Report on Implementation of the Beginning Teacher Support and Assessment Program

(1992-94)

Report to the Legislature pursuant to Education Code 44279.2

Commission on Teacher Credentialing
California Department of Education

State of California
Sacramento, California
December 1994
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Dear Members of the Legislature:

During 1995, approximately 12,500 teachers will begin teaching careers in California. A large majority of those teachers will be placed in extremely challenging classroom settings, will work in isolation from their colleagues, and will receive little feedback about their teaching performance. Approximately 20 percent of those teachers will no longer be teaching in California in three years' time. The turnover rates in urban and rural areas will be even higher, approaching 50 percent in some districts.

Careful attention to the entry period for new teachers can significantly reduce teacher attrition, improve teacher performance, enhance the teacher's ability to meet the needs of an increasingly diverse student population, and result in improved instruction for all students. A modest investment of state funds in the training, assistance, and assessment of beginning teachers also leads to lower replacement costs for California universities and school districts. In 1995, approximately 15 percent of those newly hired teachers in California will participate in cost-effective programs designed to ensure their success.

In 1988, California began to develop policies to address this crucial induction period. An extensive pilot study known as the California New Teacher Project was initiated to test alternative models for supporting the professional development of first-year and second-year teachers, and assessing their competence and performance in the classroom. The findings of the pilot project, which served over 3000 beginning teachers over four years, led the Legislature to initiate the Beginning Teacher Support and Assessment (BTSA) Program in 1992 in Senate Bill 1422 (Bergeson).

In SB 1422, the Legislature endorsed the gradual phase-in of support and assessment for all beginning teachers in California, and directed that we develop new policies to govern the support and assessment of beginning teachers in the future. We were also directed to give special attention to entry level teachers in future credentialing policies.

The Commission on Teacher Credentialing and the State Superintendent of Public Instruction jointly administer the BTSA Program and are required to submit reports to the education policy committees of the Legislature regarding implementation of that program according to Education Code Section 44279.2. The enclosed report responds to that direction and describes BTSA implementation efforts from 1992-1994.

Sincerely,

Philip A. Ritch, Executive Director
Commission on Teacher Credentialing

William D. Dawson, Acting State
Superintendent of Public Instruction
California Department of Education

enclosure
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Report on the Implementation of the Beginning Teacher Support and Assessment Program
(1992-94)

Part 1: Introduction

California has been engaged for a number of years in efforts to provide high quality, intensive induction experiences for beginning teachers that build on preservice preparation and lead to enhanced, life-long professional development. At the conclusion of a four year (1988-1992) pilot study known as the California New Teacher Project (CNTP), the Legislature recognized the importance of the early years of teaching and initiated the Beginning Teacher Support and Assessment (BTSA) Program in Senate Bill 1422 (Bergesen, 1992).

The pilot project had demonstrated that cost-effective induction strategies could improve teacher retention and performance and would result in significantly better instruction for students. In authorizing the BTSA Program, the Legislature declared:

That the school districts of this state hire approximately 15,000 new teachers each year, that first-year and second-year teachers are responsible for the education of hundreds of thousands of students, and that few districts provide adequately for the success of these novice professionals. With the costs of university preparation and teacher recruitment increasing rapidly, it is not cost-effective to recruit teachers who must be replaced quickly because of poor assistance and training [Chapter 1245, Statutes of 1992, Section 15 (b)].

The Legislature also expressed its renewed commitment to developing "new policies to govern the support and assessment of beginning teachers, as a condition for the professional certification of those teachers in the future" [Education Code Section 44279 (a)] and stated:

Teaching is a complex, demanding profession that is learned over the course of several years of study, consultation, and reflective practice. Having received the recent report of the California New Teacher Project, the Legislature finds and declares that the performances of students and beginning teachers improve substantially as a result of training that is appropriate for the novices, intensive assistance by mentors who are carefully selected and trained, and accurate assessments of new teachers' professional practices [Chapter 1245, Statutes of 1992, Section 15 (d)].

The California Beginning Teacher Support and Assessment Program is administered jointly by the Commission on Teacher Credentialing and the Superintendent of Public Instruction. The purposes of the BTSA Program are to:

- provide an effective transition into the teaching career for first- and second-year teachers in California;
- improve the educational performance of students through improved training, information, and assistance for new teachers;
- enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse;
The Legislature directed the Commission and the Superintendent to begin to implement in BTSA the most cost-effective models of support and assessment that were pilot tested and evaluated in the pilot project. The State Budget Act included $4.898 million in 1992-93 and $4.83201 million in 1993-94 to support the costs of locally designed and implemented BTSA programs.

The Legislature endorsed the gradual phase-in of support and assessment for all beginning teachers in California and gave the following direction to the two state agencies regarding the development of future policies to govern teacher induction in California.

- The Commission and the Superintendent shall develop and adopt a broad framework of challenging, realistic expectations regarding the professional skills, abilities, and knowledge needed by beginning teachers. The Superintendent and the Commission shall disseminate the framework to colleges, universities, school districts, county offices of education, and professional associations, who shall be encouraged to use the framework in efforts to improve teacher preparation and support programs (Education Code Section 44279.2f).

- The Commission and the Superintendent shall adopt and implement criteria and standards for local program quality and intensity for schools, school districts, county offices of education, colleges, universities, and other educational and professional organizations (Education Code Section 44279.2c).

- The Commission shall review the requirements for earning and renewing multiple and single subject teaching credentials with special references to the findings, conclusions and recommendations of the report on the pilot study of alternative methods of new teacher support and assessment that was completed pursuant to (Senate Bill 148) of the Statutes of 1988 (Education Code Section 44259.2a).

The Commission on Teacher Credentialing and the Superintendent of Public Instruction are required to submit reports to the education policy committees of the Legislature regarding the implementation of the provisions of the authorizing section of the Education Code (44279.2g). This report describing BTSA implementation efforts from 1992-1994 is submitted in response to that direction.
This report describes the establishment of BTSA and early implementation efforts in thirty locally designed and administered programs. Part 1 has presented an overview, outlining the purpose and intent of BTSA as directed by SB 1422. Part 2 discusses the rationale for the establishment of the BTSA Program based on the findings of the California New Teacher Project research and evaluation study. Part 3 discusses the award of grants to two cohorts of locally designed and administered programs. Part 4 describes progress made on two important legislatively initiated developmental efforts—a framework of expectations for beginning teacher performance and program standards. Part 5 focuses on local program implementation efforts and early program accomplishments. Part 6 describes efforts made by the state agencies to build local capacity to achieve program purposes and sets this work into the context of the larger review of teacher credentialing and related reform efforts.

Funding was not provided to support the costs of the Commission or the Department of Education for administering the BTSA Program or to complete the developmental work directed by the Legislature. All costs associated with the administrative oversight of the work described, including the preparation of this report, are being absorbed by both agencies through a redirection of agency funds and the use of some funds that are included in local assistance grants.
Part 2: Building on the Findings of the Pilot Study

The Beginning Teacher Support and Assessment Program is built on the extensive research findings and development efforts that were part of the California New Teacher Project (CNTP). Because the CNTP was a pilot study initiated to inform future policy directions, significant time and resources were devoted to research and evaluation activities over the course of the four years. A brief review of that research is provided in this section in order to provide a basis for understanding initial BTSA implementation efforts and directions.

The CNTP Pilot Study

The CNTP funded pilot projects to test alternative models for (1) supporting and assisting the professional development of first-year and second-year teachers, and (2) assessing their competence and performance in the classroom. During its "peak" year (1990-91), the CNTP included 37 local pilot programs; over the entire four years, more than 3,000 beginning teachers and more than 1,500 experienced teachers participated in the CNTP. The long-range purpose of the project was to develop a comprehensive statewide strategy for the professional induction and certification of beginning teachers of the future.

In authorizing the CNTP, the Bergeson Act (SB 148) specifically required that each alternative method of support and assessment be evaluated in terms of the following criteria:

- effectiveness at retaining in teaching those individuals who show promise of becoming expert professionals;
- effectiveness at improving the pedagogical content knowledge and skills of the beginning teachers who are retained;
- effectiveness at improving the ability of beginning teachers to teach students who are ethnically, culturally, economically, academically, and linguistically diverse;
- effectiveness at identifying beginning teachers who need additional assistance and, if that additional assistance fails, who should be removed from the education profession;
- the relative costs of each method in relation to its beneficial effects; and
- the extent to which each alternative method of supporting or assessing beginning teachers would, if it were added to the other state requirements for teaching credentials, make careers in education more or less appealing to prospective teachers.

The Commission on Teacher Credentialing and the California Department of Education were given joint responsibility to administer the California New Teacher Project and to monitor the ongoing research activities. Co-directors were appointed and an Interagency Task Force consisting of staff from both agencies was created to assume this administrative responsibility.

Two highly qualified external contractors were selected on the basis of competitive bids to assist state staff in completing the research and evaluation work. The evaluation of the support component was conducted by the Southwest Regional Educational Laboratory (SWRL). Far West
Laboratory (FWL) evaluated existing and alternative forms of new teacher assessment. These two lines of inquiry were conducted independent of one another, although the CNTP projects provided the primary "testing ground" for both sets of research and evaluation activities.

SB 148 also specified that the Commission and the Department be advised by a panel representing major educational organizations during the course of this pilot study. Constituent groups to be represented were named in the legislation. This panel played a key role in shaping the direction of ongoing research, reviewing the implications of interim reports, and shaping the eventual policy recommendations.

The findings of the California New Teacher Project were summarized and presented to the Commission and the Superintendent in March of 1992. The report, *Success for Beginning Teachers: The California New Teacher Project* was presented to the Legislature and became the basis for the establishment of the BTSA Program in SB 1422.

**Findings Related to Support**

An independent evaluation of the support component of CNTP was completed by the Southwest Regional Educational Laboratory (SWRL). SWRL examined the effects of the support projects and identified the most important features of effective projects. The evaluators confirmed that there were long term benefits to be gained and identified the following elements as most important to the effective delivery of support services to new teachers:

- Involving experienced teachers, carefully selected and specially trained, in guiding and assisting new teachers.
- Providing scheduled, structured time for experienced and beginning teachers to work together.
- Providing instruction to groups of new teachers -- training that is directly related to their immediate needs and their current stage of professional development.
- Individual follow-up by experienced educators, so new teachers learn to use new skills effectively in their own classrooms.

When support services were well-designed and effectively delivered, SWRL reported the following findings:

- The support projects reduced the overall attrition of new teachers by more than two-thirds, virtually eliminating the problem of beginning teachers quitting due to isolation, frustration, or burnout. The local pilot projects achieved high retention rates among minority teachers and teachers serving in hard-to-staff urban and rural schools.
- When compared with other new teachers, beginning teachers in the pilot projects more consistently (a) used instructional practices that improve student achievement; (b) used more complex, challenging instructional activities that enabled students to learn advanced thinking skills and cooperative work habits; (c) did long-term planning of curriculum and instruction, ensuring that students were taught the entire set of skills and knowledge to be learned during the year; (d) motivated diverse students to engage in productive learning activities; and (e) gave the same complex, challenging assignments to classes of diverse pupils as they did to classes that were ethnically and culturally homogeneous.
Findings Related to Assessment

As part of the research on the assessment component of CNTP, a contract was awarded to the Far West Laboratory (FWL) to examine existing systems, procedures, and practices related to teacher assessments (from entry into teacher education programs to assessments for tenure) and to evaluate prototype instruments and new methods of assessing new teachers, such as classroom observations, portfolios, structured interviews, simulations, videotaped scenarios, and interactive computed-aided assessments. Each approach was evaluated for its:

- Capacity to assess one or more important domains of teaching competence
- Similarities with the real tasks of teaching, as viewed by teachers themselves
- Capacity to produce accurate, useful information about individual teacher competence
- Technical reliability
- Ease of administration
- Potential cost

The pilot-testing and evaluation of the alternative assessment approaches in CNTP produced the following findings:

- **There is no one "best" assessment approach.** Different assessment approaches are appropriate for evaluating different aspects of teaching. The most appropriate approach depends on the knowledge, skills, and abilities to be assessed and the purpose for which the information is to be used. Breadth in the scope of assessments would best be accomplished by using a combination of approaches.

- **Assessing "knowledge" and "application" require different approaches.** Knowledge of teaching principles is best assessed by examinations, exercises or simulations outside of classrooms. The ability to teach is best assessed in classrooms. To evaluate both, two or more assessment methods should be combined.

- **Sufficient breadth and depth of an assessment should be ensured.** An assessment of teaching performance should address the full range of skills and abilities that beginning teachers are expected to possess. These skills and abilities are tentatively in the Draft Framework.

- **The knowledge, skills, and abilities being measured must be clearly defined.** Terms and examples must be clear and specific enough to convey the same meanings to teachers, assessors, and administrators, but also broad enough to apply to varied teaching situations and instructional approaches. In the course of their training, assessors should study and use examples from varied teaching approaches and settings that illustrate how knowledge, skills, and abilities are to be rated.

- **Match assessors to new teachers.** Assessors should understand and be familiar with the beginning teacher's subject matter, grade level, and teaching situation.

- **Give equal attention to improving the knowledge, skills, and abilities of beginning teachers.** A key purpose of assessment should be to inform teacher preparation programs, new teacher induction programs, and professional development courses. Beginning teachers must have opportunities to fulfill the expectations of the assessment utilized.
Policy Directions

The pilot study demonstrated very dramatically the value of introducing teachers into the profession with support from experienced colleagues and identified the most cost-effective methods of providing high-quality, intensive support and professional development. The also demonstrated that intensive support, continued training and informative assessments of teachers in their first professional years result in significantly better instruction for students. The research also demonstrated that current assessments of prospective and novice teachers do not effectively assure the public that teaching credentials are granted only to competent individuals. It also pointed out the need for better assessments of beginning teacher performance and for finding ways to use the assessment results to design local support and professional development plans.

Success for Beginning Teachers, the pilot project report, included several significant policy recommendations and used the following terms to recommend that California be proactive in ensuring the success and verifying the effectiveness of all new teachers.

To increase beginning teacher success and effectiveness, state education policies governing teacher preparation, induction, credentialing and professional development need to be redesigned to provide for a better transition from student of teaching to the role of teacher. California needs to establish an integrated system of new teacher support and assessment, beginning with university preparation and continuing through induction into teaching. More effective induction of new teachers would include a gradual introduction to the norms and responsibilities of teaching, advice and assistance from experienced colleagues, and useful information about each teacher's performance compared to established expectations for what beginning teachers should know and be able to do.

Sufficient state and local resources, including new funds as they become available, must be committed to the success of beginning teachers (Success for Beginning Teachers, pages 2-3).

Based on the research and evaluation findings, the Commission and the Department adopted a set of policy recommendations for programs on behalf of beginning teachers. In response to these recommendations, Governor Wilson and the Legislature established the BTSA Program in the State Budget for 1992-93 and included almost $4.9 ($4.898) million for grants to initiate this new state program in local education agencies. A similar amount ($4.83201 million) was allocated to the Beginning Teacher Support and Assessment Program in the 1993-94 State Budget.
Part 3: Two Cohorts of Locally Designed and Administered Programs

The Commission on Teacher Credentialing and the California Department of Education began implementation of BTSA with the release of two Requests for Proposals (RFP) to sponsor locally designed and administered programs under the provisions of state laws and the Annual Budget Acts. Fifteen local BTSA programs, Cohort I, received funding to support approximately 1,100 teachers in 1992-94. An additional fifteen programs, Cohort II, were awarded funding for 1993-95 to support an additional 1,200 teachers in 1993-95. The awards were made on a competitive, non-formula basis in response to criteria outlined in the RFP.

