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Pepperdine University
Graduate School of Education and Psychology

BTSA PROGRAM DIRECTORS' PERCEPTIONS ON THE RELATIONSHIP
BETWEEN COMPONENTS OF MENTOR ASSESSMENT AND EFFECTIVENESS

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Patricia Sheehan Maricich

March, 2014

Spring Cooke, Ed.D. – Dissertation Chairperson

This dissertation, written by

Patricia Sheehan Maricich

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Spring Cooke, Ed.D., Chairperson

June Schneider-Ramirez, Ph.D.

Susan Liberati, Ed.D.

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DEDICATION

To my wonderful husband, Ronald Maricich, and my children, Laura, Nick and Julia for your love and ongoing support. I love you!

To my parents, Genevieve and William Sheehan, for fostering my passion for learning! Mom, thank you for always encouraging me to complete my dissertation. Dad, thank you for always asking me, “What did you learn today?” and “What did you accomplish today?” I can answer those questions now!

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Lastly, to all the mentors with whom I have collaborated throughout the years. I am always inspired by your dedication to our novice teachers. Thank you for letting me take this learning journey with you!

VITA

Patricia Sheehan Maricich

Education

1976 BA California State University Long Beach

1994 MA California State University Long Beach

Professional Experience2005-present Beginning Teacher Support and Assessment Induction Coordinator, Palos
Verdes Peninsula Unified School District1999-2004 Beginning Teacher Support and Assessment Induction Coordinator,
Manhattan Beach Unified School District

1994-1999 Mentor teacher, Palos Verdes Peninsula Unified School District

1986-1999 Classroom teacher, Palos Verdes Peninsula Unified School District

Professional Credentials

Clear- Professional Administrative Services

Clear- Multiple Subjects

Research Interests

Mentoring [for new teachers]

Mentor professional development

Mentor assessment

Advancing new teachers' professional skills

New teacher retention

ABSTRACT

California's Beginning Teacher Support and Assessment program (BTSA) is a high stakes induction program; a new teacher's completion of a BTSA induction program leads to the California clear credential. The cornerstone of the BTSA induction program is the mentor, also known as a support provider. Mentors provide a variety of services to new teachers including individualized formative assessment of practice and ongoing reflection on teaching skills. Effective mentors are critical to the success of new teachers and foundational to the induction program. Although BTSA programs are mandated by state induction standards to assess the quality of services provided by their support providers, the standards do not define quality. BTSA programs are free to create their own assessment criteria and assessment methods.

This qualitative, descriptive study (a) examined the perceptions of BTSA program directors on the relationship between established forms of mentor criteria, methods of formative assessment, and formative feedback provided to mentors and (b) identified those components of mentor assessment that are perceived by BTSA program directors to be valuable in assessing mentor effectiveness.

The study found that BTSA directors placed import on assessing mentors for personal dispositions, such as attitude and responsibility, as well as the quality of their work with their novice teachers. Directors perceived that formative feedback from either the BTSA director or peers was important in increasing mentor effectiveness. The directors' perceptions of valued components of mentor assessment were shaped not only by the requirements regarding mentor assessment contained within Induction Standard 3 (California Commission on Teacher Credentialing, 2008), but by local culture, district goals, and existing models of educator assessments within each organization.

BTSA directors, who led programs in high performing schools, valued assessing a mentor's ability to build relationships with novices for the purpose of advancing the novices' teaching practice and were more likely to endorse mentor self-assessment and reflection as major components of assessment. Conversely, BTSA directors who operated programs in under-performing schools valued mentor assessment components that evaluated the mentor's ability to effect and advance the teaching practice of the novice. The latter programs perhaps provided mentors with more specific, explicit feedback.

Chapter 1: Introduction

Background of the Study

Over the last 2 decades, educational leaders and researchers have identified that high quality teachers are an important cornerstone in the effort to improve our nation's schools (Alliance for Excellent Education, 2004; Darling-Hammond, 1999; Goodlad, 1991; National Commission on Teaching and America's Future, 2003; Wright, Horn, & Sanders, 1997). However, perhaps the greatest threat to advancing and sustaining teacher quality is the attrition rate of new teachers; almost one quarter of all new teachers leave their positions after their first year of teaching and up to half of all teachers are gone after their fifth year of teaching (Huling-Austin, 1990; Ingersoll & Smith, 2003, 2004a, 2004b; Murnane, Singer, Willett, Kemple, & Olsen, 1991). Although teacher turnover may be affected by external cyclical factors, such as dwindling school budgets or declining student enrollment, teacher attrition rates are greatest in high poverty schools where a revolving door of new teachers is associated with lower levels of student academic achievement (Hanushek, Kain, O'Brien, & Rivkin, 2004, 2005).

High quality, high performing teachers build their skills over time, class by class, through actual teaching experiences. Novice teachers typically take from 3 to 4 years to develop proficient teaching skills (Berliner, 1988; Feiman-Nemser & Remillard, 1995). A growing body of literature demonstrates that new teachers need extended, guided practice in teaching, beyond what was required in student teaching experiences (Alliance for Excellent Education, 2004; Feiman-Nemser, 1983; Wang & Odell, 2002).

In an attempt to mitigate teacher attrition and support the professional development of novice teachers, school systems have implemented new teacher induction programs that provide

extended support and learning opportunities for novices to develop and advance their teaching skills. In the United States, almost half of the states require that new teachers participate in induction or mentoring programs during their initial years of teaching (Quality Counts, 2010). These programs serve to both ease the novices' transition from pre-service to full-time teaching and to advance their teaching practice during the first years in the classroom. When new teachers participate in robust, comprehensive induction programs, they opt to stay in the profession longer (Darling-Hammond & Berry, 2006; Feiman-Nemser, 2003; Ingersoll & Kralik, 2004). Teachers who participate in high quality induction programs may have higher levels of student achievement (Glazerman et al., 2010). Comprehensive induction programs are defined as teacher support programs with at least four elements: structured mentoring, common planning time with mentors, intensive professional development, and standards-based assessment and evaluation (Alliance for Excellent Education, 2004, p. 11). The mentor is a key component in a comprehensive induction program (Evans-Andris, Kye, & Carini, 2006; Fideler & Haskelkorn, 1999; Odell & Huling, 2000; Smith, 2007; Wood & Stanilus, 2009).

Mentors engage in similar processes and their roles require common skills. The role of mentor may include all of the following: buddy, instructional coach, facilitator of teacher learning, formative assessor of practice and reflective colleague. When novices are supported by trained mentors, novices develop more advanced practice during the first year of teaching (Evertson, & Smithey, 2000) and are retained in the profession longer. First year public school teachers with mentors have a 90% retention rate after 2 years, as compared with only a 77% retention rate after 2 years for those public school teachers without mentors (Kaiser, 2011, p. 3). Mentors make a significant contribution in both developing and retaining new teachers.

In California, a novice teacher's completion of a state-approved induction program is also the path to professional teacher licensure according to CA Senate Bill 2042 (1998) and CA Senate Bill 1209 (2006), as noted by the California Commission on Teacher Credentialing (CTC, 2012). In 2011-2012, there are 158 Beginning Teacher Support and Assessment (BTSA) programs operating statewide (CTC, 2012), which are listed in Appendix A. In 2010-2011, 5,895 BTSA mentors, known as support providers, worked with 13,299 newly credentialed California teachers through a BTSA induction program (L. Colosimo, personal communication, June 20 & 22, 2011).

BTSA Induction programs are state funded and locally sponsored within school districts, charter schools, consortia of districts or county offices of education. Approximately 98% of the California public school districts either directly sponsor or have access to a local BTSA Program for their new teachers (Clark, 2010). The BTSA Interagency Task Force, composed of representatives from the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CTC) oversee the implementation, management of the program.

BTSA Induction Programs are accredited by the CTC as teacher preparation programs. California's Induction Program Standards (CTC, 2008) and Common Standards for all CA Teacher Credentialing Programs (CTC, 2008) serve as the current foundation and structure for all statewide induction programs. After initial program approval, BTSA Induction programs demonstrate that their programs meet the standards through continuous participation in the CTC's 7-year accreditation cycle process.

The Problem

Within the BTSA induction program, mentors, known as support providers, deliver a variety of services that advance the novice's teaching practice, and help novices complete the induction program requirements. California Induction Program Standard 3 (CTC, 2008) requires induction programs to “assess the quality of support provider services...using well-established criteria...and provide formative feedback to support providers...retaining only those who meet the established criteria” (pp. 6-7). However, the CA Induction standards do not define “quality of services” (p. 7). Each BTSA program establishes its own criteria, assessment measures and forms of feedback for determining quality support provider efficacy. The relationship between mentor assessment criteria, mentor assessment, and mentor feedback and how those components may be linked together to determine mentor efficacy is unclear. What is the relationship between mentor assessment and mentor effectiveness? How do BTSA directors perceive the importance of various assessment components, and variables within each component, to inform their decisions about mentor quality and effectiveness?

Through the lens of the 69 BTSA Induction program directors of the Orange, Red and Violet accreditation cohorts of the California Commission on Teacher Credentialing, this study explored how BTSA program directors perceived the relationship between BTSA programs' support provider assessment quality criteria, performance assessments, and formative feedback to mentors and each component's importance in assessing mentor effectiveness (see Appendix B: Orange, Red, and Violet Accreditation Cohorts).

Purpose of the Study

The purpose of the study was to (a) explore the relationship among established forms of mentor assessment criteria, methods of formative assessment, and formative feedback provided

to mentors, then to (b) identify those components of mentor assessment that are perceived by BTSA program directors to be valuable in assessing mentor effectiveness. An outcome of this study was the establishment of a discrete knowledge base of mentor assessment criteria and assessment strategies that have been identified by BTSA program leaders as important components in assessing mentor efficacy. The results of this study point to future studies about best practices in the area of mentor assessment, feedback, and professional growth areas for mentors.

Research Questions

1. How do BTSA directors perceive the importance of various assessment components, and variables within each component, to inform their decisions about mentor quality and effectiveness?
2. What are the relationships among the three components of assessment (criteria, performance assessment and formative feedback) that inform perceived mentor effectiveness?

Theoretical Framework

Effective mentoring is central to the success of induction programs, and mentoring may well be the most important component in supporting, developing, and retaining new teachers (Bartell, 2005; Feiman-Nemser & Parker, 1992; Ingersoll & Kralik, 2004). However, less defined is “what mentors should do, what they actually do, and what novices learn as a result” (Feiman-Nemser, 1996, p. 1). The California Standards for Induction Programs (CTC, 2008) clearly identify criteria for mentor selection and professional development, but allow mentor assessment methods to be determined by program sponsors.

A theoretical framework for assessing the work of the induction mentor must consider the intent and expected outcomes of the induction program. The California BTSA induction programs and the work of their mentors are grounded in a theoretical mentoring model of structured collaborative teaching inquiries, formative assessment of practice, and reflection that encourage novices' professional growth. Using such a model, the mentor's work with the novice "resides in the model of teaching and mentored learning to teach" (Lin & Tsai, 2007, p. 3), rather than in the mentors' transmission of teaching knowledge to the novice. Effective mentors engage their novices in collaborative teaching inquiries as a means to guide new teachers (a) into thinking more deeply regarding their teaching and (b) to reflect on their decisions regarding planning, teaching, and assessing for their students' learning. Effective mentors and their novices conduct their inquiries into practice and reflection through the lens of the California Standards for the Teaching Profession (CTC, 2008). Bartell (2005) furthers the discussion by suggesting that although the CSTP may outline a set of practices, mentors and novices both need to understand what good teaching looks like in action.

A key piece of that structure is a well-defined vision of teaching and learning that becomes a focus of the mentoring experience itself. Mentors and novices work toward a set of expectations about what teachers ought to know and be able to do, and what good teaching looks like in actual practice. (p. 77)

Reflection has long been considered a leading strategy in facilitating teacher professional growth. Dewey (1933) advocated that teachers reflect with colleagues in the educational community. A half century later, Shon (1983) further promoted reflection to advance teacher practice. Shon described reflection as the refining of one's artistry or craft in a specific discipline. Bartell (2005) further refined Shon's definition by adding that reflective practice is

“how teachers think about and enact teaching practice” (as cited in Bartell, 2005, p. 118).

Bartell summarizes the importance of reflective practice as follows:

Teaching that is reflective is done in a deliberative, thoughtful manner that is hardly routine or formulaic. Reflective teachers make conscious choices and are able to articulate why they make those choices. They examine and scrutinize their own practice. [They analyze their students’ work] and their progress and adapt their instructional approach based on that analysis. (p. 117)

Reflection on growth in teaching is at the core of effective mentors’ ongoing work with the novices. Effective mentors must know and be able to identify good teaching practices in order to guide the reflective conversations about practice with their novices. Mentor assessment becomes a necessary component of induction programs to ensure that all novices are having high quality, effective mentor support including collaborative inquiries, formative assessment, and reflection on teaching and learning.

Definition of Terms

The operational definitions of these terms used in this study are as follows (websites, if applicable, are included):

- **Assessment:** A process of gathering, documenting, and analyzing information about teachers’ professional practice to determine a level of practice.
- **Beginning teacher:** A new teacher with a California preliminary credential. The terms *beginning teacher*, *novice teacher*, *participating teacher*, and *new teacher* may be used interchangeably.

- Beginning Teacher Support and Assessment Program: The California state mandated comprehensive induction program for teachers with preliminary credentials (BTSA). The website is <http://www.btsa.ca.gov>.
- BTSA regional cluster director: Individual appointed by the BTSA Interagency Task Force to provide support and assistance to local BTSA induction programs. There are six BTSA Regional Clusters: (a) Northern California, (b) Bay Area/Central Coast, (c) Central California, (d) Los Angeles County, (e) San Diego, Imperial and Orange Counties, and (f) Inland Empire/ High Desert. The website is http://www.btsa.ca.gov/ba/cluster_map.html.
- BTSA director or coordinator: Individual appointed by local BTSA induction program to act as the local program leader.
- California Department of Education (CDE): State agency that oversees education in the state. The website is <http://www.cde.ca.gov>.
- California Standards for the Teaching Profession (CSTP): The professional teaching standards for California teachers. The website is <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>.
- California Commission on Teacher Credentialing (CTC): State agency that oversees the credentialing of K-12 teachers. The website is <http://www.ctc.ca.gov>.
- Common standards: Standards that govern all accredited California teacher preparation programs. Induction programs must address both the Common Standards, as well as the Induction Program Standards, in their program plans, as mandated by the CTC in 2008. The website is <http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>.

- **Component:** As used in this study, refers to being an element of a larger structure or program.
- **Comprehensive induction program:** An induction program that includes (at a minimum) four elements: structured mentoring, common planning time with mentors, intensive professional development, and standards-based assessment and evaluation (Alliance for Excellent Education, 2004, p. 11).
- **Council on Accreditation:** CTC committee that oversees the accreditation of all teacher preparation programs in California, including BTSA Induction programs. The website is <http://www.ctc.ca.gov/educator-prep/coa-about.html>.
- **Evaluation:** A summative evaluation of teacher practice leading to decisions regarding employment.
- **Formative assessment:** The ongoing, non-evaluative process of collecting, analyzing and reflecting on data about an educational practice over time for the purpose of improving that practice.
- **Formative feedback:** The ongoing, non-evaluative process of providing feedback to an educational practitioner about his or her practice for the purpose of improving practice.
- **Induction program:** A coordinated and articulated comprehensive program of support and formative assessment for newly credentialed teachers.
- **Induction Program Standards:** Standards that govern all California induction programs beginning in 2008. The website is <http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>.
- **In-service:** the time period in which teachers assume full responsibilities of teaching with at least a preliminary credential.

- Institution of higher education (IHE): An institution with teacher preparation programs.
- Mentor teacher: An experienced teacher who works with a beginning teacher. The terms *mentor* and *support provider* may be used interchangeably.
- New teacher: A newly credentialed teacher in the first or second year of teaching with preliminary licensure. The terms *beginning teacher*, *novice teacher*, *entry level teacher*, and *new teacher* may be used interchangeably.
- Participating teacher: A California teacher, typically in the first or second year of teaching with a preliminary teaching credential who participates in an induction program. A participating teacher may also be referred to as a candidate (i.e., candidate for the clear credential).
- Preliminary credential: A state issued provisional license to teach either elementary or high school that has requirements to clear (i.e., resulting in permanent licensure within the state)
- Pre-service: The time period in which a candidate prepares to become a teacher through coursework and student teaching experiences.
- Professional teaching standards: Refers to the either national or state standards describing what a professional teacher should know and be able to do.
- Program assessment: Updated version of the program documents submitted to gain initial approval to operate an educator preparation program, course syllabi, and documentation about assessment tools used by the institution to ensure that all candidates recommended for a credential have satisfied the appropriate knowledge and skill requirements (CTC, 2011). The website is <http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html#PA>.

- Program standards: Standards that describe or outline the standards for a teacher induction program.
- Standards of Quality and Effectiveness for Professional Teacher Induction Programs: Jointly developed standards by the CTC and CDE that governed all California induction programs from 2002 to 2008.
- Support provider: An experienced teacher who works with a beginning teacher in an induction program. The terms *support provider* and *mentor* may be used interchangeably.
- Technical skills: The knowledge and skills necessary to start up and manage a classroom of learners at a school site, but not necessarily directly related to teaching and learning (e.g., ordering books and supplies, creating a grade book, and developing homework policies).

Significance of the Study

Current and future leaders in the field of teacher induction will benefit from this study because it will explore the relationship between mentor assessment criteria, performance assessment, formative feedback, and each component's importance in assessing mentor effectiveness. The study will seek to identify those components of mentor assessment that are perceived by BTSA program directors to be valuable in assessing mentor effectiveness. This research will be of interest to those responsible for organizing, administrating, and assessing induction programs who wish to increase their awareness of actual criteria and methods used to assess mentors in the field that improve support provider performance over time.

Assumptions of the Study

The following assumptions were made about the study:

1. It is assumed that program director will thoughtfully respond to the online survey instrument and that their responses will be based on accurate knowledge of the subject, as data for this research is dependent upon self-report.
2. It is assumed that the most knowledgeable person within the program has completed the survey. The study will not seek data to confirm the qualifications of the respondents.
3. It is assumed that the survey instrument used in this study is reliable and valid as it was (a) adapted from previously utilized instruments for parallel studies, (b) validated by a panel of experts, and (c) conducted as a pilot study.
4. It is assumed that the California BTSA Induction Programs in the Orange, Red and Violet cohorts (as of August 16, 2011) have submitted Program Assessments within the last year. These are listed in the CTC website (CTC, 2011).

Limitations of the Study

There were three limitations known to the author:

1. The online survey data collected was self-reported by the responding Induction programs leaders, and does not include survey data from mentors. The data may reflect the perspectives, opinions or bias of program leaders.
2. For purposes of the timeline for completion of this study, the CTC list of the 69 approved BTSA Induction programs in the Orange, Red, and Violet cohorts (as of August 16, 2011) is both accurate and current (CTC, 2011).

3. For purposes of the completion of this study, the elements of the Induction Standards considered for this study were from the California Induction Program Standards (CTC, 2008).

Delimitations of the Study

There were three delimitations that applied to the study:

1. Participation in this study was limited to BTSA Induction programs in the Orange, Red, and Violet cohorts that had active commission-approved BTSA Induction programs as of August 16, 2011.
2. Participation with this study was limited to BTSA Induction programs in the Orange, Red, and Violet cohorts that have submitted a Program Assessment document for California Induction Standards 1-6 to the California Commission on Teacher Credentialing.

Organization of the Study

Chapter 1 included the background of this study, including the following: (a) introduction, (b) statement of the problem, (c) purpose of the study, (d) research questions, (e) definition of terms, (f) significance of the study, (g) assumptions of the study, (h) limitations of the study, (i) delimitations of the study, and (j) organization of the study. Chapter 2 presented a review of the literature. Chapter 3 described the research design and methodology of this study, including the following: (a) introduction; (b) restatement of the problem, purpose, and research questions; (c) materials related to methodology; (d) research design and data collection; (e) role of researcher, (f) population and participant sample; (g) reliability and validity; (h) data analysis; (i) IRB requirements; and (j) assumptions, limitations, and delimitations of the study. Chapter 4 reported the findings and data analysis. Chapter 5 discussed the (a) summary of methods, (b)

summary of the findings, (c) practice recommendations for BTSA programs, (d) recommendations for future studies on mentor assessment, (e) limitations, and (f) conclusions.

Chapter 2: Review of the Literature

Much recent literature underscores the important role of the mentor in teacher induction programs. The mentor is one of the key components of any comprehensive induction program (Little, 1990; Wong, 2004; Wood & Stanilus, 2009). Effective mentoring is central to the success of induction programs, and mentoring may well be the most important component in supporting, developing, and retaining new teachers (Feiman-Nemser & Parker, 1992; Ingersoll & Kralik, 2004). Mentors have opportunities to play a key role in the development of new teachers (Carver & Katz, 2004; Schwille, 2008; Wong, 2004). California BTSA induction programs are grounded in a framework of collaborative inquiry, formative assessment of practice, and reflection. Effective mentors must know and be able to recognize effective teaching and assist novices in reflecting on their developing teaching practice. However, there is scant literature about models of mentor assessment or research about which models are most useful in determining mentor effectiveness.

This researcher seeks to (a) determine the models of mentor assessment in use across California Beginning Teacher Support and Assessment (BTSA) programs that are perceived to be most effective by BTSA program directors and (b) explore the relationship among mentor assessment criteria, performance assessment, formative feedback, and perceived mentor effectiveness.

Research Questions

Two research questions will be addressed in this study:

1. How do BTSA directors perceive the importance of various assessment components, and variables within each component, to inform their decisions about mentor quality and effectiveness?

2. What are the relationships among the three components of assessment (criteria, performance assessment and formative feedback) that inform perceived mentor effectiveness?

Context for the Study

California BTSA induction programs are state-funded and locally sponsored professional teacher credentialing programs operating in California school districts, consortia of school districts or county offices of education. In California, new teachers enroll in their local BTSA program to (a) receive comprehensive induction services, and (b) clear their California preliminary teaching credential.

Within BTSA programs, mentors known as support providers play an important role in providing services to the new teacher, as well as assisting new teachers in meeting the program requirements for the clear credential. Mentors provide individualized new teacher support, including an extensive formative assessment of the novice's teaching practice. Because BTSA programs are accredited as professional teacher preparation programs by the California Commission on Teacher Credentialing (CTC), they must meet CTC's Induction Standards (CTC, 2008). The Induction Standards are organized into six standards, governing various aspects of an induction program. Induction Standard 3 states that induction programs must "assess the quality of support provider services...using well-established criteria...and provide formative feedback to support providers...retaining only those who meet the established criteria" (pp. 6-7). However, the California Induction Standards do not define the criteria nor define "quality of services" (p. 7). Each induction program develops its own mentor criteria, methods of assessment, and systems of formative feedback. Thus there is no discrete database of mentor assessment strategies in use across the state. Little is known about how BTSA program

directors perceive the relationship between mentor assessment components (i.e., criteria, performance assessment, and formative feedback) and mentor effectiveness.

The review of the literature will be as organized, as follows:

1. Establishment of California's Beginning Teacher Support and Assessment induction program
2. Framework for BTSA mentor assessment criteria
3. Dispositions, knowledge, and skills of mentors
4. The needs of novice teachers
5. Formative assessment systems
6. Impact of induction programs
7. Mentor assessment models
8. Determining mentor effectiveness
9. Summary of literature and research

Establishment of California's BTSA Induction Program

The California Beginning Teacher Support and Assessment program, a teacher credentialing induction program, evolved from several earlier new teacher support programs throughout the state. These early programs developed and contributed various components that would later be incorporated into the BTSA induction program, especially the role of the mentor teacher.

Marin [California] Teacher Advisor Program. In the early 1980s, the Marin [California] Teacher Advisor Program released teachers from their classroom to "observe and work reciprocally with other teachers" (Wagner, Ownby, & Gless, 1995, p. 24). Although the advisors were initially designated as curriculum and instruction leaders, their role changed to that

of facilitator as they worked through various challenges with their colleagues (p. 24). This key learning from the Marin program would later influence the development of new teacher support in the state (i.e., the mentor as *facilitator*, rather than as *evaluator* of teacher development).

California Mentor Teacher Program. In 1983, the first statewide initiative to support new teachers, the California Mentor Teacher Program (CMTP), was funded by the state legislature as part of the Hughes/Hart Educational Reform Act, a California state omnibus bill designed to address multiple reforms. The guidelines for CMTP were defined in California Education Code:

1. The primary function of a mentor teacher shall be to provide assistance and guidance to new teachers. A mentor teacher may also provide assistance and guidance to more experienced teachers.
2. Mentor teachers may provide staff development for other teachers and may develop special curriculum.
3. A mentor teacher shall not participate in the evaluation of teachers. Each mentor teacher shall spend on average not less than 60% of his or her time in the direct instruction of pupils. (State of California, n.d., §44496)

Initially, the state allocated \$10 million for CMTP in 1984-85 to “742 districts for the support of 4,362 mentor teachers” (Wagner et al., 1995, p. 22). By 1994-1995, CMTP had expanded to serve 1017 districts and 11,600 mentor teachers, which is 96% of the districts statewide. Although the state provided intense oversight of the funds, there was less oversight of the implementation of the program itself. In the early years of CMPT, mentors were assigned to primarily to curriculum projects (especially in districts with few new teachers), but

by the late 1980s, more mentors were working with novices because of a statewide increase in new teachers.

California New Teacher Project. According to the CTC (2011), in 1986, California Senate Bill 148 funded a pilot study on new teachers' support, California New Teacher Project (CNTP). Bartell (1995) writes, "The long-range purpose of the project was to develop a comprehensive statewide strategy for the professional induction and certification of beginning teachers of the future" (p. 30). The CNTP study ran from 1988-1992 and included 37 local and regional projects "that explored alternative, innovative ways of supporting and assessing services to over 3,000 first and second year teachers" (pp. 29-30). Based on the evaluation of CNTP by the Southwest Regional Laboratory (p. 30), Bartell concluded the following:

when compared with other new teachers, beginning teachers in the pilot projects more consistently (a) used instructional practices that improve student achievement; (b) used more complex, challenging instructional activities that enabled students to learn advanced thinking skills and cooperative work habits; (c) engaged in long-term planning of curriculum and instruction, ensuring that students were taught the entire set of skills and knowledge to be learned during the year; (d) motivated diverse students to engage in productive learning activities; and (e) gave the same complex, challenging assignments to classes of diverse pupils as they did to classes that were ethnically and culturally homogeneous. (p. 32)

In other words, these novice teachers became competent teachers at a faster rate than would be expected for new teachers. CNTP became the prototype for the California Beginning Teacher Support and Assessment Program, the state sponsored induction program.

