

TAP Panel Induction Rationales and Recommendations

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 SB2042 (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 completion of a Commission approved Induction program as the required route for SB 2042-prepared Multiple and Single Subject teachers to obtain a Clear Credential, if an approved Induction program is available. If an employer verifies that an Induction program is not available to a beginning teacher, the teacher may complete a Commission-approved Clear Credential Program to earn the Clear Credential. If changes are made to the standards governing Induction programs, it will be important to review the Clear Credential program standards to understand if comparable changes should be made. In January 2012, Superintendent of Public Instruction Tom Torlakson announced the formation of the Educator Excellence Task Force. The EETF began meeting in April 2012 and organized its work around five specific work groups: Initial Entry (Recruitment, Selection and Preparation), Induction to the Profession, Professional Learning, Educator Evaluation, and Leadership and Career Development. The Commission served as a co-sponsor of the EETF and provided staff support for two of the five work groups: Initial Entry and Induction into the Profession. The product of the EETF work, *Greatness by Design* (GbD) was released on September 10, 2012

(<http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>). The following Induction recommendations and rationales are aligned with or in complement to the *Greatness by Design* report's Induction recommendations.

Rationale for a Transition Plan that moves with the Teacher from the Preliminary to the Induction Program

California *Induction Program Standards* require the providers of induction programs to differentiate the experience for each candidate. The facets of the program necessary to ensure this differentiation include an individual learning plan that is connected to summative performance assessments from preparation thus making for a seamless learning to teach system. Specifically, they require “individualized support and assistance” and “an inquiry-based formative assessment system.” There is a need to further refine and personalize this support. The induction experience should be job embedded and integrated with school and district goals and based upon assessments of teaching practice and student learning, thus ensuring full engagement of, and necessary support for, the candidate.

Recommendation

The Commission should require a Transition Plan be developed at the end of the Preliminary program and be provided to the Induction Program by the candidate. This Transition Plan should be one basis for the Individual Induction Plan (IIP). The candidate, the employing district designee and the approved clear credential program representative, should develop the IIP. The IIP should incorporate a clear action plan, which incorporates the school and district goals. The candidate will leave induction with a program completion assessment learning plan to inform his or her next phase of professional learning.

Rationale for Reviewing and Increasing Rigor in the Induction Standards

The skill of the mentor is paramount to provide effective coaching within the structure of the formative assessment system to support the new teacher in delivery of instruction, curriculum planning and problem solving. To be highly effective, rigorous competency standards are needed for mentors and coaches. Mentor teachers should be models of effective professionals who demonstrate clear evidence of teaching expertise, and possess characteristics such as openness to learning new ideas, receptivity to new practices and ability to use assessment data to refine instruction. They also must demonstrate the competencies of effective coaches, such as building on participant assets, asking good questions, practicing active listening and providing critical feedback in a supportive manner. The skilled mentor provides differentiated support through coaching designed to address both long-term and immediate needs of the candidate and promotes professional reflection and growth. Quality mentoring is created and developed through rigorous selection, and systematic assignment.

Skilled mentors should be available to provide in-classroom coaching and demonstration lessons that allow direct evaluation of, and assistance with, the delivery of instruction, as well as advice and counsel for curriculum planning and problem-solving.

The selection process should be rigorous, including steps such as an application, interviews with role-plays and/or scenarios, recommendations from peers and principal and a classroom visit.

The role of the mentor teacher should be viewed as teacher leadership.

Providing resources for the many contributing factors needed to support induction will encourage success at sites and districts. This local support ensures the induction experience is normed into the activities of sites and districts. Assignments of new teachers need to be made to maximize

success for new teachers and students. If challenging assignments occur, additional resources and support should be allocated. It takes the cooperation and collaboration of many levels within the system to ensure a positive induction experience for new teachers. Induction leaders need “voice” in their local LEA to gain support necessary to engage participating teachers in a successful induction experience. LEAs need to ensure quality of service by including a qualified, leader of induction programs and establishing program expectations for mentoring.

Recommendation

The Commission should direct that the Induction standards be reviewed and revised to ensure that there: a) are clear and more rigorous expectations for mentors including teaching expertise, careful and rigorous selection, systematic assignment, and high quality ongoing development and support’ and b) is language about leadership, structures and resources necessary to operate an Induction program.

Rationale for Defining Induction as Two Years of Individualized Support and Assistance

California *Induction Program Standards* require the providers of induction programs to differentiate the experience for each candidate. The facets of the program necessary to ensure this differentiation include an individual learning plan that is connected to summative performance assessments from preparation thus making for a seamless learning to teach system. Specifically, they require “individualized support and assistance” and “an inquiry-based formative assessment system.” There is a need to further refine and personalize this support and to provide the program for two years of teaching. The induction experience should be two years of job embedded application and integrated with school and district goals and based upon assessments of teaching practice and student learning, thus ensuring full engagement of, and necessary support for, the candidate.

Recommendation

The Commission should direct that the induction program standards define Induction as two years of individualized support for participating teachers.

Rationale for Rigorous Completion Criteria

The *Teaching Performance Expectations* (TPEs) and the *California Standards for the Teaching Profession* (CSTP) lay the foundation for rigorous educator preparation and induction expectations. Standards language needs to be clarified for complete and higher expectations to advance the level of practice to clear a credential in California. For determining demonstration of competence based on quality indicators, CDE and CTC should develop guidance for using the Continuum of Teaching Practice (<http://www.btsa.ca.gov/resources-files/Final-Continuum-of-Teaching-Practice.pdf>) which was developed by the Commission, the California Department of Education and the New Teacher Center.

Recommendation

The Commission should direct that expectations be made more rigorous so that candidates completing Induction are required to demonstrate comprehensive competence prior to recommendation for the clear credential.

Rationale for the Statewide Induction Infrastructure

Regionally based program leadership and support has been a cornerstone of California BTSA Induction success. Many of the successes of the current BTSA Induction Programs can be attributed to sound legislation, cooperative leadership and co-administration with the CDE and

CTC, along with comprehensive implementation strategies at the state, cluster region and local levels. Implementation has been a collaborative effort of state administrators and regional directors who serve approved induction programs in six areas, or clusters, in California. AB 1266 (Mazzoni) created the cluster regions; a structure without political or organizational affiliations so the structure is not influenced by local interests or state political complexities.

Among the activities supported by Cluster Region offices are: a state Academy for supporting new leaders; mentoring and formative assessment training for leaders and professional development providers; guidance for credentialing, program evaluation and accreditation; and needs-based resources and support to each approved LEA. Through cluster collaboration, each LEA receives opportunities to connect and collaborate statewide to support strong program implementation. It is important for CDE and CTC to ensure that state and cluster level offices are staffed at adequate levels with carefully selected leaders, to engage in the administration, leadership and support of implementation efforts. The BTSA induction model of local infrastructure should be both fortified for teacher induction and expanded on to build a comprehensive regional support system for all educator preparation programs.

Recommendation

The TAP panel recognizes the importance of a strong statewide infrastructure as an indispensable component to an effective teacher induction system in California. The state should renew its commitment to this successful model and take appropriate steps to ensure that it continues into the future. Further, the state should consider the benefits of expanding this highly successful concept of a regional infrastructure system used historically by teacher induction by building a more comprehensive regional system that is cohesive across, and supportive of, all educator preparation programs.