



California Beginning Teacher Support and Assessment (BTSA) With a Special Education Teacher Focus

**Exemplary State Examples of Recruitment and Retention
Through the State Personnel Development Grant & More**

Administered by
California Department of Education (CDE)
Commission on Teacher Credentialing (CTC)

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Outcomes

Participants will:

- Gain general understanding of the program
- Understand background research and evolution
- Identify key features promoting professional growth
- Learn key Issues of Implementation





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General Overview

Beginning Teacher Support and Assessment (BTSA) is:

- A state-funded “induction” program
- Co-sponsored by 2 agencies
- Supporting the professional growth of newly-credentialed, beginning teachers
- Fulfilling the requirements for the California Credentials



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General Overview (cont.)

Beginning Teacher Support and Assessment (BTSA) is:

- Locally designed and implemented
- Aligned to induction program standards
- Aligned with State adopted student academic content and performance standards
- Accredited by the CTC to recommend candidates for California Credentials



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Background of BTSA

1988

California New Teacher Project (Pilot)

Purpose: How best to support beginning teachers?

Pilot found that beginning teacher support:

- Made a difference
- Prepared teachers that did not drop out
- Teaching improved, especially of diverse student populations
- Expanded teacher leadership roles



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Background of BTSA (cont.)

1992

**Beginning Teacher Support and Assessment Program
Covering 10% of CA teachers**

1998

**Remarkable expansion, 85M dollars annually
A two-year program of teacher support and assessment
Recognition - significant difference on student learning**

2008

**95% of California's preliminary credentialed beginning
teachers participating**



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Key Issues of Implementation

Eligibility:

- Public school teachers
- Hold a preliminary credential
- First two years of teaching or
- New to California





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Key Issues of Implementation (cont.)

BTSA's Purpose:

- Assess professional needs
- Focus support on the new teacher's classroom instruction
- Provide support to new teachers
- Promote retention



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Key Features

- Teaching Standards
- Induction Program Standards
- Learning to Teach Continuum
- Support Provider





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Key Features (cont.)

- Teaching Standards

California Standards of the Teaching Profession (CSTP), July 1997

Used to guide teachers as they define and develop their practice:

- **Engaging & supporting all students in learning**
- **Creating & maintaining effective environments for student learning**
- **Understanding & organizing subject matter for student learning**
- **Planning instruction & designing learning experiences for all students**
- **Assessing student learning**
- **Developing as a professional educator**



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Key Features (cont.)

Induction Program Standards

Standards for Quality and Effectiveness for Professional Teacher Induction Programs

- **Preconditions**
- **Common Standards**
- **Program Standards**
 - **Program Standard 6: Universal Access: Equity for all Students**
 - a) **Teaching English Learners**
 - b) **Teaching Special Populations**

Note: Special Education Tool Kit Resources



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Key Features (cont.)