Beginning Teacher Support and Assessment Program. By the early 1990s, there was considerable interest in expanding the California New Teacher Project into a statewide induction program for new teachers. Because of the success of CNTP, the California State Legislature authorized the Beginning Teacher Support and Assessment Program, known as BTSA (CA SB 1422, Chapter 1245, 1992), jointly sponsored by the California Commission on Teacher Credentialing and the state superintendent of schools.

The primary purpose of the first BTSA program was (a) to provide new teachers with an effective transition from pre-service to in-service so that they would be successful and retained in the profession; (b) to improve the performance of the students through training, information, and support for new teachers; and (c) to provide new teachers with ongoing formative assessment so that they may advance their practice.

A secondary purpose of BTSA was for the state to establish an “effective, coherent system of performance assessments that are based on the skills, abilities, and knowledge needed by new teachers” (CA SB 1422, Sec. 9b) and to create a system by which “the public and the educational community may be assured that new teachers who remain in teaching have achieved acceptable levels of professional competence” (CA SB 1422, Sec. 15c).

BTSA was launched in 1992-1993 with \$4.9 million of funding for 15 programs to serve 1,700 beginning teachers. The early BTSA programs were based in county offices of education, through universities and local school districts. The California Mentor Teacher Program, still in effect, provided additional resources to support the fledgling BTSA programs. Research and literature about the initial BTSA programs found that program to be responsive to the needs of new teachers (Yopp & Young, 1999, p. 31) and the observations by support providers were most valued by novice teachers (p. 33).

Since new teacher support was to be grounded in a coherent system of performance assessments, there was a need to develop a framework to define the knowledge, skills, and abilities that would be needed by new teachers. Thus, “in collaboration with the mentors and program leaders of the California New Teacher Project, Far West Laboratory developed a Draft Framework of the Knowledge, Skills, and Abilities for Beginning Teachers that was later refined by a CTC Technical Task Force in 1995” (Bartell, 1995, pp. 36-37). The framework outlined six domains of teaching, similar to the National Board Standards, but was designed to be used with new teachers. After further refinement, the CTC and CDE finalized the domains as the California Standards for the Teaching Profession (2008) to be used with beginning teachers.

After an intensive review of the existing credential system by the CA SB 1422 Advisory Panel, the CTC recommended that the credentialing process be reformed at all levels to include a pre-service program that utilized a standards-based approach and a comprehensive induction program that would lead to permanent licensure of new teachers. The newly developed BTSA programs would be transformed into comprehensive induction programs. Later, California Assembly Bill 1266 (1997) introduced by Mazzoni further extended the purpose of BTSA to include (a) intense, individualized support and assistance to each beginning teacher; (b) performance assessments for beginning teachers based on the California Standards for the Teaching Profession; (c) an individual induction plan for each beginning teacher, and (d) continuous program improvement.

Teacher licensure linked to beginning teacher support and assessment. In 1998, California Senate Bill 2042 (1998) codified the findings of the CA SB 1422 Advisory Panel and fully authorized the new credential process: All new teachers would complete an induction program that included intense mentoring and formative assessment during the first 2 years of

teaching with a preliminary credential to clear their credentials. Between 1992-1993 and 2000-2001, state funding for BTSA was expanded from \$4.9 million to \$87.4 million (CTC, as cited by Olebe, 2001, p. 78) because BTSA was soon to become the vehicle for a sweeping change in credential reform in California.

By 2002, the California Department of Education and the California Commission on Teacher Credentialing had developed the California Standards of Quality and Effectiveness for Professional Teacher Induction Programs (CDE & CTC, 2010) in response to CA SB 2042 (1998). Between 2002 and 2004, all BTSA programs underwent transitions to BTSA induction programs and became authorized as teacher credentialing agencies by the CTC.

The new BTSA induction programs became the path to the clear credential for new public school K-12 elementary and secondary general education teachers. The legislation also allowed for the implementation of university-based induction programs with the intent of serving private school teachers, although initially universities did not develop these university programs because there was no state funding. BTSA was funded through CA SB 1422 (Chapter 1245, 1992), but universities were not entitled to this money. Later legislation, such as AB 2210, required that all teachers with access to a local BTSA induction program participate in BTSA (Liu, 2004). In effect, the state created an induction monopoly for BTSA with no competition from the universities.

In 2008, the California State Legislature passed Senate Bill 1209, which mandated the CTC to reduce redundancies between pre-service programs and induction programs. As a result, a new guiding document, California Induction Standards (CTC, 2008) was created that included updated Common Program Standards to be shared with the pre-service preparation programs.

Summary of BTSA induction program. The California BTSA induction program is a state-funded, locally sponsored, state-accredited professional teacher credentialing program that operates within a school districts, consortia of districts, or county offices of education. BTSA induction programs are accredited as professional teacher preparation programs by the California Commission on Teacher Credentialing. There are 158 BTSA induction programs operating statewide, serving more than 98% of newly credentialed California public school teachers (Clark, 2010). BTSA programs provide a 2-year comprehensive induction experience to new teachers; a novice's completion of a BTSA induction program typically satisfies the requirements for a clear credential. Therefore, a new teacher's attainment of a clear credential [permanent licensure] is dependent upon completion of the induction program.

In BTSA, a novice is required to work with a mentor, known as a support provider, to formatively assess the novice's teaching practice. As part of the formative assessment process, support providers help novices collect, analyze, and reflect on data about the novice's practice through the lens of the California Standards for the Teaching Profession, the California Academic Content Standards, and classroom student performance. Support providers also provide a variety of ongoing support services to new teachers to assist them in transitioning from pre-service to full time teaching.

BTSA Induction programs are mandated by California Induction Standard 3 (CTC, 2008, pp. 6-7) to assess the quality of services provided by their support providers. BTSA programs establish their own assessment criteria and assessment systems. There is currently the need for a discrete knowledge base of assessment criteria, methods, and feedback processes in use across BTSA programs. There is also a need to understand more about the relationship between assessment criteria, methods, and feedback processes in determining mentor effectiveness.

BTSA Mentor Assessment Criteria

California induction program standards do not define specific support provider competencies, assessment criteria, or assessment strategies that are to be used to determine mentor effectiveness. However, a beginning framework for support provider knowledge and skills is implicit in the designated criteria for support provider training and professional development, as described in California Induction Standard 3:

[Support] providers receive initial and ongoing professional development to ensure that they are knowledgeable about the [induction] program and skilled in their roles.

Support provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems. (CTC, 2008, p. 7)

The following sections will present literature related to support provider training topics:

(a) dispositions, knowledge, and skills of mentors; (b) formative assessment; and (c) development of induction programs and their impact on teacher attrition and commitment.

Dispositions, Knowledge, and Skills of Mentors

There is abundant literature regarding dispositions, knowledge, and skills associated with effective mentors. Desirable mentor attitudes and qualities include enthusiasm and willingness to assume the role (Feiman-Nemser & Parker, 1992; Rowley, 1999; Wildman, Magliaro, Niles, & Niles, 1992), a positive attitude toward teaching and a belief in the competency of others (Feiman-Nemser & Parker, 1992), and the ability to attend to immediate needs of novices while keeping an end goal in mind (Norman & Feiman-Nemser, 2005). Other optimal mentor dispositions include strong interpersonal skills (Moir, 2003; Odell, 1989; Rowley, 1999),

flexibility, adaptability, and a non-judgmental approach (Rowley, 1999) as well as sensitivity to the viewpoint of others (Sweeney, 2008).

Expert mentors focus on building positive relationships with novices (Dunne & Villani, 2007a; Norman & Feiman-Nemser, 2005; Rowley, 1999) to gain their trust, because “helping relationships are based on a firm foundation of acceptance and empathy” (Rudney & Guillaume, 2003, p. 28). To that end, mentors must first put aside any preconceived judgments and learn to be with novices in an empathetic way. The renowned psychologist Rogers (1980) ultimately defines this empathetic way of being in this passage from his classic book *A Way of Being*:

It means temporarily living in the other’s life, moving about in it delicately without making judgments....It means frequently checking with the person as to the accuracy of your sensings (sic), and being guided by the responses that you receive....To be with another this way, you lay aside your own views and values in order to enter another’s world without prejudice. (pp. 142-143)

Effective mentors demonstrate acceptance of novices and build relationships with them by taking time to learn about their prior experiences, listening to their concerns, conveying faith in their professional abilities, and respecting them as professional teachers. They enhance the relationship by taking time to analyze and match the communication style of their novice. Thus “just as good teachers adjust their teaching behaviors and communications to meet the needs of individual students, good mentors adjust their mentoring communications to meet the needs of their individual mentees” (Rowley, 1999, p. 21).

There is much more to mentoring than just building relationships and less skilled support providers may have difficulty addressing issues of teaching practice. Educative mentoring may prove challenging; support providers may not always capitalize on opportunities key learning

opportunities. For example, Carver and Katz (2004) documented the story of a new support provider who missed multiple opportunities to engage his novices in discussions on improving practice throughout the year because he did not want to appear critical of fellow colleagues. As another example of a less effective practice, mentors may spend more time focused on conveying the local customs to novices (Wong, 2004), rather than working on effective teaching practices. Gratch (1998) lamented “the emphasis on comfort and harmonious relations along with the [collegial] norms of non-interference found in schools combine to restrain mentors from posing tough questions about practice” (p. 221). Feiman-Nemser (1998) discusses a variety of reasons why veteran teachers may be hesitant to fully assume the mentor role. Veteran teachers may feel inadequate to instruct new teachers, believing that it is the responsibility of the university pre-service programs to provide this service. They might also feel that it is intrusive to observe another teacher and provide feedback about his or her instruction because each teacher should “develop his or her own style” (p. 65). Experienced teachers may also feel it is not their place to intervene in the practice of a new teacher as teaching is viewed as a “highly personal practice” (p. 65). It is essential that support providers understand and act out their role as educative mentors, because support providers have many opportunities to affect and shape new teacher practice.

Effective mentors must perceive when to act as a facilitator of the novices’ practice and when to provide direct, instructive coaching. When mentors facilitate learning, they conduct collegial observations, provide verbal feedback, and engage the novice in reflective conversations, similar to the cognitive coaching method (Costa & Garmston, 2002). Thus, “when mentors act as collaborative coaches, they support new teachers to become intentional in

their practice, to develop and combine a deep understanding of instructional theory with skillful implementation” (Dunne & Villani, 2007a, p. 55).

When support providers directly coach novices, they act as so-called educative mentors. Feiman-Nemser first used this term to describe “mentoring that helps novices learn to teach and develop the skills and dispositions to continue learning in and from their practice” (as cited by Schwille, 2008, pp. 140-141). Educative mentors are teacher educators who possess a vision of good teaching, engage novices in authentic tasks of teaching, taking the lead as appropriate. The concept of educative mentoring is linked to theories of the learning that “depict the learner as an active participant in the learning process” (Schwille, 2008, pp. 140-141). Theories of Vygotsky, as well as Tharp and Gallimore, are consistent with the idea that educative mentoring is also connected to the theories of constructivist learning wherein there is a “knowledgeable teacher who scaffolds the learning of another until the learning is internalized” (as cited by Schwille, 2008, p. 141).

Because support providers function as both facilitative and educative mentors; they need to develop knowledge of how adults learn (Evertson & Smithey, 2000). Andragogy, the theory of adult learning, is based on Rogers’ core belief that “we cannot teach another person directly; we can only facilitate his learning” (as cited by Knowles, Holton, & Swanson, 1998). There are six basic assumptions about teaching adults (Knowles, 1998) that have implications for mentors working with novices. These are noted in Table 1.

Sweeney (2008) suggests that mentors learn how to use the *stages of concern* from the concerns-based adoption model (CBAM) when working with new teachers. CBAM is based on the belief that all learners go through very predictable phases while learning a new task or process. The learner moves from being unaware to management to beyond mastery, where the

learner begins to make innovations in the task or process (pp. 12-14). Mentors assess their novices' level of concern and respond accordingly with appropriate support and guidance, until the novice is ready to move to the next step.

Table 1

Implications for Mentors Working With New Teachers as Based on Knowles' Theory of Adult Learning

No.	Knowles' six assumptions about adult learners	Implications for mentors in working with new teachers
1.	They need to know for what purpose they are learning the information.	Mentors need to be clear with novices about how the learning will help them.
2.	They are used to being self-directed learners.	Mentors should provide a variety of learning activities that include choice for novices.
3.	They come to training with a wide range of experience and backgrounds.	Mentors will need to differentiate learning experiences.
4.	Readiness to learn increases when adults need to learn to address real-life situations.	Mentors should harness real-life situations to engage novices.
5.	Adult orientation to learning is based on learning how to complete a task or solve a problem.	Mentors should find entry points in discussions with participating teachers so as to look at practice through authentic classroom experiences.
6.	Adults are motivated to learn when there are external rewards.	Mentors should acknowledge and reinforce the novices' professional growth that results from collaboration.

Mentors adjust novice support based on “where learners are in their learning...and design interventions to address learner needs at that stage” (p. 12). When beginning teachers are ready, support providers find openings or entry points in discussions with novices that are used as opportunities to expand the beginning teachers' thinking about practice (Schwille, 2008).

Support providers' skills also include knowledge about professional teaching standards, assessment of novice practice through the lens of professional teaching standards, and formative assessment processes that will advance novice practice (Achinstein & Athanases, 2006). Familiarity with the subject matter and experience teaching the subject matter is helpful (Hiiffman & Leak, 1986).

Support provider training often includes instruction in effective listening skills, effective instruction, coaching, problem solving, and conflict resolution (Thies-Sprinthall, 1986). Schwille (2008) states, "Mentoring is a practice that must be learned, similar to other professional practices, through engaging in and reflecting on the work" (p. 1). A good mentoring program includes "time and training [for mentors] to reflect on their practice...and is as important as training the novice teachers that they serve" (Moir, 2003, p. 5).

Needs of New Teachers

Learning to teach is a developmental skill (Berliner, 1988, 2001; Feiman-Nemser, 1983; Wang & Odell, 2002). Novice teachers do not receive all the training necessary in their pre-service preparation. Regardless of natural talent, it would not be possible for aspiring teachers to learn everything necessary to be a competent teacher without authentic experience. Student teaching experiences vary in length. Only 75% of the states require education students to complete student teaching as part of a teacher preparation program (Quality Counts, 2008), and in those states that do require student teaching, the length of the practice teaching varies from 5 to 20 weeks—with the typical experience between 10 to 12 weeks.

Time for extended practice. Novices come to the role of teaching with a large degree of variance in their theoretical backgrounds, as well as in their practice teaching experiences. Even with practice teaching experience, there is no substitute for actual teaching experience.

Novice teachers climb a steep learning curve during the year of teaching. It is not until their second or third year that novices begin to demonstrate true competence. Berliner (1988) defines competent teachers as those teachers who “make conscious decisions about what they are going to do... [they are able to discern] while enacting their skill, what is important and not important” (p. 4).

While there remains a persistent, popular belief that there are so-called natural born teachers, mastery in teaching develops after thousands of hours of practice (Berliner, 2001, p. 14). “Expertise is specific to a domain, and to particular contexts in domains, and is developed after thousands of hours of practice” (p. 13). Teachers become expert after 5 to 7 years of teaching, which approximates 7,000 hours of practice (p. 14). In studies of the development of expertise across many professional fields, experts consistently cite “practice with a coach” (Berliner, 2000, p. 368) as the most important step in developing competency. In the teaching profession, mentors serve that role for new teachers.

New teachers need many hours of practice during their first 2 to 3 years of teaching to develop competency; and during this time, the novice passes through typical stages in his or her development of professional efficacy. Berliner (2001, 2004) draws on the work of Glaser (1996) in the field of cognitive psychology to describe three stages in the development of expertise in teachers: external, transitional, and self-regulatory. In the external stage, novices work on developing their skills through a myriad of supports from teachers, coaches, and family. In the transitional stage, practitioners acquire and practice self-monitoring techniques for further skill development and rely less on external support. In the self-regulatory phase, emerging experts purposely select their learning experiences, based on self-identified needs, and then collaborate with peers.

Although new teachers may deeply desire to be excellent, the novice's route to teaching competence, let alone excellence, takes a slow path; it is a process that requires much practice over a long time. Teacher development is accomplished through case knowledge about students, teaching and learning, and professional growth results from authentic, long term experiences in the field (Berliner, 2004). In a Texas study, teachers did not maximize their students' test scores until in their 7th year in teaching (Lopez, 1995). A basic developmental need of new teachers is to daily practice the craft of teaching in order to achieve competency. In other words, in teaching, there is no substitute for experience.

Opportunities to develop and apply pedagogy. Although most teacher preparation programs provide aspiring teachers with courses on the theory of teaching and a practice teaching experience, there is often just a cursory approach to teaching theory and an inadequate amount of student teaching experience. For example, a study by the National Council on Teacher Quality (Walsh, Glaser, & Wilcox, 2006) found that fewer than 15% of university schools of elementary education offered comprehensive instruction in the science of teaching reading, as defined by the five components of effective reading instruction;¹ the students at the majority [85%] of schools of education left the university without the knowledge of all five components of effective reading instruction, thereby limiting their ability to teach reading (as cited by Liston, Whitcomb, & Borko, 2006). New teachers need extended time during their first years of teaching to learn more about appropriate pedagogy, utilize various teaching strategies, and reflect on their teaching during their initial years in the profession. Novices benefit from educative mentoring support in order to make a more seamless transition from pre-service to professional teacher.

¹ The five components of effective reading instruction are (a) phonemic awareness, (b) phonics, (c) fluency, (d) vocabulary, and (e) comprehension.

Managing emotional stress. Novice teachers experience a high degree of stress from a variety of sources during their first year of teaching. The first years of teaching are defined by Huberman as “exhaustion, over-investment, tensions, and the uncertainties of trial and error in the classroom, difficult pupils, and...feeling of isolation by colleagues” (as cited by Johnson, Berg, & Donaldson, 2005, p. 87). Aspiring teachers enter the profession with an “unrealistic optimism” (Weinstein, 1988, p. 54), thinking that “the tendency to believe that the problems that plague others won’t happen to them” (p. 57). Entry-level teachers are found to have self-serving biases. They overly emphasize the social and affective dimensions of teaching (i.e., personally connecting with students); they minimize the importance of their competence in “the academic dimensions of teaching” (p. 53). When teachers are faced with the daily realities of the job, they quickly become overwhelmed and disillusioned with the profession. They are not prepared for the emotional intensity of teaching and their own wavering attitudes about their chosen work.

Many new teachers grapple with the roller coaster emotional intensity of teaching (Moir, 1999; Veenman, 1984). Gold reports “the greatest problems encountered by beginning teachers were overwhelming feelings of disillusionment and believing that they were unable to cope with the multitude of pressures encountered each day” (as cited by Kardos et al., 2001, p. 252).

Liston et al. (2006) noted four distinct areas of responsibility that cause new teachers emotional stress (a) the multi-tiered workload that spans preparing lessons with new curricula, assessing student work, parent conferencing, conferring with colleagues, and often adjunct duties that take up evenings or weekends such as attending Parent Teacher Association (PTA) meetings or chaperoning at school dances; (b) the constant decision making and “managing of dilemmas and making hundreds of small decisions each day” (p. 353) of which the novice has no prior

experience (c); the divergence between novices' idealism and the realities of the classroom, which cause novices to feel that teaching is a hopeless endeavor; (d) the bruising politics of education, "where the sting of conflicts with students, colleagues, or parents often catches new teachers off-guard" (p. 354). On a more positive note, new teachers experience an emotional thrill when their lessons go well, and their students demonstrate they understand the concepts of the lesson. These "small moments of success are related to a sense of efficacy, which in turn is associated with a teacher's effectiveness and commitment to teaching" (p. 354).

Addressing challenges. New teachers must address and overcome a number of challenges during their first year, and these challenges have remained much the same over time. Veenman (1984) calls this state of mind reality shock as "the collapse of the missionary ideals formed during teacher training by the hard and rude reality of classroom life" (p. 183). New teachers become inundated with the demands of the job. Veenman (1984) identified the top 10 problems reported by new teachers:

1. Classroom discipline
2. Student engagement
3. Organizing curriculum
4. Addressing students with individual needs
5. Helping students with personal issues
6. Obtaining appropriate materials for instruction
7. Communicating with parents
8. Assessing student work
9. Inadequate preparation time
10. Working effectively with colleagues. (pp. 153-156)

Gordon and Maxey (2000) documented the same problems as Veenman (1984), but referred to these problems as the high priority needs of beginning teachers. Gordon and Maxey added more to the list:

1. Managing professional responsibilities
2. Using effective teaching methods
3. Adjusting to the teaching environment and role
4. Receiving emotional support. (p. 6)

In yet another study, Odell (1986) collected feedback from novices about their perceived needs in the first semester of teaching elementary school. The teachers in Odell's study report the following needs and rank them in order of highest priority:

1. Resources and materials (locating and accessing materials needed for instruction)
2. Emotional support
3. Instructional support (teaching strategies)
4. Classroom management
5. Environment (arranging the physical setting of the classroom)
6. Systems information (school procedures)
7. Demonstration teaching (watching the instruction of an exemplary teacher). (pp. 27-28)

Moir (1999) studied the emotions of new teachers over the course of the first school year (see Figure 1). She documented five attitudinal phases of first-year teachers: anticipation, survival, disillusionment, rejuvenation, and reflection. New teachers begin the year with great excitement and idealism, but quickly slip into a survival mode as they are faced with a variety of tasks and challenges in the classroom. By November, new teachers begin to question their

competencies to manage so many different tasks, from planning instruction and assessing student work to managing and communicating with the various stakeholders at the site. They question their commitment to teaching. By January, new teachers return to their school site after the winter break feeling rested and more optimistic with the realization that they have survived the first months of teaching. There is a budding sense of confidence. By May, new teachers begin to reflect on the school year and analyze what worked and begin to consider what they will do differently next year. They begin to look forward to the challenge of another year, armed with a feeling of greater competency.

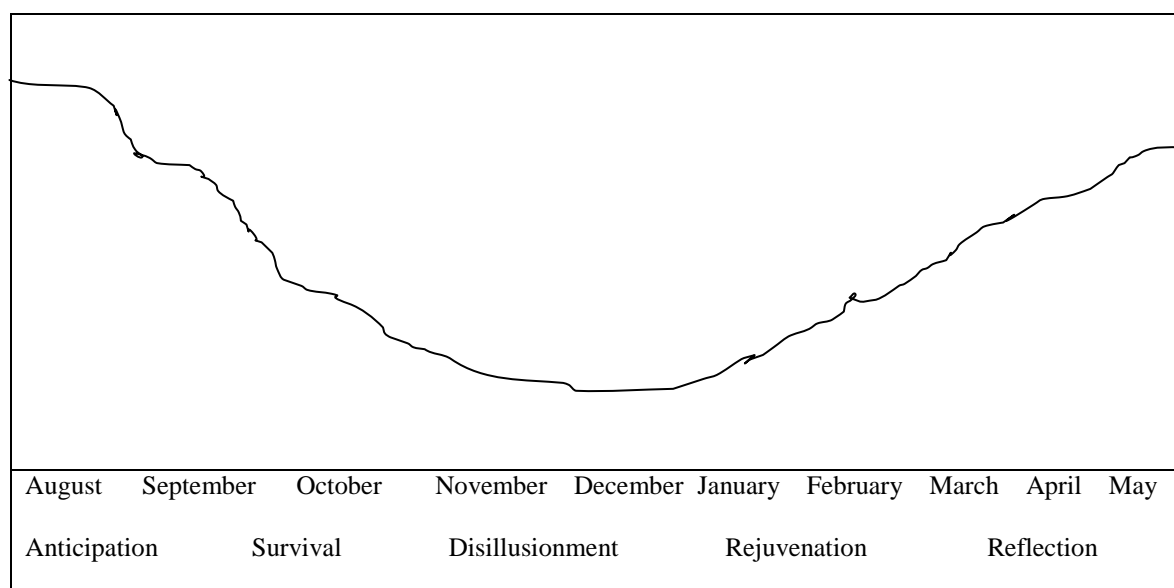


Figure 1. Attitudinal phases of first-year teachers. From “Mentoring: The stages of a teacher’s first year” by E. Moir, 1999, In M. Scherer (Ed.), *A better beginning: Supporting and mentoring new teachers* (pp. 19-23). Reprinted with permission.

Villani (2002) examined the needs of new teachers through the lens of Maslow’s hierarchy of needs. “We cannot address higher order needs until our survival needs are satisfied” (p. 5). Novices must focus on their own survival by creating a safe and secure environment for themselves and their students before they are ready to look at the “nuances of

curriculum design and instruction” (p. 5). Throughout the first year, novices often struggle with classroom discipline, obtaining basic supplies, and adjusting to the requirements of the job.

Formative Assessment

A novice’s formative assessment of teaching practice with a mentor teacher is rooted in Vygotsky’s theory of the zone of proximal development (as cited by Heritage, 2010, pp. 7-8). Vygotsky (1978) described “the difference between the actual [learner’s] developmental level as determined by independent problem solving and the level of potential [learner] development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 33). Vygotsky saw learning as a social process in which the learner is able to expand and solidify his or her cognitive skills through teacher or peer interaction. Achinstein and Athanases (2006) noted that “mentors can interrupt the survival mode, guiding the new teacher[s] to focus on learners and learning” (p. 9). Within the formative assessment process, mentors use professional teaching standards to focus the novice on “understanding student differences, engaging all learners, and planning lessons tailored to diverse learners” (p. 24). According to authors Black and William, formative assessment, as a means of developing and improving teacher practice, incorporates “teachers making adjustments to teaching and learning in response to assessment evidence” (as cited by Heritage, 2010, p. 2).

Currently, almost all California BTSA programs use one of two available systems of formative assessment: Formative Assessment for California Teachers, known as FACT (CTC & CDE, 2010) or Formative Assessment System, known as NTC FAS (New Teacher Center [NTC], 2011). A small number of BTSA programs use locally designed formative assessment systems.

Formative assessment, as described in Induction Standard 4 (CTC, 2008), must be inquiry-based, grounded in the California Standards for the Teaching Practice (CSTP), and

aligned with the California Academic Content Standards and Frameworks (CTC, 2008). The support providers must use teaching and content standards, criteria, and evidence to help novices examine their teaching practice and measure their ongoing growth in practice. Support providers use the CSTP-based criteria in the Continuum of Teacher Practice (CTC, 2010) to document the novices' current levels of practice and set next steps for professional growth. Mentors assist novices in developing their own individual induction plans with specific professional goals. Based on novices' identified needs, the individual induction plans guide the ongoing formative assessment work of the mentors and novices.

