

Common Standard 2: Unit and Program Evaluation Systems

The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.

***Induction Programs:** "Unit and program evaluation system" encompasses the assessment of program effectiveness as it relates to all Common and Program Standards including state processes of program review or accreditation and local evaluation activities. Candidate performance, qualifications, proficiencies and competence are only in reference to clear credential requirements as defined by the Induction Program Standards.*

Program and Implementation Plan

The Monterey County BTSA Induction Program has a comprehensive system of formative program evaluation that addresses all standards, involves program participants and other stakeholders, and is the basis for improvement efforts. Our program uses a variety of evaluation methods including, but not limited to, surveys of stakeholders, informal FACT and portfolio reviews, workshop evaluations, support provider/participating teacher log reviews, and six meetings of the Program Advisory Team. Our program takes part in the annual Informal Program Review with regional partners as well as the periodic Formal Review.

Program evaluation is ongoing and based on our local program goals and the induction program standards. Local program goals are based on corresponding local districts' goals which emphasize standards-based instruction. Our participants use the *Formative Assessment for California Teachers* (FACT), formative assessment system, which focuses on academic content standards and performance levels. Documentation of substantial completion of FACT events is a part of the induction process as is described in detail in Induction Program Standard 4. FACT reviews take place in our consortium on a bi-annual basis. Monthly collaborative logs submitted by the support provider, and signed by the participating teacher, are examined by the local district advisor for evidence of use of standards-based instructional strategies based on content standards and performance levels. The coordinator will also view the documents for feedback on the FACT program which may then be relayed back to interested stakeholders to use to revise the system. Each participating teacher keeps an induction completion checklist with copies sent quarterly to the local district advisor (*Induction Completion Checklist - Appendix #*).

Program accountability is measured via the BTSA Formal Program Review and Informal Peer Reviews, the Mid-Year Evaluation Survey, and the State BTSA Survey. The BTSA

Director and staff continually assess the data and meet to discuss their findings bi-monthly with the Program Advisory Team.

The purpose of program evaluation is to find to what extent the Monterey County BTSA Induction Program is meeting program standards and to examine the effectiveness of the induction program. The current mid-year evaluation survey and the BTSA statewide survey aided in finding the answers to the following questions:

Are participating teachers

- advancing in the *California Standards for the Teaching Profession (CSTP)*?
- increasing in competence and confidence?
- maintaining consistently high levels of morale and enthusiasm for teaching?
- perceiving that they are being effective?
- indicating growth over time while demonstrating and applying the induction standards

The 2008-2009 Midyear Evaluation was developed to focus more closely on the induction standards being implemented. Questions, such as the following, are designed to address important aspects of the program for each of our stakeholders:

- Do I value having time to collaborate with my colleagues at monthly seminars?
- Does the content of the monthly seminars helps me improve my teaching skills?
- Does my participation in BTSA increase my focus on student outcomes?

The Monterey County BTSA Induction Program gathers data from the following sources:

Time Line	Instrument	Audience
July-December	State Consent Forms Application Forms	Participating Teachers Support Providers
January-February	Mid-Year Evaluation Survey	Participating Teachers Support Providers
May	State Survey	Participating Teachers Support Providers Administrators BTSA Staff
On-going	Leadership Survey	District BTSA Managers
Spring	Informal or Formal Program Reviews	Representatives from all Stakeholder Groups
On-going	Trainer/Presenter Feedback	Professional Development Providers

On-going	Phone calls, emails, letters, etc.	Program participants
Semi-annually	Collaboration and feedback	<ul style="list-style-type: none"> • Intern • IHEs (CSU Monterey Bay, CalStateTEACH and Chapman University)

The program has information from the state survey, external evaluations and the informal program review (*Appendix #*). Feedback is collected from the evaluation forms from professional development and FACT training sessions. Five yearly support provider district seminars, which often include participating teachers, provide another forum for feedback. Sessions include a district information/sharing of induction topics and requirements; participating teachers' FACT work; an in-depth study of FACT events (What are the "big ideas"? How are the events connected and job-embedded?), and informal seminar surveys (*Seminar Survey – Appendix #*). These five seminars are recorded on the BTSA database by the project staff (agenda, dates, time and attendance).

The data from the following resources is reviewed on an ongoing basis, so that immediate changes can be made:

Surveys: annual state-wide; local mid-year and final
Annual Informal Review
Annual Program Improvement Plan

FACT Training Evaluation Forms
Formal Program Review
Induction Portfolio Reviews
FACT reviews

After the Midyear Survey results, the Program Advisory Team, consisting of representatives from each district in the Consortium, will identify needed midyear course corrections and develop a plan to implement them. Each spring the Program Advisory Team meets to conduct an annual internal audit, a thorough review of the above sources and identifies improvements for the coming year. The program director works with the Program Advisory Team to implement identified changes.

