



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*

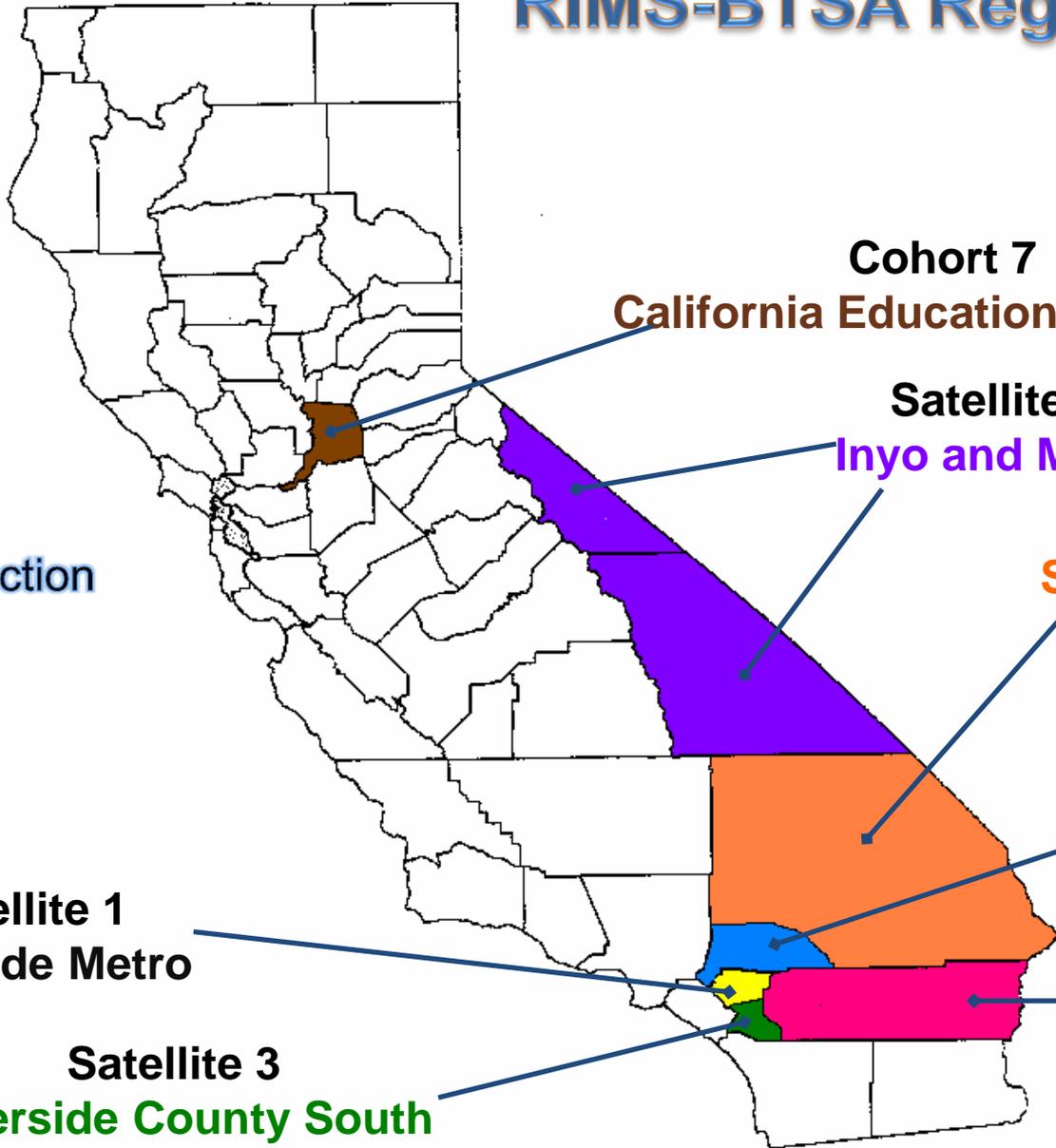
Our Vision...

*Improving student learning...
One conversation at a time.*

Our Purposes...

- *Student Achievement*
- *Teacher Professional Growth and Development*
 - *Teacher Support and Retention*
 - *Teacher Leadership Opportunities*