Through the formative assessment process, the mentor provides the ongoing support and professional development for the new teacher in organizing curriculum, planning instructional strategies that engage all students, making accommodations for students with special needs, and assessing student work. The novices' lesson plans, mentors' observations of novices' practices, and student work samples all serve as authentic evidence of practice. The mentor and novice reflect on the evidence of practice and measure the novices' professional growth against the specific criteria. BTSA mentors use the California Standards for the Teaching Profession (CTC, 2008) with novice teachers in reflective conversations, so that they may be able to assist the novice in identifying his or her level of practice in the Continuum of Teacher Practice (CTC, 2010). The novice uses the formative assessment data to inform practice and professional development. Initial and ongoing training is essential in helping support providers better understand their role in the induction program and prepare them to use the formative assessment tools to advance new teacher practice.

Mentors also develop skills in integrating mentoring with formative assessment through the lens of pedagogy (Induction Program Standard 5) and universal access to the core curriculum

for all learners (Induction Program Standard 6). Support providers learn how to use formative assessment tools, including the California Standards for the Teaching Profession (CTC, 2008) and the newly revised Continuum of Teacher Practice (CTC, 2010) to assess practice and determine levels of practice. Both systems provide structures that encourage participating teachers' ongoing reflection of their teaching practice with their support provider.

Impact of Induction Programs

In California Induction Standard 3, support providers are mandated to be knowledgeable about the induction program (CTC, 2008, p. 6). The following section summarizes the literature on the historical rise and purpose of comprehensive induction programs, as well as examines the impact of comprehensive induction programs on the attrition and commitment of new teachers.

Wood and Stanulis (2009) identified four distinct waves of teacher induction program development:

- First-wave programs established prior to 1986
- Second-wave programs implemented between 1986 and 1989
- Third-wave programs administered between 1990 and 1996
- Fourth-wave programs implemented between 1997 and 2006. (p. 2)

First-wave programs. Shaplin states, “The term *induction* was coined as early as the 1960s when it was equated with entry into school as a beginning teacher” (as cited by Horn, Sterling, & Subhan, 2002, p. 4) and began to emerge as a topic in the literature. At that time, most elementary and high school teachers experienced what might be seen as a Robinson Crusoe induction model (Lortie, 1966) and were left to “sink or swim” on their own by the school system, principal, and/or colleagues. Novices equated the experience with being lost at sea, so

to speak (Ingersoll & Smith, (2004a). School districts gave little attention to the needs of new teachers, and they were treated much like veteran teachers on their first day of work (Lortie, 1975).

Novices began their teaching careers with the most challenging assignments, at the most challenging schools, while veteran teachers received the choicest assignments (Renard, 2003). Novice teachers felt isolated, unsupported by their administrators and colleagues, and quickly became disillusioned with their jobs. The first years of teaching were a trial by fire. McDonald (1980) noted, “The transition period or induction period into teaching at the present time is no one’s responsibility except the individual teacher” (pp. 10-11). However, that model of induction was soon to be challenged.

By the early 1970s, there began a growing realization that new teachers did not receive all the necessary training in their pre-service university training programs because the length of practice teaching experiences was generally too brief. School districts, universities, and states all began to experiment with beginning teacher support systems to ease the transition between pre-service and in-service and to support and improve the quality of novices’ teaching. These support systems were specifically designed to support novices during their first, second, and sometimes third year of teaching.

Between 1968 and 1978, Galvez-Hjornevik (1986) noted the existence of 11 new teacher support programs nationwide, most of which were loosely organized and developed by local school districts. In general, most early induction programs were designed to help novices simply acclimate to the profession (Galvez-Hjornevik, 1986; Schlecty, 1985). These early programs were known by a variety of names such as Entry Year Assistance Programs, Beginner Teacher Helping Program, Assistance/Assessment, and Teacher Mentor Program (Eric Digest

No. 5, 1986). Mentors assumed the role of buddy teachers with focus on assisting novices with learning the customs, rules, and procedures associated with classroom practice. Induction was generally viewed as a socialization process. Thus novice success was defined as the extent to which novices adapt to their school sites, conform to the norms of their school systems, and generally assimilate into the profession. In “A Framework for Evaluating Induction into Teaching,” Schlecty (1985) wrote the following:

The purpose of induction is to develop in new members of an occupation those skills, forms of knowledge, attitudes, and values that are necessary to effectively carry out their occupational roles. And more than this, the primary aim of induction is or should be to create conditions that cause new members to internalize the norms of the occupation to the point that the primary means of social control...is self-control. (p. 37)

Alongside the development of local induction programs that focused primarily on teacher assimilation, a few states began to sponsor teacher induction programs as a means to improve teacher practice (Defino & Hoffman, 1984). “In 1978, Florida was the first state to create a state-level induction program” (Feiman-Nemser, Schwille, Carver, & Yusko, as cited by Wood & Stanulis, 2009, p. 2). Florida also included, “increased student achievement as a goal for its beginner teacher program” (Defino & Hoffman, 1984, p. 16). By 1980, Arizona, Georgia, North Carolina, Oklahoma, Oregon, and South Carolina also developed state mandated induction programs for the purpose of improving teacher effectiveness (Eric Digest No. 5, 1986) with program designs outlined by their respective state legislatures. These early state mandated programs utilized a “team support” (p. 16) structure to support new teachers. Veteran teachers, subject matter experts, and principals conducted ongoing classroom observations of the novices and provided the novices with ongoing assessments of his or her teaching practice. Since

principals participated as team members, there was an implied employee evaluation within the process. The states were broadening the definition of an induction program to include a formal system for improving novices' teaching skills and a process to monitor "quality control during the period of formal entry into professional practice" (p. 16).

Throughout the 1980s, local districts and states were experimenting with various types of new teacher induction and for different purposes. Huling-Austin (1986) of Texas State University, an early researcher of new teacher programs, summarized all the possible outcomes for induction programs:

1. Improve the teaching practice of beginning teachers;
2. Increase the retention of promising new teachers;
3. Promote the personal and professional well-being of beginning teachers
4. Satisfy mandated requirements to certification and induction
5. Transmit the culture of teaching and the school system to beginning teachers (pp. 2-4).

Second-wave programs. Between 1986-1989, induction programs "solely focused on mentoring, while others, usually state-mandated programs, were more organized and began to include [mentor] observations [of novices] and professional development" (Wood & Stanulis, 2009, p. 2). The terms *mentoring* and *induction* began to be used interchangeably (p. 2). During this time, the design and purpose of induction was debated. Should an induction program provide socialization and technical support to teachers or strive to improve new teacher practice? Were these outcomes mutually exclusive of one another? Little (1990) wryly noted, "teacher induction has been the object of efforts to expand support for new teachers while also tightening scrutiny of their performance" (p. 322). Would it be possible for teachers to be both assessed and supported simultaneously? There were concerns that some state-mandated

programs excessively focused on technicalities to meet state mandates, to the point that the programs lost sight of the original intent of induction, which was to meet the needs of new teachers (Huling-Austin, 1986).

Second-wave programs were also influenced by national reports, such as *A Nation at Risk* (National Commission on Excellence in Education, 1983), and *A Nation Prepared* (Carnegie Task Force on Teaching as a Profession, 1986). Both reports highlighted the need to develop high quality and effective teachers. A National Board for Professional Teaching Standards was created in 1987 with the mission of setting standards for what an experienced teacher should know and be able to do, to provide a national system to certify that teachers had met those standards, and to serve as an advocate for promoting the integration of national teaching standards in all states for the purpose improving the quality of teaching. States began to develop professional standards for the teaching profession to help focus new teacher growth and development.

Third-wave programs. Between 1990 and 1996, educators were influenced by a convergence of factors that fueled a new “conception” (Lawson, 1992, p. 163) about the purpose of and need for teacher induction, which included, “(a) the research literature on beginning teachers, (b) political mandates to improve the quality of teaching, and (c) educators’ calls for reform” (p. 163). During this time period, there was a flurry of literature (Little, 1989; Shulman, 1986, 1987) on new teacher development that acknowledged that the first years of teaching *were* critical years in the development of teaching skills. In 1991, the Interstate New Teacher Assessment and Support Consortium implemented “standards for teacher induction and state teaching and/or curricular content standards” (Wood & Stanulis, 2009, pp. 2-3) and “observations of new teachers’ performance became more organized and standards-based” (p. 3).

By the early 1990s, states and local school districts were increasingly focused on restructuring the nation's schools to create communities of teacher learners who would explore effective teaching practices through inquiry and reflection. Little commented that too often schools are no more than "individual classrooms connected by a common parking lot" (as cited by Feiman-Nemser, 2003, p. 28) with little collaboration among staff members. Rowan insisted that teachers, when working together on issues of practice, learn and problem-solve more efficiently and build leadership skills; such collaborative work "fosters higher levels of [teacher] commitment and satisfaction" (as cited by Elmore, 2000, p. 16). A needed development, "restructuring extends...to an overall rethinking of the design and structure of schools and teaching, of educational systems, and the profession as a whole" (Darling-Hammond, 1995, p. 10) to build "shared norms of practice as well as a growing profession-wide understanding of effective practice" (p. 24).

Induction programs have dual benefits for both the mentor and novice. Mentors experience unintentional professional growth as a result of their mentoring activities (Little, 1990), and the novices are offered a structured support program to meet their developmental needs as new teachers. Hence, induction programs foster the growth of communities of teacher-learners who are dedicated to improving the quality of instruction.

Fourth-wave programs. Between 1997 and 2006, induction programs became "characterized by their comprehensive, organized system of integrated novice teacher assistance and assessment" (Wood & Stanulis, 2009, p. 3). These programs are known as high-intensity or comprehensive induction, designed to support the multiple challenges of (a) meeting the needs of new teachers, (b) retaining promising new teachers, and (c) supporting and further developing novice teaching that leads to higher student achievement (Fideler & Haselkorn, 1999). They

are defined as having four common components that contribute to an induction experience: (a) a high quality, structured mentoring program; (b) [teaching]-standards-based evaluations of the new teachers; (c) ongoing, intensive, and sustained professional development; and (d) common planning time for teachers (Alliance for Excellent Education, 2004). Horn et al. (2002) further identify nine common elements to “high intensity” (p. 6) induction programs:

1. Orientation
2. Mentoring
3. Adjustment of working conditions
4. Release time
5. Professional development
6. Opportunities for collegial collaboration
7. Teacher assessment
8. Program evaluation
9. Follow-up into second year

Comprehensive induction programs typically reflect a larger vision of professional development that includes new teacher support within a school system (Wong, 2004) and are just one component of school system’s commitment to advance high quality teaching that leads to student success. Novices receive a range of services including orientation, mentoring and coaching, opportunities to observe exemplary teachers, new teacher learning communities, and networks (Wong, 2004).

In a study of five comprehensive induction programs in other countries (Switzerland, China, and France, New Zealand, and Japan), programs provided novices with up to 3 years of mentoring and professional development in pedagogy within highly structured learning

communities. Everyone at the novices' school sites is involved with the support and development of the novice, including principals, teachers, mentors, and staff developers. The programs are highly structured, with clearly defined roles for all involved. The induction program is considered as just one of many phases in teachers' career-long commitment to professional growth (Britton, Paine, Raizen, & Pimm, 2003).

Attrition rates of new teachers. Although attrition rates among new teachers vary, but some researchers have asserted that up to 25% leave teaching within the first 2 years and up to 50% leave within the first 5 years of teaching (Huling-Austin, 1990; Ingersoll & Smith, 2003; Murnane et al., 1991; National Commission on Teaching and America's Future, 2003). In a 1992-1993 study of Texas school teachers, novices with less than 2 years of experience were twice as likely to exit the system as more veteran colleagues and four times as likely to change districts within the state (Hanushek et al., 2004).

The highest attrition rates for new teachers are often associated with under-prepared novices teaching in high poverty schools (Hanushek et al., 2004). However, a closer look at the national statistics show that about two-thirds of all new teachers who leave their schools are simply migrating from high poverty schools to low poverty schools, according to Hanushek et al. There is not so much a teacher shortage as much as there is a lack of distribution of teachers. Darling-Hammond and Sykes (2003) wrote the following:

Contrary to what some believe, the United States does not face an overall shortage of qualified teachers. While some schools have dozens of qualified applicants for each position, others—mostly those with poor and minority pupils—suffer from shortfalls, a mismatch that stems from an array of factors. They range from disparities in pay and working conditions, interstate barriers to teacher mobility, and inadequate recruitment

incentives to bureaucratic hiring systems that discourage qualified applicants, transfer policies that can slow hiring and allocate staff inequitably, and financial incentives to hire cheaper, less qualified teachers. (p. 3)

The national mobility and attrition rate of teachers in their early years of teaching is considerable; in 2004-2005, almost 23% of new teachers either changed schools or stopped teaching, as compared to 16.5% annually for the general teaching population, including those teachers who retired (Ingersoll & Smith, 2003).

Of course, 100% retention would not be desirable because any low-performing teachers should not be retained; a small degree of turnover is healthy for the school, and new teachers bring in “fresh ideas and insights” (Johnson et al., 2005, p. 10). Still, the “revolving door” is a concern because, as noted previously, it takes time for the development of effective pedagogy and instructional skills (Hanushek et al., 2004). In other words, “there is significant learning about the craft of teaching that goes on in the first few years of teaching” (Hanushek et al., 2005, p. 29), and a school that sees novice teachers come and go with regularity will not have the benefit of teaching skill that comes with more experience.

When significant numbers of new teachers migrate between schools within their first years of teaching, it is the students in high poverty schools that suffer. Students most at risk perpetually have the least experienced teachers. “If teachers repeatedly leave a school before becoming competent in their practice, students will be taught by a string of teachers who are, on average, less effective than more experienced teachers” (Johnson et al., 2005, p. 11). Further, “those unfortunate enough to have weak teachers for 3 or more years in a row may never catch up” (Fulton, Lee, & Yoon, 2005, p. 2).

Beyond the cost to students, the Alliance for Excellent Education (2004) calculates that teacher turnover cost school districts over \$2.6 billion dollars per year based on the U.S. Department of Labor's estimate that replacement cost per average employee is 30% of that employee's salary. "According to this method, the per-teacher cost of turnover, based on the average U.S. teacher's salary, is \$12, 546" (Johnson et al., 2005, p. 12).

The cost of teacher turnover can be measured in three ways: (a) at schools, turnover impacts student learning when a more seasoned teachers exit because new teachers are still developing their teaching skills; (b) at the district level, the financial costs incurred by recruiting, hiring, and training replacement teachers; and (c) for the entire organization, the time spent to establish new relationships and possibly reorganize work responsibilities and create new relationships (Johnson et al., 2005, p. 10).

Empirical data about induction programs. In a review of 15 empirical studies, Ingersoll and Strong (2011) found that induction programs generally had a positive impact on teacher commitment and retention (Fuller, 2003; Henke, Chen, & Geis, 2000; Ingersoll & Smith, 2004a; Ingersoll & Smith, 2004b; Kapadia, Coca, & Easton, 2007), teacher classroom instructional practices (Evertson & Smithey, 2000; Stanulis & Floden, 2009; Thompson, Paek, Goe, & Ponte, 2004), and student achievement (Fletcher, Strong, & Villar, 2008; Fletcher & Strong, 2009; Rockoff, 2008; Thompson et al., 2004). Ingersoll and Strong noted that only two of the empirical studies (Hahs-Vaughn & Scherff, 2008) provided ambiguous or insignificant data about the relation of teacher retention or teacher instructional practices to induction.

Ingersoll found only one large scale empirical study, known as the mathematica study (Glazerman et al., 2010), that found no statistically significant correlation between induction and teacher retention; however, the final results of the 3-year mathematica study suggest that if a

novice participated in 2 full years of an induction program, “there is some evidence that is consistent with the theory that comprehensive induction improved student [achievement] outcomes” (Glazerman et al., 2010, p. 97).

Mentor Assessment Models

The following sections will present literature about mentor assessment, related to the support provider assessment requirement of California Induction Standard 3 (CTC, 2008). The CTC “regularly assesses the quality of services provided by support providers to participating teachers” (p. 7); thus it provides a means of comparison across programs.

Huling and Resta (2010) lamented that that one barrier to assessing induction program impact [on novices] is the variance of performance between mentors within the same program. Novice teachers within a program frequently have very different mentoring experiences from one another, depending on how their mentors carried out their mentoring duties. They state that “in addition, there were no tools available to monitor or track the mentor program infrastructure and its relationship to the actual delivery of mentoring services” (p. 241).

There is very little in the research regarding the methods that induction program leaders use to assess the quality of mentors’ services. Because the work of mentors is not yet standardized, most of the research is still in the beginning stages. Few studies focus on the effectiveness of mentors in assisting skill development. Studies about the effectiveness of mentors are typically based around the success of their relationship with their novice teacher (Kilburg & Hancock, 2003), and not on the effectiveness of the mentors as new teacher educators.

The role of the mentor in the California BTSA induction programs requires a support provider to utilize multiple mentor skills such as formative assessor, guide, coach, and advisor.

One critical role of the mentor is that of formative assessment reflection coach, which requires the use of educative mentoring skills (see Induction Standard 4; CTC, 2008).

Establishing mentor competencies. Achinstein and Athanases (2006) call for the development of a knowledge base of effective mentoring that would describe what [educative] mentors should know and be able to do. They define a knowledge base as a “codified or codifiable aggregation” of knowledge that must include “a means of representing and communicating it” (Shulman, 1986, p. 4). To this end, Achinstein and Athanases suggest an initial model that reflects the bi-focal knowledge necessary for mentors: the knowledge base necessary for success of the novices and for the success of the students of the novices. They categorize the knowledge base by (a) learners and learning, (b) curriculum and teaching, and (c) contexts and purposes. Table 2 summarizes their bi-level approach to mentoring and specifies the target audience for each concept.

Mentors must strive to attend to their novices’ immediate needs while still keeping the novices’ focus on the students’ learning. The mentor’s skill level in accomplishing this task is due to “a mentor’s preparedness, disposition, and decisions in the moment” (Achinstein & Athanases, 2006, p. 34). These authors also assert that the “multi-dimensional processes of assessment at the level of student, teacher, and mentor [create] a complex task for mentor and teacher alike” (p. 34).

Achinstein and Athanases (2006) further contribute to the discussion by identifying [formative] assessment [of novice practice] as the most important area in which mentors must develop competency. Within the domain of assessment [of novice practice], they outline three specific areas in which mentors must develop competency: “(a) basic knowledge in the assessment of students, (b) knowledge of standards and how to gauge curricular alignment

(subject matter standards, student performance standards, and teacher performance standards), and (c) knowledge of formative assessment of teachers” (pp. 25-27). They suggest that mentors need to build a base of knowledge over 25 conceptual areas in assessment with regard to novice teachers and their students. See Table 2.

Table 2

The Bi-level Nature of the Knowledge Base for Mentoring

Target	Learners and learning	Curriculum and teaching	Contexts and purposes
Targeting new teachers	<ul style="list-style-type: none"> • Novice as adult learner • Novice development needs • Novice knowledge base, strategies, and cultural competence • Novice’s reflectivity to level and receptivity to change 	<ul style="list-style-type: none"> • Professional knowledge; content, standards, assessment • Knowledge of guiding educational reform and inquiry • Strategies of mentoring • Roles and interactional stances 	<ul style="list-style-type: none"> • Embedded professional contexts and communities • Organizational and political literacy • Leadership and change agency • Philosophies of induction
Targeting students	<ul style="list-style-type: none"> • Students as learners • Learning theory • Cultural competence 	<ul style="list-style-type: none"> • Language of mentoring • General pedagogical knowledge • Content knowledge • Reform-focused and culturally responsive teaching • Contents standards and assessment 	<ul style="list-style-type: none"> • Schools and society • Social and political contexts • Classroom and community contexts that shape learning • Educational philosophies

Note. The data in this table are from *Mentors in the Making: Developing New Leaders for New Teachers* by B. Achinstein and S. Z. Athanases. Copyright 2006 by Teachers College, Columbia University, New York, NY. Reprinted with permission.

Assessing mentoring practice. Schwille (2008) uses the phrase “professional practice of mentoring” to describe educative mentors who “help the novices get inside the intellectual and

practical tasks of teaching...[and] develop the skills and dispositions to continue learning in and from their practice” (p. 139). Her framework (see Table 3) is organized around forms of mentoring that “ could be the basis for assessment of mentoring practice, both by mentors examining their own work and by others who assess mentoring practice” (p. 163). She continues, stating that the framework is based on a “conceptual stance toward mentoring” (p. 143) in which the educative mentor engages the novice in a learning-to-teach process that requires certain mentor skills.

Table 3

Forms of Mentoring by Temporal Dimensions

Forms of mentoring	Inside the action	Outside the action
Coaching	X	
Stepping in [to teach]	X	
Teaching together	X	
Demonstration	X	
Brief informal conversations or “mentoring on the move”		X
Mentoring sessions		X
Debriefing sessions		X
Co-planning sessions		X
Videotape analysis		X
Writing		X

Note. The data in this table are from “The Professional Practice of Mentoring,” by S. Schulle, 2008, *American Journal Education*, 115, pp. 139-167. Reprinted with permission.

Schulle’s (2008) framework categorizes the work of the mentor as either “within the action” or “outside the action” (p. 156). Table 3 delineates Schulle’s framework.

When a mentor steps inside the action, the mentor works directly with students to coach or model effective teaching strategies. When a mentor steps outside the action, the mentor works directly with the novice. Although an excellent outline, Schwille's framework lacks descriptors or criteria of practice for each form of mentoring and would make assessment of mentor services highly subjective. She also provides no structure in which to provide feedback to mentors about their work.

Self-assessment. Other methods to evaluate the effectiveness of mentor teachers are based on a mentor self-assessment system. Dunne and Villani (2007b) present a classroom coaching performance rubric with four levels of performance for coaches conducting classroom observations of teachers: emerging, maintaining, sustaining, and adaptive. Within the performance rubric, Dunne and Villani (2007b) describe five elements to the process: planning conversation, data gathering and classroom observation, reflecting conversation, analysis of and response to teacher reflection, and engaging with the [subject matter] content. Mentor coaches self-assess their performance based on the criteria listed for each performance level.

Dunne and Villani (2007b) also include a continuum of coaching behaviors that describes four possible coaching approaches: non-directive, collaborative, direct informational, and directive. They give suggestions for when a coach would use each coaching approach. For example, a coach would use the non-directive approach with his or her [novice] teacher when there was a low need for a structure, and conversely, the directive approach when there was a high need for targeted assistance.

New Teacher Center (NTC, 2009) in Santa Cruz, CA has developed NTC Professional Mentoring Standards that include the following:

1. Engages, supports, and advances the professional learning of each teacher;
2. Creates and maintains collaborative school and professional partnerships for professional growth;
3. Utilizes knowledge of student content standards, teaching pedagogy, and professional teaching standards;
4. Designs and facilitates professional development for teachers;
5. Utilizes assessments to promote teacher learning and development;
6. Develops as a professional leader to advance mentoring and the profession. (p. 17)

The NTC Professional Mentoring Standards and a companion document, Continuum of Mentor Development, have been used by NTC induction programs in draft versions since 2005. The Continuum of Mentor Development describes levels of mentor practice in terms of beginning/applying, applying, or integrating/innovating (NTC, 2009, p. 17). For each level of practice, there are criteria that delineate mentoring behaviors that are consistent with each level of practice.

Similar to Dunne and Villani's (2007b) coaching performance rubric, NTC mentors self-assess their work through the lens of a continuum that contains the criteria for each performance level. The NTC mentors set annual areas for their professional growth based on evidence about their mentoring skills with respect to their new teachers' needs.

NTC mentors create their own individual learning plans by setting goals in each of the six NTC professional mentoring standards. They engage in an ongoing process of self-assessment and goal setting in their roles as mentors. NTC mentors may also coach each other, observe other mentors' interactions with participating teachers, and provide each other with observation notes about the observed interactions. They engage each other in reflective conversations about

their mentoring practice. NTC mentors build portfolios of their work with their beginning teachers as evidence of their mentoring practice. Mentors then reflect on their work and share their work with other mentors for feedback. They also form coaching teams in which they observe each other mentoring novices and then provide feedback to the observed mentor, as described by the Associate Director of NTC (W. Baron, personal communication, November 14, 2007).

The NTC Professional Mentoring Standards were primarily developed for and piloted on the full release support providers who mentor for the Santa Cruz New Teacher Project (SCNTP), a local BTSA program closely associated with NTC. Generally the majority of California support providers are full time teachers who mentor as an adjunct duty. A full release NTC mentor might work with between 12 to 18 participating teachers each year. The typical California support provider works with up to three participating teachers per year.

Mentor Effectiveness

Although there is literature on desirable mentor traits and skills, and the importance of the mentor in induction programs, there is a remarkable absence of literature about how induction programs determine mentor effectiveness. This researcher could find no research or literature on the relationship between systems of mentor assessment and their perceived value in determining mentor effectiveness.

Summary of Literature and Research

The research and literature show that mentors are a key component in all comprehensive induction programs. California BTSA induction programs are grounded in a framework of collaborative inquiry, formative assessment of practice, and reflection. Effective mentors must know and be able to recognize effective teaching and assist novices in reflecting on their

developing teaching practice. California's Beginning Teacher Support and Assessment program (BTSA) positively impacts teacher commitment, retention, and effective teaching practices. Although there has been abundant research on mentor dispositions and skills, this researcher could find no studies on established components of mentor assessment and those components that are critical in assessing mentor effectiveness. Thus the question remains: What is the relationship between mentor assessment and mentor effectiveness?

Chapter 3: Methodology

Problem, Purpose, and Research Questions

Creswell (1998) reminded us that “all research takes place in, is addressed to, and serves the purposes of the community in which it was carried out” (p. 196). This study took place within the BTSA statewide community and explored how BTSA program directors perceived the relationship between BTSA programs’ stated support provider assessment quality criteria, performance assessments, and formative feedback methods to mentors and each component’s importance in assessing mentor effectiveness. An intended outcome of the study was to provide the BTSA community with a knowledge base of those mentor assessment activities that are important in assessing mentor quality and effectiveness so that BTSA directors may utilize only those assessments that are most meaningful to create data-informed decisions about mentor retention. The knowledge base will support future inquiries into various mentor assessments practices; such inquiries will promote and validate a higher quality of mentoring and a more meaningful induction experience for participating teachers.

Research Questions

What are the key components of mentor effectiveness and how can effectiveness be measured? In order to answer this over-arching question, the following two questions were addressed:

1. How do BTSA directors perceive the importance of various assessment components, and variables within each component, to inform their decisions about mentor quality and effectiveness?

2. What are the relationships among the three components of assessment (criteria, performance assessment and formative feedback) that inform perceived mentor effectiveness?

Research Design

This was a simple, descriptive, non-experimental, qualitative study of the phenomena of mentor assessment. There was a need to explore the variables of mentor assessment phenomena to provide the BTSA community with better understanding of the relationship between mentor assessment and mentor effectiveness. Studies about phenomena may be best developed through first determining the variables at play, then surveying a population, and lastly “follow up with a few participants to obtain their specific language and voices about the topic” (Creswell, 2009, p. 19). In these situations, Creswell states that collecting both closed-ended quantitative data and open-ended qualitative data proves advantageous. This study utilized both quantitative and qualitative approaches to gather and triangulate research data about the mentor assessment phenomena through three separate, progressive data collections: (a) initial document review, (b) structured electronic survey, and (c) semi-structured telephone interviews with some of the respondents to the survey.

