

*California
Commission on Teacher Credentialing*

*Meeting of
August 13-14, 2003*

AGENDA ITEM NUMBER: **PREP - 1**
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

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Approval of Professional Teacher Induction Programs

Professional Services Division

August 13-14, 2003

Executive Summary

This item presents seventeen 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 seventeen 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 seventeen 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 seventeen programs of professional teacher induction being recommended for approval at this time are the:

1. Culver City Unified School District/Beverly Hills Unified School District Beginning Teacher Support and Assessment Induction Program
2. Etiwanda Elementary School District Beginning Teacher Support and Assessment Induction Program
3. Kings County Office of Education Beginning Teacher Support and Assessment Induction Program
4. Marin County Office of Education Beginning Teacher Support and Assessment Induction Program
5. New Haven Unified School District Beginning Teacher Support and Assessment Induction Program
6. North Coastal Beginning Teacher Support and Assessment Induction Program

7. Poway Unified School District Beginning Teacher Support and Assessment Induction Program
8. San Diego City Schools Beginning Teacher Support and Assessment Induction Program
9. Santa Barbara County Office of Education Beginning Teacher Support and Assessment Induction Program
10. Santa Clara County Office of Education Beginning Teacher Support and Assessment Induction Program
11. Santa Clarita Valley Beginning Teacher Support and Assessment Induction Program
12. Stanislaus County Office of Education Beginning Teacher Support and Assessment Induction Program
13. South Bay Union Elementary Beginning Teacher Support and Assessment Induction Program
14. Tehama County Office of Education Beginning Teacher Support and Assessment Induction Program
15. Tulare City Elementary School District Beginning Teacher Support and Assessment Induction Program
16. Tustin Unified School District Beginning Teacher Support and Assessment Induction Program
17. Ventura County Office of Education Beginning Teacher Support and Assessment Induction Program

A brief description of each follows:

Culver City Unified School District/Beverly Hills Unified School District Beginning Teacher Support and Assessment Induction Program

The Culver City Unified School District/Beverly Hills Unified School District Beginning Teacher Support and Assessment (BTSA) Induction Program is a collaborative between the two districts. The program partners with California State University, Northridge and Pepperdine University to provide services to beginning teachers in these two districts.

Culver City Unified School District/Beverly Hills Unified BTSA Induction Program was established in 1999 and currently serves 53 beginning teachers. It utilizes the services of 15 support providers, three of which are full-time release. Support providers meet on a weekly basis with beginning teachers and provide support in the form of assistance with materials, instruction, classroom management, parent communication, and other areas of need as expressed by the particular beginning teacher. Professional development activities are offered in all areas covered by the California Standards for the Teaching Profession (CSTP).

The program utilizes the California Formative Assessment and Support System for Teachers (CFASST) to support and guide beginning teachers through their induction experience.

Etiwanda Elementary School District Beginning Teacher Support and Assessment Induction Program

The Etiwanda School District Beginning Teacher Support and Assessment Induction Program is a single district program. The district is a K-8 suburban school district of approximately 10,000 students and 400 teachers located in San Bernardino County at the base of the San Gabriel Mountains. Ten schools serve the K-5 student population and range in size from 300 to 800 students; three intermediate schools serve the 6th through 8th grade student population and

average 1,500 students at each site. The district is projecting student enrollment growth rates of 15% per year for the next ten years. To support these student growth rates, Etiwanda anticipates that it will continue its efforts to recruit and hire qualified teachers as well as build and refine its teacher induction program.

In 2001-02, Etiwanda separated from a local consortium and began implementing its own BTSA Induction program. It currently serves 72 participating teachers, seven classroom teacher support providers, and five full-time release support providers.

The Etiwanda School District BTSA Induction program works with California State University, San Bernardino; the University of Redlands; the University of California, Riverside; Chapman University; University of LaVerne; Azusa Pacific University; California Baptist University; National University; California Polytechnic University; and La Sierra University.

Etiwanda BTSA Induction Program utilizes CFASST as its formative assessment system for participating teachers.

Kings County Office of Education Beginning Teacher Support and Assessment Induction Program

The Kings County Office of Education Consortium Beginning Teacher Support and Assessment Induction Program is a consortium of 14 school districts and three institutions of higher education -- Chapman University, Fresno Pacific University, and California State University, Fresno.

