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## Information

*Professional Services Committee*

### **Report on the Formative Assessment for California Teachers (FACT)**

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**Executive Summary:** This item presents an overview of the new formative assessment system being developed by the Beginning Teacher Support and Assessment (BTSA) Induction community. In addition, a program director, support provider and participating teacher will share their experiences from participating in the 2007-08 field test of FACT.

**Recommended Action:** For information only

**Presenters:** 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.

April 2008



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# Report on the Formative Assessment for California Teachers (FACT)

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## **Introduction**

This item presents an overview of the new formative assessment system developed by the Beginning Teacher Support and Assessment (BTSA) Induction program. In addition, a program director, support provider and participating teacher will share their experiences as participants in the field test of Formative Assessment for California Teachers (FACT.)

## **Background**

Education Code 44279 charges the Commission on Teacher Credentialing (Commission) and the California Department of Education (CDE) to develop a formative assessment system for use in BTSA Induction Programs. BTSA Induction programs have utilized formative assessment since the beginning of the program. In 1998, the California Formative Assessment and Support System for Teachers (CFASST) was introduced to BTSA programs. This was at a time of great expansion in BTSA and the state developed formative assessment program was used in almost all of these programs. Over the past 10 years, approved induction programs have used CFASST or one of the other formative assessment systems.

## **Development Process for FACT**

Beginning in spring 2006 a group of experienced BTSA program leaders, including support providers, began meeting to discuss the formative assessment system. In large measure, this review was prompted by the fact that the CFASST system had been in use by numerous BTSA programs for nearly a decade as an integral part of the program and sufficient time had elapsed to take a comprehensive look at its benefits and challenges. However, about this same time, discussions around SB 1209 (Chap. 517, Stats. 2006) indicated a desire to eliminate unnecessary duplication of requirements within the BTSA program and between the BTSA program and the preliminary teacher preparation programs. The Design Team took this into consideration in the development of the new FACT system.

Design Team members (Appendix A) have been working for almost two years to review the formative assessment system and propose revisions. The development work has resulted in a field test during the 2007-08 year. In 2008-09 all interested BTSA programs may participate in a pilot.

## **Description of FACT**

The Design Team developed FACT as a process based formative assessment system rather than a forms driven system. Rather than a sequential system of activities that a participating teacher completes, the proposed formative assessment system asks each participating teacher to build upon the knowledge, skills and abilities that he or she brings to the induction program. The FACT Overview Graphic (see page 5) is a visual representation of the FACT formative assessment system.

The Teaching Performance Assessment (TPA) undertaken as part of the teacher's preliminary preparation program and the participating teacher provide the induction program with information to guide the activities of induction.

Choice Points (indicated by a red triangle▲) are places in the design of the system that allow for programs or individual Support Provider/Participating Teacher pairs to make decisions that align the formative assessment system with current work, district/school site context, strengths and identified areas for growth, or current design of work related to Induction Standards.

### **Components of the FACT System**

The participating teacher, with a trained support provider, will interact with the components of the FACT system during induction. A brief description of the four components follows:

#### ***1. Context for Teaching (CFT)***

There are three distinct steps in the CFT:

- 1) Collecting and reviewing information regarding the class, school, district and community.
- 2) Contextualizing and applying information as it applies to teaching practice based on the California Standards for the Teaching Profession (CSTP).
- 3) Contextualizing and applying information as it applies to teaching practice based on the Induction Standards.

Participating teachers work with a support provider to collect information, analyze the information, and apply the information in the participating teacher's own classroom. This series of activities will support the participating teacher in gaining a deep understanding of his or her students, school, district and community. The participating teacher will focus on this component in the first months of the school year, according to the local program design. Information from the FACT materials describing the CFT is provided below:

Description of Component: Teachers will gain a greater understanding of the context for their teaching by analyzing their students, school, district and community. This information is the catalyst for creating effective lesson plans that address the needs of all students and utilize the most effective resources available within their school, district, and community.