Data Collection Techniques

Document review. Initially, the researcher traveled to the California Commission on Teacher Credentialing (CTC) to gather quantitative data about BTSA programs’ proposed components of mentor assessment through a document review of Program Assessments, submitted by the 69 BTSA programs in the Orange, Red, and Violet accreditation cohorts, as part of the accreditation process. During the document review process, this researcher collected

data from each program's submitted plan for Induction Standard 3: Support Providers and Professional Development Providers (CTC, 2008) in the following categories:

1. The types of services provided by California BTSA Induction support providers
2. The criteria used by California BTSA Induction program to assess the quality of services provided by support providers to participating teachers
3. The methods used by California BTSA Induction programs to assess the quality of services provided by support providers to participating teachers
4. The processes used by California BTSA Induction programs use to provide formative feedback to support providers on their work.

To this end, pertaining to Induction Standard 3, the researcher created a document review instrument (Appendix C) to collect and categorize related data from the 69 Program Assessments at the CTC in relation to the two research questions. The researcher assigned each program a new number for data collection purposes, so that the anonymity of each program was protected during the process.

Structured electronic survey. After completing the document review at the CTC, this researcher conducted a structured electronic survey of the BTSA directors of the Orange, Red, and Violet cohorts across California to gather a second set of corresponding data, related to the two research questions. The BTSA directors were asked to declare the components of assessment that they were currently implementing within their programs and to determine the degree of importance that they place on various criteria and assessments to determine mentor effectiveness. In addition, the directors were asked about their perceptions on the role of formative feedback in increasing mentor effectiveness (Appendix D).

Semi-structured telephone interviews. Lastly, the researcher conducted follow-up semi-structured telephone survey interviews with 9 or 28% of BTSA director respondents to further corroborate the extent of implementation and the program leader's perception of the importance individual assessment components on determining mentor effectiveness, as well as the value of formative feedback in increasing mentor effectiveness.

Instrumentation

Data collection instrument items were organized into categories of support provider knowledge and skills that are implicit in the designated criteria for support provider training and professional development, as described in California Induction Standard 3:

[Support] providers receive initial and ongoing professional development to ensure that they are knowledgeable about the [induction] program and skilled in their roles.

Support provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems. (CTC, 2008, p. 7)

It was necessary for this researcher to construct a new survey instrument for both the initial document review and the subsequent electronic survey of BTSA program directors because there were no existing instruments available that organized and listed the pertinent data collection items.

In the document review instrument (see Appendix C), the data collection items were organized into the following categories: (a) the types of services provided by support providers, (b) the criteria that is used by programs to assess services, (c) the individuals who assess support providers, (d) the assessment methods, (e) the assessment instruments, (f) types of

communication used to provide formative feedback, and (g) the methods for providing formative feedback.

The new structured electronic survey instrument, *A Survey of Commission-Approved California BTSA Induction Programs Regarding the Criteria, Performance Assessments, and Formative Feedback Strategies Used to Assess Support Provider Services* (Appendix D) included the items from the document review instrument and also asked program directors to expand on their responses by rating the importance of some of the data items in determining mentor effectiveness typically on a 4-point scale of 1 to 4, with 1 being the least important and 4 being the most important in determining mentor effectiveness. Additional questions were included on the survey of BTSA program directors, including asking directors to describe their program in terms of composition and support provider service model.

This new electronic survey instrument was adapted from a design utilized in two previous studies: Hiatt-Michael's (2001) study of teacher education pre-service programs in California and throughout the United States and Dell'Olio's (2006) study of preliminary administrative services credential programs in California. Hiatt-Michael sought to determine the extent of parental involvement issues in K-12 school teacher preparation pre-service programs in California and in the greater United States, while Dell'Olio examined the extent of parent involvement components in preliminary administrative services credential programs in California. Both of these previous studies used short surveys of program leaders to determine how CTC-approved teacher educator programs implemented components of their programs in the field.

Because this researcher sought to learn more about specific elements of yet another educator preparation program, the BTSA induction program, the Hiatt-Michael (2001) and

Dell’Olio (2006) surveys are appropriate for adaptation for this new study. Both Dell’Olio and Hiatt-Michael provided written permission to adapt their surveys for this research (Appendix E). An expert panel then validated the appropriateness of this researcher’s new survey of CCTC-approved BTSA induction programs.

Relationship Between Research Questions and Data Collection Methods

Tables 4 and 5 identify the relation between the research questions and the three data collection instruments, which included (a) document review, (b) electronic survey of program directors, and (c) interviews with program directors. All data collection instruments are developed from the language of California Induction Standard 3 that mandates a support provider selection process, specific support provider training topics, and assessment expectations. The progressive data collection method will increase the validity and reliability of the data collection instruments.

Table 4

Triangulation of the Research Questions to the Data Collection Instruments

Research questions	Documents	Survey	Interview
1. Research question 1: How do BTSA directors perceive the importance of various assessment components, and variables within each component, to inform their decisions about mentor quality and effectiveness?		X	X
2. Research question 2: What are the relationships among the three components of assessment (criteria, performance assessment and formative feedback) that inform perceived mentor effectiveness?	X	X	X

Table 5

Relationship of the Research Questions to the Directors' Electronic Survey Questions

Electronic survey question (SQ)	Research question 1	Research question 2
1	X	
2	X	
3	X	
4	X	
5	X	
6	X	X
7	X	X
8	X	X
9	X	X
10	X	X
11	X	X
12	X	X
13	X	X
14	X	X
15	X	
16	X	
17	X	
18	X	
19	X	

Procedures

The researcher contacted Terri Clark, the Director of Professional Services at the California Commission on Teacher Credentialing via email correspondence, described the research agenda, requested permission to perform the document review at the CTC (see Appendix F), and asked her to confirm the current list of approved induction programs in the state, as of August 16, 2011 as listed at <http://www.ctc.ca.gov>, as well as the current programs in the CTC Orange, Red, and Violet cohorts. In addition, the researcher reconfirmed the list of approved programs and their respective directors (or program leader most knowledgeable about the program) with a regional director from each of the state's six regional BTSA Cluster groups to ensure that all approved programs have been included (see Appendix A).

The researcher traveled to the California Commission on Teacher Credentialing in Sacramento, California in June 2012 to review all available documents for CTC-approved BTSA Induction programs, using the Induction Standard 3 document review instrument to record data (Appendix C). The researcher reviewed all available program assessment responses to Induction Standard 3 from members of the Orange, Red, and Violet cohorts regarding assessment of quality of services by support providers and formative feedback to support providers.

During the summer of 2012, having obtained a letter of signed informed consent (Appendix G), the researcher piloted the electronic version of the directors' survey (Appendix D). BTSA directors who were not in the targeted population were invited to complete the survey and provide feedback at surveymonkey.com. Seven directors completed the electronic survey and confirmed the appropriateness of the survey. Following the completion of the pilot electronic surveys by the BTSA directors in the fall of 2012 the researcher emailed invitations to all program directors within the three designated BTSA cohorts to participate in the electronic directors' survey at surveymonkey.com. As part of the consent process, respondents were asked to indicate if they would be willing to participate in a follow-up telephone interview, and 24 respondents indicated that they would be willing to participate. Ultimately, nine respondents were contacted and participated in the semi-structured follow-up telephone interviews. The researcher inquired about (a) the types of services provided by support providers, (b) the criteria that are used by programs to assess services, (c) the individuals who assess support provider performance, (d) the methods used by programs to assess services, (e) the types of assessment instruments used by programs, (f) types of communication used to provide formative feedback to the support provider about the findings of the assessments, and (g) the degree to which their

program criteria for support provider assessment, performance assessments of support providers, and formative feedback to support providers on their performance assessments is important in determining mentor effectiveness.

Role of the Researcher

The role of this researcher was to (a) gather data from California BTSA Induction programs Standard 3 Program Assessments that have been submitted to the California Commission on Teacher Credentialing, (b) conduct an electronic structured survey of BTSA Induction program directors or their designees, (c) conduct semi-structured interviews with BTSA directors who responded to the survey, and (d) triangulate and analyze collected data to determine the relationship between authentic support provider assessment criteria, performance assessments, and formative feedback strategies currently in use across California and the perceived importance of any of these assessment components in assessing mentor effectiveness. This researcher reported the findings of the study in Chapter 4, and built upon the findings to identify further issues for discussion in Chapter 5. Once the doctoral study was completed and published, the researcher reported the findings—including any emerging issues, suggestions, and recommendations—to the BTSA Interagency Task Force and sent a copy of the findings to the BTSA Induction programs that requested it.

Population for the Study

The population for this study was 69 California BTSA Induction Directors that submitted Program Assessments to the California Commission on Teacher Credentialing between 2009 and 2011, as part of the 7-year accreditation cycle. These BTSA Induction programs were situated across the state from Northern to Southern California and ranged in size from fewer than 10 participating teachers to more than 200 participating teachers. The programs also varied in

mentor program design and include programs full release mentors, partially released mentors, retired mentors, and full-time teaching mentors, or with a combination of the above. Some of the programs were consortia while others were single district programs.

Participant Sample

The 69 directors of the Orange, Red, and Violet cohorts BTSA ($N = 69$) were invited to participate, via email, in an electronic survey at surveymonkey.com about how their program established and used support provider assessment criteria, performance assessments, and formative feedback to advance support provider efficacy. The researcher verified the appropriate contact information for each program through the contact information listed on the state sponsored website, <http://www.btsa.ca.gov>, as verified by the Director of CTC Professional Services Division and by emailing each BTSA Cluster Regional Directors to confirm that the individual program contact information was current. BTSA program directors of the Orange, Red, and Violet cohorts were invited participate in the electronic survey. In case someone other than the director coordinated the program (as identified by the BTSA Cluster Directors), the researcher invited that coordinator to respond to the survey.

Reliability and Validity

The new instrument, The Survey of Commission-Approved California BTSA Induction Programs Regarding the Criteria, Performance Assessments, and Formative Feedback Strategies Used to Assess Support Provider Services (Appendix D), was verified both valid and reliable by the researcher through the following processes:

1. Adapted two previously survey instruments utilized by Hiatt-Michael (2001) and Dell'Olio (2006). Both surveys queried separate educator preparation programs about the implementation of specific elements within their respective programs; the validity of

these surveys was previously upheld. Both researchers gave permission to adapt their survey instruments for the new study (Appendix E).

2. Assembled the following expert panel to validate the appropriateness of this researcher's proposed new survey of CCTC-approved BTSA Induction programs:
 - Robert Barner, Ph.D., former assistant superintendent of educational of educational and intervention programs in Los Angeles Unified School District, and currently a visiting educator in the Graduate School of Education and Psychology, Pepperdine University.
 - Kimberly Brinegar, Ed.D., former principal and retired director of the West Covina Unified School District BTSA program, West Covina, California.
 - Bonnie Sharfman, Ed.D., induction program coordinator in the School of Education, Hebrew Union College, Los Angeles, California.
3. Sent a formal letter to the members of the expert panel requesting that they review the survey instrument and make suggestions about questions that should be revised or deleted (Appendix G). The expert panel validated the appropriateness of the new survey and did not recommend any changes.
4. Upon recommendation from the researcher's dissertation committee, a draft form of the electronic survey was sent to a pilot group of BTSA directors who were not part of the Orange, Red, or Violet cohorts within Cluster 4. The pilot group of BTSA directors received a brief summary about the study prior to the survey administration. After the pilot group of BTSA directors completed the survey, they were asked to provide feedback on the length of the survey and the clearness of the questions, and any other ideas they

think might improve the survey. There were no recommended changes to the instrument.

5. The validity of the instrument was confirmed through multiple methods: document review, electronic survey and follow-up telephone interviews (Creswell, 1998; O'Donohue & Punch, 2003).

Data Analysis

In this study, the researcher used two survey instruments consisting of four general questions with several sub-categories for each question. For the document review instrument (Appendix C), the researcher checked only those data items that were found in the submitted BTSA Program Assessment. Using the form titled A Survey of Commission-Approved California BTSA Induction Programs Regarding the Criteria, Performance Assessments, and Formative Feedback Strategies Used to Assess Support Provider (Appendix D), the respondents were asked to check all data items that their programs utilized, and/or to write in original responses in the space provided. Respondents were also asked to rank certain data items used in their programs, in terms of their importance in assessing support provider effectiveness, typically using a 4-point rating scale with 1 representing least important and 4 representing most important. Both survey instruments included a section on information pertaining to program structure, size, and support provider services model. This researcher did not seek a one-to-one correspondence between the document review of individual programs, the survey responses, and the follow-up telephone interviews.

Descriptive statistical measures such as frequency counts, arithmetic mean, standard deviation, and Spearman's Correlations, were used to report the study's findings. A statistician was engaged to ensure accuracy. Findings are presented in tables for comparison purposes.

IRB Requirements

The names of the respondents (i.e., the individual BTSA directors or coordinators) or their respective BTSA induction programs, if available, were not included in the results of the document review, the subsequent electronic survey, or the later structured telephone interviews. The researcher protected the anonymity of the respondents by separating the collected data and survey results from the letters of informed consent and saving them separately.

This researcher's formal application for IRB approval to the IRB Review Board for Pepperdine University was submitted and approved (see Appendix H) as a study that fell under the exempt category as described in the Pepperdine IRB website (Pepperdine University, 2011). This study upheld all professional and federal standards for conducting research with human subjects. Each respondent signed a letter of informed consent for the researcher (see Appendix H). The researcher protected the anonymity of each respondent by storing their letters of informed consent apart from the surveys.

Summary of Methodology

This research study was a simple, descriptive, non-experimental mixed methods study that seeks to determine the relationship between BTSA programs' intended components of mentor assessment, the actual components of mentor assessment implemented by programs, and the degree to which those implemented components inform or increase mentor effectiveness.

The study utilized both quantitative and qualitative approaches to gather and triangulate research data through three separate, but progressive data collections: (a) document review of 54 program assessments, (b) structured electronic survey of 32 BTSA directors or program leaders, and (c) semi-structured telephone interviews with 9 respondents to the survey.

Chapter 4: Research Findings

Overview

The purpose of the study was to (a) explore the relationship among established forms of mentor assessment criteria, methods of formative assessment, and formative feedback provided to mentors, then to (b) identify those components of mentor assessment that are perceived by BTSA program directors to be valuable in assessing mentor effectiveness. Data from 32 provider surveys, 54 program documents, and interviews with nine program directors were utilized.

The intended outcome of this study was to develop a database of the current mentor assessment processes in play across California BTSA programs. A mentor assessment database will assist BTSA directors and all program stakeholders in identifying and implementing only those assessment strategies that contribute to increased mentor effectiveness. The results of this study may also have implications beyond the scope of California BTSA programs and may be of interest to the leaders of new teacher mentoring programs elsewhere.

The survey data gathered through the three collection methods was organized, presented, and analyzed through the lens of the two research questions:

1. How do BTSA directors perceive the importance of various assessment components, and variables within each component, to inform their decisions about mentor quality and effectiveness?
2. What are the relationships among the three components of assessment (criteria, performance assessment, and formative feedback) that inform perceived mentor effectiveness?

Data Collection

This is a simple descriptive, non-experimental mixed methods study that seeks to determine the relationship between BTSA programs' intended components of mentor assessment, the actual components of mentor assessment implemented by programs, and the degree to which those implemented components inform or increase mentor effectiveness. In order to gather data for this study, this researcher designed a data collection that utilized three different methods: (a) a document review of 69 BTSA programs' Program Assessment documents, (b) an electronic survey of current BTSA program directors using *The Survey of Commission-Approved California BTSA Induction Programs Regarding the Criteria, Performance Assessments, and Formative Feedback Strategies Used to Assess Support Provider Services*, and (c) a follow-up interview with 8 BTSA directors in between to confirm and expand upon the questions in the electronic survey and to provide anecdotal background information on mentor assessment. Since this researcher is a program director within the Violet cohort, the researcher's program was omitted from the data collections.

Document Review

In June 2012, the researcher traveled to the California Commission on Teacher Credentialing in Sacramento, California to conduct the document review of the BTSA programs in the Orange, Red, and Violet accreditation cohorts who had submitted Program Assessment documents in preparation for site visitations in the accreditation cycle. The BTSA programs contained within each color cohort were diverse in size, organization, and location. They are situated in urban, suburban, and rural areas, equitably distributed across the state. Although there were 69 BTSA programs within the three color cohorts, three programs were officially inactive, reducing the number of active programs with documents to 66 programs. When the

researcher conducted the document review, there were only 54 program documents or 81.8% that were either available or contained enough information for review. Of the 54 programs that were actually reviewed, 17 programs ($n = 21$) were in the Orange cohort, 18 programs ($n = 22$) were in the Red cohort programs, and 19 ($n = 23$) programs were in the Violet cohort. The researcher used the Document Review instrument to collect data about the demographics of each of the 54 programs, and identify the components of assessment utilized by each of the 54 programs. Data collected in the document review was analyzed for frequency counts.

Electronic Survey

On September 16, 2012, the directors of all 66 active BTSA programs in the Orange, Red, and Violet cohorts were invited to participate in the electronic online survey titled A Survey of Commission-Approved California BTSA Induction Programs Regarding the Criteria, Performance Assessments, and Formative Feedback Strategies Used to Assess Support Provider Services. The survey was open through October 15, 2012 at surveymonkey.com.

Initially, directors of the cohorts were invited, via email, to complete the survey consent form through an electronic link. Once the consent form was completed, an electronic link to the survey appeared. Respondents included 41 program directors who completed the consent form and 38 who continued on to the survey. Of these, 6 surveys were minimally completed, and 32 surveys were ultimately reviewed. In the survey, respondents were not identified by name, but were identified by program color cohort, program population, and organization of program.

Of 66 possible respondents, 38 (61.3 %) possible respondents began the electronic survey ($n = 38$), while 6 (15.8%) respondents were discarded because their response forms were incomplete and lacked substantive data. Ultimately, survey responses from 32 (84.2%) respondents were ultimately analyzed for frequency, mean, and standard deviation. Of the 32

respondents whose data were used in the study, 11 programs or 35.5% ($n = 21$) were in the Orange cohort, 8 programs or 25.8% ($n = 22$) were in the Red cohort, and 12 programs or 38.7% ($n = 23$) were in the Violet cohort.

Telephone Focus Interviews

During the week of October 29, 2012, telephone focus interviews were conducted during the week of October 29, 2012 with 9 or 22% ($n = 41$) of program directors who had completed the consent form. Of these programs, 3 or 37.5% were in the Orange cohort, 3 or 37.5% were in the Red cohort, and 2 or 25% were in the Violet cohort. Three program directors represented BTSA programs located in Southern California, two in central California, and four in Northern California. Of the nine program directors interviewed, three represented suburban programs, three represented urban programs, two represented rural areas, and one represented an urban charter school program. Each telephone interview lasted from 15 to 25 minutes and served to (a) collect anecdotal data about mentor assessment, building upon the components represented in the electronic survey, (b) explore any barriers to mentor assessment within individual programs, and (c) to learn more about program directors' perceptions about the relationship between assessment and mentor effectiveness. Table 6 displays the frequency counts for selected variables from the 32 directors' surveys ($N = 32$). "Violet" (40.6%) and "Orange" (34.4%) were the most common cohorts. As for type of BTSA program, 59.4% were involved in a single K-12 district with another 18.8% participating in a county consortium of districts. The number of participating teachers (PTs) ranged from *less than 25* (18.8%) to *more than 200* (6.3%) with the median number of teachers being 35. The number of active support providers ranged from less than 10 (25.0%) to more than 100 (3.1%) with the median number providers being 18.

The most common types of BTSA support models were “all full-time teachers” (40.6%) and “some type of mixed model” (28.6%). See Table 6 ($N = 54$). Compare with Table 7.

Table 6

Frequency Counts for Selected Variables From Directors' Survey

Variable	Category	<i>n</i>	%
SQ1. Cohort	Orange	11	34.4
	Red	8	25.0
	Violet	13	40.6
SQ15. Type of BTSA program	Single K-12 district	19	59.4
	Single K-8 district	1	3.1
	Single high school district	3	9.4
	Consortium of districts	3	9.4
	County consortium of districts	6	18.8
SQ16. Number of participating teachers	Less than 25 PTs	6	18.8
	25-45 PTs	12	37.5
	50-99 PTs	6	18.8
	100-199 PTs	6	18.8
	More than 200 PTs	2	6.3
SQ17. Number of active support providers	Less than 10 SPs	8	25.0
	11-25 SPs	9	28.1
	26-50 SPs	4	12.5
	51-75 SPs	4	12.5
	76-99 SPs	6	18.8
	More than 100 SPs	1	3.1
SQ18. Type of BTSA support model	All full-time teachers	13	40.6
	All are full release teachers	2	6.3
	Mostly full-time teachers but a few full release	5	15.6
	Some type of mixed model	12	28.6
SQ19. Formative assessment system	FACT	16	50.0
	NTC FAS	10	31.3
	Local model	6	18.8

Table 7

Frequency Counts for Selected Variables From Document Review Data

Variable	Category	<i>n</i>	%
SQ1. Cohort	Orange	17	31.5
	Red	18	33.3
	Violet	19	35.2
SQ15. Type of BTSA program	Single K-12 district	27	50.0
	Single K-8 district	4	7.4
	Single 6-12 district	1	1.9
	Single high school district	4	7.4
	Consortium of K-8 districts	2	3.7
	Consortium of K-12 districts	2	3.7
	Consortium of districts	1	1.9
	County consortium of districts	9	16.7
	Charter	4	7.4
SQ18. Provider support model	Full-time teachers	25	46.3
	Partial release teachers	1	1.9
	Full release teachers	6	11.1
	Combination	22	40.7
SQ19. Formative assessment model	FACT	34	63.0
	NTC FAS	16	29.9
	Local model	4	7.4

Table 7 displays the frequency counts for selected variables for the 54 documents that were reviewed. School cohorts had similar amounts in all three colors. A single K-12 district accounted for half the programs with another 16.7% being involved in a county consortium of districts. Most common provider support models were either “full-time teachers” (46.3%) or “combination” (40.7%). Almost two-thirds of the schools (63.0%) used the FACT formative assessment system

The nine BTSA directors who participated in the follow-up telephone interviews closely mirrored the response to the electronic survey and the document review. There were three directors from the Orange cohort, three directors from the Red cohort, and three directors from the Violet cohort. Directors interviewed via telephone represented programs, as follows: Six programs were sponsored by single districts single district programs, and three programs were either county or local consortia of school districts.

The majority of directors led programs with a mixed model of support providers (i.e., full time teaching support providers, partially or fully released support providers, and retired support providers. One director had volunteer support providers.

Research Question 1

The first research question asked, “How do BTSA directors perceive the importance of various assessment components, and variables within each component, to inform their decisions about mentor quality and effectiveness?” See Table 8 (survey $n = 32$, document $n = 54$). Table 8 displays the comparison of results of the directors’ survey and the document review pertaining to formative assessment services required of support providers. For six of the eight criteria, the survey results yielded a higher level of endorsement than did the document review with the largest difference being for Criteria 2e “Guide PTs’ lesson planning” (90.6% versus 74.1%).

Data was collected through a combination of survey data, document review, and interviews with program directors.

Table 8

Comparison of Results From the Director's Survey and the Document Review Pertaining to SQ2 Formative Assessment Services Required of Support Providers

Criteria	<i>n</i>	%	<i>n</i>	%	Difference ^a
2a. Guide and support PT's inquiries into teaching practice	31	96.9	47	87.0	9.9
2b. Guide and assist PTs with professional goal setting	29	90.6	52	100.0	-9.4
2c. Guide data-driven dialogue with PTs	31	96.9	50	92.6	4.3
2d. Guide PTs' assessment of student work	30	93.8	45	83.3	10.5
2e. Guide PTs' lesson planning	29	90.6	40	74.1	16.5
2f. Conduct classroom observations of PTs and provide feedback to PTs	31	96.9	50	92.6	4.3
2g. Reflect with PTs on evidence of PTs' growth in the CSTPs	32	100.0	50	92.6	7.4
2h. Scribe most formative assessment documents for their PTs	7	21.9	16	29.6	-7.8

^a Difference was calculated by subtracting the percentage from the document review from the percentage from the provider survey.

Telephone follow-up interviews with nine BTSA directors confirmed that the most common formative assessment services required from their support providers were (a) conducting multiple classroom observations of PTs, (b) guiding data-driven dialogue with PTs, and (c) reflecting with PTs on evidence of PT's growth in the CSTPs. See Table 9 (survey $n = 32$, document $n = 54$).

Table 9

Comparison of Results From the Directors' Survey and the Document Review Pertaining to SQ3 Other Services Provided by Support Providers to Participating Teachers

Criteria	<i>n</i>	%	<i>n</i>	%	Difference ^a
3a. Provide technical, emotional and/or buddy support for PTs	23	71.9	15	27.8	44.1
3b. Engage in regular and ongoing meetings/ communication with PTs	31	96.9	48	88.9	8.0
3c. Attend program meetings with PTs	21	65.6	9	16.7	48.9
3d. Conduct demonstration lessons for PTs	3	9.4	11	20.4	-11.0
3e. Arrange for PTs to observe exemplary teacher/s	16	50.0	3	5.6	44.4
3f. Observe exemplary teacher/s with PTs	4	12.5	1	1.9	10.6

^a Difference was calculated by subtracting the percentage from the document review from the percentage from the provider survey.

Table 10 displays the comparison of results of the directors' survey and the document review pertaining to other services required of support providers. For five of six criteria, the survey results yielded a higher level of endorsement than did the document review with the largest difference being for Criteria 3c "Attend program meetings with PTs" (65.6% versus 16.7%).

Telephone follow-up interviews with nine BTSA directors confirmed that in addition to providing formative assessment support for their participating teachers, support providers were expected to engage in regular and ongoing meetings with their PTs, as well as provide technical, emotional, and buddy support for their PTs.

Table 10

Comparison of Results From the Directors' Survey and the Document Review Pertaining to SQ4 Service Provided by Support Providers to Other Support Providers

Criteria	<i>n</i>	%	<i>n</i>	%	Difference ^a
4a. SPs informally offer peer support to each other outside of mentor trainings/meetings.	6	18.8	13	24.1	-5.3
4b. SPs peer coach each other at mentor trainings/meetings.	17	53.1	16	29.6	23.5
4c. SPs formally observe each other mentoring their respective PTs and offer feedback.	0	0.0	4	7.4	-7.4
4d. SPs informally observe each other mentoring their respective PTs and offer feedback.	1	3.1	3	5.6	-2.5
4e. SPs lead formal support provider training	1	3.1	1	1.9	1.2

^a Difference was calculated by subtracting the percentage from the document review from the percentage from the provider survey.

