

**Contra Costa County Office of Education  
BTSA Induction Program**

Contra Costa County Office of Education

**BTSA**

**INDUCTION**

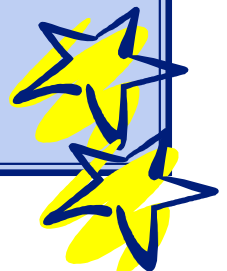
Beginning Teacher Support and Assessment



**Induction Program**

**Handbook**

**2011-2012**



Contra Costa County Office of Education

# BTSA

## INDUCTION

Beginning Teacher Support and Assessment

### Contra Costa County BTSA Induction Program

## INDUCTION PROGRAM HANDBOOK

**This handbook belongs to:**

\_\_\_\_\_  
Participating Teacher's Name

\_\_\_\_\_  
District

\_\_\_\_\_  
A. Site

\_\_\_\_\_  
B. BTSA Consent Form #

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# Welcome

Welcome to the Contra Costa County Office of Education BTSA Induction Program. Whether you are a participating teacher, mentor, school administrator or district coordinator, you are part of a very special program.

The research on student achievement shows that the quality of the teacher is the most important factor in student learning. Becoming a highly skilled teacher though is a very challenging and ongoing learning process. The Induction Program was created to provide support for new teachers as they begin this learning process to become an effective practitioner. The goal of the Induction Program is to create an environment in which participating teachers can learn from their experience rather than be overwhelmed by it. The best part of the Induction Program is that everyone involved learns and grows professionally, the mentors and school administrators, as well as the participating teachers. Whatever your role, the more you are involved with the Induction Program the more you will gain from it.

I wish all of you an exciting year of learning together in the CCCOE BTSA Induction Program.



Pamela Comfort, Ed.D.  
Associate Superintendent  
Educational Services Division  
Contra Costa County Office of Education



# Notes

"Good teaching comes not from behind the desk but from behind the heart"

Elizabeth Andrew



# Participating Districts

## CONTRA COSTA COUNTY

Acalanes Union High School District  
Contra Costa County Office of Education Student Programs  
John Swett Unified School District  
Lafayette School District  
Martinez Unified School District  
Moraga School District  
Orinda Union School District  
Pittsburg Unified School District  
Walnut Creek School District



## ALAMEDA COUNTY

Albany Unified School District  
Emery Unified School District  
Piedmont Unified School District



## CHARTER & PRIVATE SCHOOLS

Christ the King  
Corpus Christi  
De La Salle  
El Sobrante Christian  
Making Waves Charter  
Manzanita Charter  
Orion Academy  
Prospect Sierra  
RAAMP Charter  
Richmond College Preparatory Charter  
Salesian  
St. Catherine  
St. Jerome  
St. John the Baptist  
St. Mary  
St. Patrick  
St. Perpetua  
West County Community High Charter



# Mission Statement

Building upon their Teacher Preparation Program, participating teachers will experience enhanced professional growth and development by participating in a rich and thoughtful induction process. The participating teachers will engage in reflective conversations with experienced colleagues about the delivery of effective practice. They will chart progress through the continuum of skills, knowledge, and abilities aligned with the California Standards for the Teaching Profession, state-adopted academic content standards and performance levels for students, and the professional teacher induction standards.



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# California Teacher Induction - History

## 1992: Passage of SB 142

- Authorized the Participating Teacher Support and Assessment Program
- Created a panel to review teacher credentialing
  - **BTSA growth through:**
    - Use of formative assessment systems
    - Development and application of standards for teachers
  - **BTSA vision:**
    - Structured and flexible support for all first and second year teachers
    - Teacher support integrated with formative assessment
  - **BTSA goals:**
    - Improve beginning teacher performance
    - Improve teaching of students
    - Increase new teacher satisfaction and retain capable teachers

## 1996-1997: Passage of AB 1266

- Beginning Teacher Support and Assessment established as a statewide induction system
- CSTP (California Standards for the Teaching Profession) adopted
- BTSA Program Standards of Quality and Effectiveness approved by California Department of Education (CDE) and California Commission on Teacher Credentialing (CCTC) and the State Board of Education

## 1998: Passage of SB 2042

- First major reform of teacher preparation and credentialing in more than 30 years
- Established expectations for teacher induction
- Established induction for licensure
- New two-level credential program starts in pre-service
- Provided continuity between teacher preparation and induction

## 2007: Passage of SB 1209

- Revised and consolidated in induction standards
- Provided a more integrated process from teacher preparation through induction through the formative assessment system

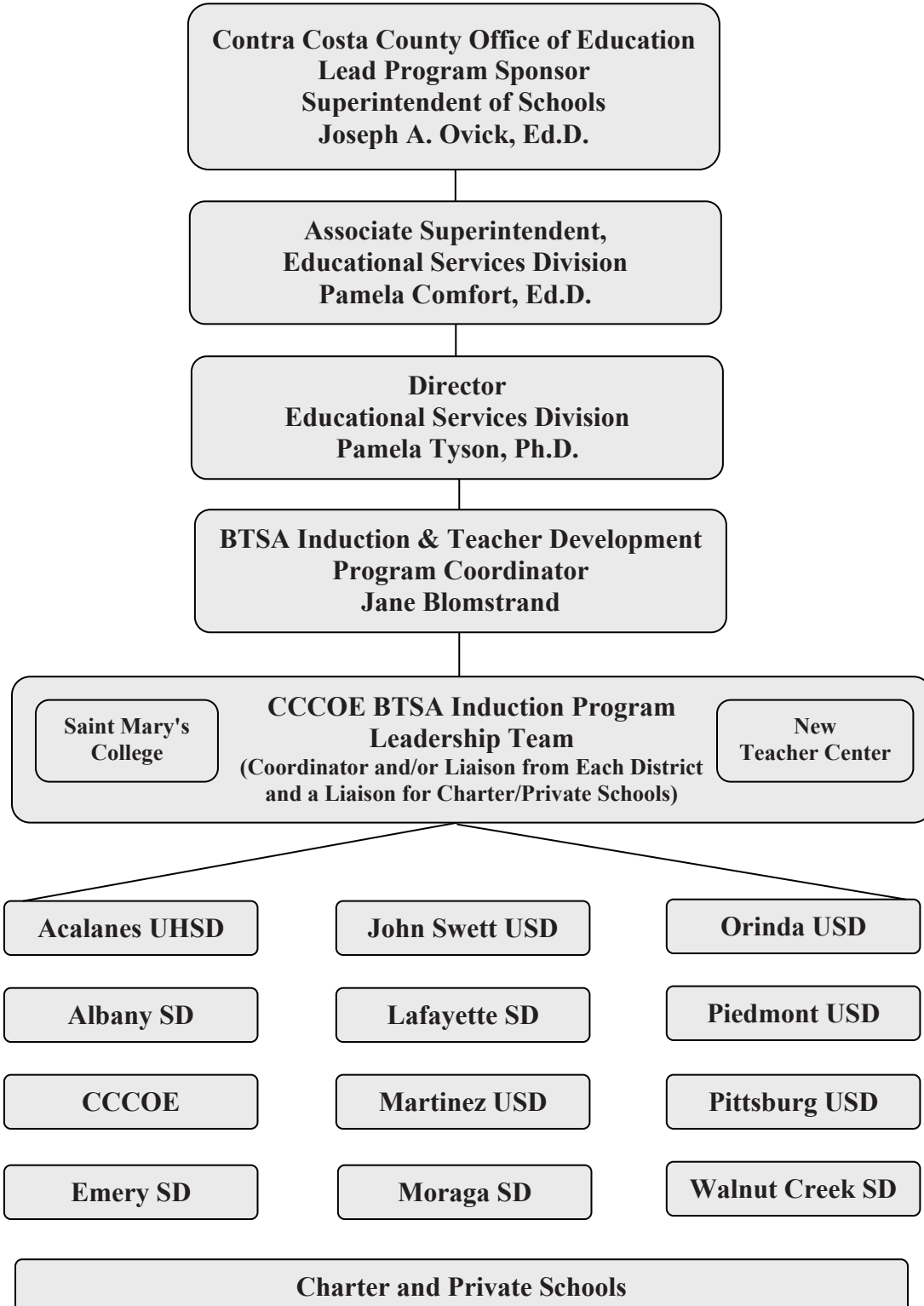
## 2009: CCTC Special Education Credential Reforms

