators and beginning teachers occasionally did respond in a similar manner as shown above, it is important to note where these two groups differ in perceptions and opinions. For example, the differences emerged when beginning teachers and district administrators were asked a variety of questions in relation to elements of a supportive work environment. Beginning teachers reported that they generally feel they receive modest amounts of individualized support from their school site administrators, while site administrators report they provide higher levels of individualized support.

Administrators' perceptions of the level of support they provide to beginning teachers is far greater than that described by beginning teachers—a telling finding related to teacher retention, for much research evidence reports that providing a supportive work environment early for beginning teachers improves retention rates. Moreover, the qualitative data showed that lack of administrator support was the second most common reason given by new teachers for

leaving the profession –only money is ahead of it. Other issues, such as difficult first teaching assignments, views of teachers as professionals by administration, perceptions of power, voice and influence over school programs and policy. What we learn is that, generally speaking, teachers do not perceive the level of support administrators believe they are providing. Administrators and beginning teachers need to communicate more effectively to improve the context for teaching. Beginning teachers need a greater sense of administrative support. Teachers need to given greater opportunities build professional relationships with their colleagues to share expertise. Based on this evidence, we were able to make recommendations to inform the BTSA training of practicing administrators (a collateral RIMS/BTSA program) to help them understand the level and areas of support needed for beginning teachers' successful experience in their first years of teaching.

Finally, using a written survey and telephone interviews, we examined retention rates for 1,143 new teachers in the RIMS/BTSA program (Spencer, 2000). As shown below, eighty-nine percent of first and second-year teachers in the RIMS program were retained after the first year. Most of the non-retained teachers were in their first year of teaching. Qualitative information was gathered in telephone interviews were conducted with teachers who were not retained after the 1999-2000 school year. Did they feel their teacher preparation was adequate? What aspects of the RIMS BTSA program, in general, were helpful to them? What could they suggest in terms of improving the program? More specifically, what were their impressions of the assistance they received from their support providers? The beginning teachers were asked for both positive and negative comments.

RIMS BTSA Retention Rates for 1999-2000 (N=1143)

Non-retained Teachers 11% (n=129)

Retained Teachers 89% (n=1014)
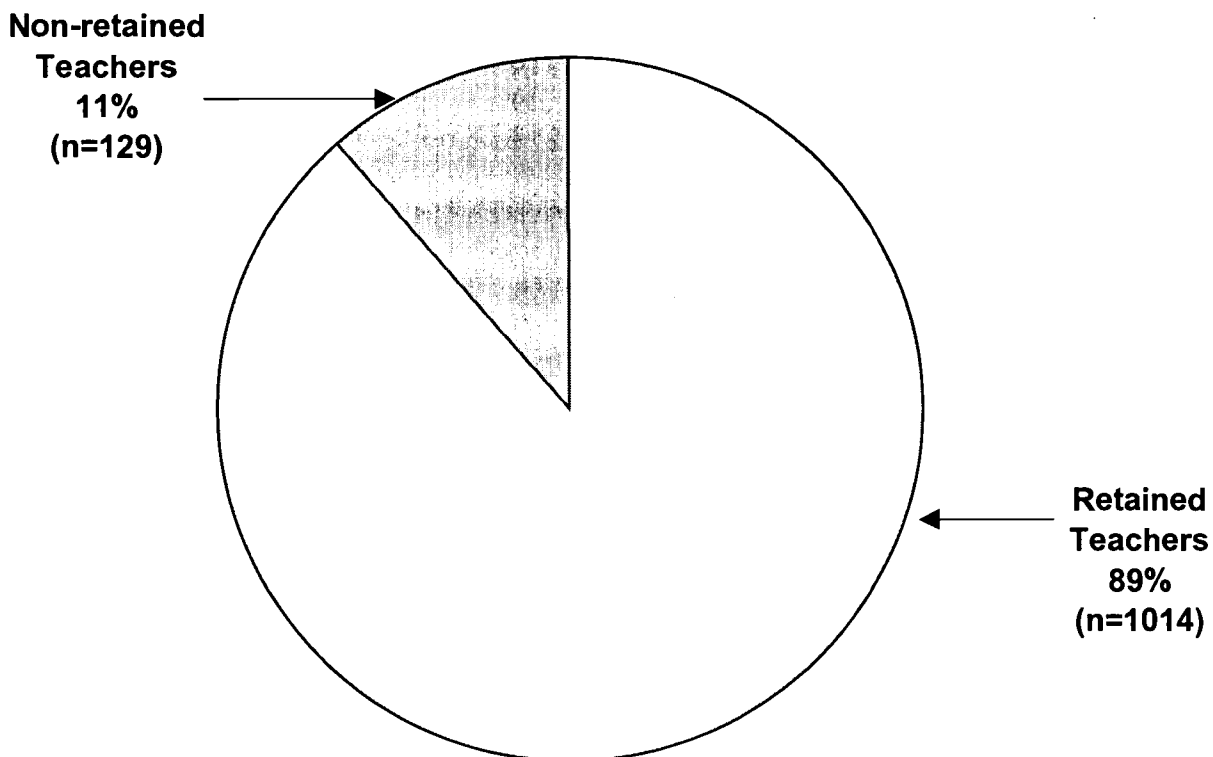
Thirty of the 129 non-retained beginning teachers responded to the question about their future plans to teach. Five of the teachers said that they were not planning on teaching in the future. Three of the five cited a desire to remain home with children. Twenty-five teachers reported that they were planning on teaching in the future, and most had already secured employment in other districts. Of the teachers who planned on changing districts or schools, 15 of them gave reasons for the change. The most reported reason, 40%, reflected problems with administrators, and the next most frequent reason, 33%, cited was the distance between home and school. Three of the teachers said they were leaving the district due to low salary schedules.

