

Shaping Teacher Induction Policy in California

By Carol A. Bartell

The Beginning Teaching Experience

Beginning teachers enter classrooms today with high expectations for themselves and for their students. Yet, a recent national survey demonstrates that the first year of teaching is a sobering experience for most new teachers, and that over the course

of one year, teachers experience a decreased strength of belief in their own efficacy and in the learning potential of their students (Harris & Associates, Inc., 1991). Nearly every study of retention in the teaching profession identifies the early years as the riskiest on the job, the years in which teachers are most likely to leave the profession (Charters, 1970; Grissmer & Kirby, 1987; Mark & Anderson, 1985; Murnane *et al.*, 1988, 1989; Willet & Singer, 1991).

Even among those who remain, the early years are more difficult than they ought to be and fail to provide for careful, thoughtful development of teaching expertise (Bullough, 1990; Darling-Hammond, 1988; Huling-Astin, 1987). Teaching, unlike many

Carol A. Bartell is dean of the School of Education, California Lutheran University, Thousand Oaks, California. This article was written while she was a consultant with the Professional Services Division of the California Commission on Teacher Credentialing, Sacramento, California.

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other professions, is one in which novices are expected to perform the same duties and responsibilities as the more advanced professional. They are often given the most challenging assignments and work under conditions that do little to foster their success. They work in isolation from their colleagues, receive little guidance and mentoring, and virtually no useful feedback about their developing skills and abilities.

While the entry period represents the time at which teachers are most vulnerable for leaving, it is also the time in which professional norms and practices can be shaped for a career of life-long practice and professional development. Research emphasizes that teachers do not learn everything they need to know about teaching during preservice preparation programs (Carter *et al*, 1988; Feiman-Nemser 1983; Little, 1989; Shulman, 1986, 1987), that the concerns of teachers change during the course of their careers (Veenam, 1984; Zeichner, 1983), and that expert teachers view teaching differently than novices (Berliner, 1986; Borko & Livingston, 1989). Teaching is increasingly being regarded as a complex activity that develops over time.

The knowledge gained through university coursework builds conceptual understanding as a foundation for the practice of teaching. Clinical or field experience assignments are usually an integral part of preparation but can only begin to prepare teachers for the realities of the classroom. Walter Doyle (1990) argues that classroom knowledge, or knowledge of practice, can only be gained by experience as a teacher in the classroom environment.

This rich, deep knowledge of practice is further defined in Linda Darling-Hammond's article in this issue of *Teacher Education Quarterly*. She points out that teachers must be "managers of their own inquiry." Others indicate that teaching expertise is most effectively fostered and developed in close collaboration with colleagues (Ackland, 1991; Hargreaves & Dawe, 1990; Zimpher & Rieger, 1988) and that teachers need to become lifelong students of the profession.

It is this growing knowledge about the attainment of professional competence and the importance of the defining early years that has led many states to structure the induction experience in ways that are most helpful to beginning teachers and their students. California is only one of an increasing number of states that have begun to institute formal teacher induction policies (Interstate New Teacher Assessment and Support Consortium, 1992).

The focus of this article is on teacher induction research and development efforts in California. The findings of an extensive pilot study, the California New Teacher Project (CNTP), are summarized and discussed. Initial implementation efforts in the Beginning Teacher Support and Assessment Program (BTSA) are also described. Finally, this work is set into the context of emerging state policies designed to bridge the preparation and practice of the profession in educationally sound ways.

Needs of California Teachers

Beginning a teaching career in California schools is particularly challenging. As the demands on schools have expanded with continued rapid population growth, financial support for education has declined. California educates the most culturally diverse student population in the world. Currently, more than 4.9 million students attend public schools in California. One-third of California's students come from homes where a language other than English is spoken; multiple languages are spoken in most of California's classrooms. In many districts, the majority of students belong to racial or ethnic groups that are considered minorities in other states, but when combined, create a non-white majority in California (Evans *et al.*, 1989; Olsen & Edwards, 1990). Providing a quality education for every student in such a diverse environment is very demanding, even for experienced teachers.

Teachers in California today enter the profession through a variety of preparation routes, bringing different skills and life experiences to their first classroom assignments. No matter what initial professional preparation they receive, teachers are never fully prepared for classroom realities and for the responsibilities associated with meeting the needs of a rapidly growing, increasingly diverse student population.

