

Program Standard 13: Formative Assessment Systems for Participating Teachers

Each induction program's formative assessment system guides and informs participating teachers about their own professional growth. The purpose of formative assessment is to improve teaching, as measured by each standard of The California Standards for the Teaching Profession (CSTP) and in relation to the state-adopted academic content standards and performance levels for students. The results are used to guide professional development. The formative assessment system is characterized by multiple measures of teaching, collaboration with colleagues, focus on classroom practice, and reflection together with a trained support provider about evidence, using specific criteria. Participating teachers direct the uses of formative assessment evidence generated from their teaching practice.

Program and Implementation Plan

Standard 13 requires that the induction program include a formative assessment system that guides and informs participating teachers about their own professional growth. It requires that the formative assessment system be characterized by multiple measures of teaching, collaboration with colleagues, a focus on classroom practice, and, together with a trained support provider about evidence, uses specific criteria. Systematic, formative assessment is the primary vehicle for teacher development during induction. Standard 13 requires that the parameters for formative assessment ensure every new teacher the opportunity to participate in a comprehensive and substantive professional development experience.

13(a) The program uses a formative assessment system that offers multiple opportunities for participating teachers to learn and demonstrate knowledge, understanding, and applications of The California Standards for the Teaching Profession and the State adopted academic and performance standards and performance levels for students in the context of their teaching assignments.

The Sacramento BTSA Consortium Professional Teacher Induction Program uses the *California Formative Assessment and Support System for Teachers (CFASST)*. CFASST is a structured yet flexible formative assessment and support system that consists of a series of assessment events that focus teachers through a ‘plan, teach, reflect, apply’ process, and blends teaching knowledge with performance. It is for credentialed first and second year teachers with the assistance of trained and experienced educators. The process is grounded in a developmental view of teaching and integrates the *California Standards for the Teaching Profession (CSTP)*, state curriculum frameworks and instructional materials, and the K-12 state adopted academic content and performance standards for students.

How Does CFASST Work?

Standards: Challenging yet realistic content and performance standards the knowledge, skills, and abilities described in the *California Standards for the Teaching Profession* and the Descriptions of Practice (scales describing teaching practice at four levels of accomplishment) in conjunction with the K-12 state adopted academic and performance standards for students.

Evidence: Specific evidence about teaching is collected over time and examined against the Descriptions of Practice. Evidence is generated through standards driven inquiry, formal observation, and examining student work.

Assessment: Support providers who are trained, experienced educators, assist participating teachers in the process of examining their practice against teaching standards.

Plan, teach, reflect, and apply - becoming a reflective practitioner: The plan, teach, reflect, and apply cycle guides the CFASST process. The assessment events enable participating teachers to better meet the learning needs of their students, to grow as professionals, and to attain greater confidence in their skills. CFASST event forms are color-coded to reflect the cycle of planning, teaching, reflecting, and applying. This process provides participating teachers and support providers opportunities for close collaboration as participating teachers examine their practice and complete the assessment events. CFASST formative assessment events encourage thoughtful reflection on professional practice.

Benefits of CFASST:

1. *Participating teachers:* Support as they make the transition from the theory of teacher preparation to the challenges of classroom teaching within a specific context.
2. *Support providers:* Deepen understanding of teaching as they provide guidance for their new colleagues.
3. *Schools and districts:* Provide a common language to describe good teaching and structure for professional growth.

Additional evidence that teachers have multiple opportunities to learn and demonstrate learning tied to the CSTP, content standards, and performance levels for students.

Evidence of learning tied to the CSTP, content standards and performance levels for students is collected by participating teachers and support providers during CFASST events. Evidence includes student work, lesson plans and recorded reflections. A record of what teachers say and do in class and what students say and do is also an example of evidence.

Evidence of the teaching standards, selected from classroom-based work, is generated as CFASST events are completed. For example, CFASST 2 (Inquiry: Establishing a Learning Environment) generates evidence of the teacher's progress toward meeting Standard 2, Creating and Maintaining Effective Environments for Student Learning.

Each participating teacher identifies one content area to focus on. For example, an elementary teacher may select reading, science or mathematics. Secondary teachers will select one class and one content area such as second period chemistry. In making these selections, the participating teacher is asked to take into consideration his/her school or district's curriculum goals for the year. In the second year, the participating teacher is asked to select an area of emphasis within the state-adopted academic content standards. The participating teacher aligns his or her selection with the district priorities and reviews any available student assessment data before making this decision.

Throughout each year's activities the participating teacher will focus on two students. One student must be an English learner or a student on an Individualized Education Plan (IEP) if any are present in the classroom. The second student will represent an instructional challenge present in the selected class. The participating teacher will focus on these two students, and carefully analyze their work and the modification he or she will make in his or her instruction for these students. This will help the participating teacher to better understand how to differentiate instruction and help the teacher to become a keen observer of all of his or her students.

Over a two-year period, our participating teachers have multiple opportunities to learn and demonstrate learning tied to the CSTP, content standards, and performance levels for students. In fact, they are working in this arena every teaching month for two years. Multiple opportunities are imbedded within the California Formative Assessment and Support System for Teachers (CFASST) These include:

Understanding the teaching context: Class, School, District and Community. In Events 1 and 7, the participating teacher will record and analyze critical information about the students in his or her focus class, using public or released data gathered from personal observations, student files, and families. The participating teacher will identify the levels of English proficiency of English learners. CFASST Year 2 teachers examine student assessment data and academic achievement information in a selected content area. This contextual analysis will guide and inform the teacher throughout the year.

1. **Inquiry:** The CFASST Inquiries (Events 2,4,9 & 11) consist of a structured series of teaching activities in which the participating teacher explores aspects of his or her teaching practice over 4-10 weeks. With the assistance of the support provider, the participating teacher will gather information from professional readings and colleagues, plan an action to try in the classroom and implement the plan. Using evidence gathered from the planning phase, teaching, observations, reflections and student work, the participating teacher analyzes this evidence with the support provider and evaluates his or her plan. In addition, the participating teacher will participate in a closure conference with the support provider in which he or she reflects on his/her teaching as documented during the inquiry and compare it with the Descriptions of Practice. The inquiries focus on the following areas of practice: (a) Establishing an Environment for Student Learning, (b) Assessing Instructional Experiences, (c) Designing a Lesson Series, and (d) Assessing Student Learning Over Time.
2. **Observation of Classroom Practice:** During the Observation: Profiles of Practice (Events 3 and 5), the support provider observes the participating teacher. Information from the observation will be combined with information gathered from other evidence (instructional plan, reflections, evidence of student learning on the two focus students) to assess the level of the participating teachers practice. In CFASST Year 2, the observations are embedded in the inquiries.
3. **Individual Induction Plans (IIP)** – Help make sense of what the participating teacher is doing. Individual Induction Plans are a step in the CFASST assessment events. The participating teacher will consider his or her practice, school or district priorities, and other challenges he or she is confronted by (such as a teaching assignment outside their field of preparation, or a difficult physical setting) and prepare a plan for professional development in an area he or she targeted for growth. These IIP activities will guide the participating teacher, with the assistance of the support provider, to determine how to best focus his or her efforts in CFASST.

