RIMS-BTSA
Professional Teacher Induction Program

Riverside County Office of Education

Barbara Howard, Director II
Teacher Support Center
Presentation Purposes

- Describe and overview our Induction Program and how, as a consortium, we ensure the program is locally driven, job-embedded and contextualized.

- Offer the data we have collected as evidence of Induction’s impact.

- Describe how the Local Control Funding Formula will impact our program implementation.

- Offer our thoughts on moving forward, as the Commission considers reviewing the implementation of induction.
Our Mission…
Promoting Teacher Effectiveness
To ensure Student Success

Our Vision…
Improving student learning…
One conversation at a time.

Our Purposes…

• Student Achievement
• Teacher Professional Growth and Development
  • Teacher Support and Retention
  • Teacher Leadership Opportunities
• **1,269 Participating Teachers**
  - 1,234 Program Funded PTs
  - 35 Self-Paying PTs

• **564 Support Providers**

• **School Types Serviced:**
  - **56 Public School Districts**
  - 48 Charter Schools
  - 17 Private Schools
  - 1 Special State School
    - California School for the Deaf, Riverside (CSDR)
  - 1 Statewide School
    - California Education Authority, Dept. of Corrections (CEA)
  - Online Pilot
Structure of Support for the Program, Satellite Regions, and Districts

PROGRAM DIRECTOR
Barbara Howard

CREDENTIAL SUPPORT
Sharon LaValley
  Coordinator
  Latasha Porter

FISCAL SUPPORT
Lisa Cassel
  Program Specialist
  Grace Aviles

MANAGER SUPPORT
Jeanne Gahagan
  Satellite 1 Riverside
  Satellite 2 Low Desert
  Satellite 3 South County
  Susan Dickson, Gwen Hancock, Christine Matthew

TECHNOLOGY SUPPORT
Melissa Meeter-Hall & Princess Solomon
  Satellite 4 San Bernardino
  Satellite 5 High Desert
  Tammy Nguyen & Hessa Twomey

UNIVERSITY PARTNERS
UCR
  Graduate School of Education
  Dean Douglas Mitchell

CSUSB
  College of Education
  Dr. Zachary Haberler
  Dr. Ruth Sandlin
  Dr. Kurt Kowalski
  Dr. Jamie Drantley
If we always start with the ‘Why’...

What is Induction’s ‘Why’?

- **Student Achievement**
- **Teacher Growth and Development**
- **Teacher Support and Retention**
Impact on Student Learning

Change in Academic Achievement: 2011-2012 (N=29,957)

Pre Scores
- Far Below Basic: 26.00%
- Below Basic: 23.00%
- Basic: 24.00%
- Proficient: 18.00%
- Advanced: 10.00%

Post Scores
- Far Below Basic: 8.30%
- Below Basic: 12.40%
- Basic: 23.20%
- Proficient: 31.40%
- Advanced: 24.70%

Change in Academic Achievement: 2012-13 (N=27,584)

Pre Scores
- Far Below Basic: 26.78%
- Below Basic: 21.44%
- Basic: 24.11%
- Proficient: 18.44%
- Advanced: 9.23%

Post Scores
- Far Below Basic: 9.35%
- Below Basic: 12.30%
- Basic: 23.19%
- Proficient: 32.49%
- Advanced: 22.67%

Data derived from Pre and Post Assessments administered as part of the teacher’s FACT Inquiry Process. These are a wide range of assessment, both standardized and non-standardized.

Results:
- These results are very similar to the 2009/10 and 2010/11 results
- Students scoring “far below basic,” “below basic,” and “basic” decreased by approximately 29% in 2011-12 and 2012-13
- Students scoring “Proficient” and “Advanced” increased by approximately 28% in 2011-12 and 2012-13

Marie-France Orillion, Ph.D. & Debbee Huston | UC Riverside Graduate School of Education
HOW we Implement Influences Impact

Job-embedded – Contextualized – Local Control

– Teachers are focusing their learning through the lens of their school’s learning community.
– Fully aligned to state and local initiatives, focused on Common Core aligned effective instruction
– District integrated support
– Individualized – Non-duplicative Learning
Pyramid of Support

PARTICIPATING TEACHER

District / School Support Provider

District / School Liaison

RIMS-BTSA Program Managers

RIMS-BTSA Fiscal Team & Credential Team

RIMS-BTSA Director
RIMS-BTSA Consortium
Professional Teacher Induction Program

PARTICIPATING TEACHER

Support Provider

Program Manager

District Liaison

Orientation

Inquiry Support Sessions

Colloquium
Implementation Adjustment

Local Control Funding Formula

Program Implications
County Office Funding Complexities

• Our county office leaders are and have been visionary supporters of new teacher induction and did not sweep any Teacher Credentialing Block Grant funding during the 2009-13 flexibility times.