Table 10 displays the comparison of results of the directors' survey and the document review pertaining to SQ5 Services Provided by Support Providers to Other BTSA Support Providers. For two of five criteria, the survey results yielded a higher level of endorsement than did the document review with the largest difference being for Criteria 4b "SPs peer coach each other at mentor trainings/meetings" (53.1% versus 29.6%). See Table 10 (survey $n = 32$, document $n = 54$).

Telephone follow-up interviews with nine BTSA directors confirmed that most support providers peer-coached other support providers in regularly scheduled professional development meetings.

Table 11

Comparison of Results From the Directors' Survey and the Document Review Pertaining to SQ5 Services Provided by BTSA Support Providers to Local BTSA Program

Criteria	<i>n</i>	%	<i>n</i>	%	Difference ^a
5a. SPs act as a reviewer of PTs' portfolios.	16	50.0	3	5.6	44.4
5b. SPs participate in Exit Interviews with candidate [PT] completers	7	21.9	0	0.0	21.9
5c. SPs provide program assessment feedback through program surveys or focus groups	31	96.9	45	83.3	13.6
5d. SPs participate in program leadership committees	10	31.3	2	3.7	27.6
5e. SPs assist director in organizing accreditation activities	7	21.9	1	1.9	20.0

^a Difference was calculated by subtracting the percentage from the document review from the percentage from the provider survey.

Table 11 displays the comparison of results of the directors' survey and the directors' survey document review pertaining to SQ5. For all five criteria, the survey results yielded a higher level of endorsement than did the document review with the largest difference being for Criteria 5a that SPs act as a reviewer of PTs' portfolios (50.0% versus 5.6%).

Telephone follow-up interviews with nine BTSA directors confirmed that all their support providers gave survey feedback to the program on a regular and ongoing basis. Three BTSA directors reported that their support providers reviewed PT portfolios.

Table 12 displays the comparison of results from the directors' survey and the document review pertaining to the establishment of assessment criteria with support providers. For four of six criteria, the survey results yielded a higher level of endorsement than did the document review with the largest difference being for Criteria 6c "SP orientation" (68.8% versus 16.7%).

Telephone follow-up interviews with nine BTSA directors confirmed that assessment criteria were included in the SP application, covered at orientation, and further explained during SP professional development meetings.

Table 12

Comparison of Results From the Director's Survey and the Document Review Pertaining to SQ6 Establishment of Assessment Criteria With Support Providers

Criteria	<i>n</i>	%	<i>n</i>	%	Difference ^a
6a. SP application	25	78.1	53	98.1	-20.0
6b. SP applicant interview	12	37.5	30	55.6	-18.1
6c. SP orientation	22	68.8	9	16.7	52.1
6d. SP newsletter or email	13	40.6	0	0.0	40.6
6e. SP professional development	26	81.3	35	64.8	16.5
6f. No formal assessment criteria have been established	3	9.4	0	0.0	9.4

^a Difference was calculated by subtracting the percentage from the document review from the percentage from the provider survey.

Table 13 displays the importance ratings from the directors' survey, sorted by the highest mean for SQ7 Support Provider Assessment Criteria: Personal Dispositions. Highest rated level of importance was for Criteria 7g "Responsibility, honors commitments" ($M = 3.81$) while the lowest level of importance was Criteria 7c "Interpersonal skills" ($M = 3.58$).

Table 13

Importance Ratings From the Directors' Survey Sorted by Highest Mean for SQ7 Support Provider Assessment Criteria: Personal Dispositions

Criteria	<i>n</i>	<i>M</i>	<i>SD</i>
7g. Responsibility; honors commitments	31	3.81	0.60
7b. Positive attitude	31	3.81	0.48
7a. Effective listening and speaking skills	29	3.76	0.51
7i. Reflective practice	31	3.74	0.51
7f. Ethical behavior; integrity	30	3.73	0.64
7d. Non-judgmental attitude	30	3.63	0.67
7e. Sensitivity to diverse viewpoints	30	3.60	0.56
7h. Engagement in professional development; attends SP training	32	3.59	0.76
7c. Interpersonal skills	31	3.58	0.67

Note. Ratings based on 4-point scale: 1 = *least important* to 4 = *most important*. Some did not rate individual criteria if not used in their program.

Table 14 displays the frequency counts for the presence of selected criteria found in the document review pertaining to SQ7 Support Provider Assessment Criteria: Personal Dispositions. Most commonly found relevant criteria in the document review was Criteria 7h, “Engagement in professional development; attended provider training” (79.6%), while the least commonly found related item was Criteria 7b, “positive attitude” (18.5%). See Table 14 ($N = 32$).

In the telephone focus interviews, eight of the nine program directors confirmed that they do assess their mentors on their personal dispositions. The SP personal dispositions that program directors value, and assess for, are (a) the SP’s positive attitude and (b) the SP’s engagement in, and [regular] attendance at, SP training.

Table 14

Presence of Selected Criteria Found in Document Review Pertaining to Q7 Support Provider Assessment Criteria: Personal Dispositions Sorted by Highest Frequency

Criteria	<i>n</i>	%
7h. Engagement in professional development; attended provider training	43	79.6
7a. Effective listening and speaking skills	41	75.9
7c. Interpersonal skills	36	66.7
7i. Reflective practice	27	50.0
7e. Sensitivity to diverse viewpoints	22	40.7
7f. Ethical behavior; integrity	22	40.7
7d. Non-judgmental attitude	19	35.2
7g. Responsibility; honors commitments	11	20.4
7b. Positive attitude	10	18.5

Table 15 displays the importance ratings from the directors' survey sorted by the highest mean for SQ8 Support Provider Assessment Criteria: Mentoring Knowledge. Highest rated level of importance was for Criteria 8m "Effective instructional strategies" ($M = 3.83$) while the lowest level of importance was Criteria 8c "Induction program standards 1-6" ($M = 3.27$).

Table 16 displays the frequency counts for the presence of selected criteria found in the document review pertaining to SQ8 Support Provider Assessment Criteria: Mentoring Knowledge. Most commonly found relevant criteria in the document review was Criteria 8d, "California standards for the teaching profession" (96.3%) while the least commonly found related criteria was Criteria 8p, "Using technology to support student learning" (5.6%).

Table 15

Importance Ratings From the Directors' Survey, Sorted by Highest Mean for SQ8 Support Provider Assessment Criteria: Mentoring Knowledge

Criteria	<i>n</i>	<i>M</i>	<i>SD</i>
8m. Effective instructional strategies	29	3.83	0.38
8d. California Standards for the Teaching Profession (CSTP)	30	3.77	0.43
8h. Formative assessment system	31	3.68	0.54
8e. Continuum of teacher Practice (CTP)	30	3.63	0.49
8n. Differentiated instruction	29	3.62	0.56
8s. Universal access (equity for all)	29	3.59	0.57
8b. Local BTSA induction program requirements	31	3.55	0.57
8a. Needs of new teachers	29	3.52	0.69
8o. Assessment strategies	30	3.50	0.57
8l. Community, district and school culture	29	3.34	0.67
8k. Local school/ district policies and practices	29	3.31	0.60
8f. California Academic Content/Common Core Standards	28	3.29	0.60
8i. Student performance levels	28	3.29	0.76
8r. General K-12 pedagogy	30	3.27	0.52
8j. Student demographics	29	3.17	0.71
8p. Using technology to support student learning	30	3.17	0.59
8g. CA ELD Standards	29	3.07	0.65
8q. PT's subject matter	29	2.97	0.57
8c. Induction program standards 1-6	29	2.93	0.92

Note. Ratings based on 4-point scale: 1 = *least important* to 4 = *most important*. Some did not rate individual criteria if not used in their program.

Table 16

Presence of Selected Criteria Found in Document Review, Pertaining to SQ8 Support Provider Assessment Criteria: Mentoring Knowledge Sorted by Highest Frequency

Criteria	<i>n</i>	%
8d. California standards for the teaching profession	52	96.3
8f. California academic content/common core standards	48	88.9
8h. Formative assessment system	45	83.3
8a. Needs of new teachers	43	79.6
8e. Continuum of teacher practice	40	74.1
8b. Local BTSA induction program requirements	37	68.5
8s. Universal access-equity for all	33	61.1
8c. Induction program standards	32	59.3
8r. General K-12 Pedagogy	30	55.6
8m. Effective instructional strategies	27	50.0
8i. Student performance levels	19	35.2
8j. Student demographics	18	33.3
8g. CA ELD Standards	14	25.9
8q. Teacher's subject matter	14	25.9
8k. Local school/district policies and practices	12	22.2
8l. Community, district and school culture	11	20.4
8n. Differentiated instruction	6	11.1
8o. Assessment strategies	4	7.4
8p. Using technology to support student learning	3	5.6

See Table 16 ($N = 54$). In the telephone focus interviews, nine program directors confirmed said that they primarily assessed mentors more on their knowledge of the California Standards for the Teaching Profession and their formative assessment system.

Table 17 displays the importance ratings from the directors' survey sorted by the highest mean for SQ9 Support Provider Assessment Criteria: Application of Skills. Highest rated level of importance was for Criteria 9e "Develops and builds professional relationships with PTs" ($M = 3.90$) while the lowest level of importance was Criteria 9d "Models effective teaching strategies for PT" ($M = 3.27$).

Table 17

Importance Ratings From the Directors' Survey Sorted by Highest Mean for SQ9 Support Provider Assessment Criteria: Application of Skills

Criteria	<i>n</i>	<i>M</i>	<i>SD</i>
9e. Develops and builds professional relationships with PTs	30	3.90	0.31
9c. Utilizes appropriate coaching strategies, given PT needs	30	3.77	0.50
9b. Utilizes data from formative assessment to shape and advance PT practice	30	3.70	0.53
9a. Utilizes formative assessment instruments to assess /co-assess PT practice	30	3.70	0.47
9d. Models effective teaching strategies for PT	26	3.27	0.67

Note. Ratings based on 4-point scale: 1 = *least important* to 4 = *most important*. Some did not rate individual criteria if not used in their program. ($N = 32$)

Table 18 displays the frequency counts for the presence of selected criteria found in the document review pertaining to SQ9 Support Provider Assessment Criteria: Application of Skills (see Table 18).

Table 18

Presence of Selected Criteria Found in Document Review Pertaining to SQ9 Support Provider Assessment Criteria: Application of Skills

Criteria	<i>n</i>	%
9a. Utilizes formative assessment instruments to assess/co-assess teacher practice	48	88.9
9e. Develops and builds professional relationships with teachers	41	75.9
9b. Utilizes data from formative assessment to shape an advanced teacher practice	40	74.1
9c. Utilizes appropriate coaching strategies, given teacher needs	38	70.4
9d. Models effective teaching strategies for teacher	17	31.5

Note. Sorted by highest frequency ($N = 54$)

As noted previously, Table 18 displays the frequency counts for the presence of selected criteria found in the document review pertaining to SQ9 Support Provider Assessment Criteria: Application of Skills. Most commonly found relevant criteria in the document review was Criteria 9a, “Utilizes formative assessment instruments to assess/co-assess teacher practice” (88.9%) while the least commonly found related criteria was Criteria 9d, “Models effective teaching strategies for teacher” (31.5%).

In the telephone focus interviews, seven out of nine program directors confirmed that they do assess their mentors on their skills. The SP skills that are most likely to be assessed by program directors are (a) use of formative assessment instruments to assess/co-assess teacher practice and (b) ability to develop and build professional relationships with teachers.

Table 19 displays the frequency counts for providers of formal and informal assessment directors’ survey pertaining to SQ10 Support Provider Assessment Methods: Formal or Informal Assessors. For the formal types of assessment, most common was assessment provided by the

program leader (56.3%). For informal types of assessment, half of the providers used district personnel (50.0%) and/or self-reflection (50.0%).

Table 19

Providers of Formal and Informal Support Provider Assessment From the Directors' Survey Pertaining to SQ10 Support Provider Assessment Methods: Assessors

Criteria	Formal		Informal		Not done		Only as needed	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
10a. Program leader/s	18	56.3	11	34.4	3	9.4	0	0.0
10b. Principals	5	15.6	14	43.8	6	18.8	7	21.9
10c. District personnel	2	6.3	16	50.0	5	15.6	9	28.1
10d. Support provider (self-reflection)	14	43.8	16	50.0	1	3.1	1	3.1
10e. Support provider peers	1	3.1	5	15.6	2	6.3	24	75.0
10f. Support provider's PT/s	14	43.8	15	46.9	2	6.3	1	3.1

Note. (*N* = 32)

Table 20 displays the frequency counts for the presence of selected providers used as formal assessors based on the document review process pertaining to SQ10 Support Provider Assessment Methods: Assessors. The most common formal assessors were program leaders (94.4%) while the least common formal assessors were district personnel (11.1%).

Table 20

Providers of Formal and Informal Support Provider Assessment From the Document Review, Pertaining to SQ10 Support Provider Assessment Methods: Assessors

Criteria	<i>n</i>	%
10a. Program leaders	51	94.4
10f. Support provider's teachers	32	59.3
10d. Support provider (self-reflection)	22	40.7
10b. Principals	17	31.5
10e. Support provider peers	8	14.8
10c. District personnel	6	11.1

Note. Sorted by highest frequency ($N = 54$)

In the telephone focus interviews, six BTSA directors stated that they were the primary assessors, one director stated that the principal was the primary assessor, one director said that peer support providers were the primary assessors, and one director of a consortium stated that member district personnel assessed their own support providers. Five of the nine directors reported that they had to continue to use a support provider, even if the support provider was assessed to provide a low quality of services to participating teachers, due to union contracts or district politics.

Table 21 displays the importance ratings from the directors' survey, sorted by the highest mean for SQ11 Support Provider Assessment Method: Specific Methods. Highest rated level of importance was for Criteria 11b "Review of PT's formative assessment" ($M = 4.52$) while the lowest level of importance was Criteria 11g "Survey of principal" ($M = 3.53$)." As an additional analytical characteristic of the table, only 17 of 32 respondents (53.1%) reported that they surveyed the principal (Table 21).

Table 21

Importance Ratings From the Directors' Survey Sorted by Highest Mean for SQ11 Support Provider Assessment Methods: Specific Methods to Assess Support Provider Quality

Criteria	<i>n</i>	<i>M</i>	<i>SD</i>
11b. Review of PT's formative assessment	31	4.52	0.68
11e. Surveys from PT/s about SP effectiveness	31	4.48	0.68
11c. PT's progress in completing program	31	4.35	0.66
11f. Informal feedback from PT	31	4.16	0.69
11a. Observation of SP-PT meeting	23	4.00	0.85
11d. SP self-assessment, goal setting, and reflection	30	3.93	0.78
11h. Informal feedback from principal	28	3.54	1.00
11g. Survey of principal	17	3.53	0.87

Note. Ratings based on 5-point scale: 1 = *least important* to 5 = *most important*. Some did not rate individual criteria if not used in their program. ($N = 32$)

Table 22 displays the frequency counts for the presence of selected criteria found in the document review pertaining to Q11: Support Provider Assessment Method: Specific Methods. Most commonly found relevant criteria in the document review was Criteria 11e, "Surveys from teachers about provider effectiveness" (79.6%), while the least commonly found related criteria was Criteria 11h, Informal feedback from principal (1.9%).

In the telephone focus interviews, seven of the nine program directors confirmed that they primarily assess SPs, based on survey feedback from participating teachers. SPs are also assessed through a review of the PT's formative assessment.

Table 22

Presence of Selected Criteria Found in Document Review Pertaining to SQ11 Support Provider Assessment Methods: Specific Methods to Assess Support Provider Quality

Criteria	<i>n</i>	%
11e. Surveys from PTs about provider effectiveness	43	79.6
11b. Review of PT's formative assessment	35	64.8
11d. SP self-assessment, goal setting, and reflection	29	53.7
11c. PT's progress in completing program	28	51.9
11g. Survey of principal	11	20.4
11f. Informal feedback from PTs	7	13.0
11a. Observation of SP-PT-teacher meeting	7	13.0
11h. Informal feedback from principal	1	1.9

Note. Sorted by highest frequency ($N = 54$)

Table 23 displays the importance ratings from the directors' survey sorted by the highest mean for Q12 Support Provider Assessment Methods: Performance Assessment Instruments. Highest rated level of importance was for Criteria 12b "PTs completed portfolio of formative assessments and reflections" ($M = 3.87$), while the lowest level of importance was Criteria 12d "SP self-assessment, reflection, goal setting documents in relation to established criteria" ($M = 3.38$). As an additional analytical characteristic, only 19 of 32 respondents (59.4%; $N = 32$) reported the use of Criteria 12a, "SP portfolio of completed formative assessments with PTs" and 17 of 32 respondents (53.1%) used Criteria 12e, "Program Leader or Admin performance evaluations of SP in relation to established criteria." Some did not rate individual criteria if not used in their program.

Table 23

Importance Ratings From the Directors' Survey Sorted by Highest Mean for Q12 Support Provider Assessment Methods: Assessment Instruments

Criteria	<i>n</i>	<i>M</i>	<i>SD</i>
12b. PT/s completed portfolio of formative assessments and reflections	3	3.8	0.4
	1	7	3
	2	3.5	0.5
12c. SP completion task checklist or SP monthly logs	9	9	0
	1	3.5	0.8
12a. SP portfolio of completed formative assessments with PT/s	9	8	4
12e. Program leader or admin performance evaluations of SP in relation to established criteria	1	3.4	0.6
	7	1	2
12d. SP self-assessment, reflection, goal setting documents in relation to established criteria	2	3.3	0.7
	9	8	3

Note. Ratings based on 4-point scale: 1 = *least important* to 4 = *most important*.

Table 24 displays the frequency counts for the presence of selected criteria found in the document review pertaining to Q12, Support Provider Assessment Methods: Performance Assessment Instruments. Most commonly found relevant criteria in the document review was Criteria 12c, “Provider completion task checklist or provider monthly logs” (81.5%) while the least commonly found related criterion was Criteria 12e, Program leader or administration performance evaluations of provider in relation to established criteria (11.1%). In the telephone focus interviews, nine program directors stated that they primarily assess their mentors by reviewing the SP task checklist or SP monthly log, as well as their PTs submitted formative assessment portfolio.

Table 24

Presence of Selected Criteria Found in Document Review Pertaining to Q12 Support Provider Assessment Methods: Assessment Instruments

Criteria	<i>n</i>	%
	4	81.
12c. SP completion task checklist or provider monthly logs	4	5
	3	55.
	0	6
12b. Teachers completed portfolio formative assessments and reflections	2	51.
12d. SP self-assessment, reflection, goal-setting documents in relation to establish criteria	8	9
		13.
	7	0
12a. SP portfolio of completed formative assessments with teachers		11.
12e. Program leader or administration performance evaluations of provider in relation to establish criteria	6	1

Note. Sorted by highest frequency ($N = 54$).

Table 25 displays the importance ratings from the director's survey sorted by the highest mean for Q13 Support Provider Formative Feedback: Individuals Most Likely to Provide Feedback that Increases SP Effectiveness. Highest rated level of importance was for Criteria 13a "Program leader/s" ($M = 3.67$) while the lowest level of importance was Criteria 13c "SP peers" ($M = 2.42$).

As an additional analytical characteristic of the table, only 22 of 32 respondents (68.8%) reported the use of Criteria 13e, "principals," 17 of 32 respondents (53.1 %) reported the use of Criteria 13f, "district personnel" and 19 of 32 respondents (59.4 %) used Criteria 13c, "SP peers."

Table 25

Importance Ratings From the Directors' Survey Sorted by Highest Mean for Q13 Support Provider Feedback: Individuals Most Likely to Provide Feedback That Increases SP Effectiveness

	Criteria	<i>n</i>	<i>M</i>	<i>SD</i>
13a.	Program leader/s	30	3.67	0.48
13b.	SP self-reflection	31	3.61	0.67
13d.	SP's PT/s	31	3.58	0.62
13e.	Principals	22	3.05	0.84
13f.	District personnel	17	2.88	0.78
13c.	SP peers	19	2.42	1.02

Note. Ratings based on 4-point scale: 1 = *Least Important* to 4 = *Most Important*. Some did not rate individual criteria if not used in their program. (*N* = 32)

Table 26 displays the frequency counts for the presence of selected criteria found in the document review pertaining to Q13 Support Provider Formative Feedback: Importance According to Individual. Most commonly found relevant criteria in the document review was Criteria 13a, "program leaders" (90.7%) while the least commonly found related criteria was Criteria 13f, "district personnel" (5.6%).

In the telephone focus interviews, eight of the nine BTSA directors found that their formative feedback to support providers had the most impact in increasing SP effectiveness. One director revealed that due to union contractual language around mentoring, her feedback had little to no impact on increasing SP effectiveness.

Table 26

Presence of Selected Criteria Found in Document Review Pertaining to Q13 Support Provider Feedback: Individuals Most Likely to Provide Feedback that Increases SP Effectiveness

Criteria	<i>n</i>	%
13a. Program leaders	49	90.7
13b. SP self-reflection	14	25.9
13d. SP's PTs	10	18.5
13c. SP's peers	7	13.0
13e. Principals	6	11.1
13f. District personnel	3	5.6

Note. Sorted by highest frequency ($N = 54$)

Table 27 displays the importance ratings from the directors' survey sorted by the highest mean for Q14 Support Provider Formative Feedback: Forms of Communication. Highest rated level of importance was for Criteria 14c "Personal meeting" ($M = 3.84$) while the lowest level of importance was Criteria 14e "Interactive journal" ($M = 3.00$).

As an additional analytical characteristic of the table, only 3 of 32 respondents (9.4 %) reported the use of Criteria 14e, "interactive journal" (Table 27).

Table 27

Importance Ratings From the Director's Survey Sorted by Highest Mean for Q14 Support Provider Formative Feedback: Methods of Communication

Criteria	<i>n</i>	<i>M</i>	<i>SD</i>
14c. Personal meeting	31	3.84	0.37
14a. Email	30	3.27	0.74
14b. Phone conversation	28	3.14	0.71
14d. Memo or letter	23	3.09	0.73
14e. Interactive journal	3	3.00	1.00

Note. Ratings based on 4-point scale: 1 = *least important* to 4 = *most important*. Some did not rate individual criteria if not used in their program. ($N = 32$)

Table 28 displays the frequency counts for the presence of selected criteria found in the document review pertaining to Q14, Support Provider Formative Feedback: Forms of Communication. Most commonly found relevant criteria in the document review was Criteria 14c, “personal meeting” (83.3%) while the least commonly found related criteria was Criteria 14e, “interactive journal” (0.0%).

In the telephone focus interviews, nine program directors confirmed that they primarily used “personal meeting” as a way to provide feedback to individual SPs. Three directors explained that they use SP meeting to review survey data from PTs and site administrators to inform support providers about group performance. SPs, as a group, discuss the data and strategize how to improve their performance and identify professional development that may help them to improve their mentoring practice.

Table 28

Presence of Selected Criteria Found in Document Review Pertaining to Q14 Support Provider Formative Feedback: Methods of Communication

Criteria	<i>n</i>	%
14c. Personal meeting	45	83.3
14b. Phone conversation	18	33.3
14a. Email	18	33.3
14d. Memo or letter	6	11.1
14e. Interactive journal	0	0.0

Note. Sorted by highest frequency ($N = 54$)

Research Question 2

The second research question asked, “What are the relationships among the three components of assessment (criteria, performance assessment, and formative feedback) that inform perceived mentor effectiveness? To answer this question, the series of Spearman rank-ordered correlations were performed using to compare the 33 survey items for assessment criteria (questions 7, 8, and 9) with the 13 survey items for assessment performance (questions 11 and 12), and the 11 survey items related to assessment feedback (questions 13 and 14). Spearman rank-ordered correlations were selected over the more popular Pearson product-moment correlations due to the small sample sizes (32 provider surveys and 54 reviewed documents) and the ordinal rating scales used.

Cohen (1988) suggested some guidelines for interpreting the strength of linear correlations. He suggested that a weak correlation typically had an absolute value of $r = .10$ (about 1% of the variance explained), a moderate correlation typically had an absolute value of $r = .30$ (about 9% of the variance explained) and a strong correlation typically had an absolute

value of $r = .50$ (about 25% of the variance explained). Also, given the massive number of correlations generated (1,870 correlations across the two data sets), a researcher would expect 93 correlations (5% of the total correlations) to be statistically significant ($p < .05$) simply due to random fluctuations in the data (Therefore, this Chapter 4 will primarily highlight those correlations that were of at least moderate strength to minimize the potential of numerous Type I errors (Huck, 2000, p. 2223) stemming from interpreting and drawing conclusions based on potentially spurious correlations.

In the examination of the correlations for the 32 provider surveys, the findings emphasize the strong correlations using the Cohen (1988) criteria. However, for the examination of correlations from the 54 reviewed documents, the findings emphasize the moderate correlations using the Cohen (1988) criteria. This lower reporting threshold was done because only 1 of 935 correlations met the strong correlation standard. The correlations from the document review data were likely to be reduced in size due to the restriction of range problem (i.e., since the data from the document review was collected by the researcher by checking *yes* or *no* for each possible criteria, the range of response was limited).

Criteria for Performance Assessment

Based on the data from the 32 director's surveys, the Spearman correlations for the 33 assessment criteria items with the 13 performance assessment items found 32 of 429 correlations to be significant at the $p < .05$ level. Fifteen of those correlations were considered strong correlations using the Cohen (1988) criteria. Specifically, the following strong correlations were noted: (a) item 8a "needs of new teachers" with item 12d, "SP self-assessment, reflection, goal setting documents in relation to established criteria" ($r_s = .69$); (b) item 7i, "reflective practice" with item 12e, "program leader or admin performance evaluations of SP in relation to

established criteria” ($r_s = .59$); (c) item 8i, “student performance levels” with item 12e, “program leader or admin performance evaluations of SP in relation to established criteria” ($r_s = .69$); (d) item 8m, “effective instructional strategies” with item 11a, “observation of SP – PT meeting” ($r_s = .55$); (e) item 8s, “universal access-equity for all” with item 11a, “observation of SP – PT meeting” ($r_s = .54$); (f) item 8m, “effective instructional strategies” with item 11g, “survey of principal” ($r_s = .66$); (g) item 8r, “general K-12 pedagogy” with item 11g, “survey of principal” ($r_s = .59$); (h) item 8s, “universal access-equity for all” with item 11h, “informal feedback from principal” ($r_s = .53$); (i) item 8o, “assessment strategies” with item 12a, “SP portfolio of completed formative assessment with PTs” ($r_s = .68$); (j) item 8p “using technology to support student learning” with item 12a, “SP portfolio of completed formative assessment with PTs” ($r_s = .58$); (k) item 9a, “utilizes formative assessment instruments to assess/co-assess PT practice” with item 11d, “SP self-assessment, goal setting, and reflection” ($r_s = .55$); (l) item 9a, “utilizes formative assessment instruments to assess/co-assess PT practice” with item 12d, “SP self-assessment, reflection, goal setting documents in relation to establish criteria” ($r_s = .66$); (m) item 9b, “utilizes data from formative assessment to shape and advance PT practice” with item 12d, “SP self-assessment, reflection, goal setting documents in relation to establish criteria” ($r_s = .58$); (n) item 9d, “models effective teaching strategies for PT” with item 12d, “SP self-assessment, reflection, goal setting documents in relation to establish criteria” ($r_s = .70$); and (o) item 9c, “utilizes appropriate coaching strategies, given PT needs” with item 12e, “program leader or admin performance evaluations of SP in relation to establish criteria” ($r_s = .57$).