Participating districts include: Kings County Office Of Education (Shelly Baird School), Armona Union Elementary School District, Central Union School District, Corcoran Unified School District, Delta View Joint Union School District, Hanford Joint Union High School District, Island Union School District, Kit Carson Union School District, Lakeside Union School District, Lemoore Elementary School District, Lemoore Union High School District, Pioneer Union School District, and Reef-Sunset Unified School District.

The Kings County Office of Education BTSA Induction Program was initiated in 1998. The program utilizes the CFASST for all first and second year preliminary credential holders.

Marin County Office of Education Beginning Teacher Support and Assessment Induction Program

Established in 1998, the Marin County Beginning Teacher Support and Assessment Induction Program is a consortium of all eighteen school districts in Marin County, the Marin County Office of Education, which serves as the Local Education Agency for the program, and Dominican University.

Participating school districts include: Bolinas-Stinson Union, Dixie, Kentfield, Laguna Joint, Lagunitas, Larkspur, Lincoln, Mill Valley, Nicasio, Reed Union, Ross, Ross Valley, San Rafael Elementary, San Rafael High, Sausalito Marin City, Shoreline Unified, Tamalpais Union High, and Union Joint.

Enrollment at Marin County schools range from 16 to 7,700 students and the participating districts serve urban, suburban, and rural communities. Students in these districts increasingly

represent the diversity of the state. The program seeks to coordinate and integrate each district's unique teacher needs so that all BTSA teachers in the county are effectively supported.

The Marin County BTSA Induction Program supported 148 beginning teachers in 2002-03 and projects a total of 75 first and second year teachers for the 2003-04 school year.

This coming year the collaborative is transitioning from CFASST system to the Santa Cruz New Teacher Center Formative Assessment System (NTCFAS).

New Haven Beginning Teacher Support and Assessment Induction Program

The New Haven Beginning Teacher Support and Assessment Induction Program is a single K-12 district program that was established in 1993 as one of the original BTSA programs. The district enrolls approximately 13,615 students and its program currently serves 69 beginning teachers.

The New Haven Teachers' Association (NHTA) and California State University, Hayward (CSUH) are cosponsors of the program. NHTA does a yearly internal evaluation of the program and provides invaluable input for its continued development.

A local formative assessment model is used which was originally based on the district's evaluation tool. As the program developed, the instrument became more influenced and aligned to the California Standards for the Teaching Profession (CSTP). The BTSA assessment model then began to influence a change in the district's evaluation tool and now both BTSA and the district's evaluation are aligned to the CSTP. The system is based on gathering data through observations, portfolio evidence, and conferencing to create four Individual Induction Plans (IIPs) annually. A support team comprised of a partner teacher who provides daily and curriculum support and a BTSA consulting teacher who provide support and assessment is available for each BTSA participant.

New Haven Unified has a multiple subject and single subject alternative partnership programs with CSUH. Many of the district's teachers have experienced the learn-to-teach continuum within the district – starting as pre-interns in Alameda County's PICTEC program or CalState TEACH program, advancing to the district's alternative credentialing program, and then entering BTSA as a fully credentialed teacher. Among its participants, the BTSA Induction program will be serving a small group of credentialed teachers who just completed the single subject partnership program, which was an early SB 2042 adopter.

North Coastal Beginning Teacher Support and Assessment Induction Program

The North Coastal Beginning Teacher Support and Assessment Induction Program was first implemented in 1999 with five districts – four K-6 districts and one K-12 district. This year, Rancho Santa Fe, a K-8 district joined the consortium as its newest partner.

Participating districts include: Encinitas Union School District, which serves as the Local Educational Agency, Cardiff Elementary, Carlsbad Unified, Del Mar Union Elementary, Rancho Santa Fe Elementary, and Solano Beach Elementary. The participating districts share common goals, vision, and equally high expectations for all teachers.

The program serves 180 beginning teachers and utilizes the services of approximately 100 support providers.

Every teacher in the program participates in formative assessment through CFASST as well as professional development based on the CSTP. The program strives to ensure that first year teachers are matched with on-site providers at a ratio of 1:1 or 2:1. Second year teachers are matched according to common grade level or content at a ratio of 2:1 or 3:1 for optimal planning and collaboration.

