Teacher Induction Program
2018-2019

California Standards for the Teaching Profession (CSTP)
Continuum of Teaching Practice (CTP) Analysis

Current Competency Levels for Exiting Teacher Candidates
and Growth Over Two Years

prepared for the

Hanford Elementary School District

by the

SINCLAIR
RESEARCH GROUP

June 2019

Table of Contents

1.1 EXECUTIVE SUMMARY

At the end of the 2018-2019 academic year, Sinclair Research Group collected data in the *California Standards for the Teaching Profession* (CSTP) from the Hanford Elementary School District Teacher Induction Program candidates. Data for exiting second year (and ECO) teacher candidates included their current level of competency in the Elements and their growth over their time in Induction. As a data source, the reflectively marked levels in the *Continuum of Teaching Practice* (CTP) or another five point scale, were used as a reference points throughout the induction period and reflective conversations around all activities end with a shared discussion (mentor and candidate) regarding where the candidate places themselves at that moment in time. Hence, this tool should be a very authentic data set.

The major findings from this report are outlined below:

- **General Education:** Standard deviations were generally within the normal range (indicating that generally candidates agreed on their ratings). There were four standard deviations that were slightly higher than 1.0 (1.02); however, this is not unusual for this small a group of respondents.
- General Education candidates rated their current competence on CSTP Elements with a range of 3.08 to 4.31 (between the "Emerging" and "Applying").
- The highest rated CSTP Elements for General Education were CSTP 1.3, 4.4, and 5.4, (all above 4.22 out of 5). Clearly the lowest rated CSTP Elements were 6.5 (all below 3.08 out of 5).
- General Education candidates reported that they grew an average of one level in the CSTP Elements. The range of growth levels were from 0.58 to 1.17.
- General Education candidates reported that there was a moderate to strong degree (3.6 out of 4.0) of information sharing between candidates and mentors when deciding on their placements in their Pre and their Post-CSTP Self-Assessment.

1.2 METHODOLOGY

The CSTP and the accompanying Continuum of Teaching Practice (CTP) is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning, and results are used to promote professional growth within an environment of collegial support. Self-assessment, using authentic classroom practice and evidence, supports teacher candidates in making informed decisions about their ongoing development as professionals. Program leaders use teacher candidate assessment data to guide, support and accelerate professional growth focused on student achievement.

The CTP is organized to describe five levels of development (Emerging, Exploring, Applying, Integrating and Innovating). Each level addresses what a teacher should know and be able to do in all the Elements (38) of the six CSTP. The levels do not represent a chronological sequence in a teacher's growth but describe developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels. Teacher candidates reflect and describe practice in terms of evidence prior to self-assessing in order to make valid, authentic and accurate assessments.

The process of assessing on the CTP is completed collaboratively making the process more authentic. Teacher candidates begin by reading the Element and together, with their mentor, examine evidence of practice related to that Element. They record evidence for each Element, and then, use that evidence to determine the level of practice. This data collection simply requires the recording of previous thoughtful work. When data flows from a highly reflective and evidence-based context, analysis results have a far greater chance of being highly reliable and reflecting the true level of teacher candidate practice. To ascertain the validity of this process, all candidates were asked to state the degree to which their mentor worked with them to consider evidence of classroom practice and assist them in responding to the *CSTP Self-Assessment* (thereby ensuring authentic responses).

The researchers sought, through the analysis of the data, to identify in which of the six standards encompassed within the *California Standards for the Teaching Profession* (and the *Elements* within each standard) there is more or less knowledge and skill. The five levels become a "Likert type" scale (Emerging, Exploring, Applying, Integrating, and Innovating, 1-5 numerical choices) with descriptions coming from the CTP. This methodology lends itself to the development of frequencies, mean, median, mode, standard deviation and rank ordering. It should be noted that respondents did not have to mark every Element; only the Elements that they addressed with their mentor and worked together toward improving. Therefore, the "N" changes from Element to Element. No results are shown where there are not at least four respondents.

Results are shown for exiting second year teacher candidates (and Early Completion Option teacher candidates) regarding their current levels of competence as they leave the

program and their perceived growth over time. This was done by comparing where they first marked themselves in any Element of the CSTP and where they last marked their exiting competence.