Sample Schedule and Event Sequence for Year 1 (6 events) and Year 2 (6 events):

Event 1: Class, School, District and Community Profile	Month 1
Event 2: Inquiry: Establishing an Environment for Student Learning	Months 2-3
Event 3: Observation: Profile of Practice 1	Month 4
Event 4: Assessing Learning Experiences	Months 5-7
Event 5: Observation: Profile of Practice 2	Month 8
Event 6: Summary of Professional Growth and Colloquium Planning	Month 9
Event 7: Class, School, District and Community Profile	Month 1
Event 8: Applying Framework to Practice	Month 2-3
Event 9: Inquiry: Designing a Lesson Series	Months 3-4
Event 10: Components of Effective Instruction	Month 5
Event 11: Assessing Student Learning Over Time	Months 5-8
Event 12: Summary of Professional Growth and Colloquium Planning	Month 9

13(b) The formative assessment system provides for assessment monthly during the school year of each participating teacher's classroom-based practice in relation to the CSTP and to the state-adopted academic content standards and performance levels for students. Assessment evidence is shared with each participating teacher in a timely manner.

The *California Formative Assessment and Support System for Teachers* (CFASST) has twelve (12) events over a two-year period, six in year one and six in year two. Each event provides assessment of the participating teacher's classroom-based practice in relation to the *California Standards for the Teaching Profession* (CSTP) and to the state-adopted academic content standards and performance levels for students. The assessment evidence is shared with the participating teacher at their weekly meeting with the support provider.

Event Timeline

Event 1:	Class, School, District and Community Profile	1 st Month
Event 2:	Inquiry - Establishing an Environment for Student Learning	2 nd and 3 rd Months
Event 3:	Observation – Profile of Practice 1	4 th Month
Event 4:	Inquiry – Assessing Learning Experiences	5 th – 7 th Months
Event 5:	Observation – Profile of Practice 2	8 th Month
Event 6:	Summary of Professional Growth and Colloquium Planning	9 th Month
Event 7:	Class, School, District and Community Profile	1 st Month
Event 8:	Applying Framework to Practice	2 nd and 3 rd Months
Event 9:	Inquiry – Designing a Lesson Series	3 rd and 4 th Months
Event 10:	Components of Effective Instruction	5 th Month
Event 11:	Inquiry – Assessing Student Learning Over Time	5 th – 8 th Months
Event 12:	Summary of Professional Growth and Colloquium Planning	9 th Month

The purpose of CFASST Year 1 is to deepen understanding of the *California Standards for the Teaching Profession* (CSTP) and the K-12 Student Content Standards and their application by focusing on the ongoing process of planning and teaching lessons, reflecting on the results, and making informed changes based on evidence.

Year 2 extends the opportunity to examine teaching in relation to the state-adopted student content standards and curriculum frameworks and instructional materials. In the second year, the *California Standards for the Teaching Profession* remains the lens for assessing teaching, while the student content standards and the curriculum frameworks and instructional materials, form the knowledge base that informs each *California Formative Assessment and Support System for Teachers* (CFASST) event. Subject specific Element Descriptions have been created for those elements of the CSTP that are assessed in Year 2, to assist participating teachers and support providers to gain an understanding of how these two sets of standards can be used together. Content specific

support for English-Language Arts, Mathematics, History-Social Science, and Science are included.

How does the CFASST timeline illustrate monthly assessment of each teacher’s classroom practice. What happens in each of these events, assessment-wise? How is the completion monitored?

Sample Schedule and Event Sequence for Year 1 (6 events) and Year 2 (6 events):

Event 1: Class, School, District and Community Profile	Month 1
Event 2: Inquiry: Establishing an Environment for Student Learning	Months 2-3
Event 3: Observation: Profile of Practice 1	Month 4
Event 4: Assessing Learning Experiences	Months 5-7
Event 5: Observation: Profile of Practice 2	Month 8
Event 6: Summary of Professional Growth and Colloquium Planning	Month 9
Event 7: Class, School, District and Community Profile	Month 1
Event 8: Applying Framework to Practice	Month 2-3
Event 9: Inquiry: Designing a Lesson Series	Months 3-4
Event 10: Components of Effective Instruction	Month 5
Event 11: Assessing Student Learning Over Time	Months 5-8
Event 12: Summary of Professional Growth and Colloquium Planning	Month 9

In addition to the participating teacher moving through the sequence of twelve CFASST Events, each participating teacher meets with his or her support provider an average of one and a half to two hours per week. The purpose of these weekly meetings is for a focused conversation around the current classroom work of the teacher: What is working well? What is not working? Why or why not? Can a particular teaching practice be replicated in the future? Does it need to be modified? Are all student learning needs being met within each lesson? How do these questions relate to the particular CFASST Event within which the participating teacher is working? The essence of these weekly conversations is captured on the Weekly Conversation Sheet (an ncr form in triplicate – one for the PT, one for the SP, and one for the district coordinator). In addition, the participating teacher and the support provider log in the dates, times, CSTP Standards addressed, CFASST Events discussed, and whether or not a critical issue was discussed on their MyBTSA database.

Each CFASST Event has a series of forms, labeled a, b, c, etc. The participating teacher keeps track of his or her progress via the MyBTSA database. Upon completion of a CFASST Event (including each form) the participating teacher clicks on the task as completed. This sends it in a pending file to the support provider. At this point the support provider can verify that indeed the participating teacher has completed this task. At that point, the participating teacher’s database indicates that the form or event is “completed.”

See below several MyBTSA pages and reports.

The Initial Task Screen

Select a task group to check or update the status of a task

- ▶ [Initial Orientation, Forms and Surveys](#)
- ▶ [Support and Assessment](#)
- ▶ [Professional Development](#)

Task Screen under Support and Assessment

Support and Assessment

- ▶ [Weekly Conversations](#)
- ▶ [CFASST 7: Class, School, District and Community Profile](#)
- ▶ [CFASST 8: Applying Framework to Practice](#)
- ▶ [CFASST 9: Inquiry – Designing a Lesson Series](#)
- ▶ [CFASST 10: Components of Effective Instruction](#)
- ▶ [CFASST 11: Inquiry – Assessing Student Learning Over Time](#)
- ▶ [CFASST 12: Summary of Professional Growth and Colloquium Planning](#)

Task Screen under Weekly Conversation

Task Screen under Professional Development

Professional Development

- ▶ [S3 SuperStrategies.Sat](#)
- ▶ [Hot Topics](#)
- ▶ [District Support Seminars](#)
- ▶ [Demonstrated Knowledge of New Standards](#)
- ▶ [Spring Colloquium](#)

Task screen under the New Program Standards 15-20

Demonstrated Knowledge of New Standards

- ▶ [Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy](#)
- ▶ [Standard 16: Using Technology to Support Student Learning](#)
- ▶ [Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum](#)
- ▶ [Standard 18: Creating a Supportive and Healthy Environment for Student Learning](#)
- ▶ [Standard 19: Teaching English Learners](#)
- ▶ [Standard 20: Teaching Special Populations](#)

Task Screen under Standard 16

Standard 16: Using Technology to Support Student Learning

- ▶ [Standard 16a: Communicate using electronic media](#)
- ▶ [Standard 16b: Collaborate using electronic and other tools](#)
- ▶ [Standard 16c: Curriculum-aligned electronic learning resources](#)
- ▶ [Standard 16d: Lessons to develop lifelong learning skills](#)
- ▶ [Standard 16e: Technology to teach curriculum and learning skills](#)
- ▶ [Standard 16f: Computers for analysis, assessment and feedback](#)
- ▶ [Standard 16g: Evaluate and respond to validity and reliability of data](#)