BTSA Induction programs authorized to clear Education Specialists Credentials

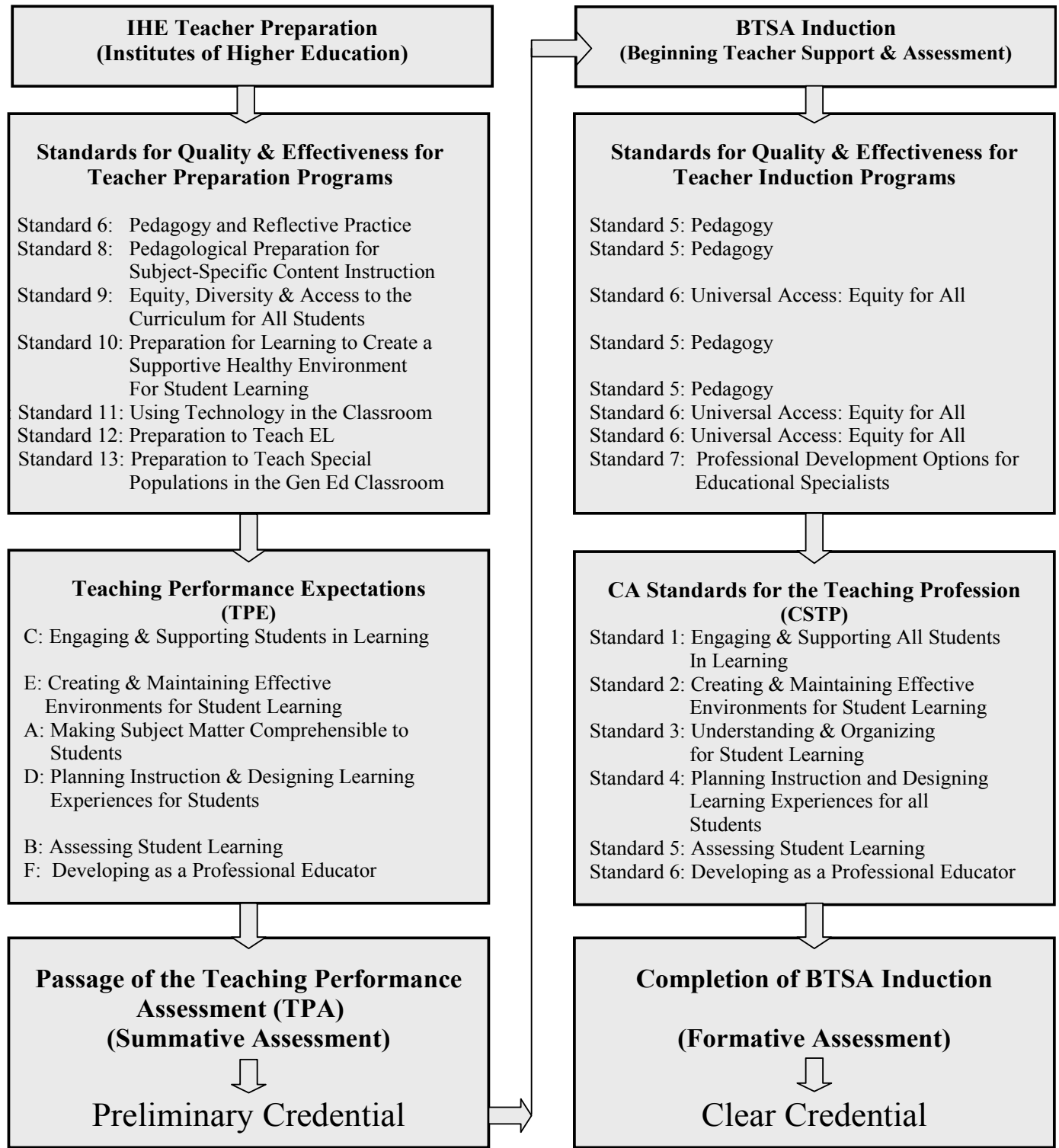


# CCCOE BTSA Induction

## CCCOE BTSA Induction Organizational Chart



# California Learning to Teach System



# California Induction Goals

- Provide a pathway for the California Professional Clear Credential
- Provide an effective transition into teaching for participating teachers
- Improve the educational performance of students through improved training and assistance for teachers
- Create a program that helps ensure the professional success and retention of capable new teachers
- Ensure intensive individualized support and assistance for each participating teacher
- Establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession
- Ensure that an Individual Induction Plan for each participating teacher is based on an ongoing assessment of the participating teacher's development
- Provide support and guidance as new teachers implement the professional development induction standards in their classroom practice with students