#### ***2. Initial Assessment of Teaching Practice (IATP)***

The participating teacher and support provider use the *Teacher Preparation and Induction Alignment Matrix* (Appendix B) to discuss the strengths and areas for growth that the participating teacher brings into the induction program. The left hand side of the matrix, page 8, provides the Teaching Performance Expectations (TPEs) organized into the Domains and the six content areas that are addressed in the preliminary preparation program. The right hand side of the matrix, page 9, provides information on the California Standards for the Teaching Profession (CSTP) and the Induction Standards.

The matrix allows the participating teacher to share information from the preliminary preparation program with the support provider and to see how this foundational knowledge will be built upon in the induction program. These conversations take place in the first months of the school year

while the participating teacher is also focusing on their *Context for Teaching*. Information from the FACT materials describing the IATP is provided below:

Description of Component: The Initial-Assessment of Teaching Practice is designed for participating teachers to share and build upon the outcomes and processes of the teacher preparation program with those of induction programs. During this module, participating teachers will consider their prior knowledge and skills from teacher preparation, their current context for teaching, and the evidence gathered in a classroom observation by a trained support provider. This self-assessment will help participating teachers identify strengths and areas for growth which will be used in subsequent inquiries of teaching practice. In addition, participating teachers and their support providers will identify resources and types of support needed to develop and implement their Individual Induction Plan (IIP).

**3. Inquiry:** The inquiry supports the participating teacher and support provider in:

- Gathering information about the participating teacher's practice.
- Identifying an area of focus or a goal.
- Researching information related to the goal.
- Developing and implementing an action plan.
- Reflecting on collected evidence.
- Applying learning to future practice.

The inquiry allows the participating teacher to individualize the focus on the inquiry to reflect his or her students' needs. An induction program might provide guidance to its participating teachers in aligning the inquiry with school or district activities. This will support the participating teacher to embed the formative assessment activities into their daily teaching practice. Information from the FACT materials describing the Inquiry is provided below:

Description of Component: Using the Context for Teaching and the results of the Initial Assessment of Teaching Practice, participating teachers gather information, develop and implement an action plan, reflect on collected evidence, and apply new learning to future practice.

**4. Summary of Teaching Practice:** Information from the FACT materials describing the Summary of Teaching Practice is provided below:

Description of Component: The Summary of Teaching Practice guides the participating teacher in bringing closure to the year by reviewing the results of the *Context for Teaching*, *Initial Assessment Teaching Practice*, and *Inquiry*. At the end of the first year, the participating teacher, with his or her support provider, will reflect on the year's activities and plan for the second year. Based on these results, the participating teacher develops a plan for continued growth.

### **Difference between Year 1 and Year 2**

As currently designed, BTSA is a two year developmental program that supports first and second year teachers while they earn a clear multiple or single subject teaching credential. The new FACT system spirals to support the ongoing professional development of new teachers throughout

the two years. Some examples of the differences in the FACT system for second year participants include: 1) revisiting the Context for Teaching to revise and update it only if the school or classroom context has changed, 2) revisiting the Initial Assessment of Teaching Practice that was completed in the first year and using the information to determine a focus during the second year, 3) time built into the system for an additional inquiry cycle during the second year of teaching, and 4) a choice point that includes a colloquium as a culminating event.

### **FACT Field Test**

In 2007-08, nine BTSA Induction Programs are participating in a Field Review of FACT. The FACT Design Team and the BTSA Task Force are collecting data on the field test. The following BTSA Induction Programs are field testing FACT in the 2007-08 year.