Task Screen under Standard 16 Element a

Task:	Standard 16a: Communicate using electronic media
Description:	(1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching. Be clear. Identify the evidence that supports and documents how you meet this standard. Describe how you used this evidence in your professional practice.
Status:	In progress or not yet begun

Review the full text of Standard 16a:

Each participating teacher communicates through a variety of electronic media

Where or how you may have met this standard:

Email; BTSA web chat site; BTSA web database; phone; fax

Describe specifically how have you demonstrated in your teaching that you have met Standard 16a:

Report of Log of PT and SP Weekly Conversations

Milynda Andrus-Gerger (PT1)	Virginia Bateman (SP)
Date Time Hours Topic	Date Time Hours Topic
10/21/2002 4:15 P - 5:45 P 1.50 CFASST 6 Standard 6 Critical Issue	10/21/2002 4:15 P - 5:45 P 1.50 CFASST 12 Standard 6 Critical Issue
10/5/2002 11:15 A - 12:15 P 1.00 CFASST 6 Standard 6 Critical Issue	10/5/2002 11:00 A - 12:00 P 1.00 CFASST 9 Standard 3 Critical Issue
9/30/2002 6:00 P - 6:30 P .50 CFASST 1 Standard 1 Critical Issue	9/30/2002 7:00 P - 7:30 P .50 CFASST 2 Standard 2 Critical Issue
9/26/2002 11:00 A - 12:00 P 1.00 CFASST 3 Standard 1 Critical Issue	9/26/2002 10:00 A - 11:00 A 1.00 CFASST 3 Standard 1 Critical Issue
9/16/2002 4:30 P - 5:30 P 1.00 CFASST 2 Standard 1 Critical Issue	9/16/2002 7:00 P - 7:30 P .50 Critical Issue
8/25/2002 7:30 P - 8:30 P 1.00 CFASST 1 Standard 2 Critical Issue	9/4/2002 10:00 A - 11:00 A 1.00 CFASST 1 Standard 2 Critical Issue
	8/25/2002 7:00 P - 7:30 P

<p>Total Hours 6.00</p>	<p>.50 CFASST 1 Standard 2 Critical Issue</p> <p>Total Hours 6.00</p>
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Christi Axelson (PT1)	Sandra Barnes (SP)
<p>Date Time Hours Topic</p>	<p>Date Time Hours Topic</p>
<p>11/2/2002 3:00 P - 4:30 P 1.50 CFASST 2 Standard 6 Critical Issue</p>	<p>11/2/2002 4:00 P - 5:30 P 1.50 CFASST 1,2 Standard 1,2 Critical Issue</p>
<p>11/2/2002 7:30 A - 8:30 A 1.00 CFASST 2 Standard 6 Critical Issue</p>	<p>11/2/2002 3:30 P - 4:00 P .50 CFASST 1,2 Standard 1,2 Critical Issue</p>
<p>10/29/2002 3:30 P - 4:15 P .75 CFASST 1,2 Standard 1,2 Critical Issue</p>	<p>11/2/2002 3:30 P - 4:00 P .50 CFASST 1,2 Standard 1,2 Critical Issue</p>
<p>10/23/2002 9:45 A - 10:45 A 1.00 CFASST 2 Standard 4 Critical Issue</p>	<p>11/2/2002 11:15 A - 12:15 P 1.00 CFASST 1,2 Standard 1,2 Critical Issue</p>
<p>10/22/2002 4:00 P - 4:45 P .75 CFASST 2</p>	<p>11/2/2002 7:30 A - 8:30 A 1.00 CFASST 1,2</p>

<p>Standard 4 Critical Issue</p> <p>10/22/2002 3:00 P - 3:15 P .25 CFASST 2 Standard 4</p> <p>10/9/2002 9:45 P - 10:45 P 1.00 CFASST 2 Standard 2 Critical Issue</p> <p>10/9/2002 2:45 P - 3:30 P .75 CFASST 2 Standard 2 Critical Issue</p> <p>10/9/2002 12:15 P - 12:45 P .50 Standard 6</p> <p>10/9/2002 8:00 A - 8:30 A .50 CFASST 2</p> <p>10/4/2002 4:00 P - 6:00 P 2.00 CFASST 1 Critical Issue</p> <p>10/2/2002 4:00 P - 6:00 P 2.00 CFASST 1 Standard 6</p> <p>9/25/2002 3:30 P - 4:45 P 1.25</p>	<p>Standard 1,2 Critical Issue</p> <p>11/2/2002 7:30 A - 8:30 A 1.00 CFASST 1,2 Standard 1,2 Critical Issue</p> <p>10/29/2002 3:30 P - 4:15 P .75 CFASST 1,2 Standard 1,2 Critical Issue</p> <p>10/9/2002 2:45 P - 3:30 P .75 CFASST 1,2 Standard 1,2 Critical Issue</p> <p>10/2/2002 4:00 P - 6:00 P 2.00 CFASST 1,2 Standard 1,2 Critical Issue</p> <p>9/25/2002 3:30 P - 4:45 P 1.25 CFASST 1 Standard 2 Critical Issue</p> <p>9/18/2002 3:15 P - 5:00 P 1.75 CFASST 1 Standard 1,2 Critical Issue</p> <p>9/11/2002 3:00 P - 4:00 P 1.00 CFASST 1 Standard 1</p>
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CFASST 1 Standard 4 Critical Issue	Critical Issue
9/18/2002 3:15 P - 5:00 P 1.75 CFASST 1 Standard 6	9/4/2002 4:00 P - 6:00 P 2.00 CFASST 1 Standard 1 Critical Issue
9/11/2002 3:00 P - 4:00 P 1.00 CFASST 1 Standard 1	Total Hours 15.00
Total Hours 16.00	

13(c) *The assessment system includes multiple measures appropriate to the standards being assessed to generate formative assessment evidence that is consistent and accurate in relation to the CSTP. Multiple measures include observation, the process of inquiry, and analyzing student work products.*

The *California Formative Assessment and Support System for Teachers* (CFASST) process contains several distinct types of performance-based teaching events, which are designed to support the participating teacher in gaining professional skills. Each activity is designed to focus on one or more of the *California Standards for the Teaching Profession* (CSTP) and incorporates the K-12 California Academic Content Standards for Students. These multiple measures include:

1. **Understanding the Teaching Context.**

Class, School, District and Community. This includes the recording and analysis of critical information about the students in the participating teacher's class. This contextual analysis will guide and inform the participating teacher throughout the year in each CFASST event.

2. **Inquiry.**

The CFASST inquiries (Events 2,4,9 and 11) consist of a structured series of teaching activities in which the participating teacher explores aspects of his or her teaching practice over a 4-10 week period. With the assistance of the support provider, the participating teacher will gather information from professional readings and colleagues, plan an action to try in the classroom, and implement the plan. Using evidence gathered from the planning phase, teaching, observations, reflections, and student work, the participating teacher

will use analyze this evidence with the support provider and evaluate the plan. The participating teacher will participate in a closure conference with the support provider and reflect on his or her teaching as documented during the inquiry and compare it with the Descriptions of Practice.

3. **Observation of Classroom Practice.**

During the Observation: Profiles of Practice (Events 3 and 5), the support provider will observe the participating teacher teach and combine information gathered from the observation with other evidence gathered from the participating teacher's practice (the instructional plan and reflection, and evidence of student learning from two students) to assess the level of the participating teacher's practice. In CFASST Year 2, observations are embedded in the inquiries.