1.3 DEMOGRAPHICS

The following table shows the total number of respondents identifying as General Education Candidates and Education Specialist. Because there was only one Education Specialist response, the quantitative analysis included the single Education Specialist in the overall quantitative analysis below. In collecting the data, this program has made every attempt to ascertain that the data entered in the response is reliable and valid (based on evidence and shared reflection). The final test is the rate of response in this population study. The closer the response rate is to 100% response of program participants, the more reliable the results. A minimum response rate of 80% is required to consider these results reflective of the population being surveyed.

Candidates	# of Respondents
General Education Year 2 or ECO	14
Educational Specialist Year 2 or ECO	1
Total Responses	**15**

Table 1

1.4 GENERAL EDUCATION RESULTS

1.4.1 Current Level of Competence

Induction program evaluation is a valuable research tool that enables administrators to formulate the means by which they are more efficiently able to target and serve the needs of participating teachers. Figure 1 represents an analysis of the level at which General Education participating teachers exiting this induction program placed their competence in each CSTP Element (in the sequence in which the elements are presented). The CTP-based rating choices that candidates used to self-assessed were: 1=Emerging, 2=Exploring, 3=Applying, 4=Integrating and 5=Innovating. It should be noted that these competence ratings are based on evidence of classroom practice and shared conversations with the support provider over the *Continuum of Teaching Practice.*
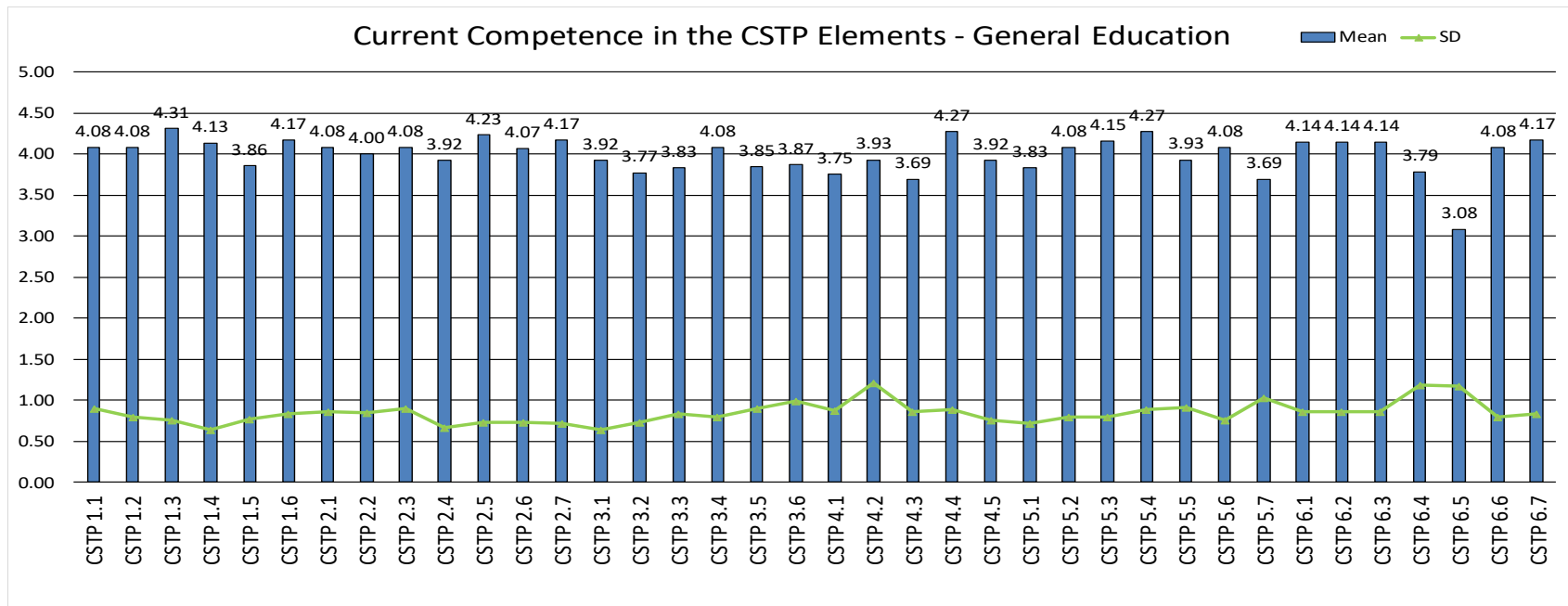

Figure 1

7

1.4.2   Rank Order of Perceived Level of Current Competence

The following table shows the level of current competence at which these teachers believe they are as they exit the program (from highest to lowest rating).

