

*California
Commission on Teacher Credentialing*

*Meeting of
June 5, 2003*

AGENDA ITEM NUMBER: **PREP - 1**
COMMITTEE: **Preparation Standards**
TITLE: **Approval of Professional Teacher Induction Programs**

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 Information
 Report

Strategic Plan Goal(s):

- Goal 1: Promote educational excellence through the preparation and certification of professional educators**
- Sustain high quality standards for the preparation of professional educators
 - Sustain high quality standards for the performance of credential candidates

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Approval of Professional Teacher Induction Programs

Professional Services Division

June 5, 2003

Executive Summary

This item presents eight Professional Teacher Induction Programs recommended for approval by the appropriate review panel, according to procedures adopted by the Commission.

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed induction programs, consulting as needed with external reviewers, and communicating with program sponsors about their program proposals. The Commission budget supports the costs of these activities and no budget augmentation is needed to continue program review and approval.

Policy Issues to be Addressed

Should the Commission approve the Professional Teacher Induction Programs recommended for approval by staff?

Recommendation(s)

That the Commission approve the eight Professional Teacher Induction Programs presented in this report.

Approval of Professional Teacher Induction Programs

Professional Services Division

June 5, 2003

Passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a requirement for the Professional Clear Credential for the Multiple and Single Subject credentials.

In March 2002, the Commission adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. These standards established the expectations of the Commission, the State Board of Education, and the Superintendent of Public Instruction for BTSA-type induction programs and alternative induction programs sponsored by a college or university. The Commission and the California Department of Education jointly administer the Beginning Teacher Support and Assessment (BTSA) program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

This report presents eight induction programs deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* by the appropriate review panel and, as such, are recommended to the Commission for approval.

Summary Information on Professional Teacher Induction Programs Recommended for Approval

For the following proposed Professional Teacher Induction Programs, the program sponsors have responded fully to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. The review panel has judged that the program has met all applicable standards established by the Commission and recommends the program for approval by the Commission.

The eight programs of professional teacher induction being recommended for approval at this time are the:

1. Davis-Winters-Esparto-Yolo County Office of Education Consortium Beginning Teacher Support and Assessment Induction Program
2. Fremont Unified School District Beginning Teacher Support and Assessment Induction Program
3. Fullerton Joint Union High School District Beginning Teacher Support and Assessment Induction Program
4. Manteca Unified School District Beginning Teacher Support and Assessment Induction Program
5. Palo Alto Unified School District/Mountain View-Los Altos Union High School District Consortium Beginning Teacher Support and Assessment Induction Program

6. Stockton Unified School District Beginning Teacher Support and Assessment Induction Program
7. Tri County Consortium Beginning Teacher Support and Assessment Induction Program
8. Walnut Valley Consortium Beginning Teacher Support and Assessment Induction Program

A brief description of each follows:

Davis-Winters-Esparto-Yolo County Office of Education Consortium Beginning Teacher Support and Assessment Induction Program

The Davis-Winters-Esparto-Yolo County Office of Education Consortium Beginning Teacher Support and Assessment Induction Program works in partnership with the University of California, Davis to serve beginning teachers.

The collaborative program offers participating teachers the opportunity to serve the needs of both the moderately sized Davis Joint Unified School District as well as the smaller, rural settings of the Esparto Unified School District and the Winters Joint Unified School District.

The Davis-Winters-Esparto-Yolo County Office of Education Consortium Beginning Teacher Support and Assessment Induction Program currently serves 65 beginning teachers and utilizes the California Formative Assessment and Support System (CFASST) to guide participating teachers through their professional development in the induction program.

Fremont Unified School District Beginning Teacher Support and Assessment Induction Program

The Fremont Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program that works collaboratively with the Alameda County Office of Education, the New Haven Unified School District, California State University, Hayward and Chapman University. The Fremont Unified School District is comprised of 30 elementary schools and 11 secondary schools. The district serves 31,000 students and has 1750 teachers.

The Fremont Unified School District Beginning Teacher Support and Assessment Induction Program began as a pilot program with the New Haven Unified School District Beginning Teacher Support and Assessment Induction Program in 1997-98 at which time there were 15 beginning teachers at two schools sites. In 1999 the Fremont Unified School District attained an expansion grant to serve 50 beginning teachers at all school sites.

The Fremont Unified School District Beginning Teacher Support and Assessment Induction Program currently serves 174 beginning teacher uses the California Formative Assessment and Support System for Teachers (CFASST) to guide and inform beginning teachers about their own professional development.

Fullerton Joint Union High School District Beginning Teacher Support and Assessment Induction Program

The Fullerton Joint Union High School District Beginning Teacher Support and Assessment Induction Program is a single-district program that began serving new teachers in 1992. Located in Orange County, this school district enrolls 14,000 students in grades 9-12 at seven high schools.

The Fullerton Joint Union High School District Beginning Teacher Support and Assessment Induction Program, known as Project START (Support, Training, and Assessment for the Retention of Teachers) includes 41 support providers who work with new teachers as peer coaches.

The program currently supports 35-40 beginning teachers and utilizes the California Formative Assessment and Support System for Teachers (CFASST) to guide beginning teachers through a comprehensive professional development program.