RIMS-BTSA Regional Map



Cohort 7
California Education Authority

Satellite 6
Inyo and Mono

Satellite 5
**San Bernardino
High Desert**

Satellite 4
**San Bernardino
Urban**

Satellite 2
**Riverside
Low Desert**

Satellite 1
Riverside Metro

Satellite 3
Riverside County South



Online Induction

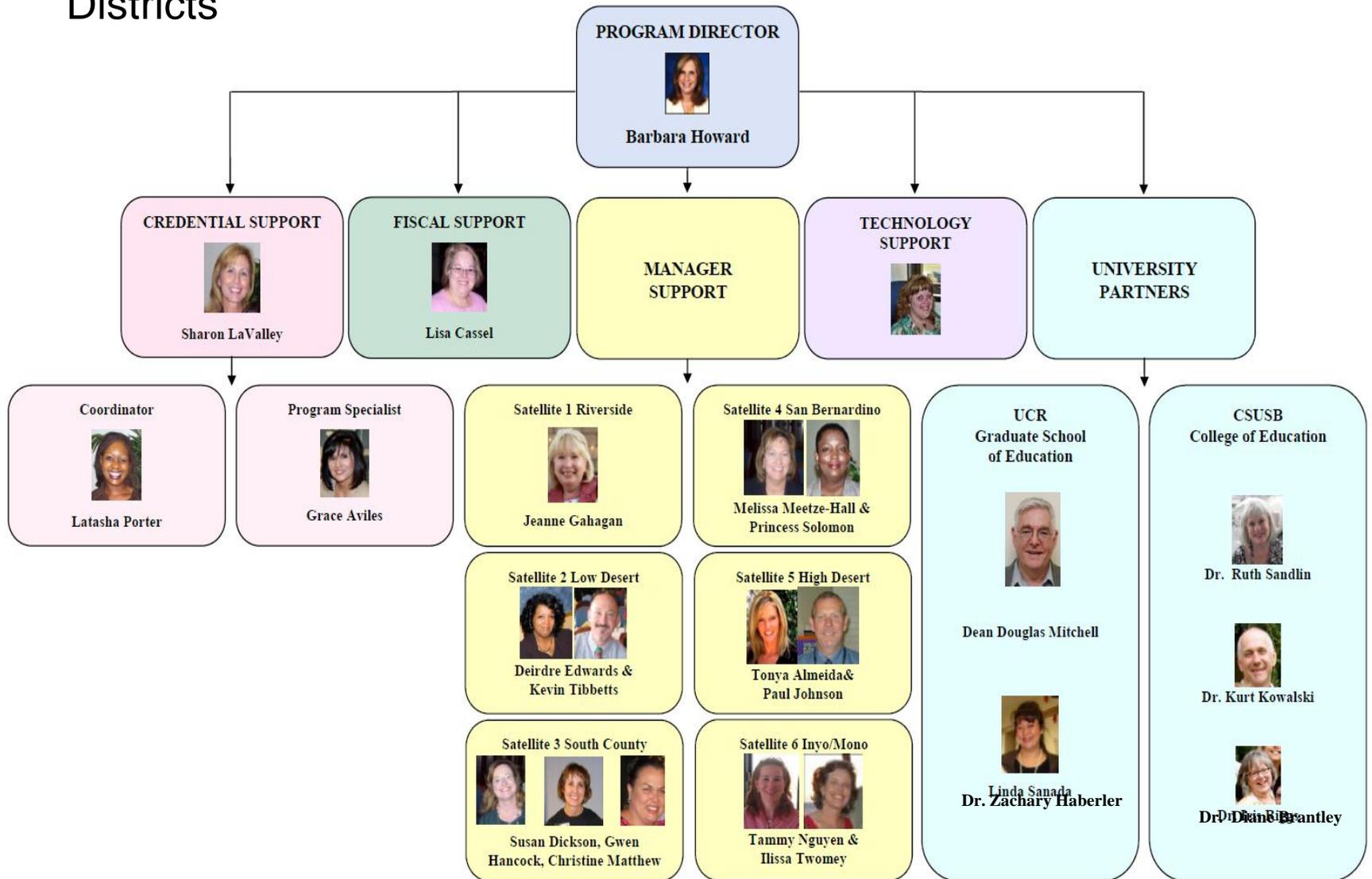


RIMS-BTSA 2012/13

Member
Cluster
Region 6

- **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



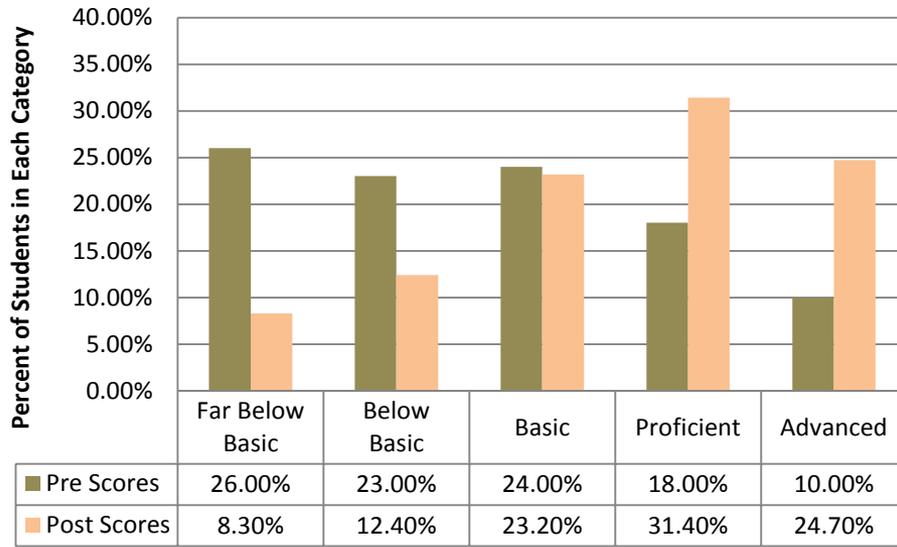
If we always start with the 'Why'...

What is Induction's 'Why'?

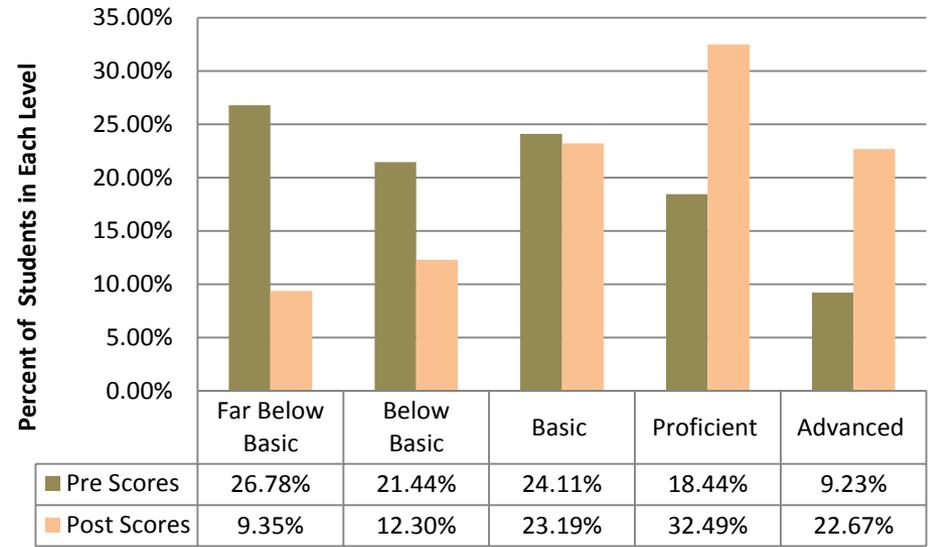
- **Student Achievement**
- Teacher Growth and Development
- Teacher Support and Retention

Impact on Student Learning

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



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



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:

