

California Commission on Teacher Credentialing

*Meeting of
November 5-6, 2003*

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

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:** _____
Lawrence Birch, Ed.D.
Administrator, 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
November 5-6, 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

November 5-6, 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 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 10 programs of professional teacher induction being recommended for approval at this time are the:

1. Castaic Unified School District Beginning Teacher Support and Assessment Induction Program
2. Chula Vista Elementary School District Beginning Teacher Support and Assessment Induction Program
3. Corona-Norco Unified School District Beginning Teacher Support and Assessment Induction Program
4. Fairfield-Suisun Unified School District Beginning Teacher Support and Assessment Induction Program

5. Glendale Unified School District Beginning Teacher Support and Assessment Induction Program
6. Keppel-Wilsona Unified School Districts Beginning Teacher Support and Assessment Induction Program
7. Newport-Mesa Unified School District Beginning Teacher Support and Assessment Induction Program
8. North County Professional Development Federation Beginning Teacher Support and Assessment Induction Program
9. Sacramento City Unified School District Beginning Teacher Support and Assessment Induction Program
10. San Jose Unified School District Beginning Teacher Support and Assessment Induction Program

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

Castaic Unified School District Beginning Teacher Support and Assessment Induction Program

The Castaic Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program for teachers of students in kindergarten through eighth grade. The Castaic Union School District is the only district among five in the Santa Clarita Valley that serves both elementary and secondary students. There are three elementary schools and one middle school in the Castaic Unified School District serving 3,600 students.

The Castaic Unified School District Beginning Teacher Support and Assessment Induction Program originated as a member of two Beginning Teacher Support and Assessment consortiums that began in 1999 and 2002. Currently 32 participants are enrolled in the Castaic Unified School District Beginning Teacher Support and Assessment Induction Program.

The Castaic Unified School District Beginning Teacher Support and Assessment Induction Program works in partnership with the University of San Diego to offer a program that provides university credit to teachers who complete induction course work. The induction program also enjoys partnerships with California State University, Bakersfield, The Master's College and University Center at College of the Canyons in Santa Clarita.

The program utilizes the California Formative Assessment and Support System for Teachers (CFASST).

Chula Vista Elementary School District Beginning Teacher Support and Assessment Induction Program

The Chula Vista Elementary Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program. Located in the southern-most county of California, the Chula Vista Elementary School District is the largest kindergarten through grade six district in the state and serves a rapidly growing community. The district is composed of 40 schools and serves 25,127 students.

In January 1998, the Chula Vista Elementary School District, in collaboration with Chula Vista Educators, created the Chula Vista Assistance Team (CHAT) new teacher program. Seeking to expand the individualized support provided to new teachers, the District initiated a Beginning Teacher Support and Assessment Program in the fall of 1999.

The Chula Vista Elementary School District Unified School District Beginning Teacher Support and Assessment Induction Program works in partnership with Point Loma Nazarene University. Currently it is projected that the Chula Vista Elementary School District Unified School District Beginning Teacher Support and Assessment Induction Program will service 75 teachers for the 2003-04 school year.

The program utilizes CFASST.

Corona-Norco Unified School District Beginning Teacher Support and Assessment Induction Program

The Corona-Norco Unified School District is located approximately 45 miles southeast of Los Angeles in the western section of Riverside County. Corona-Norco Unified School District conducts a K-12 program for approximately 42,000 students in 23 elementary schools, five intermediate schools, four comprehensive high schools, one occupational high school, one community day school, and one school for children with special needs. The District expects to grow by 10,000 or more students over the next five years. Nine more elementary, two intermediate, and three high schools are slated to open within the next one to seven years.

The Corona-Norco Unified School District Beginning Teacher Support and Assessment Induction Program began in 1999 and was designed to support, guide, monitor, and assess the progress of beginning teachers toward professional goals.

CFASST is the program's formative assessment system.

Fairfield-Suisun Unified School District Beginning Teacher Support and Assessment Induction Program

The Fairfield-Suisun Unified School District Beginning Teacher Support and Assessment Induction Program was established in April 2000, with 104 eligible new teachers. The district serves a wide variety of student populations that are ethnically, linguistically, and economically diverse. The program currently serves 107 new teachers.

The program partners with the University of California, Davis Extension; St. Mary's College; Chapman University; California State University, Bakersfield; and the University of San Diego.

The program utilizes the Santa Cruz New Teacher Center Formative Assessment System to help guide its participants through the induction process.

Glendale Unified School District Beginning Teacher Support and Assessment Induction Program

The Glendale Unified School District Beginning Teacher Support and Assessment Induction Program is a collaborative program. The Glendale Unified School District serves as the lead Local Education Agency with the La Cañada Unified School District a co-sponsor of the program. Partner Institutions of Higher Education are Occidental College, California State University, Northridge and California State University, Los Angeles. Additional opportunities to collaborate are provided through an informal collaborative of local Induction Programs that includes the districts of Azusa, Burbank, Glendale, Pasadena, and San Gabriel.

The Glendale Unified School District Beginning Teacher Support and Assessment Induction Program began in 1992 when the district was authorized to participate in the Beginning Teacher Support and Assessment Program.

Currently 75 teachers are served in the Glendale Unified School District Beginning Teacher Support and Assessment Induction Program.

The formative assessment system used by The Glendale Unified School District Beginning Teacher Support and Assessment Induction Program is CFASST.