4. **Individual Induction Plans (IIP).**

Helping the participating teacher make sense of what he or she is doing. The Individual Induction Plans are a step in the CFASST assessment events. The participating teacher will consider his or her practice, school or district priorities, and other challenges. The participating teacher will prepare a plan for professional development in an area he or she targets for growth. Writing the Individual Induction Plan (IIP), based on evidence collected by both the participating teacher and the support provider, will help the participating teacher determine how to best focus his or her efforts.

How does program monitoring indicate that formative assessment evidence is consistent and accurate in relation to the CSTP?

All sixteen districts within the Sacramento BTSA Consortium Professional Teacher Induction Program adhere to a support provider selection process which has been developed to be in support of Program Standard 8: Support Provider Selection and Assignment. The Consortium provides the template for this process. Each district then prints the template on their own letterhead. While there may be minor tweaks to the process that allow each district to remain true to its own culture and the “way they do things in their district,” the overall process remains compliant with program standards.

After being selected as a support provider, each one goes through six days of support provider training which includes a thorough presentation of formative assessment, what it is and what it is not. Each support provider is given multiple opportunities to practice collecting factual evidence and role-playing reflective conversations around that evidence. This is done through a series of video tape clips of actual beginning teachers. This six day training is for the support provider initially and in working with participating teachers in their first year in our program. Support providers then go through an additional four days of training to be able to work consistently and competently with Year 2 participating teachers. All training done in the Sacramento BTSA Consortium Professional Teacher Induction Program is conducted by state-trained and certified trainers.

Each year following the ten days of training, all support providers come together in small groups for a one day update and refresher course.

Throughout the year, during our Super Saturdays and our Hot Topic professional development opportunities, there are always some of the classes designed specifically for support providers who are feeling the need for more support, more practice, an opportunity to explore effective ways to support their participating teachers. These classes are optional. The six-day, four-day and yearly refresher trainings are required.

The Consortium has made a concerted effort to have a state-trained, state certified CFASST Trainer in each of our districts. We have certified trainers who are employed in 12 of our 16 districts (some districts have more than one certified trainer.). Seven of our district coordinators are state-certified CFASST Trainers. This allows each district, or districts in partnership with a nearby district, to offer additional support and professional development to our support providers. Each district meets quarterly with their support providers in networking and follow-up sessions.

It is the intensive training of our support providers, grounded in the CSTP and the CFASST process, that we assure that the formative assessment evidence collected and used with participating teachers is consistent and accurate in relation to the CSTP.

Trainer	CFASST 1	CFASST	Towards	Admin-
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* = Coordinator		2	Equity	istrator
1. Annie Clouse*	X	X		
2. Barbara Shinn	X	X	X	X
3. Caron Walker	X			
4. Cassie Reimer	X	X		
5. Charles Humbert				X
6. Christine Carling*	X	X		
7. Cindy Noyes	X	X		
8. Danan Myers	X	X		
9. Eddi Rains	X	X	X	X
10. Edna Shoemaker*	X			
11. Kathy Magnani*	X	X		
12. Kimberlie Reed		X		
13. Les Atchison				X
14. Linda Beaudin			X	
15. Linda Berginger				X
16. Lorie Garrett*	X	X		
17. Lura Hunter	X	X		
18. Marian Warren	X			
19. Martha Neill	X			
20. Mary Ellen Dill	X	X	X	X
21. Robin Gandy		X		
22. Robin Posmanter*	X			
23. Rosemarie Groth		X		
24. Sharon Glover		X		
25. Stephen Gatewood			X	
26. Susan Christiansen	X	X		X
27. Terri Lewin		X		
28. Tracy Zarate		X		
29. Vickie Raymond*	X	X		

An IIP Report on MyBTSA allows program leaders to know which CSTP Standards are being focused on and what the goals are for the participating teacher. This is an easy check to monitor if these goals are aligned to the CSTP and the level of understanding displayed by these goals.

Goals Report

Sacramento Consortium

Date: 11/8/2002

Following are the IIP growth goals that have been entered into the database by active PTs. The report looks at each PT's most recent IIP, for a total of **9 IIPs**.

- To use what I learn from my students to help them become successful. In addition, to stay motivated as well as keeping my students motivated. Helping them realize that they are just as responsible for their behavior as well as their success. to find ways to have parent and family involvement and to meet other teachers to begin cooperative collaborations so I can learn from more experienced teachers.
- To improve classroom management practices which in turn will promote more learning and growth from my students.
- To engage all students and families in the process of learning.
- Develop an effective system of organizing the environment, instruction, and data in order to maximize time spent in meaningful academic interaction with my students.
- My goal is to focus on a variety of teaching strategies and differentiation for my diverse group of students, in addition to creating learning goals and methods of self-evaluation and assessment for the students.
- to be better at the standards that I am not strong in.
- Creating a physical environment that is engaging and safe for all students
- Effective use of instructional time, especially transitioning of activities, so that subject matter is taught in a variety of modalities to involve and aid students in their own learning
- My goal is to continue to grow as a professional and become a better educator. I want to plan with the

13(d) Within the assessment system, criteria identify multiple levels of teaching performance based on each element of the CSTP to formatively assess each participating teacher's growth and practice.

The Descriptions of Practice (DOP) used within the *California Formative Assessment and Support System for Teachers* (CFASST) describe teaching practice at four different levels in light of the *California Standards for the Teaching Profession* (CSTP). There is one for each element of each standard, and four levels of practice are presented. They are:

1. Practice Not Consistent with Standard Expectations
2. Developing Beginning Practice
3. Maturing Beginning Practice
4. Experienced Practice that Exemplifies the Standard

The levels have the potential to inform novices about professional practice. The first describes practice that is in need of timely intervention by the support provider; the next two levels represent teaching commonly seen in novices and those working in a new teaching context; and the fourth level is intended to show participating teachers how practice that exemplifies the standard is enacted. The Descriptions of Practice (DOP) present new information as one moves across the levels. This mirrors the increasingly complex performances associated with more accomplished teaching. For example:

See Evidence #1 of Element (d) at the end of Standard 13: A Description of Practice Example for the California Standards for the Teaching Profession (CSTP), Standard 1.1.

What does the interaction between the support provider and participating teacher look like?

The participating teacher and the support provider meet on a weekly basis for an average of one and a half to two hours. During this time they engage in conversations about critical issues that have come up for the participating teacher. They also discuss the CFASST Event the teacher is working in, whether that be an inquiry or preparing for an observation of teaching, or one of the other Events. A close and supportive relationship develops between a very high percentage of our support provider/participating teacher matches. Our support providers attend the Super Saturdays with their participating teachers, in order to support new ideas, strategies, and concepts that might be learned during a Super Saturday. When ever possible support providers attend Hot Topics with their participating teachers. This is not quite a common as the support offered during the Saturday sessions, simply because Hot Topics are held after school from 4-6. Attendees are give a choice of three days (Tuesday, Wednesday, Thursday) and a choice of six locations. They are encouraged to select a session that supports the goals of the Individual Induction Plan and that is on the best day of the week for them, closest to either their school or home.