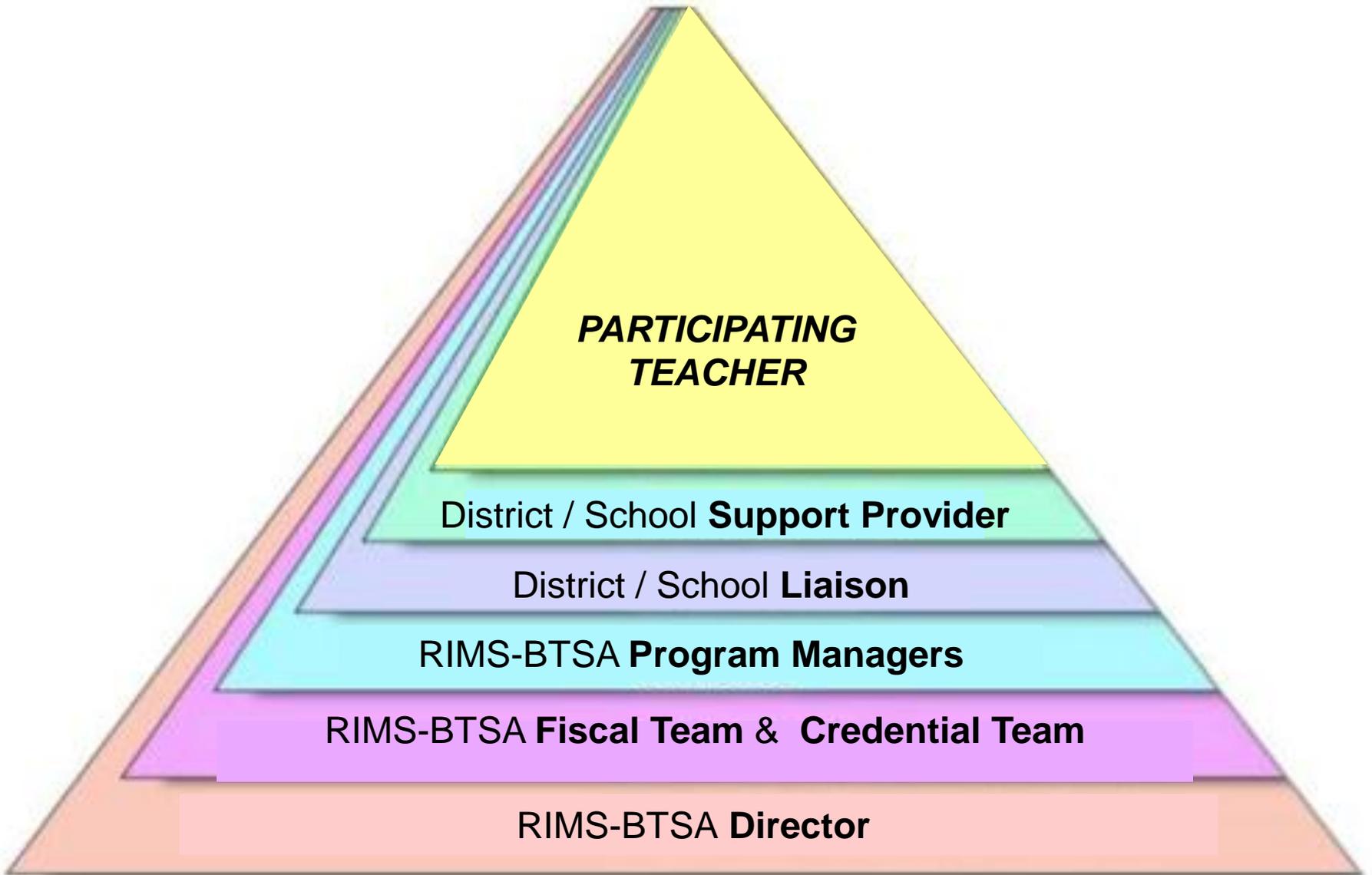
- These results are very similar to the 2009/10 and 2010/11 results
- Students scoring “far below basic,” “below basic,” and “basic” decreased by approximately 29% in 2011-12 and 2012-13
- Students scoring “Proficient” and “Advanced” increased by approximately 28% in 2011-12 and 2012-13

HOW we Implement Influences Impact

Job-embedded – Contextualized – Local
Control

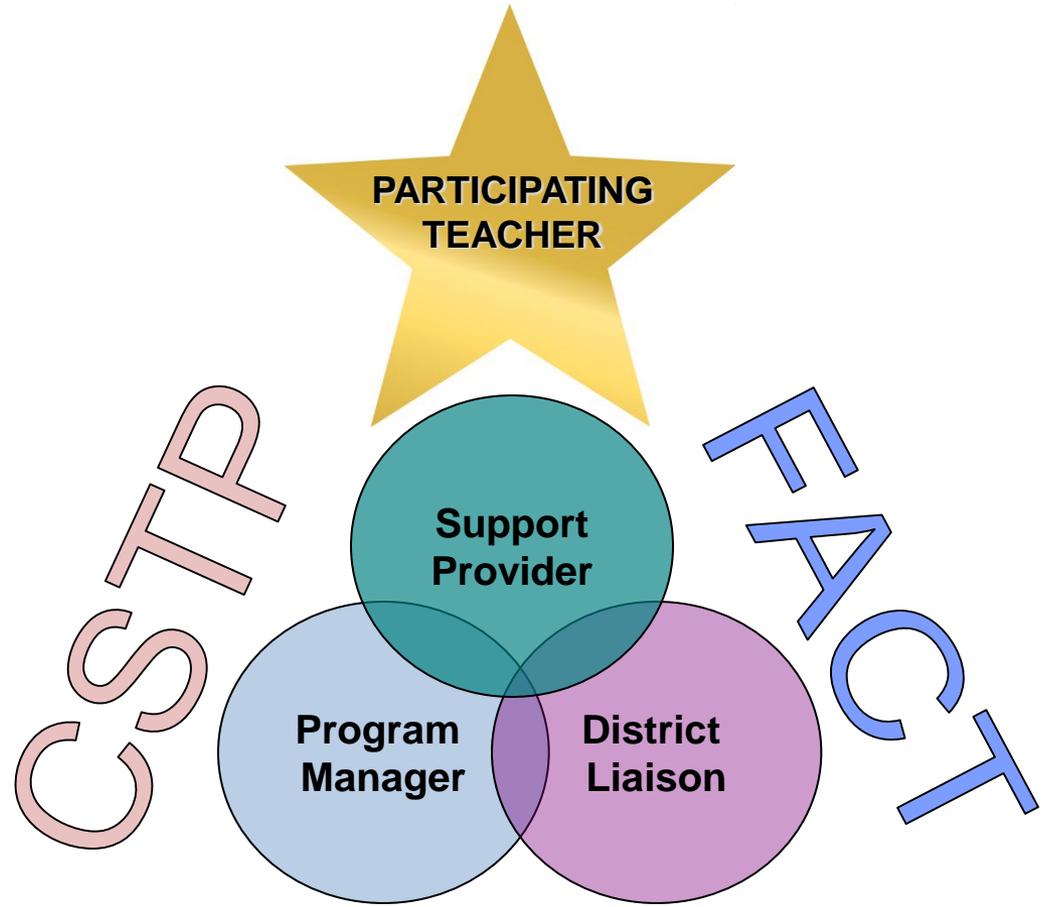
- Teachers are focusing their learning through the lens of their school's learning community.
- Fully aligned to state and local initiatives, focused on Common Core aligned effective instruction
- District integrated support
- Individualized – Non-duplicative Learning