Poway Unified School District Beginning Teacher Support and Assessment Induction Program

The Poway Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program that began as the Poway Professional Assistance Program in 1987. This program continued to develop during the New Teacher Project and with the Beginning Teacher Support and Assessment Program, and has now moved into the SB 2042 Induction program stage.

The Poway Federation of Teachers has been instrumental in ensuring the support of teachers in the district and remains a driving force behind the success of the program. The Poway Unified School District BTSA Induction Program partners with the University of San Diego and is in the process establishing partnerships with additional local universities.

The program currently serves 50 beginning teachers, but the program has served as many as 192 in a single year.

The Poway Unified School District BTSA Induction Program utilizes a local formative assessment system to guide and inform beginning teachers.

San Diego City Schools Beginning Teacher Support and Assessment Induction Program

As the second largest school district in California and the 13th largest urban school district in the United States, San Diego City Schools provides educational services to over 140,500 students each year. The student body represents a microcosm of California in its rich cultural, racial, ethnic, linguistic, and socio-economic diversity.

San Diego City Schools pioneered the state's New Teacher Retention Program. Participation in the California New Teacher Program followed, and the BTSA Program was implemented in 1994. The district continues this tradition of support for new teachers in sponsoring the BTSA Induction Program, which currently serves approximately 600 elementary, secondary, and special education teachers. The program is located within the district's Teacher Preparation and Support Division, which also houses other programs along the learning-to-teach continuum, including: the Future Educators of America (FEA) Program, the Student Teaching Program, Pre-Intern and Intern Programs, the National Board Certification program, the Peer Assistance and Review Program (PAR), and the Professional Growth Advisor (PGA) Program.

Longstanding formal relationships are established with San Diego State University (SDSU), California State University San Marcos (CSUSM), and the University of San Diego (USD). Along with the deans and faculty of 11 local universities, the district belongs to a regional collaborative that focuses on improving teacher preparation and induction. Master's degree programs that calibrate with the BTSA Induction Program are being established with SDSU, CSUSM, and USD. The BTSA Induction Program collaborates with the SDSU Foundation to

provide new teacher support at two district schools that fall within the foundation's City Heights Pilot Project. The Program also contracts with charter schools to provide program services.

Other important contributors include California Coast Credit Union, a local business partner, which sponsors many program events, and the San Diego County Office of Education.

The BTSA Induction Program uses CFASST as its method of formative assessment. The program provides support provider release time to observe participating teachers in their classrooms. As part of each observation, support providers collect evidence focusing on their participating teacher's implementation of the CSTP, academic content standards, and student performance levels. The program also provides participating teacher release time to observe support providers in their classrooms.

Santa Barbara County Office of Education Beginning Teacher Support and Assessment Induction Program

The Santa Barbara County Office of Education Beginning Teacher Support and Assessment Induction Program is a consortium that was established in 1998. By the 2003-2004 school year, all twenty-four public school districts within Santa Barbara County, the Santa Barbara County Education Office, and Devereux School will be partners in the County Induction Program.

Currently, participating school districts include: Ballard, Blochman Union, Buellton Union, Carpinteria Unified, Casmalia, Cold Spring, College, Cuyama Joint Unified, Devereux School, Goleta Union, Guadalupe Union, Hope, Lompoc Unified, Los Alamos, Los Olivos, Montecito Union, Orcutt Union, Santa Barbara Elementary, Santa Barbara High, Santa Barbara County Education Office (Special Education, Court Schools, ROP), Santa Maria-Bonita, Santa Maria Joint Union High, Santa Ynez Valley Union High, Solvang, and Vista del Mar Union.

The program works in partnership with the University of California, Santa Barbara; Antioch University; California Polytechnic University, San Luis Obispo; Chapman University; and Westmont College.

The program currently serve 200 Beginning Teachers with 130 Support Providers who are full-time classroom teachers, and 1 full-time release BTSA/PAR Coordinator who supports 10 Beginning Teachers. The districts within the consortium vary in size from a single school rural districts with 125 students to a multi-school, year-round district with 12,000 plus students. The Program Director and Assistant Directors work closely with district coordinators or regional coordinators and site administrators to provide an on-going, coherent system of professional support and assessment for first and second year beginning teachers within Santa Barbara County.