Castaic SD BTSA Induction

Clovis USD BTSA

Grossmont Union HSD BTSA

Hayward USD BTSA

Kern County SOS BTSA

Los Angeles USD Intern--BTSA Induction

Placentia-Yorba Linda USD BTSA

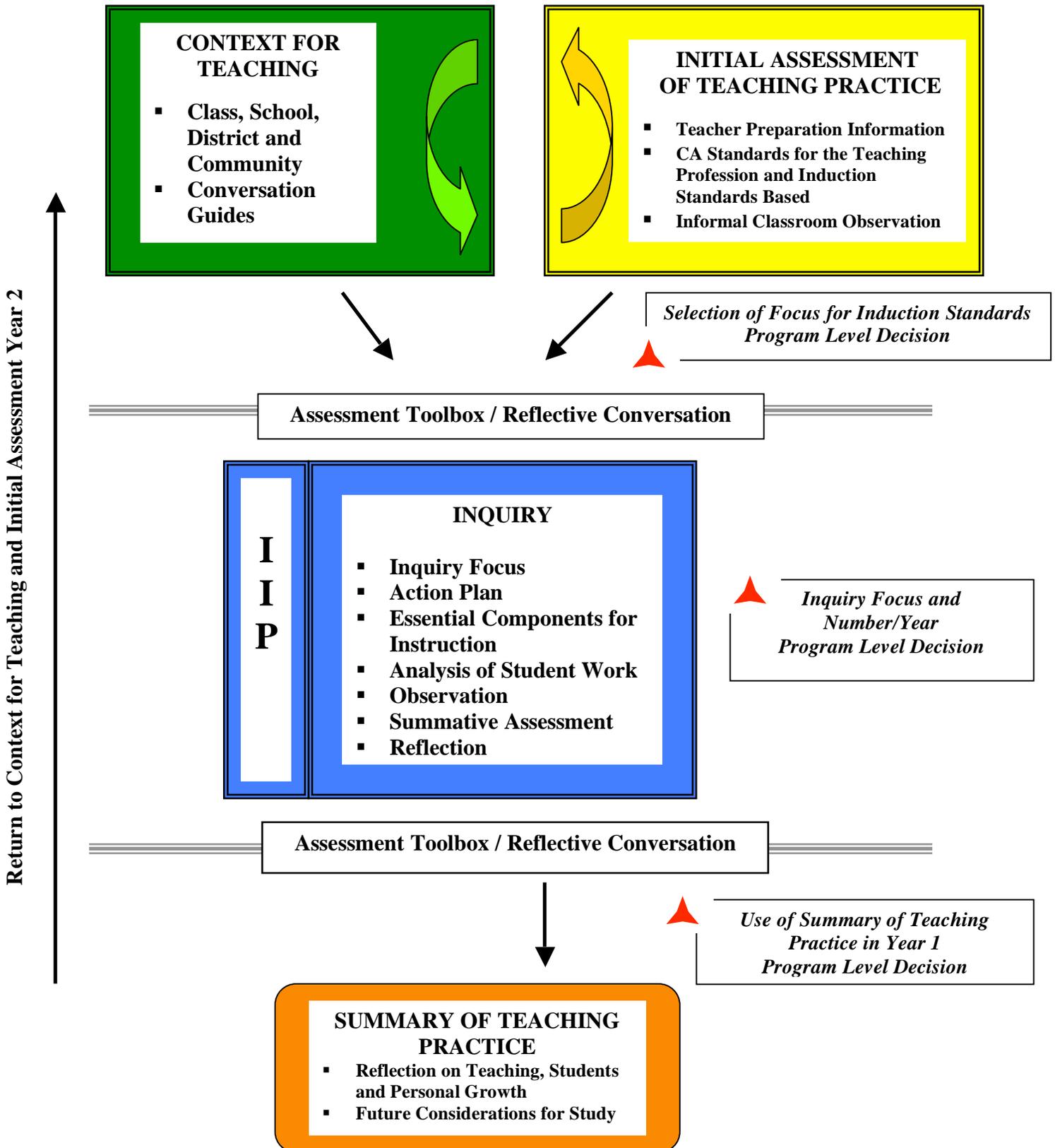
Riverside COE BTSA

Sacramento COE BTSA Consortium

### **Next Steps**

The 2008-09 year will be the pilot of FACT for all interested BTSA Induction Programs. Training will be provided for all participating programs in Spring 2008 to support the implementation of FACT.