Significant features of the two successive RFPs are outlined in this next section, followed by a discussion of the selection of two cohorts of local program sponsors.

Developmental View of Teaching Articulated in the RFP

In the RFP, the Commission and Department expressed a vision of teaching in California classrooms and the teaching profession. This vision emphasized a developmental view of teaching expertise, a holistic perspective about excellence in teaching, and a recognition of the importance of diversity in teaching. The RFP expressed a developmental view as follows.

"Practitioners do not attain "completeness" in their professional expertise, perspectives or accomplishments -- something that distinguished teachers have recognized for many years. New teachers are not "finished" as professional learners, even though they may have been educated in distinguished institutions where they may have completed highly effective programs of undergraduate education and professional preparation. Although prior preparation is essential, and excellence in this preparation is important, further development throughout each teacher's period of service is indispensable. Beginning teachers are at intermediate stages of advancement and expertness in teaching and . . . intensive development must occur during this phase (RFP, p. 16)."

To recognize that the reflective practice of teaching involves innumerable complexities and nuances that are highly interrelated and contextualized, the RFP also expressed a holistic perspective on teaching in the following terms.

"At each stage of a practitioner's career, teaching consists of decisions, practices, and perspectives that are highly interrelated. The various aspects of a teacher's performance are not independent from each other, and therefore, cannot be viewed or judged in isolation. Instruction occurs in settings in which many contextual factors affect pedagogical decisions and practices. The practice of teaching must be seen as a "seamless fabric" in which the components are interlinked to form a teacher's style of professional practice (RFP, p. 17)."

In these terms, the Request for Proposals encouraged the sponsors of BTSA programs to view teaching as a complex, challenging profession that requires reflective, collegial practices that develop over time while new teachers gain expertise and confidence as professional decision-makers."
Eligibility of Organizations to Sponsor BTSA Programs

The RFP stated that BTSA grants must be awarded to local education agencies. However, the following organizations are eligible to sponsor and co-sponsor local BTSA programs.

- Public school districts in California.
- County offices of education in California.
- Accredited colleges and universities with teacher preparation programs.
- Organizations that represent teachers in California.
- Educational research and development centers.
- Companies or corporations in private business or industry.

The RFP encouraged these organizations to collaborate with each other in planning and delivering local BTSA programs. To be eligible for a grant, the sponsors of a program were required to serve a minimum of 25 beginning teachers in the program. Districts employing fewer than 25 beginning teachers were encouraged to participate as a member of a larger consortium of districts in which 25 or more teachers were served.

The RFP encouraged colleges and universities to collaborate with local education agencies in sponsoring teacher induction programs that are coordinated and articulated with preservice preparation programs for those teachers. All institutions were given the option of co-sponsoring induction programs that are independent of preparation programs; they were not required to sponsor coordinated programs of preparation and induction. As a second option, institutions of higher education were encouraged to take advantage of the provisions of SB 1422 and use BTSA funds to restructure existing teacher education programs.

State Funding Priorities

The 1992 state law required the Commission and the Department of Education to "implement the most cost-effective models of support and assessment that were pilot tested and evaluated" in the pilot projects (the CNTP). To fulfill this mandate, the staff reviewed the pilot project results among the students, teachers and schools with the greatest need for the support and assessment services provided by the BTSA Program. Based on this review of the CNTP findings, the initial RFP established the following priorities for funding local BTSA programs.

- Schools and districts with large increases in student enrollments.
- Schools and districts with particularly diverse student populations.
- Schools and districts with evidence of low student achievement.
- Schools and districts in remote, rural regions of the state.
- Schools and districts with high rates of teacher turnover.
- Schools that have been "hard to staff" with experienced teachers.
- Schools and districts with a demonstrated need to retain teachers from underrepresented ethnic groups.

The RFP also indicated that priority would be given to BTSA programs that utilize resources from other categorical sources, such as funds for School Improvement, School Restructuring, the Mentor Teacher Program, and Federal Chapter 1. Finally, the RFP gave priority to programs sponsored collaboratively by local education agencies and postsecondary institutions.
In awarding grants to Cohort II Programs for 1993-95, two additional funding priorities were established and incorporated in the RFP.

- Higher priority was given to serving teachers in all geographic regions of the state. In particular, priority in Cohort II was given to those regions not represented in the initial BTSA programs.
- Higher priority was given to special categories of new teachers who were not well represented in the initial fifteen programs, such as special education teachers, teachers of limited-English proficient students, teachers on emergency permits, and teachers in secondary schools.

**Eligibility of Teachers to Participate in Local BTSA Programs**

The 1992 legislation stipulates that "the Commission and the Superintendent shall adopt and implement criteria and standards for participation in the program, including criteria regarding the eligibility of teachers." This statute also requires that:

For the purpose of administering this article, "new teacher" or "beginning teacher" means a teacher with a valid California credential who is serving in the first year or second year of certificated service (Education Code Section 44279.2).

Pursuant to this provision of law, the RFP indicated that all first-year and second-year teachers are eligible to participate in local BTSA programs. This includes teachers serving on any valid credential, including teachers of any subject and grade level, special education teachers, bilingual teachers, and substitute teachers. Teachers serving on internship credentials and emergency credentials are eligible. The only legal restriction on eligibility is that BTSA services cannot be provided to teachers who have completed two years or more of certificated service in any state.

The 1992 legislation also requires that "participation in the program shall be voluntary for local education agencies, and participation by certificated employees shall not be made a condition of employment" (Education Code Section 44279.2).

**Integration of Support and Assessment in Local Programs**

The laws that govern local BTSA programs require that each locally designed BTSA program assesses beginning teaching performance in valid and reliable ways and that the local assessment process function as an integrated component of the support program for participating teachers. To clarify this requirement, the RFP stated that:

During the induction period, new teachers should be supported and assessed in ways that recognize the complexity of teaching and the variety of approaches that contribute to teaching success. To ensure that candidates in the BTSA Program are supported effectively, each new teacher will work with a cooperating experienced colleague to design an individualized induction plan. This plan is intended to build on formative assessment information so that support may be most appropriately designed and delivered to meet the beginning teacher's professional needs (RFP, 1993, pp. 18-19).

In preparing the RFP, the Department and the Commission recognized that the sponsors of local BTSA programs were likely to be at different "stages of readiness" to implement formative assessments as components of their local induction programs. Some local sponsors were ready to
use an existing assessment process -- previously developed by local personnel -- as the formative assessment in a BTSA program. Other sponsors, however, did not have an assessment process that could produce useful results for beginning teachers and their support providers. Among these sponsors, some needed time in which to develop an assessment locally, but others were willing to use an assessment that has been developed elsewhere. Still others needed the expertise and assistance of an external assessment consultant in the completion or administration of a formative assessment process.

To accommodate these varying "levels of readiness" to integrate an assessment process into an induction program, the RFP invited proposals from all potential sponsors of a program. To facilitate participation by sponsors who were willing to use an assessment that had been developed by others, and by sponsors who needed external expertise and assistance, in 1992-93 the two state agencies distributed a Request for Information (RFI) to all colleges, universities, research and development centers, and test development firms. This RFI invited these organizations to make existing assessment instruments and the expertise of their consultants available to the sponsors of local BTSA programs. Five of the six firms that responded to the first RFI subsequently agreed to continue to make their services available to the local sponsors of BTSA Programs in the second RFP:

- Allums Associates (responded to the first RFI only)
  Richmond, California

- Center for Educational Research and Services
  Fresno, California

- Educational Testing Service
  Pasadena, California

- EREAPA Associates
  Livermore, California

- Far West Laboratory
  San Francisco, California

- Innovative Assessments, Ltd.
  San Anselmo, California

The two state agencies provided information about these organizations to the potential sponsors of local BTSA programs, using two means of dissemination. First, the agencies included descriptive information about these organizations in the Request for Proposals to Sponsor Local BTSA Programs. Second, the agencies invited these organizations to present their instruments and/or services in "bidders' conferences" that the agencies conducted for the potential sponsors of local BTSA programs. The RFP encouraged BTSA program sponsors to contact assessment organizations if they wanted to make arrangements for local use of assessment instruments and/or services offered by external organizations. If satisfactory arrangements could be made, then the sponsors of BTSA proposals were encouraged to include assessment organizations in their program proposals as "assessment subcontractors." In this regard, BTSA sponsors were permitted to "subcontract" with any appropriate entity including, but not limited to, the respondents to the RFI.
Selection of Local Programs

The Commission and the Department of Education released the first Request for Proposals to Sponsor Local Beginning Teacher Support and Assessment Programs on November 16, 1992. In this RFP, the two agencies encouraged universities, colleges, school districts, county offices and professional organizations to collaborate in sponsoring outstanding programs of integrated support and assessment for first-year and second-year teachers.

The RFP required bidders to organize their proposals around "elements of BTSA programs," drawn from features of successful programs identified in CNTP research. The RFP described the plans and preparations that should be included under each element of a proposal, and provided specific criteria for evaluating each element. These criteria were based on the findings and recommendations of the pilot project and the requirements and provisions of state law. The criteria were included in the RFP in order to inform respondents of the factors that would be used in evaluating their responses, and to guide and assist them in developing excellent proposals. Following these descriptions of the elements of a proposal and the criteria for evaluating each element, the RFP organized the elements into categories and identified the scores that bidders could earn in each category of elements.

Fifty-seven proposals were received in response to the first RFP. In the proposal review process, each proposal was evaluated by at least three trained reviewers -- one from the Department of Education, one from the Commission on Teacher Credentialing, and an experienced educator serving as an external reviewer. After evaluating each proposal independently of each other, the reviewers convened as a small group to discuss the proposal according to the criteria contained in the original BTSA Request for Proposals. Following the discussions, the entire nineteen-member review team met to compare the proposals that had been evaluated by different subgroups of reviewers. In this large-group analysis, the relative strengths and weaknesses of the proposals were again assessed on the basis of the RFP criteria. At the conclusion of this discussion, all nineteen members of the review team reached consensus regarding the proposals that were most responsive to the RFP criteria, which were then considered for funding. Fifteen Cohort I programs were recommended for funding.

To expand the number of beginning teachers served in the BTSA Program, the Commission and the Department released a second RFP in September, 1993. The state agencies received thirty-four proposals in response to the second RFP; twenty-nine were proposals for new programs and five were proposals to increase the size of existing BTSA Programs. The Proposal Review Team consisted of eighteen well-qualified and trained members. Three readers evaluated each proposal and conferred in an extensive review process leading to the recommendation of the fifteen Cohort II programs for funding. In a separate evaluation process, three Cohort I programs were selected as recipients for augmented funding, enabling these sponsors to add beginning teachers to current programs, and to provide needed technical support to the Beginning Teacher Support and Assessment Program.

Further information about the proposal evaluation procedures followed in the award of grants to each BTSA cohort can be found in the following documents, available from the Commission.

- Local Programs of Beginning Teacher Support and Assessment: Purposes and Accomplishments (May 8, 1993)

- Final Report on the Selection of Local Programs of Beginning Teacher Support and Assessment (February 4, 1994)
BTSA Program Sponsors (Cohort I and II)

According to the terms of the Request for Proposals, the most promising BTSA programs were designed by the following sponsors (listed alphabetically). Each program is identified as either a Cohort I or Cohort II Program. In the case of each consortium, the lead sponsor of the consortium is listed first.

- Alameda County Office of Education
  California State University, Hayward
  Oakland Unified School District
  Cohort I

- Baldwin Park Unified School District
  Cohort I

- Bellflower Unified School District
  Downey Unified School District
  California State University, Long Beach
  Cohort II

- California State University, Dominguez Hills
  Compton Unified School District
  Hawthorne Unified School District
  Lennox School District
  Cohort I

- California State University, Fullerton
  Fullerton School District
  La Habra City School District
  Cohort I

- California State University, Northridge
  Los Angeles Unified School District
  Cohort I

- Contra Costa County Office of Education
  Alameda County Office of Education
  St. Mary's College of Moraga
  Eleven School Districts
  Cohort I

- California State University, Fullerton
  Fullerton Joint Union High School District
  Cohort II

- Glendale Unified School District
  California State University, Los Angeles
  Cohort I

- Lodi Unified School District
  University of the Pacific
  Cohort II

- Long Beach Unified School District
  California State University, Long Beach
  Cohort II

- Los Angeles County Office of Education
  ABC Unified School District
  El Monte City School District
  Garvey School District
  Lynwood Unified School District
  Mountain View School District
  Cohort I
- Los Angeles Unified School District  
  California State University, Los Angeles  
  Cohort I

- Los Angeles Unified School District  
  United Teachers, Los Angeles  
  Cohort II

- Monterey County Office of Education  
  California Polytechnic University, San Luis Obispo  
  Chapman University  
  San Jose State University  
  University of California, Santa Cruz  
  Cohort I  
  Sixteen School Districts

- New Haven Unified School District  
  California State University, Hayward  
  Cohort I

- Oakland Unified School District  
  Holy Names College  
  John F. Kennedy University  
  Mills College  
  Cohort II

- Ontario-Montclair School District  
  California State University, San Bernardino  
  Cohort I

- Riverside County Office of Education  
  San Bernardino County Office of Education  
  California State University, San Bernardino  
  University of California, Riverside  
  Seventeen School Districts  
  Cohort II

- Sacramento County Office of Education  
  California State University, Sacramento  
  Nine School Districts  
  Cohort II

- San Diego Unified School District  
  San Diego State University  
  Cohort II

- San Francisco Unified School District  
  San Francisco State University  
  University of San Francisco  
  United Educators of San Francisco  
  Cohort II

- San Lorenzo Unified School District  
  Mills College  
  Pleasanton Unified School District  
  Valley Teachers Association  
  Cohort II

- San Mateo-Foster City School District  
  Cohort II
Local BTSA Program Sponsors: Summary Information

BTSA Cohorts I and II consist of thirty locally designed and administered programs representing the diversity of the state in terms of geographic regions, community settings and the ethnic and cultural makeup of the student population. Approximately $4000 per teacher has been allocated through a combination of state and local funds to provide a variety of support services and professional development opportunities that are based on authentic assessments of teacher performance.

After the initial funding cycle, Cohort I Programs submitted applications and were refunded to continue providing services. Reductions in numbers of teachers served occurred because state funds were not sufficient to sustain both Cohort I and II at the initial funding levels. The thirty local BTSA programs funded in the two cohorts are serving approximately 1900 first-year and second-year teachers in 1994-95, representing approximately 15% of the beginning teachers in California. An additional 434 preservice teachers are participating in assessment activities. Other new teachers are receiving various levels of services in participating districts to the extent that time and support can be made available without additional state funds.
Priority was given to funding collaborative induction efforts in the CNTP and remains a priority in BTSA. The thirty currently-funded BTSA programs involve the organizational participants listed in Table 1.

**Table 1: Organizational Participants in Cohort I and Cohort II of BTSA**

<table>
<thead>
<tr>
<th>Cohort I</th>
<th>Cohort II</th>
<th>Organizational Participant in BTSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>117</td>
<td>65</td>
<td>School Districts in California</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>County Offices of Education</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>California State University Campuses</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>University of California Campuses</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Independent Colleges and Universities</td>
</tr>
</tbody>
</table>

The sponsors of each program collaborate to provide mentoring activities and professional development especially designed for beginning teachers that is responsive to the state standards and built around a common set of expectations for beginning teachers. Teacher performance is assessed using multiple measures and at various points during the two year induction period, and the results of those assessments are used to help build an individualized plan for the professional development of each new teacher.