Expectations for the profession are largely shaped by societal expectations for schools. An increasingly diverse and complex society requires a highly committed and competent teacher workforce that is capable of educating all students to their full potential. These raised expectations for the teaching profession are prominent as a driving force in many state reform efforts. Darling-Hammond points out that "As state after state has sought to recreate schools so that they can meet 21st century demands, it has become apparent that their success depends fundamentally on teachers: What teacher know and can do is the most important influence on what students can learn" (1994, p. 2).

California has high expectations for its students and has been engaged for a number of years in defining and implementing high quality standards for the teaching profession. Such expectations can be achieved and standards can be met only if appropriate conditions are established to nurture and foster teacher success. California's reforms in teacher induction have been designed to provide intensive support for beginning teachers that build on preservice preparation and lead to enhanced, life-long professional development. Induction is an integral part and connecting link in this teaching and professional development continuum.

The CNTP Pilot Study

The CNTP was initiated in 1988 as a pilot study of alternative methods of supporting and assessing teachers who were new to the classroom. From 1988 to 1992, 37 local and regional pilot projects explored alternative, innovative ways of

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supporting and assessing over 3,000 first- and second-year teachers. 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) required state education agencies to evaluate how support and assessment approaches could lead to state policies that might help:

- ◆ retain capable teachers;
- ◆ improve the teaching abilities of the beginning teachers;
- ◆ improve teaching of diverse students; and
- ◆ identify beginning teachers who need additional assistance and those who would be more successful in another profession.

The Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE) were given joint responsibility to administer the CNTP 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 administrative responsibility.

Two 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). The Far West Laboratory for Educational Research and Development (FWL) evaluated existing and alternative forms of new teacher assessment. These two lines of inquiry were conducted independently of one another, although the CNTP projects provided the primary “testing ground” for both sets of research and evaluation activities.

The findings of the CNTP were summarized and presented to the CTC and the Superintendent of Public Instruction in March of 1992. The summary 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.

The key findings of the CNTP research are highlighted in the following two sections of this article.

Findings Related to Support

The 37 state-funded programs were locally sponsored by school districts in collaboration with county offices of education, colleges and universities, and teacher associations. Each program was funded on the basis of its proposed plans to support beginning teachers in their first two years of service.

SWRL conducted an extensive evaluation of the support mechanisms and approaches over the four-year period. The following outcome measures were defined to provide information related to effects of CNTP services provided to new teachers:

1. **New Teacher Performance**—defined as the effectiveness of each approach in improving the pedagogical content knowledge and skills of beginning teachers who are retained, including their ability to teach diverse students.

2. **New Teacher Retention**—defined as the effectiveness of alternative new teacher support approaches in: (a) retaining capable beginning teachers; (b) identifying beginning teachers who need additional assistance; and (c) counseling out of the profession the appropriate individuals should additional assistance fail.

3. Other CNTP Effects: **New Teacher Satisfaction**—defined as the effectiveness of each approach in increasing the sense of personal success and satisfaction among capable new teachers so that more remain in teaching; **Collegiality and School Climate**—defined as the effectiveness of each approach in enhancing collegiality among school staffs and in improving the professional climates in CNTP schools.

The following data collection procedures were employed:

Questionnaires completed by (a) new teachers CNTP pilot projects, (b) new teachers in non-CNTP school districts, (c) experienced teachers and university faculty who worked with CNTP new teachers, and (d) principals of the schools in which CNTP and non-CNTP new teachers taught. In addition, a statewide survey of school districts was initiated to provide comparative baseline data.

Interviews conducted with (a) CNTP project directors, (b) staff development directors in non-CNTP districts, (c) samples of CNTP and non-CNTP new teachers, and (d) CNTP new teacher support providers.

Observations in the classrooms of samples of CNTP and non-CNTP new teachers.

Ratings of new teachers' use of instructional practices that previous research had shown to be related to student achievement by (a) CNTP and non-CNTP new teachers themselves, (b) experienced teachers who worked with CNTP new teachers, (c) principals of schools in which non-CNTP new teachers taught, and (d) classroom observers in samples of CNTP and non-CNTP new teachers' classrooms.

Review of records and documents providing information about planning and new teacher support activities carried out by CNTP pilot projects and the cost of these efforts.

While the same research questions and variables of interest were addressed across each year of the independent evaluation, study samples and the levels at which data analyses focused varied across the three years of intensive data collection. Due to the large numbers of teachers participating in the projects and the complexity of the projects themselves, a tiered design was used, with different kinds of data collection occurring at each level. Comparative data were provided by replicating selected measures with new teachers, experienced teachers, and their

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support providers in non-participating districts with similar characteristics as the CNTP districts. A statewide survey of district recruitment, employment, and staff development practices related to new teachers offered another source of comparative data.

