

SB 2042 PROGRAM SPONSOR – TRANSMITTAL COVER SHEET

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Sacramento County Office of Education

2) **Partner Agencies/Organizations**

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I hereby signify my approval to transmit this program document to the California Commission on Teacher Credentialing:

CEO Signature: _____
David P. Meaney, Ed. D., Superintendent
Date: August 30, 2002

**STANDARDS OF QUALITY AND EFFECTIVENESS FOR
PROFESSIONAL TEACHER INDUCTION PROGRAMS**

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**Implementation Standards for All Multiple Subject and Single Subject
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Background

Faced with the alarming fact that nearly half of all beginning teachers left the profession in their first three years, in 1988 California piloted the California New Teacher Project to seek the means to retain talented new teachers. This pilot project yielded hopeful results and useful research into what beginning teachers need to help them find success in their early career. Based on this pilot program, the California legislature created the Beginning Teacher Support and Assessment (BTSA) program in 1992 to work to retain confident, competent and effective beginning teachers. Initially reaching just 1,500 beginning teachers in 29 programs on a budget of \$4.5 million, BTSA now assists nearly 90% of beginning teachers in the state (more than 25,000) in over 150 programs, with a budget of over \$100 million. In 1998, the California Commission on Teacher Credentialing sponsored and the Governor signed legislation that restructured teacher credentialing in California.

Following passage of SB 2042 (Alpert/Mazzoni, Ch. 548, Statutes of 1998), the Commission developed new standards for teacher preparation to ensure that all teachers are rigorously prepared in the content they will be authorized to teach, as well as in methods of teaching and classroom management. The Standards of Quality and Effectiveness for Professional Teacher Induction Programs, adopted March 2002, establish the expectations of the Commission and the Superintendent of Public Instruction for new teacher induction. By design these standards link with standards for subject matter preparation and standards for professional teacher preparation along the continuum of learning to teach and reflect what all participating teachers are required to successfully complete in an accredited induction program to earn a California Professional Teaching Credential. These *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* are divided into two major sections, One and Two

Section One focuses on the Foundational Standards, Standards 1 through 9. These standards direct how to establish sponsorship, allocate resources, design and provide professional development for teachers, collaborate within and across the education community and support participating teachers as they move from preparation programs to induction programs.

Section Two addresses the Implementation Standards, Standards 10-20, which are further divided into three sub-sections, A, B, and C.

Sub-section A describes key structural design elements that guide induction programs to collaborate with the K-12 education community, provide targeted professional development opportunities for teachers based on individual induction plans, and establish a systematic, performance based, formative assessment process based on the *California Standards for the Teaching Profession* and the state adopted academic content and performance standards for students.

Sub-section B covers the curriculum (Standards 15 and 16). These two standards require induction programs to offer professional development and support based on the K-12 state adopted academic content and performance standards for students in concert with the *California Standards for the Teaching Profession*. This category also highlights the importance of computer-based technology to support student learning.

Sub-section C addresses teaching all students (Standards 17-20). These four standards address major concepts and principles related to how teachers understand, approach and interact with their students on a daily basis. This set of standards focuses on how to differentiate instruction and support for all students, how to establish a healthy environment for learning, how to develop additional pedagogical skills for teaching English learners, and emphasizes professional conduct during the induction program.

Sacramento BTSA Consortium Professional Teacher Induction Context and Program Description

The Sacramento BTSA Consortium Professional Teacher Induction Program is a collaboration of sixteen (16) local school districts within the Greater Sacramento Area; California State University, Sacramento; and the Sacramento County Office of Education. Located in three counties

1. **Sacramento County** (*Center, Del Paso, Folsom Cordova, Galt Elem. and Galt High, Grant, Natomas, North Sacramento, Rio Linda, River Delta, Robla*);
2. **Placer County** (*Eureka, Rocklin, and Roseville City*);
3. **Yolo County** (*Washington and Woodland*);

These K-12 school districts generate approximately 550 eligible teachers each year for our induction program. Most of these 550 teachers are new to the teaching profession or new to the State of California. Some of those new teachers come into our induction program from state funded pre-intern and intern programs, others qualify because they have come from out of state with five or less years of teaching experience or have had significant years of successful teaching in accredited private schools.

For the past three years the numbers of our participating teachers, support providers and site administrators have remained approximately the same:

- About 250 support providers serve our 550 participating teachers,
- About 130 administrators support and work with our participating teachers and their support providers.

In the 2001-02 school year our actual numbers were 564 participating teachers, 241 support providers, and 131 site administrators.

The Sacramento BTSA Consortium Professional Teacher Induction Program has a clearly defined written program plan which creates an umbrella of standardization within the Consortium, while at the same time, meets the needs of individual district's unique cultures and the "way they do things." This structure maximizes the opportunity for local control and, concurrently, provides a consistency from one district to another in leadership and resources that are shared in a manner of cooperation and agreement. A participating teacher or a support provider may move from his or her district to another district within the Consortium, and while they would find individual district differences, the structure of the BTSA Program is the same.