One teacher planned on changing from teaching in the K-12 setting to teaching at a community college.

Forty-eight percent of the non-retained teachers who answered interview or survey questions cited support providers as the most positive part of the RIMS BTSA Program, while 31 % reported that the CFASST work was helpful. On the other hand, 38% of the teachers interviewed reported that the CFASST events were not helpful. Most said there was too much paperwork involved and they had too many other things to do to prepare for their classes. Thirty-eight percent also reported problems with their support providers.--they didn't have support providers at their school site, their support providers didn't spend enough time with them, or their support providers didn't seem to care about helping. A few teachers stated they thought the support providers needed to be held more accountable for their job. While 19% of the teachers reported that they gained a lot of knowledge from observing and working with other teachers, a different 8% noted that there was not enough time for these activities.

Lessons Learned : The Self-Study and Peer Program Review for the RIMS/BTSA Consortia

Four broad challenges to the RIMS BTSA program for 1999-2000 were identified in the 1999-2000 Self-Study and Peer Program Review. These include: 1) planning for delivery of services which differentiate according to the varied developmental needs of first and second-year beginning teachers; 2) increasing involvement by beginning teachers and support providers in completion of CFASST formative assessment events; 3) ensuring that recurring assessment contributed to development and appropriate adjustments of Individual Induction Plans, and 4) continuing to look at ways to support effective matches of support providers and beginning teachers. By applying the Self-Study rubric across the thirteen Program Standards, many areas

of strength were noted and celebrated. However, a sampling of the challenges identified
include:

- expansion of staffing, educating districts about selection criteria for beginning teachers and
  support providers,

- providing district-level services to participants, the on-going refinement of support provider
  training and the UCR Information Management System (IMS), for the continuing provision
  of quality, relevant data for the RIMS BTSA program,

- streamlining the CFASST training to reduce paperwork and to ensure Individual Induction
  Plans are completed in a meaningful way.

- The expansion of training for RIMS BTSA Site Administrator Training to 600 Site
  Administrators was also identified.

Implications

A Peer Program Review is designed to provide an integrating mechanism, linking all of
the BTSA quality assurance policies and procedures into a coherent whole. These quality
assurances encompass three major categories of evaluation activities: statewide
external research activities, using the annual *Statewide BTSA Program Evaluation Survey* data,
local BTSA evaluation activities with a focus on teacher retention studies, which, along with
Peer Program Reviews, will continue to produce important information for local and state BTSA
decision-makers.

