
2I

Information

Professional Services Committee

Plan to Review and Revise the Induction Program Standards

Executive Summary: This item presents the plan to review and revise the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* as required by SB 1209 (Chap. 527, Stats. 2006).

Recommended Action: For information only

Presenters: Karen Sacramento, Consultant, and Teri Clark, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

January-February 2008

Plan to Review and Revise the Induction Program Standards

Introduction

This agenda item presents the plan to review and revise the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, as required by Senate Bill 1209 (Chap. 517, Stats. 2006).

Background

SB 1209 reflected a number of recommendations contained in *The Status of the Teaching Profession, 2005*, a report issued by the Center for the Future of Teaching and Learning. In addition to other mandates, SB 1209 required an external evaluation of the Beginning Teacher Support and Assessment Induction (BTSA) Program and California Intern (Intern) programs culminating with a report that was to be submitted to the legislature by December 1, 2007. SB 1209 further required that a review and revision of the induction standards be completed by July 1, 2008 and that the review take into consideration the findings of the external evaluation. The purpose of the study and revision of the standards was to reduce barriers and redundancy in teacher credentialing, streamline the credentialing process and ensure that the adopted standards do not introduce new content, but instead require teachers in induction to demonstrate the knowledge and skills that were previously acquired in the preliminary teacher preparation program.

Plan to Review and Revise the Induction Program Standards

Pursuant to SB 1209, the Commission began the process of assembling a panel to review the induction standards. The application process, request for applicants, and the application form for Induction Standard Design Team members were posted on the Commission's web page and the BTSA Induction Webpage in late August 2007. The application process was conducted following adopted Commission policy. In addition, information about the Induction Standards Design Team was announced at many presentations and meetings attended by Commission staff including the Credential Counselors and Analysts Conference (CCAC), the BTSA and Intern Directors Conference, and meetings held for stakeholders participating in the Clear Credential (Fifth Year of Study) and Induction work over the past year.

The application period closed in mid-November and almost forty applications were received for the Induction panel. All applications were reviewed for experience related to teacher preparation and induction. In addition, the selection of panel members took into consideration factors such as: geographic representation, credentials held by applicants, expertise with standards, and the diversity and professional experiences of the applicants. Pursuant to the Commission's policy manual, Executive Director Janssen appointed members of the Design Team and notifications were sent to each panel member in early December 2007. A list of the Induction Standards Design Team members can be found in Appendix A.

Commission staff prepared a number of resources for panel members and sent them to panel members on December 11, 2007 in preparation for the first meeting in January 2008. The charge for the Induction Standards Design Team, as provided in Appendix B, is included in this information. Staff from the California Department of Education (CDE) who serve on the BTSA Task Force will also assist in the panel’s work.

It is recognized that there may be expertise that is necessary for the Induction Standards Panel to access, but which the panel members do not themselves have. It is expected that teaching English learners and Special Education are two such areas. The panel will be inviting additional individuals with expertise in these fields to participate in the panel’s work. At a meeting with California Teachers of English to Speakers of Other Languages (CATESOL), a request was made that this organization identify individuals who could provide expertise in the area of teaching English learners. These individuals, as well as individuals with expertise in Special Education, have been invited to the February panel meeting to ensure these issues are addressed appropriately in the standards revision.

Next Steps

The following timeline will allow the Induction Standards Design Team adequate time to review and propose revisions to the Induction Program Standards and meet the statutory requirement for the Commission to adopt revised Induction Program Standards by July 1, 2008.

Date	Activity
January 9-10	Induction Standards Design Team meets at the Commission offices.
February 19-20	Induction Standards Design Team meets at the Commission offices.
March 5	An update on the Design Team’s work describing the general direction the work has taken will be presented to the Commission.
March 13-14	Induction Standards Design Team meets at the Commission offices.
March 15	The proposed Induction Standards will be posted on the Commission’s web page for stakeholder feedback.
April 10-11	The proposed Induction Standards will be presented at the April Commission meeting for information.
May 6-7	The Induction Standards Design Team will consider stakeholder feedback and comments from the Commissioners at the April meeting to finalize the proposed Induction Standards.
June 5	The proposed Induction Standards will be presented to the Commission for adoption.

Appendix A

Members of the Induction Standards Design Team

Lois Abel	Sinclair Research Group
Kathy Athey	San Joaquin County Office of Education
Wendy Baron	Santa Cruz/Silicon Valley New Teacher Project and New Teacher Center at UC Santa Cruz
Nancy Brownell	California County Superintendents Educational Services Association
John Grow	Madera Unified School District
Karen Harvey	Wm. S. Hart School District
Cancy McArn	Sacramento City Unified School District
Debbie Meadows	California State University, Bakersfield and Saugus Union School District
Corrine Muelrath	North Coast Beginning Teacher Program (SCOE)
Paula Motley	Monterey County Office of Education
Kenneth Pride	Los Angeles Unified School District
Gay Roby	Norwalk-La Mirada Unified School District
Judith Schierling	San Jose State University
Jodie Schwartzfarb	New Haven Unified School District
David Simmons	Ventura County Office of Education
Chantell Tarver	Livermore Valley Joint Unified School District
Mariam True	San Diego Unified School District
Mary Lou Weinrich	San Bernardino City Unified School District
Peter Williamson	Stanford University

Appendix B

Charge to Induction Standards Design Team

Each member of the Induction Standards Design Team is charged to:

- Fully participate in the discussion and work of the group.
- Share knowledge and beliefs in a professional manner, respecting differing perspectives.
- Work together in a timely manner to meet the requirements of the Education Code.

The Panel is charged to review and suggest revisions to the SB 2042 Induction Standards considering all of the following:

1. Induction Programs are credentialing programs that satisfy the requirements for the Clear Multiple or Single Subject Teaching Credential.
2. The Induction Program Standards must address individuals who hold preliminary multiple subject and single subject credentials. There are 16 different single subject credential areas.
3. When the Commission adopted recommendations from the Accreditation Study Work Group (August and September 2006) a recommendation was adopted that all programs leading to a credential or certificate should participate in the accreditation system. All Commission approved educator preparation programs must address the Commission's Common Standards.
4. The Induction Program Standards must apply to the 3 different types of entities that are eligible to sponsor Induction Programs: LEA based BTSA Programs, Alternative Induction Programs, and University-sponsored Induction Programs.
5. SB 1209 requires the elimination of duplication and redundancy between preliminary teacher preparation programs and induction programs.
6. SB 1209 requires Induction to be a "demonstration of the knowledge and skills previously acquired in the preliminary teacher preparation program."
7. Induction for the individual teacher must be aligned with that individual's experience in the Teaching Performance Assessment (TPA).
8. SB 1209 directed that a study of BTSA Induction be completed. The study provided the following recommendations related to the Induction Program Standards:
 - Delete the stand-alone Induction technology standard.
 - Revise and update the content of the English Learner and Special Populations Induction standards.
 - BTSA Induction needs to rethink the relationship between program standards and their elements.