Research on the CNTP completed by SWRL forms the basis of three separate technical reports (Dianda *et al.*, 1991; Ward *et al.*, 1990, 1992). This research demonstrated that well-developed induction programs could increase the retention rates of beginning teachers and improve the performance of those teachers that were retained. These results were particularly noticeable in urban and rural settings, and in traditionally difficult-to-staff 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) engaged in 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.

The evaluators 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.

For a more detailed discussion of the cost-effective project features identified by SWRL, see the article by Marcella R. Dianda and Karen Hunter Quartz in this issue of *Teacher Education Quarterly*.

Findings Related to Assessment

Information from assessments of prospective and beginning teachers can fulfill multiple purposes. Useful feedback on teaching skills allows student and beginning teachers to take pride in their strengths and to pinpoint weaknesses which need special attention for further development. Feedback tailored to a teacher's developmental stage could communicate that one can do well as a student or beginning teacher and still need further development. Assessment information can assist support providers by identifying the most important areas where help and improvement is

needed. Assessment information is used to make critical decisions in the areas of admission to a teacher credentialing program, recommendation for a credential, hiring, and retention. Additionally, if assessment information were systematically collected about graduates and provided to credential programs, it could provide guidance for program improvement. Assessment information also has the potential of assisting the state in designing programs and prioritizing expenditures.

Before making recommendations for needed changes in the assessment of new teachers, FWL examined existing systems, procedures, and practices related to teacher assessments (from entry into teacher education programs to assessments for tenure). Studies of existing assessments revealed that “current assessments of prospective and novice teachers do not constitute a coherent or effective system for assuring the public that teaching credentials are granted only to competent individuals” (CTC, 1992). For a more detailed discussion of this work, see the article by Jo Ann Izu and her associates in this issue of *Teacher Education Quarterly*.

FWL also examined and evaluated prototype instruments and new, more rigorous and “authentic” methods of assessing beginning teaching. The prototype assessments developed and examined included classroom observations, portfolios, structured interviews, simulations, videotaped scenarios, and interactive computer-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 demonstrated that such approaches could be refined and developed for state and local use. FWL indicated that improved assessments would provide better information to be used in the preparation, certification, and professional development of teachers. The following recommendations were made about the possible uses of assessments in an induction period:

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.

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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.

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.

Assessors should be carefully selected and matched to new teachers. Assessors should understand and be familiar with the beginning teacher's subject matter, grade level, and teaching situation.

Teachers should be supported and assisted in their efforts to meet expectations. Attention should be given 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.

From Pilot Study to Statewide Program

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. It also demonstrated that intensive support, continued training, and informative assessments of teachers in their first professional years result in significantly better instruction for students.

Based on the research and evaluation findings, the CTC and the CDE adopted a set of policy recommendations for programs on behalf of beginning teachers. In response to these recommendations, Governor Pete Wilson and the Legislature established the BTSA program in the state budget for 1992-93 and included approximately \$4.8 million for grants to initiate this new state program in local education agencies. 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 \$4.8 million authorized in 1992-93 has been sustained in subsequent state budgets, and, when combined with other state and local resources, allows for

intensive, well-designed support and assessment to be delivered to approximately 2,000 new teachers each year.

The BTSA Program

In establishing the BTSA program, the Legislature further 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 BTSA program is administered jointly by the CTC and the Superintendent of Public Instruction. Grants have been awarded on a competitive basis to 30 locally-designed and delivered programs. The description of individual programs and the procedures used to award grants are described in the *Report on the Implementation of the Beginning Teacher Support and Assessment Program: 1992-94*.

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;
- ◆ ensure the professional success and retention of new teachers who show promise of becoming highly effective professionals;
- ◆ identify teaching novices who need additional feedback, assistance, and training to realize their potential to become excellent teachers;
- ◆ improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers;
- ◆ establish an effective, coherent system of performance assessments that are based on a broad framework of common expectations regarding the skills, abilities, and knowledge needed by new teachers; and
- ◆ examine alternative ways in which the general public and the education profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence. (Education Code Section 44279.2)

In 1992, the Legislature indicated its intent to make these services available to all new teachers in California as funds become available. The Legislature also gave guidance about the future directions for a statewide program and renewed its commitment to developing “new policies to govern the support and assessment of

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beginning teachers, as a condition for the professional certification of those teachers in the future” (Education Code Section 44279 [a]).