## *California Standards for the Teaching Profession (CSTP)*

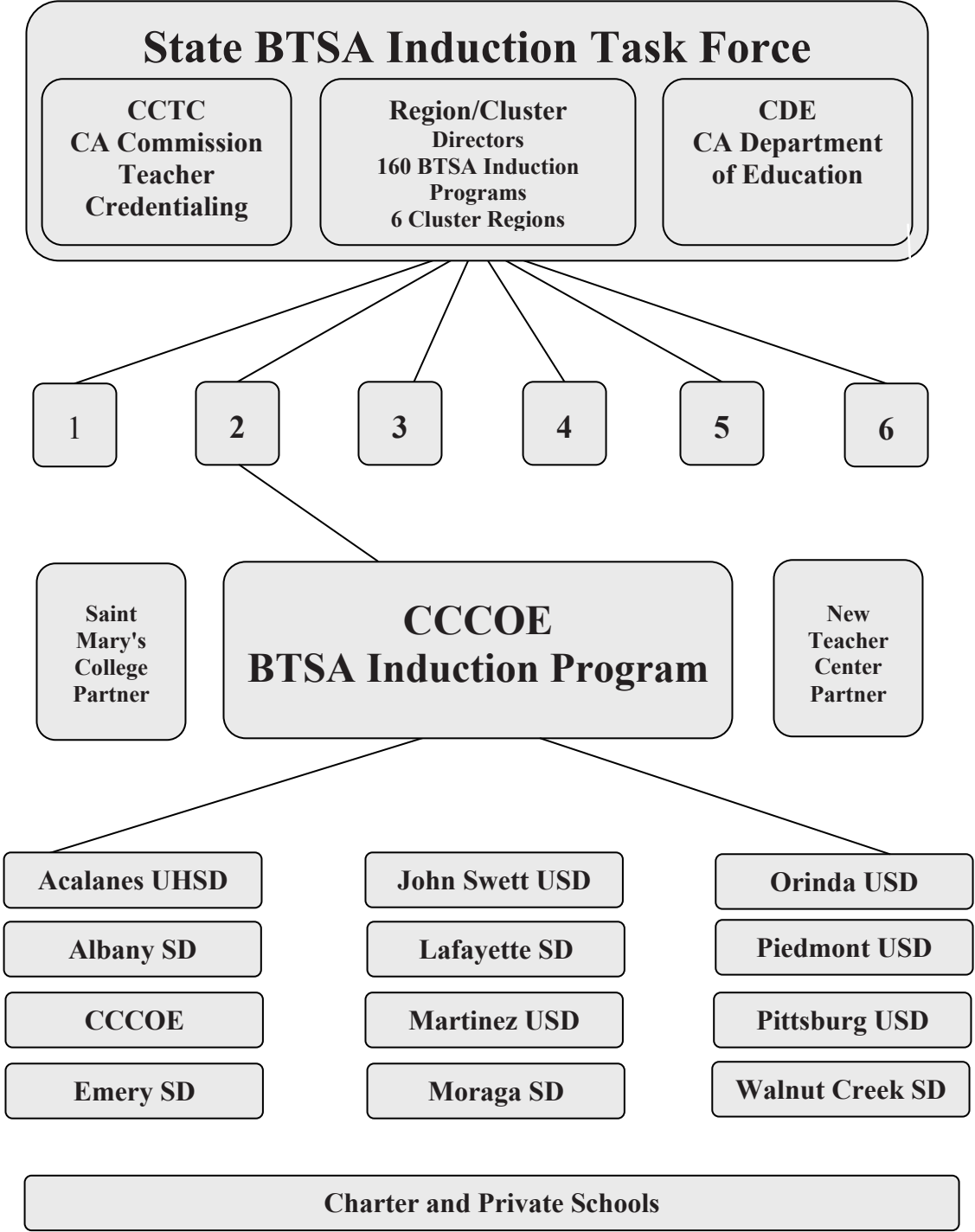
Standard 1	Engaging & Supporting All Students in Learning
Standard 2	Creating & Maintaining Effective Learning Environments
Standard 3	Understanding & Organizing Subject Matter for Student Learning
Standard 4	Planning Instruction & Designing Learning Experiences
Standard 5	Assessing Student Learning
Standard 6	Developing as a Professional Educator

## *Professional Development Induction Standards 5-6*

Standard 5	Pedagogy
Standard 6	Universal Access: Equity for all Students
Standard 7	Professional Development for Educational Specialists



# State BTSA Induction Organizational Chart



# Induction Program Description

The Contra Costa County Office of Education BTSA Induction Program (CCCOE BTSA Induction Program) is a partnership of twelve school districts: Acalanes, John Swett, Lafayette, Martinez, Moraga, Orinda, Pittsburg and Walnut Creek in Contra Costa County, and Albany, Emery and Piedmont in Alameda County, and the Contra Costa County Office of Education Student Services Programs. In 2010-2011 the program supported 154 participating teachers (PTs): 120 general education teachers and 34 special education teachers, supported by 45 mentors. The program also collaborates with several charter and private schools in the county providing a pathway for their teachers to clear their credentials. Program mentors are full time classroom teachers, partial or full release teachers, or retired teachers.

The CCCOE BTSA Induction Program is a collaborative model consisting of a leadership team comprised of a district coordinator and liaison from each of the participating districts. The district members include curriculum directors, assistant superintendents, human resource personnel, special education director, bargaining unit leadership, along with a Saint Mary's College (SMC) coordinator and liaison. The leadership team meets monthly to examine program goals, needs and evaluation data in relation to program improvement.

SMC has been an integral partner in the BTSA consortium since its beginning in 1993. The college supports professional development for new teachers and works with consortium members on an ongoing basis to provide an effective program for new teachers as they transition from pre-service to credentialed teaching. The SMC Saturday Seminar Series, established in 1996, is aligned with Induction Standards 5-7 and provides an opportunity for both participating teachers and mentors to complete credential requirements or complete a Master's degree in Educational Leadership.

The Induction Program also partners with the New Teacher Center (NTC) in Santa Cruz planning professional development for mentors and participating teachers. Mentors receive training in the NTC Formative Assessment System which provides both mentors and participating teachers opportunities for collaboration, lesson planning, classroom observations, analyzing student work, and reflection. Their work together focuses on the California Standards for the Teaching Profession, state academic content standards, and Standards of Quality and Effectiveness for Professional Teacher Induction Programs with the goal to improve teacher quality and student achievement.

Participating teachers in the consortium experience enhanced professional growth and development through a rich and thoughtful induction process based on local context, individual needs and program requirements. The CCCOE BTSA Induction Program consistently retains over 80% of its new teachers and provides an effective transition into teaching for each of the participating teachers.

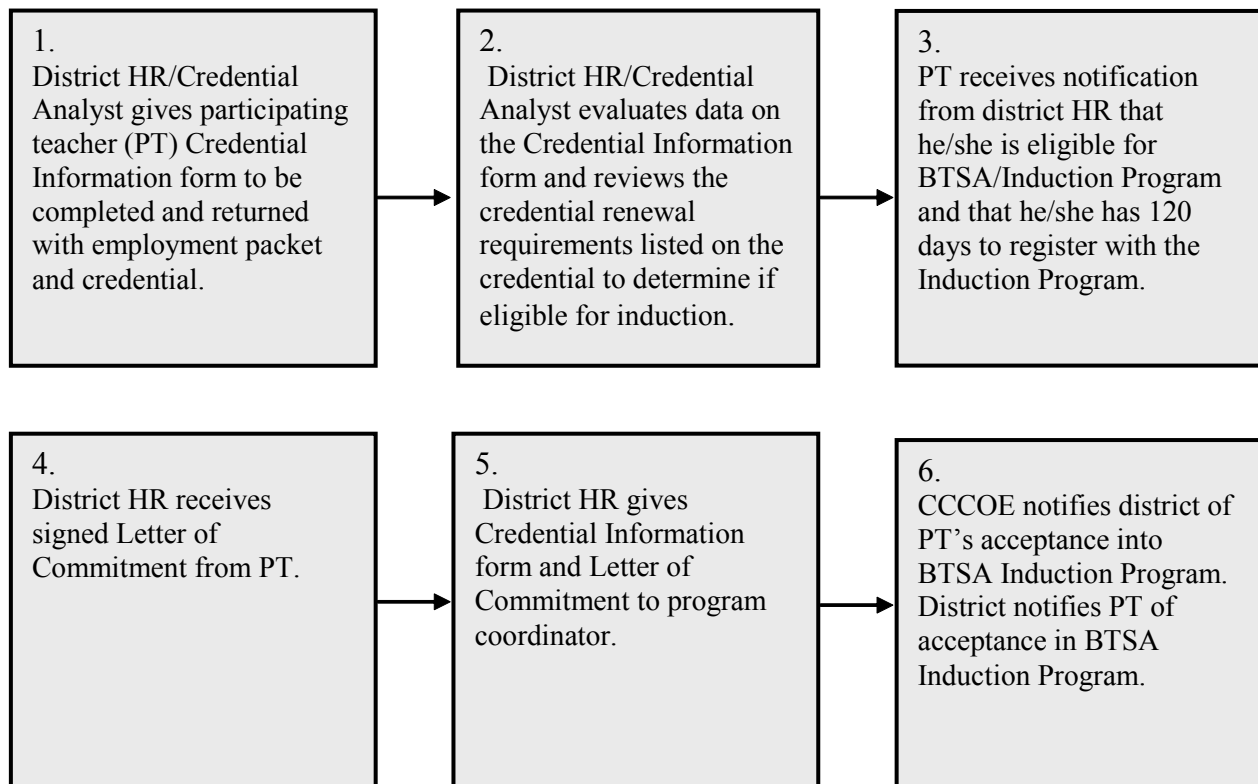


# Teacher Eligibility Criteria

A teacher may be eligible to participate in the Induction Program if he or she possesses one of the following:

