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Information

Professional Services Committee

Update on Funded Teacher Development Programs

Executive Summary: The Commission has administered teacher development programs for a number of years. The following report provides an update on the status of those programs.

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Assess and monitor the efficacy of the Accreditation System, Examination System, and State and Federal Funded Programs.

Update on Funded Teacher Development Programs

Introduction

Over the past several years, California has been building a teacher development pipeline for candidates who are pursuing a teaching credential. As the facilitators of that pipeline the Commission ensures that, though there are various options, the end result is a quality teacher. The quality is maintained and kept consistent through the use of various accountability measures and the use of standards of program quality. The components of this pipeline are the Paraprofessional Teacher Training Program, the District and University Internship Programs administered by the Commission, and the Beginning Teacher Support and Assessment Program administered by the Commission and the California Department of Education. There was a fourth component of the pipeline, the Pre-Intern Program, which provided classroom support and assistance while achieving subject matter competency for former emergency permit holders. The Pre-intern program and its funding was terminated in June 2005 when it was determined that program participants did not meet the requirements of federal legislation, No Child Left Behind.

The need for teachers is affected by a number of variables. These include: increases in student population growth; implementation of statewide initiatives such as Class Size Reduction; teacher retirements; teachers who leave teaching for other reasons; and the availability of state funding for teacher hiring.

Over the last five years, the number of K-12 students has grown by more than 370,486 and the number of public school teachers has grown by 4,844 (Source CDE). According to the State Teachers Retirement System, between 3.0 and 4.0% of teachers (between 11,000 and 12,000 teachers) retired each year for the last three years. Although the estimates vary, the most credible estimates for the number of teachers who leave teaching prior to retirement is between 4.0 and 6.0% annually. When these two figures are combined with the number of teachers needed to accommodate student growth, approximately, on average, ten percent of the teaching workforce would need to be replaced annually (about 30,000 teachers). It is the task of teacher development programs to help meet the demand for teachers for California's classrooms.

Teacher development programs in California are trying to increase the supply of teachers by providing new sources of teachers and retaining those who choose to teach. More than 98% of the state's school districts are involved in at least one of the teacher development programs. Nearly two-thirds of the school districts are involved in at least two programs. Table 1 provides an overview of funded projects including the goals, enabling statutes, number of participating districts and universities and funding level.

In order to account for funds allocated to the teacher development programs, Commission staff has a four-step accountability process in place. First, after assessing district staffing needs, programs request the number of participants to be served each year. Next, each participant enters a consent form on the website database maintained by Commission staff. In the third step of the funding accountability process, individual participant consent forms are counted and sorted by program to ensure that no individual is funded for more than one program during a fiscal year. Finally, the total amount of funding for each program is adjusted to match the number of consent forms submitted.

To allow for adjustments, programs are funded for 50% of their projected enrollment in the fall of each funding year. When consent forms are counted, programs that meet their projections receive the remaining 50% of funding. Programs that do not serve as many participants as projected receive an adjusted amount. Programs that serve fewer than their projected number of participants are required to return excess funds to the Commission on Teacher Credentialing. BTSA Induction Programs return excess funds to the Department of Education. Any funds remaining from the yearly allocation are returned to the State General Fund. Using this four-step process along with examining yearly program budgets and end-of-the year financial reports from each program allows Commission staff to track and account for teacher development funds. Other accountability measures are described in this report in separate sections for each program.

Table 2 provides data from 1995-2006 on the number of participants and funding for each of the teacher development programs. In 2005-2006 these three programs served more than 30,000 teachers. More than \$110 million was distributed and accounted for by the California Department of Education and the Commission.

This report provides an update on the status of each of these three programs and each has a separate section organized around five topics:

- 1- the purpose of each program,
- 2- eligibility requirements,
- 3- data collected on participant retention,
- 4- accountability processes in place,
- 5- and the benefits of participation for candidates.

Table 1
Overview of Funded Projects 2005-2006

	Paraprofessional	Intern	BTSA
Authorizing Legislation	SB 1636 (Roberti) Statutes of 1990	AB 1161 (Quackenbush) Statutes of 1993	AB 1266 (Mazzoni) Statutes of 1998
Authorizing Statute	44390-44393	44380-44386	44279.1-44279.7
Number of Years in Operation	11	13	13
Number of Projects	32	74	148
Number of Participants	1,684	7,309	25,810
Number of District Partners	183	785	1042
Number of University Partners	29	41	Approximately 60
Amount of Funding Per Participant 2005-2006	\$3,000	\$2,500	\$3,675 – 1 st year \$2,894 – 2 nd year
Program Goals/Target Participants	<ul style="list-style-type: none"> • Create local career ladders to enable school paraprofessionals to become certificated classroom teachers. • Respond to teacher shortages and improve instructional services to paraprofessionals. • Diversify the teaching profession. 	<ul style="list-style-type: none"> • Meet shortage needs of districts. • Attract non-traditional students, including career changers. • Provide a teacher preparation option that blends theory with practice and offers cohort, district and program support. 	<ul style="list-style-type: none"> • Provide a support network for each first and second year credentialed teacher. • Provide a two-year formative assessment process for all new teachers. • To increase the rate of retention of new teachers. • Developing stronger roles for Institutions of Higher Education (IHE) in new teacher induction. • Building a knowledge base on new teacher induction.

