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Information

Professional Services Committee

Update on BTSA Induction

Executive Summary: This agenda item presents an update on the BTSA Induction Program, including its transition to the Commission's accreditation system and the impact of flexible state funding provisions.

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 and performance of professional educators and for the accreditation of credential programs

September-October 2010

Update on BTSA Induction

Introduction

Since its inception in 1988, the California Beginning Teacher Support and Assessment Induction Program (BTSA Induction) created a unique legacy of support for the professional growth and development of beginning teachers and an increase in the rate of their retention in teaching. The BTSA Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback. The BTSA Induction program has supported an average of 26,000 teachers annually over the past decade. There are currently 169 BTSA Induction programs in California, with 98% statewide district participation and an 84% teacher retention rate for BTSA participants after 5 years of teaching. This agenda item provides an overview of key aspects of the BTSA Induction program, describes the central role of the Commission's accreditation process with respect to BTSA Induction programs, and includes information on the programmatic and operational impact of the flexible funding provisions of Education Code §42605, which were put in place through SBX3 4, Section 15 (Chap. 12, Stats. 2009).

Background

The Beginning Teacher Support and Assessment (BTSA) program was established by the Legislature and the Governor as a result of a pilot study conducted during 1988-1992 by the Commission and the California Department of Education (CDE). This pilot study, known as the California New Teacher Project, demonstrated that in order 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's summative report recommended a more effective induction of new teachers that would include:

- gradual introduction to the norms and responsibilities of teaching
- an extension of each teacher's professional learning as initiated during his/her prior preparation
- advice and assistance from experienced colleagues
- evidence-based 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 for all beginning elementary and secondary teachers into the teaching profession. This transition was facilitated by the assignment of a trained support provider to each beginning teacher. The support provider was charged with providing individualized support and assistance to the beginning teacher, guided by the results of the formative assessment of each beginning teacher's practice as measured by the *California Standards for the Teaching Profession*. Passage of SB

2042 (Chap. 548, Stats. 1998), which created a two-tiered teaching credential system, significantly changed the BTSA program by aligning it as the second tier in California's teacher preparation and credentialing system and by establishing the completion of a standards based induction program as a path toward the Clear Credential for the Multiple and Single Subject credentials.

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

Statutory Purposes of BTSA Induction Programs

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 for 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 is based on the *California Standards for the Teaching Profession (CSTP)* 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 research, development and evaluation

Eligibility and Participation

BTSA Induction Programs are designed to support elementary and secondary teachers who hold a preliminary credential, including Education Specialist teachers, during their first two years of employment in a teaching assignment. By working with teachers who have completed initial credential requirements, BTSA Induction builds on the knowledge, skills and abilities teachers gain in their teacher preparation programs. Upon program completion, the BTSA Induction Program Sponsor recommends candidates for the Clear Teaching Credential.

The following chart shows the number of participating teachers who have been served through BTSA Induction since 1995 and the funding provided to the programs. Of the total California school districts and county offices (1,058), BTSA Induction serves new teachers in all but 10

school districts and county offices of education, which are very small local educational agencies (LEA) with very few beginning teachers.

Year	BTSA Induction	
	# Participants	Total Funding in Millions
1995-1996	1,800	\$5.5
1996-1997	2,500	\$7.5
1997-1998	5,200	\$17.5
1998-1999	12,410	\$66.0
1999-2000	23,500	\$72.0
2000-2001	24,500	\$87.4
2001-2002	22,253	\$84.6
2002-2003	21,735	\$88.1
2003-2004	21,064	\$88.1
2004-2005	20,339	\$85.9
2005-2006	25,810	\$81.9
2006-2007	28,264	\$102.99
2007-2008	30,118	\$128.01
2008-2009	27,280	\$106.03
2009-2010	17,982	\$87.73

Italics: Flexible funding and may be used for any educational purpose

Nearly all BTSA Induction programs are operated by local school districts or county offices of education. Induction programs may be offered by California institutions of higher education (IHE); however, IHEs may not receive BTSA funding. Two universities have recently submitted an Induction Program proposal in response to the Commission’s Induction Program standards. At this time, Commission staff has been working with other interested institutions of higher education (IHE) and at least one other IHE-based induction program proposal is expected to be submitted for review in the next few months.

Retention of BTSA Induction participants in teaching can be largely attributed to the effectiveness of the BTSA Induction model. A hallmark of California’s model has always been the strength of using peer support providers for individualized assistance to teachers. The beginning teacher participating in the BTSA Induction Program has a dedicated colleague with whom to share concerns, successes, issues and questions in the context of a professional relationship during his or her first two key years in teaching. This support provider is trained in formative assessment, the *California Standards for the Teaching Profession*, the K-12 Academic Content Standards, the needs of beginning teachers, and *The Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. The support provider serves in an advisory role with beginning teachers and is not part of the district’s employment process with respect to hiring/retention decisions. The separation of induction support from the employment process allows beginning teachers to freely share information and receive assistance from the support provider, resulting in the maximum benefit from their advice and formative assessment feedback.

