

*California  
Commission on Teacher Credentialing*

*Meeting of  
August 13-14, 2003*

**AGENDA ITEM NUMBER:**        **PREP-1 INFOLDER**  
**COMMITTEE:**                    **Preparation Standards**  
**TITLE:**                            **Approval of Professional Teacher Induction Programs**

  **X**   **Action**  
       **Information**  
       **Report**

**Strategic Plan Goal(s):**

- Goal 1:        Promote educational excellence through the preparation and certification of professional educators**
- Sustain high quality standards for the preparation of professional educators
  - Sustain high quality standards for the performance of credential candidates

**Presented By:**                  **Karen Sacramento and Cheryl Hickey**          

**Prepared By:**        \_\_\_\_\_ **Date:** \_\_\_\_\_  
                          **Cheryl Hickey**  
                          **Consultant, Professional Services Division**

                          \_\_\_\_\_ **Date:** \_\_\_\_\_  
                          **Karen Sacramento**  
                          **Consultant, Professional Services Division**

**Approved By:**        \_\_\_\_\_ **Date:** \_\_\_\_\_  
                          **Beth Graybill**  
                          **Interim Director, Professional Services Division**

**Authorized By:**        \_\_\_\_\_ **Date:** \_\_\_\_\_  
                          **Dr. Sam W. Swofford**  
                          **Executive Director**



## **Approval of Professional Teacher Induction Programs**

### **Professional Services Division**

**August 13-14, 2003**

#### **Executive Summary**

This item presents ten Professional Teacher Induction Programs recommended for approval by the appropriate review panel, according to procedures adopted by the Commission.

#### **Fiscal Impact Summary**

The Professional Services Division is responsible for reviewing proposed induction programs, consulting as needed with external reviewers, and communicating with program sponsors about their program proposals. The Commission budget supports the costs of these activities and no budget augmentation is needed to continue program review and approval.

#### **Policy Issues to be Addressed**

Should the Commission approve the Professional Teacher Induction Programs recommended for approval by staff?

#### **Recommendation(s)**

That the Commission approve the ten Professional Teacher Induction Programs presented in this report.



## **Approval of Professional Teacher Induction Programs**

### **Professional Services Division**

**August 13-14, 2003**

Passage of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Professional Clear Credential for the Multiple and Single Subject credentials.

In March 2002, the Commission adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. These standards established the expectations of the Commission, the State Board of Education, and the Superintendent of Public Instruction for BTSA-type induction programs and alternative induction programs sponsored by a college or university. The Commission and the California Department of Education jointly administer the Beginning Teacher Support and Assessment (BTSA) program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

This report presents 10 induction programs deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* by the appropriate review panel and, as such, are recommended to the Commission for approval.

### **Summary Information on Professional Teacher Induction Programs Recommended for Approval**

For the following proposed Professional Teacher Induction Programs, the program sponsors have responded fully to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. The review panel has judged that the program has met all applicable standards established by the Commission and recommends the program for approval by the Commission.

The ten programs of professional teacher induction being recommended for approval at this time are the:

1. Baldwin Park Unified School District Beginning Teacher Support and Assessment Induction Program
2. Capistrano Unified School District Beginning Teacher Support and Assessment Induction Program
3. Fontana Unified School District Beginning Teacher Support and Assessment Induction Program
4. Lancaster Unified School District Beginning Teacher Support and Assessment Induction Consortium Program
5. Madera Unified School District Beginning Teacher Support and Assessment Induction Consortium Program
6. Merced/Mariposa County Beginning Teacher Support and Assessment Induction Consortium Program
7. Milpitas Unified School District Beginning Teacher Support and Assessment Induction Program
8. Oakland Unified School District Beginning Teacher Support and Assessment Induction Program
9. Placentia-Yorba Linda Unified School District Beginning Teacher Support and Assessment Induction Program
10. Torrance Unified School District Beginning Teacher Support and Assessment Induction Program

A brief description of each follows:

#### **Baldwin Park Unified School District Beginning Teacher Support and Assessment Induction Program**

The Baldwin Park Unified School District Beginning Teacher Support and Assessment Induction Program is a single district induction program that serves 49 beginning teachers. The Baldwin Park Unified School District is a K-12 urban school district located in the San Gabriel Valley with a student population over 17,800.

Baldwin Park Unified School District Beginning Teacher Support and Assessment Induction Program direct partners are Azusa Pacific University and California State Polytechnic University, Pomona. Azusa Pacific University has been in partnership since the program began in 1992.

Over the years, the Baldwin Park Unified School District Beginning Teacher Support and Assessment Induction Program has used different formative assessment tools. The program now utilizes the California Formative Assessment and Support System for Teachers (CFASST) to guide new teachers.

### **Capistrano Unified School District Beginning Teacher Support and Assessment Induction Program**

The Capistrano Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program. Capistrano Unified School District is located in Southern Orange County and is the fastest growing California district. Capistrano Unified School District has an enrollment of 48,000 students, encompasses 200 square miles, and has 52 schools that include 36 elementary, 10 middle, five comprehensive high schools and one alternative high school.