• Fortunately the LCFF allows funding streams to continue to the approved LEA, so in the short term, our program continues to support our participating districts.

• But, the new County Office funding model creates challenges for consortium programs.

• Those revenues will not continue to be available as they currently are.
Operational Grant

County Office Base *Funding*

1. County Office Base Grant
2. Amount per District in the County
3. Amount per Student in the County

Alternative Education

County Office *Funding* For Students

ADA
- Base Grant
- Supplemental Grant
- Concentration Grant *for:*

1. Probation;
   Probation Referred;
   Expelled ADA;
   Paroled

2. Juvenile Court School

Hold Harmless

Based on Current County Office *Funding* Levels

*Including but not limited to:*
- Teacher Credentialing Block Grant
- Alternative Certification Block Grant
- ROP / CTE
- AVID
- Foster Youth
- CAL-SAFE
- Opportunity Schools, Specialized Schools, Community Day School, Adults in Correctional Facilities and County School Tuition
- Fiscal Oversight
- Professional Development Block Grant
- EIA
- Deferred Maintenance
- Instructional Materials
- CAHSEE Intensive Instruction and Services
- Williams / Valenzuela
- School Safety and Violence Prevention
- Other...
Actual Costs to run organization

Entitlement
AE
COG

Assumes Growth and COLA

Hold Harmless

$-  $10,000,000  $20,000,000  $30,000,000  $40,000,000  $50,000,000  $60,000,000

How will we make up the difference?

- Will districts be willing and/or able to cover more costs associated with Induction?

- Will those costs be passed on to beginning teachers? How much of the cost?

- If new teachers are required to “Pay” for Induction, how does that translate into support intended to retain them in the profession?

- What equity concerns will we face for the students of beginning teachers whose agencies choose not to participate in Induction?
Implications…
Two Important Questions

• Will competition in the Induction marketplace promote improvement or drive standards down to entice the ‘customer’?

And more importantly…

• How will we ensure Equity for the Students of beginning teachers?
The Marketplace Question

Competition can drive innovation and improvement, but the stakes are high and appropriate ongoing monitoring of program implementation by the accrediting body will be crucial.
The Equity Question

• The most important concern in sorting out the funding issues is that of equity for our neediest students.

• Historically, our neediest students have been served by our least prepared teachers. This is especially true in times of teacher shortage.

• How do we ensure that ALL students are taught by fully prepared teachers?
Our thoughts on moving forward…

• We stand ready to work with the Commission in reviewing the implementation of Induction to ensure a strong system of support and assessment resulting in positive impact for students.

• WE believe that ALL students of first and second year teachers are best served by an appropriately supported teacher. All 1\textsuperscript{st} and 2\textsuperscript{nd} year teachers should receive commission approved, developmentally appropriate, differentiated support.

• We see a need to establish a means of monitoring the support of new teachers on temporary contracts in light of the impact on their students.

• We believe that creative thought should be given to the preliminary renewal timeframe to ensure that Induction happens in the first two years.
• We believe that the effectiveness of the Mentor/ Support Provider is the key to individualization and contextualizing.

• We fully support and stand ready to work with the commission on developing protocols to ensure appropriate mentor selection, their ongoing professional learning and the appropriate monitoring of service provided to beginning teachers.

• We recognize that sufficient resource allocation for the accrediting body to monitor program implementation is essential in this new fiscal landscape.

• As an Induction community, we are committed to engaging in serious ongoing study of Induction’s impact on student learning and collect data to illuminate which facets of Induction are most impactful on teacher learning that leads to student achievement.
“I find the great thing in this world is not so much where we stand, as in what direction we are moving... we must sail sometimes with the wind and sometimes against it... but we must sail and not drift nor lie at anchor.