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.

Standards Applicable to BTSA Induction Programs

Standards of Quality and Effectiveness for BTSA Induction Programs

SB 1209 (Chap. 517, Stats. 2006), required an external evaluation of the BTSA Induction Program and of the California Intern (Intern) Program, culminating in a report submitted to the Legislature on 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 review and revision of the standards included:

- 1) reducing barriers and redundancy in teacher credentialing
- 2) streamlining the credentialing process
- 3) ensuring that the adopted standards do not require individuals to repeat new content, but instead require teachers in induction to demonstrate the knowledge and skills that were previously acquired in the preliminary teacher preparation program.

The Commission was required to adopt revised standards by July 1, 2008, and did so at the Commission meeting in June 2008. Subsequently the Commission also adopted revised *Common Standards* to include language more inclusive of Induction structures, and to add Preconditions verifying the capacity of an LEA to sponsor a BTSA Induction program.

During the 2008-2009 year, all 169 approved BTSA Induction programs revised their programs to meet the revised program standards and address the revised Common Standards. A regional review of induction program documents was held to ensure the planned program met the revised program and Common Standards. Implementation of programs using the revised standards began July 1, 2009 and the programs operating in the 2009-2010 year and beyond must meet the adopted six Induction program standards rather than the former 20 standards.

The California Standards for the Teaching Profession

Originally developed a decade ago by the Commission and the California Department of Education (CDE), the *California Standards for the Teaching Profession* (CSTP) <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf> provide the “hub” that connects teacher preparation, beginning teacher induction, and continuing expectations for current classroom teachers. Much has changed in education since the origins of the CSTP in 1997. The CSTP were revised in 2009. During the revision process staff from the Commission and the CDE worked extensively with a representative work group to revise the CSTP to clearly reflect today’s educational environment, including the current K-12 Academic Content Standards. (<http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-2C.pdf>) These standards were

adopted by the Commission and approved by the Superintendent of Public Instruction in October 2009. The State Board of Education endorsed the standards in November 2009.

While the themes within the CSTP can be applied at varying levels of teacher development depending on the experience of the teacher, the overall content remains constant throughout the teacher's career span from novice to seasoned professional. The CSTP are a cornerstone of participation in BTSA Induction and a foundational formative assessment component of the Induction Standards.

The CSTP are divided into six areas covering skills, knowledge and everyday practice that are essential to effective teaching:

1. Engaging All Students
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designed Learning Experiences for All Students
5. Assessing Students for Learning
6. Developing as a Professional

During the 2009-2010 year, BTSA Induction Cluster Region Directors (CRD) and staff from the Commission and CDE worked with stakeholder groups represented on the advisory panel to disseminate the revised CSTP (2009) to their constituents. CRD continue to lead CSTP distribution to the field (<http://www.btsa.ca.gov/>). Also, during the 2009-10 year, staff from the California Department of Education and the Commission joined panel members to work with the New Teacher Center in Santa Cruz to establish a "Continuum of Teacher Development" which describes levels of practice aligned with the 2009 CSTP.

Retention in Teaching

Each year approved BTSA programs are required to submit data on teacher retention to the Commission. Beginning in fall 2006 the data submitted was linked directly to each participant enrolled in the local program. The program identifies if the individual is teaching, in a leadership position in education, on leave, known to be not teaching, or if the status is unknown. The information from the most recent retention report was presented in a Statistic of the Month and shows that over 87% of individuals who were in BTSA in 2004-2005 were still teaching after five years, <http://www.ctc.ca.gov/educator-prep/statistics/2008-12-stat.pdf>.

The Formative Assessment for California Teachers (FACT) System

Formative Assessment is a cornerstone of BTSA Induction. The adopted standards require the participating teacher and support provider to collaboratively collect, analyze, and act upon evidence of the participating teacher's practice. Education Code §44279.25 (c) charged the Commission to review and redesign the state-developed formative assessment system to align with the revised Induction Program Standards (2008). Approved programs may elect to use the state-developed formative assessment system or a locally developed formative assessment system that meets the adopted standards. The Santa Cruz New Teacher Center has developed its Formative Assessment System or NTC FAS, which a number of approved programs implement. The state developed formative assessment system is Formative Assessment for California Teachers (FACT).

FACT is a process-based formative assessment system now used within BTSA Induction to provide information and feedback on teaching performance so that each participating teacher can build upon the knowledge, skills, and abilities that he or she brings to the induction experience. Unlike the sequential California Formative Assessment and Support System (CFASST), the FACT system requires each participant to build upon his or her strengths and experiences in the preliminary teacher preparation and customize the induction experience to address his or her individual needs. Through participation in four different FACT modules, the participating teacher examines current practice, researches an area for growth, and regularly reflects upon that growth. The FACT Overview graphic, provided as Appendix A, offers a visual representation of the FACT formative assessment system.

