



CCCOE/SMC BTSA Induction Program

Leadership Team Meeting

August 16, 2011 8:30 - 10:30

Agenda



- Common Standards: 2, 6
- Program Standards: 2, 4,
- **Welcome and Introductions**
 - New Participants
 - CCCOE Special Ed Liaison to BTSA
 - Katie Gaines, Director of Student Programs/CCCOE
 - BTSA Coordinator - Orinda USD
 - Kathy Marshall, Director of Ed Services
 - BTSA Coordinator - Piedmont USD
 - Jeanne Donovan, Principal Piedmont Middle School
- **Reflecting Back**
- **Orientations**
 - *Purpose: To share ideas about what works and what may need to be revised regarding our program orientations held in districts*
 - Special Ed advisement meeting held after district orientation (45 min)
- **Confidentiality Guidelines Review**
 - *Purpose: To continue our conversation about confidentiality between mentors and site administrators*
- **Mentor Assessment and Accountability**
 - *Purpose: To review the results of our BTSA State Survey and the Program Mid Year Survey regarding observations and program impact on teacher effectiveness*
- **Observations**
 - **Mentor Observations of PTs**
 - *Purpose: To discuss the results of the surveys and the importance of the observation/feedback cycle in increasing teacher effectiveness*
 - **PT Observations of Veteran Teachers**
 - *Purpose: To discuss the results of the survey and the importance of all PTs completing a Veteran Teacher Observation*

➤ **Mentor Activity Log**

- *Purpose: To discuss implementing the use of a Mentor Activity Log to document meeting times with PTs*

➤ **Accreditation**

- *Purpose: To provide information regarding our upcoming program Accreditation May 21 - 24*

➤ **Program Business**

- *Purpose: To receive updates on programs events and what's coming up*

- Program Calendar
- Program Contact List
- Leadership Team Dates 2011-2012
- Mentor FAS Training and Seminar Dates
- Portfolio Building Workshop Dates
- Mentor Timeline
- Handbook
- PT PD Seminar Brochures
- Dates to Remember

• August 17	FAS Year 1 Orient Training	8:30 - 12:30
• August 18	FAS Year 1 Day 1 Training	8:30 - 3:30
• September 7 th and 14 th	Year 2+ Mentor Revision	8:30 - 2:30
• September 13	FAS Year 1 Day 2 Training	8:30 - 3:30
• September 21	Leadership Team (Coordinators and Liaisons)	
• September 27	FAS Year 2 Day 1 Training	8:30 - 3:30
• September 29	PT PD Spec Ed	4:00 - 6:30

➤ **Closing**

- *To review the morning and leave with thoughts to generate reflection*

Leadership Team Norms

- *Respect and Value Contributions & Questions From All Team Members*
 - *Be Fully Present and Listen Actively*
 - *Honor Time Constraints*
 - *Keep An Open Mind*
 - *Seek Consensus in Decision Making*

➤ **Leadership Team Agenda, documents minutes - www.ccbtsa.org (More BTSA Info)**

- To extract certain pages:
 - Download Leadership Team pdf file onto your desktop/file
 - Document
 - Extract Pages
 - Select pages you want to retrieve
 - Check box to extract pages as separate files
 - Select where you want pages kept