Based on the data from the 54 reviewed documents, the Spearman correlations for the 33 assessment criteria items with the 13 performance assessment items found 35 of 429 correlations to be significant at the $p < .05$ level. Twenty-four of those correlations were considered

moderate correlations using the Cohen (1988) criteria. Specifically, the largest of those correlations were noted: (a) item 8m, “effective instructional strategies” with item 11a, “observation of provider-teacher meeting” ($r_s = .39$); (b) item 8n, “differentiated instruction” with item 11a, “observation of provider-teacher meeting” ($r_s = .57$); (c) item 9a, “utilizes formative assessment instruments to assess/co-assess teacher practice” with item 11d, “provider self-assessment, goal setting, and reflection” ($r_s = .38$); (d) item 9b, “utilizes data from formative assessment to shape an advanced teacher practice” with 11d, “provider self-assessment, goal setting, and reflection” ($r_s = .38$); (e) item 9c, “utilizes appropriate coaching strategies, given teacher needs” with 11d, “provider self-assessment, goal setting, and reflection” ($r_s = .37$); (f) item 9b, “utilizes data from formative assessment to shape an advanced teacher practice” with item 12d, “provider self-assessment, reflection, goal setting documents in relation to establish criteria” ($r_s = .36$); (g) item 9c, “utilizes appropriate coaching strategies, and given teacher needs” with item 12d, “provider self-assessment, reflection, goal setting documents in relation to establish criteria” ($r_s = .35$); and (h) item 9e, “develops and builds professional relationships with teachers” with item 11d, “provider self-assessment, goal setting, and reflection” ($r_s = .35$).

For the telephone focus interviews, nine program directors were queried about the relationship between setting SP assessment criteria and subsequent SP performance. Generally, BTSA directors linked SPs’ understanding of the needs of new teachers and formative assessment of PT to the SPs’ self-assessment, reflection, goal setting documents, in relation to established criteria (i.e., the more that SPs knew about their PTs’ teaching practice, the more SPs were able to self-assess, reflect on, and set goals for their mentoring).

Criteria for Feedback Assessment

Based on the data from the 32 directors' surveys, the Spearman correlations for the 33 assessment criteria items with the 11 feedback assessment items found 32 of 363 correlations to be significant at the $p < .05$ level. Five of those correlations were considered strong correlations using the Cohen (1988) criteria. Specifically, the following strong correlations were noted: (a) item 8a, "needs of new teachers" with item 13b, "SP self-reflection" ($r_s = .50$); (b) item 8c, "induction program standards 1-6" with item 14c, "personal meeting" ($r_s = .52$); (c) item 9a, "utilizes formative assessment instruments to assess/co-assess PT practice" with item 14a, "email" ($r_s = .51$); (d) item 9d, "models effective teaching strategies for PT" with item 14b, "phone conversation" ($r_s = .54$); and (e) item 9e, "develops and builds professional relationships with PTs" with item 13b, "SP self-reflection" ($r_s = .54$).

Based on the data from the 54 reviewed documents, the Spearman correlations for the 33 assessment criteria items with the 11 feedback assessment items found 10 of 363 correlations to be significant at the $p < .05$ level. Eight of those correlations were considered moderate correlations using the Cohen (1988) criteria. Specifically, the following moderate correlations were noted: (a) item 7d, "nonjudgmental attitude" with item 13e, "principals" ($r_s = .36$); (b) item 7a, "effective listening and speaking skills" with item 14d, "memo or letter" ($r_s = -.35$); (c) item 7i, "reflective practice" with item 13a, "program leaders" ($r_s = .32$); (d) item 7i, "reflective practice" with item 14d, "memo or letter" ($r_s = .35$); (e) item 8d, "California standards for the teaching profession" with item 13f, "district personnel" ($r_s = -.38$); (f) item 8h, "formative assessment system with item 13f, "district personnel" ($r_s = -.33$); (g) item 8k, "local school/district policies and practices" with item 13d, "provider's teachers" ($r_s = .32$); and (h)

item 8p, “using technology to support student learning” with item 14c, “personal meeting” ($r_s = -.33$).

For the telephone focus interviews, nine program directors were queried about the relationship between setting SP assessment criteria and SP formative feedback and were in agreement that the areas were always linked. Again, BTSA directors stressed the connection between SPs’ knowledge of the needs of new teachers and formative assessment to the SPs’ self-assessment, reflection, goal setting documents, in relation to established criteria (i.e., the more that SPs knew about their PTs’ teaching practice, the more SPs were able to self-assess, reflect on, and set goals for their mentoring.)

Performance Assessment with Formative Feedback

Based on the data from the 32 provider surveys, the Spearman correlations for the 13 assessment performance items with the 11 feedback assessment items found 9 of 143 correlations to be significant at the $p < .05$ level. Five of those correlations were considered “strong correlations” using the Cohen (1988) criteria. Specifically, the following strong correlations were noted: (a) item 11c, “PT’s progress in completing program” with item 13d, “SP’s PTs” ($r_s = .51$); (b) item 11c, “PT’s progress in completing program” with item 13e, “principals” ($r_s = .59$); (c) item 11e, “surveys from PTs about SP effectiveness” with item 13d, “SP’s PT’s” ($r_s = .55$); (d) item 11g, “survey of principal” with item 13e, “principals” ($r_s = .58$); and (e) item 12c, “SP completion of task checklist or SP monthly logs” with item 14d, “memo or letter” ($r_s = .59$).

Based on the data from the 54 reviewed documents, the Spearman correlations for the 13 assessment performance items with the 11 feedback assessment items found 15 of 143 correlations to be significant at the $p < .05$ level. Thirteen of those correlations were considered

“moderate correlations” using the Cohen (1988) criteria. Specifically, the largest of those correlations were noted: (a) item 11d, “provider self-assessment, goal setting, and reflection” with item 13b, “provider self- reflection” ($r_s = .38$); (b) item 11d, “provider self-assessment, goal setting, and reflection” with item 13c, “provider peers” ($r_s = .36$); (c) item 11b, “review of teacher’s formative assessment” with item 14c, “personal meeting” ($r_s = .40$); (d) item 11h, “informal feedback from principal” with item 13e, “principals” ($r_s = .39$); and (e) item 12e, “program leader or administration performance evaluations of provider in relation to established criteria” with item 13e, “principals” ($r_s = .44$).

For the telephone focus interviews, nine program directors were queried about the relationship between SP performance assessment and SP formative feedback. Most directors used SP performance assessments to inform SP formative feedback and then to plan for future SP professional development. “Like teachers, directors use data about [SP] performance to provide feedback to our SPs. Then based on the results of the performance assessments, we plan future professional development for our SPs,” said one BTSA director.

Summary

The purpose of this study was (a) to identify specific components of mentor assessment and feedback in play in California’s BTSA programs, and (b) to examine the relationship between the assessment criteria, assessment methods, formative feedback and perceived mentor effectiveness. Three data collection methods were used by the researcher to determine (a) what kinds of mentor assessment were utilized and (b) which were found to be important in increasing mentor effectiveness. First the researcher conducted a review of BTSA Program Assessment documents of the Orange, Red, and Violet accreditation cohorts at the CTC in Sacramento, California, using a document review instrument (Appendix C). There were originally 69

programs total within the three cohorts, but three programs had become inactive. Out of the remaining 66 possible documents, 54 documents were available, complete, and reviewed.

Following the document review, an electronic survey, A Survey of Commission-Approved California BTSA Induction Programs Regarding the Criteria, Performance Assessments, and Formative Feedback Strategies Used to Assess Support Provider Services (Appendix D), was created at [surveymonkey.com](https://www.surveymonkey.com) and all 66 program directors of the Orange, Red, and Violet cohorts were invited, via email, to complete the survey consent form through an electronic link. Once the consent form was completed, an electronic link to the survey appeared. Respondents included 41 program directors who completed the consent form and 38 who continued on to the survey. Of those, 6 surveys were minimally completed, and 32 surveys were ultimately analyzed. In the survey, respondents were not identified by name, but by program color cohort, program population, and organization of program. A few of the survey items offered respondents a text box in which to also add additional information on the question. Fewer than 10% of respondents added any additional information in the text boxes, and these individual responses often just restated one of the choices above.

Lastly, a telephone interview was conducted with nine directors of the cohorts who had completed the consent form and indicated their interest in participating in a telephone interview. The directors who participated in the telephone interviews represented diverse BTSA programs in population, organization, and regions. The directors led programs operating in low, middle, and high achieving schools, and in urban, suburban, and rural areas in Northern, Central, and Southern California. The programs used three different systems of formative assessment: Formative Assessment System for Teachers (FACT), New Teacher Center Formative

Assessment System (NTC-FAS), and a local system. The telephone interviews last approximately 15 to 25 minutes.

Almost all of the directors mentioned that the assessment criteria that they most value are a positive attitude and engagement in ongoing program professional development. The directors or other program leaders also look closely at the PT's formative assessment, PT surveys about SP effectiveness, as well as SP self-reflection, goal setting, and reflection activities, to assess their mentors' effectiveness. The program directors typically provided formative feedback to SPs individually, only if needed due to poor performance. Several of the program directors voiced concerns about the time that it takes to individually assess mentors. Some program directors engaged in a kind of group formative feedback process. For example, the results of all PT surveys were combined and provided to SPs, as a group, at a regularly scheduled meeting. SPs, as a group, then discussed the results of the PT surveys together and strategized how to set next steps in addressing weak areas. Program directors used the results of various mentor assessments to guide future SP professional development.

More than half of the directors described experiences in which they were obliged to continue on with an ineffective mentor due to district contractual issues. "I had pages of assessment data validating that a particular mentor was ineffective in the role, but we were not allowed to let her go at the end of the year," lamented one BTSA director. "According to our district contract agreement, we would have had to notify her by March 15, and the scope of her irresponsibility and ineffectiveness was just emerging at that point." Another director described an experience in which a principal demanded that an ineffective mentor—who was also a department chair—return to the role to fit what the principal considered to be their school needs. Program directors who reported a higher percentage of effective mentors had one criterion in

common: a rigorous application process that included an interview and an observation of the applicant teaching a class.

Almost all program directors offered that they rely on all formal and informal mentor assessment data gathered through various means to inform and guide the planning of professional development for mentors and their novices. Program directors were asked how they would like to strengthen mentor assessment and feedback processes, most directors indicated that they would like to provide more dedicated time for mentor self-assessment and reflection on practice, and professional development in areas where mentor development is indicated. When asked about the relationship between mentor assessment and SP effectiveness, one director said, “Mentor assessment is just part of the continuous cycle of professional learning, reflection, and growth that will foster increased mentor effectiveness!”

Chapter 5: Discussion of Major Findings, Conclusions, and Recommendations

BTSA programs are required by the California Commission on Teacher Credentialing to assess the quality of services provided by their support providers (CTC, 2008); however, each BTSA program develops its own model of assessment. The purpose of this study was to identify those support provider assessment strategies perceived as important in increasing mentor effectiveness. New and experienced BTSA program leaders would benefit from having access to a discrete knowledge base of effective mentor assessments, leading to more meaningful models of assessment and ultimately improved mentoring practices.

To that end, this researcher collected data about what kinds of support provider assessments were in use across BTSA programs, what types of assessment were deemed most important by program directors in increasing mentor effectiveness, and the relationships between the components of assessment.

Summary of Methods

Data was collected from BTSA programs in the Orange, Red, and Violet Accreditation Cohorts about mentor assessment practices from three data sources: a document review of 54 Program Assessments at the California Commission on Teacher Credentialing, an electronic survey of 32 BTSA program directors within those cohorts, and nine follow-up telephone interviews with directors who responded to the electronic survey. The BTSA programs described in the document review represented about one-third of the BTSA programs in the state and mirrored the diversity of educational settings found in California. Within these cohorts, there is an equitable distribution of small to very large programs, operating in urban, suburban, and rural BTSA programs. The BTSA directors who responded to the electronic survey led programs that mirrored the diversity found in the document review. Additionally, the BTSA

directors from the follow-up telephone surveys represented the similar diversity in program structure and population size.

Summary of Findings

The three data collections confirmed that the BTSA programs were organized in a variety of ways. Most commonly, programs were sponsored by a single, K-12 school district in the document review (55%), the directors' survey (58%) and the telephone interview (44%).

County office BTSA programs were represented in the document review (17%), the electronic survey (19%), and in the telephone survey (22%). Elementary, high school, and consortia BTSA programs were represented in all three data collections to a lesser degree.

Three predominant models of formative assessment in California were all represented in the data collections. These three model types were the Formative Assessment System for Teachers (FACT), New Teacher Center Formative Assessment System (NTC-FAS), and local assessment models. In the document review, 63.3% of the programs reviewed were FACT users, 29.6% were NTC FAS users, and 7.4% were local model users. In the directors' survey, 50% were FACT users, 31.3% were NTC FAS users, and 18.8% were local model users. The telephone interviews were conducted with program leaders whose programs were 44% FACT users, 44% NTC FAS users, and 11% local model users.

The document review did not gather data about program size, due to annual fluctuations in the hiring of novice teachers. In the directors' survey, respondents represented a range of program population size. The single largest group of respondents (37%) led programs with 25 to 49 PTs. The smallest group of respondents (6.3%) led programs with more than 200 PTs. The remaining respondents led programs with fewer than 25 (18.8%), between 50 to 99 PTs (18.8%), or between 100 to 199 (18.8%).

The reported populations of SPs within programs also varied widely in the director's survey. For two of the more common SP populations, 28.1% of the programs had 11 to 25 SPs, while another 25% of the programs had fewer than 10 SPs. Some 18.8% of the programs had 76-99 SPs. Less common SP populations reported were 26-50 SPs (12.5%) and more than 100 SPs (3.1%).

Support Provider Services

BTSA support providers offer very similar services to PTs across programs, as indicated by the data collected from questions 2 through 5, in both the document review and the directors' survey. In both the survey and document review, 8 of the 24 service criteria were found in both data collections at 83.3% or higher. In the document review, the most common support provider services in formative assessment were (a) guide and assist PTs with professional goal setting, (b) conduct classroom observations of PTs and provide feedback, (c) guide data-driven dialogue with PTs, and (d) guide and support PT's inquiries into teaching.

Similarly, the most common support provider services in formative assessment identified by BTSA directors in the electronic survey were (a) reflect with PTs on evidence of practice, (b) guide and support PT's inquiries into teaching, (c) engage in regular and ongoing communication with PT, (d) guide and assist PTs with professional goal setting, and (e) conduct classroom observations of PTs and provide feedback. Telephone follow-up interviews with nine BTSA directors revealed that the most common formative assessment services required from their support providers were (a) conducting multiple classroom observations of PTs, (b) guiding data-driven dialogue with PTs, and (c) reflecting with PTs on evidence of PT's growth in the CSTPs.

The most common additional service offered by support providers to participating teachers in the document review, the directors' survey, and the telephone interviews was for the SP to "engage in regular and ongoing meetings/communication with PTs." Interestingly, almost three-fourths of directors (71.9%) in the survey and all nine directors in the telephone survey identified "Provide technical, emotional, and buddy support for PTs" as an additionally required support provider service. This contrasted with the findings of the document review in which less than one-third of programs had listed support providers as being required to offer this service (27.8%). BTSA directors' higher endorsement of novice support beyond formative assessment of teaching practice may be traced to early literature on mentoring and novice support programs that highlights (a) the novices' need for technical and emotional support (Galvez-Hjornevik, 1986; Odell, 1986; Schlecty, 1985) and (b) as Huberman notes, the more practical aspects of supporting novice teachers who may be experiencing the "exhaustion, over-investment, tensions, and the uncertainties of trial and error in the classroom, difficult pupils, and . . . feeling of isolation by colleagues" (as cited by Johnson et al., 2005, p. 87).

In general, BTSA program directors identified more assessment criteria than were found in the document review. This result may be due to a lack of explicit information about required mentor services listed in the documents that were reviewed or program revisions later made in response to actual practice. Program documents reflect the formative assessment requirements as outlined in California Induction Standard 4 (CTC, 2008). "Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning. However, the role of the support provider may encompass a wider

variety of responsibilities, as evidenced by the data collected through the directors' surveys and confirmed through the telephone interviews.

Discussion of Research Question 1: Importance of Assessment Components

Research question 1 asked: How do BTSA directors perceive the importance of different assessment components, and variables within each component, to inform their decisions about mentor quality and effectiveness? There was general agreement in the way that BTSA directors or designees of the Orange, Red, and Violet Cohorts perceived the importance of assessment criteria in determining mentor effectiveness. Possible criteria for mentor assessment were organized into three areas: mentor dispositions, mentor knowledge, and mentor skills. First, the set response answers about criteria are discussed; then the open-ended responses about criteria are discussed.

Set response answers about criteria. BTSA program directors were in accord about their perceptions on important criteria for mentor assessment. In Q7, there were nine criteria listed as possible dispositions to be assessed. All nine criteria listed were used by at least 91% of all respondents. The top three dispositions that were perceived as important to assess in mentors were (a) responsible and honors commitments, (b) positive attitude, and (c) effective listener and speaker. Interestingly, all 32 directors identified "[SP] attends professional development" as a disposition they assessed; however, this disposition had a mean score of 3.59, the second lowest mean of all disposition criteria. However, the standard deviation for each listed assessment criteria was between .48 and .76, indicating a strong central tendency, which confirmed that all identified dispositions were perceived as important in mentor assessment. BTSA directors are in accord with the literature on desired dispositions in mentors, which include enthusiasm and willingness to assume the role (Feiman-Nemser & Parker, 1992; Rowley,

1999; Wildman, Magliaro, Niles, & Niles, 1992), positive attitude toward teaching, and a belief in the competency of others (Feiman-Nemser & Parker, 1992). In addition, all program directors held mentors accountable for attending mentor professional development, as is required in California Induction Standard 3. Support providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles (CTC, 2008).

In Q7, in the document review, the top three assessment criteria for personal dispositions were “effective listening and speaking skills,” “interpersonal skills,” and “reflective practice.” “Positive attitude” was only found in 10 of the 54 (18.5%) documents reviewed. There is a notable discrepancy between what is perceived as a valuable disposition to assess by directors and what is listed as assessment criteria in the document reviews. This may be more related to an organization’s reluctance to formally identify “positive attitude” as an assessable disposition because it may not align with assessment criteria within their teacher union-negotiated employment contracts, as was noted by BTSA program directors during the telephone interviews. However, program directors confirmed via the survey and in the follow-up telephone interviews that “positive attitude” was most definitely assessed.

In Q8, BTSA directors were in general agreement about the areas of mentor knowledge that their programs assessed. All 19 areas of mentor knowledge listed on the directors’ survey were used by 88% to 100% of the respondents. “Formative assessment” [of PT] and the “local BTSA induction program” were the most commonly used criteria (97%). However, directors perceived that the three most important areas of mentor knowledge in which to assess mentors were effective instructional strategies, the California Standards for the Teaching Profession, and the formative assessment system. The standard deviation for responses for each of the listed

knowledge-based criteria was between 0.38 (effective instructional strategies) and 0.92 (California Academic Content Standards), indicating a greater range in how they valued the importance of knowledge-based criteria in assessing mentors. In the telephone focus interviews, nine program directors confirmed that they primarily assessed mentors on their knowledge of the California Standards for the Teaching Profession and their knowledge of the formative assessment system.

In Q8, in the document review, the most commonly listed “mentor knowledge” assessment criteria were knowledge of the California Standards for the Teaching Profession, the California Academic Content Standards, and the formative assessment system. The data collected from both the directors’ survey and document review on mentoring knowledge mirror the literature citing the importance of support providers’ knowledge of professional standards, formative assessment, and effective instructional strategies (Achinsteins & Athanases, 2006).

A notable difference between the document review and the directors’ survey was the citing of “effective instructional strategies” (50%) in the document review and the high endorsement (90%) of the same criteria in the directors’ survey. These findings reveal that BTSA program directors expect mentors to demonstrate in actual mentoring practice that they have a working knowledge of the more discrete elements of teaching practice.

In Q9, the directors’ survey indicated that the most common assessments of mentor “application of skills” were (a) “Develops and builds professional relationships with PTs,” (b) “Utilizes appropriate coaching strategies, given PT needs,” and (c) “Utilizes data from formative assessment to shape and advance PT practice.” All three criteria were used by 30 of 32 respondents. Directors perceived that the three most important mentor skills to be assessed were “Develops and builds professional relationships with PTs” and “Utilizes formative

assessment instruments to assess/co-assess teacher practice.” In the telephone focus interviews, seven out of nine program directors confirmed that they (a) assess their mentors on their skill level in using formative assessment instruments to assess/co-assess teacher practice, and (b) on the mentor’s ability to develop and build professional relationships with teachers.

In the document review, the most commonly cited mentor skills to be assessed were “Utilizes formative assessment instruments to assess/co-assess teacher practice,” “Develops and builds professional relationships with teachers,” and “Utilizes data from formative assessment to shape assessment.”

The findings are in agreement with the literature, which notes the importance of (a) the mentor building a relationship with the novice teacher (Dunne & Villani, 2007a; Kilburg & Hancock, 2003; Norman & Feiman-Nemser, 2005; Rowley, 1999); (b) the mentor using coaching strategies, based on the needs of the novice (Costa & Garmston, 2002; Rowley, 1999); and (c) the importance of utilizing a formative assessment to advance teaching practice (Achinstein & Athanases, 2006; Heritage, 2010).

Open-ended responses about criteria. In the directors’ survey, there was one respondent who added “role model” and another who added “commitment to equity” to the list of assessed dispositions. There was also one respondent who added “common core standards” and another respondent who added “coaching skills to include learning focused conversations” to the list of assessed mentor knowledge. There were no additional responses to the list of mentor skills. None of the additional responses provided any perception rating on the importance of their contributions in rating mentor effectiveness, nor did the responses have any impact on the survey results.

In the telephone survey, program directors stated that a “positive attitude,” “responsibility, honors commitments,” and “attendance at mentor professional development trainings” were the most highly important dispositions to assess. They also added that knowledge of the formative assessment system was essential for mentors, as well as building a relationship with the PT. Directors reported that a mentor’s application skills in executing the formative assessment process with their novice teacher was important, but ultimately, directors assessed mentors on whether they completed their assigned tasks with their participating teachers.

In question 11, BTSA directors perceived that the top methods to assess mentor effectiveness were “Review of the PT’s formative assessment,” “Surveys from PTs about SP effectiveness,” “PT’s progress in completing the program,” and “Informal feedback from the PT.” In the document review and in the telephone interviews, two methods to assess support providers were identified: “Surveys from PT’s teachers about support provider effectiveness” and “Review of [participating] teacher’s formative assessment.”

In summary, the data yielded from questions 7 through 9 on the directors’ survey, along with insights provided by program directors during the telephone interviews, confirmed that program directors perceive that a mentor’s positive attitude, adherence to responsibilities, attendance at [mentor] professional development, knowledge of professional standards, knowledge and application of the formative assessment, as well as the ability to build a professional relationship with the novice teacher were the most important criteria to be assessed.

Set responses about methods and instruments. In question 10, BTSA program directors reported that they were the most common assessors of mentors. Informal assessors of mentors were district personnel and self-assessment by mentors. In the document review,

program leaders were most likely to be listed as the assessor of mentors, followed by self-assessment by mentors. District personnel were the least likely to assess mentors.

In question 12, in the directors' survey, the telephone survey, and the document review, the most common instruments used to assess mentor performance were "PTs completed portfolio of formative assessments and reflections," "SP completion task checklist," "SP monthly log," and "SP self-assessment, reflection, goal setting documents in relation to established criteria." The directors felt that the most important instrument for assessing mentor performance was the "PT's completed portfolio of formative assessments and reflections."

A pertinent finding in this study was that program directors consistently rely on novice teachers to provide feedback about mentor performance. In telephone interviews, directors indicated that there was little time in their busy days to actively assess their mentors' performance, and for that reason, they utilized surveys as a method of assessment. Since PTs are not trained to assess a mentor's performance, perhaps these PT surveys are more designed to measure (a) whether the needs of the adult learner are being facilitated by the mentor (Knowles et al., 1998; Sweeney, 2008), and (b) whether they acknowledge "the learner as an active participant in the learning process" (Schwille, 2008, pp. 140-141). The various kinds of assessment methods and instruments in use also underscore the implicit influence of two areas of the literature on assessing mentor performance. The importance of the mentor building a positive relationship with their novice has been well documented (Norman & Feiman-Nemser, 2005; Rowley, 1999), and the same may be inferred from the data collected from novice teachers in their "Surveys from PTs about SP effectiveness." Additionally, a "Review of the PT's completed formative assessment and reflection" provides a window into the quality of the mentor's work in formative

assessment, an important part of the work of the mentor (Achinstein & Athanases, 2006; Schwille, 2008).

Open-ended responses about methods and instruments. In the directors' survey, one respondent added "[SP] peer evaluation of PT observation notes" to the list of methods and another respondent added "compare PT responses on evaluation [of SP] to average answers from all PTs." Neither response changed the results of the directors' survey in these areas.

In the telephone interviews, some program directors commonly used, and highly prized, "SP self-reflection and [SP] goal setting documents, in relation to established criteria," as a way to an instrument to assess and improve mentor performance (Dunne & Villani, 2007b; NTC, 2009).

In summary, in analyzing the data collected from the directors' survey and the telephone interviews, program directors found importance in using formal methods and instruments to measure mentor performance (i.e., delivery of services) to improve mentor effectiveness. Program directors use multiple measures of assessment, including surveys of participating teachers, SP monthly logs or checklists, as well as a review of the PTs formative assessment, to assess mentor performance.

Set responses about formative feedback. Question 13 asked who communicated formative feedback on performance to mentors. Directors most commonly identified "SP self-reflection," followed by "SP peers," "SP's PTs," and then "program leaders," as the providers of mentor feedback. However, directors perceived that feedback from program leaders was most likely to increase SP effectiveness through use of feedback. On the document review, the frequency counts for assessors were somewhat different for question 13. "Program leaders" were most commonly listed as the assessor of support providers. "SP [self-reflection]"

as the assessor was only mentioned by 14 or 25.9% of the programs, and “SP’s PTs” as the assessor was only cited by 10 or 18.5% of programs in the document review. The discrepancy between the document review and the directors’ survey most likely reflects a difference between a program’s intent and the realities of the day-to-day running of a program. In the telephone interviews, directors reported having little time to individually assess support providers; however, literature supports that SP self-assessment, goal setting, and reflection, based on established criteria, is effective in promoting growth in mentoring practice (Dunne & Villani, 2007b; NTC, 2009).