Rank Order of Current Competence	Mean	Std Dev.
CSTP 1.3	4.31	0.75
CSTP 4.4	4.27	0.88
CSTP 5.4	4.27	0.88
CSTP 2.5	4.23	0.73
CSTP 1.6	4.17	0.83
CSTP 2.7	4.17	0.72
CSTP 6.7	4.17	0.83
CSTP 5.3	4.15	0.80
CSTP 6.1	4.14	0.86
CSTP 6.2	4.14	0.86
CSTP 6.3	4.14	0.86
CSTP 1.4	4.13	0.64
CSTP 1.1	4.08	0.90
CSTP 1.2	4.08	0.79
CSTP 2.3	4.08	0.90
CSTP 3.4	4.08	0.79
CSTP 5.2	4.08	0.79
CSTP 6.6	4.08	0.79
CSTP 2.1	4.08	0.86
CSTP 5.6	4.08	0.76
CSTP 2.6	4.07	0.73
CSTP 2.2	4.00	0.85
CSTP 4.2	3.93	1.21
CSTP 5.5	3.93	0.92
CSTP 3.1	3.92	0.64
CSTP 4.5	3.92	0.76
CSTP 2.4	3.92	0.67
CSTP 3.6	3.87	0.99
CSTP 1.5	3.86	0.77
CSTP 3.5	3.85	0.90
CSTP 3.3	3.83	0.83
CSTP 5.1	3.83	0.72
CSTP 6.4	3.79	1.19
CSTP 3.2	3.77	0.73
CSTP 4.1	3.75	0.87
CSTP 4.3	3.69	0.85
CSTP 5.7	3.69	1.03
CSTP 6.5	3.08	1.16

Table 2

1.4.3   Comparisons of Growth over Induction Period

This section discusses the level of growth during the Induction period for these exiting General Education teachers. The results are a reflection of the first time they marked themselves in any Element to the last time they marked themselves in any Element. The time frame for this varies over the two years but confirms change during the Induction period. It should be noted that these levels of assessed results were not developed in a vacuum but based on evidence of classroom practice collected by the support provider and the participating teacher and conversations around the *Continuum of Teaching Practice*, thus better ensuring reliable results.