Table 2
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Participants and Funding for Funded Projects 1995-2006

	Paraprofessional		Intern		BTSA Induction	
	# Participants	Total Funding (million)	# Participants	Total Funding (million)	# Participants	Total Funding (million)
1995-1996	566	\$1.478	1,471	\$2.0	1,800	\$5.5
1996-1997	569	\$1.478	1,888	\$2.0	2,500	\$7.5
1997-1998	573	\$1.478	3,706	\$4.5	5,200	\$17.5
1998-1999	580	\$1.478	4,340	\$6.5	12,410	\$66.0
1999-2000	522	\$11.478	4,827	\$11.0	23,500	\$72.0
2000-2001	2,268	\$11.478	5,649	\$21.5	24,500	\$87.4
2001-2002	2,268	\$11.478	7,236	\$31.8	22,253	\$84.6
2002-2003	2,056	\$6.583	7,505	\$18.8	21,735	\$88.1
2003-2004	1,876	\$6.583	8,880	\$22.5	21,064	\$88.1
2004-2005	1,618	\$6.583	8,341	\$24.9	20,339	\$85.9
2005-2006	1,699	\$6.583	7,309	\$24.9	25,810	\$81.9

Section 1 - Paraprofessional Teacher Training Program

Purpose

The primary purpose of the California School Paraprofessional Teacher Training Program (PTTP) is to create local career ladders that enable school paraprofessionals to become certificated classroom teachers. In return for financial assistance for tuition, fees, books and other costs received under the program, each participant must make a commitment that he or she will complete one school year of classroom instruction in the district or county office education through which they received the support for each year of support provided.

In addition to improving the instructional services that are provided by school paraprofessionals, the program was created to respond to teacher shortages, diversify the teaching profession, and establish innovative models for teacher education. Education Code Section 44392 defines school paraprofessionals who are eligible to participate in the program as the following job classifications:

educational aide, special education aide, special education assistant, teacher associate, teacher assistant, teacher aide, pupil service aide, library aide, child development aide, child development assistant, and physical education aide.

Eligibility and Participation

School districts or county offices of education submit proposals to the Commission based on participation criteria prescribed by law. Once approved, the local education agency (LEA) selects paraprofessionals to participate in the program based on a locally-designed selection process. To be eligible for the program, paraprofessionals must be currently employed in a

school district or county office of education that has been awarded a PTTTP grant. While continuing to serve as paraprofessionals in their districts, participants must complete a minimum number of units per year, either baccalaureate or professional preparation coursework, and maintain the grade point average required by the partner college/university. There is no minimum number of units required prior to participation in the program. It is the responsibility of each local administrative team to determine that participants fit, academically, into cohorts of no less than 10, and no more than 30, participants.

In 2005-2006 the program served 1,699 paraprofessionals. The program includes 1,442 females and 257 males. These numbers are determined through the Commission’s consent form process which documents program participation and asks a series of questions about the participants. Sixty-eight percent of program participants responding to the question about their ethnic background are from ethnical/racial groups that are under represented in the teaching workforce. Additionally, 931 (55%) are fluent in a second language. The Paraprofessional Program continues to serve a linguistically and culturally diverse group who will ultimately provide service as credentialed teachers in over 183 school districts and county offices of education within California. Table 3 below illustrates the ethnic distribution of program participants.

Table 3
2005-2006 Ethnic Distribution of Paraprofessional Program Participants

African American	140	8.3%
Armenian	11	.7%
Asian American/Asian Indian	33	2.0%
Caucasian	486	29.0%
Latino/Hispanic	783	46.0%
Native American/American Indian	13	1.0%
Pacific Islander/Filipino	19	1.1%
Southeast Asian	30	1.8%
Other	24	1.4%
Declined to State	160	8.7%
Total	1,699	100%

Retention Data

One goal of the program is to “home-grow” teachers from the ranks of paraprofessionals who are currently serving in many urban school districts. Prior to acceptance in the program each paraprofessional must sign a commitment to provide one year of instructional service for each year of support received through the program. This service must be completed after the individual receives a preliminary credential and thus insures the employer will have the services of a fully-qualified teacher for a number of years.