Manteca Unified School District Beginning Teacher Support and Assessment Induction Program

The Manteca Unified School District Beginning Teacher Support and Assessment Induction Program is a single-district program that includes among its partners The San Joaquin County Office of Education, University of the Pacific, Chapman University, and California State University, Stanislaus. This K-12 school district, which enrolls 21,000 students, began its program in 1999. It currently serves all 24 schools in the district, including 18 K-5 elementary schools, one K-12 alternative school, one 9-12 alternative school, and four high schools.

The Manteca Unified School District is growing rapidly, having opened eight new schools during the past five years. The Manteca Unified School District Beginning Teacher Support and Assessment Induction Program is committed to the idea that the strength of an educational institution lies in the quality of its teachers.

The program currently supports 144 beginning teachers and utilizes the California Formative Assessment and Support System for Teachers (CFASST) to guide beginning teachers through a comprehensive professional development program.

Palo Alto Unified School District/Mountain View-Los Altos Union High School District Consortium Beginning Teacher Support and Assessment Induction Program

The Palo Alto Unified School District/Mountain View-Los Altos Union High School District Consortium Beginning Teacher Support and Assessment Induction Program consists of two K-12 districts, the Palo Alto Unified School District, and the Mountain View-Los Altos Union High School District.

Established in 1999, the program serves 73 beginning teachers annually. With Institution of Higher Education partners Notre Dame de Namur University and Stanford University, the program offers professional development designed to enhance knowledge of content standards, teaching standards, and instructional strategies.

The Palo Alto Unified School District/Mountain View-Los Altos Union High School District Consortium Beginning Teacher Support and Assessment Induction Program utilizes a local formative assessment system that consists of a series of focused activities that include structured self-assessment linked to the California Standards for the Teaching Profession (CSTP) with coaching support.

Stockton Unified School District Beginning Teacher Support and Assessment Induction Program

The Stockton Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program that began serving new teachers in 1999. This K-12 school district is located in San Joaquin County and enrolls 37,000 students.

The Stockton Unified School District Beginning Teacher Support and Assessment Induction Program counts among its support providers many Beginning Teacher Support and Assessment program "graduates" who bring both a strong commitment to the program as well as a deep understanding of program process.

The program currently supports 138 beginning teachers and utilizes the California Formative Assessment and Support System for Teachers (CFASST) to guide beginning teachers through a comprehensive professional development program.

Tri County Consortium Beginning Teacher Support and Assessment Induction Program

The Tri County Consortium Beginning Teacher Support and Assessment Induction Program is located in agriculturally-rich Northern California, about 45 minutes north of Sacramento. The program spans a large geographical area of over 100 miles and consists of three counties: Colusa, Sutter and Yuba. Participating teachers are employed in 24 school districts that range in size from 62 students to 11,034 students.

Participating districts are: Brittan Elementary School District, Browns Elementary School District, Colusa Unified School District, East Nicolaus Union School District, Franklin School District, Live Oak Unified School District, Marcum Illinois Union School District, Marysville Joint Unified School District, Meridian Elementary School District, Nuestro Elementary School District, Pierce Joint Unified School District, Maxwell Unified School District, Plumas School District, Sutter County Superintendent of Schools Office, Sutter Union High School District, Wheatland School District, Williams Unified School District, Yuba City Unified School District, and The Yuba County Office of Education.

The program currently supports 156 beginning teachers and utilizes the California Formative Assessment and Support System for Teachers (CFASST) to guide beginning teachers through a their professional development.

Walnut Valley Consortium Beginning Teacher Support and Assessment Induction Program

The Walnut Valley Consortium Beginning Teacher Support and Assessment Induction Program was established in 1998 and has evolved into a six district consortium which includes: Bonita Unified School District, Covina-Valley Unified School District, East Whittier City School

District, and Whittier City School District. The program works in collaborative partnership with California State University, Fullerton and the University of La Verne.

A strong leadership team and an advisory committee work together to contribute to this program's overall effectiveness. The Walnut Valley Consortium Beginning Teacher Support and Assessment Induction Program leadership is consistently researching and implementing new ways to deliver the professional development necessary to maintain a quality program.

The program currently supports 230 beginning teachers and utilizes the California Formative Assessment and Support System for Teachers (CFASST) to provide an integrated system of support and assessment for participating teachers.

Recommendation

Commission staff recommends that the Commission approve the following programs of Professional Teacher Induction for the Professional Clear Teaching Credential:

1. Davis-Winters-Esparto-Yolo County Office of Education Consortium Beginning Teacher Support and Assessment Induction Program
2. Fremont Unified School District Beginning Teacher Support and Assessment Induction Program
3. Fullerton Joint Union High School District Beginning Teacher Support and Assessment Induction Program
4. Manteca Unified School District Beginning Teacher Support and Assessment Induction Program
5. Palo Alto Unified School District/Mountain View-Los Altos Union High School District Consortium Beginning Teacher Support and Assessment Induction Program
6. Stockton Unified School District Beginning Teacher Support and Assessment Induction Program
7. Tri County Consortium Beginning Teacher Support and Assessment Induction Program
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