As the program transitions into an induction program it will partner with California State University, Fullerton; Concordia University; and Vanguard University. Each partner is committed to providing a program that meets the needs of the candidate and offers participants the ability to earn master level credit while fulfilling induction requirements.

The Capistrano Unified School District Beginning Teacher Support and Assessment Induction Program is in its fifth year of implementing a district-based program. Since it split off from the UCI consortium in 1999, Capistrano Unified School District has provided support services to approximately 825 Beginning Teachers and projects to serve 120 Beginning Teachers during the 2003-04.

The Capistrano Unified School District Beginning Teacher Support and Assessment Induction Program utilizes CFASST as its formative assessment system.

### **Fontana Unified School District Beginning Teacher Support and Assessment Induction Program**

The Fontana Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program. The school district is culturally, socially, and economically diverse. Over 40,000 students live within the boundaries of this suburban/rural area in San Bernardino County. It is one of the state's 20 largest school districts and is growing by approximately 1,500 students per year.

Fontana Unified School District has experienced tremendous growth over the last decade and as a result Fontana Unified School District hires a substantial number of new teachers every year. In 1998 Fontana Unified School District began implementing the Beginning Teacher Support and Assessment Program and currently Fontana Unified School District employs 108 beginning teachers.

The Fontana Unified School District Beginning Teacher Support and Assessment Induction Program is part of the Education Services Department. Partnering entities include the Fontana Unified School District Departments of Curriculum, Special Services, English Language Learners (ELL), Gifted and Talented Education (GATE), Comprehensive Health Services, Risk Management, and the Fontana Teachers Association. Partners from local institutions of higher education include the University of Redlands, California State University San Bernardino and Fullerton, Azusa Pacific University, and the University of California Riverside.

The Fontana BTSA Induction Program uses CFASST to guide and support beginning teachers.

### **Lancaster Unified School District Beginning Teacher Support and Assessment Induction Consortium Program**

The Lancaster Unified School District Beginning Teacher Support and Assessment Induction Consortium Program is a small consortium located in the high desert area of northern Los Angeles County known as the Antelope Valley. Lancaster School District has an enrollment of 15,095 and serves students in grades pre-school through eight. Eastside Union School District is one of three districts serving the needs of students within the city of Lancaster. Enrollment was 2,667 at the end of the 2002-03 school year in grades kindergarten through eight.

California State University, Bakersfield at Antelope Valley is the institute of higher education partner for the consortium. California State University, Bakersfield has been a partner with the Local Education Agency (LEA) members since the BTSA program began in 1998. This year the program anticipates an enrollment of sixty-five teachers.

The consortium has used CFASST since the program's beginning.

### **Madera Unified School District Beginning Teacher Support and Assessment Induction Consortium Program**

The Madera Unified School District Beginning Teacher Support and Assessment Induction Consortium Program serves a large agriculture/mountain community throughout Madera County. The types of schools represented within the Consortium's Co-Sponsoring Districts range from a large, two-campus high school to home and community day schools located in the mountains. The Madera County Office of Education serves 11 school districts with an approximate enrollment of 25,000 – 30,000 students, of which Madera Unified School District serves over 15,000 of those students.

The Madera Unified School District Beginning Teacher Support and Assessment Program was formed in 1995. Since that time, the Consortium has grown from a K-12 single-district program, to a K-12 program with 10 participating districts. The Madera Unified School District Beginning Teacher Support and Assessment Induction Consortium Program is comprised of Madera Unified School District as the LEA and the following 10 Co-Sponsoring Districts: Alview-Dairyland, Lake Union, Chawanakee Joint Unified, Chowchilla Elementary, Chowchilla Union High, Coarsegold, Golden Valley Unified, Madera County Office of Education, Raymond-Knowles Union, and Yosemite High. The Consortium's institutions of higher education partnering entities are California State University, Fresno; Fresno Pacific University; National University; and University of San Diego. In addition, the following organizations support the work of the Madera Unified School District Beginning Teacher Support and Assessment Induction Consortium Program: Madera County Office of Education, California Technology Assistance Program (CTAP), Support and Improvement Center (S4), California Retired Teachers Association, Madera Unified Teachers Association (MUTA), California Professional Development Consortium, California School Leadership Academy (CSLA) and The Tulare County Teacher Recruitment Center.

The formative assessment system to be utilized by the Madera Unified School District Beginning Teacher Support and Assessment Induction Consortium Program is CFASST.

### **Merced/Mariposa County Beginning Teacher Support and Assessment Induction Consortium Program**

The Merced/Mariposa County Beginning Teacher Support and Assessment Induction Program is a consortium of 20 school districts and two county offices of education. The LEA is the Merced County Office of Education that is centrally located in the middle of both counties. The consortium includes districts with enrollments of 75 to 12,500 students and school sites with enrollments ranging from 18 to 2,800. There were 108 qualified BTSA Participating Teachers during the 2002-03 school year.