From January 1995 through June 1999 the program enjoyed a 99% retention rate in teaching. As of Summer 2006, the program has produced a total of 1,317 program graduates. Of the fully-credentialed graduates trained through the program, 1,244, or 94%, are still employed in California public schools. The program’s retention rate is due, in part, to the fact that participants

have ongoing experience in classroom settings. Therefore, program graduates have an easier transition into serving as the teacher of record than those individuals with little or no classroom experience. Another reason for such longevity in the teaching profession is that participants are typically long-time residents who are invested in their local communities. These individuals are not easily uprooted and tend to stay in their communities.

Accountability Processes

The PTTP requires a long-term commitment from each participant, the Commission and the State of California. This multi-year program can take as many as seven years to complete. That commitment includes completion of required coursework, maintaining the required grade point average, completing the required number of units each quarter/semester and providing one year of instructional service for each year of support received through the program. Successful completion of degree and program requirements is monitored each quarter/semester by program administrators and IHE advisors. If a candidate earns a failing grade in any required course, he/she must repeat the course at his/her expense. Should an individual enroll in a course that is not included in their academic plan, the individual is responsible for the cost of that course. Partner college/university bookstores include lists of participants and books required for each course. This ensures only those books identified for the acceptable courses may be purchased through the program. Should a participant fail to maintain the required grade point average, he/she is counseled out of the program and required to reimburse the grant.

There are two types of programs, those funded in the first five years in the pilot phase of the program and those funded in 1999 when program expansion funds were allocated following passage of 1997 legislation to expand the PTTP. Participants of the pilot phase of the program were funded at a level that would cover nearly all their costs. It should be noted that pilot programs served their last participants in 2004-2005. Participants of the expanded program receive grant allotments of \$3,000 per capita. Accountability is accomplished through monitoring of budgets and actual expenditure reports. Programs must also submit an Annual Report that includes information as required in Education Code Section 44393. Each project has been given program guidelines that govern fiscal oversight and accountability. Each year the PTTP provides a required report to the legislature that includes effectiveness and accountability data.

Program Benefits to Candidates

In addition to the financial benefits which include payment of tuition, fees and books, the PTTP provides benefits such as personal nurturing by program administrators, tutorial support, peer mentoring, and for those who do not speak English as their first language, first language support. PTTP graduates are also given priority consideration for teaching employment opportunities in their district.

The typical certification path for paraprofessionals is completion of baccalaureate degree requirements, which include subject matter coursework, and entry into a university or district internship program. Thirty-four percent of program participants identified their household annual income range as being under \$20,000. Additionally, 40% report they are heads of households and 36% pay for their own medical coverage. Taking these factors into consideration, participants cannot afford to support their families and complete the coursework

required to earn a preliminary credential. The financial support provided through the program allows participants to complete certification requirements without the worry of how they can continue their education while taking care of their families.

The PTTP is the first step in the Learning to Teach Continuum and provides a support network that shepherds paraprofessionals through a baccalaureate degree and teacher preparation program. Most of the local education agencies participating in the PTTP offer all three teacher development programs which allows for a seamless transition from Paraprofessional to Intern and, ultimately, to beginning teacher.

Section 2 – The Teaching Internship Program

Purpose

There are two types of internship programs: university intern and district intern. In 1967, the Teacher Education Internship Act of 1967 was enacted. In 1983, lawmakers enacted the Hughes-Hart Education Reform Act (Senate Bill 813) that authorized districts to develop and implement district internships. The Alternative Teacher Certification Act of 1993 established a local assistance program to provide funding for teaching internships. School districts or colleges and universities could apply for funds to develop new programs or to enhance existing internship programs. Three purposes and goals of the alternative certification program were set forth in the enabling statutes and policies.

The first purpose of internship programs is to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, and attract those who bring valuable attributes and experiences into teaching. These groups include career changers, those underrepresented in the teaching workforce, those committed to teaching in hard-to-staff schools, teachers in content and credential shortage fields, and those who could not enter a traditional program because of economic, family or other reasons.

The second purpose of teaching internships is to enable K-12 schools to respond immediately to pressing needs while providing professional preparation for interns that is as extensive and systematic as traditional programs, links education theory with classroom practice throughout each intern's preparation, and takes advantage of the experiences that interns bring with them.

The third purpose of internships is to provide effective supervision and intensive support so each new intern's learning can be targeted to her/his needs, and so beginning teachers who are interns can extend, apply and refine what they learn about teaching in the course of their initial preparation. The goal is to invest in these teachers so that they will have the skills to succeed and the commitment to stay in hard-to-staff classrooms.

