

## **Program Standard 5: Articulation with Professional Teacher Preparation Programs**

*The local induction program articulates with local professional teacher preparation programs and collaborates regularly with local human resource professionals responsible for employing and assigning teachers. The program staff advises new hires on eligibility and program and professional credential requirements.*

### **Program and Implementation Plan**

Standard 5 requires articulation between induction and teacher preparation programs, and collaboration between induction programs and local human resource professionals responsible for employing and assigning teachers. Articulation between preparation and induction programs will enable new teachers to extend and deepen their knowledge of teaching in a coherent and systematic way.

*5(a) The program establishes specific linkages with local professional teacher preparation programs that prepare incoming participating teachers. The partner(s) share knowledge and understandings of credential requirements as well as of professional development practices for teacher preparation for both preliminary and professional credentials.*

The Sacramento BTSA Consortium Professional Teacher Induction Program has had a long-standing relationship and communicates regularly with Rina DeRose-Swinscoe, the Program Director of Professional Education Programs for K-18 Educators and School Personnel at California State University, Sacramento Regional and Continuing Education. Participating teachers and support providers alike may register for and earn six units of graduate level credit each year for two years. Dr. Michael Lewis has just been appointed as the Interim Dean for the College of Education, California State University, Sacramento. We have been in touch with one another and Michael is very interested in ongoing communication and collaboration between the University and our Induction Program. He brought a team of professors to our "Let's Get Started" meeting scheduled August 21<sup>st</sup> at 1:00 pm at the Sacramento County Office of Education. Michael also attended our Kick-Off Meeting for our Consortium's Advisors and District Coordinators, and has agreed to serve on our 2002-2003 Advisory Council. These are wonderful steps towards expanding our relationship with the Teacher Credentialing Program at CSUS.

*See Evidence #6 at the end of Standard 1: Memorandum of Understanding with Institutes of Higher Education*

In 2001-02, this collaboration with Institutes of Higher Education (IHE's) expanded to include JoAnn Hammer, Ed. D., and Shannon Knepper, Ed. D., with the Department of Teacher Education, School of Education, National University, Sacramento, Angie Strawn, Dean, University of Phoenix, Sacramento, and Harold Levine, Ph. D., Dean of the College of Education, University of California, Davis. The Consortium Director serves on the Advisory Board for both National University and the University of Phoenix. She also met with the Corporate Committee for the University of Phoenix to work with them on preparing revised course descriptions and outlines to meet the Program Standards for Teacher Preparation Programs in June 2002.

An invitation for a "Let's Get Started" meeting August 21, 2002, was sent to the six (6) area BTSA Directors, the deans of five (5) local IHEs, the director of Project Pipeline (a Pre-Intern and Intern Program), and the director of the Northern California Recruitment Center for Teachers. The dates for follow up collaboration are December 4, 2002 and March 4, 2003. The purpose of these meetings is to establish clear lines of communication and responsibilities between and among our programs.

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The meeting was held and well attended. Every BTSA program and every university in the Greater Sacramento Area was represented. The group agreed to meet approximately once a month to work collaboratively towards meeting both sets of program standards, teacher preparation and teacher induction.

*5(b) The program establishes specific linkages with human resource and credential personnel in sponsoring organizations in order to identify eligible teachers and inform them of their professional credential requirements.*

Each District Coordinator works collaboratively with the human resources and credential personnel within his or her district to identify eligible participating teachers. Recruitment Packets from all of our sixteen sponsoring school districts contain information about the Sacramento BTSA Consortium Professional Teacher Induction Program. A list of new hires is sent to the District's BTSA Coordinator with a list of their credentials and years of experience in July through October. The BTSA Coordinator sends a letter to all eligible new hires, inviting them to a BTSA orientation. Many follow up with phone calls and personal welcomes. Opportunity is provided to discuss eligibility, the induction program requirements, and clarification.

The Consortium Director attended a meeting in July for Credential Analysts held at the Sacramento County Office of Education outlining the requirement for SB 2042, conducted by the Commission on Teacher Credentialing. The power point that was used was excellent and has been provided to the Consortium Director. We have scheduled a meeting on October 16, 2002 for credential analysts from our sponsoring districts who either were not able to attend the July meeting or who would like further clarification and review of SB 2042 requirements. District Coordinators and Advisors have been invited to this review.