Figure 2 shows a chart of growth in each CSTP Element. Also charted is the change in the standard deviation; whether the standard deviation was larger or smaller when compared with the baseline survey. A standard deviation above 0 indicates less agreement among teachers in their ratings; a standard deviation below 0 indicates increased agreement among respondents.
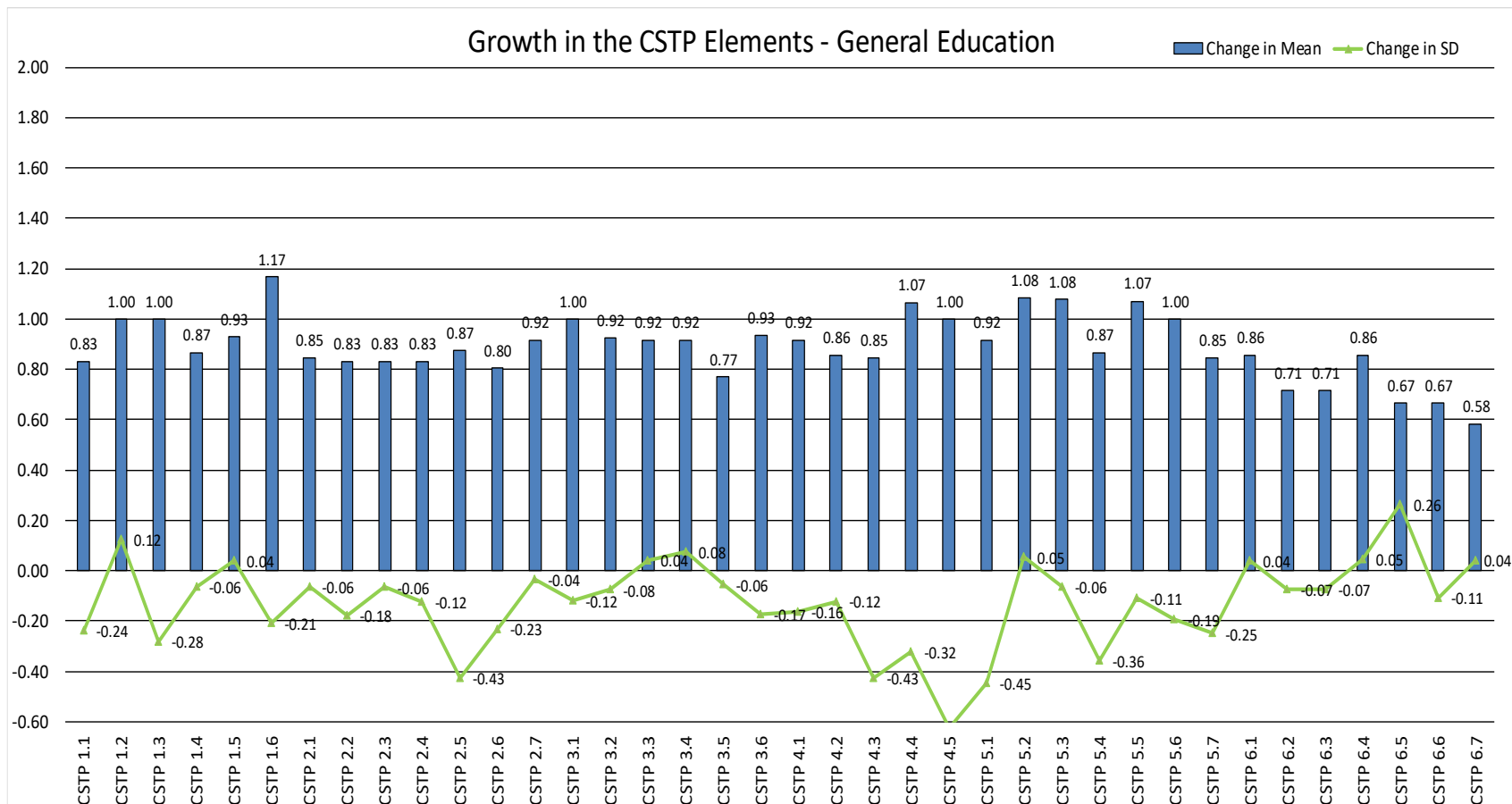
Figure 2

1.4.4 Rank Order of Change

The table below (Table 3), showing growth/change, is sorted in Rank Order. It shows the levels that these exiting teachers believe that they have changed over their time in Induction (from most change to least change).

Rank Order of Change Over Time	Mean (Change)	Std Dev. (Change)
CSTP 1.6	1.17	-0.21
CSTP 5.2	1.08	0.05
CSTP 5.3	1.08	-0.06
CSTP 5.5	1.07	-0.11
CSTP 4.4	1.07	-0.32
CSTP 1.3	1.00	-0.28
CSTP 3.1	1.00	-0.12
CSTP 4.5	1.00	-0.62
CSTP 1.2	1.00	0.12
CSTP 5.6	1.00	-0.19
CSTP 3.6	0.93	-0.17
CSTP 1.5	0.93	0.04
CSTP 3.2	0.92	-0.08
CSTP 2.7	0.92	-0.04
CSTP 3.3	0.92	0.04
CSTP 5.1	0.92	-0.45
CSTP 3.4	0.92	0.08
CSTP 4.1	0.92	-0.16
CSTP 2.5	0.87	-0.43
CSTP 1.4	0.87	-0.06
CSTP 5.4	0.87	-0.36
CSTP 6.1	0.86	0.04
CSTP 6.4	0.86	0.05
CSTP 4.2	0.86	-0.12
CSTP 4.3	0.85	-0.43
CSTP 5.7	0.85	-0.25
CSTP 2.1	0.85	-0.06
CSTP 2.2	0.83	-0.18
CSTP 1.1	0.83	-0.24
CSTP 2.3	0.83	-0.06
CSTP 2.4	0.83	-0.12
CSTP 2.6	0.80	-0.23
CSTP 3.5	0.77	-0.06
CSTP 6.2	0.71	-0.07
CSTP 6.3	0.71	-0.07
CSTP 6.5	0.67	0.26
CSTP 6.6	0.67	-0.11
CSTP 6.7	0.58	0.04