Eligibility and Participation

A university or district internship is a fully paid position in a public school. The intern serves as teacher of record while simultaneously participating in a teacher preparation program. These programs may be one or two years long, and must meet the same or higher procedural and performance standards as other teacher preparation programs. Internships may be completed in

any credential area. Funding is available for internships for Multiple Subject, Single Subject, and Education Specialist credentials.

Entry requirements for internships are the same as those for traditional teacher preparation programs. Interns must verify that they have at least a baccalaureate degree, a passing score on CBEST, subject matter competency, knowledge of the U.S. Constitution either by coursework or exam, and character identification. Candidates must have an offer of employment and be admitted to an internship credential program.

In 2005-06, 7,309 interns participated in 74 funded programs. 785 districts were partners in these programs in all 58 counties. More than half of the participants were over 30 years old and one-quarter were over 40 years old. Eighty percent participated in university intern programs with the remainder in district intern programs. Twenty-two percent of the participants taught in multiple subject settings and 37% in single subject settings. Participation in single subject matter programs has grown slightly in the past three years. (Table 4 presents these data.) Although there are interns serving in all thirteen single subject content areas, seventy percent are pursuing Math, Science or English. There were 3,007 Special Education Interns, which is 41.2% of the total. Since 2003, the number of special education interns has nearly tripled.

**Table 4
Intern Single Subject Credential Content Areas 2003-2006**

Year	Science	Math	Social Studies	English Language Arts	Foreign Language	Physical Education	Music
2003-04	553	530	226	847	133	120	52
	21.3%	20.1%	8.7%	32.7%	5.1%	4.6%	2%
2004-05	570	724	257	796	145	140	67
	20.2%	25.7%	9.1%	28.2%	5.1%	5.0%	2.4%
2005-06	497	753	254	756	190	175	71
	17.4%	26.3%	8.9%	26.4%	6.6%	6.1%	2.5%

Year	Art	Business	Health Science	Home Economics	ITE	Agriculture	Total
2003-04	45	41	23	10	7	4	2,591
	1.7%	1.5%	.9%	.4%	.3%	.2%	
2004-05	45	33	21	12	4	3	2,817
	1.6%	1.1%	.7%	.4%	.1%	.1%	
2005-06	59	29	58	9	6	4	2,861
	2.1%	1.0%	2.0%	.3%	.2%	.1%	

Internships continue to provide an avenue for males to become teachers in elementary schools and in special education. Over the past three years an average of twenty-five percent of the elementary teaching interns were male. According to CBEDS data this is two and a half times the current male teaching population in elementary schools. Thirty-two percent of the special

education teachers were male which compares to fourteen percent nationally (National Center for Special Education Personnel).

Table 5 shows that Internships continue to bring those underrepresented in the teaching workforce into teaching at higher rates than student teaching based programs. According to CBEDS data, interns are ethnically twice as diverse as the existing teaching work force. The ethnic/racial distribution of intern programs has remained quite constant over the past six years.

Table 5

Ethnic Distribution of Interns 2002-2006

	2002-03	2003-04	2004-05	2005-06
African American	7.3%	9.0%	9.9%	9.1%
American Indian	.9%	1.0%	.9%	1.2%
Asian SE Asian	5.7%	5.4%	6.3%	6.5%
Filipino/Pacific Islander	1.3%	1.7%	2.0%	2.4%
Hispanic	28.4%	26.7%	24.6%	23.5%
White/Non Hispanic	52.3%	50.3%	52.3%	54.8%
Multiple	.4%	1.0%	1.0%	-
Other	3.5%	4.8%	3.8%	2.5%
Unknown/Decline to Submit	(3.9)%	(4.6)%	(3.4)%	(6.2)%

Most interns are teaching in California’s hardest-to-staff schools. The interns tend to stay in these classrooms at far greater rates than persons prepared by other methods. The Internship program has collected retention data since 1996. Table 6 shows retention data from the past five years. These data are based on tracking of 20,000 interns. Each intern “class” or cohort is tracked by the participating program and partnering districts. Ninety-five percent are still teaching after the first year, 89% after their second year of teaching, 87% after three years, 86% after four years, and 85% after five years. All that successfully complete a one- or two-year program are recommended for a preliminary credential and are moved into a BTSA teacher induction program or Level II Education Specialist program.