Pyramid of Support





RIMS-BTSA Consortium Professional Teacher Induction Program



RIMS-BTSAONLINE®

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

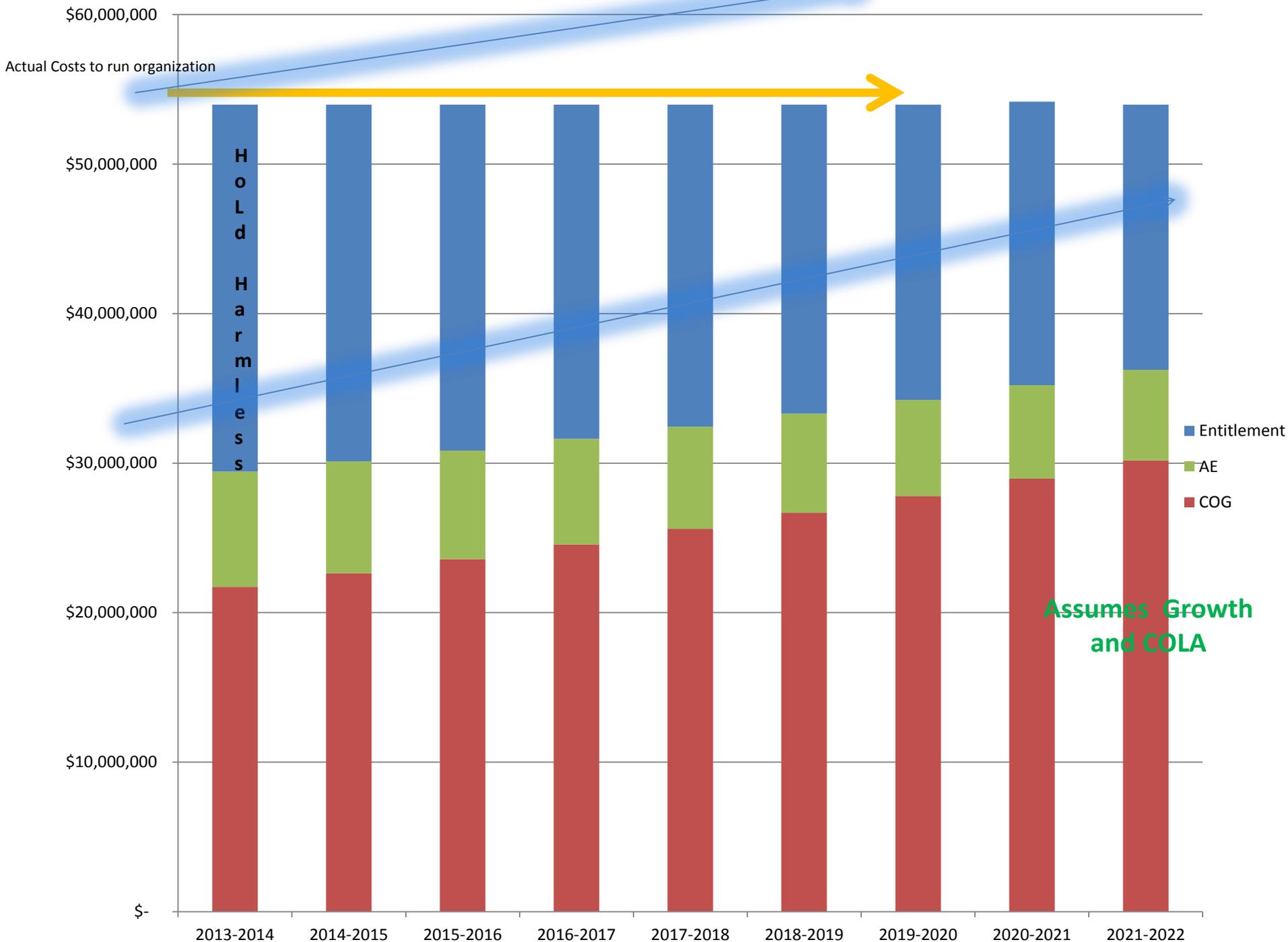
2. Juvenile Court School

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...



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 1st and 2nd 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.

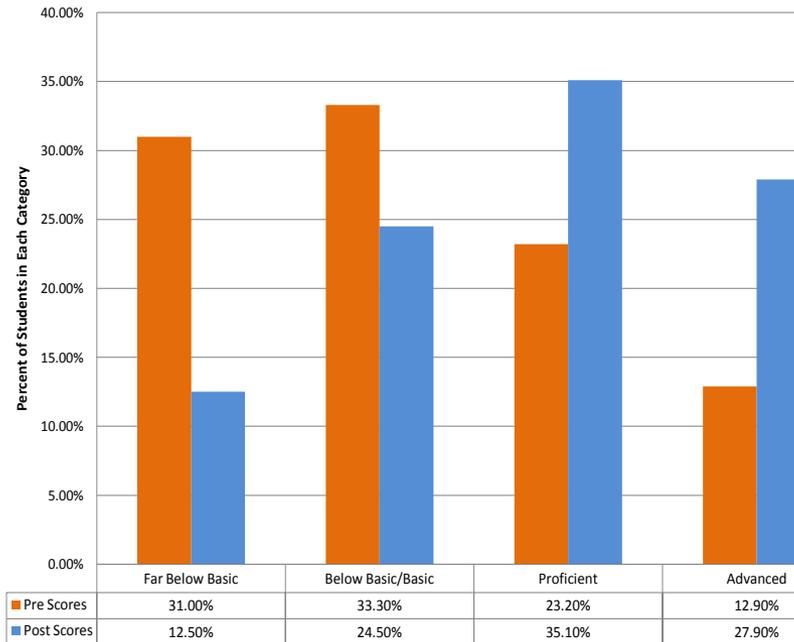
“I find the great thing in this world is not so much where we stand, as in what direction we are moving... we must sail sometimes with the wind and sometimes against it... but we must sail and not drift nor lie at anchor.

Oliver Wendell Holmes, Sr. (1809-1894)

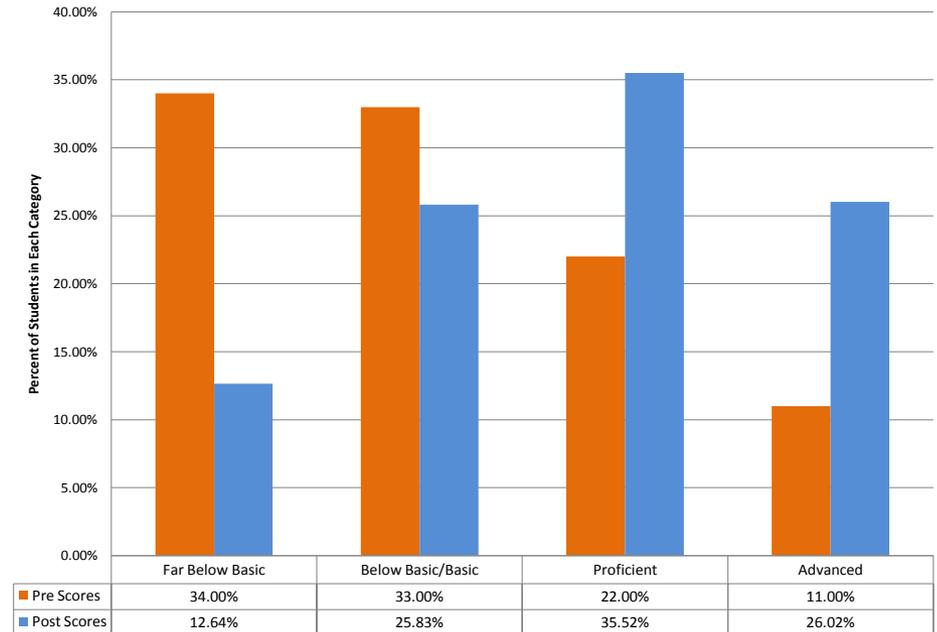
Impact on Student Learning Fact Inquiry Data