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



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

Program Mid Year Survey 2009-2010 and 2010-2011

09-10 PT Q13: How often has your mentor observed you teaching in the classroom?	2009-10 PT (Q13) <ul style="list-style-type: none"> 67.3% were observed 2+ times
10-11 PT Q14: How often has your mentor observed you teaching in the classroom?	2010-11 PT (Q14) <ul style="list-style-type: none"> 53.1% were observed 2+ times
09-10 PT Q14: How helpful have these observations been in terms of positively affecting your teaching practice?	2009-10 PT (Q14) <ul style="list-style-type: none"> 75.5% reported observation positively affected their teaching practice
10-11 PT Q15: How helpful have these observations been in terms of increasing your effectiveness as a teacher?	2010-11 PT (Q15) <ul style="list-style-type: none"> 71.7% reported observation improved their teaching effectiveness
09-10 SP Q10: How often have you observed your PT teaching in the classroom?	2009-10 SP (Q10) <ul style="list-style-type: none"> 71.7% observed PT 2+ times
10-11 SP Q9: How often have you observed your PT teaching in the classroom?	2010-11 SP (Q9) <ul style="list-style-type: none"> 67.4% observed PT 2 + times
09-10 SP Q11: How helpful has participation in the observation/feedback cycle been in terms of positively affecting your PT's teaching practice?	2009-10 SP (Q11) <ul style="list-style-type: none"> 79.6% reported observation positively affected PT's teaching practice
10-11 SP Q10: How helpful has participation in the observation/feedback cycle been in terms of positively affecting your PT's effectiveness as a teacher?	2010-11 SP (Q10) <ul style="list-style-type: none"> 77.8% reported observation improved PT teaching effectiveness
09-10 SP Q15: Which FAS tools do you think are most useful for promoting PT growth?	2009-2010 SP (Q15) <ul style="list-style-type: none"> 86.7% reported that observations of PT was most useful FAS tool
10-11 SP Q15: Which FAS tools do you think are most useful for promoting PT growth?	2010-2011 SP (Q15) <ul style="list-style-type: none"> 84.8% reported that observations of PT was most useful FAS tool
	<ul style="list-style-type: none"> In both years over 84% of the SPs reported that observations of PTs was the most useful FAS tool in promoting teacher growth Being observed has a significant impact on PT teaching practice as reported by PTs and SPs By the time of the survey the program had provided 2 mornings for SPs to observe PTs. A higher number of SPs reported observing their PT 2+ times than was reported by PTs In both years less than 67% of PTs reported being observed 2 or more times

BTSA State Survey 2009-2010 and 2011-2012

09-10 PT Q11: On average, how frequently did your Support Provider observe you in your classroom?

2009-10 PT (Q11)

- 57.7% were observed 3+ times

10-11 PT Q10: On average, how frequently did your Support Provider observe you in your classroom this year?

2010-11 PT (Q10)

- 46.6 % were observed 3+ times

09-10 PT Q18: How much impact did the following BTSA Formative Assessment Components have on your classroom practice?

2009-2010 PT (Q18a)

a. Support Provider observation and feedback on my teaching

- 90.4% reported observation had strong impact on their teaching practice

10-11 PT Q17: How much impact did the following BTSA Induction Formative Assessment components have on your classroom practice?

2010-2011 PT (Q17a)

a. Support Provider observation and feedback on my teaching

- 80.5% reported observation had strong impact on their teaching practice

09-10 SP Q22: On average, how frequently did you observe your Participating Teacher(s) in their classroom(s) this year?

2009-10 SP (Q22)

- 67.9% observed PT 3+ times

11-12 SP Q18: On average, how frequently did you observe your Participating Teacher(s) in their classroom(s) this year?

2010-11 SP (Q18)

75% observed PT 3+ times

- Being observed has a significant impact on PT teaching practice as reported by both PTs and SPs
- By the time of the survey the program had provided 3 mornings for SPs to observe PTs.
- In both years less than 58% of PTs reported being observed 3 or more times
- A higher number of SPs reported observing their PT 3+ times than was reported by PTs