- Holds a preliminary single, or multiple subject or education specialist credential
- Has completed a teaching internship and has applied for a preliminary credential
- Holds an out-of-state teaching credential with less than two years experience

## Enrollment Process



# Participating Teacher Requirements

- Participation in a formative assessment process that includes weekly contact with a mentor, reflecting on classroom practice and analyzing student work. This includes participation in informal and formal observations by mentor.
- Development and completion of an Individual Learning Plan and an Inquiry Action Plan each year in collaboration with a mentor.
- Demonstration of implementation, in the classroom, of Induction Program Standards 5 and 6 for General Education teachers and Induction Program Standards 5, 6 and 7 for Special Education teachers. Selection of option for professional development that meets your needs. Options for professional development are listed in this handbook.
- Submission of an induction portfolio each year including evidence required for induction completion. See the following page for a list of portfolio requirements.
- Complete an observation of a veteran teacher.
- Attendance and full participation each year in a district orientation, mid-year review and end of year colloquium.
- Attendance at a Portfolio Building Workshop in Year 1.
- Communication with the district coordinator/liaison to review induction completion requirements each year during the district mid-year portfolio review.
- Completion of the State BTSA Consent Form and State BTSA Survey online each year as required by the California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE).
- Completion of the program mid-year survey each year.
- Completion of a Credential Information Form and a Letter of Commitment to participate for two years in the BTSA Induction Program.
- Completion of a Participating Teacher Agreement each year
- Completion of the induction requirements within two years. There will be a cost for the participating teacher to continue in the program if requirements are not completed in two years.
- Should questions arise about the pairing of a participating teacher and mentor, it is the responsibility



# Professional Portfolio Transcript



## CCCOE/SMC BTSA Induction Program

### Professional Portfolio Transcript 2011-2012

**Participating Teacher:** \_\_\_\_\_ **District:** \_\_\_\_\_  
**Year in BTSA Induction** \_\_\_\_ **Year 1 Completed in** \_\_\_\_\_  
**Mentor:** \_\_\_\_\_ **Portfolio Reader:** \_\_\_\_\_ **Date:** \_\_\_\_\_

PART 1: PORTFOLIO CONTENTS	YEAR 1	YEAR 2
<b>Introduction</b>	<b>Option:</b>	<b>Option:</b>
a. Portfolio Review Preference	<input type="checkbox"/>	<input type="checkbox"/>
b. Participating Teacher Letter to Reader	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional Development Reflections Log (Option 4 only)	<input type="checkbox"/>	<input type="checkbox"/>
<b>FAS: Understanding Context</b>		
a. School, Family & Community Resources	<input type="checkbox"/>	<input type="checkbox"/>
b. Class Profile	<input type="checkbox"/>	<input type="checkbox"/>
c. Family Communication	<input type="checkbox"/>	<input type="checkbox"/>
<b>FAS: Setting &amp; Reflecting on Professional Goals</b>		
a. Assessment on Continuum of Teaching Practice - Fall	<input type="checkbox"/>	<input type="checkbox"/>
b. Assessment on Continuum of Teaching Practice - Spring	<input type="checkbox"/>	<input type="checkbox"/>
c. ILP/District Goals	<input type="checkbox"/>	<input type="checkbox"/>
d. Mid Year Review	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional Growth Reflections	<input type="checkbox"/>	<input type="checkbox"/>
<b>FAS: Examining Practice Through Inquiry</b>		
a. Collaborative Assessment Logs	<input type="checkbox"/>	<input type="checkbox"/>
b. Analysis of Student Work	<input type="checkbox"/>	<input type="checkbox"/>
c. Lesson Plan	<input type="checkbox"/>	<input type="checkbox"/>
d. Classroom Observations	<input type="checkbox"/>	<input type="checkbox"/>
e. Veteran Teacher Observation	<input type="checkbox"/>	<input type="checkbox"/>
f. Inquiry Action/Plan Reflections - Standard 5: Pedagogy	<input type="checkbox"/>	
g. Inquiry Action/Plan Reflections - Standard 6: Universal Access		<input type="checkbox"/>
<b>PART 2: INDUCTION PROGRAM STANDARDS COMPLETION</b>		
a. Standard 5: Pedagogy - Completed	<input type="checkbox"/>	
b. Standard 6: Universal Access - Completed		<input type="checkbox"/>
<b>PART 3: EDUCATION SPECIALISTS ONLY</b>		
a. Education Specialist Advisement Meeting	<input type="checkbox"/>	<input type="checkbox"/>
b. Standard 7: Education Specialist - Completed		<input type="checkbox"/>
c. Competency Requirements Met		<input type="checkbox"/>
d. Current Research Log	<input type="checkbox"/>	<input type="checkbox"/>
<b>PART 4: DOCUMENTS</b>		
a. Credential Information Form/Letter of Commitment	<input type="checkbox"/>	
b. PT Professional Agreement	<input type="checkbox"/>	<input type="checkbox"/>
c. BTSA Consent Form	<input type="checkbox"/>	<input type="checkbox"/>
d. BTSA Program Mid Year Survey	<input type="checkbox"/>	<input type="checkbox"/>
e. BTSA State Survey	<input type="checkbox"/>	<input type="checkbox"/>
f. BTSA PD Option Form/Option 4 Choice Board (option 4 only)	<input type="checkbox"/>	<input type="checkbox"/>



# Professional Development Options

## PROFESSIONAL DEVELOPMENT OPTIONS

(Each Participating Teacher will choose one option)

### Option 1

*St. Mary's College  
Saturday Seminars  
10/29, 11/19, 1/28, 2/25, 3/24, 5/5  
(may attend single sessions)*

*8:30 am - 2:30 pm*

*6 hours of professional development required  
CEUs Available - PD Log Required  
SMC College Credit Available  
(attend 5 sessions)*

### Option 2

*CCCOE BTSA After School Seminars  
10/25, 11/29, 1/17, 2/21, 3/20, 5/1*

*(may attend single sessions)*

*4:00 pm - 6:30 pm*

*6 hours of professional development required  
CEUs Available - PD Log Required  
SMC College Credit Available  
(attend 6 sessions)*

### Option 3 (Education Specialists)

*CCCOE/BTSA After School Seminars*

*9/29, 10/27, 12/8, 1/19, 2/23, 3/22, 5/3  
(may attend single sessions)*

*4:00 pm - 6:30 pm*

*12 hours of professional development required  
CEUs Available - PD Log Required  
SMC College Credit Available  
(attend 5 sessions)*

### Option 4

*Equivalent Option  
Reserved for those with other professional  
development options available*

*6 hours of professional development required  
(12 hours for Education Specialists)*

*CEUs Available - PD Log Required*

*Approval of District Coordinator and Program  
Director Required*

**Induction Program Professional Development should align with  
Induction Program Standards, Individual Learning Plan  
and Inquiry Action Plan**