Meet Tracy, a First Year Participating Teacher

“Whew! It is the last day of school; my room is all tucked away for the summer and I just returned the keys to my principal, Mrs. Whaley. I am sitting at my desk thinking about this incredible year! Me! A Teacher! I did it! I have to pinch myself now and then, because this is a dream I’ve had since I was in the fifth grade. That’s when I knew I wanted to be a teacher. Today I had to stop and think for just a minute before I lock the door one last time. I want to capture the moment! I chuckle, because I remember the director of my BTSA program saying at our orientation that reflecting was like taking a camera on vacation and capturing snapshots of wonderful moments with family and friends. She talked about how meaningful those pictures are and how much we remember when we look at them. She said when we wrote down our thoughts, when we worked through the BTSA curriculum (I call it the “Box”!), it would help us at the end of the year as we looked back at all of the “snapshots” we took; that “ah ha!” would happen and we would begin to see patterns in becoming effective teachers. I remember this because I want to be the best teacher I can possibly be, to truly make a difference for my students. I was happy and looking forward to having support during my first two years of teaching as I learned how to effectively translate and transfer all the things I had learned at CSU Sacramento, where I completed my teaching credential program. I had learned so much in those classes, and yet I remember feeling as if I knew nothing at all about teaching in those first days and weeks! I’m SO thankful for my BTSA support provider, Patti., and my principal, Mrs. Whaley. I couldn’t have done it without them!

I was hired in mid-August by the Folsom Cordova Unified School District to teach fourth grade at Cordova Gardens Elementary School. I was SO excited! My very first teaching job! I grew up in the Greater Sacramento Area and knew I wanted to teach in FCUSD where I had done my student teaching. I knew they had a support program for beginning teachers. I was thrilled when I picked up a Folsom Cordova packet at the Teacher Recruitment Faire held at California State University, Sacramento and saw the BTSA brochure. At both of my interviews with the district, they wanted to know how I felt about participating in a support program. I told them this was one of the reasons I really wanted to begin my teaching career with FCUSD. I was walking on cloud nine when they called and offered me a job! I received more information about BTSA when I signed my contract at the district office. Kelly wanted to be sure I knew about BTSA!

Prior to the school year starting I received a letter from Lorie, the BTSA Coordinator, who welcomed me aboard and invited me to the BTSA Orientation on September 14th. I was really impressed when I got a personal phone call following that letter. She gave me the name of my support provider, Patti, just the person I had hoped to have! Patti and I had met during the district’s new hire orientation and she seemed wonderful. Patti called me the next day and we made plans to meet just before school started. I learned that Patti was teaching fourth grade at Cordova Gardens! Wow! She and I would be part of a four-teacher team, all fourth grades. I was *so* relieved to know that I would not be totally on my own!

When we met that first time, Patti told me all about BTSA. We decided to meet every Wednesday after school from 3:30 to 5:00. That worked best for both of us. We talked so much the first time! I don't remember much of that conversation, but I do remember how thankful I was to know that I could turn to Patti anytime! I was beginning to trust her already!

At the BTSA Orientation I met over 40 teachers new to FCUSD. I learned there were over 500 in the Consortium this year! I didn't feel alone anymore! At the Orientation, the BTSA Director showed a power point overview of the program. I was excited to discover *every* part of this program was directed at supporting me in my job as a fourth grade teacher. I could focus on my teaching. I could meet the requirements of BTSA through actually teaching my class! That was a relief, because I could already see that my plate was going to be very full! The BTSA director, Barbara, clarified what was expected of me. She wanted me to:

- Teach to the best of my ability, and become a reflective, self-assessing practitioner.
- Automate within myself the cycle of Plan, Teach, Reflect, Apply
- Meet with my support provider, Patti, weekly.
- Work through the curriculum in the "CFASST Box" with Patti. I was glad there were only six events and they seemed tied directly to my teaching assignment. These events were all about observing me, helping collect evidence about my teaching and involving me in research within my own classroom about my own teaching. Now *that* was exciting! Later on I learned that CFASST stood for the *California Formative Assessment and Support System for Teachers*. Whew!
- Plan the next best steps in learning how to be an effective teacher, identifying my own areas of strength and areas for growth based on evidence, personalized to fit my needs.
- Attend three after school Hot Topic seminars and three professional development days on Saturday (S3superstrategies.sat) together with Patti.

The schedule for these seemed workable, fall, winter and spring sessions. Not overwhelming. As I look back, remember how hard it was to get up early on Saturday morning, but once I got there I was always glad that I had come. Hot Topics came at the end of a day and I was always tired. I met and talked with other "tired" teachers from all over the Greater Sacramento Area and I always went home energized and with one more idea about how to "make that difference" for my students. The Hot Topics and S³superstrategies.sat were organized so that I had the same instructor and the same class members for the fall, winter and spring sessions. I got to know them better, and our learning was extended over time with time between to practice and try out new ideas. It was so helpful to hear what worked for others and what hadn't worked. I realized I learned as much when it didn't work out as when it did! I learned to have patience and try again. It was SO helpful to have Patti there for me, to help me figure out when it didn't work, maybe why not. And if it *did* work and make a difference, could I replicate it the next time!

- Attend a Portfolio Colloquium in late spring.
At the time I had no clue what she was talking about, but now that I have experienced it, it was GREAT! I had the opportunity to prepare for and to share with three other new teachers from other districts about my own learning this year. It was in preparing for that and presenting it that I realized just how much I had actually accomplished this year, just how much I had learned, and how glad I was for BTSA!
- Record my progress through the Consortium's MyBTSA web site.
I learned that was easy to do. It made the program so clear to me! I knew exactly what I needed to do to complete the program, and I always knew where I stood in relation to completing this first year. It was SO easy to communicate with other teachers I met through MyBTSA, so easy to register for Hot Topics and S³superstrategies.sat and for the Colloquium.

As I sit here reflecting, I know I am a better teacher today than I was nine months ago. I will never "arrive" at being a teacher; teaching is a continual journey of learning, exploring and discovering ways to meet the diverse needs of my students. I am already planning for next year! I am out the door, now, and on my way to a well-earned summer break. Yeah for teaching and Yeah for BTSA!"