

California
Commission on Teacher Credentialing

Meeting of
October 1-2, 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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Executive Director

Approval of Professional Teacher Induction Programs

**Professional Services Division
October 1-2, 2003**

Executive Summary

This item presents three 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 three Professional Teacher Induction Programs presented in this report.

Approval of Professional Teacher Induction Programs

Professional Services Division

October 1-2, 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.

As a result, the Californian Commission on Teacher Credentialing adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. These standards established the expectations of the Commission, the California State Board of Education, and the state Superintendent of Public Instruction for the Beginning Teacher Support and Assessment (BTSA) induction programs and alternative induction programs sponsored by a college or university. The Commission and the Department of Education jointly administer the 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 three 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 three programs of professional teacher induction being recommended for approval at this time are the:

1. Antioch Unified School District Beginning Teacher Support and Assessment Induction Program
2. Orange Unified School District Beginning Teacher Support and Assessment Induction Program
3. Visalia Unified School District Beginning Teacher Support and Assessment Induction Program

A brief description of the Professional Teacher Induction Programs being recommended for approval follows:

Antioch Unified School District Beginning Teacher Support and Assessment Induction Program

Antioch Unified School District Beginning Teacher Support and Assessment Induction Program serves as a single district program. Antioch Unified School District is a fast-growing suburban school district in the San Francisco Bay Area serving 21,000 students in a year-round and modified traditional setting. Since 1990, eight new schools have been built in addition to opening a Charter School, with a new elementary scheduled to open in September 2004.

Antioch Unified School District began its teacher support in the mid-1990s through the mentor teacher program. As the district grew, teacher support services were contracted through a county consortium. With Antioch Unified School District hiring approximately 100 new teachers per year, the decision was made in 1999 to become a district BTSA program.

Antioch Unified School District has currently identified 92 teachers qualified to participate in the Beginning Teacher Support and Assessment Induction Program. In addition to the services provided by district personnel, Antioch Unified School District Beginning Teacher Support and Assessment Induction Program has a partnership with California State University, Hayward and works closely with the personnel of St. Mary's University and Chapman University of Concord.

The California Formative Assessment and Support System for Teachers (CFASST) is being used as the formative assessment component for the program.

Orange Unified School District Beginning Teacher Support and Assessment Induction Program

The Orange Unified School District is comprised of 30 elementary schools, six middle schools, four high schools, and four special schools. There are 14 year-round schools including seven multi-track year-round schools serving six cities: Anaheim, Orange, Villa Park, Garden Grove, Santa Ana, and Silverado.

The Orange Unified School District Beginning Teacher Support and Assessment Induction Program partners with the following five Institutions of Higher Education: California State University, Fullerton, California State University Long Beach, Concordia, Azusa Pacific University, and Chapman University, to provide a comprehensive professional development program.

During the 2002-2003 school year the district supported 253 Participating Teachers utilizing the services of 99 Consulting Teachers. The Orange Unified School District Beginning Teacher Support and Assessment Induction Program anticipates serving approximately 150 Participating Teachers for the 2003-2004 school year.

The district's Beginning Teacher Support and Assessment Induction Program provides support and formative assessment utilizing the California Formative Assessment Support System for Teachers (CFASST).

Visalia Unified School District Beginning Teacher Support and Assessment Induction Program

The Visalia Unified School District was established in 1885, and unified in 1965, making it the oldest district in Tulare County. The Visalia Unified School District has a long history of commitment to new teacher support dating back to 1986, with the creation of the Professional Development Services department. Under the auspices of the Curriculum Department, the Professional Development Services department presents in-services and workshops designed specifically for the needs of district beginning teachers, and has served as a highly respected regional resource providing these services to other districts in the Tulare, Kings and Fresno County area.

Visalia Unified School District is the sole sponsor of the Beginning Teacher Support and Assessment Induction Program. The program works in collaboration with California State University, Fresno, Chapman University, Fresno Pacific University, and National University.

The Visalia Unified School District BTSA program received a BTSA Planning Grant in 1997 and has operated continually since that time. The program size has ranged from 54 to 141 participating teachers. In the 2002-03 school year, the program served 82 beginning teachers.

The Visalia Unified School District Beginning Teacher Support and Assessment Induction Program uses the California Formative Assessment and Support System for Teachers (CFASST).

Recommendation

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

1. Antioch Unified School District Beginning Teacher Support and Assessment Induction Program
2. Orange Unified School District Beginning Teacher Support and Assessment Induction Program
3. Visalia Unified School District Beginning Teacher Support and Assessment Induction Program