FACT Impact on Student Learning

Change in 2009-2010 Student Achievement Pre/Post Scores



Change in 2010-2011 Student Achievement Pre/Post Scores

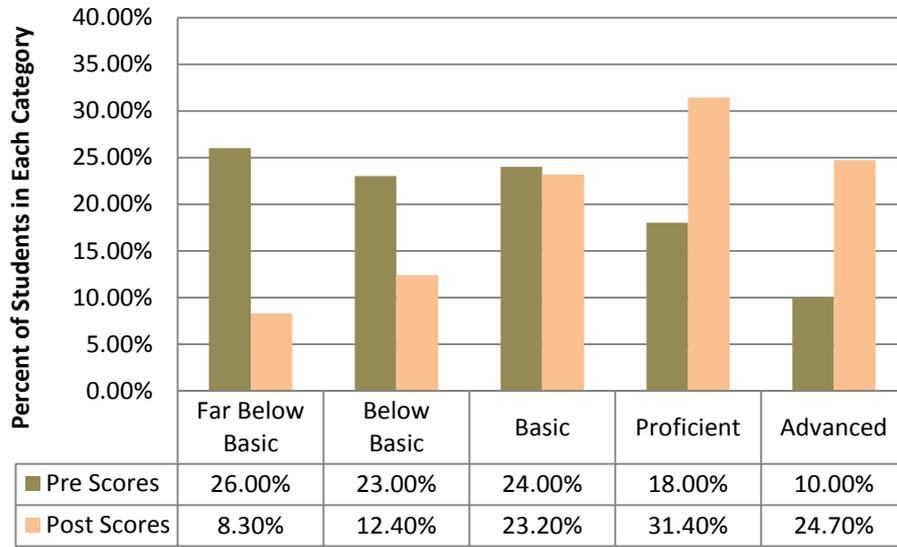


Results:

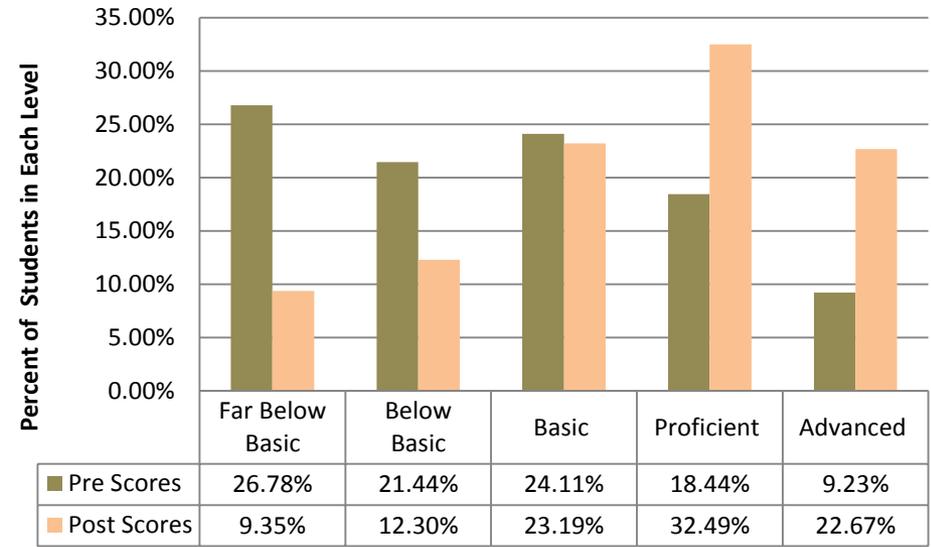
- In 2009-2010, 18.5% of students initially categorized as far below basic moved to a more advanced category. 49 % of students advanced one or more proficiency bands.
- In 2010-2011, 21.36% of students initially categorized as far below basic moved to a more advanced category. 52% of students advanced one or more proficiency bands.
- In both years the percent of “advanced” students increased by 15% on the post-test.

