



ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

ORGANIZATION RESPONSE
 CTC DRAFT STANDARDS OF QUALITY AND EFFECTIVENESS
 FOR PROFESSIONAL TEACHER INDUCTION PROGRAMS

BACKGROUND:

Since 1998, the Commission on Teacher Credentialing (CTC) has launched an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. This paper is in response to CTC sponsored legislation SB2042 (Alpert/Mazzoni.) Three new draft standards were previewed at the January 2001 Commission meeting. These standards included:

1. Draft Standards of Program Quality and Content Specifications for The Subject Matter Requirement for the Multiple Subject Credential;
2. Draft Standards of Program Quality and Effectiveness and Teaching Performance Expectations for Professional Teacher Preparation Programs; and
3. Draft Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs.

The Commission is working to create a coherent and inter-related Learning-to-Teach System that defines the expectations of:

- Undergraduate Studies (BA Degree);
- Professional Preparation and Assessment (Preliminary Credential);
- Induction (Professional Credential); and
- Ongoing Professional Development (Ongoing Professional Growth).

The Commission staff is conducting extensive statewide field reviews of these standards. Once the standards are approved, they will become the required standards for all teacher preparation and induction programs in California.

It should be noted that, for the purpose of this paper, that the term "sponsoring agency" denotes the agency that has been certified by CTC to provide the Professional Induction Program. The term "provider" denotes those persons or agencies that provide direct services to the candidate.

**This paper constitutes the Association of California School
Administrators' (ACSA) organizational response
to the CTC Draft Standards for Professional Induction Programs.**

1. Standards-Driven Induction System.

ACSA supports the concept of a standards-driven induction system. The concise definition of standards makes the requirements for the professional credential clear to all candidates. The standards also provide a consistent expectation for the induction sponsors and providers.

CONCEPTUAL FRAMEWORK

INDUCTION PROGRAM RESPONSIBILITIES

CTC: Establish Standards for Induction Programs and determine "what" the Induction Program should provide

Agency Sponsor: Organize, implement and administer the Induction Program. Make decisions about "how" the program should be implemented.

CTC: Certify the Induction Program based upon Induction Standards to determine "how well" the Program Sponsor has met the Standards.

2. Role of the Commission on Teacher Credentialing (CTC)

ACSA supports the concept that the role of the CTC is to specify the standards that must be included in a required induction system. CTC must clearly state "what" is expected in the system. ACSA also supports the concept that CTC must certify a program as meeting the standards of the program. This constitutes the "How Well?" portion of the system.

3. The Role of the Induction Agency Program Sponsor

ACSA strongly contends that the Induction Agency Program Sponsor must be in charge of the decisions about "how" the program is to be organized and administered. A sponsoring agency that can meet the Standards of the Induction Program should be permitted to implement the standards as it sees fit. An agency that might become a sponsor could include institution of higher education (IHE), school district; county office of education; consortium; professional organizations; for-profit organizations.

4. CTC should not dictate the configuration of the agency sponsor.

CTC should be concerned exclusively with setting standards and certifying that the sponsoring agency meets the adopted standards. If a program is reviewed and found to fall short of the standards, the sponsoring agency should be appraised of the weak areas and given a reasonable period of time to correct the situation. If the agency fails to meet the standards, its certification should be revoked.

5. Standard 7: Collaboration

The Draft Standards, as written, require a sponsoring agency to include "at least one K-12 school organization and one Institution of Higher Education" (Program Element 7a) and "collaborate with the bargaining units representing the participating teachers" (Program Element 7b).

ACSA advocates the deletion of Program Element 7(a) and 7(b).

The rationale for this recommendation is as follows:

ACSA urges CTC to move away from defining the partners that must be included in any Induction Program. These program elements move CTC into the design and implementation of the program development.

ACSA supports the concept of collaboration. We believe, however that collaboration cannot be a forced act. The market place will drive the collaborative efforts of any sponsoring agency as it works to develop and maintain a quality program that delivers the standards. ACSA believes that a sponsoring agency, if it is to be certified, will naturally reach out and seek partners that will help to deliver and support that program. Sponsoring agencies should be free to work with any entity that can provide the best support or product to the Induction Program. Collaboration will be a natural by-product of the development of the program. It cannot be a legislated act.