Table 3

1.4.5 Degree that Shared Consideration of Evidence of Classroom Practice Impacted Self-Assessment Choice

Candidates were asked the degree that they shared evidence with their mentor in placing themselves on this survey. Possible answers fell on a 4 point-Likert scale (4= Strong-Together looked at recorded evidence of first placement and then worked together to examine evidence and agreed on final placement. 3= Moderate- Did not have recorded evidence of first placement, but examined classroom practice and worked together to agree on Pre/Post placement. 2= Slight- Talked together and agreed on Pre/Post levels. 1= Did not work together. Completed placements on my own based knowledge and instincts.)

To what degree did shared consideration of evidence of pre/post classroom practice (between teacher candidate and mentor) impact the above placements?
General Education

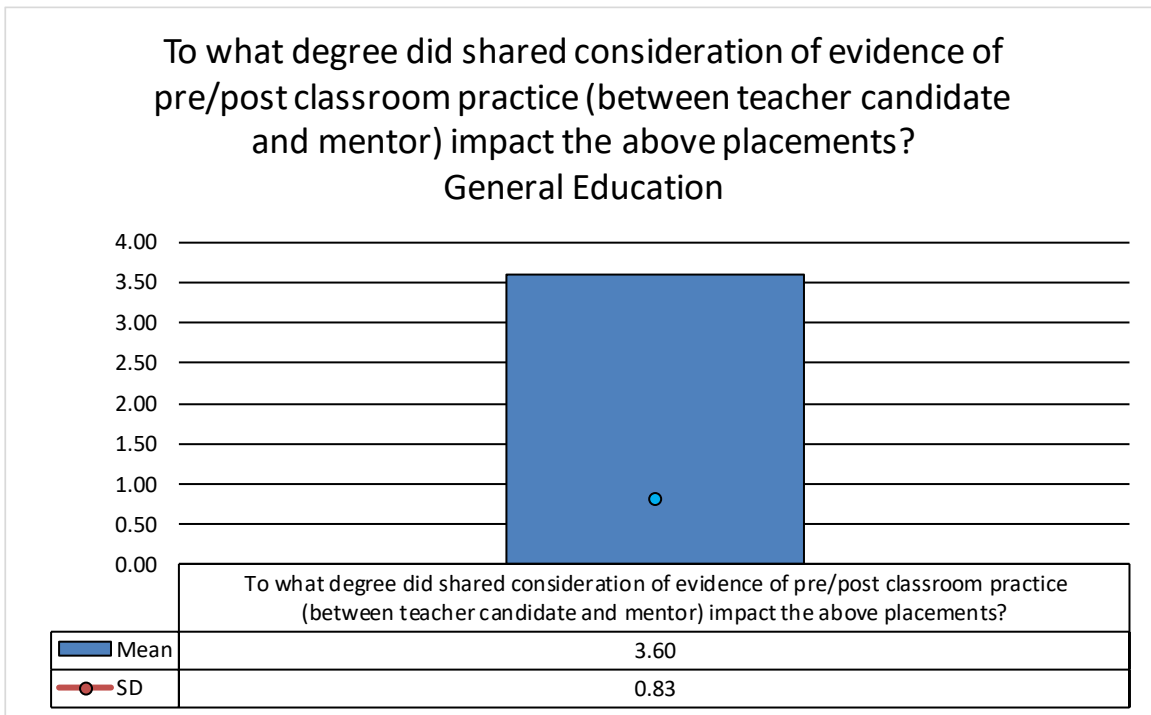|	To what degree did shared consideration of evidence of pre/post classroom practice (between teacher candidate and mentor) impact the above placements?
Mean	3.60
SD	0.83

Figure 3

1.4.6 General Education Conclusions

As these General Education candidates exited the program, generally, they believed they were between "Applying" and "Integrating" levels. (range 3.08-4.31). The table that follows shows the actual mean ratings, in the order of the CSTP Elements, as the candidates exit the program. Those that are above the "Applying" level (rated at 4 or more) are highlighted in green and those below (2.99 or less) are highlighted in red. General Education teacher candidates marked themselves somewhat similarly in the Elements of the CSTP, as indicated by normal standard deviations (below 1.0).