A collaborative orientation sponsored by the Consortium and each district is held for all eligible participating teachers, their support providers and site administrators. At the orientation each participant receives an Orientation Packet that fully discloses the requirements of the BTSA induction program. All participants register on the MyBTSA web site. All program requirements are listed for the individual participating teacher with the ability to monitor their own progress as they work towards successful completion of the Induction Program and towards their professional credential. When the participating teacher checks off a requirement as completed on MyBTSA, the item moves into a pending file waiting for verification from a support provider or district coordinator prior to the item being filed as completed. It is very easy for each candidate to know exactly what is required, what he or she has done, and what is left to do prior to being able to apply to the Commission on Teacher Credentialing for the Professional Credential. If a candidate moves from one district to another, a portable transcript is available.

*See Evidence # 4 and 5 and 6 in the Appendix: MyBTSA Manual for Participating Teachers, Support Providers, and District Coordinators*

5(c) *The program sponsors establish clear procedures for receiving documents from professional teacher preparation programs, including the results of the teaching performance assessment, if applicable. As part of these procedures, participating teachers are informed of their responsibility to accumulate evidence of reflective practice, to document all professional credential requirements, and, at the end of the program, to organize this evidence in support of their application for a professional credential.*

The Sacramento BTSA Consortium Professional Teacher Induction Program requires each participating teacher to present at the time of enrolling in the Program a copy of the results of his/her Teaching Performance Assessment (TPA)(as applicable) and a copy of an Individual Induction Plan (IIP) that was designed collaboratively with the participating teacher and the teacher preparation program to identify the next steps in professional development. Participating teachers and their support provider will review the Teaching Performance Assessment (TPA) score and the accompanying Individual Induction Plan (IIP) to determine any needs for adjustment or revision. This provides the base for entry into induction program. The support provider will discuss with the participating teacher the need to collect and document evidence of a developing reflective practice throughout the induction program in order to meet professional credential requirements. This evidence is primarily collected through completing the Events in the *California Formative Assessment and Support System for Teachers (CFASST)*.

Each participating teachers will track his or her evidence of reflective practice and document all professional credential requirements on the MyBTSA web site that has been designed to meet all program requirements and standards. Upon successful completion of the Induction Program, the database will provide a report to the participating teacher that will support their application for a professional credential. The participating teacher will assemble additional evidence from his or her Teaching Portfolio (the CFASST Box) to demonstrate that all professional credential requirements have been met. The participating teacher will present this evidence to the Professional Credential Induction Committee during an interview at the conclusion of the Induction Program.

The Professional Credential Induction Committee's membership is specific to each sponsoring district and includes:

- The BTSA Director and/or Assistant Director,
- The BTSA District Advisor,
- The BTSA District Coordinator,
- The District Assistant Superintendent of Human Resources
- The District's Teacher Association President.

The Professional Credential Induction Committee convenes in the spring of each year, or when necessary, to review those participating teachers who have successfully completed the Sacramento BTSA Consortium's Professional Teacher Induction Program.

## **What will the participating teacher experience as he or she progresses through the induction program?**

Each participating teacher will be able to transition from the teacher preparation program into induction smoothly. The Teaching Assessment Performance (TPA) and the accompanying Individual Induction Plan (IIP) from the teacher preparation institution will set the stage for his or her continuing on the “learning to teach” journey.

Each participating teacher will have access to his or her own My BTSA page on the Sacramento BTSA Consortium Professional Teacher Induction Program’s web site. Each participating teacher will receive a bulleted list of what is required to complete the Professional Credential as well as available options. He or she will be able to see at any time exactly what is required, how much has been completed, and what is left to complete.

In addition, participating teachers will be able to track all of their professional growth. Once they receive their Professional Credential and are required to track the 150 hours of Professional Growth for renewal, they may continue to use the My BTSA web site for the duration of their California teaching career. My BTSA will automatically generate an updated resume. This feature is in place with the hope of tracking participating teachers once they complete their BTSA Induction Program. We may be able to build other incentives that will encourage a yearly update. This will be a tremendous help in our retention records.

## **What will the participating teacher know and be able to do at the end of the program?**

Upon completion of the Sacramento BTSA Consortium Professional Teacher Induction Program, participating teachers will have successfully learned to *apply* the theory they learned about teaching in their teacher preparation program within a specific teaching context as the employed teacher of record. Each participating teacher will continue to develop skills and abilities towards becoming an effective Professional Educator. Each will have internalized four critical components of the Induction Program:

1. The Plan Teach Reflect Apply Cycle (PTRA).  
It is our goal that every participating teacher will exit our induction program with the Plan Teach Reflect Apply Cycle ingrained and imbedded within his or her very heart and soul. That they will never teach again without automatically planning the lesson, teaching it, reflecting on how successful it was for each and every student, and then applied that reflection to the next lesson.
2. The Process of Inquiry (mini-teacher research based on evidence).  
A second goal is that each participating teacher complete the induction program totally comfortable in the process of inquiry: that a question is asked, that information is gathered about that question, that an action plan is put in place, and evidence gathered as to the effectiveness of that plan.