Currently, there are some agencies that would like to provide services to teachers; however, they are restricted from doing so because the requirement for "collaboration." Some of the required partners are the so-called collaborative effort hold a program hostage. The Induction Program must move from the political arena to the provision of quality support to teachers. In developing these standards, it should not be CTC's responsibility to consider the potential loss of jobs for any particular sponsoring agency or provider group. The task of the Commission is to focus on giving maximum flexibility to the sponsor to develop a quality program. The primary goal of an Induction Program should be the provision of a quality program for teachers, which, in turn, positively affects the learning of students.

6. Standard 8: Support Provider Selection and Assignment

In Program Element 8(b), the Draft Standards, as written, requires that "procedures for selection decisions are clearly defined in writing and consistently followed by program staff and collaborative partners, including the local bargaining unit."

ACSA advocates a revision of this Program Element 8(b) to read: "Procedures for selection decisions are clearly defined in writing and consistently followed."

The rationale for this revision refers back to statements in Standard 7. As the sponsoring agency defines its program, it should have maximum flexibility to consider its collaborating partners. The statement, as currently written, will drive the development of the induction program into the collective bargaining arena. When an issue enters the collective bargaining arena, there is the possibility that the program may become politicized and/or not implemented because the bargaining parties cannot agree on the terms and conditions of the program. It should not be CTC's responsibility to determine the political venue for the development of the program.

7. Standard 11: Roles and Responsibilities of K-12 School Organizations

In Program Element 11(b), the Draft Standards, as written, would require that "when participating teachers are assigned to a challenging situation, the K-12 organization provides them with additional time and resources through the induction program."

ACSA advocates a revision of this Program Element 11(b) to read, "When participating teachers are assigned to a challenging situation, the sponsoring agency will make every attempt to provide additional support."

The rationale for this revision acknowledges that "a challenging situation" will have different meaning for different members of the program. It also acknowledges that resources will not be unlimited. Decisions will have to be made on a case-by-case basis regarding the appropriate resources that might be deployed. The revision acknowledges that there may be resources that may be made available other than those under the control of the K-12 organization. The sponsoring agency, which may or may not be a K-12 organization, may also be able to provide support to teachers in "challenging situations."

In Program Element 11(c), the Draft Standards, as written, state:

"The program provides professional development for site administrators in order for them to become familiar with the program components, formative assessment process and development of the Individual Induction Plan. The content of this training will include but is not limited to:

- a) Teacher preparation across the learning-to-teach continuum.
- b) Beginning teacher development
- c) Identifying working conditions that optimize participating teachers' success
- d) Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments
- e) Understanding the role of support providers in the induction process
- f) Respecting the confidentiality between the support provider and participating teachers

ACSA advocates the following:

- a) Include the professional development topics in Program Element 11(c) in the preliminary credential training of administrators.**

The rationale for this recommendation: Administrators should come to their assignment with the knowledge that is included in Program Element 11(c). As new administrators are initially trained, they must be skilled in the program elements regarding teacher induction and support.

- b) Revise portions of Program Element 11(c) to read, "The program provides professional development for site administrators in order for them to become familiar with program components, formative assessment process, and development of the Individual Induction Plan. The content of this training may include..."**

The rationale for this revision is as follows: The time involved in state required administrator professional development is becoming burdensome. Administrators are involved in more responsibilities than ever before. It is very difficult to find times when site administrators can be absent from their sites. The sponsoring agency should have the flexibility of assessing the needs of the administrative team and provide the training in an efficient and effective manner. Again, in this element, we see the CTC dictating the "how" of the program implementation.

- c) Program Element 11(d), as written, reads: "The program leaders work with site administrators to establish a culture of support within their school for the work to be done between the participating teacher and the support provider. Commitment from the site administrators will include, but is not limited to,:
- i. Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures and policies;
 - ii. Introducing participating teachers to the staff, and including them in the school's learning community;
 - iii. Helping to focus the learning community on the California Standards for the Teaching Profession;
 - iv. Ensuring that site-level activities related to induction occur on a consistent basis, including the facilitation of participation, extended preparation and professional development activities by participating teachers and support providers; and
 - v. Participating in program evaluation.

ACSA advocates a revision in Program Element 11(d) that reads: "The program leaders work with site administrators to establish a culture of support within their school for the work to be done between the participating teacher and the support provider. Commitment from the site administrator may include, but is not limited to..."

Rationale for this change:

The program sponsor and the participating school districts must define support for the site administrator. It should not be the responsibility of a state agency to dictate specific actions of a school district or a specific school. By using the statement "establish a culture of support" and giving examples of that support, the CTC has identified its expectation of the site administrator and for the sponsoring agency. The decisions about the type of support provided in a specific program are implementation decisions that are best left to the sponsoring agency.

SB/lg 4/23/01