Many of our support providers meet with their participating teacher away from the school site. They have been known to attend football games together, go to a local eatery for a cup of coffee, or a myriad of other activities above and beyond what is required and suggested within the California Formative Assessment and Support System (CFASST). Many of our support providers and their participating teacher become close friends and colleagues.

There are multiple ways and times to indicate if a match is not working, either on the part of a support provider or a participating teacher. One of the easiest ways is through MyBTSA, using the following screen.

I'd say our match is

...

- Wonderful
- Fine
- Not Well

If **Not Well**, please explain why

**PLEASE
NOTE**

**This information will be treated with confidentiality and sensitivity.
Only the parties involved will participate in the solution.**

Other avenues are surveys that are given during the Super Saturdays, Fall, Winter and Spring. Our Coordinators have all developed individual processes for determining how well the matches are working within their district.

The survey results and testimonies we hear speak of a very high trust relationship between nearly all of our participating teachers and support providers.. We do make adjustments whenever appropriate.

Additional evidence that demonstrates how the DOP and other formative assessment tools are used to improve instructional practice.

The formative assessment tools embedded within CFASST include:

The Description of Practice (DOP)The Descriptions of Practice describe teaching. The DOP is neither a developmental continuum nor a scoring rubric. An assessment at one level of the Descriptions does not predict the level of subsequent assessments. The context of the lesson, the instructional strategies, the students, subject matter and other factors impact the evidence related to the participating teacher's practice. As the participating teacher investigates a more complex and challenging aspect of his or her teaching, the evidence he or she collects may represent a different level.

One copy of the Description of Practice is used each year. At the end of each assessment event, the participating teacher and the support provider use the evidence that has been gathered to highlight and date the level that reflects the current practice of the participating teacher. It is possible that the participating teacher will have evidence relating to one element of the CSTP that fits within more than one level of the Descriptions of Practice. I that case, the participating teacher will mark all levels that he or she has evidence to support.

Once the Description of Practice has been marked the support provider and the participating teacher together determine discuss the next most appropriate professional development goals for that participating teacher. This information is used to either create an initial Individual Induction Plan, or to revise an existing IIP as appropriate. The information that comes from looking at all of the formative assessment: the context of the participating teacher's assignment, inquiries, observations, student work and reflections.

At the end of each year the participating teacher and the support provider examine the evidence collected in all the events and then completes a self-assessment in each of the six teaching standards (CSTP). To demonstrate the participating teacher's accomplishments, he or she will select evidence that illustrates his or her current teaching, reflect on it, and prepare for the end of the year colloquium. At this event the participating teacher shares his or her most significant work with three other participating teachers (colleagues). This provides an opportunity to share professional insights and skills, and to learn from the work of others. The event illustrates and celebrates the work of both the participating teacher and the support provider as collaborative teaching professionals.

Various reports collected from data on MyBTSA provide the Consortium Leadership with valuable insights into the strengths and areas for growth for participating teachers. This information is used to make program adjustments as appropriate.

For example: The IIP Growth Report

IIP Growth Report

Sacramento Consortium

Date: 11/8/2002

The following counts represent how many active PTs have selected each of the CSTP standards/elements for special focus in the near future. The report looks at each PT's most recent IIP, for a total of **9 IIPs**.

CSTP STANDARD/ELEMENT	PTs
Engaging and supporting all students in learning	6
Connecting students' prior knowledge, life experience and interests with learning goals	0
Using a variety of instructional strategies and resources to respond to students' diverse needs	1
Facilitating learning experiences that promote autonomy, interaction and choice	2
Engaging students in activities (problem solving, critical thinking) to make subject matter meaningful	2
Promoting self-directed, reflective learning for all students	5
Creating and maintaining effective environments for student learning	8
Creating a physical environment that engages all students	2
Establishing a climate that promotes fairness and respect	1
Promoting social development and group responsibility	2
Establishing and maintaining standards for student behavior	3
Planning and implementing classroom procedures and routines that support student learning	2
Using instructional time effectively	4
Understanding and organizing subject matter for student learning	8
Demonstrating knowledge of subject matter content and student development	0
Organizing curriculum to support student understanding of subject matter	2
Interrelating ideas and information within and across subject matter areas	3
Developing student understanding through instructional strategies appropriate to the subject matter	1
Using materials, resources and technologies to make subject matter accessible to students	4
Planning instruction and designing learning experiences for all students	8
Drawing on and valuing students' backgrounds, interests and developmental learning needs	4
Establishing and articulating goals for student learning	1
Developing and sequencing instructional activities and materials for student learning	2
Designing short-term and long-term plans to foster student learning	3
Modifying instructional plans to adjust for student needs	3

Assessing student learning	8
Establishing and communicating learning goals for all students	1
Collecting and using multiple sources of information to assess student learning	3
Involving and guiding all students in assessing their own learning	6
Using the results of assessments to guide instruction	1
Communicating with students, families, and other audiences about student progress	2
Developing as a professional educator	6
Reflecting on teaching practice and planning professional development	1
Establishing professional goals and pursuing opportunities to grow professionally	1
Working with communities to improve professional practice	3
Working with families to improve professional practice	4
Working with colleagues to improve professional practice	0
Balancing professional responsibilities and maintaining motivation	3

13(e) *The program includes a process for developing and implementing an Individualized Induction Plan (IIP) for each participant, based on formative assessment evidence, to document the support, extended preparation, and professional growth of participating teachers. The IIP process begins with a review of results from the Teaching performance assessment, when available, and then is used to document professional growth activities. The IIP is informed by formative assessment information and completed during each induction year.*

Each participating teacher develops and implements an Individual Induction Plan (IIP) on a yearly basis. The support provider assists the participating teacher, helping the participating teacher to use information based on evidence collected against the *California Standards for the Teaching Profession* (CSTP). They consider the results of the TPA (teaching performance assessment) when available, the exit Individual Induction Plan (IIP) from the teacher preparation program, when available, and prior preparation, training and experiences.

The support provider guides the participating teacher through the *California Formative Assessment and Support System for Teachers* (CFASST) events. CFASST is a structured yet flexible formative assessment and support system that consists of a series of assessment events that focus teachers through a ‘plan, teach, reflect, apply’ process, and blends teaching knowledge with performance. It is for credentialed first and second year teachers with the assistance of trained and experienced educators. The process is grounded in a developmental view of teaching and integrates the *California Standards for the Teaching Profession* (CSTP), state curriculum frameworks and instructional materials, and the K-12 state adopted academic and performance standards for students. The participating teacher and the support provider collect evidence about the participating teacher’s practice throughout the CFASST events; this evidence is used to develop the Individual Induction Plan (IIP).

Describe the process involved in developing the Individual Induction Plan and completing the Individual Induction Plan process.

A participating teacher may bring an Individual Induction Plan with them from an accredited SB2042 pre-service program. The participating teacher will revise that existing IIP or will create his or her first Individual Induction Plan at the conclusion of Event 3: Observation: Profile of Practice 1.

The participating teacher and his or her support provider will review the notes made at the end of Event 2: Inquiry: Establishing an Environment for Student Learning and think about the goals that would improve the participating teacher’s teaching practice. Together they will select a professional growth goal for the IIP. The participating teacher will complete the plan with enough detail to provide guidance as he or she works towards the goal. This same goal will be addressed while working on CFASST Event 4: Assessing Instructional Experience.

The IIP has six areas to be thought about and addressed.