One important feature included in all newly-funded BTSA programs is the use of valid, reliable assessments that move beyond pencil and paper testing to an actual, "authentic" measure (or set of measures) of teaching performance. Sponsors were encouraged to "subcontract" with any appropriate assessment entity or to develop their own assessments. For technical assistance with the assessment component of their local programs, thirteen sponsors are collaborating with Educational Testing Service. Ten others are working with Far West Laboratory for Educational Research and Development; one hired Innovative Assessments, Ltd.; two contracted with Southwest Educational Regional Laboratory; and four are relying entirely on their own locally-developed evaluation process.

The appendix to this report contains a brief description of the services offered in each of the thirty programs and lists the organizational participants. The summary information includes:

- the primary sponsors of the program;
- a description of the collaborative arrangements which have been established to facilitate delivery of services;
- the number of beginning teacher participants, and, where applicable, the number of student teacher participants;
- a description of the assessment plans;
- a description of the support plans;
- the program administrators (directors and coordinators); and
- the program co-sponsors.
Part 4. Defining Teacher Expectations and Program Standards

A comprehensive approach to professional teacher preparation and induction builds on local capacity to achieve a common vision for teaching professionals. This vision includes expectations about what beginning teachers should be able to achieve and a clear understanding of what can be done to help them achieve the expected levels of performance. In creating the BTSA Program, the Legislature recognized that carefully designed induction programs would be built around several key features:

- a broad framework of challenging, realistic expectations regarding the professional skills, abilities, and knowledge needed by beginning teachers; and
- standards representing essential program features necessary to provide a context for appropriate opportunities to learn, grow, and develop professionally.

During the 1992-94 period of BTSA implementation, significant progress has been made on these two important developmental efforts that were included in the legislative direction to the Commission and the Department. This section of the report describes progress made in the development of 1) a framework of expectations for beginning teachers, and 2) standards to guide induction programs.

Impetus for a Framework of Teacher Expectations

The CNTP research demonstrated the need for defining a framework that would outline the knowledge, skills, and abilities expected of beginning teachers, and serve as the basis for accurate information about their performances. At the state level, the CNTP evaluation showed that support and assessment policies lacked a clearly defined conceptual basis. Local pilot projects lacked a common set of understandings about what performances were to be fostered and verified by mentors and other support providers. On the basis of these findings, SB 1422 included the following direction to the two state agencies:

- The Commission and the Superintendent shall develop and adopt a broad framework of challenging, realistic expectations regarding the professional skills, abilities, and knowledge needed by beginning teachers. The Superintendent and the Commission shall disseminate the framework to colleges, universities, school districts, county offices of education, and professional associations, who shall be encouraged to use the framework in efforts to improve teacher preparation and support programs (Education Code Section 44279.2f).

Initial work on a Draft Framework was begun in the final stages of the CNTP, when the two state agencies awarded a contract to the Far West Laboratory for Educational Research and Development (FWL) to begin this work. The draft document by FWL was based primarily on the effective teaching literature. When the CNTP ended, the Draft Framework of Knowledge, Skills and Abilities for Beginning Teachers in California was considered to be a "work in progress." The Draft Framework was not developed in time to guide program development in the CNTP. Nor was it subjected to broad scrutiny and discussion by educators in California.
The Draft Framework developed as a part of CNTP described six "domains" of knowledge, skills and abilities with the following titles:

- **Domain One:** Demonstrating Knowledge of One's Content Area(s)
- **Domain Two:** Planning and Designing Instruction
- **Domain Three:** Organizing and Managing the Classroom
- **Domain Four:** Delivering Instruction to All Students
- **Domain Five:** Diagnosing and Evaluating Student Learning
- **Domain Six:** Participating in or Creating a Learning Community

Following the development of the Draft Framework, the Department of Education and the Santa Cruz CNTP Project convened a small group of mentor teachers who were asked to suggest realistic expectations for beginning teachers under each of the six domains in the Draft Framework. The Continuum of Skills, Knowledge, and Abilities from Beginning to Advanced Levels of Teaching was developed as a result of these discussions. The Continuum was derived from the six domains in the Framework and was intended to guide support providers as they assist new teachers.

The Draft Framework and the Continuum are currently being used by the thirty local BTSA Programs. Along with other sources of information and ideas, the Draft Framework guides the curriculum of support and training activities, and it influences the content of formative assessments that are intended to provide useful information to new teachers and their support providers. The Continuum has been featured prominently in a state-sponsored training program for support providers and serves as a useful tool in many local support and mentoring activities.

The Department and the Commission have continued to emphasize that the Framework and the Continuum are in draft form. BTSA Program participants have been encouraged to modify and extend this initial work in ways that are appropriate to their local programs. Participants have also been asked to provide feedback about the appropriateness of the domains outlined in these draft documents.

### Establishment of a Framework Task Force

The Commission and the Department established a Framework Task Force to advise both agencies on the completion of the Framework of Knowledge, Skills and Abilities for Beginning Teachers in California. The fourteen members of this work group were selected for their knowledge and understanding of best teaching practices, teacher education and teacher development in California. The group includes teachers, mentors, teacher educators, staff developers, researchers, and school principals.

In conducting their work, the Framework Task Force is consulting with a larger group of experts (approximately 50 persons) who will serve as "field reviewers." The members of this group will be asked to provide feedback and reaction by mail at critical points in the development of the Framework. Input will also be sought from a variety of constituent groups at appropriate professional meetings.

In accomplishing its work, the Task Force is expected to:

1. Construct a literature base for the development of new teacher expectations, and define the empirical and professional underpinnings of the Framework.
2. Examine other work relating to standards and expectations for beginning teachers, and judge its relevance to the California Framework.
(3) Critically examine the content of the Draft Framework and the appropriateness of its domains and sub-domains, and reach a consensus about needed revisions.

(4) Help the Task Force staff to identify a field review group, and receive responses from the members of this group at appropriate points during development of the Framework.

(5) Confer with the Task Force staff about plans for obtaining ideas and advice from BTSA Program participants regarding the Framework at appropriate points during its development.

(6) Identify and consult with other experts in teacher education, induction and development, in consultation with the Task Force staff.

(7) Collaborate in efforts to present and disseminate the Framework to colleagues and other professionals in California and beyond.

(8) Recommend a Framework of Knowledge, Skills and Abilities for Beginning Teachers in California, to be considered for adoption by the Commission on Teacher Credentialing and the State Superintendent of Public Instruction.

Progress in Completing the Framework

The Task Force met six times in 1994 -- on March 14, May 2, June 20, August 1-2, and October 3-4 and December 5-6. At its initial meetings, the Task Force carefully examined the Draft Framework and has considered related work such as: (1) the current draft of program standards for beginning teacher induction programs; (2) the underlying conceptual assumptions of the performance assessments that are most commonly used in BTSA Programs; (3) the Commission’s current standards and candidate expectations for preservice preparation; and (4) other relevant documents. The Task Force has tentatively agreed to some assumptions about beginning teachings which will guide the group’s effort to finalize the Framework.

- The Framework should define the most important elements of teaching in ways that allow new teachers to understand, reflect upon, and develop teaching practice.

- The Framework should recognize the centrality of the student and the reciprocal nature of teaching and learning.

- The Framework should foster development around multiple conceptions and models of teaching and alternative ways of learning.

- The Framework should recognize that teaching develops in diverse contexts and school settings, and is responsive to the needs of diverse learners.

- The Framework should establish achievable, but high quality standards for teachers entering through a variety of preparation routes.

- The Framework should flow from a view of teachers as professionals that reflect on and evaluate their own instructional effectiveness.

- The Framework should recognize that teaching develops over time and that the various aspects of a teacher's performance are not independent from each other.

- The Framework should describe acceptable levels of beginning teaching and provide a vision of what accomplished teaching can be.
The Task Force has distributed the assumptions guiding its work and a first revision of the *Draft Framework* and to the field reviewers. The Task Force plans to conduct two more field reviews and will complete its work in 1995.

**Impetus for Standards of Induction Program Quality**

Beginning teachers will have difficulty achieving the high expectations outlined in the *Draft Framework* if they do not have appropriate opportunities to learn, grow, and develop their professional expertise. New teachers are not typically provided with these opportunities. They are given the most challenging assignments, receive little support, and little information or feedback about their own performance.

Carefully planned induction programs can help teachers achieve high expectations. The CNTP research defined the most cost-effective, successful features of carefully designed support and assessment programs for beginning teachers. Local programs, when incorporating these features at a sufficient level of quality and intensity, will help new teachers be successful. In SB 1422, the Legislature recognized that the successful program features delineated in the CNTP research could contribute to a definition of appropriate standards to shape local program efforts.

The Commission and the Superintendent shall adopt and implement criteria and standards for participation in the program, including criteria regarding the eligibility of teachers and *standards of local program quality and intensity* for schools, school districts, county offices of education, colleges, universities, and other educational organizations. The criteria and standards shall be consistent with the purposes of the program and the findings of the pilot studies that were completed pursuant to (the California New Teacher Project) [Education Code 44279.2 (c)].

It is the intent of the Legislature that *support and assessment of beginning teachers shall be governed by standards* adopted by the Commission in consultation with the Superintendent of Public Instruction and the State Board of Education (emphasis added). [Education Code 44279.4 (b)].

**Development of Local Program Standards**

The Commission on Teacher Credentialing and the California Department of Education, along with the Directors of the thirty-seven pilot projects in the California New Teacher Project initially developed the *Draft Standards* for consideration and discussion, further development and field testing, and eventual adoption and use by the Commission and the Department. Each draft standard defines an acceptable level of quality and intensity in an induction program for first-year and second-year teachers. Accompanying each standard is a rationale statement that defines the purpose and intent of the draft standard. Criteria for applying the draft standard follow, to be used as guides in determining the quality and intensity of a program in meeting that standard.

The *Draft Standards* allow for a great deal of local variety and adaptation, but represent a common set of expectations for new teacher induction programs. To date, the Commission and the Department have used the *Draft Standards* to make decisions about which programs to fund in BTSA Cohort I and Cohort II. The state agencies have also required that funded programs measure their own efforts in light of the standards.
Because the *Draft Standards* were drawn from research and the professional advice of those who directed successful CNTP projects, the Commission and the Department published the *Draft Standards* in the Request for Proposals for BTSA Programs in 1992 and 1993. The agencies asked local respondents to the RFP to use the *Draft Standards* as guides in developing proposals. The agencies also used the *Draft Standards*, among other criteria, for evaluating proposals submitted by the sponsors of local BTSA Programs. On both occasions, the *Draft Standards* proved to be useful tools in the development and evaluation of program proposals.

The Cohort I BTSA Programs offered the first opportunity to "test" the *Draft Standards* as a set of challenging, realistic expectations for induction programs. BTSA directors discussed the *Draft Standards* at several statewide meetings during 1993-94. In February and March, 1994, the BTSA staff also interviewed individual directors regarding the implementation of standards in their own programs. The directors were asked what modifications would make the *Draft Standards* more appropriate in defining "challenging yet feasible goals for programs." The *Draft Standards* were revised (April, 1994) based on the advice of BTSA Directors and BTSA staff.

**Structure of the Draft Standards**

The *Draft Standards* are organized in the following categories:

**Category I. Program Design, Organization, and Context**

- Standard 1: Sponsorship and Administration of the Program
- Standard 2: Program Rationale, Goals, and Design
- Standard 3: Collaboration
- Standard 4: School Context and Working Conditions

**Category II. Delivery of Integrated Support and Assessment to Beginning Teachers**

- Standard 5: Selection of Support Providers and Assessors
- Standard 6: Preparation of Support Providers and Assessors for their Responsibilities
- Standard 7: Assessment of Beginning Teacher Performance
- Standard 8: Development and Use of the Individualized Induction Plan
- Standard 9: Provision of Individualized Assistance and Support by Experienced Teachers
- Standard 11: Design and Content of Professional Development Activities for New Teachers

**Category III. Resources and Program Development**

- Standard 12: The Allocation and Use of Resources
- Standard 13: Program Evaluation and Development

**Plans for Pilot Studies of Draft Standards in Program Evaluation**

In the spring of 1995, the *Draft Standards* will be used in a series of pilot studies designed to test them as a potential vehicle for program improvement decisions. In keeping with the BTSA Directors' continuing desire to share ideas and "best practices" regarding their own programs, a subcommittee of BTSA Program Directors recommended that the standards be used as a vehicle for self study, reflection, and peer review and feedback among program participants during the 1994-95 year.
After being reviewed and discussed at several statewide Directors' meetings, a plan for use of the standards in a series of pilot studies was adopted. Pilot studies of the Draft Standards will have a twofold purpose.

- The standards themselves will be tested as a vehicle for collecting and sharing information among program participants about the most important qualities and features of programs.
- The pilot studies will also provide opportunities for programs to experiment with "authentic" ways to collect and reflect on valuable descriptive information about the implementation of programs.

BTSA Program Directors indicated that one way to accomplish these purposes would be to encourage local programs to participate in "peer reviews" among BTSA Programs within geographic regions of the state. The peer review process will offer opportunities for local programs to model an assessment approach that is currently applied to beginning teachers. Teachers are assessed in ways that allow support providers to gather a variety of information about the assistance needed by beginning teachers. This information helps experienced teachers to provide guidance and helpful feedback to new teachers, as both parties reflect together on the development of an individualized induction plan. Individual mentoring and professional development experiences are designed and selected on the basis of assessed needs and the individual teacher's plan for further development.

Like beginning teachers, BTSA Program Directors and others who design and manage induction programs can learn from helpful, formative information about the quality of their programs. BTSA Directors have repeatedly expressed the need for continuing opportunities to share ideas, reflect with one another, and learn from each other's experiences. Statewide meetings of the thirty directors offer limited opportunities for this dialogue and feedback. The recommended plan for peer reviews would allow for broader sharing and dialogue among critical program participants. It would also place a common set of expectations about effective induction programs at the center of that dialogue.

Guidelines for Pilot Studies of Draft Standards

The subcommittee of BTSA Directors also prepared general guidelines for peer reviews of programs, which would provide occasions for pilot studies of the Draft Standards. These guidelines will encourage programs to incorporate existing evaluation efforts into their peer review plans. The guidelines also invite programs to work with each other (in pairs or triads) to develop specific plans for peer review procedures that best meet their local needs, within the parameters described below.

The pilot study guidelines anticipate that each peer review will include five phases of activity.

(1) **Planning Phase.** During the planning phase, the participants will decide on dates, roles, responsibilities, and activities comprising the remaining phases of the review. The level of detail in these plans will be determined by the local collaborators. During this initial phase, the two state agencies will collect some baseline information about local plans for pilot studies of the Draft Standards.

(2) **Preparation Phase.** Once the pilot peer review has been planned, there will be a period of time in which the participants prepare for the review. Reviewers will need some information about the programs to be reviewed, so they can engage in informed discussions of those programs during the reviews. The extent of this information, the manner in which it is
assembled, and the way it is communicated to the reviewers, will be decided locally, during the planning phase.

(3) **Interaction Phase.** Reviewers from one or more BTSA Programs will visit the program being reviewed, and will interact with participants in that program. The types of interactions to occur between program reviewers and program participants will be anticipated in phase one.

