



PRESS RELEASE

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Beginning Teachers Thrive With FACT (Formative Assessment for California Teachers)

SACRAMENTO – A new web-based support and assessment program designed to recognize the individual strengths and professional development needs of participating teachers is ready for statewide implementation. The “Formative Assessment for California Teachers” (FACT) was designed by experienced program leaders and teacher support providers from across the state’s Beginning Teacher Support and Assessment (BTSA) programs with the guidance of the California Department of Education and Commission on Teacher Credentialing.

One goal of the new system is to eliminate any duplication of the teacher’s preliminary credential program, building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom. The result is a system that begins with an analysis of the teacher’s classroom skills and then guides the teacher and support provider through a series of “choice points” that align the formative assessment system with the teacher’s current work, the needs of the district and school site, and identified areas of growth.

A second goal of the new system is to ensure flexibility. In FACT, teachers can spend more time on improving needed skills and very little time on skills identified as already strong. Rather than taking the teacher through a series of lock-step exercises, FACT begins with what each teacher needs the most to ensure success.

FACT is comprised of four basic components:

1. Context for Teaching

Teachers gather and review information about their students, the school, the district and the community to help identify and address the needs of all students. Participants learn to recognize and use the most effective teaching methods and to identify and access the resources available for students within their school, district, and community.

2. Initial Assessment of Teaching Practice

Teachers and their support providers consider prior knowledge and skills from teacher preparation and evidence gathered in a classroom observation. The self-assessment will assist teachers and their support providers identify resources and types of support needed to develop and implement an Individual Induction Plan.

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3. Inquiry

Using the information gathered from the Context for Teaching and the Initial Assessment of Teaching Practice, teachers participate in an action research project involving their own classroom. The Inquiry is a structured series of study and instructional activities designed to have a positive impact on student achievement.

4. Summary of Teaching Practice

At the end of the school year, the teacher and support provider reflect on the year's activities, plan for the upcoming year and focus on continued growth. (BTSA is a two-year program that culminates in the recommendation for a clear credential.)

Growing as professionals, feeling greater confidence as teachers, and meeting the learning needs of all students are the main goals for beginning teachers participating in the FACT system. Participating teachers will employ an ongoing learning process that follows a cycle of plan, teach, reflect and apply through each of the modules. The FACT system is designed to support demonstration and application of the California Standards for the Teaching Profession and the Pedagogy and Universal Access Induction Standards.

FACT Field Test

Nine BTSA Induction Programs are currently participating in a Field Review. Beginning on July 1, 2008, FACT will be available online to all BTSA programs. The nine pilot participants are:

Clovis USD BTSA	Los Angeles USD Intern – BTSA Induction
Grossmont Union HSD BTSA	Placentia-Yorba Linda USD BTSA
Hayward USD BTSA	Riverside COE BTSA
Kern County SOS BTSA	Sacramento COE BTSA Consortium
Santa Clarita BTSA Induction	

For more information about FACT, go to: www.btsa.ca.gov/fact

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