Priority: High-Quality, Standards-Based Induction

The findings of the CNTP led to policy recommendations moving toward a system that would offer well-designed support informed by authentic assessments for all beginning teachers in California. In creating the BTSA program in 1992, the Legislature recognized that carefully designed induction programs would be built around several key features, including:

- 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.

It was anticipated that these expectations for candidates and the standards shaping programs designed to foster growth along the defined dimensions would govern teacher induction efforts in California in the future. The BTSA program has moved this agenda forward in ways that are described below.

Framework for Beginning Teachers

A *Draft Framework of Knowledge, Skills and Abilities for Beginning Teachers* was prepared by FWL, in consultation with California teachers and mentor teachers, as part of the CNTP. The *Framework* defines a vision of effective teaching in the initial years of service. This *Framework* has continued to be refined and tested in the support activities and assessments designed for BTSA. The most recent version of this *Framework* (May, 1995), developed by a special Technical Task Force, describes six “domains” of knowledge, skills, and abilities, in the following areas:

Domain 1: Create and Maintain an Effective Environment for Student Learning—Teachers create and maintain smoothly functioning, safe learning environments in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, are treated fairly and respectfully, and engage in purposeful learning activities. Expectations for student behavior are clearly established, understood, and consistently maintained. The physical environment and the arrangements within that environment support positive social interactions and facilitate equitable engagement of students in productive tasks.

Domain 2: Understand and Organize Content Knowledge for Student Learning—Teachers exhibit strong working knowledge of the subject matter content to be taught and are able to use that knowledge to construct meaningful learning activities, products, and long-term projects for all students. Students are able to see

the relationships of the concepts within a content area and apply those concepts to other content areas in authentic ways.

Domain 3: Plain Instruction and Design Learning Experiences for All Students—Teachers plan instruction based upon knowledge of subject matter, students, and community. The richness of student diversities is reflected in the planning process. Challenging, but realistic goals are established for all students, and instructional plans are designed to help students reach those goals.

Domain 4: Engage All Students in Powerful Learning—Teachers build on knowledge of students, subject matter, teaching, and learning to enact effective and powerful learning opportunities for all students. A variety of teaching strategies and approaches are used to encourage all students to demonstrate what has been learned in meaningful and authentic ways.

Domain 5: Assess Student Learning—Teachers establish and clearly communicate performance expectations and collect information about student performance from a variety of sources. They share that information with students, parents, and support personnel in ways that improve understanding, foster continued growth and development. Teachers adjust instruction based on assessment information to ensure enhanced learning opportunities for students.

Domain 6: Develop as a Professional to Improve Teaching and Learning—Teachers reflect on their own professional development as they interact in a wider learning environment with students, other educators, parents, and community members. They recognize their own responsibilities to a broader professional community and seek to learn from and contribute to that community and to improved teaching and learning for all students.

The vision of teaching underlying these domains has guided all support and assessment planning in the BTSA program. BTSA program participants have been encouraged to modify and extend this *Draft Framework* 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. Because the *Draft Framework* has not yet been finalized and adopted, many variations and adaptations continue to be developed, pilot tested, and used in guiding teacher development.

One prominent adaptation was developed when the CDE and the Santa Cruz CNTF/BTSA program 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*. A *Continuum of Skills, Knowledge, and Abilities from Beginning to Advanced Levels of Teaching* was developed as a result of these discussions and continues to be shaped in ongoing work. The *Continuum* was derived from the six domains in the *Framework* and was intended to guide support providers as they assist new teachers in understanding and moving through stages of professional development. 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.

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Work on the *Draft Framework* is expected to be completed during the 1995-96 school year and a version will be recommended for statewide adoption. Before that occurs, it will be subject to extensive and continued discussion and review.

Use of Draft Standards of Induction Program Quality

The support and assessment activities implemented in a local BTSA program are required to meet preliminary state standards as outlined in the *Draft Standards of Quality and Effectiveness for New Teacher Support and Assessment Programs*. The *Draft Standards* are drawn from the research and best practices of the CNTF and define well-designed, cost effective programs for new teachers. They have also been tested, revised, and refined in the ongoing work conducted as a part of BTSA. Each of the 13 standards defines an acceptable level of quality or intensity in an induction program, followed by a rationale statement that defines the purpose and intent of the draft standard. Accompanying the standards and rationale statement are criteria for applying that standard, to be used as guidelines in determining the quality and intensity of a program in meeting that standard.

The *Draft Standards* (without the accompanying criteria) are listed below:

Standard 1: Sponsorship and Administration of the Program—The program is sponsored by one or more organizations with a demonstrated commitment to new teacher support and assessment. The program has strong leadership and an administrative structure to effectively manage and deliver support and assessment services to new teachers.