(4) **Program Findings Phase.** Program reviewers will communicate their findings, in relation to the *Draft Standards*, to those who are responsible for each BTSA Program being reviewed. These findings will not be communicated by the reviewers to the Commission or the Department. However, the sponsors of each reviewed program will be expected to forward to the state agencies their own summary of what they learned about their BTSA Program as a result of the review process.

(5) **Peer Review Findings Phase.** After the state agencies received local summaries of what the BTSA Directors learned about their programs, the BTSA staff will contact the Directors to inquire about (a) the efficacy of the *Draft Standards* and (b) the strengths and weaknesses of the review process itself. The staff will request information from reviewers and those being reviewed in an effort to learn as much as possible about alternative approaches to obtaining information for improving induction programs for beginning teachers.

Since this is a voluntary pilot study, programs are encouraged to develop a variety of plans that hold promise for making effective contributions to future efforts at program improvement. Planning for this peer review pilot test of the standards is underway and was the primary focus of the recent statewide Program Directors' Meeting (held on November 14, 1994). It is anticipated that a variety of models and approaches will emerge from this pilot study. The state agencies may learn from each alternative model.

**Other Evaluation Options**

The *Draft Standards* call for a comprehensive, ongoing system of local program evaluation and development that leads to substantive program adjustments and improvements (*Draft Standard 13*). The peer review pilot test is only one approach to the conduct of this local evaluation. The use of the standards in these local evaluations can assume several other forms, such as:

- Programs may conduct internal self-evaluations of their own progress in meeting the standards. Internal evaluations can be locally designed and implemented, and all results could be retained solely for local decisions.

- Programs may contract with external reviewers to evaluate formally the implementation of program standards.

As these various approaches to the use of standards in program evaluation are being tested in the BTSA programs, the standards themselves will be evaluated, adapted, and finalized for eventual statewide adoption. Work on the program standards will be completed in 1995.
Part 5. Local Program Implementation of BTSA

This section of the report focuses on local implementation of BTSA Programs. It includes a description of program participants and their reasons for participating, a brief review of initial impacts on local program participants, and recommendations for future local program development.

Two data gathering activities conducted by state staff helped provide information for this section of the report.

- Program participants were asked to provide certain information about their background and their current teaching placements. Data were collected through a survey instrument distributed in October of 1993 to all program participants. The data reported here represent Cohort I participants only. A total of 604 beginning teachers and 467 experienced educators responded to the questionnaire distributed in October of 1993. The same information is being collected regarding Cohort II participants and will be included in subsequent reports.

- Intensive interviews of program participants were conducted by local program evaluators using a common set of open-ended questions. The purpose of the study was to begin to investigate the extent to which support and assessment are being integrated in the BTSA programs and to begin to explore the effects of this integration. Twelve of the fifteen Cohort I programs participated voluntarily in this optional study. Forty-nine teachers and their respective support providers and/or assessors were interviewed between January and March of 1994. Transcripts and notes of the interviews were submitted to the state agencies and were analyzed by staff.

Other sources of information included BTSA Program proposals, minutes of BTSA Program Directors' Meetings, and Interim Reports submitted by Program Directors.

Beginning Teachers: Descriptive Information

Beginning teachers in BTSA Programs hold valid California credentials (a basic teaching credential, emergency credential, or specialist credential) and are in their first or second year of service in the teaching profession. Cohort I participants were serving as probationary (52%), temporary (32%), intern (9%), and substitute (2%) teachers. Slightly over seventy percent earned preliminary or clear credentials; the remainder were serving on intern (5%) or emergency (23%) credentials. Approximately sixty percent of the beginning teachers participating in Cohort I of BTSA were in their first year of teaching. The large majority (88%) earned their college degrees in California.

Beginning teachers in BTSA were somewhat more ethnically diverse than the teaching profession as a whole in California. Table 2 summarizes the gender and ethnic characteristics of Cohort I participants who responded to the participant survey.
Table 2: Gender and Ethnicity of Cohort I Beginning Teacher Participants

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Beginning Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender:</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>21.0%</td>
</tr>
<tr>
<td>Female</td>
<td>79.0%</td>
</tr>
<tr>
<td>Ethnicity:</td>
<td></td>
</tr>
<tr>
<td>American Indian/Native American</td>
<td>1.0%</td>
</tr>
<tr>
<td>Asian/Asian American</td>
<td>5%</td>
</tr>
<tr>
<td>Black</td>
<td>4.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18.0%</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>63.0%</td>
</tr>
<tr>
<td>Other</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

Twenty-nine percent of the participating teachers hold credential authorizations in addition to their basic teaching credentials. The numbers holding these additional authorizations are represented in Table 3.

Table 3: Cohort I Beginning Teachers Holding Authorizations In Addition to Basic Teaching Credentials

<table>
<thead>
<tr>
<th>Credential Authorization</th>
<th>Number of Beginning Teachers Holding Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-cultural/academic development</td>
<td>21</td>
</tr>
<tr>
<td>ESL supplementary authorization</td>
<td>23</td>
</tr>
<tr>
<td>Language development specialist</td>
<td>17</td>
</tr>
<tr>
<td>Bilingual</td>
<td>110</td>
</tr>
<tr>
<td>Reading/language arts</td>
<td>12</td>
</tr>
<tr>
<td>Special education</td>
<td>25</td>
</tr>
</tbody>
</table>

* Some teachers report holding more than one additional credential authorization and were counted in more than one category

Among new teachers indicating that they were bilingual, the following languages were represented:

- Cantonese: 0
- Hmong: 2
- Korean: 4
- Spanish: 125
- Tagalog/Filipino: 2
- Vietnamese: 3
- Other: 7
The majority (71%) of the beginning teachers in Cohort I BTSA Programs were teaching in elementary classrooms. Eight percent taught in high schools, eight percent taught in junior high (grades 7-9) or intermediate (grades 7-8) schools, and thirteen percent taught in middle schools (grades 6-8). One-third taught bilingual classes. Five percent taught special education classes, the majority of which were special day classes. Five percent taught in special programs, including juvenile hall, CAMP, and alternative schools.

**Reasons for Beginning Teacher Participation**

In the open-ended interviews conducted in early 1994, teacher participants (n=49) were asked why they chose to become involved in the BTSA Program. Beginning teachers' responses fell into three categories: (1) they realized they needed help in coping with the challenges of beginning teaching; (2) they recognized the value of the professional development opportunities presented by the program; and, (3) they were strongly encouraged by others to become involved.

Particular needs cited were: emotional support; mentoring; professional guidance; colleagueship; opportunities to share experiences; and the need to have someone more experienced to listen, talk to, and "bounce ideas" off of. New teachers also recognized that the program presented unique professional development opportunities that would be especially targeted to their needs as beginners. They welcomed the opportunity to receive feedback about their own emerging skills. They viewed the program as a way to gain information, build a repertoire of teaching strategies, materials, and ideas, and develop in specific areas of interest. They liked the idea of having an identified, non-threatening person who was readily available to address their questions and concerns. A few mentioned the appeal of the continuing link with their university preparation programs, and in at least one case, an opportunity to build on an already very positive relationship with a university supervisor. Finally, a variety of persons, including other teachers, principals, and district office personnel, had encouraged their participation.

**Experienced Educators: Descriptive Information**

Experienced educators serve as support providers and/or assessors in BTSA. The RFP described who might serve in a support provider or assessor role, and what should be considered in determining selection criteria. It also specified that appropriate training should occur and that careful attention should be given to matching novices and experienced teachers. Each BTSA Program's response to the required program elements included a description of plans to select, orient, train, assign, and recognize experienced educators in their support provider/assessor roles.

Of the total of 467 support providers and/or assessors responding to the October 1993 questionnaire, 66.5% indicated that they served only in a support capacity, 13.5% were assessors only, and 20% play a combined role. A total of 365 (78%) held multiple subject credentials and 102 (22%) hold secondary single subject credentials. Many (190 or 41%) have additional credentials (administrative services, pupil personnel services, bilingual, etc.). Among these experienced educators, 71 (15%) report that they are bilingual.

**Experienced Educator Participation**

Experienced educators serving as support providers and/or were asked to state their reasons for participating in the program. Experienced teachers reported that they realized the value of the program, wanted to assist new teachers, felt they had the experience needed, or were encouraged by someone else (such as a principal, BTSA program director, or someone associated with the program in other ways). Some persons indicated that they wanted to participate for their own
professional growth. Several wanted to contribute a certain perspective to the program (such as bilingual education, a middle school perspective, or a content area perspective). Some joined particularly for the assessment training that would be offered. University participants appreciated the opportunity to continue to guide the growth and development of their students in the entry years. A number of participants reflected on their own experiences as beginning teachers. Those that received support in their initial years wanted to share that experience with other new teachers; those that had unsupportive initial experiences wanted to help others avoid that experience.

In response to the question: "How were you selected to be a support provider or assessor?" most respondents indicated that they either (a) volunteered, or (b) were asked to serve by someone who knew of their work. In a few instances, support providers were asked by a particular new teacher at their own school site to serve as that person's support provider. Support providers and assessors appear to have been selected because of background and experience as a mentor, resource teacher, support provider, department chair, or student teaching supervisor.

All respondents described training they had received for this specific assignment. Many listed prior training experiences that they felt were related to their particular role, such as training experiences related to the mentor program. Training ranged from the state-designed BTSA training program to a wide variety of other training experiences. Only one person felt that they had received no specific training for the role. It was evident that many programs continue to offer regular (often monthly) professional development opportunities for support providers and/or assessors. The opportunity was viewed very favorably. When experienced educators did not have that opportunity, they expressed a desire for ongoing dialogue and discussion about their own work.

As was the case in CNTP, experienced educators reported that they gained as much as they gave to the program. In interviews, they spoke of gaining new insights into their own teaching and they learned to reflect on their own practice in new ways. They regarded their own training as a valuable professional development opportunity. They liked the opportunity to work and collaborate with other educators across organizational settings and learned from the new teachers they were assisting. They improved their mentoring and supervising skills and saw the contributions that informed assessments could make to mentoring relationships. They liked working collegially with other professionals and felt valued for what they had to offer. Teachers feel good knowing that they are helping to improve the profession. They are developing personal friendships and professional colleagues as a result of their participation. They are committed to helping beginning teachers be successful.

The Role of Assessment in BTSA

The variety of support services and professional development opportunities offered in BTSA are built around assessments of teacher performance and are targeted to meet individual needs. Performance-based assessments measure the teaching performance of beginning teachers in ways that accurately represent teaching tasks. The scope and content of the assessments must be congruent with the Draft Framework of Knowledge, Skills, and Abilities for Beginning Teachers. These assessments are designed to help the new teachers and their support providers identify areas of strength as well as areas that need improvement.

The role that assessment plays in the BTSA Program is very different from district or state evaluation and in no way affects the beginning teacher's employment or credential status. The sole purpose of formative assessment in the BTSA Program is to use the results of such assessment to inform and guide the support given to a beginning teacher.
Assessors are teachers or other education professionals who are selected for the role according to established criteria, and trained for their specific responsibilities. Support providers may, at the discretion of the local program, participate in the formative assessment of beginning teachers in the program.

Assessing and Supporting New Teachers

There is a body of literature that suggests that it may be difficult for one person to play both the support provider and assessor role. Persons performing both roles were asked about this issue in the intensive interview study. Almost one fourth (24%, n=6) of the persons performing this dual role found the combining of roles to be at least somewhat problematic. However, 75% (n=19) did not. These assessors don't view themselves as "evaluators" in the traditional sense. One wrote: "I'm not making judgments, but providing observations," emphasizing the trust-building that needs to occur first. Elaborations are noted below:

I think that the trust I've built is the main factor in fulfilling both roles successfully. The assessment informs my support of the new teacher. It's non-threatening. The teacher is actively involved in the process so I'm not doing assessment to the person. We together are developing a professional development program that's individualized for each teacher that they like. We encourage them to become reflective practitioners...Assessment is reflection, not evaluation.

I assess and provide positive strokes. I learn from my new teacher. We have a good, congenial relationship and we're both comfortable with the role.

Those who did find it difficult to combine roles (n=6) expressed the view that using a formal assessment tool can be threatening. A few expressed concerns that the information might be used in formal evaluation procedures, even though it is the intent of BTSA to keep this information from being used in this way. When the roles were separated, the two persons working with the same beginning teacher were expected to work closely together in designing the plan for support.

A Variety of Assessment Methods

The CNTP study found that good teacher preparation includes an induction period which: (1) provides for gradual introduction to the responsibilities of teaching, (2) affords each new teacher access to experienced colleagues for information, advice, and assistance as needed, and (3) requires each beginning teacher to demonstrate competence in the profession. This conclusion of the CNTP is based on the view that the transition from novice to experienced teacher needs to be improved systematically and comprehensively. During the induction period, new teachers should be supported and formatively assessed in ways that recognize the complexity of teaching and the variety of approaches that contribute to teaching success. BTSA Programs are designed to be responsive to these recommendations.

A formative assessment of each individual teacher's strengths and weaknesses will help to target support services where they are most needed. Performance-based assessments should primarily focus on those aspects of expertise, competence, and performance that are especially important in the initial years of teaching. Ideally, an overall assessment should employ a variety of performance-based measures, such as direct observations of classroom practices, semi-structured interviews, portfolios, reflective journals, and/or video-based exercises. These assessments should be conducted in ways that produce useful information and feedback to the beginning teacher and to the support provider(s). (RFP, p. 43)
The thirty BTSA Programs are using a variety of assessment approaches with beginning teachers. Most use a primary form of assessment supplemented with more informal information gathering. Assessment approaches for each Program are described in the appendix.

The two primary forms of assessment in use in BTSA are:

**High-Inference Classroom Observations** relying on trained observers who judge how well critical teaching abilities are demonstrated. Specific abilities observed could include promoting a positive learning environment, engaging students in a lesson, explaining content accurately, or using appropriate questioning techniques.

**Portfolios** consisting of a teacher's documentation of their teaching. A portfolio might include a written unit plan, including the unit's focus, goals, rationale, and sequence of learning activities. It might also include a videotaped lesson, materials and assignments given to students during the unit, examples of student work with the teacher's feedback, and/or a reflective writing by the teacher.

Thirteen of the BTSA Programs are using PRAXIS III, an assessment system structured around classroom observations developed by Educational Testing Service. The instrument was originally designed for licensure decisions, but has been adapted and implemented as a professional development tool by local BTSA Programs. Locally developed or adapted classroom observation systems are in place in seven BTSA Programs. Ten of the BTSA Programs are using portfolios as the primary means of assessment, building on the six domains in the Draft Framework.

Most of the local BTSA Programs rely on one primary assessment strategy and use one or more alternative strategies to provide additional information in areas not readily revealed through their primary strategy. These formal assessment systems are supplemented with a wide variety of formal and informal information gathering that was described in interviews with new teachers and their support providers. These include:

- classroom observations (both formal and informal)
- journal reflections
- examination of lesson plans
- examination of student work
- self-assessments
- self reflections
- needs assessments
- discussions of workshop learnings
- videotaping
- advisor logs
- questionnaires
- phone calls
- conferences
- meeting with principal
- anecdotal notes and records
- informal discussions
- past teaching record
- past performance in university program

The number and variety of assessment strategies in use, even in the early stages of BTSA, demonstrates the extent to which information about teacher performance are being used to inform and guide the support of new teachers. The nature of the linkages between those assessments and the support provided warrants further investigation that will be pursued by BTSA staff.
**Provision of Support**

BTSA Program planners designed programs that incorporated the cost-effective new teacher support strategies identified in CNTP. Programs offer a wide range of mentoring and professional development experiences that are described in individual program descriptions in the appendix to this report.