Current Competence in CSTP	Mean	Std Dev.
CSTP 1.1	4.08	0.90
CSTP 1.2	4.08	0.79
CSTP 1.3	4.31	0.75
CSTP 1.4	4.13	0.64
CSTP 1.5	3.86	0.77
CSTP 1.6	4.17	0.83
CSTP 2.1	4.08	0.86
CSTP 2.2	4.00	0.85
CSTP 2.3	4.08	0.90
CSTP 2.4	3.92	0.67
CSTP 2.5	4.23	0.73
CSTP 2.6	4.07	0.73
CSTP 2.7	4.17	0.72
CSTP 3.1	3.92	0.64
CSTP 3.2	3.77	0.73
CSTP 3.3	3.83	0.83
CSTP 3.4	4.08	0.79
CSTP 3.5	3.85	0.90
CSTP 3.6	3.87	0.99
CSTP 4.1	3.75	0.87
CSTP 4.2	3.93	1.21
CSTP 4.3	3.69	0.85
CSTP 4.4	4.27	0.88
CSTP 4.5	3.92	0.76
CSTP 5.1	3.83	0.72
CSTP 5.2	4.08	0.79
CSTP 5.3	4.15	0.80
CSTP 5.4	4.27	0.88
CSTP 5.5	3.93	0.92
CSTP 5.6	4.08	0.76
CSTP 5.7	3.69	1.03
CSTP 6.1	4.14	0.86
CSTP 6.2	4.14	0.86
CSTP 6.3	4.14	0.86
CSTP 6.4	3.79	1.19
CSTP 6.5	3.08	1.16
CSTP 6.6	4.08	0.79
CSTP 6.7	4.17	0.83

Table 4

When "change over the induction period" is examined, these exiting teachers believed they grew at least ¾ level in 33 of the 38 Elements. In 10 of the Elements they grew one or more levels. The standard deviation became smaller in nearly all Elements (teacher candidates marked themselves more similarly when the baseline assessment was compared to the pre-assessment). Again, the table that follows shows the growth of candidates (comparing ratings from their pre-assessment to their post-assessment).

Change Over Time in CSTP	Mean	Std Dev.
CSTP 1.1	0.83	-0.24
CSTP 1.2	1.00	0.12
CSTP 1.3	1.00	-0.28
CSTP 1.4	0.87	-0.06
CSTP 1.5	0.93	0.04
CSTP 1.6	1.17	-0.21
CSTP 2.1	0.85	-0.06
CSTP 2.2	0.83	-0.18
CSTP 2.3	0.83	-0.06
CSTP 2.4	0.83	-0.12
CSTP 2.5	0.87	-0.43
CSTP 2.6	0.80	-0.23
CSTP 2.7	0.92	-0.04
CSTP 3.1	1.00	-0.12
CSTP 3.2	0.92	-0.08
CSTP 3.3	0.92	0.04
CSTP 3.4	0.92	0.08
CSTP 3.5	0.77	-0.06
CSTP 3.6	0.93	-0.17
CSTP 4.1	0.92	-0.16
CSTP 4.2	0.86	-0.12
CSTP 4.3	0.85	-0.43
CSTP 4.4	1.07	-0.32
CSTP 4.5	1.00	-0.62
CSTP 5.1	0.92	-0.45
CSTP 5.2	1.08	0.05
CSTP 5.3	1.08	-0.06
CSTP 5.4	0.87	-0.36
CSTP 5.5	1.07	-0.11
CSTP 5.6	1.00	-0.19
CSTP 5.7	0.85	-0.25
CSTP 6.1	0.86	0.04
CSTP 6.2	0.71	-0.07
CSTP 6.3	0.71	-0.07
CSTP 6.4	0.86	0.05
CSTP 6.5	0.67	0.26
CSTP 6.6	0.67	-0.11
CSTP 6.7	0.58	0.04

Table 5