Impact on Student Learning

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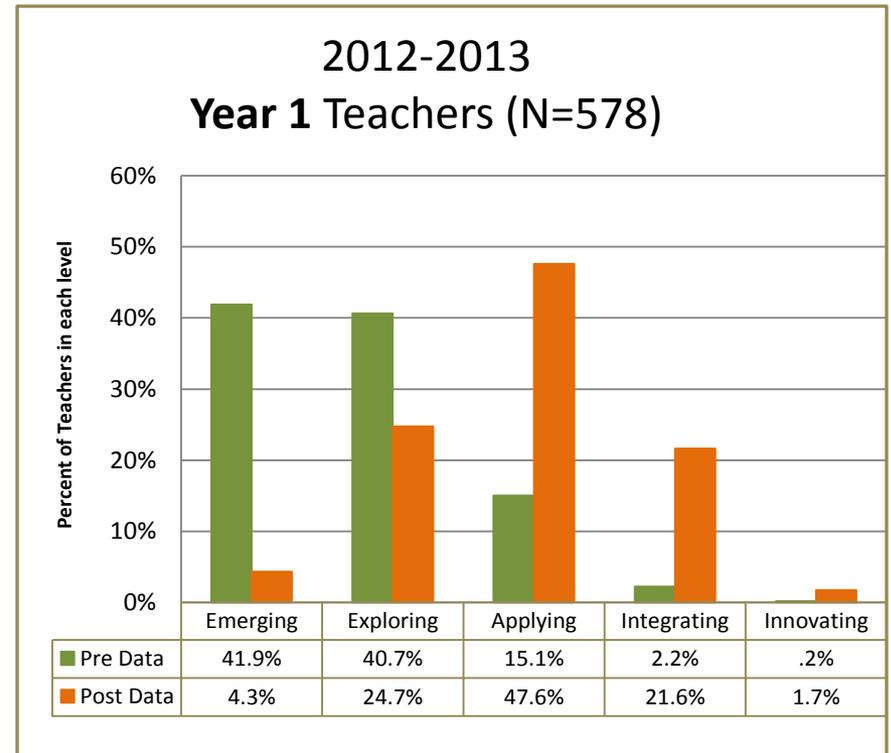
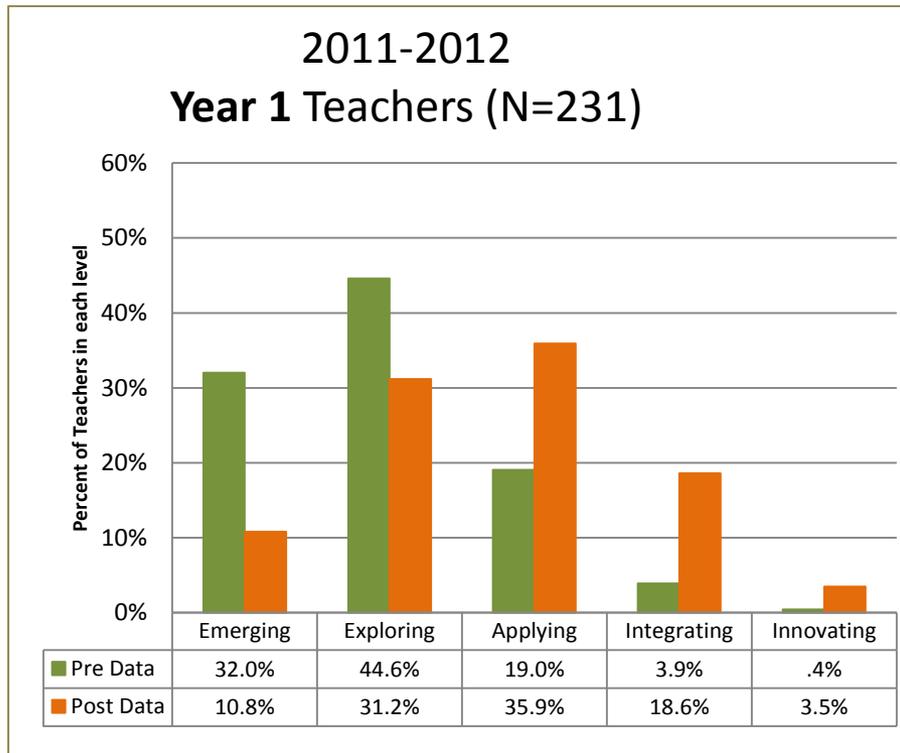
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Impact on Teacher Growth

Continuum of Teaching
Practice Data

Teacher Growth Comparison

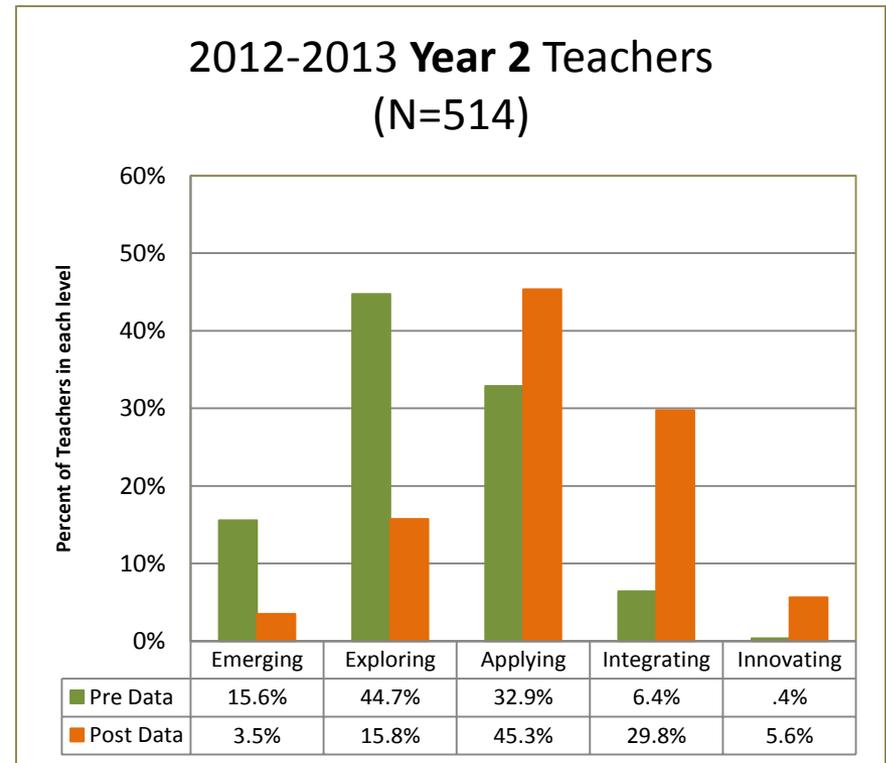
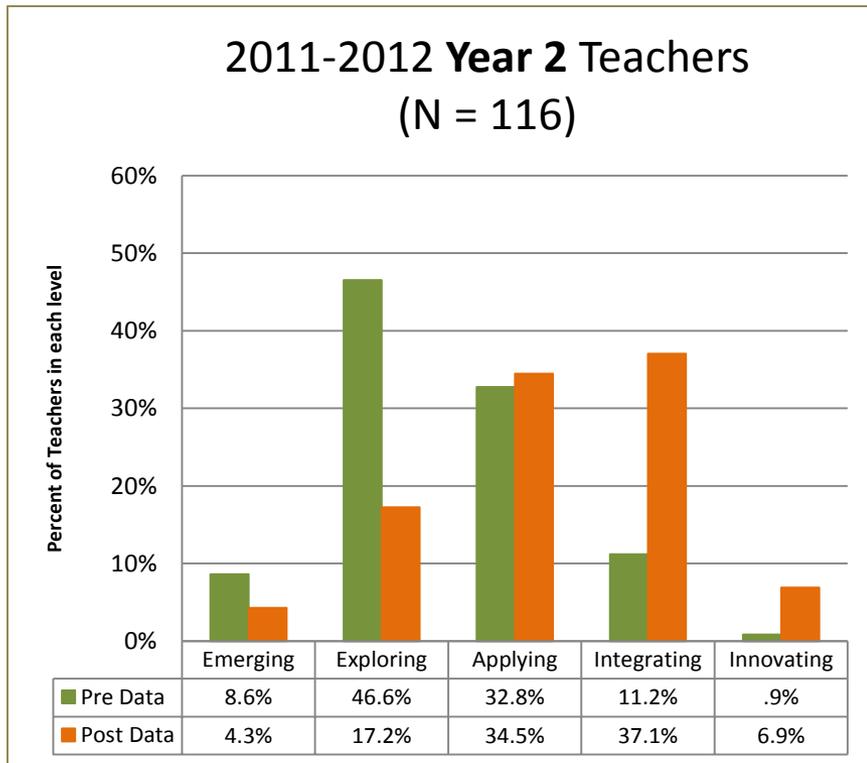
Year 1 Teachers