Table 6**Intern Retention Data by Entry Year: 2000-2005****2000-2001 Retention Year (Interns Completing Fifth Year of Employment)**

Number of Interns in First Year	Interns Still Teaching in 2004-05	Interns Still Teaching in District	Interns That Are Teaching Elsewhere	Interns That Have Left Teaching	Interns in Unknown Status
3,621	3,068	2,688	380	427	132
	87.7%				

2001-2002 Retention Year (Interns Completing Fourth Year of Employment)

Number of Interns in First Year	Interns Still Teaching in 2004-05	Interns Still Teaching in District	Interns That Are Teaching Elsewhere	Interns That Have Left Teaching	Interns in Unknown Status
4,275	3,757	3,421	366	352	166
	87.9%				

2002-2003 Retention Year (Interns Completing Third Year of Employment)

Number of Interns in First Year	Interns Still Teaching in 2004-05	Interns Still Teaching in District	Interns That Are Teaching Elsewhere	Interns That Have Left Teaching	Interns in Unknown Status
4,919	4,363	4,040	323	377	179
	88.7%				

2003-2004 Retention Year (Interns Completing Second Year of Employment)

Number of Interns in First Year	Interns Still Teaching in 2004-05	Interns Still Teaching in District	Interns That Are Teaching Elsewhere	Interns That Have Left Teaching	Interns in Unknown Status
5,949	5,415	5,024	391	373	161
	90.1%				

2004-2005 Retention Year (Interns Completing First Year of Employment)

Number of Interns in First Year	Interns Still Teaching in 2004-05	Interns Still Teaching in District	Interns That Are Teaching Elsewhere	Interns That Have Left Teaching	Interns in Unknown Status
5,228	4,992	4,857	135	167	70
	95.5%				

Accountability Process

Program accountability is accomplished through annual reports that are filed by each program. The annual reports include demographic data, recruitment source data, and retention rates. Programs submit budgets that provide information on expenditures, and the amount spent on various aspects of the program, such as instruction, support, recruitment and selection, candidate assessment and program administration. The last portion of the annual report is the narrative analysis of the progress of the program. The programs provide a report on their successes, lessons learned and challenges in each of the required program components listed in the enabling statutes (curriculum, instruction, support and assessment). Every year, programs complete a program improvement plan describing the progress within the past year and the changes that they plan to make. Starting in 2001-02, directors were required to provide signed consent forms for each intern served.

Teacher performance assessment is a significant aspect of all intern programs. More than half of the projects have implemented either the California Teaching Performance Assessment (TPA) or the Performance Assessment for California Teachers (PACT). More than 80% use some form of standards-based portfolio assessment. Most intern programs use extensive procedures that include case studies, student work and other measures as part of the portfolio assessment process. The portfolios are gathered over the full period of the internship (usually two years). Usually each entry requires self-reflection and is connected to student learning in one of several ways. In most cases it is a living document which has formative as well as summative features. Most program directors felt that they had a more complete assessment picture upon which a more valid judgment could be made.

In addition to the accountability process as a funded program all intern programs participate in the CCTC accreditation process in which peer review teams ascertain whether all procedural and performance standards are met.

Program Benefits to Candidates

Current interns and graduates of internship programs report that internships provide them with an avenue into teaching that is particularly well suited to their needs. The curriculum is adjusted to help them deal with the immediate concerns that they encounter. The support network provides ongoing feedback that encourages them to try new strategies and adjust and correct their instruction as necessary. Interns identify the peer support that they receive as a particular strength of the program.

Internship programs provide an avenue into teaching for individuals who may not be well suited for traditional student-teaching based teacher preparation. For those persons who are more mature and have spent their adult lives in careers that emphasize “learning by doing” the internship model is a good fit with their preferred learning style. Internships provide an economic base for those who can not afford the costs of a traditional teacher preparation program.

Section 3 – The Beginning Teacher Support and Assessment Induction Program

Introduction

The Beginning Teacher Support and Assessment (BTSA) program was established by the Legislature and the Governor as a consequence of a pilot study in 1988-1992 by Commission and the California Department of Education (CDE). This pilot study, known as the California New Teacher Project, demonstrated that to increase beginning teacher success and effectiveness, state education policies governing teacher preparation, induction and certification needed to be redesigned to form a learning to teach system that begins with teacher recruitment, extends to new teacher preparation and moves into the beginning years of professional service in the classroom. The pilot project report recommended a more effective induction of new teachers that would include:

- a gradual introduction to the norms and responsibilities of teaching
- an extension of each teacher's professional learning as initiated during his/her prior preparation
- advise and assistance from experienced colleagues
- useful information about each teacher's performance compared to established expectations for what beginning teachers should know and be able to do.