The CNTP research determined that support from a more experienced colleague must be sufficiently intense in order for the benefits to be felt. A key factor in the intensity of support is the provision of time for new teachers and their support providers to work together. The fifteen BTSA Cohort 1 Directors were asked to provide information about when new teachers and their support providers would meet (See Table 4).

<table>
<thead>
<tr>
<th>Meeting Time</th>
<th>Number of Programs *</th>
</tr>
</thead>
<tbody>
<tr>
<td>during preparation periods</td>
<td>13</td>
</tr>
<tr>
<td>after school</td>
<td>13</td>
</tr>
<tr>
<td>before school</td>
<td>12</td>
</tr>
<tr>
<td>during lunch</td>
<td>12</td>
</tr>
<tr>
<td>during release time</td>
<td>11</td>
</tr>
<tr>
<td>while teaching</td>
<td>10</td>
</tr>
<tr>
<td>during the evening</td>
<td>5</td>
</tr>
<tr>
<td>weekends</td>
<td>4</td>
</tr>
</tbody>
</table>

* Program Directors reported more than one meeting time.

The local program design and the individual beginning teacher's needs determine the frequency of these meetings. Approximately half of the directors report meetings are held once or twice each week and the other half report meetings are held two or three times each month.

**Linking Support and Assessment: The Individualized Induction Plan**

An Individualized Induction Plan (IIP) is the vehicle used in BTSA for gathering together all relevant information about each teacher's professional growth and development. The IIP (or a alternative locally designated term) includes a plan for using that information to develop support activities (both individual and group). The plan is individualized because it builds on the assessment information regarding each individual's teaching performance and because it allows for targeted assistance, individual mentoring, and professional development.

Because the IIP is a key feature of the design of BTSA, teachers, support providers, and assessors in the Cohort 1 interview study were asked how they went about developing this plan. When an IIP had been carefully developed from a wide range of assessment information, plans for support were more clearly specified across all categories of respondents. The following strategies for providing individualized support were described in interviews.

Information was used to target needs met by mentor/support provider
Early identification of needs and concerns
Information shared with teacher, try to focus on specific areas - a few at a time
3 way meetings held to discuss plans (teacher, support provider, assessor)
Linking people with resources, workshops, others who had particular strengths
Use information to set goals, monitor progress
Sharing of materials, resources, information, ideas
Helping teacher work toward small, achievable goals
Joint planning and problem solving
Observations of other skilled teachers
Role playing, modeling, coaching, co-teaching
Sharing of concerns, ideas, strategies
Self assessment and ongoing reflection
Seeking out specific professional development opportunities focused on needs
Planning workshops around common needs
Building a repertoire of strategies and practices

All parties (teachers, support providers and/or assessors) indicated a need to have more time to get together to work on these plans. This was particularly so when three person teams were involved. When an individual served as an assessor but not the support provider, that person felt they ought to be more involved in the professional development plan.

Development in Significant Domains of Teaching Competence

Almost all program participants interviewed understood that the purpose of gathering information about the beginning teacher's performance was to inform support strategies. This formative use of information was achieved to varying degrees across all programs in the Cohort I interview study.

If assessment information is to serve formative purposes, it must reflect a teacher's real needs. For the most part, beginning teachers agreed that the variety of information gathered was, for the most part, supportive and affirming but helpful to them in pointing out areas for further development and growth. Teachers learned about their strengths and weaknesses and developed plans to improve based on those learnings. In only two instances were the formal assessments dismissed as irrelevant. One teacher claimed the findings were invalid. Another indicated, "I don't care to compare myself to other teachers."

Beginning teachers were asked what specific aspects of teaching they were working on with their support providers. The domains in the Draft Framework were used to categorize teacher responses, which are summarized below.

Domain One: Demonstrating Knowledge of One's Content Area(s)

A total of nine teachers (18%) indicated that they were working on content-related issues. The three curriculum areas cited were math, science, and writing. Several indicated that they were working on subject matter integration.

Domain Two: Planning and Designing Instruction

Seventeen teachers (35%) mentioned issues related to the planning and designing of instruction. They spoke of lesson planning, timing and sequencing of instruction, setting goals, establishing priorities, understanding how to group students, designing appropriate strategies, and matching instruction to the needs of learners.
Domain Three: Organizing and Managing the Classroom

This was the largest area of concern, identified by twenty (41%) of the beginning teachers. Teachers spoke of setting expectations for student behavior, communicating clear and consistent messages, dealing with student discipline issues, and managing instructional time and a variety of instructional strategies to the benefit of student learning.

Domain Four: Delivering Instruction to All Students

Eighteen teachers (37%) identified instructional delivery as something they were working on. They spoke of focusing instruction, pacing, delivery, wait time, transitions and closure, questioning, using instructional resources, varying instructional strategies, and teaching to the whole class. Some mentioned particular groups of students, such as LEP students, students with special needs, or students of diverse cultural backgrounds. Others were concerned about certain students with particular learning needs.

Domain Five: Diagnosing and Evaluating Student Learning

Diagnosing and evaluating student progress was of concern to seven (14%) of the beginning teachers. They mentioned that they were working on ways to assess student progress (i.e. portfolios) and better ways to evaluate student work. Several expressed concerns about understanding the developmental levels of the learners that they were assigned to teach, so that they had a better understanding what expectations they could hold for those students.

Domain Six: Participating in or Creating a Learning Community

Four teachers (8%) indicated responses that could be thought to fall into the broader area of professional responsibility indicated above. These teachers talked about the reflective aspect of teaching and about becoming a professional in the larger sense. They spoke of communicating learning needs to parents, extending learning to extracurricular activities, and working to improve the school environment.

The areas that new teachers indicted that they were working on were sometimes in a formal plan (IIP) and other times were not. When a formal plan had been developed, the areas to be developed were more clearly specified and teachers themselves had a better sense of their plans to improve.

**Preliminary Recommendations**

The integrated delivery of support and assessment services to teachers was not investigated in the CNTP research, because evaluations of support and assessment strategies were done independently from each other. The previous evaluations yielded a great deal of information about effective support strategies and assessment approaches. Because the assessment and support components were implemented and evaluated separately, CNTP evaluations did not investigate (1) the extent to which support and assessment could be effectively integrated in the professional induction of beginning teachers, or (2) the potential effects of such an integrated strategy.
In implementing BTSA, the state agencies have begun to investigate the use of assessments to shape the professional development of beginning teachers. Preliminary findings of this investigation were noted in a recent research report and are summarized below.

(1) BTSA Programs have begun to serve new teachers in important ways. They have identified and prepared persons to be support providers and assessors. They have begun to use formal and informal assessments to identify important needs. To varying degrees, assessment information is seen not as a threat, but as a validation of what persons are doing well and a guide to areas for improvement.

(2) Beginning teachers have made important strides in furthering their professional development. They have gained confidence and are willing to trust and highly value the guidance of their more experienced colleagues. They have become more reflective and more aware of their own needs. Many have developed careful and thoughtful plans for their own professional development.

(3) The individual induction plan has become an important vehicle for integrating assessment information and support plans for some teachers. When it is carefully and thoughtfully developed from a variety of assessment information, it has become a genuine plan for growth and a record of the individual's development.

(4) Experienced professionals embrace and value their roles in BTSA. They have learned to assess new teacher needs in ways that are not threatening, but provide information for validation and for further professional development. They have devised a wide range of strategies and opportunities for assisting new teachers. Their own professional skills and commitments have only been strengthened.

Key recommendations for program implementation and development are:

(1) Begin early to help teachers reflect on their own practices and build toward the development of individualized induction plans. If teachers understand and begin to focus on their plans early, their efforts to develop and grow can be focused. Begin with a limited number of manageable and achievable goals. Assessment information can be added as it is collected and plans adjusted as appropriate.

(2) Establish stronger communication links between assessors, support providers, and new teachers so that they can work together more effectively. Help new teachers and their support providers reach a common understanding about specific needs.

(3) Support providers can be prepared to be assessors and can perform the role comfortably. Assistance should be provided to those for whom the role is new. Support providers and assessors need time and continued opportunities to share experiences and reflect on their own roles.

(4) Carefully examine group professional development activities to see which are the most useful and highly valued. Determine which teachers need to be involved in specific workshops and try to meet different individual needs in different ways within the group setting.

(5) Minimize out-of-classroom time, particularly for the new teacher. Work to find ways to provide one-on-one assistance in the context of the new teacher's classroom. When they do need to be absent from class, assist them in preparing plans for a substitute teacher.
(6) Continue to explore a variety of ways to gather information about new teacher performance and to use that information to better plan professional development experiences. Help new teachers document and reflect on their own growth.

(Report on the Use of Formative Assessments to Shape Professional Development in the Beginning Teacher Support and Assessment Program, p. 19-20)

Further research and investigation of BTSA implementation will be required to determine how the Individualized Induction Plan functions over time and the full extent of its usefulness in bridging the gap between formative assessment information and informed professional development.
Part 6. Building Local Capacity to Achieve Program Purposes

California has an extensive infrastructure for the education of teachers prior to their certification. A growing capacity to provide for the professional development of veteran teachers is also widespread in the state. But California does not have at local levels, an infrastructure for assessing supporting teachers who are new to the profession.

This section of the report describes efforts made by the state agencies to build local capacity to achieve program purposes. It includes a description of state training and professional development opportunities, the establishment of local induction networks, and provision of administrative oversight for BTSA. Finally, implementation efforts in BTSA are set into the larger context of the SB 1422 directed review of teacher credentialing requirements and other related reform efforts.

State Sponsored Training Opportunities

One of the elements that contributes much to the success of beginning teachers is intensive, one-on-one support provided by an experienced teacher. The research on CNTP demonstrated that this support is most effective when the experienced teachers who support the novices are trained for that role. The Request for Proposals required the preparation of support providers for their responsibilities as follows:

In order for support providers to fulfill their responsibilities, they need to be prepared to help others develop professionally. They also need opportunities to reflect on their own progress in providing such services. The awareness of the diversity of beginning teacher needs and the ability to structure and provide opportunities which nurture professional growth and development demand different skills than the teaching of young students in classroom settings. In addition, support providers need preparation in interpreting formative assessment information and in working with beginning teachers to address areas of individual need. They need to be involved in the development and ongoing use and review of the individualized induction plan (RFP, p. 52).

In identifying this important need, the CNTP research also pointed out that this training was not generally available at the local level. In 1991-92 state staff and Project Directors began to design and implement training for experienced teachers, to assist them in working reflectively with beginning teachers. In 1993-94, a second training was developed to assist support providers in meeting the needs of beginning teachers as they work with culturally and linguistically diverse students. Two trainer-of-trainer modules have now been developed and delivered to participants in both Cohorts of BTSA. Each program sends teams of participants to be trained. Those persons are then expected to use the state-developed materials to deliver the training for the program support providers.

The first module of support provider training focuses on three aspects of successful new teacher support: the needs of the new teacher, the profile of an effective support providers, and selected strategies for supporting new teachers based on formative assessment information. The goal of the training is to move support providers beyond "helping" beginning teachers into facilitating teacher reflection about instructional practices. Those engaging in this training experience learn to:

- identify new teacher behavior and their curricular and instructional needs as they relate to the predictable phases of a teacher's first year of development;
• identify and practice the qualities and skills needed to be an effective support provider;
• explore a variety of approaches and strategies to support new teachers;
• practice establishing outcomes and developing mediational questions as a way of promoting teacher growth and reflection; and
• engage in reflective conversations.

State training occurred in April of 1993 for 30 Cohort I participants and in April of 1994 for another 30 Cohort II participants. This training, has in turn, been replicated in each local program.

A second training module has been developed and delivered to BTSA Program participants. This module is entitled *A Guide to Becoming Culturally Responsive and Responsible Educators*. This training for new teachers and their support providers comes out of the recognition that we must address the increasing cultural and linguistic diversity of our students by becoming more responsive and responsible educators who:

1. continually examine and reflect how their own beliefs, values, perspective and behaviors about teaching and learning are shaped by life experiences and socio-cultural contexts and how this influences their work with diverse students.

2. implement a relevant and challenging curriculum which draws upon the knowledge, life experiences, interest and competencies of each student.

3. design and implement equitable opportunities that maximize student learning through interaction, participation and empowerment.

4. understand, value and draw upon the knowledge, culture, language and experiences of families and other members of the school's community.

Participants in this training are expected to:

• develop an understanding of how their beliefs, values and behaviors impact their classroom practice;
• examine the obstacles to success that culturally and linguistically diverse students face in the educational system;
• further develop their sense of efficacy as educators of every student in their classroom; and
• articulate an action plan in which they identify and commit to concrete steps for becoming culturally responsive and responsible educators.

In February of 1994, 66 Cohort I participants were trained in the use of this second module. In November of 1994, 72 Cohort II participants were trained. Those trained are again expected to return to their own local sites and help other educators explore crucial issues about teaching and learning in a culturally diverse society.

This most recent training has been especially well-received and a need for further experiences has been defined. In response, extended learning opportunities are being developed and will be available in February, 1995.
Formation of a Beginning Teacher Induction Network

To expand the effective induction of new teachers, the Commission and the Department are forming a Beginning Teacher Induction Network throughout California. The purpose of establishing a Beginning Teacher Induction Network is to provide a statewide forum for discussion of important issues and sharing of effective practices related to beginning teacher support and assessment in California. This network will be open to all persons with an interest in teacher induction. Many individuals, schools, districts, county offices of education, colleges, universities, and professional organizations have had a long term commitment to meeting the needs of new teachers. A variety of state and local initiatives have focused attention on the importance of the early years of teaching and steps that can be taken to support and shape the new teacher’s experience in the most positive and productive ways. The network is designed to bring together those individuals who can contribute to and learn from a discussion of policies and practices designed to further the long term goal of providing a well-planned, informed support system for all new teachers in California.

The regional networks are designed to build local capacity by creating a structure that allows each region to design induction support activities that are regionally appropriate. Each network will share the findings and successes of current BTSA Programs within the region and expand the discussions about quality induction programs to include those who are not currently served by a BTSA Program. Regional Networks will offer an opportunity for representatives from district administration, site administration, Mentor Teacher Programs, county offices, and institutions of higher education to exchange important information about teacher induction at the local level.

As co-sponsors of the Beginning Teacher Induction Network (BTIN), the state agencies have held two regional conferences, have published and disseminated information about effective induction practices, and are developing strategies for local educators who would like to obtain and/or share expertise related to new teacher induction. The network provides opportunities for trained support providers to reflect on their experiences with beginning teachers. It also offers suggestions for linking induction efforts with other state-funded initiatives, such as the Mentor Teacher Program. In these ways, the network is a "capstone" for the multiple efforts by the Department and the Commission to secure the successful induction of all beginning teachers in California.

The initial meetings were well attended. Evaluations from those meetings are being used to plan future activities. The next step will be to expand to four regions and hold meetings in early 1995 at the following locations:

- **Southern California (excluding Los Angeles Metropolitan Area)**
  Next meeting sponsored by: Riverside County Office of Education

- **Northern California**
  Next meeting sponsored by: Saint Mary's College, Moraga

- **Central Valley**
  Next meeting sponsored by: University of the Pacific, Stockton

- **Los Angeles**
  Next meeting sponsored by: Los Angeles Unified School District
Administrative Oversight and Technical Assistance

The BTSA state staff from have provided administrative oversight and a wide variety of technical assistance to BTSA programs during the 1992-94 period. These activities are summarized below.