Question 14 asked in what ways was formative feedback communicated to mentors. The directors’ reported that “personal meeting,” followed by “email” were most commonly used methods to provide feedback to mentors, and directors most valued using personal meetings as a way to improve mentor effectiveness. In question 14 on the document review, the most commonly reported delivery method for formative feedback was through “personal meeting,” followed by “phone conversation,” and “email.” Directors most highly valued personal meeting and email as ways to provide mentor feedback to improve mentor effectiveness. In the telephone interview, directors revealed that they typically only have time to provide feedback to those mentors whose performance is lacking.

Open ended responses about formative feedback. In the directors’ survey, only one respondent added “group survey feedback to SPs” to the delivery methods. However, in the telephone survey, almost all program directors reported using “group feedback to SPs” to provide general formative feedback to SPs; PT surveys about their own SPs were seldom, if ever, shared with the PT’s mentor. Rather, the collective data taken from PT surveys was presented to all mentors at a mentor professional development meeting. SPs were asked to consider the

data and reflect on how they could improve both individually and as a group. The telephone interviews helped to clarify (a) the use of formative assessment feedback in programs and (b) that formative feedback may not necessarily be individualized for each SP.

In summary, telephone interviews with program directors indicated that individual formative feedback was only typically provided when a support provider was deemed to be not meeting program requirements. In the directors' survey, program leaders indicated that providing feedback through personal meeting was the most effective way to increase support provider effectiveness. During the telephone interviews, directors mentioned using program survey data regarding support provider performance as a way to provide general formative feedback to mentors. The importance of assessing and improving mentor performance through mentor self-reflection has been noted (Dunne & Villani, 2007b; Moir, 2003; NTC, 2009; Schwille, 2008).

Summary of discussion for research question 1. BTSA program directors valued SP personal dispositions, such as attitude and responsibility, knowledge of effective instruction strategies, and the California Standards for the Teaching Profession, as well as the SP's skill in building a professional relationship with the teacher and coaching skills as assessment criteria important in increasing mentor effectiveness.

Methods and instruments that were deemed important by directors in assessing mentor performance and increasing mentor effectiveness were reviewing the PT's formative assessment portfolio, SP monthly logs or checklists, PT surveys about SP effectiveness, and SP self-reflection. Formative feedback was perceived to be most effective in increasing mentor effectiveness when provided by the program leader in a personal meeting, by the SP through a

process of self-reflection and goal setting through established criteria, and when presented as the general results of group surveys about mentor performance.

Discussion of Research Question 2: Relationships Between Assessment Components

Research question 2 asked: What is the relationship among mentor assessment criteria, performance assessment, formative feedback, and perceived mentor effectiveness? These relationships are discussed in the following subsections.

Assessment criteria and performance assessment. In the directors' survey, 15 correlations between assessment criteria and performance assessment were both significant ($p < .05$) and strong ($r = .50$), using Cohen's (1988) criteria. In analyzing the correlations found in the electronic survey, a pattern emerges. The findings reveal that directors who valued the "SP self-assessment, reflection, goal setting documents in relation to established criteria" as a performance assessment also valued more holistic, subjective SP assessment criteria such as the following: (a) [understands] the needs of new teachers, (b) models effective teaching strategies for PT, and (c) utilizes formative assessment instruments to assess/co-assess PT practice.

Those directors who valued the more objective "program leader or admin performance evaluations of SP in relation to establish criteria," "observation of SP-PT meetings," or "surveys of principals" also valued more discrete SP assessment criteria focused on instructional competencies, such as knowledge of student performance levels, effective instructional strategies, universal access [to curriculum], using technology to support student learning, appropriate coaching strategies, given PT needs, and reflective practice.

Findings from the document review support the relationship patterns identified in the director's survey to a lesser degree. There were 24 correlations that were considered both significant ($p < .05$) and moderately strong using Cohen's (1988) criteria. BTSA programs that

listed more subjective, holistic performance assessments, such as “SP self-assessment, goal setting, and reflection,” also valued assessment criteria such as “utilizes formative assessment instruments to assess/co-assess teacher practice,” “utilizes data from formative assessment to shape and advance teacher practice,” and “utilizes appropriate coaching strategies, given teacher needs.”

Similar to the findings of the directors’ survey, BTSA programs with more objective performance assessments, such as “observation of provider-teacher meeting” also valued more specific assessment criteria, such as “effective instructional strategies,” “differentiated instruction,” along with item 11a, “observation of provider-teacher meeting.”

For the telephone focus interviews, nine program directors were queried about the relationship between setting SP assessment criteria and subsequent SP performance. Generally, BTSA directors who were located in districts with under-performing schools or in charter schools that collected assessment data on mentors through the lens of specific pedagogical skills and practices (i.e., [adjusting for] student performance levels, effective instruction, differentiated instruction, and universal access [to curriculum]). In the underperforming schools, BTSA directors or other personnel assessed mentors through observations of SP-PT meetings, formal and informal surveys of principal and PTs, and program leader assessment of SP. The role of the mentor was seen as one who actively coached novices to use instructional practices that were perceived to improve student performance. In addition to assessing mentors for specific pedagogical skills and practices, the programs also collected additional assessment data on the relationship between SP and PT and the formative assessment process

Conversely, BTSA directors who were located in higher performing school districts or schools with strong teacher union influence were more focused on assessing the relationship

between mentor and novice through PT surveys and the quality of the mentoring through a review of the PT's formative assessment. Such programs tended to be more passively assessing mentors through SPs' "self-assessment, reflection, and goal setting documents, in relation to established criteria."

In summary, the relationship between (a) assessment criteria and (b) performance assessment methods and instruments are related to the perceived role of the mentor within the BTSA program. When mentors are assessed on their knowledge and skill in coaching novices for discrete instructional elements, programs are more likely to endorse and use specific measures of assessment across stakeholders to determine desired mentoring outcomes. When mentors are primarily assessed on building the SP-PT relationship and guiding novices through formative assessment processes, there is more endorsement of "mentor self-assessment, goal setting, reflection, in relation to established criteria."

These two distinct relationships between assessment criteria and performance are linked to the expected outcomes for new teachers through their participation in the BTSA program. When the focus of new teachers is on student achievement and utilizing specific teaching practices to that end, then mentors are more likely to be assessed on more specific criteria. Also school districts that are more focused on specific teacher practices may also have more specific evaluation systems in place across their organization. Neither the directors' survey data nor the document review tallied responses about existing student achievement levels within the schools of the BTSA program; however, when schools are more focused on student achievement, mentors may play a more active role.

Criteria for assessment and formative feedback. Similar to the relationship between assessment criteria and performance assessment, the relationship between assessment criteria and

formative feedback are related to the perceived role of the mentor within the BTSA program. In the directors' survey, there were only five correlations that were both strong and significant at the $p < .05$ level, using the Cohen (1988) criteria. Those directors who endorsed "SP self-reflection" as a means of formative feedback also used "needs of new teachers" and "develops and builds professional relationships with PTs" as assessment criteria. In contrast, the directors who utilized "personal meetings, phone conversations," and "email" as way to provide formative feedback to mentors also used "SP knowledge of "induction program standards 1-6," "utilizes formative assessment instruments to assess/co-assess PT practice," and "models effective teaching strategies for PT." This data again confirms that programs with a more holistic, subjective approach to mentoring are more focused on SP self-reflection as feedback and building professional relationships with PTs as assessment criteria, while programs with more direct feedback from the program directors value more objective assessment criteria.

In the document review, there were eight moderately strong correlations that were statistically significant, using the Cohen (1988) criteria. Among the moderate correlations noted, the strongest was between district personnel providing formative feedback to support providers and [knowledge of] the "California Standards for the Teaching Profession" as assessment criteria. The possible explanation for this relationship is that many California districts assess all teaching personnel through the lens of the CSTP. Other linkages between formative feedback and assessment criteria existed between "memos or letters" as methods to provide formative feedback with "[SP] effective listening and speaking skills" and "[SP] reflective practice." Possibly, the memos or letters from those who were providing formative feedback were necessary when mentors did not demonstrate "effective listening and speaking

skills.” Another explanation for this linkage might be that programs that utilized “memos or letters” for feedback also placed great import on more formal communication skills.

For the telephone focus interviews, nine program directors validated a relationship between SP assessment criteria and SP formative feedback. Some BTSA directors stressed the connection between SPs’ specific assessment criteria (e.g., knowledge of effective instructional strategies), group formative feedback, and group discussion that would lead to a “self-realization” on the part of the SPs to engage in professional development in areas of need. Other directors linked SP specific assessment criteria (e.g., knowledge of needs of new teachers) and the success of an SP’s work with PTs on formative assessment to the resulting formative feedback self-generated by SP in documents of “self-assessment, reflection, goal setting, in relation to established criteria.” The results of the telephone focus interviews supported the perceived philosophical divide that emerged in looking at the relationship between assessment criteria and performance.

Performance assessment and formative feedback. In the directors’ surveys, there were again only five correlations between performance assessment and formative feedback that were both strong and significant at the $p < .05$ level, using the Cohen (1988) criteria. Those directors who valued mentor formative feedback through “SP self-assessment, goal setting, and reflection” and “SP peers,” also noted “SP self- reflection,” as a valued performance assessment. Conversely, program directors who valued formative feedback from the SP’s PT and principals also valued “surveys from PTs about SP effectiveness,” “surveys from principals,” and “PT’s progress in completing program,” as performance assessment instruments. Clearly, those directors who rely on mentor performance assessments based on survey results from principals and PTs also incorporate those individuals into the feedback process.

In the document review, there were 13 moderately strong correlations between performance assessment and formative feedback that were statistically significant ($p < .05$ level), using the Cohen (1988) criteria. Again, the results appear to be indicative of program philosophy. Directors who valued formative feedback methods such as “SP self- reflection” or “SP peers,” also valued “SP self-assessment, goal setting, and reflection,” as a performance assessment. In contrast, directors who valued “personal meeting” as a formative feedback method, also valued a “review of PT’s formative assessment,” as a method of performance assessment. Additionally when principals provided formative feedback, performance assessment methods included “informal feedback from principal” and “program leader or administration performance evaluations of provider in relation to established criteria.”

During the telephone focus interviews, nine program directors were asked about their insights on the relationship (if any) between SP performance assessment and subsequent SP formative feedback. Directors reported that they used performance assessments to inform SP formative feedback, and then to plan for future SP professional development. “Like teachers, program directors use data about [SP] performance to provide feedback to our SPs. Then based on the results of the performance assessments, we plan future professional development for our SPs,” said one BTSA director.

Summary of discussion for research question 2. In summary, the relationship patterns that emerged among forms of assessment criteria, performance assessment, and formative feedback are most likely related to program philosophy and the school communities that the BTSA program serves. When BTSA programs are situated in high performing schools where students are at low risk for failing, directors may be more likely to place higher import on assessing the relationship between mentor and novice, while encouraging mentors to self-assess

as a means of assessment. When BTSA programs are operating in under-performing schools where students are at high risk for failing, the mentor assessments may be part of a regular and ongoing culture of teacher assessment. In such schools, there already exist multiple measures to assess the effectiveness of all teaching personnel, according to several directors who participated in the telephone survey. Mentors are more explicitly assessed on criteria related to specific aspects of pedagogy, in order to ensure that the novice teacher will learn and practice only those instructional practices that will contribute to student learning. More studies are needed to further clarify, analyze, and compare the role of mentor assessment in low performing versus high performing schools. Valued components of mentor assessment by BTSA directors are summarized in the following lists.

Valued assessment criteria include the following:

1. Responsible, honors commitments
2. Positive attitude
3. Effective listener and speaker
4. Attendance at professional development
5. Knowledge of professional standards
6. Knowledge and application of the formative assessment
7. Ability to build a professional relationship with the novice

Valued methods and instruments of assessment include the following:

1. Review of the participating teacher's formative assessment
2. Surveys from participating teachers about support provider effectiveness
3. Participating teacher's progress in completing the program

Valued formative feedback methods include the following:

1. Program director meets personally with support provider.
2. Program director provides group feedback to support providers about results of surveys.
3. Support provider engages in self-reflection, goal setting, and reflection, based on established criteria.
4. Support provider peers provide feedback.
5. Support provider's participating teachers provide feedback.

Practice Recommendations for BTSA Induction Programs

The California Standards for the Teaching Profession (CTC, 2008; see Appendix I) are designed to ensure uniform and quality teaching across the state. The BTSA Induction Programs has standards (see Appendixes J through N) that must be followed to prepare teachers to meet the teaching standards. Based on the findings in the present study, recommendations for BTSA Induction Programs are as follows:

1. Review all documents to ensure that mentor assessment components are clearly identified.
2. Align the variables within the mentor assessment components to more explicitly support the mission statements of the school district(s) and support goals for student achievement, while maintaining alignment with the mentor assessment requirements of California Induction Standard 3 (CTC, 2008; see Appendix J).
3. Be explicit in articulating (a) what assessment criteria, methods and instruments, and feedback forms will be used in the program to all stakeholders and (b) how assessment data will be used to increase mentor effectiveness.
4. Incorporate multiple methods of mentor assessment in the program, including both implicit and explicit assessment activities to ensure a balanced approach to assessment.

5. Work with all stakeholders who interview, select/hire, and assess mentors to help them understand the specific dispositions, knowledge, and skill level that program directors find necessary for effectiveness.
6. When developing PT surveys about SP effectiveness, consider expanding survey items beyond SP-PT relationship and collect data on the SP's knowledge and skill in facilitating the novice's growth in specific instructional practices.
7. Have SPs self-assess, set goals, and reflect on mentoring successes, in relation to established criteria, but avoid using it as the only method of assessment.
8. Share collective assessment data with support providers in a group so that SPs may participate in setting group goals and identifying professional development that will help the SPs to meet the goal.
9. Use the results of SP assessment to guide professional development for mentors.

Recommendations for Future Studies on Mentor Assessment

1. Study how mentors perceive the value of performance assessments in relation to improving their practice.
2. Examine the perceptions of participating teachers about effective mentor practice.
3. Compare perceptions of mentors and participating teachers about effective mentor practice.
4. Compare how new mentors versus more experienced mentors perceive the importance of mentor assessment and formative feedback.
5. Examine the relationship between mentoring roles in underperforming schools and high performing schools.

6. Examine the kinds of mentor assessments utilized in underperforming schools and high performing schools.
7. Study the role of self-assessment and reflection on improving mentor practice.
8. Conduct an interstate study of existing systems of mentor assessment in teacher induction and mentoring programs throughout the United States.

Limitations

There are several constraints that limited the findings of this study. The researcher limited the data collection to only those 69 BTSA programs in three accreditation cohorts (Orange, Red, and Violet) who had submitted program assessment documents to the CTC between 2009 and 2011. After disallowing program assessment documents that were incomplete, 54 program assessment documents were reviewed. The sample size of the document review represented 54 or about 34% of all BTSA programs in the state. The sample size of the respondents in the electronic directors' survey represented 32 or 20% of all BTSA directors in the state. The data was gathered between June and November 2011 and may be specific to this time period.

Conclusions

The results of this study indicated that (a) BTSA support providers are expected to perform similar tasks with novice teachers across the state, and that (b) BTSA programs included three assessment components: criteria, performance assessments, and formative feedback. BTSA directors confirmed that certain assessment criteria, methods of performance assessment, and formative feedback are important in increasing support provider effectiveness. However, the perceived relationship between the components of assessment, and specific variables within each component, varies among BTSA directors. There are only a small, but important number

of strong correlations between certain variables of assessment criteria, performance assessments, and formative feedback.

These strong correlations found within the directors' survey indicate a pattern of perception among BTSA program directors, which aligned with program approaches to mentoring. Those directors who led programs with assessment components that focus on mentoring as a process (i.e., mentor's knowledge of new teacher needs, skill in building relationships with the novice, and formatively assessing novice practice), generally endorsed SP self-assessment, goal setting, and reflection on established criteria, as a more implicit means to assess mentor effectiveness. BTSA programs that focus on mentoring which produced specific outcomes in novice teacher practice (i.e., effective instructional strategies, differentiated instruction, and universal access), generally utilized more explicit performance assessments by program leader or principal (e.g., observation of SP-PT meetings) and novices received more explicit feedback from identified assessors. This philosophical divide was evident in the follow-up telephone surveys with nine directors; program directors that led programs focused on building relationships to advance novice teaching practice were more likely to endorse SP self-assessment as a major component of assessment, while directors from programs that focused on increasing student achievement through advancing novice teaching practices were more likely to utilize assessment components that provided the mentor with more specific feedback.

The findings of this study validate that each BTSA program approach to mentor assessment is shaped not only by the requirements regarding mentor assessment contained within Induction Standard 3 (CTC, 2008), but by local culture, district goals, and existing models of educator assessments within each organization. This study confirms that there is a need for BTSA program leaders to better understand the interrelatedness of assessment criteria,

performance assessment, and formative feedback in order to support increased mentor effectiveness. In addition, program leaders should align the variables within each mentor assessment component and the linkage between components to reflect current district goals and intended program outcomes for novices. Through clarifying and further developing the components of mentor assessment, BTSA leaders and all stakeholders have opportunities to build stronger induction programs that support novices in not only meeting clear credential requirements but also in advancing teaching practices that strongly support student learning. Lastly, so that mentors have opportunities to receive formative feedback based on more than their own self-assessment, BTSA directors should consider utilizing (a) both implicit and explicit mentor performance assessments and (b) formative feedback strategies in their programs. When BTSA programs implement and model meaningful mentor assessment strategies, novice teachers may be more assured of assistance from an effective mentor and increased opportunities for developing advanced teaching practice.

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Appendix A

California Commission on Teacher Credentialing Approved BTSA Induction Programs

1. Alhambra Unified School District
2. Anaheim City School District
3. Anaheim Union High School District
4. Animo Leadership Charter High School (Green Dot Public Schools)
5. Antelope Valley Union High School District
6. Antioch Unified School District
7. Arcadia Unified School District
8. Aspire Public Schools
9. Azusa Unified School District
10. Bakersfield City School District
11. Baldwin Park Unified School District
12. Bay Area School of Enterprise (REACH Institute)
13. Bellflower Unified School District
14. Brentwood Union School District
15. Burbank Unified School District
16. Butte County Office of Education
17. Cajon Valley Union School District
18. Campbell Union School District
19. Capistrano Unified School District
20. Castaic Union School District
21. Central Unified School District
22. Chaffey Joint Union High School District
23. Chino Valley Unified School District
24. Chula Vista Elementary School District
25. Clovis Unified School District
26. Compton Unified School District
27. Conejo Valley Unified School District
28. Contra Costa County Office of Education
29. Corona-Norco Unified School District
30. Culver City Unified School District
31. Cupertino Union School District
32. Davis Joint Unified School District
33. Dos Palos Oro Loma Joint Unified School District
34. El Dorado County Office of Education
35. El Rancho Unified School District
36. Elk Grove Unified School District
37. Encinitas Union School District
38. Envision Schools
39. Escondido Union High School District
40. Escondido Union School District
41. Etiwanda School District

42. Evergreen School District
43. Fairfield-Suisun Unified School District
44. Fontana Unified School District
45. Fremont Unified School District
46. Fresno County Office of Education
47. Fresno Unified School District
48. Fullerton School District
49. Garden Grove Unified School District
50. Glendale Unified School District
51. Greenfield Union School District
52. Grossmont Union High School District
53. Hacienda La Puente Unified School District
54. Hanford Elementary School District
55. Hayward Unified School District
56. High Tech High
57. ICEF Public Schools (Los Angeles Unified School District)
58. Imperial County Office of Education
59. Irvine Unified School District
60. Keppel Union School District
61. Kern County Superintendent of Schools
62. Kern High School District
63. Kings County Office of Education
64. La Mesa-Spring Valley School District
65. Lancaster School District
66. Lawndale Elementary School District
67. Lodi Unified School District
68. Long Beach Unified School District
69. Los Angeles County Office of Education
70. Los Angeles Unified School District
71. Los Banos Unified School District
72. Madera Unified School District
73. Manteca Unified School District
74. Marin County Office of Education
75. Merced County Office of Education
76. Merced Union High School District
77. Milpitas Unified School District
78. Modesto City Schools
79. Montebello Unified School District
80. Monterey County Office of Education
81. Mt. Diablo Unified School District
82. Murrieta Valley Unified School District
83. Napa County Office of Education
84. New Haven Unified School District
85. Newark Unified School District
86. Oak Grove School District
87. Oakland Unified School District

88. Ocean View School District
89. Oceanside Unified School District
90. Ontario-Montclair School District
91. Orange County Department of Education
92. Orange Unified School District
93. Palmdale School District
94. Palo Alto Unified School District
95. Palos Verdes Peninsula Unified School District
96. Panama-Buena Vista Union School District
97. Paramount Unified School District
98. Pasadena Unified School District
99. Placentia-Yorba Linda Unified School District
100. Placer County Office of Education
101. Pleasanton Unified School District
102. Pomona Unified School District
103. Poway Unified School District
104. PUC Schools
105. Redwood City School District
106. Rialto Unified School District
107. Riverside County Office of Education
108. Riverside Unified School District
109. Rowland Unified School District
110. Sacramento City Unified School District
111. Sacramento County Office of Education
112. Saddleback Valley Unified School District
113. San Bernardino City Unified School District
114. San Diego County Office of Education
115. San Diego Unified School District
116. San Dieguito Union High School District
117. San Francisco Unified School District
118. San Gabriel Unified School District
119. San Joaquin County Office of Education
120. San Jose Unified School District
121. San Juan Unified School District
122. San Luis Obispo County Office of Education
123. San Marcos Unified School District
124. San Mateo - Foster City School District
125. San Mateo County Office of Education
126. San Ramon Valley Unified School District
127. Sanger Unified School District
128. Santa Ana Unified School District
129. Santa Barbara County Education Office
130. Santa Clara Unified School District
131. Santa Cruz County Office of Education
132. Santa Monica-Malibu Unified School District
133. Santa Rosa City Schools

134. Saugus Union School District
135. School for Integrated Academics and Technology (SIA Tech)
136. Selma Unified School District
137. Sequoia Union High School District
138. Sonoma County Office of Education
139. Stanislaus County Office of Education
140. Stockton Unified School District
141. Sutter County Superintendent of Schools
142. Sweetwater Union High School District
143. Tehama County Department of Education
144. Temple City Unified School District
145. Torrance Unified School District
146. Tracy Unified School District
147. Tulare City School District
148. Tulare County Office of Education
149. Tustin Unified School District
150. Vallejo City Unified School District
151. Ventura County Office of Education
152. Visalia Unified School District
153. Vista Unified School District
154. Walnut Valley Unified School District
155. Washington Unified School District
156. West Contra Costa Unified School District
157. West Covina Unified School District
158. Westside Union School District
159. Wm. S. Hart Union High School District

Note. This list was current as of August 16, 2011.

Appendix B

Orange, Red, and Violet Accreditation Cohorts

Orange Cohort	Red Cohort	Violet Cohort
1. Alhambra USD (401)	1. Arcadia USD (435)	1. Antelope Valley Union HSD (601)
2. Anaheim Union HSD (502)	2. Bay Area School of Enterprise (REACH) (234)	2. Compton USD (434)
3. Aspire Public Schools (232)	3. Burbank USD (405)	3. Cupertino Union SD (236)
4. Azusa USD (402)	4. Cajon Valley Union SD (506)	4. El Dorado COE (105)
5. Butte COE (103)	5. Campbell Union SD (203)	5. Envision Schools (235)
6. Conejo Valley USD (231)	6. Chula Vista ESD (505)	6. Escondido Union HSD (507)
7. El Rancho USD (430)	7. Contra Costa COE (204)	7. ICEF Public Schools/LAUSD (436)
8. Fontana USD (606)	8. Culver City USD (407)	8. Imperial COE (511)
9. Fremont USD (206)	9. Davis Joint USD (104)	9. Irvine USD (535)
10. Hayward USD (207)	10. Dos Palos Oro Lomo JUSD (323)	10. Keppel Union SD (607)
11. Kings COE (309)	11. Temple City USD (425)	11. Kern County SOS (307)
12. Merced Union HSD (322)	12. Hanford ESD (321)	12. Los Banos USD (325)
13. Milpitas USD (208)	13. Los Angeles USD (414/433/441-448)	13. Murrieta Valley USD (616)
14. Modesto City Schools (313)	14. Manteca USD (311)	14. New Haven USD (211)
15. Paramount USD (431)	15. Marin COE (110)	15. Newport-Mesa USD (513)#
16. Rialto USD (611)	16. Oakland USD (212)	16. Palo Alto USD (213)
17. San Marcos USD (531)	17. Orange USD (519)	17. Palos Verdes Peninsula USD (416)
18. Santa Barbara CEO (223)	18. Placer COE (114)	18. Sacramento City USD (116)
19. Santa Rosa City Schools (118)	19. Pleasanton USD (230)	19. San Francisco USD (215)
20. School for Integrated Science and Technology (SIA Tech) (536)	20. Poway USD (521)	20. Sanger USD (324)
21. West Contra Costa USD	21. Redwood City SD (214)	21. Selma USD (316)
	22. Riverside COE (612)	22. Sequoia Union HSD (227)
	23. Sutter County SOS (121)	23. Washington USD (125)
	24. Tulare City SD (318)	24. Wm. S. Hart Union HSD (429)

Note. This list was current as of August 16, 2011.