As California's largest BTSA program serving a demographically, culturally and
linguistically diverse population--in a geographical area roughly the size of the state of Ohio--
lessons learned from this study about new teacher induction may be generalizable to the larger
new teacher induction arena. While the design of the RIMS BTSA program clearly supports the

beginning teacher's induction into the teaching profession as a reflective practitioner, much remains to be done. For example, while there is a clear and strong endorsement for the work of the support providers, the most frequent negative issue that arises across the program evaluation strategies and techniques, by far, concern the "paperwork" burden created by RIMS BTSA's commitment to implementing the CFASST© system. Despite substantial reductions in the amount of detail and the number of recorded assessment elements, this concern continues to be the most prevalent one. Beyond the general concern with a "paperwork" burden, most recommendations for change and improvement spring from the unevenness of preparation and implementation that has resulted from the large number of new support providers, new schools and less than fully qualified beginning teachers participating in the program. Addressing these challenges has implications that may ripple across state policy as well as the broader national picture for the induction of new teachers into the profession.

That said, the dedicated work of all the RIMS/BTSA Program administration, staff and teacher participants has afforded many successes. The largest global success of the RIMS/BTSA program is in its strength as a consortia and as a collaborative effort across institutions and participants. Administration of the consortia is highly cost efficient and creates economies of scale often not available to single district efforts. The delivery of professional development training aligned with CSTP and CFASST, new teacher support services, self-reported assessment and program evaluation are enhanced and augmented through collaborative efforts within the context of the consortia.

Less globally and more specifically, in addition to being cost efficient and economically sound, the RIMS/BTSA collaboration brings with it an array of intellectual resources from all roles and participants that RIMS/BTSA can draw upon. It is this sort of collaboration with all of

our program participants that has enabled us to "fine tune," monitor and adjust the RIMS/BTSA program in order to meet the goals and legislative intent of BTSA.

The challenges for our RIMS/BTSA work center on the multiple dimensions of teacher induction support and assessment. BTSA is not monolithic, and there are many diverse needs to be viewed and met through multiple perspectives. In addition to meeting diverse new teacher and support providers' professional development needs and requirements, changes to the Teacher Credentialing System (SB 2042) and revisions to the CFASST system have created compelling challenges. Communicating the resulting large amounts of complex information in clear and comprehensive ways to program participants has required a concentrated effort on the part of RIMS/BTSA program administration, happily a highly successful effort. The lack of timely delivery of state training materials has created challenges, but the nature of the consortia allows us to share materials in such a way that we are able to meet those resource challenges in the short term—well enough to maintain the seamless operation of the program in an uninterrupted manner. This maintenance is supported by strong lines of communication with our state BTSA consultants. As with other BTSA programs across the state, we are challenged to raise the level of teacher performance, and thus student achievement, for all participants. In meeting this challenge, the critical mass of the number of RIMS/BTSA program participants allows us to establish reasonable and valid expectations for seminar attendance, CFASST event completion rates, substantive process and procedures over the plan-teach-reflect-apply cycle of reflective practice, and of direct and indirect services provided to new teachers.

References

Belgrave, L.L. & Smith, K.J. (1995). Negotiated validity in collaborative ethnography. Qualitative Inquiry, 1(1): 69-86.

Berliner, D. C. (1982). Viewing the teacher as a manager of decision. Education Digest, 47 (6), 20-23.

Berliner, D. C. (1984a). Remarks to the governor's task force on teacher education, meeting at the College of Education, University of Arizona, February 16, 1984. Washington, D. C.: National Commission on Excellence in Teacher Education. (ERIC Document Reproduction Service No. ED 250 313).

Berliner, D. C. (1984b). Research and teacher effectiveness. Tucson: College of Education, University of Arizona. (ERIC Document Reproduction Service No. ED 249 584).

Berliner, D.C. (1984c). The half-full glass: A review of research on teaching. In P. L. Hosford (Ed.), Using What We Know About Teaching. Richmond: Virginia Association for Supervision and Curriculum Development. (ERIC Document Reproduction Service No. ED 240 091).