- Selection of proposals for funding in two rounds of competitive bidding. A Request for Proposals was developed and issued. Regional conferences were held and questions regarding the proposals were addressed by telephone and in writing. Proposal reviewers were trained and selected the most promising proposals. State staff worked with the program directors in the start up phase as grants were awarded.

- Ongoing program administration. Staff planned, conducted, and summarized orientation meetings for local program administrators. Four statewide program directors meetings were held each year so that program administrators receive and share information, discuss implementation plans and progress, and to learn about new developments in beginning teacher support and assessment. Questions are answered by telephone regarding implementation issues. Data are collected related to teacher performance measures and support strategies being used in each program.

- Technical assistance provided to local program directors. State staff answer questions and provide technical assistance to directors regarding support and assessment planning.

- Facilitation of work with assessment contractors. State staff help to facilitate working relationships between assessment contractors and individual programs. State staff work with assessment contractors on shaping, modifying, and adapting assessment for BTSA use. Meetings are held with program directors who are working with the same contractor to discuss common issues and raise areas of concern.

- Preparation of reports. In addition to the legislative requirement for submission of reports, the two state agencies require that staff submit period reports on the progress made in implementing the BTSA program.

- Developmental work. The progress made on the Draft Framework and the Draft Standards was described earlier. State staff have provided background materials, organized meetings, prepared summaries of meetings, presented and received reactions from a variety of audiences, and completed the written portion of each successive version of the documents being developed.

Linkage with Other State-Funded Initiatives in Education

Local BTSA programs are among a wide array of teacher development initiatives underway in California. A central purpose of local BTSA programs is to strengthen the transition from teacher education into professional teaching. The effectiveness of BTSA programs depends, in part, on their ties to other reforms in university preparation and in the professional development of all teachers. The Department and the Commission therefore emphasize the importance of linking local BTSA programs to other state-funded initiatives such as the Comprehensive Teacher Education Institutes in colleges and universities, and the Mentor Teacher Program in local education agencies.
Such linkages add to the effectiveness of all efforts to improve schools, and they lead to the most cost-effective uses of public funds. Most local BTSA sponsors are building bridges between BTSA programs and other local efforts at professional development and school improvement. In the future, the two state agencies will give heightened emphasis to these linkages and bridges in further competitions for scarce BTSA dollars.

Review of Teaching Credential Requirements

The Commission on Teacher Credentialing has embarked on a comprehensive review of all requirements for earning and renewing Multiple and Single Subject Teaching Credentials, as directed in SB 1422. The review is focusing on the entire teacher preparation continuum, which begins with recruitment and entry into preparation programs, includes an induction period, and extends throughout their careers as teachers continue to learn and grow. Special attention will be given to the findings of the California New Teacher Project, and its successor, the Beginning Teacher Support and Assessment Program, consistent with legislative direction.

The Commission shall review the requirements for earning and renewing multiple and single subject teaching credentials with special references to the findings, conclusions and recommendations of the report on . . . the pilot study of alternative methods of new teacher support and assessment that was completed pursuant to . . . (Senate Bill 148) of the Statutes of 1988 (Education Code Section 44259.2a).

The Commission views this review as an opportunity to design a new system of teacher credentialing for 21st century schools. The Commission is prepared to consider significant, systemic reforms in teacher education, induction, and development. In conducting this study, the Commission is seeking input from a wide variety of affected groups and concerned individuals.

The review is still in the preliminary stages, but has already involved several hundred educators and others interested in the preparation of teachers. The review is a multi-faceted effort that will be under the advisement of a twenty-four member panel to be appointed in the coming months.

The preliminary steps in the review have included extensive discussions with a wide variety of groups and organizations, the initiation of regional SB 1422 networks (in addition to the BTIN networks described earlier) as a key mechanism for dialogue and exchange of ideas, and a Commission-sponsored Policy Forum to begin delineation of the policy issues to be examined in the study.

The review will build upon a variety of other reform efforts already instituted by the Commission as well as some special studies that will be undertaken. What sets this particular work apart from earlier reform efforts is that it will be a comprehensive, systemic look at the entire teacher credentialing structure, from preservice preparation, into the induction or entry period, and extending to ongoing professional development and renewal. Credentialing policies at every stage will be examined, not in isolation, but within the context of the school environment and a vision of teacher professionalism for the 21st century.

The SB 1422 Review will also be integrally linked to reform efforts emerging in K-12 schools. As a state plan is developed under the federally-initiated Goals 2000: Educate America Act, reforms in teacher credentialing will be a key part of the wider reform agenda.
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Appendix: Local Programs of
Beginning Teacher Support and Assessment
(1992-94)

Commission on
Teacher Credentialing

California Department
of Education

State of California
Sacramento, California
December 1994
Composition: One university working together with one county education office and two school districts.

Participants: Thirty-five beginning teachers in the Oakland Unified School District with first priority given to CSU Hayward interns.

Assessment: Assessors, called "university advisors," are CSU Hayward student teaching supervisors. Assessment is conducted in two phases: Phase I consists of classroom observations, semi-structured interviews (connected with the observations), and portfolios; a videotape or journal assessment is added in Phase II. Assessors meet quarterly with partner teachers and assist with the development of induction-year teachers' Individualized induction plans. Assessment focuses on specific domains of the Draft Framework.

Support: Support is provided by "partner teachers" selected by the new teacher, program director, and site principals. Support is focused on particular domains of the Draft Framework (different domains for interns and induction teachers). Five release days allow beginning teachers to confer with support providers. Partner teachers meet biweekly with beginning teachers. Program includes: the orientations (county and district), New Teacher Elementary and Secondary Seminars for induction-year teachers, an optional Summer Language Academy (meets CLAD requirement), and a materials vendors' fair with stipends provided for the purchase of multicultural curriculum materials.

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Program Co-Sponsors
Oakland Unified School District
BALDWIN PARK UNIFIED SCHOOL DISTRICT

Composition: One school district working with one university.

Participants:
(1992-93) 24 beginning elementary teachers
(1993-94) 42 beginning elementary and secondary teachers
(1994-95) 42 beginning elementary and secondary teachers

Assessment: Using the Praxis III assessment, eight assessors (e.g., mentor teachers, experienced teachers, specialists) conduct two assessments during the school year. An additional observation by the assessor is planned between the Praxis III assessments to provide an opportunity for peer coaching. Assessors receive feedback from beginning teachers and support providers on the effectiveness of the assessment process. Assessment is integrated with support and guides support providers in communicating strategies for improvement.

Support: A triad support team including a support provider, assessor and school principal provide significant support for beginning teachers. Their support team helps the beginning teachers develop Professional Growth Plans. A team member meets with the beginning teachers at least twice per month. Additional support is provided by resource teachers, mentor teachers, specialists and administrators.

Support activities include conferencing, classroom observations, demonstration lessons, workshops and inservice training. Both district and university workshops are available for credit. Support is based on individual needs; however, specific training and activities in cultural and linguistic diversity are provided for all beginning teachers. Bilingual training is offered to all beginning teachers who have bilingual assignments. The support program for second-year teachers focuses on content development in relation to the curriculum frameworks, as well as, grade-level and MESH (Meeting of Educators to Share and Help) collegial sharing meetings.

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Program Co-Sponsor: California State University, Los Angeles
CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
LENOX ELEMENTARY SCHOOL DISTRICT

Composition: A school district and university consortium.

Participants: Seventy beginning teachers (1994-95 cohort, with first priority given to interns from CSU, Dominguez Hills and then to newly credentialed beginning teachers).

Assessment: A combination of portfolio, audio tape analysis, and Praxis III assessment is administered by 15 assessors who are experienced teachers, retired educators, and/or university faculty. Assessors interpret the assessment data and help beginning teachers and support providers develop Individual Induction Plans.

Support: Twenty-five support providers (experienced teachers located at the beginning teachers' school sites) provide support at a ratio of 1:3. Support providers meet weekly, one-on-one, with each beginning teacher, primarily before and after school or during conference periods. Beginning teachers also receive release time for visits to other classrooms. Other program components include two university workshops, in portfolio development and multi-cultural diversity training, optional university courses and summer Curriculum Project Institutes, a beginning teacher 24-hour Telephone Hotline, and a bi-monthly newsletter.

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Program Co-Sponsors: Compton Unified School District
Hawthorne Unified School District
Long Beach Unified School District
Los Angeles Unified School District
CALIFORNIA STATE UNIVERSITY, FULLERTON
FULLERTON JOINT UNION HIGH SCHOOL DISTRICT

Composition: One university working with one school district.

Participants: Thirty-Six beginning teachers working with 19 peer coaches and 90 student teachers working with 8 university supervisors each semester (1994-95 Cohort).

Assessment: Assessment activities for beginning teachers will consist of classroom performance assessments using the Praxis III and the development of teaching portfolios. Three cycles of Praxis III assessment will take place over the 12-month implementation period. Forty-five of the preservice teachers receive two cycles of Praxis III assessment during their two-semester extern/intern experience. A cadre of university methods professors and university supervisors, as well as student teacher coaches at each high school, are trained to conduct the classroom performance assessments. The pre-service teachers will also develop teaching portfolios to demonstrate their mastery of Essential Skills for Beginning Teachers.

The use of peer coaching for beginning teachers is a critical component of Project START. Intra-disciplinary triads consisting of one peer coach and two beginning teachers work together at each of the school sites. Members of the triads observe one another's teaching, conduct performance-based assessments with Praxis III: Classroom Performance Assessments, and reflect on teaching practices. Within the triads, both the peer coach and the beginning teachers teach and observe lessons. Regularly scheduled time for classroom observations take place on two days per quarter (8 days annually), and are augmented by departmental planning periods scheduled by members of the triad. Substitutes are provided for the entire release day to enable all three members of the triad to participate fully.

Support: The program establishes a comprehensive model of professional development activities including a class on "Reflective Teaching Practices," training in culturally responsive teaching, discussion groups, reflective journals, and participation in the existing New Teacher Training Institute and in-service programs.

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CALIFORNIA STATE UNIVERSITY, FULLERTON
FULLERTON SCHOOL DISTRICT
LA HABRA CITY SCHOOL DISTRICT

Composition: One university working with two school districts.

Participants: Sixty-nine beginning teachers (1994-95 cohort)

Assessment: Assessment methods include observations, portfolios, and self-assessment (e.g., "Teacher Concerns Survey" and a self-assessment based on the Draft Framework). Assessors are experienced teachers who also serve as support providers.

Support: Support provider/assessors provide one-on-one support to beginning teachers and help beginning teachers develop individualized induction plans. A co-teaching opportunity is provided once a month: In the morning, the support provider works with the beginning teacher in the classroom, and in the afternoon the beginning teacher attends a Peer Support Seminar while the support provider covers the beginning teacher's class. Other program components include district and program orientations, mandatory bimonthly Peer Support Seminars led by preservice university professors, monthly after-school content workshops, and a required university course, "Curriculum and Methods for Diverse Populations" held at district sites (meets CLAD/BCLAD requirement).

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District Contact: Rosemary Herendeen
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La Habra Unified School District
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La Habra, CA 90631
Phone: (310) 690-2320
Composition: One university working with two local school districts.

Participants: Sixty beginning teachers, 100 preservice teachers (1994-95 cohort).

Assessment: The Praxis III assessment system will provide diagnostic and feedback information for student teachers and new teachers. Assessors received six days of formal training, and assessors received feedback from new teachers and support providers on effectiveness of the assessment process. Student teachers and new teachers will be assessed using Praxis.

Support: Each support provider works with two beginning teachers. Individualized induction plans are developed in one-to-one and group processes. Support providers received state-developed training, as well as, specialized preparation in psychological support. Content and delivery designed to provide a variety of options to meet individual needs and learning styles reflected in individualized induction plans, include group sessions, elective workshops, targeted small group seminars, and one-on-one guidance. Support providers acquire guidance skills and new teachers gain coping strategies in a "professional health" program for stress and burnout management. They are paired for ongoing support in these areas. Follow-up and feedback are systematic for all training, and a preservice-induction continuum links CTC Standards and the Draft Framework.

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CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
LOS ANGELES UNIFIED SCHOOL DISTRICT

Composition: One university working with one school district and the local teachers' association.

Participants: Thirty-five beginning teachers, including bilingual emergency credentialed teachers, induction-year teachers, and graduates of the University Teacher Preparation Program

Assessment: The ETS Praxis III assessment is administered by 15 trained assessors, CSUN faculty and CORE members (formerly CNTP support providers)

Support: Primary, one-on-one classroom support is provided by CSUN Cadre of Retired Teachers (CORE). Support is also provided by CSUN University Supervisors, on-site colleagues (buddy teachers) and principals. The CORE support person, in conjunction with the assessor, helps the new teacher develop the individualized induction plan. Release time includes at least four days for observation of experienced teachers and participation in inservices. The program also provides, seminars, workshops and conferences held after school, on Saturdays and during the summer months. Attendance at local, state, and national conferences and membership in professional organizations is supported in order to promote professionalism.

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District Contact: Sara Coughlin
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Program Co-Sponsors: United Teachers of Los Angeles
CONTRA COSTA COUNTY OFFICE OF EDUCATION
ALAMEDA COUNTY OFFICE OF EDUCATION
ST. MARY'S COLLEGE OF MORAGA

Composition: Two county offices of education, one institution of higher education, and eleven school districts.

Participants: Thirty-five beginning teachers and 35 St. Mary's preservice students in 1994-95.

Support and Assessment: Coaches who function both as support providers and assessors help beginning teachers develop knowledge, skills, values and attitudes through a Learner Centered Professional Development Portfolio, Decision Matrix, and structured interviews. The matrix lays out development continua within each of the six domains and relates them to general support strategies. Coaches and beginning teachers meet twice a month for reflective conversations that facilitate the development of Banner (focus) and Splinter (related) questions, assess the developmental level of the beginning teachers, and build individual induction plans (IIP). The process is ongoing, dynamic and co-evolving, making a division between support and assessment indistinguishable. Student teachers from St. Mary's also participate in the same portfolio process in their classes and with their supervisors during student teaching. Other support and assessment activities include peer support seminars for both beginning teachers and coaches, an observation instrument tailored to the Draft Frameworks, Interdisciplinary Thematic Units, concomitant training of cross-role groups, an annual retreat, a materials and technology fair, and professional development opportunities with scholarships. Program evaluation involves reflective self-study, on site program review, communication of findings and a summary report, all based on the Draft Standards.

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Program Co-Sponsors:
Acalanes Union High School District
Brentwood Unified School District
Byron Union School District
Liberty Union High School District
Mt. Diablo Unified School District
Newark Unified School District
Oakland Unified School District
Pittsburgh Unified School District
San Ramon Valley Unified School District
Walnut Creek School District
West Contra Costa School District
GLENDALE UNIFIED SCHOOL DISTRICT
CALIFORNIA STATE UNIVERSITY, LOS ANGELES

(Passport to Success)

Composition: One school district working with a local teachers' association and one university.