3. The Individual Induction Plan (IIP).

We want each participating teacher to know that the day he or she decided to become a teacher and set out a plan to do so, that was the beginning of his or her IIP. Planning for your own professional growth should never cease until the day of retirement. Being a professional educator is being a continual learner in the processes of teaching.

4. The power of networking.

We never want our participating teachers to teach in isolationism. We want them to know and understand the power of networking, of sharing and learning with and from other professional educators.

Each participating teacher will continue to have access to the benefits of the My BTSA web site for as long as they teach in California. By the very nature of this interactive database, our participating teachers will enhance their technical skills as a professional educator.

## And Our Surveys and Feedback Said . . .

In this section we share pertinent information gleaned from the data and analysis of our 2001-2002 surveys and feedback. This is evidence of a functioning program in continual growth. We are consistently seeking to balance:

- The need for stability and predictability for our participants, and
- The need to be an organization that listens to our stakeholders and makes modifications that will significantly improve the quality of the services delivered.

We analyze data from three sources annually:

1. External surveys and feedback collected by our evaluator, Lois M. Y. Rolland, Ph. D., Sinclair Research Group.
2. The Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff.
3. Informal Program Review or our Formal Program Review (depending on the cycle we are in and the year).

*See Evidence #s 1, 2, and 3 in the Appendix:*

1. *Summative Program Evaluation Report 2001-2002 for the Sacramento BTSA Consortium by Lois M.Y. Rolland, Ph. D., of the Sinclair Research Group.*
2. *Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff*
3. *Informal Program Review Self Study*

### 1. External Evaluation Conclusions

We registered the following teachers at the California State University, Sacramento, College of Continuing Regional and Continuing Education, for 6 units of graduate level credit in 2001-2002. These credits are pre-approved as elective units in any of the State Universities towards a Master's Degree:

Participating Teachers Year I

Participating Teachers Year II

Support Providers serving Year I

Support Providers serving Year II

Total enrollment for graduate level credit

Our participants love to be able to earn these units as they participate in BTSA. Two years in BTSA will move them nearly another column on the salary schedule. The cost of the units is \$50.00 per semester unit, which is very reasonable.

### 2. 2001-2002 Statewide Survey Results

<i>Program Staff Reported (scale of 1-4 with 4 being the highest)</i>	Means	Standard Deviation
Coordination with Teacher Preparation Programs	2.78	1.29

### **3. Informal Program Review Conclusions**

The Informal Program Review found the following strengths:

- Communication within and among the participating districts and the Consortium leadership.
- Attendance reporting for events.
- The BTSA Web Site
- Memorandums of Understanding with participating sponsors
- Email, faxes, meeting communication, and phone calls.

The Informal Program Review showed that while we have strong collaboration between CSU Sacramento's Regional and Continuing Education College, the communication and collaboration with CSU Sacramento's College of Education is weak.

Areas of growth included:

- Clearly define and expand the roles and responsibilities between the Consortium and CSU Sacramento. Reach out to other universities in the Greater Sacramento Area, i.e., National University, University of Phoenix, Laverne University, Chapman University and University of California, Davis.
- Strengthen our relationship with Project Pipeline, which is a Pre-Intern and Intern Program in the Sacramento area.

#### **Analysis and Conclusions:**

While our evidence documents articulation between induction and teacher preparation programs, and collaboration between induction programs and local human resource professionals responsible for employing and assigning teachers, we believe this area to be one of growth for during 2002-2003. Better articulation between teacher preparation programs in the Greater Sacramento Area will enable our novice teachers to transition more smoothly through the Learning to Teach Continuum in a coherent and systematic way.

With the full implementation of Senate Bill 2042, and the accompanying program standards for teacher preparation programs and teacher induction programs that require collaboration among and between the various entities on the Learning To Teach Continuum, it is our belief that collaboration will strengthen and grow during the 2002-2003 school year. A letter was sent to each Dean in the College of Education at each of the universities listed above, the director of Project Pipeline, the director of the Northern California Recruitment Center and to all BTSA Directors in the Greater Sacramento Area, inviting each to attend a "Let's Get Started" meeting on August 21, 2002. The purpose of the meeting is to examine the program standards from each group that require collaboration and to ask the question: How can we make the journey of the emerging professional educator a seamless one? How can we cooperate and collaborate to the benefit of our participating teachers? A representative of nearly every group responded

positively to the invitation and attended. We have agreed to continue meeting on a monthly basis. We are off to a great start!