Development Process for FACT

The FACT Design Team members worked from 2006 to 2008 to review and propose revisions to CFASST, the original BTSA Induction system's formative assessment system. The development work resulted in a significant revision to the original version of BTSA Induction's standards-aligned formative assessment. A select number of programs participated in a field test during the 2007-08 year, followed in 2008-09 by a pilot of the FACT system by all interested BTSA Induction programs. During the 2009-2010 year, a BTSA Induction CRD work group made revisions to the piloted formative assessment materials and to the associated support provider training, based on feedback from practitioners during the field test year.

Components of the FACT System

The participating teacher along with a support provider who has completed intensive professional development in supporting beginning teachers and formative assessment interact with each of the components of the FACT system during induction. A brief description of the four components follows:

1. Context for Teaching and Learning (CFTL)

Participating teachers work with a support provider to collect information pertinent to their classroom, school, district and community; analyze the information; and then apply it in the participating teacher's classroom. This series of activities supports the participating teacher in gaining a deep understanding of his or her students, school, district and community.

2. Assessment of Teaching and Learning (ATL)

The participating teacher and support provider discuss the participating teacher's experiences with meeting California's *Teaching Performance Expectations* and examine how those experiences bridge with the CSTP and induction, while allowing the participating teacher to highlight both strengths and areas for future growth. An initial observation is conducted by the support provider and then the participating teacher completes a self-assessment of his or her skills as measured by the CSTP and the Induction standards. This information becomes the foundation for the work in the subsequent Inquiry module.

3. *Inquiry into Teaching and Learning (ITL)*

The inquiry is an action research project, the topic of which is chosen by the participating teacher. The inquiry is individualized to reflect the teacher's students' needs and to align with the school or district requirements and activities so as to embed formative assessment into daily teaching practice. Using information from ***Context for Teaching and Learning*** and ***Assessment of Teaching and Learning***, participating teachers determine a focus area for their action research, develop and implement an action plan, reflect on evidence collected, and apply new learning to future practice.

4. *Summary of Teaching and Learning (STL)*

The Summary of Teaching and Learning guides the participating teacher in bringing closure to the year by reviewing the results of the ***Context for Teaching and Learning***, ***Initial Assessment Teaching and Learning***, and ***Inquiry into Teaching and Learning modules***. The participating teacher and support provider reflect together on the year's activities, identify observed areas of growth, and develop a plan for continued professional development.

Difference between Year 1 and Year 2 in FACT

As currently designed, BTSA Induction 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, adding depth and complexity during the second year. Some examples of the differences in the FACT system for second year participants include:

- 1) revisiting the ***Context for Teaching and Learning*** to update the information for the current school and classroom context and discuss contextual components at a deeper level
- 2) revisiting the ***Assessment of Teaching and Learning*** to update the self-assessment and use the information to determine a focus during the second year
- 3) adding an additional inquiry cycle during the second year of teaching, if desired by the program sponsor

An evaluation of the new FACT system has just been completed by the Sinclair Research Group. Provided below are comments from the Summary of Findings:

Program directors believe “that the FACT system is a great improvement upon CFASST” with its “increased flexibility and option, convenience of online format, not as much paperwork, more relevant excellent training, job-embedded activities and improved organization.”

“Program directors strongly believe that the FACT System had the most positive effect on first-year teachers in CSTP 2 (Creating and Maintaining Effective Environments for Student Learning) and second-year teachers in CSTP 4 (Planning Instruction and Designing Learning Experiences for all Students) and CSTP 5 (Assessing Student Learning).”

“Participating teachers and support providers both believe that the FACT System experiences have helped participating teachers become more effective in each of the six overall California Standards for the Teaching Profession (CSTP).”

“Both participating teachers and support providers believe that all of the various FACT System experiences had a positive impact on participating teacher classrooms” with “the top six rated areas...sharing insights, observation, informal observation, analyzing student work, assessment conversations regarding criteria and assessment of learning.”

“Both the participating teachers and the support providers felt the FACT System provided a consistent system for improving current practices and development, as well as meeting long-term professional needs.”

Data shows that “While a skilled support provider did not guarantee a helpful and effective program, it could be seen that an unskilled support provider negatively impacted the overall effectiveness of the FACT System.”

“Overwhelmingly, support providers reported that FACT illustrates that teaching is a growth process that is never finished” and as a system “provided multiple opportunities for them to reflect and self-assess on their one classroom practice using the CSTP as a guide.”

Support providers stated “FACT provided a structure for participating teachers to better understand their practice and, consequently, modify instruction to meet the needs of their students.”