Standard 2: Program Rationale, Goals, and Design—A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for design and delivery of support and assessment services to new teachers.

Standard 3: Collaboration—Inter-agency and intra-agency collaboration is central in the planning and delivery of support and assessment services to new teachers.

Standard 4: School Context and Working Conditions—New teachers are assigned to work at sites and under conditions where they will receive support and where they are likely to be successful. When teachers are placed in more challenging settings, additional time and resources are provided to assist them.

Standard 5: Selection of Support Providers and Assessors—Support providers and assessors of new teachers are selected by well-defined, justifiable criteria that are consistent with their assigned responsibilities in the induction program.

Standard 6: Preparation of Support Providers and Assessors for their Responsibilities—Support providers and assessors are well-prepared to assume their responsibilities, and are supported in their efforts to assist new teachers.

Standard 7: Assessment of Beginning Teacher Performance—New teacher

performance is assessed using multiple measures at various points during the induction period for the development of an individualized induction plan.

Standard 8: Development and Use of the Individualized Induction Plan—An individualized induction plan is developed for the support and professional development of each beginning teacher.

Standard 9: Provision of Individualized Assistance and Support by Experienced Teachers—Support activities provided by more experienced colleagues are designed to be appropriate to new teachers' individual needs, are reflected in the individualized induction plan, and are provided in a manner that facilitates new teacher growth and development.

Standard 10: Provisions for Support Providers, Assessors, and New Teachers to Work Together—New teachers and their support providers are given time and opportunity to work together on a regular, ongoing basis. Assessors are provided time to work with new teachers and their support providers as appropriate.

Standard 11: Design and Content of Professional Development Activities for New Teachers—Professional development experiences are based on a set of knowledge, skills, and abilities defining expectations for teachers in California, are reflective of local curricular expectations and priorities, and are responsive to individual teacher needs and concerns.

Standard 12: The Allocation and Use of Resources—The sponsoring organization(s) allocate sufficient personnel time and fiscal resources to enable the new teacher support and assessment program to deliver planned services for maximizing new teacher success.

Standard 13: Program Evaluation and Development—The sponsoring agencies operate a comprehensive, ongoing system of program evaluation and development that involves program participants and other stakeholders and that leads to substantive developmental efforts and program improvements.

Each BTSA program was funded on the basis of its plans to meet these standards in delivery of services to new teachers. An evaluation component is built into the program to assure continued program quality.

The *Draft Standards* defining program expectations and the related *Draft Framework* defining individual candidate expectations provide the underpinning for the future directions pursued in teacher induction policy for California. Both documents will be pilot tested, finalized, and incorporated into the new model for professional entry for teachers in California.

Conclusions

In the CNTF, we learned a great deal about supporting and assessing new teachers. We learned that well-designed, intensive, cost-effective support improves

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teacher retention, teacher performance, career satisfaction, and stimulates and fosters teacher reflection and collegiality. We learned that in assessing new teachers in ways that allow them to demonstrate their authentic teaching abilities, we are able to provide better information about their practices and their ongoing professional development needs.

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. Since 1992, the BTSA program has been implementing and investigating this merged model of support and assessment.

Building on CNTP and BTSA, the state has moved toward structuring an induction period that: (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 approach is based on extensive evidence demonstrating that 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.

However, the induction phase cannot be viewed in isolation. Teacher induction builds on preparation and leads to continued growth and development. Policies designed to facilitate entry to the profession need to be developed in consideration of policies that guide entry, preparation, and ongoing development of teachers along the entire teacher preparation continuum.

The Legislature also recognized that the induction years represent only one phase of the teacher development continuum and that the phases of teacher development ought to be conceptually linked and guided by coherent and consistent state policies and practices. In that search for coherence, the Legislature directed the CTC to reexamine policies related to induction, but to do so in consideration of the larger context. The same legislation that created BTSA in 1992 (Senate Bill 1422, Bergeson), also directed the CTC to review all requirements for earning and renewing basic teaching credentials, giving special emphasis to the induction phase and the findings of the pilot study and related research.

That multi-facteted review of all aspects of teacher credentialing is underway. This review represents a unique opportunity in California to rethink all policies related to the recruitment, preparation, induction, and professional development of teachers. What sets this particular work apart from earlier reform efforts is that it will be a comprehensive, systemic look at the entire teacher preparation structure. Teacher credentialing policies at every stage are being examined, not in isolation, but within the context of the school environment and a vision of teacher professionalism for the 21st century.

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