Since 2003, BTSA has continued to refine the evaluation process in order to utilize data to improve the induction program through data driven decision making.

Action Plan	
Year 1	Define questions about program quality and effectiveness

2003-04	Identify stakeholder groups – ex. PTs, SPs, Principals, IHE Develop new Midyear Survey Analyze Data Disseminate Results Make midyear adjustments Participate in Peer Program Review – refine program using results
Year 2 2004-05	Continued Year 1 plan Revised Midyear Survey Conduct Focus Groups for additional feedback Participate in Informal Review – refine program using results
Year 3 2005-06	Continue Year 2 plan Submitted Modified Induction Program Conduct an internal review using the Formal Review process Participate in Informal Review – refine program using results
Year 4 2006-07	Continue Year 2 plan Participate in Formal Review – refine program using results
Year 5 2008- present	Revised Midyear Survey Revised Seminar Survey Focus group to create End-of-Year Survey Participate in Informal Review – program using results

MCOE BTSA has continued to cycle through the above action plan in order to participate in continuous program improvement to best meet the changing needs of its participants. Survey results are shared by the Monterey County BTSA Induction Program director, to facilitators, and program advisors to provide information and a foundation from which to promote collaboration with the State BTSA Task Force, Cluster Two BTSA Leadership, the Educational Services division of the Monterey County Office of Education, California State University Monterey Bay and Chapman University College of Education, University of California Santa Cruz, CalState Teach. This type of collaboration allows stakeholders to stay abreast of current replicable research about teaching and learning, particularly as it applies to participating teachers. New knowledge and understandings are shared with the district coordinators and support providers during the scheduled meetings or in electronic correspondence.

The support providers within the Monterey County BTSA Induction Program actively work with participating teachers to identify their individual strengths and areas of need as determined by the *California Standards for the Teaching Profession* (CSTP), and considering this in the light of our local context. Both participating teachers and support providers are surveyed regarding these identified strengths and needs. The consortium collects and analyzes copies of the participating teacher’s Individual Induction Plan (IIP) each year, along with IIP revisions, to see if needs are being met, such as in providing professional development offerings that address identified needs.

During the 2008-2009 year, MCOE BTSA participated in the rewriting of the program to address the new CTC BTSA Induction Program Standards. The process involved peer review in a triad-read around process where a review and feedback was given by two other program leaders prior to the final program being submitted to the state in June 2009.

BTSA is firmly and fully committed to the process of program review as a valuable source of information that allows the program to target appropriate growth goals each year. **Each participating teacher has the following opportunities to provide program evaluation feedback:**

Time Line	Instrument
July-December	State Consent Forms
August-September	Orientation
January-February	Mid-Year Survey
December - February	Mid-Year Portfolio Reviews
May	State Survey
On-going	Professional Development Event Feedback
May - June	District Colloquium/End-Year Portfolio Reviews
Spring	Informal or Formal Program Reviews
On-going	Phone calls, emails, letters, etc.

Information from our surveys:

The MCOE-BTSA program has contracted with Webfeedback™, a web-based data collection and real-time reporting system. This online survey system allows the BTSA program leaders to gather data from the Year 1 and Year 2 participating teachers and support providers. The purpose of the survey is to receive feedback on the level of support the participants have received and the application of FACT to the CSTPs and Induction Standards. The information from this and other surveys informs the continuous improvement efforts of the program. (*Resume of webfeedback™ CEO, Shareen Bell-Appendix #*)

Analysis and Conclusions:

The Monterey County BTSA Induction Program uses evaluation and feedback from multiple sources. The purpose of collecting data is to analyze and synthesize the information in order to make appropriate program modifications. The evidence indicates that the consortium provides the information from the data analysis and synthesis to program leaders in a timely manner. All program decisions are made in collaboration with the Consortium’s governing members based on the evidence determining program strength and areas for program growth.

On the state survey, three groups - participating teachers, support providers, and site administrators - indicate that while they are not overly aware of the data, they are comfortable with the decisions made from that data. An area for growth is to provide that

same analysis and synthesis that is provided to program leaders to participating teachers, support providers, and site administrators. The six yearly seminars for support providers include looking at our survey results and reviewing ongoing concerns of the teachers. Administrators will also be kept current as BTSA leadership meets annually with each district's leadership team to summarize the work of the current BTSA teachers and to collect information and answer questions from each district.

We will continue to engage in on-going, regular evaluation of all aspects of our program to ensure consistent, high quality implementation.

EVIDENCE

- 4-1 *Induction Completion Checklist*
 - 4-3 *State Survey results*
 - 4-5 *State Survey Alignment Chart to BTSA Program Standards and Induction Standards*
 - 4-6 *BTSA Program Standards Aligned to Induction Program Standards*
 - 4-8 *Resume of Program Evaluator*
 - 4-9 *Support Provider Mid-Year Survey form*
 - 4-10 *Participating Teacher Mid-Year Survey form*
-