“Participating teachers agree that the FACT System has impacted their classroom practice by deepening the thoroughness of their lesson planning and subsequent delivery of content.”

The independent evaluation has found that FACT is much less paper driven than CFASST, building upon the individual’s experience in preliminary preparation and supports the individual’s growth, and has been well received.

BTSA Induction and Accreditation

Another major shift in the evolution of the BTSA Induction program was their inclusion, coincidental with the implementation of the revised Induction Program Standards in 2009, in the Commission’s accreditation system. BTSA Induction programs are now part of the accreditation system for the first time in BTSA Induction history, and through participation in the accreditation process, BTSA Induction programs must verify that they continue to align to the Commission’s program standards.

Beginning in the 2009-10 year, the 169 currently-approved BTSA Induction Programs participated in all accreditation activities of the Commission’s accreditation system with the

exception of the site visit for the Yellow Cohort Induction Programs. In lieu of a site visit, the programs in the Yellow cohort participated in Program Assessment. A complete listing of BTSA Induction accreditation cohort activity information can be found at <http://www.etc.ca.gov/educator-prep/program-accred.html>

BTSA Induction and the Flexible Funding Provisions of SBX3 4 (Chap. 12, Stats. 2009)

On February 20, 2009 Governor Arnold Schwarzenegger signed a package of bills including SBX3 4 Section 15, *Education Code* §42605, which revised the 2008-09 enacted budget and also put into place a 2009-10 budget which provided LEAs with spending flexibility. LEAs were able to use funds from about 40 categorical programs, including the Teacher Credentialing Block Grant of which the BTSA Induction program was a part, for any educational purpose for a five-year period ending June 30, 2013. While the underlying statutes for programs affected by the flexibility provision remain in place, the language of the bill states that LEAs using the flexibility provision “shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory, and provisional language.” The February 2009 legislation provides that funding in the five-year period for affected programs shall be allocated based on 2008–09 LEA funding levels rather than previous factors used in the funding formulas. Previously BTSA Inductions funding was based on a per-participating teacher allocation. This flexibility was unprecedented and LEAs are now able to redirect funding from the 40 categorical programs to “any educational purpose.”

Current Status

The impact of the flexible funding provisions of SBX3 4, combined with K-12 economic hardships has led to unprecedented hiring freezes and teacher layoffs that have significantly impacted beginning teachers throughout California. In the 2009-2010 year, there were 169 BTSA Induction programs throughout the state, organized into 6 clusters and supported by 11 Cluster Region Directors. These programs included 17,982 participating teachers, served by 8,016 support providers. These numbers show a decrease from the 2008-2009 year, which included 27,280 participating teachers, served by 11,793 support providers. Anticipated numbers for the 2010-2011 year show an additional decrease of participating teachers expected. Coinciding with the decrease in number of participating teachers, most LEAs leveraged the flexible funding capacity to decrease funding allocated for their BTSA Induction programs. The cluster regional directors state that 52% of the programs report that they will have significantly less funding devoted to the BTSA induction program.

Historically, a program approved by the Commission or Committee on Accreditation is considered “approved” until the program is officially “withdrawn” or replaced by a new program operating under new standards. At the May 2008 meeting of the Committee on Accreditation (COA), the Committee took action to add a third status category of educator preparation programs: “inactive.”

Of the currently-approved 169 BTSA Induction programs, at this time only one program has chosen the accreditation option of withdrawing its program, due to low participating teacher numbers and other fiscal priorities in the district. One other BTSA Induction program has chosen to join the local county office BTSA Induction program, lessening the administrative structure and fiscal responsibility. One program plans to go inactive for the 2010-2011 year and

9 programs will not be accepting new candidates in the 2010-2011 year. At the end of the 2010-2011 year a decision will then be made by each of these programs whether to continue in active status, go inactive, or withdraw the program.

One of the hallmarks of the BTSA Induction program has always been program directors who have a deep understanding of new teacher development and support, and now, a greater understanding of accreditation. During the 2009-2010 year, many BTSA Induction program directors have experienced modifications to their job descriptions, with additional duties outside of BTSA induction being moved into their areas of responsibility. In many instances, the additional duties are quite significant and districts recognize the high quality of program directors, due in part to the extensive training they have experienced over the years in BTSA Induction. This has resulted in less time that directors have to devote to program administration and the coordination of professional growth opportunities for individual participating teachers.

Future Work

The BTSA Induction programs are now participating in the Commission's accreditation system, guided by the Cluster Region Directors with the support of the BTSA Interagency Task Force. The COA and the Commission's accreditation staff will be interacting with approved Induction programs through the biennial reports, program assessment and accreditation site visits. Additional updates will be provided to the Commission in the future.

Appendix A

Formative Assessment **FACT** for California Teachers



Return to Context for Teaching and Learning and Assessment of Teaching and Learning Year 2

