

Program Annual Report
Beginning Teacher Support & Assessment (BTSA) Program
July 1, 2012 – June 30, 2013

Purpose of Program/Project:

The goal of this program is to continue collaboration with our BTSA/Induction colleagues, increase the effectiveness of our teacher preparation program, and to provide a seamless transition from Teacher Preparation to BTSA/Induction.

The BTSA/Induction programs are approved by the California Commission on Teacher Credentialing to grant Multiple and Single Subject Clear Credentials to teachers in the State of California. Fresno State programs are approved by the California Commission on Teacher Credentialing to grant Multiple and Single Subject Preliminary Credentials. It is important that the two entities work together to meet CCTC standards and also avoid redundancy.

A faculty member is a State Senior FACT (Formative Assessment for California Teachers) Trainer for Support Providers (mentors for new teachers). She has been a Lead Reviewer for a team that completed a Program Assessment/Site Visit of a BTSA/Induction Program which reported results to the California Commission on Teacher Credentialing. She also served as the KSOEHD Induction Coordinator who worked closely with various districts as they wrote to meet new standards. Several other faculty members also serve on various advisory committees and the Central Valley Regional Network committee.

Janine Quisenberry and Jane Moossolian, faculty members have sponsored a support effort for participating teachers (1st and 2nd year teachers) and support providers by offering low-cost units of credit through Fresno State office of Continuing and Global Education. This effort, coordinated with the BTSA Directors in the Central Valley area, is way of supporting and validating the important functions performed by beginning teachers and their support providers through their induction program. Fresno State faculty gain valuable feedback from participants regarding their experiences as 1st and 2nd year teachers. It provides data about their challenges, successes, and suggestions for how to make our teacher preparation program more effective. Additionally, information is shared with BTSA Directors and faculty as outcome assessment data. This information is particularly important to the teacher preparation programs as faculty continue to modify and refine programs to meet CCTC/NCATE standards.

Formal and informal feedback from the community helps faculty to make adjustments in their courses. We have invited feedback by extending an invitation to the BTSA community to help us score the FAST (Fresno Assessment of Student Teachers) which is one of the Teacher Performance Assessment programs mandated by the state. Faculty from the Kremen School of Education and Human Development also volunteer to help score the BTSA/Induction Portfolios that are completed by first and second year teachers in our community. To avoid redundancy and deepen understanding of common standards faculty members have met with directors of the BTSA/Induction programs to discuss the ways they are being met in their programs. Fresno State has hosted BTSA Networking Meetings on campus. Numerous faculty members are BTSA/Induction advisory board members in the Central Valley. These collaborative efforts have

resulted in strong links between the BTSA/Induction community and the Kremen School of Education and Human Development.

Several faculty members attend the annual Institution of Higher Education Forum for the Central Valley BTSA/Induction Region to give a report and invite feedback. This past spring Janine Quisenberry was asked to present on Co-Teaching to the Central Valley BTSA/Induction region network spring meeting and also in Merced at the North Valley BTSA/Induction region network meeting. This forum has proved to be an excellent way to communicate with the people who hire the beginning teachers in our service area.

Administrative Housing of Program/Project:

This is a coordinated effort with Central Valley BTSA/Induction programs and KSOEHD faculty. These courses, offered through Extended Education, are Curriculum and Instruction courses for participating teachers (1st and 2nd year teachers) and support providers. Meetings are held on campus once a year whereby participants can share their experiences with persons from other districts and learn new ways to support each other. BTSA course records are housed in the Education Building. Curriculum and Instruction faculty assist in the dissemination and collection of paperwork and provide information to participants. A website has been developed for current information and communication. Faculty is reimbursed for their time through the funds collected to support the classes.

Major Accomplishments 2012 – 2013:

- One BTSA Director served as a voting member of KSOEHD Multiple Subjects Review Committee.
- Approximately 5 faculty and staff serve as advisory board members and/or attend other committee meetings with our BTSA/Induction colleagues.
- 248 participants (participating teachers and support providers) enrolled in the Fresno State Extended Education classes this past academic year.
- Feedback from participants and BTSA/Induction Directors is overwhelming positive related to our school's participation with their induction efforts.
- 10 BTSA/Induction colleagues helped score our FAST Teacher Performance Assessments in the fall 2012 and spring 2013 scoring sessions.
- Target questions were added to the student survey in hopes of providing data for program improvement in the area of At Risk Students.

Sources of Funding:

The only funds received to support these efforts are a portion of the fees paid by participants for the units of credit. These funds are used to pay for supplies and rooms associated with the participant meetings, consultant fees for faculty to conduct sessions, travel costs connected with disseminating information related to the project, conference/workshop fees for faculty associated with projects, and students/staff assistance in paperwork and preparation of meetings. A total of \$7,440. was generated in participant fees that was used for expenses.

Space and Equipment Utilization:

File boxes in ED 239 and ED 400 house paperwork and materials connected with this effort. EHD 140 was used for two course sessions.

Goals and Objectives 2012-2013:

- Offer Continuing and Global Education courses for Participating Teachers and Support Providers.
- Continue collaboration effort by attending BTSA/Induction Institution of Higher Education Forum and area Network meetings
- Have BTSA/Induction colleagues participate in FAST, Teacher Performance Assessments scoring sessions
- Provide feedback from the results of the class surveys to the Multiple Subject Review Committee and to BTSA/Induction programs through advisory committees.
- Faculty and staff continue to serve on BTSA/Induction advisory boards
- Continue to use questions from the course surveys as a source of data for program improvement.
- Provide a session for Multiple Subject and Single Subject Teacher Candidates and Supervisors in how to collaborate with Teacher Candidates and complete the BTSA/Induction Professional Development Plan.