# Participating Teacher Timeline 2011-2012

## Participating Teacher Timeline 2011-2012

	Program Events and Due Dates	Formative Assessment Process Guidelines
<i>Items in Italics are for Education Specialist Only</i>		
		Understanding Context
		Setting & Reflecting on Professional Goals
		Examining Practice Through Inquiry
August - June	Weekly Meetings with Mentor	Collaborative Assessment Logs
August/September	Attend District BTSA Orientation Event	School, Family & Community Resources Class Profile Family Communication
<i>August/September</i>	<i>Attend Ed Specialist Advisement Meeting</i>	
August/September	Complete Credential Information Form	
August/September	Complete Participating Teacher Agreement	
September/October	Program PD Available	Continuum of Teaching Practice Individual Learning Plan
October - January	Veteran Teacher Observation (sometime before January)	Lesson Plan(s) Analysis of Student Work Classroom Observation(s) Veteran Teacher Observation
October 28	Turn in Individual Learning Plan to District Liaison by Oct 28th	
October 30	Complete State BTSA Consent Form by Oct 30th	
October/November		Develop Inquiry Action Plan
November	Program PD Available	
November	Portfolio Building Workshop (Chose one date to attend from Nov 1,2,3,9,or 10) (not required for Yr 2 unless have not attended)	



# Participating Teacher Timeline 2011-2012

	Program Events and Due Dates	Formative Assessment Process Guidelines
<i>Items in Italics are for Education Specialist Only</i>		
<i>November 1</i>	<i>Turn in Ed Specialist Previously Met Competency Requirements</i>	
November 15	Year 2 - Turn in Inquiry Action Plan to District Liaison by Nov 15th	
November 15	Turn in Option Choice Form to District Liaison by Nov 15th	
December	Program PD Available	
January 15	Year 1 - Turn in Inquiry Action Plan to District Liaison by Jan 15th	
February	Attend District Mid Year Review Event	Mid Year Review
February	Program PD Available	
February	Complete Program Mid Year Survey by Feb 28th	
February - May		Lesson Plan(s) Analysis of Student Work Classroom Observation(s)
March	Program PD Available	
April		Inquiry Action Plan Reflections
April - May		Reassess on Continuum of Teaching Practice
May	Complete State BTSA Survey by May 15th	
May	Program PD Available	
May	Attend District Colloquium Event	Professional Growth Reflections
May	Turn in Induction Portfolio to District Liaison	
<i>May</i>	<i>Ed Specialist turn in Current Research Log in Induction Portfolio</i>	
<i>May</i>	<i>Ed Specialist Turn in Manila Folder in Induction Portfolio</i>	



# Portfolio Building Workshops

Portfolio Building Workshops are offered in the fall to assist participating teachers (PTs) in completing their portfolio requirements and understanding how to assemble their portfolios.

At these sessions PTs and their mentors are able to clarify questions and receive individual assistance from induction program leadership team members regarding completion of their BTSA induction requirements. Mentors are not required to attend but definitely encouraged as this workshop provides clarity to assembling the portfolio.

## *Portfolio Building Workshop Sessions for 2011-2012*

<u><i>DATE</i></u>	<u><i>TIME</i></u>	<u><i>LOCATION</i></u>
November 1, 2011	4:00-6:00 pm	CCCOE
November 2, 2011	4:00-6:00 pm	CCCOE
November 3, 2011	4:00-6:00 pm	CCCOE
Novemeber 9, 2011	4:00-6:00 pm	CCCOE
Novemeber 10, 2011	4:00-6:00 pm	CCCOE

*\*Participants may attend any session but need only attend one session*

Please register with the BTSA Induction Program office for the session of your choice. Please register as early as possible as seating allows a limited number of participants at each session.

### *Contacts:*

Debbie Shelby, Administrative Assistant (925) 942-3434 [dselby@cccoe.k12.ca.us](mailto:dselby@cccoe.k12.ca.us)

Debbie Sioui, Charter/Private School Liaison (925) 942-3470 [dsioui@cccoe.k12.ca.us](mailto:dsioui@cccoe.k12.ca.us)

Jane Blomstrand, Program Director (925) 942-5326 [jblomstrand@cccoe.k12.ca.us](mailto:jblomstrand@cccoe.k12.ca.us)



# Confidentiality Policy

One of the basic principles underlying the CCCOE BTSA Induction Program is confidentiality.

Participating teachers (PTs) must clearly understand that their mentors are not evaluators; rather the mentor is a colleague whose goal is to assist the PT in applying “best” practices” as he/she works toward receiving a Professional Clear Teaching Credential while teaching in their current district.

**Communication between the PT and mentor is strictly confidential.**

It should be noted, however, that site administrators want their teachers to be successful, a “triad of communication” between the PT, mentor and site administrator helps to ensure optimum support and is recommended as a means of enhancing professional practice.

All Formative Assessment System (FAS) documents and other documents in the PTs portfolio are the property of the PT for the purpose of completing credential requirements, but the PT **may choose** to share accumulated documents with his/her site administrator.

Participation, however, such as attendance at professional development seminars and meetings, and completion of BTSA induction requirements are **not** confidential. They are documented within the CCCOE BTSA Induction Program database and can be made available for PTs, mentors, site administrators and district coordinators and liaisons. PTs should let their district coordinator or liaison know if information on the site does not match their personal records.



# Guidelines for Confidentiality



## CCCOE BTSA Induction Program Guidelines for Confidentiality Mentors and Site Administrators

### Site Administrators

- Work together toward the common goal of successful teaching and learning, by developing effective three-way relationships with mentors and PTs in any or all of the following ways:
  - Participate in “triads” with mentors and PTs to discuss PTs participation in the BTSA Induction process
  - Inform mentors about school needs, procedures, policies and practices and how best to navigate the school context
  - Schedule meetings with mentors as necessary regarding the support PTs are receiving and what help can be offered to mentors
  - Share concerns about PTs with mentors that have already been discussed with PTs
  - Meet with PTs and/or mentors to provide input on incorporating district/school goals into Individual Learning Plan (ILP) and Inquiry Action Plan (IAP) goals
  - Let PTs know they may invite mentors to be present at conferences when observations and evaluations are being discussed
  - Encourage PTs to share written evaluations and/or evaluation debriefs with mentors
- Respect the confidentiality between mentors and PTs and understand how it builds a community of trust

### Site Administrators should not:

- Discuss the performance of one teacher with another
- Use mentors as liaisons between administration and PTs
- Ask mentors for details regarding interactions with PTs
- Ask mentors about strengths or weaknesses of PTs
- Ask mentors whether PTs should be rehired
- Use Formative Assessment System (FAS) documents for teacher evaluation



# Guidelines for Confidentiality

## Mentors

- Work together toward the common goal of successful teaching and learning, by developing effective three-way relationships with mentors and site administrators in any or all of the following ways:
  - Schedule a meeting with site administrators at the beginning of work with PTs to talk about the work that will be completed with PTs
    - Introduce self, explain the mentor role, share formative assessment tools, and talk about the general scope of the work but not particulars of the mentor/PT interactions
  - Provide schedules of PT meeting times, training dates, etc to site administrators and office staff as necessary
  - Collaborate with site administrators to help PTs incorporate district/school goals into ILP and IAP goals
  - Schedule meetings as necessary with site administrators to check in regarding PTs support, invite comments from site administrators regarding areas for focus in work with PTs
  - Explain the rationale for confidentiality and support site administrators in the importance of this relationship
  - Coach PTs to build strong relationships with their site administrators
  - Seek out resources for PTs from department chairs, team leaders, curriculum specialists without discussing details of PTs performance
  - Discuss concerns about PTs with site administrators when others well being or physical safety are at risk, laws are being broken, or if actions would negatively impact the school
- Respect the confidentiality between mentors and PTs and understand how it builds a community of trust