- 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”

Teacher Growth Comparison

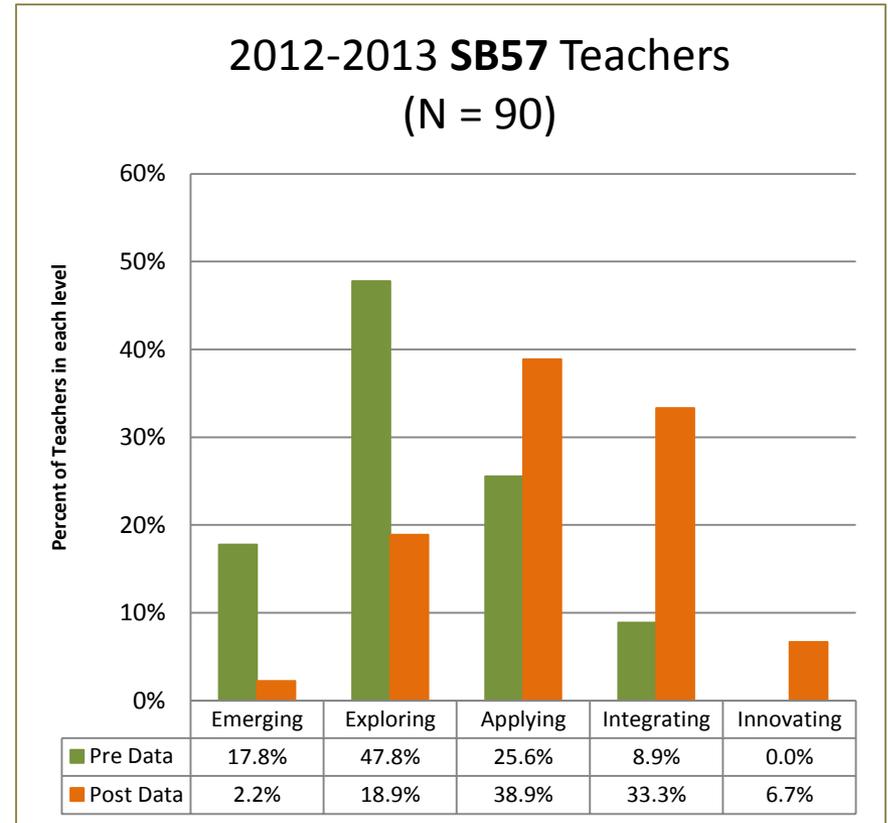
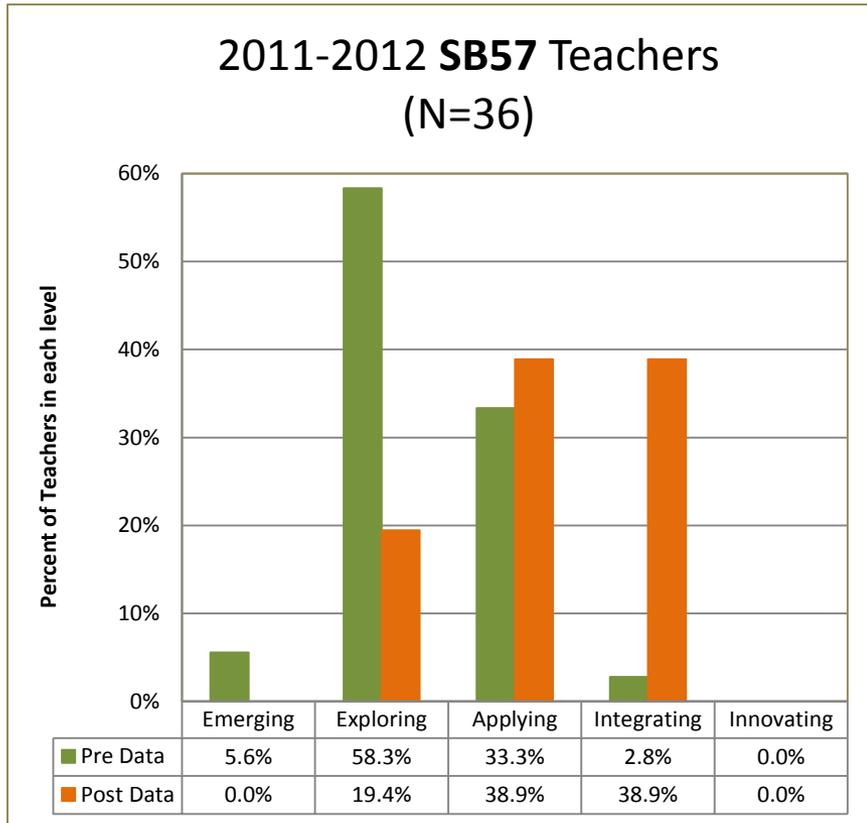
Year 2 Teachers



- Pre-inquiry both groups are skewed to the left with the mode at “Exploring.”
- Post-inquiry both are skewed to the right, indicating growth
- 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

