



*Coordinator Brief To Curriculum Council
MCOE Teacher Credentialing Program-Induction/BTSA
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News and Updates

Teacher Credentialing Block Grant and Weighted Student Formulas:

In 2009, the Teacher Credentialing Block Grant funds became part of Tier III flexibility based on 2008-2009 funding levels allowing the Lead Educational Agency (LEA) sponsoring the BTSA Induction Program to utilize funds for any educational purpose. A reduction in beginning teacher numbers due to layoffs resulted in a surplus of funds that LEA could use for other purposes and still support existing numbers of participating teachers at appropriate levels. While this was the scenario in many areas, other LEA were more draconian in cuts to induction for beginning teachers and an erosion of comprehensive induction programs began. In some areas throughout the state, the lack of appropriate funding resulted in high PT/SP ratios, diminished relevant support, reduced program leadership, caps on numbers who have access to a program, or total loss of the program.

District induction programs have been more susceptible than county office-sponsored programs. Often the erosion is deepest in districts with the highest need students. The inequity deepens the divide between the “haves” and the “have nots” and regresses a state system of learning-to-teach that has achieved strong results such as: high teacher retention rates; ability to address the needs of diverse student populations, including English learners and special needs; increased effectiveness in teaching reading and math (k-8); and a deeper understanding of standards for teaching and learning. In addition, statewide survey data indicate that Support Providers’ professional practice also improves through their role in induction.

As local leaders contemplate funding decisions, support and credentialing of beginning teachers continue to be in jeopardy. BTSA Induction is not a sound byte. Understanding and implementing an effective program takes strong vision, leadership, on-going administration, and commitment to funding. The high turn-over of executive leadership in LEA results in a loss of historical memory and understanding needed for such commitment.

As the sunset of flexibility draws near and the search for models to streamline education funding continues with proposals such as the weighted student formula (WSF), we must assess what the current context is producing and judge it to be creating serious inequities. Funds would be dispersed to every LEA in a WSF funding model. It would further erode California’s induction support to a corps of beginning teachers whose numbers are on the rise. Consortia programs, who currently serve more than 80% of districts in California, would be hardest hit as they determine how to develop a system of collecting money from affiliated districts.

As recommended in Greatness by Design, “Dedicated funding has legitimized the state’s role in accelerating new teacher effectiveness by regulating and supporting the quality of local induction programs and recognizing the real costs associated with comprehensive, high-quality induction. State funding also recognized the status of induction as a requirement... for teacher licensure.” A California

system for educator effectiveness requires a strong, comprehensive induction experience situated in the local context and funded at the state level.

Latest News From the Professional Services Division of the CTC:

Elizabeth L. Graybill Appointed Chief Deputy Director Commission on Teacher Credentialing : The Commission on Teacher Credentialing announced that Elizabeth L. Graybill will rejoin the Commission on November 16, 2012 as Chief Deputy Director, reporting to Executive Director Mary Vixie Sandy. In her new role, she will assist the Executive Director in the formulation of policies and the management of agency operations, making decisions that affect all aspects of the agency and facilitate the development of strategies to implement the agency mission. Her specific duties will include project planning, policy formulation, agency-wide coordination, and fiscal and personnel management.

Common Core State Standards Resource:

To further aid states as they continue to implement the Common Core State Standards (Standards), the Hunt Institute and the Council of Chief State School Officers have commissioned a series of video vignettes that explain the Standards in far greater depth. Several of the key Standards writers were asked, in their own words, to talk about how the Standards were developed and the goals they set for all:

http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html

These videos were developed to help diverse groups – educators, policymakers, parents – better understand the breadth and depth of the Standards and how they will improve teaching, make classrooms better, create shared expectations, and cultivate lifelong learning for all students. The segments are organized into separate Mathematics and ELA sections, and demonstrate critical concepts related to each. Direct link to You Tube of Videos:

<http://www.youtube.com/user/TheHuntInstitute#g/u>

Opportunities for California Educators to Participate in Test Development:

A new [website](#) offers information on opportunities for educators to participate in test development activities for the following California educator credentialing examination programs:

- California Basic Educational Skills Test (CBEST)
- California Preliminary Administrative Credential Examination (CPACE)
- California Subject Examinations for Teachers (CSET)
- California Teacher of English Learners (CTEL)
- Reading Instruction Competence Assessment (RICA)

The Commission encourages you to visit the website at www.carecruit.nesinc.com and apply online to serve on the CTC's Bias Review Committee or on a content advisory

Rand and PACE recently released Deregulating School Aid in California:

How Districts Responded to Flexibility in Tier 3 Categorical Funds in 2010–2011. The study began in 2010 with case studies of 10 districts and ended with a state survey that asked 350 CFOs:

1. How informed were district leaders about Tier 3 policies, where did they get their information, and what opinions did they hold regarding regulations and legislative intent?
2. What did districts do with the newly flexible Tier 3 funds?
3. How did district leaders make these allocation decisions and who was involved?
4. What were the reported consequences of these allocation decisions?
5. What do district leaders think is likely to happen with Tier 3 funds in the future?

View the results of the report via the following link:

http://www.rand.org/pubs/technical_reports/TR1229.html

Local Program Updates:

The **Support Provider Forum** series is in full swing! To date, we have held 8 SP Forums, facilitated by 4 different trainers (Becky Moore, Corliss Kelly, Catherine Hendrick, and Anna Moore). The Forums are designed to provide Induction Support Providers with guidance, training, and networking to enable them to continue to grow and use best practice with regard to supporting a new teacher. Each Forum begins with an opportunity for SP's to "Problem Pose/Problem Solve." This activity is followed by either skill-building and/or a professional read around teacher leadership and mentoring skills. Closure of the meeting includes giving SP's the opportunity to identify areas of strength and growth within the Induction program and collaborate as to ways the Induction process can best meet the needs of program participants – the new teacher, mentor/SP, Program Advisor, *and* the district.

As part of the SP job requirements, SP's are required to attend at least one Forum. However, they are encouraged to attend more, and the content is changed for each Forum to ensure they are provided with new opportunities for professional growth and reflection. To this end, SP's that attend 3 or more Forums this year will receive a certificate of "Dedication to Induction" and an opportunity to be nominated into the Master Mentor Cohort PLC, next year.

Education Specialist Credentialing Program

This is the second year in which certain teachers holding Education Specialist Credentials are eligible to clear their credentials through the MCOE Induction Program. Currently, the state is transitioning from issuing Level I/Level II Ed Specialist credentials, to issuing Preliminary/Clear Ed Specialist credentials. This is not merely a change in name. Rather, a certain amount of the coursework that used to be in the Level II program has been moved down into the Preliminary Ed Specialist program.

To be eligible to clear an Ed Specialist credential through the MCOE Induction program, teacher candidates must either possess:

1. a Preliminary Ed Specialist credential or
2. a Level I or Preliminary Level I Ed Specialist credential along with either a Preliminary Multiple Subject or Preliminary Single Subject credential.

For the 2012-13 year, half of the Ed Specialist (ES) teachers in MCOE Induction qualify based on #1 above, and the other half based on #2 above. The MCOE Induction program works with each ES candidate to create a plan to meet their requirements based on the credential(s) held.

***Our next Program Advisory Team Meeting of the 2012-2013 year is JANUARY 17TH, 2013!
You are welcome to attend!***