## Mentors should not:

- Offer confidential information about PTs to site administrators
- Discuss the performance of one teacher with another
- Advocate with site administrators for PTs employment status
- Participate in the evaluation process



# Participating Teacher/Mentor Request for Change

The CCCOE BTSA Induction Program strives to provide quality support for all induction candidates. If, for any reason, a PT or mentor wants to change the PT/mentor match, the following procedure should be followed:

- PT or mentor communicates a request for a change in PT/mentor match to district coordinator or liaison
- District coordinator or liaison communicates the request to the program director
- District coordinator or liaison investigates the effectiveness of the existing PT/mentor match
- If change is determined to be in the best interest of the PT and/or mentor, the district coordinator or liaison will work with those involved to provide a smooth transition.
- District coordinator will notify, in writing, the program director, district liaison, PT, departing mentor, newly assigned mentor and site administrator of the change in PT/mentor match
- District coordinator or liaison will meet with the departing mentor prior to meeting with the newly assigned mentor and PT



# Request for Extension in Program Completion

Name: \_\_\_\_\_ Date: \_\_\_\_\_

District: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject Area: \_\_\_\_\_ Mentor: \_\_\_\_\_

I request additional time to complete the CCCOE BTSA Induction Program for the following reason(s):

(Please initial at least one of the following and explain if necessary)

\_\_\_\_\_ I have severe personal health issues and am under a doctor's care and unable to work.

\_\_\_\_\_ There are severe personal health problems being experienced by an immediate family member or household member who is under a doctor's care which precipitates my stopping work to care for this person.

\_\_\_\_\_ I am on an approved leave of absence from my district.

\_\_\_\_\_ Other: \_\_\_\_\_

I understand that if I am required to complete an approved Induction Program to clear my credential my failure to do so will result in my not receiving a recommendation for the Professional Clear Teaching Credential.

\_\_\_\_\_ Initial

I acknowledge that a copy of this form will be placed in my personnel file in my district.

\_\_\_\_\_ Initial

\_\_\_\_\_  
Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
District Coordinator's Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
District Human Resource Officer's Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Approved through Date: \_\_\_\_\_ Denied Date: \_\_\_\_\_

\_\_\_\_\_  
**BTSA Induction Program Coordinator's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Early Completion Option Application

Early Completion Option Application  
(To Be Completed by September 30th of PT's First Year in BTSA Induction)

Name: \_\_\_\_\_ School: \_\_\_\_\_

District: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Mentor: \_\_\_\_\_

Out of State Teacher: \_\_\_\_\_ Private School Teacher: \_\_\_\_\_ Other: \_\_\_\_\_

## **PRIOR K-12 TEACHING EXPERIENCE**

School Name: \_\_\_\_\_

Address: \_\_\_\_\_

Years Employed: \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_

Evaluators's Name & Phone #: \_\_\_\_\_ ( ) \_\_\_\_\_

Evaluator's Name & Phone #: \_\_\_\_\_ ( ) \_\_\_\_\_

School Name: \_\_\_\_\_

Address: \_\_\_\_\_

Years Employed: \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_

Evaluator's Name & Phone #: \_\_\_\_\_ ( ) \_\_\_\_\_

Evaluator's Name & Phone #: \_\_\_\_\_ ( ) \_\_\_\_\_

I have attached a packet with the following information to verify my qualifications to complete the CCCOE BTSA Induction Program in 12-18 months instead of two years.

- ECO Application
- Performance Evaluations (see ECO document)
- Letters of Recommendation (see ECO document)

I understand that the CCCOE/SMC Induction BTSA Director will review my application and document packet to determine if I qualify for the early completion option.

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

District BTSA Coordinator Signarture: \_\_\_\_\_ Date: \_\_\_\_\_

=====

Office Use Only:

This participant has been approved to participate in the early completion induction program option.

This participant has not been approved to participate in the early completion induction program option due to the following reasons:

CCCOE BTSA Induction Program Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

=====



# Early Completion Option (ECO)

## Purpose

Senate Bill 57 (Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the full two years generally required to complete all the requirements. Completion of the ECO option allows individuals the opportunity to earn their Professional Clear Credential in 12, 14, or 18 months.

## Eligibility

You must hold a preliminary multiple single subject or Educational Specialist credential and be employed in a CA public school. The intent of the law is to serve *experienced* and *exceptional* candidates.

If, upon review of the requirements, you feel you meet the criteria, you may submit an application to request ECO status. Applications may be obtained from your district coordinator. You will need to include a timeline request (12, 14, or 18 months).

## Application Process

1. Contact your district BTSA coordinator and the CCCOE BTSA Induction Program of your intention to apply for this option.
2. Submit an application packet including:
  - Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment.
  - Authenticated performance evaluations from two (2) prior years of teaching, demonstrating successful teaching practices.
  - Two recommendations attesting to your success in teaching and appropriateness for ECO; one must be from your current principal.
3. Be prepared to submit a portfolio of work, if requested, that substantiates your experience and exceptionality. The portfolio may include a resume, certificates of completion from professional development courses, assignments, and adjunct duty descriptions.

All of the above criteria must be met as determined by the CCCOE BTSA Induction Program and the employing district. In addition, the CCCOE BTSA Induction Program and employing district retain the right to request any additional evidence that may be necessary to determine a candidate's appropriateness for the ECO. An ECO candidate will be paired with an exceptional mentor.

## Progress Monitoring

If you are approved for the ECO, you will conference with the BTSA program coordinator or designee, your mentor and your site administrator to develop an individualized plan for early completion. During this conference you will be apprised of expectations and timelines for early completion.

The individual plan will take into account previous experience, portfolio evidence, and evaluations to focus the program support on your documented needs. The individual induction plan will specify which formative assessment and professional development activities will be completed, dates for periodic review of your work, and due dates for completion.

The program director, your mentor, and you will participate in the calendared periodic reviews. Progress towards completion will be documented in the CCCOE BTSA Induction Program database.

You will need to understand that missing deadlines may be cause for the withdrawal of the ECO option approval. You must continue to demonstrate that the ECO is appropriate for you, and you must retain the continuing recommendation of your site administrator. If you are unable to continue to demonstrate appropriate placement in the ECO, or if you elect to enter the full program, you will be responsible for completing the full-length BTSA Induction Program.

## Completion

You must demonstrate that you have the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length program. The CCCOE BTSA Induction Program Coordinator and/or his/her designee will verify completion.

### **BTSA STAFF**

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# Participating Teacher/Mentor Ratio Guidelines

The recommended ratio of participating teachers to mentors stated below is based on knowledge about learning to teach and knowledge of the level of support necessary to successfully assist participating teachers in maximizing successful teaching and meeting the induction standards.

- **Full time classroom teacher mentors**
  - Support 1-2 participating teachers
  
- **Partial release classroom teacher mentors**
  - Support 3-12 participating teachers, depending on the amount of release time from the classroom provided by the district, for example:
    - 20% release support 3 teachers
    - 40% release support 6 teachers
    - 60% release support 9 teachers
    - 80% release support 12 teachers
  
- **Full release mentors**
  - Support 15 participating teachers
  
- **Retired Teachers**
  - Support from 1 to 9 participating teachers



# Formative Assessment System (FAS)

## Key Elements of the New Teacher Center (NTC) Formative Assessment System

The NTC Formative Assessment System is aligned with the participating teacher's (PT) evaluation process and district calendar, guides the ongoing work of the PTs and mentors, and is informed by content standards and student needs.