The Santa Barbara County Office of Education Consortium Beginning Teacher Support and Assessment Induction Program uses the CFASST system to guide and inform beginning teachers through their professional development experience.

Santa Clara County Office of Education Beginning Teacher Support and Assessment Induction Program

The Santa Clara County Office of Education Beginning Teacher Support and Assessment Induction Program is a consortium located in the heart of the Silicon Valley in the Bay Area.

The consortium is comprised of three elementary school districts and one high school district: Los Altos Elementary, Mount Pleasant Elementary, Orchard Elementary, and East Side Union High.

The program partners with San José State University; Stanford University; University of Santa Clara; National Hispanic University; and National University. For the 2002-03 school year the program served 64 beginning teachers and anticipates serving approximately the same number in 2003-04.

The Santa Clara County Office of Education Consortium Beginning Teacher Support and Assessment Induction Program utilizes the CFASST system to guide participating teachers through their induction experience.

Santa Clarita Valley Beginning Teacher Support and Assessment Induction Consortium Program

The Santa Clarita Valley Beginning Teacher Support and Assessment Induction Program is a consortium comprised of four school districts, three universities, and the local teachers' associations.

Participating school districts include Acton-Agua Dulce, Newhall Elementary, Saugus Union, and Sulphur Springs Union. The higher education partners that participate in the program are the University of LaVerne; California State University, Bakersfield; and California State University, Northridge.

The program serves approximately 150 beginning teachers and utilizes the services of 70 support providers. The average ratio of beginning teachers to support providers is 2:1.

Within the program, all support providers, the program coordinator, and five CFASST trainers are all trained to use the CFASST assessment tool with their beginning teachers. BTSA teachers complete six formative assessment events per year. Professional development opportunities are embedded in a workshop series whereby the BTSA teachers chooses from among those opportunities that relate to their individual induction plan and goals.

South Bay Union Elementary Beginning Teacher Support and Assessment Induction Program

The South Bay Union Elementary Beginning Teacher Support and Assessment Induction Program is a consortium of five school districts and three universities in the San Diego region.

Participating districts include South Bay Union which is a K-8 district and which serves as the Local Education Agency for the program, National, Lemon Grove, and San Ysidro – all K-8 districts -- and Coronado, a K-12 district.

The program partners with Christian Heritage College, San Diego State University, and California State University, San Marcos to provide services to their participating teachers.

Currently, the program serves 127 participating teachers. They are matched with support providers on a 2:1 ratio to provide quality assistance and support to the beginning teacher during their first and second years of teaching. The program utilizes the services of approximately 35

support providers who are assigned to participating teachers according to location, grade level, and multi-track schedules.

Established in 1999, the program utilizes the CFASST system to guide and support its participating teachers through their induction experience.

Stanislaus County Office of Education Beginning Teacher Support and Assessment Induction Program

Stanislaus County Office of Education Beginning Teacher Support and Assessment Induction Program began its first year of implementation in 1994-95, serving 54 teachers from eight districts within the county. Currently, the consortium serves 287 teachers from thirty-five districts in four counties.

Participating districts include: Amador, Big Oak Flat/Grovel, Calaveras, Ceres, Chatom, Chinese Camp, Columbia, Denair, Empire, Hart Ransom, Hickman, Hughson, Jamestown, Keyes, Newman Crows Landing, Oakdale, Paradise, Patterson, Riverbank, Roberts Ferry, Salida, SCOE's PACE (an alternative education center), SCOE's Special Education Division, SCOE's Valley Business High School (a charter), Shiloh, Sonora Elementary, Sonora High, Soulsbyville, Stanislaus Union, Summerville Elementary, Sylvan, Turlock Elementary, Turlock High, Tuloumne County Office of Education, Valley Home, and Waterford.

California State University, Stanislaus serves as the primary institution of higher education partner, with Chapman University and University of the Pacific involved in aspects of the program as well.