Oliver Wendell Holmes, Sr. (1809-1894)
Impact on Student Learning
Fact Inquiry Data
Results:

• In 2009-2010, 18.5% of students initially categorized as far below basic moved to a more advanced category. 49% of students advanced one or more proficiency bands.

• In 2010-2011, 21.36% of students initially categorized as far below basic moved to a more advanced category. 52% of students advanced one or more proficiency bands.

• In both years the percent of “advanced” students increased by 15% on the post-test.
Impact on Student Learning

Change in Academic Achievement: 2011-2012 (N=29,957)

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Percent of Students in Each Category

Change in Academic Achievement: 2012-2013 (N=27,584)

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Percent of Students in Each Level

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Impact on Teacher Growth

Continuum of Teaching Practice Data
Teacher Growth Comparison
Year 1 Teachers

- Pre-inquiry both groups of teachers were concentrated to the left of the continuum, in “Emerging” and “Exploring”

- In 2011-12 the concentration shifts to the right, to “Exploring” and “Applying” post-inquiry

- The 2012-13 distribution is similar, although slightly more teachers self-assessed as “Integrating”
Pre-inquiry both groups are skewed to the left with the mode at “Exploring.”

Post-inquiry both are skewed to the right, indicating growth

The 2011-12 post-inquiry mode is approximately evenly split between “Applying” and “Integrating”

The 2012-13 mode is at “Applying,” with a large percentage also at Integrating
Teacher Growth Comparison
SB 57 Teachers

- Pre-inquiry both groups are skewed to the left with the mode at “Exploring.”
- Post-inquiry both are skewed to the right, indicating growth.
- In 2011-12 the mode was evenly split between “Applying” and “Integrating.” A similar pattern emerged in 2012-13.
Impact on Teacher Growth

State Survey Data
Mean values resulting from "to what extent did they grow in their practice in the following areas as a result of their participation in BTSA Induction?"

- Teaching to content standards: 3.10
- Using assessment data to design instruction: 3.23
- Developing a repertoire of teaching strategies: 3.12
- Collaborating with teachers and other resource personnel: 3.10
- Ensuring access to the curriculum for all students: 3.09
- Differentiating instruction: 3.24
- Fostering a safe environment that promotes student well-being: 3.03
- Managing the classroom: 2.99
- Using technology as a teaching tool: 2.95
- Using technology as a learning tool: 2.94
- Prioritizing the professional workload: 2.91
- Minimizing bias and using culturally responsive pedagogy: 2.91
- Teaching students with special needs: 2.92
- Teaching English Language Learners: 2.98
- Ability to communicate and collaborate with families: 2.90

Marie-France Orillion, Ph.D. | UC Riverside Graduate School of Education, Teacher Professional Development Programs
Impact on Teacher Retention

Retention Study Data
Teacher Retention Data

Induction Teacher Retention Snapshot

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<td>BTSA - 612</td>
<td>87.60%</td>
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<td>State</td>
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<td>73.49%</td>
<td>71.89%</td>
<td>74.52%</td>
<td>74.11%</td>
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Dr. Linda Scott Hendrick & Debbee Huston | UC Riverside Graduate School of Education
21\textsuperscript{st} Century Induction Innovations
Pilot Online Induction

Serving beginning teachers for whom…

– A local induction program is not available

– Are teaching in a “Virtual” setting

– Have a strong inclination for Online Learning and Online Community Building
• Teachers will engage in a fully-online and shared learning experience through self-reflection and peer collaboration.

• Utilizing Haiku LMS and Blackboard Collaborate, our cutting-edge induction program prepares educators to facilitate learning in student-centered 21st Century classrooms aligned to the Common Core Standards.

• Teachers will engage in evidence-based inquiry, driven by the California Standards for the Teaching Profession.

• Participants will receive individualized reflective coaching from Leading Edge Certified® mentors in innovative, job-embedded professional learning.
Cycle of Inquiry

Extend Knowledge
Strategic examination of pedagogy and resources; synchronous sessions

Apply
Purposeful application of new learning; individual job-embedded

Collaborate
Coaching conversations; peer feedback; knowledge and resource sharing; synchronous sessions

Reflect
Evidence-based self-reflection captured through a variety of webtools