### Collaborative Assessment Logs

Mentors and PTs check-in weekly regarding successes and challenges. By the end of the meeting, summaries and next steps are recorded with references to the CSTP.

### District Goals/Individual Learning Plan

At the beginning of the year, mentors collaborate with PTs to assess their practice on the Continuum of Teaching Practice and develop district goals in required CSTP areas. A plan to accomplish content-focused goals and possible evidence of growth is also specified. Before evaluation conferences with the administrator, PTs may choose to look at evidence collected in goal areas with their mentors. Logs, journal entries, observations, student work analyses, lesson plans, etc. form the basis of an evidence file that documents teacher and student growth. PTs and mentors collaboratively reassess on the Continuum, summarize progress, and set next steps.

### Inquiry Action Plan

Mentors guide PTs in the process of developing an Inquiry Action Plan (IAP). The IAP helps PTs investigate specific strategies to help them meet their overachieving ILP goal and demonstrate evidence of implementing induction program standards 5 and 6 in their classroom with students. Upon completion of the implementation of the IAP, PTs reflect in writing on the effectiveness of the process.

### Analysis of Student Work

PTs and mentors analyze student work in relation to appropriate content standards and their Individual Learning Plan (ILP) focus. Case study students are identified and a plan to support their development is created. The results of this analysis are used to differentiate instruction for all students.

### Lesson Planning

PTs and mentors plan lessons that address both content standards and students' varied learning needs. Mentors guide PTs through a carefully sequenced lesson planning process that addresses all students' learning needs.

### Observations

Over the course of the year, mentors conduct informal observations. The focus for observations is selected collaboratively by PTs and mentors, based on the following: IAP focus, PT professional development, and current challenges and concerns. Mentors collect data using a variety of observation tools and facilitate reflecting conferences to analyze and set next steps.



# Mentor Responsibilities

- Complete 7 and 1/2 days of the New Teacher Center Formative Assessment System (FAS) Professional Development Training
  - Year 1 = 4 and 1/2 days
  - Year 2 = 3 days
- Attend three mentor professional development seminars in October - January and April or Monday mentor seminars during each school year and one program update seminar in September
- Provide weekly, on-site support in the FAS process to each PT you support
- Assist PT(s) in developing an Individual Learning Plan (ILP) based on the California Standards for the Teaching Profession
- Assist PT(s) in developing an Inquiry Action Plan and submitting evidence to document the implementation of Induction Standards 5 and 6 into their classroom practice
- Assist PT(s) in developing and maintaining a portfolio to be used as evidence of the teacher's professional growth activities for the Professional Clear Credential recommendation
- Assist PT(s) in choosing a professional development option
- Meet with site administrator at the beginning of working with PT(s)
- Meet throughout the year, as needed, in a triad with site administrator and PT
- Communicate with site and district administrators and district coordinator/liaison regarding program effectiveness, and the formative assessment system
- Be aware of PT(s) eligibility for BTSA; refer PT(s) to district/county credential analyst for specific information
- Complete online state BTSA Consent Form (Fall) and state BTSA Survey (Spring)
- Complete program mid year survey
- Attend and fully participate in district BTSA orientation, mid-year review and end of year colloquium
- Attend other events as required by your individual district
- Develop a trusting and reflective professional partnership with PT(s) honoring confidentiality

# Mentor Selection Criteria

- Minimum of three years successful teaching experience in a K-12 assignment
- Possession of a California Clear Teaching Credential
- Knowledge of new teacher development
- Knowledge of the state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the CSTP
- Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective mentor
- Willingness to engage in formative assessment processes and participate in reflective conversations about formative assessment evidence with participating teachers
- Effective interpersonal and communication skills
- Demonstrates commitment to personal professional growth and learning
- Ability and willingness to be an excellent professional role model



# Site Administrator Responsibilities

The site administrator is knowledgeable about, understands, and is able to implement the induction process. The site administrator is knowledgeable about the state-adopted academic content standards and performance levels for students, CSTPs, preliminary teacher preparation, and ongoing professional development.

The site administrator agrees to:

- Assist in selection of mentors, pairing participating teachers with mentors and maintain awareness regarding the success of this match
- Conduct an initial orientation to inform participating teachers about site resources, personnel, procedures, and policies - a Site Orientation Checklist is provided to all site administrators
- Introduce participating teachers to the staff, and include them in the school's learning community
- Meet with the mentor at the beginning of their work with the PT(s)
- Meet throughout the year, as needed, in a triad with the mentor and PT
- Participate in professional development for site administrators to become familiar with program components, formative assessment process, state induction standards, and development of the Individual Learning Plan (ILP) and Inquiry Action Plan
- Help to focus the learning community on the state-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession
- Ensure that site-level professional development activities related to induction occur on a consistent basis, and include participating teachers
- Complete BTSA survey in the spring
- Provide a supportive environment that allows for: novice status for new teachers, collaboration with colleagues, and curricular resources



# District Coordinator Responsibilities

The district coordinator is knowledgeable about, understands, and is able to implement the induction process. The district coordinator is knowledgeable about the state-adopted academic content standards and performance levels for students, CSTPs, preliminary teacher preparation, and ongoing professional development.

The district coordinator:

- Participates in ongoing professional development, research and related technical support activities
- Implements induction program goals and objectives at the district level
- Coordinates participating teacher and mentor meetings sponsored by the district
- Supervises the identification and selection process of participating teacher/mentor/site administrator triads
- Participates in induction program leadership team meetings
- Coordinates program training activities for liaisons, mentors and participating teachers as appropriate
- Supervises the district induction program budget
- Monitors induction program evaluation requirements
- Serves as link with superintendent, board of education, principals, direct administration, district liaisons, and Contra Costa County Office of Education BTSA program coordinator
- Reviews participating teachers' portfolios for induction program requirements
- Assists in the implementation of the induction standards
- Revises and reviews the program goals and outcomes based on formative assessment evaluation data
- Meets regularly with program induction coordinators to share best practices in induction implementation



# District Liaison Responsibilities

The liaisons are knowledgeable about and understand the implementation of the induction program. They are knowledgeable about the state-adopted academic content standards, performance levels for students, CSTPs, preliminary teacher preparation, induction, and ongoing professional development.