The Stanislaus County Office of Education Beginning Teacher Support and Assessment Induction Program utilizes a local formative assessment system that is influenced by the early year's work of WestEd and its California Portfolio System, ETS's Pathwise observation tool, the work of the New Teacher Center in Santa Cruz, and the CFASST system.

Tehama County Office of Education Beginning Teacher Support and Assessment Induction Program

Tehama County Office of Education Beginning Teacher Support and Assessment Induction Program, also known as North State BTSA, is a large rural consortia established in 1992. It is currently made up 113 school districts in 8 California counties: Glenn, Lassen, Modoc, Plumas, Siskiyou, Shasta, Tehama and Trinity. As a result, the program is geographically expansive, covering 30,213 square miles of North Eastern California.

The program partners with California State University, Chico and Simpson College in Redding. During the 2002-2003 school year the consortia served 141 first and second year teachers, including 10 out-of-state teachers and 2 teachers from outside the United States now working in the region.

The program uses the CFASST system to guide teachers through their induction experience.

Tulare City Elementary School District Beginning Teacher Support and Assessment Induction Program

The Tulare City Elementary School District Beginning Teacher Support and Assessment Induction Program is a collaborative of two school districts -- Tulare City Elementary and

Tulare Joint Union High School District. Both school districts are located in a rural community in the Central San Joaquin Valley with a rapidly increasing, culturally diverse population. Tulare City Elementary School District is the main feeder district for Tulare Joint Union High School Districts and the two districts work collaboratively to serve the areas new teachers. Together the two districts enroll nearly 18,000 students and employ over 650 teachers.

The program currently serves approximately 50 first and second year teachers utilizing approximately the same number of support providers.

The program partners with three universities: California State University, Fresno, Chapman University, and Fresno Pacific University.

The program utilizes CFASST to assist its beginning teachers through the induction experience.

Tustin Unified School District Beginning Teacher Support and Assessment Induction Program

Tustin Unified School District's Beginning Teacher Support and Assessment Induction Program is a single district program that began in July 2001.

Tustin Unified School District is a rapidly growing district in Orange County with over 18,000 students. Presently, the district is comprised of 17 elementary schools, five middle schools, and three high schools. A new elementary school and high school will be opening in the 2004-2005 school year. The program currently serves 72 beginning teachers.

Tustin Unified School District BTSA Induction program utilizes the CFASST system as its formative assessment system. The program partners include California State University, Fullerton and Concordia University.

Ventura County Office of Education Beginning Teacher Support and Assessment Induction Program

The Ventura County Beginning Teacher Support and Assessment Induction Program is sponsored by the Ventura County Superintendent of Schools Office and housed within the Business and Personnel Services Division, Teacher Support Programs Department. Ventura County, which covers an area of 1,873 square miles located northwest of Los Angeles County is the 12th most populous county in the State of California. Its economy is based on a large and diverse labor pool ranking 11th in the state of actual numbers of English Language Learners.

The 22 participating districts are: Briggs Elementary, Conejo Unified, Fillmore Unified, Hueneme Elementary, Las Virgenes Unified, Mesa Union, Moorpark Unified, Mupu Elementary, Oak Park Unified, Ocean View Elementary, Ojai Unified, Oxnard Elementary, Oxnard Union High School, Pleasant Valley Elementary, Rio Elementary, Santa Clara Elementary, Santa Paula Elementary, Santa Paula Union High School, Simi Valley Unified, Somis Union, and Ventura Unified School Districts; and the Ventura County Superintendent of Schools Office.

Consortium partner universities are: Azusa Pacific University; California Lutheran University; California State University, Channel Islands; California State University, Northridge; and the University of LaVerne.

The Ventura County BTSA program was one of the 32 original 1992 BTSA programs. In 2002-2003 the Ventura County Consortium served 558 beginning teachers and induction candidates, utilizing 225 support providers.

The consortium utilizes CFASST to guide beginning teachers through a their professional development.

Recommendation

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

1. Culver City Unified School District/Beverly Hills Unified School District Beginning Teacher Support and Assessment Induction Program
2. Etiwanda Elementary School District Beginning Teacher Support and Assessment Induction Program
3. Kings County Office of Education Beginning Teacher Support and Assessment Induction Program
4. Marin County Office of Education Beginning Teacher Support and Assessment Induction Program
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