Keppel-Wilsona Unified School Districts Beginning Teacher Support and Assessment Induction Program

The Keppel-Wilsona Unified School Districts Beginning Teacher Support and Assessment Induction Program is a collaboration between Keppel Union School District (KUSD) and Wilsona School District both located toward the southern end of California's Central Valley.

Keppel Union School District serves as the sponsor district. It is a small rural district that encompasses 315 square miles and serves approximately 3,000 students in six schools. Four of the schools are K-6, one is a K-8 elementary, and one is a 7-8th grade middle school. The staff includes 159 teachers.

Wilsona School District is also a small rural district that encompasses 110 square miles, serves approximately 1,800 students in three schools: two K-5 elementary schools and one 6-8 grade middle school. The staff includes 106 teachers.

The program partners with California State University, Bakersfield, Chapman University, and the Keppel Union Teacher's Association.

CFASST is the formative assessment system used by the Keppel-Wilsona Beginning Teacher Support Assessment and Induction Program.

Newport-Mesa Unified School District Beginning Teacher Support and Assessment Induction Program

The Newport-Mesa Unified School District system began with its single district BTSA program established in 1999. The district serves the two communities of Costa Mesa and Newport Beach. The district's 21,919 students attend 22 elementary schools, two intermediate schools, four comprehensive high schools and an alternative education center.

The Newport-Mesa Unified School District Beginning Teacher Support and Assessment Induction Program has 106 beginning teachers. Newport-Mesa Unified School District has forged strong partnerships to ensure an efficient, effective program of support and assessment for its beginning teachers with the following institutes of higher education partners: Vanguard University, California State University, Fullerton, National University, Concordia University, and University of California, Irvine.

The Newport-Mesa Unified School District Beginning Teacher Support and Assessment Induction Program utilizes CFASST.

North County Professional Development Federation Beginning Teacher Support and Assessment Induction Program

The North County Professional Development Federation Beginning Teacher Support and Assessment Induction Program is a collaborative with the San Diego County Office of Education serving as the lead Local Education Agency. The following nine school districts are a part of the North County Professional Development Federation Beginning Teacher Support and Assessment Induction Program collaborative: Bonsall Union, Borrego Springs Unified, Fallbrook Union Elementary, Fallbrook Union High School, Julian Union, Ramona Unified, San Pasqual Union, Spencer Valley, and Valley Center Pauma Unified. The North County Professional Development Federation Beginning Teacher Support and Assessment Induction Program works in partnership with California State University, San Marcos to serve seventy-three participating teachers.

The North County Professional Development Federation began the planning year in 1998 for the original North County Professional Development Federation Beginning Teacher Support and Assessment Program.

The North County Professional Development Federation Beginning Teacher Support and Assessment Induction Program uses CFASST.

Sacramento City Unified School District Beginning Teacher Support and Assessment Induction Program

The Sacramento City Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program. The Sacramento City Unified School District is located mostly within the city limits of Sacramento and offers a K -12 program with approximately 50,500 students. The district has 47 elementary schools, eight K-8 schools, eight middle schools and five high schools.

The Sacramento City Unified School District Beginning Teacher Support and Assessment Induction Program partners with California State University, Sacramento; National University; and Chapman University. Each partner is committed to providing a program that meets the needs of the candidate and offers program participants the ability to earn master's level credit while fulfilling their induction requirements.

The Sacramento City Unified School is in its fifth year of implementing a district-based Beginning Teacher Support and Assessment Program. Originally part of the Sacramento County Office of Education Beginning Teacher Support and Assessment Consortium, the program became a stand-alone project in 1999. Since then, the Sacramento City Unified School District has provided support and assessment services to approximately 450 Beginning Teachers. The Sacramento City Unified School District Beginning Teacher Support and Assessment Induction Program projects it will serve 110 Participating Teachers during the 2003-2004 school year.

Sacramento City Unified School District uses CFASST.

San Jose Unified School District Beginning Teacher Support and Assessment Induction Program

The San Jose Unified School District Beginning Teacher Support and Assessment Induction Program is a single district program. The San Jose Unified School District is a large urban school district employing approximately 1,800 teachers serving 33,000 students in 31 elementary schools, eight middle schools, and eight high schools. The program serves an average of 70 newly credentialed teachers each year.

The program partners with the San Jose Teachers Association, San Jose State University, and National University.

The program utilizes CFASST to guide their new teachers through the induction process.

Recommendation

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

1. Castaic Unified School District Beginning Teacher Support and Assessment Induction Program
2. Chula Vista Elementary School District Beginning Teacher Support and Assessment Induction Program
3. Corona-Norco Unified School District Beginning Teacher Support and Assessment Induction Program
4. Fairfield-Suisun Unified School District Beginning Teacher Support and Assessment Induction Program
5. Glendale Unified School District Beginning Teacher Support and Assessment Induction Program
6. Keppel-Wilsona Unified School Districts Beginning Teacher Support and Assessment Induction Program

7. Newport-Mesa Unified School District Beginning Teacher Support and Assessment Induction Program
8. North County Professional Development Federation Beginning Teacher Support and Assessment Induction Program
9. Sacramento City Unified School District Beginning Teacher Support and Assessment Induction Program
10. San Jose Unified School District Beginning Teacher Support and Assessment Induction Program