The liaison:

- Participates in ongoing professional development, research and related technical support activities
- Supports induction program goals and objectives at the district level
- Plans/schedules participating teacher and mentor meetings sponsored by the district: orientation, mid-year portfolio review, end of the year colloquium
- Participates in the identification and selection process of participating teachers/mentors
- Participates in induction program leadership team meetings and attends other induction events
- Participates in and supports training activities
- Maintains records and reports for verification of induction activities
- Completes induction program evaluation requirements
- Serves as link between participating teachers, induction program district coordinators, and consortium coordinator
- Assists in the implementation of the induction standards



# Institutes of Higher Education (IHE) Responsibilities

## Saint Mary's College

- Manage and deliver support and professional development activities to participating teachers that result in the completion of induction requirements for the Professional Clear Teaching Credential
- Provide continuity for participating teachers between professional teacher preparation and their subsequent induction program
- Facilitate the sharing of research and new information about exemplary teaching and assessment practices
- Facilitate the identification, selection, and training of Saint Mary's College seminar course facilitators

## New Teacher Center

- Manage and deliver professional development for mentor teachers in the Formative Assessment System (FAS) to develop and refine their mentoring skills
- Manage and deliver support and professional development activities to mentors to assist them in helping participating teachers complete the induction requirements for the Professional Clear Teaching Credential
- Provide leadership support for the CCCOE BTSA Induction Program to help in the facilitation of the FAS process, build broad programmatic leadership capacity and sustain a high quality induction model

## Contra Costa SELPA

- Partner with CCCOE BTSA Induction Program to provide professional development opportunities for participating teachers and mentors
- Provide expertise in the special education field
- Provide resources to the program in the area of mentoring and current research



# Program Director Responsibilities

The program director:

- Manages and delivers support, formative assessment services, and professional development activities to participating teachers that result in the completion of induction requirements for the Professional Clear Teaching Credential
- Obtains and disseminates information from state and local induction programs and teacher preparation programs
- Facilitates the sharing of best teaching and assessment practices among participating districts
- Collaborates with superintendents, site administrators and other district administrators
- Allocates sufficient resources to support program implementation
- Distributes material resources to each participating organization
- Establishes and meets monthly with a representative leadership
- Actively participates and shares in ongoing professional development, research and related technical support activities
- Reviews the applications of the leadership team, site administrators, mentors, participating teachers, and professional development providers
- Coordinates with districts regarding the BTSA Induction Program
- Designs and conducts periodic program evaluations and presents reports to the CCCOE leadership team with recommendations for program modification
- Collaborates with other institutes of higher education (IHE) locally and statewide
- Revises and reviews program goals and outcomes based on formative assessment evaluation data
- Meets regularly with regional induction coordinators to share best practices in induction implementation



# Glossary

**Assessment:** In the induction program, assessment is formative and standards-based. Individual teaching performance is assessed through the examination of evidence of teaching practice in two or more of the California Standards for the Teaching Profession (CSTP) per year. Evidence includes formal classroom observations, selected teaching products, student work, journals and logs. Formative assessment data is used by the participating teacher to create an Individual Learning Plan and by the mentor to provide individualized support to that teacher.

**Beginning Teacher Support and Assessment (BTSA):** State funded program that supports first and second year teachers.

**California Commission on Teacher Credentialing (CCTC):** Issues professional clear credentials ensuring that those who educate the children of California are academically and professionally prepared.

**California Department of Education (CDE):** The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations, and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs and child care programs. The CDE works collaboratively with the California Commission on Teacher Credentialing to support new teachers.

**California Standards for the Teaching Profession (CSTP):** Adopted January 2009 by the California Commission on Teacher Credentialing and the California Department of Education. These standards are based on current research and expert advice pertaining to best teaching practices. The standards are organized around six interrelated categories of teaching practice. The six standards are:

- Standard 1 Engaging and Supporting All Students in Learning
- Standard 2 Creating and Maintaining Effective Environments for Student Learning
- Standard 3 Understanding and Organizing Subject Matter for Student Learning
- Standard 4 Planning Instruction and Designing Learning Experiences for All Students
- Standard 5 Assessing Students for Learning
- Standard 6 Developing as a Professional Educator

**Formative Assessment System (FAS):** Based upon 15 years of experience, the Santa Cruz New Teacher Center has developed a comprehensive and collaborative system of formative assessment for beginning teachers. The NTC Formative Assessment System has two principal goals:

- To develop professional habits of mind that will guide a teacher's practice over their professional lifetime
- To support the development of highly qualified teachers

**Inquiry Action Plan (IAP):** A plan, based on the PT's ILP, to help the PT investigate specific strategies to help them meet their over-arching ILP goals and demonstrate evidence of implementing induction standards 5 and 6 into their classroom practice.



# Glossary (cont.)

**Individual Learning Plan (ILP):** A guide for personal professional development created by a participating teacher in collaboration with a mentor. The plan is made after collecting evidence about the participating teacher's development from a variety of sources, including participating teacher self-assessments, mentor commentary and observation.

**Institution of Higher Education (IHE):** An institution that grants diplomas or degrees to those who have completed an advanced course of study after high school, generally a college or university.

**Mentor (Support Provider, Coach, Advisor):** An experienced teacher who works with a participating teacher guiding that teacher in reflecting on his/her teaching practice as it relates to student achievement. Mentors are selected on the basis of their outstanding professional practice. They collaborate with participating teachers in the development of an individual learning plan for professional growth, attend professional development events with their participating teachers, assess progress in teaching by using the CSTP as a guide, and provide ongoing support.

**Participating Teacher (PT):** A term used to refer to a first or second-year teacher who is participating in the BTSA Induction Program.

**Standards of Quality and Effectiveness for Professional Induction Programs (5, 6 and 7):** The Standards of Quality and Effectiveness for Professional Teacher Induction Programs, adopted by the Commission on Teacher Credentialing, are used to guide all induction programs. These standards build on the participating teacher's prior subject matter and pedagogical preparation and focus on refining a teacher's ability to teach the state-adopted content standards for students. These standards are:

- Standard 5            K-12 Core Academic Content and Subject Specific Pedagogy
- Standard 6            Using Technology to Support Student Learning
- Standard 7            Professional Development Option for Education Specialists

**SMC:** Saint Mary's College

**NTC:** New Teacher Center

**SELPA:** Special Education Local Plan Area



# California Standards for the Teaching Profession

## STANDARD ONE:

### ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

## STANDARD THREE:

### UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

## STANDARD FIVE:

### ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

## STANDARD TWO:

### CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

## STANDARD FOUR:

### PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

## STANDARD SIX:

### DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

# BTSA Induction Program Standards 5 & 6

## PROGRAM STANDARD 5: PEDAGOGY

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for the subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks and materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-

standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to access, plan and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security and safety.

## PROGRAM STANDARD 6: UNIVERSAL ACCESS: EQUITY FOR ALL STUDENTS

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, linguistic or family background; gender identity and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classroom, schools, and larger educational systems using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

### a. Teaching English Learners

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement

one or more of the components of English Language Development (ELD); grade-level academic language instruction, ELD by proficiency level, and /or content-based ELD.

Participating teachers instruct English Learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency in English by considering the students' culture, level of acculturation and prior schooling.

### b. Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed level of academic, behavioral and social needs. Based on assessed students needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations

Participating teachers instruction special populations using adopted standards-aligned instructional materials and resources (e.g. varying curriculum depth and complexity, managing para-educators, using assistive and other technologies).



# BTSA Induction Program Standard 7

## **PROGRAM STANDARD 7: PROFESSIONAL DEVELOPMENT OPTIONS FOR EDUCATION SPECIALISTS**

Each Education Specialist teacher shall design an Individualized Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program-based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant's teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school-wide positive behavior support relevant to employment.

The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry-based methodology and reflective practice. The participant shall demonstrate that they are a consumer of research, i.e., current issues, trends, journal articles, evidence-based research in the field, current legal issues, and that they are capable of advanced-level data-driven instruction.



# Contacts

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County Superintendent of Schools  
Contra Costa County Office of Education**

## **Contra Costa County Board of Education**

<b>Area 1</b>	<b>Pamela M. Mirabella</b>
<b>Area 2</b>	<b>Ellen M. Elster</b>
<b>Area 3</b>	<b>Daniel A. Gomes</b>
<b>Area 4</b>	<b>Richard P. Asadoorian</b>
<b>Area 5</b>	<b>Cynthia T. Ruehlig</b>