Participants: Forty beginning teachers (1993-94 cohort) and 28 beginning teachers (1994-95 cohort)

Support/Assessment: During 1994-95 fourteen assessors (mentor teachers) will use the Praxis III assessment to conduct three assessment cycles. These assessors also provide support through triads which consist of one mentor teacher and two beginning teachers. Support is also provided by other mentor teachers, university faculty members, and five teachers from the early retirement program who serve as experts in specific areas. The primary support providers commit 20 hours per month to beginning teacher support. Early retirees work 25 days per year in the program. Beginning teachers meet after school, biweekly, with a support provider or support triad. Release time is provided for observations and coaching. The program also includes New Teacher Orientations, monthly new teacher seminars (release time), optional workshops, an evening telephone help-line, interactive journals, and a computer provided for each new teacher by the district. A "passport" document is used to plan and keep track of all support activities attended.

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Program Co-Sponsors: Glendale Teachers' Association
LODI UNIFIED SCHOOL DISTRICT
UNIVERSITY OF THE PACIFIC

Composition: One school district working with one university.

Participants: 36 beginning teachers and 15 student teachers (1994-95 cohort).

Assessment: Using the Praxis III assessment, forty-one support providers/assessors administer three assessment cycles. The support providers/assessors are mentor teachers, other experienced teachers, and university professors (for the student teachers).

Support: Each beginning teacher/student teacher has an individual support provider/assessor who assists in developing the individualized induction plan and administering and interpreting the Praxis assessments. Some support providers/assessors have already participated in the state support provider training. The support program builds upon the district's earlier New Teacher Project. New teachers have district-wide program services as follows: individualized induction plans; New Teacher Academy, a nine-session, credit course; Lodi USD staff development courses, many of which carry credit; Multicultural/English Language Development training, which meets state standards for certification preparation; Curriculum Partnership Class where "off track" teachers can observe and conference with experienced "on track" teachers (credit is available); two Staff Retreats; the equivalent of three days per month of release time for observations, conferences and other professional growth activities; interpersonal skills training to enable new teachers to benefit from interactions with support providers and other experienced teachers; and a Technology Link with the University of the Pacific. New teachers have site-based program services as follows: site orientations, including extra allocations of funds for start up classroom decoration, supplies and materials; assurance of inclusion in the "information flow" of the school, but not the expectation of early participation in site committees or other site obligations; and a site-based support provider/assessor.

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Program Co-Sponsors: Lodi Education Association
LONG BEACH UNIFIED SCHOOL DISTRICT
CALIFORNIA STATE UNIVERSITY, LONG BEACH

Composition: One university working with one district.

Participants: Forty beginning teachers.

Assessment for beginning teachers: The Praxis III assessment is administered twice to each of the forty participants by eight assessors who selected from a pool of retired educators, mentors, teachers, administrators, and university professors.

Assessment for student teachers (preservice): The Praxis III assessment is administered twice to fifty student teachers in the fall and twice to fifty student teachers in the spring. The assessors are CSULB faculty.

Support: Approximately twenty support providers (experienced teachers or mentors located at the beginning teachers' school sites) provide support in a ratio of 1:2. Support providers meet weekly with each of their beginning teachers, primarily before and after school or during conference periods. Beginning teachers and support providers are provided with release time for observation and coaching. During the spring of 1994, a stress reflection seminar was provided for thirty beginning teachers that included training, practice, feedback, and follow-up. The same seminar will also be provided for thirty more beginning teachers and their support providers during 1994-95. The program targets elementary, secondary, and special education teachers who are interns or on emergency credentials. This program is linked to the induction of the preservice teacher by use of the same assessment instrument. This program links with other district programs to provide a new teachers orientations, workshops, monthly grade level meetings, newsletters, new teachers' hotline, and on-going communication for support providers. Support providers turn in monthly logs to the district's program director. New teachers are surveyed to ensure that support providers are fulfilling their responsibilities.

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LOS ANGELES COUNTY OFFICE OF EDUCATION

Composition: A consortium of one county office of education, five school districts and three universities.

Participants: Over 100 beginning teachers during the 1993-94 school year, in a variety of classroom settings: K-12, bilingual, special education, alternative education, juvenile halls and community schools. Approximately 70-100 beginning teachers will be supported during the 1994-94 and 1995-96 school years.

Assessment: Assessors (Mentor Teachers, resource and experienced teachers selected by individual districts), at a ratio of approximately 1 assessor for 2 beginning teachers, use Praxis III to provide assessment information. Additional assessors will be trained to serve beginning teachers on a one-to-one basis in 1995-96.

Support: One support provider is selected for each beginning teacher by the individual districts. Beginning teachers and their support providers meet weekly. An Individual Induction Plan is developed by the beginning teacher, support provider, and assessor for each assessment cycle. The program also includes an orientation, four to six monthly New Teacher Staff Development activities, a summer Special Education Seminar, after school special topics workshops, and a June New Teacher Conference. Beginning in 1994-95, new teachers participate in quartets of support including, two beginning teachers supported by one support teacher and one support/assessor teacher.

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Program Co-Sponsors:
California Polytechnic State University, Pomona
California State University, Long Beach
University of Southern California
ABC Unified School District
El Monte City School District
Garvey School District
Lynwood Unified School District
Mountain View School District
Composition:  A university and school district collaboration.


Assessment:  Using the Praxis III assessment, four assessors (experienced bilingual teachers) conduct two assessment cycles.

Support:  Each beginning teacher is supported by one experienced bilingual teacher, a team of other experienced bilingual teachers, district advisors and university faculty. In addition, each beginning teacher is assigned a bilingual aide. Support providers help beginning teachers develop an individualized induction plan and meet with the beginning teachers at least once a week. The program includes an orientation; bimonthly professional development workshops held on Saturdays, after school, or on off-track time; clinical supervision and peer coaching; interactive journals; and evening and weekend telephone consultations.

Program Directors:

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Composition: A large school district working with the local teachers' union.

Participants: One-hundred three first-year elementary, elementary bilingual, and secondary district interns (1994-95 cohorts).

Assessment: The Praxis III Assessment is administered by 35 assessors including District Intern Program staff, retired teachers and administrators. The individual induction plan (IIP), growing out of the assessment process, is included in the intern's professional portfolio.

Support: The interns are supported by mentor teachers and graduate interns on a one-to-one basis. Interns and support providers meet monthly at four sites to participate in the individualized induction plan development and professional development and support activities. Participants choose four Saturday Colloquia from eight offered through the program. Between scheduled meeting sessions, intern and support providers communicate through an electronic networking system, Radix, for which training is provided. Site coordinators and assessors provide additional support and help ensure that the needs of interns are being met.

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.MONTEREY COUNTY OFFICE OF EDUCATION

Composition: A consortium of one county office of education, thirteen school districts from Monterey and San Benito Counties, four universities, and the Central Coast Consortium for Professional Development.


Assessment: Assessors conduct three formative assessment using the Praxis III system, an independent, objective process. The assessor and the beginning teacher work together during the assessment process, which focuses on the beginning teacher's performance in the classroom. The assessor's report is used by the beginning teacher and his/her support provider in determining the content of the beginning teacher's individual induction plan (IIP). The assessment reports, together with the IIPs, are used by the Program Coordinator to plan training opportunities.

Support: Sixty support providers (called BTSA mentors) work one-on-one with beginning teachers a minimum of 120 minutes per week during release time. BTSA mentors and beginning teachers participate together in core curriculum training sessions. Other support activities include portfolios and optional workshops (e.g., bilingual teacher training), conferences, and retreats.

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Program Co-Sponsors: California Polytechnic University, San Luis Obispo
Chapman University
San Jose State University
University of California, Santa Cruz
Alisal Unified School District
Bradley Unified School District
Chualar School District
Gonzales Unified School District
Greenfield Unified School District
Hollister School District
Central Coast Consortium for Professional Development
King City Joint High School District
King City Unified School District
Monterey County Office of Special Education
North Monterey County Unified School District
Salinas City School District
Salinas Union High School District
Soledad Union School District
Washington Union School District
Composition: One school district working with one university and the local teachers' association.


Assessment: The assessment process used by the New Haven USD has been modified for beginning teachers in the BTSA program. This process includes use of an observation instrument (Observation Report Form), structured interviews (part of the observation instrument), and a two-year portfolio. Primary assessment responsibility is given to three Beginning Teacher Support and Assessment Specialists, each of whom is assigned to work with beginning teachers at particular grade levels (i.e., K-4, 5-8, or 9-12). Assessments are also conducted by partner teachers, mentor teachers, and other identified support specialists. Assessment training is provided by the district.

Support: Each beginning teacher receives support from a Support Team comprised of a Beginning Teacher Specialist, a partner teacher, a Mentor Teacher, and other identified support specialists. Administrators are also support providers. The Support Team helps the beginning teacher develop the New Teacher Induction Plan. Support activities are based on the six domains of the Draft Framework. Activities include an orientation, a required preservice workshop, district staff development days, ongoing peer coaching and assistance, and optional monthly, after-school group meetings, university seminar courses and county office classes. Release time is used to provide opportunities for beginning teachers to meet with support providers to co-plan, co-teach, and observe. Support providers are released to model lessons, observe, and conference with beginning teachers.

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Program Co-Sponsors: California State University, Hayward
New Haven Teachers' Association
OA KLAND UNIFIED SCHOOL DISTRICT

Composition: A collaborative program including one large urban school district and three institutions of higher education (IHEs).

Participants: Sixty beginning teachers and eighteen pre-service teachers--six from each of three IHEs (1994-95 cohort).

Assessment: Thirty-two partner teachers (Oakland mentor teachers and other experienced teachers) and fifteen university faculty coaches were trained in the use of portfolio assessment and an observation instrument tailored to the Draft Framework. Assessments are provided for both student teachers and beginning teachers.

Support: The partner teachers and faculty coaches serve as support providers and assessors to assist beginning teachers in the development of their individualized induction plans (IIPs). The design includes three clusters, each headed by the chairperson of an IHE Department of Education. Support providers in each cluster conference monthly with beginning teachers, visit their classrooms, demonstrate lessons and provide moral support. Beginning teachers receive six days of release time for conferencing and training. A five-day Summer Institute for beginning teachers provides intensive assistance in "getting started," focusing on classroom management, assessment techniques and diversity. Three to four hours of the Institute will be allocated to "in classroom" preparation with assistance provided by partners and coaches. A principals' orientation ensured buy-in and support; principals collaborate as partners.

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Program Co-Sponsors: Holy Names College
John F. Kennedy University
Mills College
Composition: One school district working with one university.

Participants: Forty beginning teachers 1993-94 cohort; and fifty-two beginning teachers 1994-95 cohort.

Assessment: Assessments include use of a teacher observation instrument adapted by Innovative Assessments, Ltd. (i.e., the TOI--Teacher Observation Instrument), portfolios, clinical supervision, and self-assessment. Ten assessors, who also serve as support providers, are selected from mentor teachers and other experienced teachers. Each beginning teacher is assigned two assessors, each of whom conduct three formal observations. Innovative Assessments, Ltd. provided trainings in the use of the TOI and portfolio assessment.

Support: Ten support providers, referred to as support/assessment mentors, work in teams with the beginning teachers. Each mentor serves as a primary support/assessment mentor for four beginning teachers and a supplementary assessor for the other four beginning teachers. Both mentors help the beginning teachers they work with develop Individual Induction Plans. One-on-one support is provided twice each month: one half-day release time and one after-school workshop, tailored to the Draft Framework, are provided. The program also includes a Program Learn Handbook.

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Composition: A consortium of two county offices of education, eighteen school districts, and two universities.

Participants: One-hundred eighty beginning teachers (1994-95 cohort).

Assessment: The Inland Empire Teacher Support and Assessment Program is grounded in a cognitive model of how beginning teachers move from novice to expert teaching. A range of assessment systems will be utilized to move beginning teachers through a cognitive cycle of awareness-enactment-confirmation in which awareness of the role aspects guide action, the effectiveness of which are then confirmed or rejected. This Teacher Support and Assessment System (TSAS) directly measures the level of role attainment in a three-level process. First, the mentor teacher interviews the beginning teacher using a structured format that documents the beginning teacher's role awareness. Second, the mentor teacher visits the beginning teacher's classroom to observe and record enactment of role awareness. Together the beginning teacher and mentor create a plan (the individualized induction plan) for enacting increasing awareness and skill within enactment in each of the five roles. In addition to the classroom observation instrument, role enactment is assessed by the beginning teacher's ability to plan lessons and dialogue with other beginning teachers during the professional development seminars. Finally, the mentor and beginning teacher together review the assessment evidence to confirm the attainment of the professional roles. During this process the assessment is fully integrated with support and guides the mentor teachers in communicating strategies for professional improvement. Support and Assessment mentors participate in a five day support and assessment training, as well as, eight day-long seminars during the year. Seminars will be based on beginning teachers' needs as they emerge within the six domains of the Draft Framework.

Support: Each participating district in the consortium formed mentor-beginning teaching teams in multiples of 1:3 or 1:4. All beginning teachers receive one half-day group support session per month, and are released from classrooms to visit the classroom of the mentor or to work on portfolio-released activities during a second half-day per month. Districts selected first-year beginning teachers who are in culturally diverse classrooms to participate. The mentors have previous experience as mentor teachers and have taught in multi-cultural classrooms. Mentors are totally dedicated to the program and utilize all mentor hours for support and assessment activities with their assigned new teacher. Support and Assessment mentors work directly with cluster coordinators assigned to the program as well as site administrators and the BTSA Program Director.

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Program Co-Sponsors:
Alta Loma Elementary School District
Apple Valley Unified School District
Banning Unified School District
Coachella Valley Unified School District
Colton Joint Unified School District
Desert Sands Unified School District
Hemet Unified School District
Lake Elsinore Unified School District
Moreno Valley Unified School District
Morongo Unified School District
Murrieta Valley Unified School District
Perris Union High School District
Redlands Unified School District
Riverside Unified School District
Romoland Elementary School District
San Bernardino City Unified School District
Victor Valley Union High School District
SAN DIEGO UNIFIED SCHOOL DISTRICT  
SAN DIEGO STATE UNIVERSITY

Composition: One school district working will one university.

Participants: Eighty-four beginning teachers (1994-95 cohorts of K-8 teacher with an employee status of Probationary I and II, Leave Replacement, Emergency, Intern, Restricted and Temporary). This cohort includes both bilingual and special education teachers.

Assessment: Twelve university faculty, called "cluster leader coaches," were selected by the university co-director. They serve as support providers and assessors to the BTSA participants. Assessment are based on the SDSU preservice observation instrument and a portfolio tailored to the Draft Framework in consultation with Far West Laboratory.

Support: Support for BTSA participants began in July 1994. Each new teacher was assigned a mentor teacher buddy and an additional ten mentors are released one day per week to assist new teachers in their classrooms. The BTSA Academy provided summer orientation trainings and ongoing seminars that address the six domains of the Draft Framework. The SDSU cluster leader coaches help the BTSA participants develop Individualized Growth Plans (IGP), that is the foundation for the continuing BTSA Academy trainings. Beginning teachers will have the equivalent of two release days to observe in areas of need as identified in their IGP and for grade level planning and curriculum workshops developed by specially designated mentors at the BTSA Academy. Grade level planning is done at weekly new teacher clubs held after school. Three units of district salary credit are available.

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SACRAMENTO COUNTY OFFICE OF EDUCATION

Composition: A consortium of one county office of education, nine school districts, and one university.

Participants: 140 beginning teachers (Special Education, Juvenile Court & Community School, and regular education teachers).

Assessment: All beginning teachers are developing portfolios together with support providers/assessors. Technical assistance in portfolio development is provided by Far West Laboratory. Observation assessments are administered twice during the year. The Praxis III observation assessment system (Educational Testing Service) is used with teachers in all districts except San Juan. San Juan Unified uses a locally developed observation instrument. Observation outcomes are included in portfolios as evidence of professional development. Assessors, support providers, and beginning teachers meet in triads after each observation cycle.