The Merced/Mariposa County Induction program began in 1998 with 10 participating districts, one county office of education, and one institution of higher education. The program has evolved into a consortium that includes 13 K-8, five unified, and two high school districts, and three institutions of higher education. These districts include Atwater Elementary, Ballico-Cressey, Delhi Unified, Dos Palos-Oro Loma Unified, El Nido, Gustine Unified, Hilmar Unified, Le Grand Union Elementary, Le Grand High, Livingston Union, Los Baños Unified, McSwain Union Elementary, Merced City, Merced River, Merced Union High, Plainsburg, Planada, Snelling-Merced Falls, Weaver Union, and Winton. Partnering County Offices of Education are the Merced and Mariposa County Offices of Education. The partnering institutions of higher education are California State University, Stanislaus; Chapman University; and the University of the Pacific.

The Merced/Mariposa County Beginning Teacher Support and Assessment Induction Program has used CFASST since its inception.

### **Milpitas Unified School District Beginning Teacher Support and Assessment Induction Program**

The Milpitas Unified School District Beginning Teacher Support and Assessment Induction Program serves new teachers in the City of Milpitas, a richly diverse community in Santa Clara County about fifty miles south east of San Francisco.

The Milpitas Unified School District serves preschoolers through adult education. There are 9,500 students in the kindergarten through twelfth grade program. In this growing community, the district currently has nine elementary schools (kindergarten through sixth grades), two middle schools (seventh and eighth grades), one comprehensive high school (ninth through twelfth grades), one alternative high school (tenth through twelfth grades), and one community day school (tenth through twelfth grades).

The Milpitas Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program. Milpitas Unified School District began a Beginning Teacher Support and Assessment (BTSA) Program in 1998. During the 2002-2003 school year, 51 beginning teachers participated in this program. The Milpitas Unified School District partners with various Institutions of Higher Education, including San Jose State University, California State University Hayward, Santa Clara University, and National University.

The Milpitas Unified School District Beginning Teacher Support and Assessment Induction Program uses CFASST as its formative assessment system.

### **Oakland Unified School District Beginning Teacher Support and Assessment Induction Program**

The Oakland Beginning Teacher Support and Assessment Induction Program is a single district program in the Oakland Unified School District. There are over 48,000 students in the Oakland Public Schools. The student population of Oakland Public Schools is very diverse and represent over 230 languages other than English with 35% English Language Learners.

The Oakland Beginning Teacher Support and Assessment Induction Program operates under the district name of the Oakland Teacher Support and Assessment Induction Program as many of the teachers entering the program are not beginning teachers but have been the teacher of record as Interns or Pre-Interns. The Oakland Teacher Support and Assessment Induction Program works in partnership with St. Mary's College to currently serve 250 Participating Teachers.

The Oakland Beginning Teacher Support and Assessment Induction Program uses CFASST as the formative assessment system.

### **Placentia-Yorba Linda Unified School District Beginning Teacher Support and Assessment Induction Program**



The Placentia-Yorba Linda Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program. The Placentia-Yorba Linda Unified School District has an enrollment of approximately 27,000 students and is comprised of 29 schools, including 20 elementary, five middle, and four comprehensive high schools. With a commitment to strengthening the learning to teach continuum, the Placentia-Yorba Linda Unified School District has developed strong partnerships with California State University, Fullerton, the Orange County Department of Education, and the Orange County Teachers Federal Credit Union.

The Placentia-Yorba Linda Unified School District Beginning Teacher Support and Assessment Induction Program was developed in 1998. During the first year (1999-2000), 105 Beginning Teachers were served by 50 Support Providers. During the second year (2000-2001), 74 Consulting Teachers served 154 Participating Teachers. During 2001-2002, the program served 132 Participating Teachers with 74 Consulting Teachers. Program enrollment for 2002-2003 is 107 Participating Teachers with 57 Consulting Teachers.

The Placentia-Yorba Linda Unified School District BTSA Induction Program utilizes CFASST.

### **Torrance Unified School District Beginning Teacher Support and Assessment Induction Program**

The Torrance Unified School District Beginning Teacher Support and Assessment Induction program is a single district program that was established in 1998. Co-Sponsors for the program include the Torrance Teachers Association and California State University Dominguez Hills.

The Torrance Unified School District Beginning Teacher Support and Assessment Induction program served 141 Beginning Teachers during the 2002-03 school year and expects to serve between 140 and 160 Participating Teachers during the 2003-04 school year.

Participating Teachers and their Support Providers utilize CFASST and reflective conversations to identify the Participating Teachers' areas of strength as well as areas for professional growth.

## **Recommendation**

Commission staff recommends that the Commission approve the following programs of Professional Teacher Induction for the Professional Clear Teaching Credential:

1. Baldwin Park Unified School District Beginning Teacher Support and Assessment Induction Program
2. Capistrano Unified School District Beginning Teacher Support and Assessment Induction Program
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