In response to these recommendations, and after considerable legislative discussion of the pilot project report, (Success for Beginning Teachers, 1992) the Governor and the Legislature established the BTSA Program in the State Budget for 1992-93 to provide an effective transition into the teaching profession. This transition was facilitated by the assignment of a support provider to each beginning teacher. The support provider was charged with providing individualized support and assistance to the beginning teacher as guided by the results of formative assessment of each beginning teacher's practice as measured by the California Standards for the Teaching Profession.

Passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) significantly changed the BTSA program by aligning it as the second tier in California's teacher preparation and credentialing system. SB 2042 created a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Professional Clear Credential for the Multiple and Single Subject credentials.

Passage of AB 2210 (Liu, Chapter 343, Statutes of 2004) established Commission Approved Induction programs as the required route for SB 2042 Multiple and Single Subject prepared teachers to obtain a professional clear teaching credential if an approved Induction program is available.

Purpose

California Education Code 44279.1 establishes the following statutory purposes of the statewide BTSA Induction Program:

- provide an effective transition into teaching for first-year and second-year teachers in California

- improve the education performance of pupils through improved training, information and assistance for new teachers
- enable beginning teachers to be effective in teaching pupils who are culturally, linguistically and academically diverse
- ensure the professional success and retention of new teachers
- ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher
- improve the rigor and consistency of individual teacher performance assessment results and the usefulness of assessment results to teachers and decision makers
- establish an effective, coherent system of performance assessments that are based on the *California Standards for the Teaching Profession* adopted by the Commission in 1997
- examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence
- ensure that an individual induction plan is in place for each participating new teacher and is based on an ongoing assessment of the development of the beginning teacher
- ensure continuous ongoing program improvement through ongoing research, development and evaluation.

Eligibility and Participation

BTSA Induction Programs are designed to support teachers with a preliminary credential during their first two years of employment in a teaching assignment. By working with teachers that have completed initial credential requirements, BTSA Induction builds on the knowledge, skills and abilities teachers gain in their teacher preparation programs and, upon program completion, recommends candidates for a Professional Clear Teaching Credential. BTSA Induction provides support and assessment to both general education and education specialist teachers. In 2005-06 BTSA Induction served 25,810 first and second year teachers in California. Of the total 1,058 California school districts and county offices, BTSA Induction serves new teachers in all but 19 of them or 1.8%, most of which are very small local educational agencies (LEA) with very few beginning teachers.

Table 7

Gender Distribution of BTSA Induction Participants 2005-2006

Participating Teachers (PT)		Support Providers (SP)	
25,810		11,763	
Male	Female	Male	Female
6,565	19,245	2,011	9,752
25.4%	74.6%	17.1%	82.9%

Table 8**Ethnic Distribution of BTSA Induction Participating Teachers, 2005-2006**

Total	Participating Teachers (PT)		Support Providers (SP)	
	25,810		11,763	
	Male	Female	Male	Female
African America	888	3.4%	438	3.7%
Asian American	1,695	6.6%	437	3.7%
Latino	4,960	19.2%	1,353	11.5%
South East Asian	230	0.9%	40	0.3%
Pacific Islander	753	2.9%	175	1.5%
Caucasian	16,921	65.6%	9,187	78.1%
Native American	323	1.3%	166	1.4%
Other	1,159	4.5%	337	2.9%

Through the consent form data collection process, each partner institution of higher education and each BTSA Induction Program were provided information on where BTSA Induction participants completed their teacher preparation and the numbers of BTSA Induction participants from nearby institutions of higher education. The majority of both beginning teachers and support providers completed their teacher preparation in California through the California State University system. In further examining the Institutions of Higher Education (IHE) that prepared teachers in California; 52% of 2005-06 BTSA Induction participating teachers were prepared through California State University System, 29% through a California Private and Independent IHE, 11% through the University of California System and 3% were prepared through a District Intern Program. Eleven percent of the BTSA Induction participants completed their preliminary preparation in other states.

Table 9**Teaching Assignment for BTSA Participants 2005-2006**

Total	Participating Teachers (PT)		Support Providers (SP)	
	25,810		11,763	
	Male	Female	Male	Female
Pre-K	268	1.0%	147	1.2%
Grades K-6	14,850	57.5%	6,265	53.3%
Grades 7-8	4,862	18.8%	1,883	16.0%
Grades 9-12	7,622	29.5%	2,750	23.4%
Adults	148	0.6%	283	2.4%
Not teaching this year	NA	NA	1,398	11.9%
PT's participating to earn a Professional Clear Credential	18,399	71.3%	NA	NA

Both elementary and secondary teachers participate in BTSA Induction, with the 57.5% of beginning teachers assigned in K-6 classrooms and 48.3% in grades 7-12. In addition, BTSA Induction supported 1,195 Education Specialist beginning teachers during the 05-06 school year. In 2005-06, the majority (75%) of teachers participated in BTSA Induction to earn a Professional Clear Teaching Credential as required by SB 2042. There are still a few Ryan credential holders that complete BTSA Induction as professional development rather than a credential requirement.