Support: Beginning teachers work one-on-one with support providers two hours per week during the first semester and one hour per week during the second semester. This work is guided by an individual development plan created by each teacher in consultation with the support provider. Professional development activities include 18 hours of both large and small group activities per semester. A "core curriculum" based on the domains of the Draft Frameworks is delivered to all teachers; small group activities, based on teacher needs as identified in individual development plans and formative assessment outcomes, are delivered in two-hour modules. Additional activities include a four-day summer institute for special education teachers, a new teacher hotline, individual consultations with university faculty, networks for support providers, assessors, and beginning teachers, university courses, and county office trainings.

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Program Co-Sponsors:
California State University, Sacramento
Black Oak Mine Unified School District
Center Unified School District
Del Paso Heights School District
Folsom-Cordova Unified School District
Grant Joint Union High School District
Natomas Unified School District
Rio Linda Union School District
Sacramento City Unified School District
San Juan Unified School District

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Composition: A collaborative program between a large school district, a local teachers' association, two universities, and a research and development laboratory.

Participants: Fifty beginning teachers (1994-95 cohort).

Assessment: The assessment component is being developed by a group consisting of five mentor teachers, the program director, the mentor resource teacher, university partners and representatives of Far West Laboratory. The mentors' are responsible for developing the assessment, and monitoring and collecting data. Assessment components consist of a portfolio and an interactive journal. All assessors receive inservice on the assessment process. The Collaborative Action Team, composed of the program coordinator, mentor resource teacher and university partners, are working with Far West Laboratory to design, monitor and implement the assessment program.

Support: Support is provided at a ratio of 1:1 or 1:2. Whenever possible, on-site support providers are paired with beginning teachers to provide for collegial feedback on a continuous basis. Weekly meetings between support providers and beginning teachers provide opportunities for consistent monitoring and revising of the professional growth plan. The professional growth plan goals are linked to the domains of the Draft Continuum, and are reflected in the teaching portfolio each beginning teacher is developing. An interactive journal between support providers and beginning teachers is kept to aid reflection on discussions and observations, which take place during the weekly meetings. Support is based on individual teacher needs. Beginning teacher experiences include: monthly grade level meetings, release time, on-going seminars and workshops, on-site weekly meetings with support providers and a one-week summer institute. A needs assessment survey, distributed to all participants, was used to determine staff development topics for workshops, seminars and the summer institute.

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Program Co-Sponsors: San Francisco State University
University of San Francisco
United Educators of San Francisco
SAN LORENZO UNIFIED SCHOOL DISTRICT
MILLS COLLEGE
PLEASANTON UNIFIED SCHOOL DISTRICT

Composition: Two school districts working with one college.

Participants: Twenty-five beginning teachers (1994-95 cohort).

Assessment: Support Providers serve as the assessors in this program. Reflective journals are one form of assessment. Scoring has been developed locally and support providers have been trained in journal scoring. Another form of assessment involves action research teams. Domains from the Draft Framework serve as a basis for the action research. Debriefing and updating of the Individual Induction Plans take place in support meetings, between the support provider and the new teacher.

Support: Twenty-five support providers were selected from a pool of trained, interested teachers. Their training focused on coaching and conferencing skills, the role of assessment in providing support, and ways to build supportive relationships. Mentor teachers serve as support providers. Support provider/new teacher teams share four release days each semester for observation, co-teaching, visitation, and planning. Several dinner meetings each semester provide additional training and debriefing of the action research work. Additionally, support providers and new teachers have several Saturday trainings focused on the domains from the Draft Framework and on diversity. Monthly debriefing and training meetings are held for support providers within their own districts. Mill College graduates are included in the after school dinner meetings and the Saturday sessions.

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Program Co-sponsors: San Lorenzo Teachers Association
Valley Teachers Association
SAN MATEO-FOSTER CITY SCHOOL DISTRICT

Composition: The San Mateo-Foster City School District is committed to the professional and personal development of beginning teachers in order to assure their success in the early years and retain them in the profession. Our program focuses on providing support through a network of on-site Buddies, Mentor Teachers, Principals and Teachers-on-Special-Assignment.

Participants: Thirty-one beginning teachers, thirty-one on-site buddies, eighteen principals, twenty-three mentor teachers and three teachers on special assignment.

Assessment: This program integrates assessment with support, feedback, and coaching. Portfolios provide the framework for assessment. Portfolios include the beginning teachers' documentation of their own teaching, including personal reflections. Classroom observations, by trained observers focus on quality indicators, are used to collect evidence of critical teaching abilities. The program worked with Far West Laboratory to develop the portfolio design. Far West Laboratory is also assisting in the development of a locally-sponsored domain entitled "Developing Parent Partnerships."

Support: Each specially trained support provider works with ten beginning teachers. Support Provider training is provided for the entire BTSA team, i.e., on-site buddies, principals, mentor teachers and administrators. A collaborative relationship with the College of Notre Dame enables the program to work with preservice student teachers and the administrator of the Teacher Training Department, to share knowledge and strategies to enhance beginning teachers' skills, as well as, those of preservice teachers.

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SONOMA COUNTY OFFICE OF EDUCATION

(North Coast Consortium)

Composition: A regional consortium of five county offices of education, two universities, and fourteen school districts in six counties: Sonoma, Napa, Mendocino, Lake, Humboldt, and Del Norte.

Participants: Ninety beginning teachers (1994-95 cohort)

Assessment: The beginning teachers' portfolio form the basis of all assessment activities. Training in the portfolio process for both beginning and lead teachers was provided by Far West Laboratory. In addition to the teachers' portfolio, assessment measures such as observations of classroom practice and interviews with the beginning teachers are conducted by university staff members. Their feedback form the basis for further reflection and possible revisions to the individualized induction plan. Training for the assessors were provided by Far West Laboratory.

Support: The support activities for the beginning teachers include one-on-one assistance at the site, as well as, monthly Professional Development Seminars. The site-based activities include informal discussions with the lead teacher, classroom observations, and opportunities for reflection and problem solving. The session with the lead teacher takes place once a week on a regular basis. The monthly seminars, which are offered for all beginning and lead teachers, are held at a county office or university campus in the local satellite area. The topics are determined by the results of the initial assessment activities and are tied to the domains of the Draft Framework. The North Coast Professional Development Consortium, together with university and county office staff, plan and deliver these seminars.

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Program Co-Sponsors:
Mendocino County Office of Education
Lake County Office of Education
Humboldt State University
Sonoma State University
Del Norte County Unified School District
Humboldt County Office of Education
Cotati-Rohnert Park Unified School District
Harmony Union School District
Kelseyville Unified School District
Liberty School District
McKinleyville Union School District
Napa Valley Unified School District
Northern Humboldt Union High School District
Petaluma City Schools
Piner-Olivet Union School District
Scotia Union School District
Sonoma Valley Unified School District
Ukiah Unified School District
Willits Unified School District
Participants: Sixty beginning teachers (1994-95 cohort).

Assessment: Site support providers serve as the assessors in this program. Working with Far West Laboratory, consortia representatives (university staff, district, site principals and mentor teachers and county staff) designed a teacher portfolio assessment tailored to the Draft Framework. Site support providers/assessors are trained with key consortia personnel, to "build capacity" in the area of teacher portfolios. A university staff member provides support for assessors.

Support: Each site-based support provider/assessor works with up to four beginning teachers. Beginning teachers receive one-to-one support at least four times per month (classroom observations, informal discussions, etc.) and are released from classroom duties on the average of one day a month to observe other classrooms, attend professional trainings, etc. Each beginning teacher is also required to attend a monthly two-hour, evening seminar conducted by university staff. The seminar allows beginning teachers to reflect and share common concerns and experiences.

A university staff member provides support to the support providers, themselves. This staff member also monitors the topics and concerns that arise in the seminars so that site-based support providers can be alerted to problem areas and so that appropriate workshops can be developed for groups of beginning teachers.

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Program Co-Sponsors: California State University, Stanislaus
Central Valley Math Project
Ceres Unified School District
Chatom Union School District
Empire Union School District
Great Valley Writing Project
Newman Crows Landing School District
Patterson Unified School District
Stanislaus County Office of Special Education
Sylvan Union School District
Turlock Elementary School District
Waterford School District
TEHAMA COUNTY OFFICE OF EDUCATION

Composition: A primarily rural consortium of nine county offices of education, approximately 47 school districts, and two universities.

Participants: Twenty-two beginning teachers in the 1994-95 cohort (interns, teachers on emergency credentials, and fully credentialed teachers).

Assessment: Assessment methods include observations (e.g., cognitive coaching), portfolios, and interactive/reflective journals and structured interviews. The Learner Centered Decision Making Model, Portfolio Standards/Indicators and Developmental Scale provide scaffolds for providing support based on assessment data. The assessors, called "collegial coaches," also serve as support providers. Partner meetings, one and a half days each month, provide opportunities for assessment and support activities.

Support: Collegial coaches (selected by the beginning teacher, principal and program director) provide one-on-one support and help beginning teachers develop their individualized learning plan. Other program components include orientations and Professional Development Seminars held on release days, Saturdays, and/or in the summer. Seminars focus on those domains of the Draft Framework that beginning teachers target for support. Special sessions are offered to principals to build their role as support providers to BTSA teams.

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Program Co-Sponsors: California State University, Chico
Simpson College
Bend Elementary School District
Big Valley Joint Unified School District
Biggs Unified School District
Butte County Office of Education
Cascade Union Elementary School District
Chico Unified School District
Columbia School District
Colusa County Office of Education
Colusa Unified School District
Corning Union Elementary School District
Corning Union High School District
Cox Bar Elementary School District
Evergreen School District
Fort Sage Unified School District
Gateway Unified School District
Gerber Union School District
Gridley Elementary School District
Glenn County Office of Education
Grant Elementary School District
Gridley Union High School District
Johnstonville Elementary School District
Junction City School District
Junction School District
Lassen County Office of Education
Lassen Union High School District
Lassen View School District
Lewiston Elementary School District
Manton Joint Union School District
Manzanita School District
Maddock County Office of Education
Murdock Elementary School District
Oroville Elementary School District
Palermo Union School District
Paradise Unified School District
Pierce Joint Unified School District
Plum Valley Elementary School District
Ravendale Elementary School District
Red Bluff Unified School District
Richfield School District
Richmond Elementary School District
Shasta County Office of Education
Shasta Union Elementary School District
Shasta Union High School District
Siskiyou County Office of Education
Surprise Valley Union School District
Susanville School District
Trinity Center Elementary School District
Trinity County Office of Education
Trinity Union High School District
Yreka Union High School District
Weaverville Elementary School District
Williams Unified School District
Yreka Union High School District
Yreka Union School District
UNIVERSITY OF CALIFORNIA, SANTA CRUZ
SANTA CRUZ COUNTY OFFICE OF EDUCATION

Composition: A consortium of one university, one county office of education, and ten school districts.

Participants: Seventy beginning teachers + one-hundred student teachers (1993-94 cohort).

Assessment: A range of assessment methods are utilized, including observation (live and videotaped), self-assessment (e.g., self-assessment based on the continuum, interactive journals), and portfolios. Assessment instruments were field tested in late Spring 1993. Assessment training is provided by Far West Laboratory, UC Santa Cruz faculty, and other consortium members. Assessors, who are UCSC advisors and supervisors, assess both beginning teachers and student teachers. Each assessor confers with the beginning teacher's site principal at least three times per year. Beginning teachers receive two to three release days during the year for assessment activities.

Support: Support is provided by experienced teachers, called new teacher advisors, who work full time with 13 beginning teachers each. Advisors meet two hours per week with first-year teachers and three hours every other week with second-year teachers. Advisors help beginning teachers develop Individual Learning Plans (ILPs). The support program for first-year beginning teachers includes a half-day orientation, a summer thematic planning course, three release days for inservice training, a Reflective Interactive Journal, a training manual, and monthly after-school seminars. The support program for second-year beginning teachers includes two release days for inservice training (e.g., Diversity workshop), a Reflective Interactive Journal, and monthly after-school seminars (content determined by the beginning teachers).

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Program Co-Sponsors:
Aroma Union Elementary School District
San Juan Unified School District
Live Oak Elementary School District
Pajaro Valley Unified School District
Santa Cruz City Schools
Scotts Valley Union School District
Soquel Union Elementary School District
Pacific Elementary School District
North Monterey County School District
San Lorenzo Valley Unified School District
UNIVERSITY OF CALIFORNIA, IRVINE
IRVINE UNIFIED SCHOOL DISTRICT

Composition: A consortium of six unified school districts and one university.

Participants: One-hundred twenty beginning teachers, including eighteen interns (1994-95 cohort).

Assessment: A locally developed formative assessment instrument derived from the Draft Continuum; and Statements in the CTC Standards of Candidate Competence, is administered by a cadre of 12 university partners. The university partners, all of whom are experienced in either university or school district supervisory functions, are trained in the use of the instrument by assessment experts from the UC Irvine and the Far West Regional Laboratory. The initial assessment is utilized in the development of an individualized induction plan (IIP). This plan is developed jointly by the beginning teacher, the support provider, and the university partner. Subsequent assessments are linked to the individualized induction plan. The development and maintenance of a Professional Growth Portfolio provides opportunities for further self-assessment by the beginning teacher.

Support: A triad of support is established for each beginning teacher. The triad includes a university partner, the school principal, and most significantly a local school-site support provider. Support providers are selected by the involved school districts and trained in mentoring skills such as Cognitive Coaching and reflection-on-practice. Beginning teachers and Support providers receive released time, as well as, stipends for induction activities. Effectiveness Training Workshops and Support Seminars for beginning teachers emphasize instructional, management, and cultural diversity issues. Activities are provided on both a required and self-selected bases for participants. All support and assessment activities are documented by beginning teachers in their Professional Growth Portfolios.

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Newport-Mesa Unified School District
Saddleback Valley Unified School District
Santa Ana Unified School District
Tustin Unified School District
VENTURA COUNTY OFFICE OF EDUCATION
SANTA BARBARA COUNTY OFFICE OF EDUCATION

Composition: A consortium of two county offices of education, 21 school districts, and one university.

Participants: Sixty beginning teachers.

Assessment: The Praxis III assessments are administered by ten assessors (the majority are support providers; others are site administrators and/or program specialists).

Support: Twenty-five "mentors," with "demonstrated advanced abilities in the areas of cultural competence, ESL, Sheltered Instruction, and second language acquisition teaching strategies," provide one-on-one support. Support activities include an orientation, weekly or bimonthly Professional Triad (i.e., beginning teacher, mentor, site administrator) meetings, after school district-wide cluster meetings, monthly day-long cluster meetings of the beginning teachers and the program director, summer conferences, workshops, content-specific seminars, and "Proyecto Adelante Maestro" classes.

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University of California, Santa Barbara
Ballard School District
Buellton Unified School District
Carpinteria Unified School District
Cold Springs Unified School District
College School District
Fillmore Unified School District
Goleta Union School District
Guadalupe Unified School District
Hope Unified School District
Moorpark Unified School District
Oak Park Unified School District
Ojai Unified School District
Orcutt Union School District
Oxnard Elementary School District
Pleasant Valley School District
Rio School District
Santa Barbara Unified School District
Santa Barbara Union High School District
Santa Maria-Donita School District
Santa Paula Elementary School District
Ventura Unified School District