# FORMATIVE ASSESSMENT FOR CALIFORNIA TEACHERS (FACT)



# Appendix A

## Members of the FACT Design Team

Wendy Baron	Santa Cruz New Teacher Center
Marsha Buckley Boyle	Cluster Region Director, San Diego County Office of Education
Linda Childress	Director, RIMS BTSA
Lisa Danielson	Cluster Region Director, El Dorado County Office of Education
Cindy Douglas	Grossmont Union High School BTSA
Jackie Fisher	Cluster Trainer, Cluster 4
Kathy Hansen	Kern County BTSA
Linda Henika	Hayward Unified School District BTSA
Jerri Higenbotham	Corona Norco Unified School District BTSA
Carol Kilburn	Clovis Unified BTSA
Paula Lovo	Ventura BTSA Consortium
Merry McCalley	Kern SOS BTSA
Patti McCurdy	Cluster Trainer, Cluster 1
Cathy Payne	Cluster Region Director, Riverside County Office of Education
Candy Plahy	Placentia Yorba Linda Unified School District BTSA
Aleeta Powers	Los Angeles Unified School District BTSA
Suzanne Riley	Santa Cruz New Teacher Center
Judy Roberts	Cluster Region Director, Fresno County Office of Education
Gay Roby	Cluster Region Director, Norwalk-La Mirada Unified School District
Kendyll Stansbury	Stanford University (PACT)
Gordon Surface	Cluster Region Director, Newark Unified School District
Kim Uebelhardt	Ventura County Office of Education
Darby Williams	Director, Sacramento County Office of Education BTSA

### *Staff to the FACT Design Team*

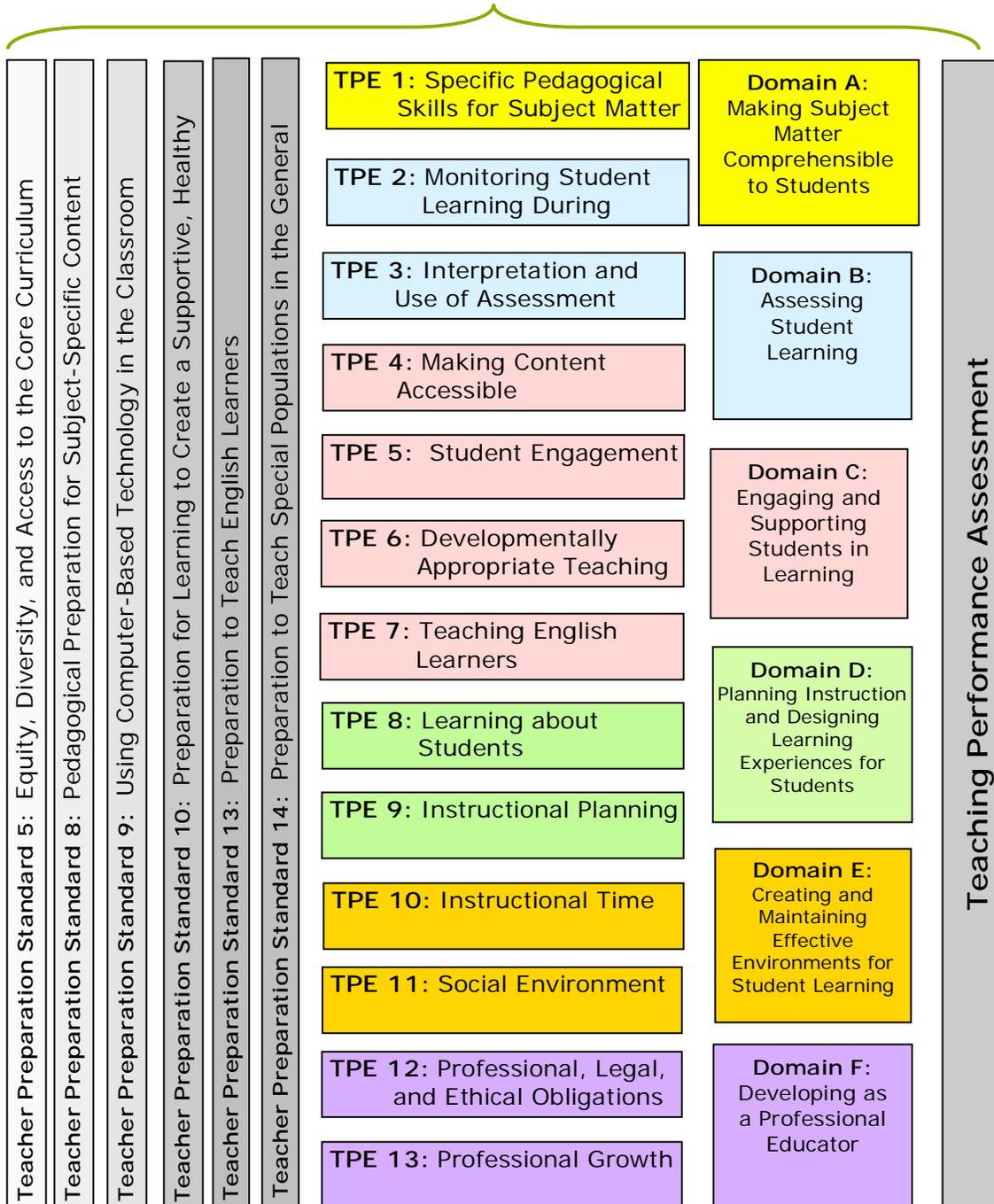
Teri Clark	Administrator, Commission on Teacher Credentialing
Ellen Jensen	Administrator, California Department of Education
Karen Sacramento	Consultant, Commission on Teacher Credentialing
Sarah Solari	Consultant, California Department of Education