Retention Data

As stipulated in California Education Code, an important focus of the BTSA Induction Program is to retain individuals who might otherwise leave the teaching profession by providing an organized system of support and assessment. BTSA Induction Programs maintain retention data on current and past participants.

Table 10

**BTSA Induction Program Retention Data 2003-06
Beginning Teacher Support and Assessment (BTSA)
Retention Rates: State-level Summary**

2 Year Retention Rate					
First year Participating Teacher in 2004-05 who are					
	Teaching in 2005-06	In Leadership Position 2005-06	Not Teaching 2005-06	Unknown	Total
All Programs	89.0%	0.1%	2.0%	8.0%	100%
Consortium	88.0%	0.2%	2.0%	10.0%	100%
Single District	91.0%	0.1%	2.0%	7.0%	100%
Full release SP Model	90.0%	0.0%	2.0%	8.0%	100%
All Other SP Models	89.0%	0.1%	2.0%	8.0%	100%

3 Year Retention Rate					
First year Participating Teacher in 2003-04 who are					
	Teaching in 2005-06	In Leadership Position in 2005-06	Not Teaching in 2005-06	Unknown	Total
All Programs	91.0%	0.4%	3.0%	6.0%	100%
Consortium	89.0%	0.3%	2.0%	9.0%	100%
Single District	93.0%	0.5%	3.0%	4.0%	100%
Full release SP Models	91.0%	0.4%	2.0%	7.0%	100%
Other SP Models	91.0%	0.4%	3.0%	6.0%	100%

Data Source: BTSA/CCTC Retention Survey, Fall 2005

Due to continued data collection methodology improvements, the BTSA Induction program had 100% program participation and accounting for all BTSA Induction participants over the three year time period. The 2005-06 state level retention data shows 91% of beginning teachers who participated in the California BTSA Induction program beginning in 2003-2004 are still teaching in 2005-2006. Due to continued data collection methodology improvements, the BTSA Induction program had 100% program participation and accounting for all BTSA Induction participants over the three year time period. The 2005-06 state level retention data shows 91% of beginning teachers who participated in the California BTSA Induction program beginning in 2003-2004 are still teaching in 2005-2006.

Accountability Processes

The BTSA Induction Program maintains legislated structural layers of program accountability to ensure that standards continue to be met. In a unique structure, the Commission on Teacher Credentialing and the State Superintendent of Public Instruction co-administer the BTSA Induction Program. The Leadership Team that oversees the Interagency Task Force is composed of consultants and administrators from both agencies that guide the BTSA Induction State Leadership Team and uphold the Education Code mandates.

Another vital layer in the BTSA Induction accountability system is the statewide infrastructure of program support and assistance. The Education Code establishes a competitive grant award process that allocates monies to Local Education Agencies (LEAs) that are identified to have program expertise and to provide support to regional clusters of teacher induction programs. BTSA Induction Cluster Region Directors are comprised of twelve full time staff members who are responsible to the Interagency State Task Force and provide the statewide infrastructure of program support, assistance and accountability.

To further ensure program accountability, the statewide BTSA Induction Program Consent Form and State Survey Data Collection Process exist together to: a) provide accurate participation numbers for program funding; and b) provide extensive aggregated demographic information for use in the analysis of program components and composition.

Another focus of BTSA Induction program accountability is the program review process. BTSA Induction has maintained a comprehensive review process since the beginning of the program that has continued to expand in design to support program accountability and evaluation under the SB 2042 system of licensure based Induction Programs.

Comprehensive Design for BTSA Induction Program Evaluation Centered on Peer Program Review and Induction Program Review

The BTSA Induction Peer Program Review (PPR) has provided the cornerstone for the comprehensive statewide BTSA Induction Program evaluation design. Through the balance and integrity of the program review process, a fair and accurate determination is made on the extent to which (a) standards are being met and (b) improvements that may be needed to assure quality and effectiveness are identified. Beginning in 2006-07, the BTSA Induction Program Review Process (IPR) will be added to the PPR umbrella as the centerpiece of a 5 year BTSA Induction program review cycle supporting an ongoing, annual comprehensive program evaluation design.

The BTSA Induction Peer Program and Induction Program Review processes are data driven, inquiry based and follow an internal-external-internal pattern of analysis.