Berliner, D. C. (1988). The development of expertise in pedagogy. Washington, D.C: American Association of Colleges for Teacher Education.

Brandt, R. S. (1982). On improving teacher effectiveness: a conversation with David Berliner. Educational Leadership. 40 (1), 12-1.

Brewster, C. and Railsback, J. (May, 2001). Supporting beginning teachers: How administrators, tachers and policymakers can help new teachers succeed. Portland,OR: Northwwest Regional Laboratories

Bruning, R.H. (1984). Key elements of effective teaching in the direct teaching model. In R.I. Egbert & M.M. Kluender (Eds.), Research to Improve Teacher Education: The Nebraska Consortium, (Teacher Education Monograph No.1). Lincoln: The Nebraska Consortium,. (ERIC Document Reproduction Service No. ED 246 027).

Denham, C. H., & Lieberman, A. (1980). A Time to Learn. Sacramento: Commission on Teacher Preparation and Licensing.

Dewey, J. (1902). The child and the curriculum. Chicago: University of Chicago Press.

Edey, J. (2002) Support Provider Focus Group Sessions RIMS/BTSA 2001- 2002. Technical Report. University of California, Riverside, UCR RIMS/BTSA Program.

Gage, N.L. ED. (1963). Handbook of Research on Teaching. New York: MacMillan Publishing Co.

Kingry, M.J., Tiedge, L.B., & Friedman, L.L. (1990). Focus groups: A-research technique for nursing. Nursing Research, 39, 124-5.

Mitchell, Scott and Boyns (1999). The statewide beginning teacher support and assessment program evaluation survey. <u>Technical Report</u>. University of California, Riverside, California Educational Research Cooperative.

Mitchell, Scott and Boyns (2000). The statewide beginning teacher support and assessment program evaluation survey. <u>Technical Report</u>. University of California, Riverside, California Educational Research Cooperative.

Olebe, M. (Fall, 2001). Can state policy mandate reflection? <u>Issues in Teacher Education: A Journal of the California Council on Teacher Education.</u> (S. Turley, Ed.), 10 <u>2</u>, p. 12.

Sanada, L. (2000). The RIMS BTSA District Inventory Report. <u>Technical Report</u>. University of California, Riverside, Graduate School of Education, UCR RIMS/BTSA Program.

Schlechty, P.C. (1985). A framework for evaluating induction into teching. Journal of Teacher Education. <u>36</u>, 37-41.

Schon, D. (1983). <u>The Reflective Practitioner</u>. N.Y.: Basic Books.

Scott, L. (Fall, 1995). Successful beginning teachers: A developmental model of support and assessment. <u>Teacher Education Quarterly</u>, 22(4), 93-105.

Spencer, C. (2000). <u>1999-2000 RIMS BTSA Retention Study.</u> University of California , Riverside, Graduate School of Education, RIMS/BTSA. Technical Report.

ERIC®

TM034165

REPRODUCTION RELEASE
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: *The RIMS Beginning Teacher Support and Assessment Partnership: Eight Years of Collaboration*

Author(s): *Linda Scott Hendrick, Ph.D. Linda J. Childress*

Corporate Source:	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY ___Sample___ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY ___Sample___ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY ___Sample___ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1 ↑ [X]	Level 2A ↑ ☐	Level 2B ↑ ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

Sign here,→ please

Signature: *Linda Scott Hendrick*	Printed Name/Position/Title: LINDA SCOTT HENDRICK P.h. D. ACADEMIC ADMINISTRATOR
Organization/Address: Graduate School of Education UC Riverside Sproul Hall #1362 Riverside, CA 92521	Telephone: (909) 787-3422 FAX: (909) 787-3491
	E-Mail Address: linda.scott@ucr.edu Date: 4/11/02

(over)

ERIC
Full Text Provided by ERIC

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

**ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION
UNIVERSITY OF MARYLAND
1129 SHRIVER LAB
COLLEGE PARK, MD 20742-5701
ATTN: ACQUISITIONS**

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706**

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)