# **Appendix B**

## **Teacher Preparation and Induction Alignment Matrix**

# TEACHER PREPARATION & INDUCTION ALIGNMENT CHART

## Teacher Preparation



# Induction

<b>Teaching Performance Assessment</b>	<b>CSTP 1:</b> Engaging and Supporting All Students in Learning	1.1 Connecting students' prior knowledge ... with learning	<b>Induction Standard 15: Academic Content and Subject Specific Pedagogy (TPS 8)</b>			
		1.2 Using a variety of instructional strategies and resources...				
		1.3 Facilitating learning experiences that promote autonomy				
		1.4 Engaging students in problem solving... subject matter				
		1.5 Promoting self-directed, reflective learning for all				
	<b>CSTP 2:</b> Creating and Maintaining Effective Environments for Student Learning	2.1 Creating a physical environment that engages all		<b>Induction Standard 16: Using Technology to Support Student Learning (TPS 9)</b>		
		2.2 Establishing a climate that promotes fairness and respect				
		2.3 Promoting social development and group responsibility				
		2.4 Establishing and maintaining standards for student				
		2.5 Planning/implementing classroom procedures and				
		2.6 Using instructional time effectively				
	<b>CSTP 3:</b> Understanding & Organizing Subject Matter for Student Learning	3.1 Demonstrating subject matter knowledge & student			<b>Induction Standard 17: Supporting Equity, Diversity, and Access to the Curriculum</b>	
		3.2 Organizing curriculum to support student understanding				
		3.3 Interrelating ideas & information within & across subject				
		3.4 Developing student understanding using subject specific				
		3.5 Using materials/resources/technologies ... subject matter				
	<b>CSTP 4:</b> Planning Instruction and Designing Learning Experiences for All Students	4.1 Drawing on & valuing students' backgrounds &				<b>Induction Standard 18: Creating a Supportive/Healthy Environment for Student</b>
		4.2 Establishing and articulating goals for student learning				
		4.3 Developing & sequencing instructional activities &				
		4.4 Designing short-term and long-term plans to foster				
	4.5 Modifying instructional plans to adjust for student needs					
<b>CSTP 5</b> Assessing Student Learning	5.1 Establishing and communicating learning goals for all	<b>Induction Standard 19: Teaching English Learners (TPS 13)</b>				
	5.2 Collecting & using multiple sources - to assess student					
	5.3 Involving and guiding all students in assessing their own					
	5.4 Using the results of assessments to guide instruction					
	5.5 Communicating with students, families - about student					
<b>CSTP 6:</b> Developing as a Professional Educator	6.1 Reflecting on teaching & planning prof. development		<b>Induction Standard 20: Teaching Special Populations (TPS 14)</b>			
	6.2 Establishing professional goals - pursuing opportunities					
	6.3 Working with communities to improve professional					
	6.4 Working with families to improve professional practice					
	6.5 Working with colleagues to improve professional practice					