The BTSA Induction program evaluation system follows a five-year cycle. Four years of Peer Program Review (PPR) are followed by an Induction Program Review (IPR). The components for the PPR and IPR are standardized and consist of:

- a Program Abstract (data and overview of program context and characteristics)
- the program's current approved SB 2042 Narrative that describes how each standard is implemented
- a Summary Narrative (PPR) or a Program Implementation Reflection (IPR) that allows the program director to capture successes and challenges in the program
- a summary of results of state and local evaluation data relevant to each standard
- findings made by the external review team which consists of: a) formative finding and feedback for 5 standards in the PPR and b) Summative findings for 20 standards/elements in the IPR
- the program's response to the findings in the form of: Proposed Program Modifications and Action Plan(s).

The BTSA Induction Peer Program Review

In the Peer Program Review years, programs respond to five Induction program standards in a Self-Study document. Two standards are selected by the State Leadership Team while the other three are self-selected, based on an initial analysis of program data. The external phase of the review is conducted in collaboration with self-selected local BTSA Induction program partners and is facilitated by Cluster Regional Directors or other trained facilitators. Activities address the Self-Study responses through the established PPR process, and partner programs document their findings. The subsequent synthesis phase processes those findings within the local context and results in proposed modifications and Action Plan(s) for each reviewed standard. The entire process is documented in the BTSA Induction Program Annual Improvement Plan (AIP) which is submitted to the BTSA Induction Interagency Task Force.

The BTSA Induction Program Review

Beginning in 2006-07, the BTSA Induction Program Review will be an opportunity for BTSA Induction Programs to be evaluated against each of the 20 *Standards for Quality and Effectiveness for Professional Teacher Induction Programs*. The IPR will determine whether a program meets each of the program standards. During the process, a team of reviewers will examine the program's SB 2042 approved program narrative and multiple sources of data, including those collected from interviews of various stakeholder groups, and base their objective findings on the body of evidence presented during the external review.

Program Benefits to Candidates

A hallmark of the California BTSA Induction Program is the support provider model. The beginning teacher participating in the BTSA Induction Program has a dedicated colleague with whom to share concerns, successes, issues and questions in a professional relationship for two years. This support provider is trained in formative assessment, the California Standards for the Teaching Profession, the K-12 Academic Content Standards, and the needs of beginning

teachers, and The Standards of Quality and Effectiveness for Professional Teacher Induction Programs. Statewide evaluation and local program data confirm that beginning teachers who meet regularly with their support providers believe that those interactions helped the transition into teaching and made them more effective teachers.

Another benefit of the BTSA Induction Program is the support and professional development provided to enable beginning teachers to be effective in teaching pupils who are culturally, linguistically, and academically diverse. Through the implementation of the Individual Induction Plan, each beginning teacher participates in professional development based on his or her developmental needs as assessed through the formative assessment system.

Conclusion

Through the Teacher Development System of Funded Programs, California supports a highly successful spectrum of preparing teachers. Beginning with the career enhancing Paraprofessional program, graduating to the content and pedagogy rich Intern Program and completing with support based classroom application phase of Induction, the professional development growth model is foundational to the Learning to Teach model that defines the California Teacher Licensure process. This directly supports the overarching benefit of the BTSA Induction Program which is to improve the educational performance of California's students through improved training, information, assessment and support for the beginning teachers leading to increased retention rates in the California teaching profession.

Each of the programs that are described in the preceding sections was designed to meet a specific need. Together they form a continuum of teacher development opportunities for teachers. As a group, these programs demonstrate California's effort to increase the number of qualified teachers. These programs share the following goals:

- create working conditions that provide a support network for teachers in their developing years
- support new teachers in working effectively with all students to master the state's K-12 content standards
- improve the retention rate of qualified teachers
- provide a teacher development pipeline that accommodates teacher's developmental needs and supports them in becoming high quality teachers.

Each of the teacher development programs has received an appropriation to accomplish its goals. Together these programs provide funding to Local Education Agencies to offer teacher development services.

Over the years of implementation, program staff has learned from these programs that there are certain elements that are critically important in teacher development. A support system geared to the developmental needs is absolutely necessary. Programs need to be individualized to capitalize on the experiences and qualities that the teachers possess. For example,

paraprofessionals bring knowledge of the community and extensive experiences working with students. Interns bring experiences from other careers that can be applied to the classrooms where they are teachers of record. The BTSA Induction experience provides the opportunity for participants to refine what they have learned in their initial preparation and become reflective practitioners. Each program must include accountability measures for both individual teachers and programs.

Teacher development programs provide a continuum of opportunities for teachers to learn and grow. Together they form an integrated, sequenced system that is aligned with the K-12 content standards and the standards developed through the SB 2042 process.