- (1) CSTP Teaching Strengths: The participating teacher will record his or her teaching strengths as documented on the Descriptions of Practice and discuss with the support provider how to utilize these strengths to achieve the selected goal.
- (2) CSTP Teaching Needs: The participating teacher will record the standards and or/elements of the CSTP that the Descriptions of Practice point towards as areas for growth.
- (3) Growth Goal: The participating teacher will consider his/her identified teaching needs, develop and record one or two specific goals that he or she will work towards in the next months.
- (4) Student Outcomes: The participating teacher will describe how student learning will be increased as a result of his or her professional growth goal(s).
- (5) Implementation Plan: The participating teacher will detail the step he or she plan to take to accomplish the professional growth goal(s) and the expected date that each step will begin. The participating teacher will describe the evidence to be collected to document the progress towards the goal.
- (6) As the participating teacher completes each step, he or she will mark the step as completed and date it.

The participating teacher and his or her support provider will revisit this IIP regularly to mark steps as completed. A copy of the IIP will be sent to the BTSA Director and a copy will be given to the Support Provider.

The BTSA Director will use reports from MyBTSA to match support to professional growth goals.

IIP Growth Report

Sacramento Consortium

Date: 11/7/2002

The following counts represent how many active PTs have selected each of the CSTP standards/elements for special focus in the near future. The report looks at each PT's most recent IIP, for a total of **9 IIPs**.

CSTP STANDARD/ELEMENT	PTs
Engaging and supporting all students in learning	6
Connecting students' prior knowledge, life experience and interests with learning goals	0
Using a variety of instructional strategies and resources to respond to students' diverse needs	1
Facilitating learning experiences that promote autonomy, interaction and choice	2
Engaging students in activities (problem solving, critical thinking) to make subject matter meaningful	2
Promoting self-directed, reflective learning for all students	5
Creating and maintaining effective environments for student learning	8
Creating a physical environment that engages all students	2
Establishing a climate that promotes fairness and respect	1
Promoting social development and group responsibility	2
Establishing and maintaining standards for student behavior	3
Planning and implementing classroom procedures and routines that support student learning	2
Using instructional time effectively	4
Understanding and organizing subject matter for student learning	8
Demonstrating knowledge of subject matter content and student development	0
Organizing curriculum to support student understanding of subject matter	2
Interrelating ideas and information within and across subject matter areas	3
Developing student understanding through instructional strategies appropriate to the subject matter	1
Using materials, resources and technologies to make subject matter accessible to students	4
Planning instruction and designing learning experiences for all students	8
Drawing on and valuing students' backgrounds, interests and developmental learning needs	4
Establishing and articulating goals for student learning	1
Developing and sequencing instructional activities and materials for student learning	2
Designing short-term and long-term plans to foster student learning	3
Modifying instructional plans to adjust for student needs	3
Assessing student learning	8
Establishing and communicating learning goals for all students	1
Collecting and using multiple sources of information to assess student learning	3
Involving and guiding all students in assessing their own learning	6
Using the results of assessments to guide instruction	1
Communicating with students, families, and other audiences about student progress	2
Developing as a professional educator	6
Reflecting on teaching practice and planning professional development	1
Establishing professional goals and pursuing opportunities to grow professionally	1
Working with communities to improve professional practice	3
Working with families to improve professional practice	4
Working with colleagues to improve professional practice	0
Balancing professional responsibilities and maintaining motivation	3

IIP Goals Report

Sacramento Consortium

Date: 11/7/2002

Following are the IIP growth goals that have been entered into the database by active PTs. The report looks at each PT's most recent IIP, for a total of **9 IIPs**.

- To use what I learn from my students to help them become successful. In addition, to stay motivated as well as keeping my students motivated. Helping them realize that they are just as responsible for their behavior as well as their success. to find ways to have parent and family involvement and to meet other teachers to begin cooperative collaborations so I can learn from more experienced teachers.
- To improve classroom management practices which in turn will promote more learning and growth from my students.
- To engage all students and families in the process of learning.
- Develop an effective system of organizing the environment, instruction, and data in order to maximize time spent in meaningful academic interaction with my students.
- My goal is to focus on a variety of teaching strategies and differentiation for my diverse group of students, in addition to creating learning goals and methods of self-evaluation and assessment for the students.
- to be better at the standards that I am not strong in.
- Creating a physical environment that is engaging and safe for all students
- Effective use of instructional time, especially transitioning of activities, so that subject matter is taught in a variety of modalities to involve and aid students in their own learning
- My goal is to continue to grow as a professional and become a better educator. I want to plan with the

13(f) *The formative assessment system is characterized by:*

- (i) Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the CSTP;*
- (ii) CSTP element-specific criteria used to make professional judgments about teaching evidence;*
- (iii) Assessment evidence that includes both teacher work and student work and informs future practice in relation to the CSTP and to the state-adopted academic content standards and performance levels for students; and*
- (iv) A reflective process based on the CSTP that includes collaboration with support providers and other educators, as well as structured self-assessment, and informs future practice.*

The Element Descriptions and Descriptions of Practice (DOP) are developed for the purposes of extended preparation and ongoing professional development of beginning teachers, to be used in concert with the *California Standards for the Teaching Profession* (CSTP), state curriculum frameworks and instructional materials, and state adopted academic student content and performance standards, and the *California Formative Assessment and Support System for Teachers* (CFASST). Together these three documents have the potential to enhance teaching practice by providing:

- A common language about teaching
- Accurate information about teaching performance
- Learning activities designed to foster individual growth in teaching.

The validity of the Descriptions of Practice a(DOP) rests on the validity of the teaching standards, which were established through a 1996 study. At this time there is no information available on the reliability of the Descriptions of Practice (DOP). They are not to be used for summative assessment. They are to be used for professional preparation and development within the context of the induction by participating teachers and their support providers who have been trained in their use, and have access to formative assessment methods that yield accurate evidence of current teaching practice.

As noted in 13(c) the *California Formative Assessment and Support System for Teachers* (CFASST) is characterized by:

1. Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the *California Standards for the Teaching Profession* (CSTP);
2. Focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the CSTP;
3. CSTP element-specific criteria used to make professional judgments about teaching evidence;
4. Assessment evidence that includes both teacher work and student work and informs future practice in relation to the CSTP and to the state-adopted academic content standards and performance levels for students; and

5. A reflective process based on the CSTP that includes collaboration with support providers and other educators, as well as structured self-assessment, and informs future practice.

How does the program determine the validity of the assessment instruments? How do we know that each of these things is happening?

Most evaluation tools are used as a census of the total population; therefore intricate statistical measures are not appropriate or relied upon. Where Likert scales are used, data are analyzed as 'quasi-interval' in line with common practice with results being representative of the particular categorical/interval scale. This methodology is used to enable the gathering of general tendencies to add to the body of evidence. Results are always triangulated before program observations are made. Discerning actual validity and reliability are determined by several methods. Two instruments (CSTP Interest Inventory and CSTP Impact Assessment) have been standardized over the last four years in use with over 8000 beginning teachers. Care is taken as to when surveys are administered so that history or attitude will not interfere with results. The Site administrator Survey has used Cronbach's Alpha to check validity and reliability (the total of scores for each element within the survey are compared with the total scores from each respondent to the survey by calculating the item-total correlation coefficient). Results indicated that respondents found the questions meaningful, and answered candidly. Many questions are of a demographic or categorical nature with the purpose of collecting data around Standards rather than attempting to obtain pure research results. Often different role groups (beginning teachers, support providers, site administrators) are asked the same questions and results compared. Where there are discrepancies, further investigation is undertaken to determine reliable results. In this way the program is able to move more closely toward result reliability. Data are always triangulated before observations are made.