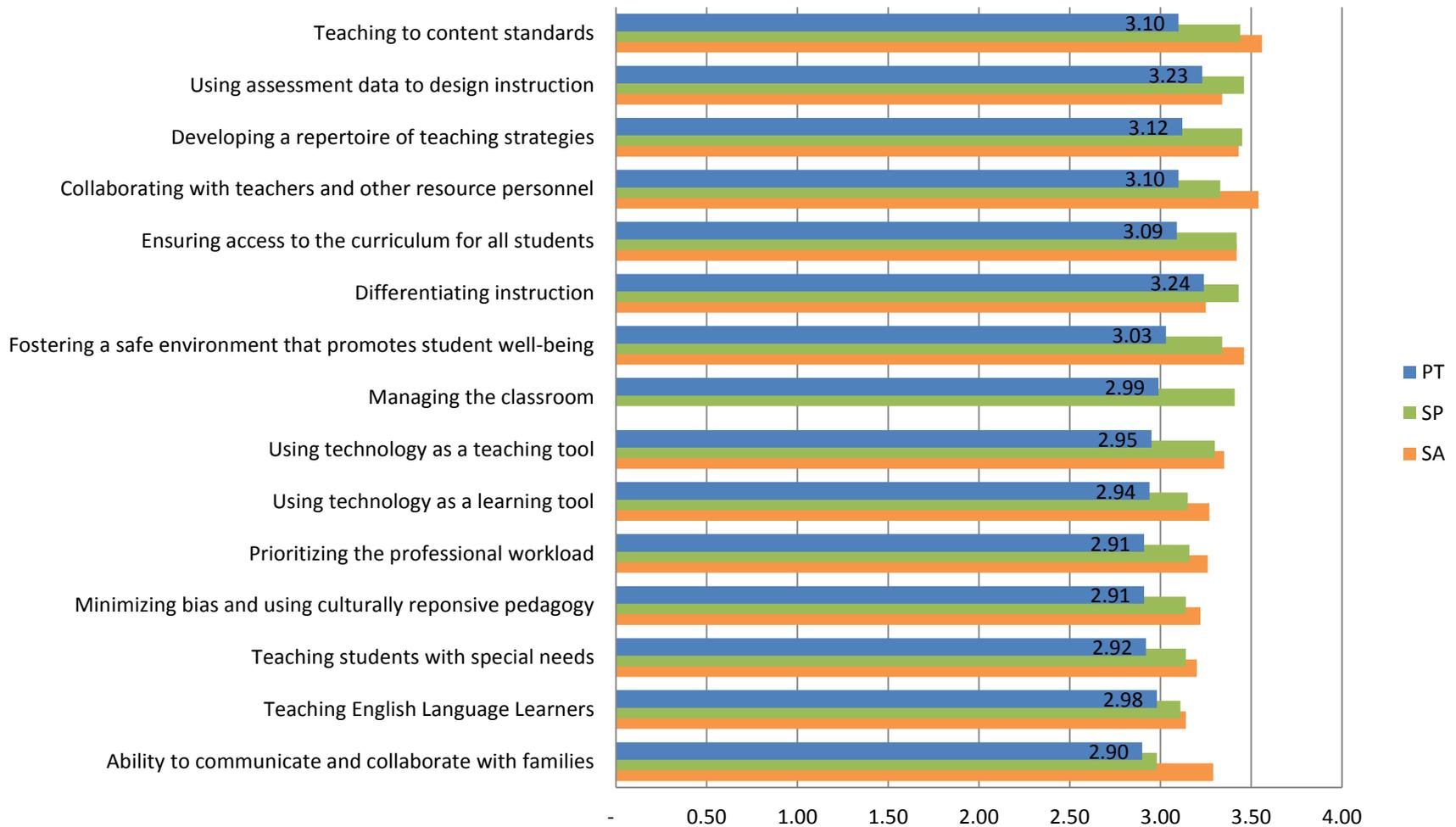


- **Pre-inquiry both groups are skewed to the left with the mode at “Exploring.”**
- **Post-inquiry both are skewed to the right, indicating growth**
- **In 2011-12 the mode was evenly split between “Applying” and “Integrating.” A similar pattern emerged in 2012-13.**

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?"

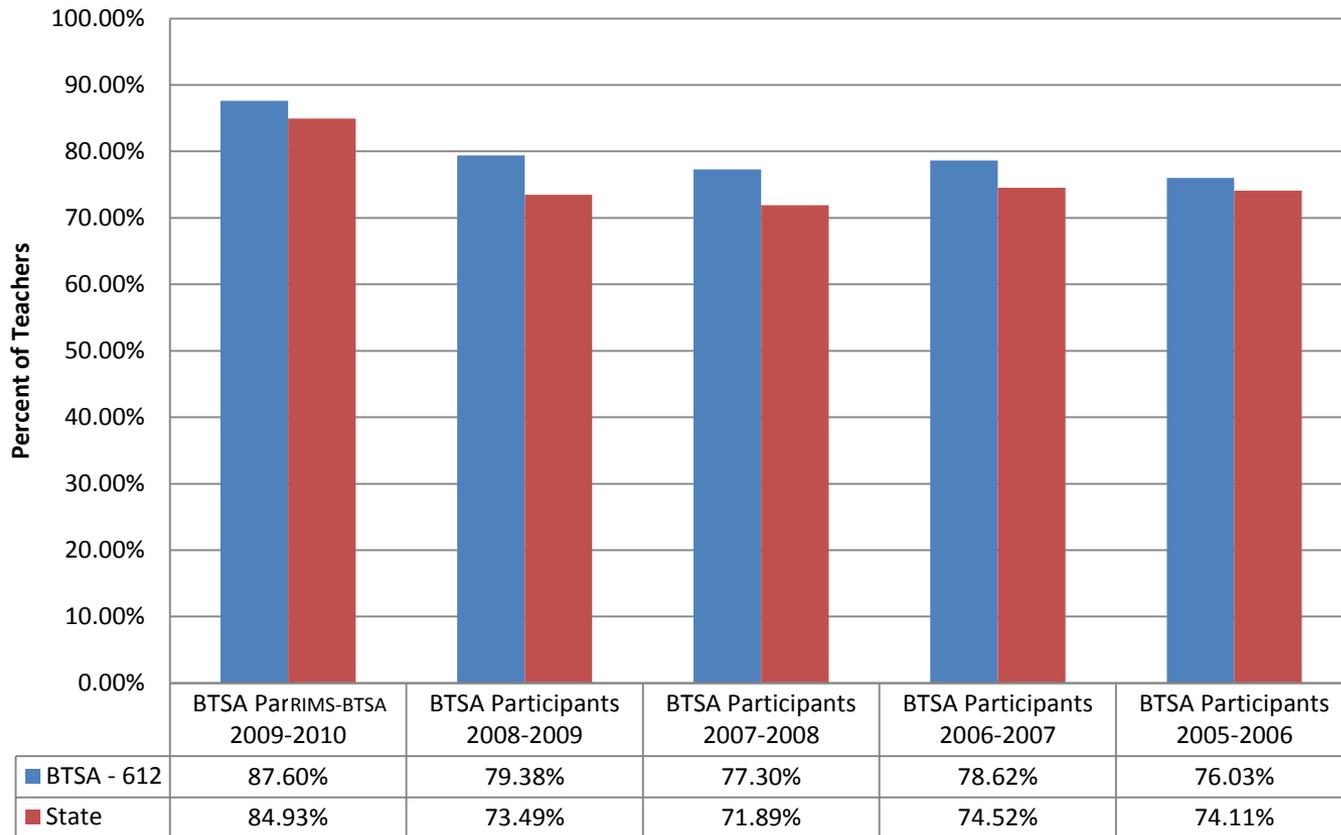


Impact on Teacher Retention

Retention Study Data

Teacher Retention Data

Induction Teacher Retention Snapshot



21st 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