- **Learning to Teach Continuum**

- Assessment - FACT

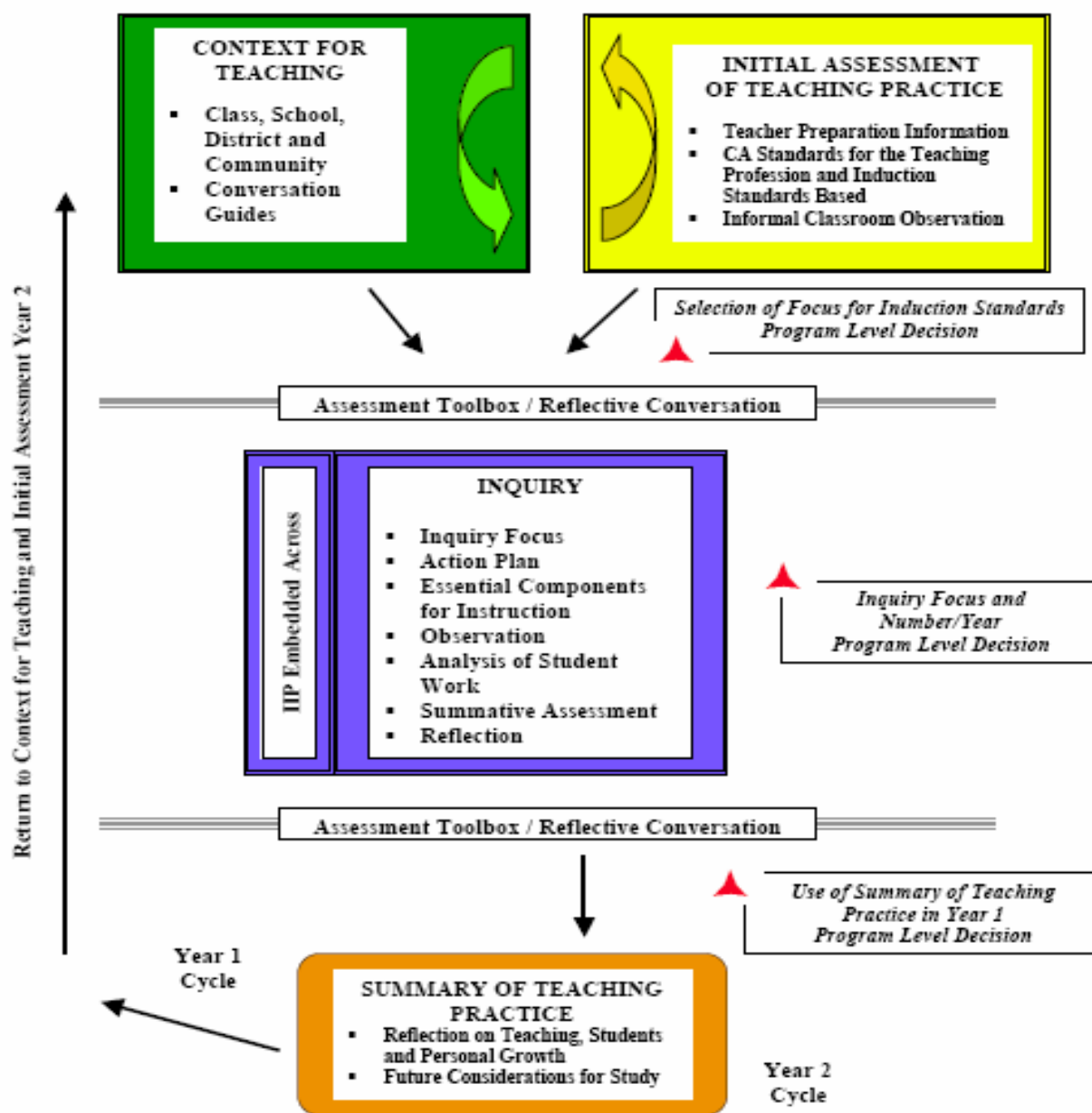
Formative Assessment for California Teachers

- Plan, Teach, Reflect, Apply

FORMATIVE ASSESSMENT FOR CALIFORNIA TEACHERS (FACT)



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Key Features (cont.)

- **Support Provider**
 - Must hold same credential as the new teacher
 - Requires regular interaction with a new teacher
 - Selection
 - Support Provider Knowledge



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Conclusion

Retention of new teachers is around
90% two years after completion

<http://www.btsa.ca.gov/>

Beginning Teacher Support and
Assessment (BTSA)





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**Retention
Study**

A Possible Dream: Retaining California Teachers (2007)

Recommendations:

1. Assess teaching conditions locally & continuously
2. Elevate CA's student funding to (at least) adequate levels
3. Resolve the bureaucratic conundrum
4. Refocus school leadership on instructional quality & high-quality teaching & learning conditions
5. Establish statewide standards for school teaching & learning conditions
6. Assess & address specific challenges in retention of special education teachers



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*Top 5 factors that affect decisions of teachers to **remain** in the classroom?*

1. Decision making authority
2. Close professional relationships
3. Sense of team among staff
4. Can make a difference in students' lives
5. Supportive principal



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*Top 5 factors that affect decisions of teachers to **leave**?*

1. Bureaucratic impediments
2. Poor district support
3. Low staff morale
4. Lack of resources
5. Unsupportive principal