13(g) As directed by each participating teacher, formative assessment evidence may be presented as evidence for professional credential completion. Formative assessment results are used to guide professional development and not for the purpose of teacher evaluation or employment decisions.

In the Sacramento BTSA Consortium Professional Teacher Induction Program, the participating teacher tracks his or her progress through the Induction Program on his or her MyBTSA web site. His or her support provider verifies completion of the *California Formative Assessment And Support System for Teachers (CFASST) Events*. The participating teacher stores samples of student work and other formative evidence in his or her CFASST Box as a teaching portfolio*. Upon completion of the induction program the participating teacher will select evidence to share with the District Professional Credential Induction Committee** who will recommend to the BTSA Director that the Letter of Completion be issued to the Commission on Teacher Credentialing stating that all requirements for the Professional Credential have been successfully completed through the Sacramento BTSA Consortium Professional Teacher Induction Program.

*: A Teaching Portfolio contains the following evidence:

- Documents and reflections from each of the 12 Events found in the *California Formative Assessment and Support System for Teachers* (CFASST)
- Collections of student work (selected as described within CFASST)
- The Weekly Conversation forms
- The Individual Induction Plans (minimum of one per year, with revisions as needed)

- ** The members of this Committee include
- The BTSA Director and/or Assistant Director,
 - The BTSA District Advisor,
 - The BTSA District Coordinator,
 - The District Assistant Superintendent of Human Resources, and
 - The District's Teacher Association President.

How is the formative assessment evidence used to guide professional development?

The individual participating teacher uses formative assessment evidence collected over time and through various CFASST Events to shape his or her choices of professional development goals and choices. Part of those goals include application in the classroom and are carried out through the Inquiry Events. Part of those goals include attending Professional Development Sessions that are designed to meet those goals.

The Professional Development sessions offered by the Sacramento BTSA Consortium Professional Teacher Induction Program are selected from the feedback instruments used with participating teachers throughout the year, and the feedback from MyBTSA reports on the identified goals on the IIPs of our participating teachers.

The Sacramento BTSA Consortium Professional Teacher Induction Program offers six(6) Super Saturdays. Each Saturday has 25-30 sessions and are located on two separate campuses of the University of Phoenix. Presentations are either a morning with a repeat afternoon session for 3 hours each, or a full day presentation of 6 hours. The strength and complexity of the content helps determine the length. About 75% of our sessions are conducted as a series: a fall session, a winter session and a spring session. These are designed with the same presenter(s) meeting with the same participants all three times. This allows for learning and implementation over time to occur, with the assistance and guidance of the support provider.

The Sacramento BTSA Consortium Professional Teacher Induction Program also offers Hot Topics. This is a networking and learning opportunity three times a year: fall, winter and spring. These sessions are 2 hours and are from 4-6 in the late afternoon. Hot Topics are provided on three days (Tuesday, Wednesday, Thursday) in six locations throughout the Consortium. This provides greater accessibility for our participating teachers and support providers.

MyBTSA Screen on our Professional Development Presenters

Individual Presenter Information Screen on MyBTSA

Years of experience teaching or presenting to adult learners 18
Audience K-12
Topic(s) or Expertise Mind Styles
 Engaging All Students
References Yes

How presentations have been rated by attendees on a scale of 1 (low) to 10 (high):
 8-10

Event Title	Event Date	Date Paid	
SuperSaturday- k-12 Mind Styles, Pack a Punch! All day session	10/5/02	<input type="text"/>	Evaluation
SuperSaturday- k-12 Mind Styles, Pack a Punch! All day session	2/1/03	<input type="text"/>	
SuperSaturday- k-12 Mind Styles, Pack a Punch! All day session	4/5/03	<input type="text"/>	

13(h) The program implements a formal evaluation process to assess the effectiveness of the formative assessment system and to make improvements to the system and accompanying training.

The Sacramento BTSA Consortium Professional Teacher Induction Program is involved in multiple evaluation processes to assess the effectiveness of the formative assessment system and to make improvements to the system and accompanying training. Those multiple evaluation processes include:

1. Randomly selected participating teachers (both Year 1 and Year 2) and support providers will participate in Focus Groups on
 - November 15, 2002
 - February 28, 2003
2. “How’s It Going” Surveys are collected on each of the S³superstrategies.sat (Professional Development Saturdays) from all support providers and participating teachers.
3. A Consortium CFASST Box review is scheduled for May, 2003
4. Our Informal Program Review is scheduled for March 25, 2003
5. Monitoring of progress through CFASST events via the MyBTSA web site reports is ongoing

All of this data is collected, reviewed and analyzed. It is shared with the Advisory Council, District Coordinators and BTSA CFASST Trainers for the purpose of making improvements to our system and the accompanying CFASST Training for Support Providers.

How has the program has used data from its formal evaluation process to make program improvements?

The formal evaluation process is described and implemented by the State BTSA Task Force. It involves a visiting team who spend 2-4 days visiting the program, reviewing collected evidence for all program standards and interviewing stakeholders. The purpose of the formal evaluation process is to validate program strengths and identify areas within program standards that may not be totally met.

The Sacramento BTSA Consortium Professional Teacher Induction Program (as a BTSA Induction Program) participates in both state directed formal and informal peer reviews. Three years ago we were formally reviewed. Every other year we have participated in informal peer reviews.

The formal review three years ago identified ten standards as fully met and three standards as being met, with areas identified for growth. Those three standards involved collaboration, site administrators and working conditions. As a result of that review, the program leaders focused concerted effort to provide BTSA Administrator Training to every site administrator within the Consortium, to work with site administrators to improve the working conditions for beginning teachers, and to extend our collaboration and partnership work with all colleges and universities within the Greater Sacramento Area. At the time, our only partner was California State University, Sacramento.

Today we have come close to achieving our goals: almost all of our site administrators and district administrators have participated in BTSA Administrator Training. We met with each district superintendent and arranged to train his or her entire district's administrators. To date, 14 of our 16 districts have been fully trained. The remaining two districts will receive training in 2002-03 and 2002-04.

Many of our site administrators have taken aggressive steps to place their beginning teachers in an assignment designed for success. When this was not possible, these site administrators have offered additional support to these participating teachers. We still get a lot of support providers who tell us that we need site administrators to be more supportive. Over time the support for beginning teachers is changing for the better, on all fronts. This includes veteran teachers and site administrators.

Our partnerships with IHE's have expanded to:

- The University of Phoenix
- Chapman University'
- National University
- University of California, Davis.

These partnerships are exploring ways to minimize the differences between pre-service and induction, to maximize the collaboration that brings to life the Learning to Teach Continuum.

The Sacramento BTSA Consortium Professional Teacher Induction Program bases all improvements, all changes in program design and delivery on triangulated evidence that comes from the stakeholders. This evidence and feedback is collected over time using a number of different methods and instruments. Analysis is ongoing, but synthesized twice a year: once at the Coordinator's Fall Retreat and again at the Spring Planning Retreat. Decisions are reached at the Spring Planning Retreat (April/May) regarding program goals and revisions to meet those goals.