Appendix C

Document Review Instrument for Commission-Approved California BTSA Induction Programs

Regarding Assessing Support Provider Services

Q. 1 BTSA Induction Program in the following California Commission on Teacher Credentialing accreditation cohort:

- Orange
- Red
- Violet

Section 1: Services Provided By Support Providers

Q. 2 Formative assessment services that support providers [SP] provide to their participating teachers [PTs]

	Required	Optional	N/A SP doesn't provide
Guide and support PT's inquiries into teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide and assist PTs with professional goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide data-driven dialogue with PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide PT's assessment of student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide PT's lesson Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom observations of PTs and provide feedback to PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflect with PTs on evidence of PT's growth in the CSTPs

Scribe most formative assessment documents for their PTs

Other :

Q. 3 Beyond formative assessment, other services that are provided by support providers [SPs] to their participating teachers [PTs]

	Required	Optional	N/A SP doesn't provide
Provide technical, emotional and/or buddy support for PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in regular and ongoing meetings/communication with PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend program Meetings with PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct demonstration lessons for PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrange for PTs to observe exemplary teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe exemplary Teachers with PT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other :

Q. 4 Services provided by BTSA support providers [SP] to other BTSA support providers within program

	Required	Optional	N/A SP doesn't provide
SPs informally offer peer support to each other outside of mentor trainings/meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPs peer coach each other at mentor trainings/meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPs formally observe each other mentoring their respective PTs and offer feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPs informally observe each other mentoring their respective PTs and offer feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPs lead formal support provider training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

Q. 5 Services provided by BTSA support providers [SP] to local BTSA program

SPs act as a reviewer of PTs' portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPs participate in exit interviews with candidate [PT] completers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SPs provide program assessment feedback through program surveys or focus groups

SPs participate in program leadership committees

SPs assist director in organizing accreditation activities

Other:

Section2: Support Provider Assessment Criteria

Q. 6 Program establishes assessment criteria with support providers through (check all that apply)

SP application

SP applicant interview

SP orientation

SP newsletter or email

SP professional development

No formal assessment criteria has been established

Other:

Q. 7 SP “personal dispositions” that are used as criteria for assessing support provider effectiveness

	Yes	No
Effective listening and speaking skills	<input type="radio"/>	<input type="radio"/>
Positive attitude	<input type="radio"/>	<input type="radio"/>
Interpersonal skills	<input type="radio"/>	<input type="radio"/>
Non-judgmental attitude	<input type="radio"/>	<input type="radio"/>
Sensitivity to diverse viewpoints	<input type="radio"/>	<input type="radio"/>
Ethical behavior; integrity	<input type="radio"/>	<input type="radio"/>
Responsibility ; honors commitments	<input type="radio"/>	<input type="radio"/>
Engages in professional development; attends SP training	<input type="radio"/>	<input type="radio"/>
Reflective practice	<input type="radio"/>	<input type="radio"/>
Other:		

Q. 8 SP “mentoring knowledge” that is used as criteria for assessing support provider effectiveness

	Yes	No
Needs of new teachers	<input type="radio"/>	<input type="radio"/>
Local BTSA induction program requirements	<input type="radio"/>	<input type="radio"/>
Induction program Standards 1-6	<input type="radio"/>	<input type="radio"/>
California Standards for the Teaching Profession	<input type="radio"/>	<input type="radio"/>

Continuum of Teacher Practice	<input type="radio"/>	<input type="radio"/>
California Academic Content Standards/ Common Core Standards	<input type="radio"/>	<input type="radio"/>
CA ELD Standards	<input type="radio"/>	<input type="radio"/>
Formative assessment system	<input type="radio"/>	<input type="radio"/>
Student performance levels	<input type="radio"/>	<input type="radio"/>
Student demographics	<input type="radio"/>	<input type="radio"/>
Local school/district policies and practices	<input type="radio"/>	<input type="radio"/>
Community, district and school culture	<input type="radio"/>	<input type="radio"/>
Effective instructional strategies	<input type="radio"/>	<input type="radio"/>
Differentiated instruction	<input type="radio"/>	<input type="radio"/>
Assessment strategies	<input type="radio"/>	<input type="radio"/>
Using technology to support student learning	<input type="radio"/>	<input type="radio"/>
PT's subject matter	<input type="radio"/>	<input type="radio"/>
General K-12 pedagogy	<input type="radio"/>	<input type="radio"/>
Universal Access; equity for all.	<input type="radio"/>	<input type="radio"/>
Other :		

Q. 9 SP “application of skills” that are used as criteria for assessing support provider effectiveness?

	Yes	No
Utilizes formative assessment instruments to assess/co-assess PT practice	<input type="radio"/>	<input type="radio"/>
Utilizes data from formative assessment to shape and advance PT practice	<input type="radio"/>	<input type="radio"/>
Utilizes appropriate coaching strategies, given PT needs	<input type="radio"/>	<input type="radio"/>
Models effective teaching strategies for PT	<input type="radio"/>	<input type="radio"/>
Develops and builds professional relationships with PTs	<input type="radio"/>	<input type="radio"/>
Other:		

Section 3: Support Provider Assessment Methods

Q. 10 Formal and informal assessors of support provider effectiveness.

	Formal Assessor	Informal Assessor
Program leader/s	<input type="radio"/>	<input type="radio"/>
Principals	<input type="radio"/>	<input type="radio"/>
District personnel	<input type="radio"/>	<input type="radio"/>
Support provider (self-reflection)	<input type="radio"/>	<input type="radio"/>

Support provider peers

Support provider's PT/s

Other:

Q. 11 Methods used to assess support provider quality [of performance].

	Yes	No
Observation of SP-PT meeting	<input type="radio"/>	<input type="radio"/>
Review of PT's formative assessment PT's progress in completing the program	<input type="radio"/>	<input type="radio"/>
SP self-assessment, goal setting, and reflection	<input type="radio"/>	<input type="radio"/>
Surveys from PT/s about SP effectiveness	<input type="radio"/>	<input type="radio"/>
Informal feedback from PT	<input type="radio"/>	<input type="radio"/>
Survey of principal	<input type="radio"/>	<input type="radio"/>
Informal feedback from principal	<input type="radio"/>	<input type="radio"/>

Other:

Q. 12 Performance assessment instruments used to assess support provider [SP] effectiveness.

Yes No

SP portfolio of completed formative assessments with PT/s	<input type="radio"/>	<input type="radio"/>
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PT/s' completed portfolio of formative assessments and reflections	<input type="radio"/>	<input type="radio"/>
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SP completion task checklist or SP Monthly Logs	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------

SP self-assessment, reflection, goal setting documents, in relation to established criteria	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------

Program leader or other administrative performance evaluations of SP in relation to established criteria	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------

Other:

Section 4: Support provider formative feedback

Q. 13 Individuals who provide formative feedback to support providers on performance and level of effectiveness.

	Yes	No
Program leaders	<input type="radio"/>	<input type="radio"/>
SP self-reflection	<input type="radio"/>	<input type="radio"/>
SP peers	<input type="radio"/>	<input type="radio"/>
SP's PTs	<input type="radio"/>	<input type="radio"/>
Principals	<input type="radio"/>	<input type="radio"/>
District personnel	<input type="radio"/>	<input type="radio"/>

Q. 14 BTSA program communicates formative feedback using following methods:

	Yes	No
Email	<input type="radio"/>	<input type="radio"/>

- Phone conversation ○ ○
- Personal meeting ○ ○
- Memo or letter ○ ○
- Interactive journal ○ ○
- Other:

Section 5: Program Context

Q. 15 Type of Program [structure]

- K-12 district ○
- K-8 district ○
- 6-12 district ○
- High school district ○
- Consortium of K-8 districts ○
- Consortium of K-12 districts ○
- Consortium of various districts ○
- County consortium of districts. ○

Q. 16 Number of participating teachers (if available)

- Less than 25 PTs ○
- 25-49 PTs ○
- 50-99 PTs ○
- 100-199 PTs ○
- More than 200 PTs ○

Q. 17 Number of support providers (if available)

- Less than 10 SPs
- 11-25 SPs
- 26-50 SPs
- 51-75 SPs
- 76-99 SPs
- More than 100 SPs

Q. 18 Support provider model

- Full time teachers
- Partial release teachers
- Full release teachers
- Retired teachers
- Mixed model: includes full time teachers, partial release, full release and retired teachers

Q. 19 Formative assessment system

- FACT
- NTC FAS
- Local model

Other:

Appendix D

A Survey of Commission-Approved California BTSA Induction Programs Regarding Assessing

Support Provider Services

Q. 1 I am a BTSA Induction Program director or program leader in the following California Commission on Teacher Credentialing accreditation cohort:

- Orange Red Violet

Section 1: Services Provided By Support Providers

Q. 2 In your BTSA program, what kinds of formative assessment services do your support providers [SP] provide to their participating teachers [PTs]

Required	Optional	N/A SP doesn't provide	
Guide and support PT's inquiries into teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide and assist PTs with professional goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide data-driven dialogue with PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide PT's assessment of student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide PT's lesson Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom observations of PTs and provide feedback to PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect with PTs on evidence of PT's growth in the CSTPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scribe most formative assessment documents for their PTs

Other :

Q. 3 Beyond formative assessment, other services that are provided by support providers [SPs] to their participating teachers [PTs]

Required	Optional	N/A SP doesn't provide
Provide technical, emotional and/or buddy support for PTs	<input type="radio"/>	<input type="radio"/>
Engage in regular and ongoing meetings/ communication with PTs	<input type="radio"/>	<input type="radio"/>
Attend program Meetings with PTs	<input type="radio"/>	<input type="radio"/>
Conduct demonstration lessons for PTs	<input type="radio"/>	<input type="radio"/>
Arrange for PTs to observe exemplary teachers	<input type="radio"/>	<input type="radio"/>
Observe exemplary Teachers with PT	<input type="radio"/>	<input type="radio"/>

Other :

Q. 4 Services provided by BTSA support providers [SP] to other BTSA support providers within your program

Required	Optional	N/A SP doesn't provide
SPs informally offer peer support to each other outside of mentor trainings/meetings	<input type="radio"/>	<input type="radio"/>

SPs peer coach each other at mentor trainings/ meetings

SPs formally observe each other mentoring their respective PTs and offer feedback

SPs informally observe each other mentoring their respective PTs and offer feedback

SPs lead formal support provider training

Other :

Q. 5 Services provided by BTSA support providers [SP] to local BTSA program

SPs act as a reviewer of PTs' portfolios

SPs participate in exit interviews with candidate [PT] completers

SPs provide program assessment feedback through program surveys or focus groups

SPs participate in program leadership committees

SPs assist director in organizing accreditation activities

Other :

Section2: Support Provider Assessment Criteria

Q. 6 Program establishes assessment criteria with support providers through (check all that apply)

SP application

SP applicant interview

SP orientation

SP newsletter or email

SP professional development

No formal assessment criteria has been established

Other :

Q. 7 BTSA programs may use “personal dispositions” as criteria for assessing support provider effectiveness. Rate each criteria for its importance in assessing SP effectiveness in your program.

	Least Important 1	2	>	Most Important 3	4	Do Not Use N/A	
Effective listening and speaking skills	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive attitude	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-judgmental attitude	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to diverse viewpoints	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ethical behavior; integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibility ; honors commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in professional development; attends SP training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other :						

Q. 8 BTSA programs may use “mentoring knowledge” as criteria for assessing support provider effectiveness. Rate each criteria for its importance in assessing SP effectiveness in your program.

	Least Important 1	2	>	Most Important 3	4	Do Not Use N/A
Needs of new teachers	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local BTSA induction program requirements	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Induction program Standards 1-6	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
California Standards for the Teaching Profession	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuum of Teacher Practice.	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
California Academic Content Standards/ Common Core Standards	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CA ELD Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessment System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student performance levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student demographics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local school/district policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community, district and school culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using technology to support student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PT's subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General K-12 pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universal Access; Equity for all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

Q. 9 BTSA programs may use “application of skills” as criteria for assessing support provider effectiveness. Rate each criteria for its importance in assessing SP effectiveness in your program.

Least Important	> 1	Most Important 2	Do Not Use 3	4	N/A
Utilizes formative assessment instruments to assess/co-assess PT practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Utilizes data from formative assessment to shape and advance PT practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes appropriate coaching strategies, given PT needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models effective teaching strategies for PT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and builds professional relationships with PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:					

Section 3: Support Provider Assessment Methods

Q. 10 BTSA programs may have individuals who formally or informally assess the effectiveness of support providers. Please identify and assessors and their role in your BTSA program.

	Formal	Informal	Only as Needed	Not Done
Program leader/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support provider (self-reflection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support provider peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support provider's PT/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:				

Q. 11 BTSA programs may identify and use specific methods to assess support provider [performance] quality. Rate each assessment method for its importance in assessing SP effectiveness in your BTSA program.

Least Important	> Most Important			Do Not Use		N/A
	1	2	3	4	5	
Observation of SP-PT meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review of PT's formative assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PT's progress in completing the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SP self-assessment, goal setting, and reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys from PT/s about SP effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal feedback from PT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Survey of principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal feedback from principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:						

Q. 12 Performance assessment instruments used to assess support provider [SP] effectiveness.

Least Important	>	Most Important	Do Not Use		N/A
	1		2	3	
SP portfolio of completed formative assessments with PT/s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PT/s' completed portfolio of formative assessments and reflections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SP completion task checklist or SP Monthly Logs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SP self-assessment, reflection, goal setting documents, in relation to established criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program leader or other administrative performance evaluations of SP in relation to established criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other :					

Section 4: Support provider formative feedback

Q. 13 BTSA programs may provide formative feedback to support providers [SP] on their performance and level of effectiveness. Rate each individual's feedback in terms of importance in subsequently increasing SP effectiveness in your BTSA program.

Least Important	1	Most Important 2	Does Not Provide 3	4	N/A
Program leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SP self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SP peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SP's PTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
District personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Q. 14 BTSA programs may communicate formative feedback to support providers in a variety of ways. Rate each form of communication, in terms of importance, in subsequently increasing mentor effectiveness in your program.

Least Important	1	Most Important	2	Do Not Provide	3	4	N/A
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Memo or letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

Section 5: Program Context

Q. 15 What type of BTSA program do you lead?

- K-12 district
- K-8 district
- 6-12 district
- High school district
- Consortium of K-8 districts
- Consortium of K-12 districts
- Consortium of various districts
- County consortium of districts.

Q. 16 In 2011-12, how many participating teachers [PTs] did you have in your program?

Less than 25 PTs

25-49 PTs

50-99 PTs

100-199 PTs

More than 200 PTs

Q. 17 In 2011-12, how many active support providers [SPs] did you have in your program?

Less than 10 SPs

11-25 SPs

26-50 SPs

51-75 SPs

76-99 SPs

More than 100 SPs

Q. 18 How would you describe your BTSA program's support provider [SP] model? Note that "partial release" is defined a .20-.60% (non-teaching) assignment as an SP. "Full release" is defined as a .80%+ assignment as an SP, with possibly some additional responsibilities at your sites or district office.

Full time teachers

Partial release teachers

Full release teachers

Retired teachers

Mixed model: includes
full time teachers,

partial release,
full release and
retired teachers

Q. 19 In 2011-12, what formative assessment system did your BTSA program use?

FACT

NTC FAS

Local model

Other:

Appendix E

Authorizations to Use and Modify Surveys

RE: Permission to Adapt Survey Instrument

Sent: Tuesday, June 07, 2011 10:05 AM

To: M
Maricich, Patricia (student)

Cc: M
Cooke, Spring

Dear Patricia,

To the extent that my survey will help to inform your study, I grant you permission to use and adapt it.
Best of luck to you,
Franca

Franca Dell'Olio, Ed.D. | Assistant Professor and Director, Institute of School Leadership & Administration (ISLA)
Educational Leadership Department
School of Education | Loyola Marymount University
1 LMU Drive, Suite 2600 | Los Angeles, CA 90045

RE: Permission to Use Survey Instrument

Michael, Diana

Sent: Monday, June 06, 2011 8:30 PM

To: M
Maricich, Patricia (student)

Dear Pat,

This is to formally confirm that you have my permission to use my 2000-2001 survey. I only request that you provide credit to me for developing the survey and that I get an opportunity to read a copy of your dissertation proposal. I am VERY interested in your work.

All my best,

Dr. Diana Hiatt-Michael
Professor Emeritus
Pepperdine U.

APPENDIX F

Permission from California Commission on Teacher Credentialing

Email Correspondence from Teri Clark, Director of the California Commission on Teacher Credentialing, Professional Services Division. The email is in regard to the researcher's request to review documents at the California Commission on Teacher Credentialing Office in Sacramento, CA.

June 13, 2011

Pat,

The documents are here at the commission and you are welcome to come here and read the standard 3 narratives.

You would need to identify the date or dates you want to come and we would find you a space.

Teri

Teri Clark, Director

Professional Services Division

916-323-5917

APPENDIX G

Letter for Formal Validation of Survey to Expert Panel Members

April 19, 2012

Dear [name of reviewer],

I appreciate your assistance in the formal validation process of two data collection instruments for my dissertation research, (a) *Induction Standard 3 Document Review Data Collection* and (b) *The Survey of Commission-Approved California BTSA Induction Programs Regarding the Criteria, Performance Assessments, and Formative Feedback Strategies Used to Assess Support Provider Services*.

The document review instrument is designed to organize and collect pertinent information related to Induction Standard 3 from submitted Program Assessments at the California Commission on Teacher Credentialing. The survey is designed to collect similar information from Beginning Teacher Support and Assessment Induction [BTSA] Directors on the implementation of their program's criteria for mentor assessment, their assessments that determine mentor effectiveness and formative feedback methods to mentors for the purpose of improving mentor effectiveness. The survey also measures how they perceive the importance of various assessment components, and variables within each component, to inform their decisions about mentor quality and effectiveness.

I created this instrument from surveys used in earlier research that identified specific elements in Commission-approved educator preparation programs (Hiatt-Michael 2001b and Dell'Olio 2006). My objective is to create a compact, yet comprehensive survey which will take participants less than 15 minutes to complete.

Please review my survey instrument. If you believe that any of the questions should be omitted from the instrument, then cross out those questions. If you see the need to edit any of the questions, please make your suggested edits above the question. Lastly, if you have suggestions for any additional questions, please add your proposed questions after the last question on the survey.

Once you have completed the review process, please use the self-addressed stamped envelope to return the survey to me. Again, I truly appreciate your willingness to participate in the formal validation process for my survey instrument.

Sincerely,

Patricia Maricich
Doctoral Candidate
Pepperdine University

Appendix H

Letter of Informed Consent and Letter of IRB Approval

January 2012

Dear BTSA Induction Director or Coordinator,

I am a BTSA program coordinator (director) in Cluster 4. I am also a doctoral candidate in Organizational Leadership at Pepperdine University (California). I am asking for your participation in an online survey that I am conducting as part of the research for my dissertation. My research study seeks to determine the relationship between support provider assessment criteria, assessment methods, and formative feedback strategies used by California BTSA Induction programs and support provider effectiveness. In addition, the study will seek to determine how BTSA directors perceive the importance of individual assessment components and their importance in assessing mentor effectiveness. Your participation in this study will contribute to our BTSA community's understanding of the linkage between support provider assessment and to what degree these assessments are valued to determine mentor effectiveness.

In addition to the online survey, I may contact you for a structured follow-up phone interview linked to the survey, to corroborate your responses and to allow for any anecdotal information about the survey topic.

Please read the following carefully:

Study Participation: Description, Terms, and Rights

Your participation in this survey is voluntary and without financial compensation. Completion of the survey should take less than 10 minutes of your time. Your participation will help to build a knowledge base of support provider assessment criteria and assessment strategies that support the development of support provider efficacy. This study may be built upon for future studies and inquiries into support provider effectiveness.

The questions on the survey were developed from support provider training topics, as outlined in CA Induction Standard 3. Support Providers and Professional Development Providers (CTC, 2008). Possible responses to the questions were developed from literature and research related to the support provider training topics.

Only BTSA Induction Directors (or their designees) of the CTC's Orange, Red, and Violet accreditation cohorts have been invited to participate as a respondent in this anonymous online survey.

As a survey respondent, you may choose to answer some or all of the questions, although it is preferable that you answer all the questions. You will not be questioned about why you left any questions unanswered, unless you want to volunteer such information. Your participation in

this survey should not cause you any discomfort, harm, or stress. There are no foreseeable physical, psychological, or social risks that you would incur as a respondent in this survey.

This signed consent form will be stored apart from the survey results to preserve the anonymity of each respondent. Respondents will be asked to confirm that their BTSA Induction program is a member of the Orange, Red, or Violet CTC accreditation cohort. However, they will not be asked to identify themselves by individual color cohort or program name. Only the researcher and/or authorized individuals will have access to the survey data.

If you would like more information about this study, please contact me at the phone number and email address below. If you have additional questions, please contact Dr. Spring Cooke, my dissertation chair at Spring.Cooke@pepperdine.edu. If you have questions or concerns about your rights as a research participant, please contact Dr. Yuying Tsong, GPS Institutional Review Board Chairperson at Pepperdine University at Yuying.Tsong@pepperdine.edu

By signing this consent form, returning the form to me, and completing the online survey at www.surveymonkey.com/TBD, you consent to participate in the study. In addition, you acknowledge that you have read and understood what your participation involves.

As a BTSA Induction program director, I realize that we have many responsibilities and very little time in which to accomplish them. I do appreciate your willingness to take the time to complete the survey at www.surveymonkey.com (internet address TBD). Thank you so much for participating in the survey,

Best regards,

Pat Maricich
 Doctoral Candidate
 Pepperdine University
 [Contact information TBD]

Please detach the Consent Form below, complete, and return using the included self-addressed stamped envelope or FAX to [REDACTED] or scan and email to XXXXXXXXXXXX on or before March 1, 2012.

Consent Form for Participation in Doctoral Study

I, _____, agree to participate in the research study being conducted by Pat Maricich under the direction of Dr. Spring Cooke.

Print Name

Participant's Signature

Date

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

April 17, 2012

Patricia S. Maricich
4125 Maritime Rd
Rancho Palos Verdes, CA 90275

Protocol #: E0412D06

Project Title: *BTSA Program Director' Perceptions on the Relationship Between Components of Mentor Assessment and Effectiveness*

Dear Ms. Maricich:

Thank you for submitting your application, *BTSA Program Director' Perceptions on the Relationship Between Components of Mentor Assessment and Effectiveness*, for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Spring Cooke, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - <http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html>) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

(b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Category (2) of 45 CFR 46.101, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at <http://www.pepperdine.edu/irb/graduate/>).

Appendix I

California Standards for the Teaching Profession

<p>Engaging and Supporting All Students in Learning</p> <p>1.1 Connecting students' prior knowledge, life experience, and interests with learning goals.</p> <p>1.2 Using a variety of instructional strategies to respond to students' diverse needs.</p> <p>1.3 Facilitating learning experiences that promote autonomy, interaction and choice</p> <p>1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.</p> <p>1.5 Promoting self-directed reflective learning for all students. (CTC, 2008)</p>	<p>Planning Instruction and Designing Learning Experiences</p> <p>4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing instructional activities and materials for student learning</p> <p>4.4 Designing short-term and long-term plans to foster student learning</p> <p>4.5 Modifying instructional plans to adjust for student needs (CTC, 2008)</p>
<p>2. Creating and Maintaining Effective Environments for Student Learning</p> <p>2.1 Creating a physical environment that engages all students.</p> <p>2.2 Establishing a climate that promotes fairness and respect.</p> <p>2.3 Promoting social development and group responsibility.</p> <p>2.4 Establishing and maintaining standards for student behavior.</p> <p>2.5 Planning and implementing classroom procedures and routines that support student learning.</p> <p>2.6 Using instructional time effectively. (CTC, 2008)</p>	<p>5. Assessing Student Learning</p> <p>5.1 Establishing and communicating learning goals for all students</p> <p>5.2 Collecting and using multiple sources of information to assess student learning</p> <p>5.3 Involving and guiding all students in assessing their own learning</p> <p>5.4 Using the results of assessment to guide instruction</p> <p>5.5 Communicating with students, families, and other audiences about student progress (CTC, 2008)</p>
<p>3. Understanding and Organizing Subject Matter</p> <p>3.1 Demonstrating knowledge of subject matter content and student development.</p> <p>3.2 Organizing curriculum to support student understanding of subject matter.</p> <p>3.3 Interrelating ideas and information within and across subject matter areas.</p> <p>3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter.</p> <p>3.5 Using materials, resources, and technologies to make subject matter accessible to students. (CTC, 2008)</p>	<p>6. Developing as a Professional Educator to Improve Teaching and Learning</p> <p>6.1 Reflecting on teaching practices and planning professional development</p> <p>6.2 Establishing professional goals and pursuing opportunities to grow professionally</p> <p>6.3 Working with communities to improve professional practice</p> <p>6.4 Working with families to improve professional practice</p> <p>6.5 Working with colleagues to improve professional practice (CTC, 2008)</p>

Appendix J

California Induction Standard 3: Support Providers and Professional Development Providers

The following information was retrieved from the CTC (2008).

The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the *California Standards for the Teaching Profession, Effective Teaching Standards* (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.

The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.

The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

Appendix K

California Induction Program Standard 4: Formative Assessment

The following information was retrieved from the CTC (2008).

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on *The California Standards for the Teaching Profession* (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

Appendix L

California Induction Standard 5: Pedagogy

The following information was retrieved from the CTC (2008).

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Appendix M

California Induction Program Standard 6: Universal Access: Equity for all Students

The following information was retrieved from the CTC (2008).

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

a) Teaching English Learners

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

b) Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of

students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

Appendix N

New Teacher Center Professional Mentoring Standards

Engages, Supports, and Advances the Professional Learning of Each Teacher	Designs and Facilitates Professional Development for Teachers
<p>Uses reflective conversation skills to engage participating teachers in collaborative problem solving, and reflective thinking to promote self-directed learning.</p> <p>Uses a variety of strategies and resources, including technology, to respond to participating teacher's professional needs and to the learning needs of all students.</p> <p>Uses data to engage participating teachers in examining and improving practice.</p> <p>Facilitates learning experiences that promote collaborative inquiry, analysis and reflection on practice.</p>	<p>Builds on and values prior knowledge, background, interests, experiences and needs of participating teachers.</p> <p>Designs professional development to promote understanding and application of program standards.</p> <p>Creates and effective environment for professional learning.</p> <p>Uses a variety of research-based instructional strategies to differentiate professional development for participating teachers.</p>
<p>Creates and maintains collaborative school and professional partnerships for professional growth</p> <p>Creates an environment of trust, caring and honesty with all participating teachers to establish and maintain strong relationships and promote professional growth.</p> <p>Uses coaching and collaboration time effectively, implementing procedures and routines that support participating teacher's learning.</p> <p>Understands each participating teacher's school and community and builds relationships with school and community members to foster participating teachers' success and student achievement.</p>	<p>Utilizes assessments to promote teacher learning and development</p> <p>Plans and organizes for implementation of formative assessments to advance classroom practice.</p> <p>Uses results of formative assessments to guide mentoring.</p> <p>Develops participating teacher's abilities to self-assess practice based on evidence, to set professional goals, and to monitor progress.</p>
<p>Utilizes knowledge of student content standards, teaching pedagogy, and professional teaching standards.</p> <p>Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development.</p> <p>Utilizes knowledge of content standards to advance teacher and student development.</p> <p>Uses knowledge of professional teaching standards to advance teacher and student development.</p> <p>Uses knowledge of equity principles to deepen participating teachers' application of standards.</p>	<p>Develops as a professional leader to advance mentoring and the profession</p> <p>Establishes professional goals and pursues opportunities to grow professionally.</p> <p>Works with colleagues, administrators and school communities to advance the teaching profession.</p> <p>Reflects on mentoring practice and program.</p>

Note. This content is from New Teacher Center (2009). *Mentor Assessment for Growth and Accountability: Tools and Processes for Mentors and Program Leaders*, p. 17.