A major change occurred this year when we revised our professional development sessions to include more offerings and the opportunity to extend the learning over the year through a series of lessons delivered in the fall, winter and spring by the same instructor(s) to the same participants. We look forward to the feedback from our participants.

And Our Surveys and Feedback Said . . .

In this section we share pertinent information gleaned from the data and analysis of our 2001-2002 surveys and feedback. This is evidence of a functioning program in continual growth. We are consistently seeking to balance:

- The need for stability and predictability for our participants, and
- The need to be an organization that listens to our stakeholders and makes modifications that will significantly improve the quality of the services delivered.

We analyze data from three sources annually:

1. External surveys and feedback collected by our evaluator, Lois M. Y. Rolland, Ph. D., Sinclair Research Group.
2. The Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff.
3. Informal Program Review or our Formal Program Review (depending on the cycle we are in and the year).

See Evidence #s 1, 2, and 3 in the Appendix:

1. *Summative Program Evaluation Report 2001-2002 for the Sacramento BTSA Consortium by Lois M.Y. Rolland, Ph. D., of the Sinclair Research Group.*
2. *Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff*
3. *Informal Program Review Self Study*

1. External Evaluation Conclusions

The following Commendations are made after careful analysis of all evidence collected from the Sacramento BTSA Consortium during the 01-02 academic year.

Beginning teachers have set and agreed times to work together. Site administrators agree.

The CFASST process is well imbedded in the program. Eighty percent of beginning teachers had completed the first CFASST Event in their sequence by mid-year

Beginning teachers and their support providers feel their connections are very strong. They also find their relationship with their support provider very valuable. There is evidence that the participation of the beginning teacher in the CFASST process and the BTSA program has helped them to grow in the teaching standards.

First- and second-year teachers and support providers agree that they have established regular meeting times, and most have explored instructional strategies based on program standards and student performance.

The following Recommendations are made after careful analysis of all evidence collected from the Sacramento BTSA Consortium during the 01-02 academic year.

The program needs to help districts more quickly identify beginning teachers and match them with support providers. Just one third of first year, and half of second year beginning teachers and support providers met before the school year began.

2. 2001-2002 Statewide Survey Results

<i>Participating Teachers Reported (scale of 1-4 with 4 being the highest)</i>	Means	Standard Deviation
How often and how valuable were the following formative assessment activities:		
Support in reflecting on teaching How often	80.1%	Every 1-2 months or more
How valuable	3.21	0.85
Collecting other evidence of teaching How often	67.1%	Every 1-2 months or more
How valuable	3.06	0.91
Analysis of student work How often	62.5%	Every 1-2 months or more
How valuable	2.73	0.88
Examining teaching against criteria How often	61%	Every 1-2 months or more
How valuable	2.82	0.87
In-depth investigation of teaching How often	57.3%	Every 1-2 months or more
How valuable	3.04	0.86
Observation of teaching How often	55%	Every 1-2 months or more
How valuable	3.05	0.88

The last CFASST Event completed in April		
Year One	4.5	Out of 6
Year Two	10.7	Out of 12
Strength of connection between areas for growth and evidence of teaching practice	3.04	0.54
Clarity of form assessment process	2.87	0.91
Frequency of participating teacher and support provider communication	86%	Weekly or more
Adequacy of time to meet with support provider	3.49	0.76
Timeliness of support from support provider	3.38	0.76
<i>Support Providers Report</i>		
How often and how valuable were the following formative assessment activities:		
Support in reflecting on teaching How often	94.4%	Every 1-2 months or more
How valuable	3.62	0.60
Collecting other evidence of teaching How often	70.1%	Every 1-2 months or more
How valuable	3.08	0.79
In-depth investigation of teaching How often	60.7%	Every 1-2 months or more
How valuable	3.30	0.73
Examining teaching against criteria How often	57.8%	Every 1-2 months or more
How valuable	3.11	0.84b
Analysis of student work How often	56.5%	Every 1-2 months or more
How valuable	23.19	0.80
Observation of teaching How often	49.4%	Every 1-2 months or more
How valuable	3.54	0.63

Is the formative assessment system fair in representing participating teacher skills and abilities	3.39	0.65
Is the assessment system effective in support the participating teacher's professional development	3.31	0.75
Strength of connection between areas for growth and evidence of teaching practice	3.15	0.57
Frequency of participating teacher and support provider communication	91.6%	Weekly or more
Adequacy of time to meet with support provider	3.07	0.85
Timeliness of support from support provider	2.86	0.62

3. Informal Program Review Conclusions

The Informal Program Review found the following strengths:

- The program uses ongoing program evaluation to assess the effectiveness of the formative assessment process.
- Recognizing the different performance level of participating teachers.
- Integrating the *California Standards for the Teaching Profession* (CSTP) and the state curriculum frameworks and instructional materials, and state-adopted student content and performance standards.
- Teaching the life-long application of the *California Formative Assessment and Support System for Teachers* (CFASST) including the Plan, Teach, Reflect, Apply Cycle and the Inquiry Process.

The following are areas for growth:

- Help support providers focus on action instead of paperwork when working with their participating teachers, to see and share the purpose and essence of each *California Formative Assessment and Support System for Teachers* (CFASST) Event
- Continue supporting participating teachers to become life-long reflective learners.
- Helping support providers assist the participating teacher to understand how the *California Formative Assessment and Support System for Teachers* (CFASST) becomes a “process” in solving instructional challenges.

Analysis and Conclusions:

The Sacramento BTSA Consortium Professional Teacher Induction Program has a formative assessment system in place that guides and informs participating teachers about their own professional growth, the *California Formative Assessment and Support System for Teachers* (CFASST). It incorporates multiple measures of teaching, collaboration with colleagues, a focus on classroom practice, and, together with a trained support provider about evidence, uses

specific criteria. Systematic, formative assessment is the primary vehicle for teacher development throughout our Induction Program. The evidence documents that the intent and purpose of our formative assessment system is in place - to ensure every participating teacher the opportunity to participate in a comprehensive and substantive professional development experience. Our challenge always is continuously monitor and refine our program to meet the diverse and changing needs of our participating teachers over time.

Evidence #1 of Element (d) for Standard 13; A Description of Practice Example for the California Standards for the Teaching Profession (CSTP), Standard 1.1.

1.1 Engaging and Support All Students in Learning				
Element	Practice Not Consistent With Standard Expectation	Developing Beginning Practice	Maturing Beginning Practice	Experienced Practice that Exemplifies the Standard
Connecting students' prior knowledge, life experience, and interests with learning goals	The teacher makes no connection between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher does not elicit student questions or comments during a lesson.	The teacher makes some connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits some questions from students during the lesson to monitor their understanding.	The teacher makes substantial connections between the learning goals and the students' prior knowledge, life experiences, and interests. The teacher elicits and uses students' questions and comments during a lesson to extend their understanding.	The teacher facilitates as students connect and apply their prior knowledge, life experiences, and interests to new learning and the achievement of learning goals. The teacher builds on students' questions and comments during lessons to modify instruction.

These four levels are not calibrated to represent equidistant points on a continuum, nor do they represent developmental stages. As such, they are neither true rubrics, which benchmark performance in terms of increasing frequency and/or degree, nor developmental scales, which describe a uni-directional progression of the participating teacher's professional accomplishment. They are, instead, designed to describe teaching as revealed by a specific set of evidence of practice in relation to the element. Evidence in this context consists of teaching products such as instructional plans, student work, reflective writing, and observation feedback.