Program Mid Year Survey 2009-2010 and 2010-2011

09-10 PT Q15: How often have you observed other classroom teachers this year?	2009-2010 PT (Q15) <ul style="list-style-type: none"> 59.5% observed a veteran teacher 1 or more times
10-11 PT Q16: How often have you observed veteran classroom teachers this year?	2010-2011 PT (Q16) <ul style="list-style-type: none"> 60.3% observed a veteran teacher 1 or more times
09-10 PT Q16: How helpful has observing other classroom teachers been in terms of positively affecting your teaching practice?	2009-2010 PT (Q16) <ul style="list-style-type: none"> 82.6% found the observation positively affected their teaching practice
10-11 PT Q17: How helpful has observing veteran classroom teachers been in terms of increasing your effectiveness as a teacher?	2010-2011 PT (Q17) <ul style="list-style-type: none"> 71% found the observation increased their teaching effectiveness
09-10 SP Q12: How often has your PT observed other classroom teachers?	2009-2010 SP (Q12) <ul style="list-style-type: none"> 78.6% reported PT observed veteran teacher 1 or more times
09-10 SP Q13: How helpful has observing other classroom teachers	2009-2010 SP (Q13) <ul style="list-style-type: none"> 80% reported observation positively affected their PT's teaching practice
10-11 SP Q11: How often has your PT observed other classroom teachers?	2010-2011 SP (Q11) <ul style="list-style-type: none"> 58.7% reported PT observed veteran teacher 1 or more times
10-11 SP Q12: How helpful has observing veteran classroom teachers been in terms of increasing your PT's effectiveness as a teacher?	2010-2011 SP (Q12) <ul style="list-style-type: none"> 59% reported observation increased PT's teaching effectiveness
	<ul style="list-style-type: none"> A lower number of PTs reported observing a veteran teacher than was reported by SPs Observing veteran teachers had a strong impact on teaching effectiveness as reported by both PTs and SPs SPs reported 20% less observations of veteran teachers by PTs from 2009-2010 to 2010-2011



Veteran Teacher Observation

Name: _____

Mentor: _____

Teacher(s) Observed: _____ Date: _____

Grade Level/Subject Area: _____ School: _____

CSTP Focus: _____

**California Induction
Program Standards**

Check all that apply:

- Standard 5: Pedagogy
- Standard 6: Universal Access:
 - Equity for All Students
 - Teaching English Learners
 - Teaching Special Populations

What do you notice about the classroom environment? How does it support learning?

What do you notice about the routines and procedures? How do they support student independence?

What classroom management techniques does the teacher use? In what ways does the teacher foster physical, cognitive, social and emotional well-being?

What do you notice about the transitions? What factors allow them to be successful in their use of time and efficiency?



What teaching strategies does the teacher use? What are some examples of differentiating instruction?

In what ways are the instructional strategies specific to the content being taught? In what ways is technology being used to advance learning?

In what ways does the teacher use questioning in this classroom? How does questioning support independence and problem solving?

After your observation today, what are some applications to your classroom?

What are some questions you have?

Veteran Teacher Observation Guidelines

Before the Observation

- Create a focus for the observation with your PT
 - You may want to review the *Veteran Observation Tool*
 - You may want to use other observation tools - depending on focus of observation
- Confirm the time and date of the observation with the teacher being observed and the PT
- Find out the content of the lesson
- Honor the time frame - be on time
- Ask if you can talk to students during their work time after the teacher has given directions
- Ask if you can take photos if desired
- Ask teacher where you should sit
- Confirm with the site administrator
- Check into the office, sign the visitor book, obtain a visitor pass and parking pass if needed

During the Observation

- Remember you are a guest in the room
- Keep voices low - use notes to communicate
- Respect the personal belongings of the teacher and classroom

After the Observation

- If possible find time to talk after observation
- Ask teacher if you would like him/her to share any resources
- Thank the office and or site administrator
- Meet with your PT to debrief the meeting
 - The *Veteran Teacher Observation* tool is a good one to use
- Send a thank you to the veteran teacher you observed
 - Written note
 - E-mail
 - Phone call
 - Face to Face

Professionalism is important, you are a role model for your PT

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Charter Schools				
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El Sobrante Christian 5100 Argyle Rd. El Sobrante, 94803	C. Scott Wells (Principal) cswells@escschool.com			
Northcreek Academy 2303 Ygnacio Valley Rd. Walnut Creek, 94598	Greg Steele (Principal) (925) 954-6322 work (925) 954-6396 fax gsteele@ncapschool.org			
Orion Academy 350 Rheem Blvd. Moraga, 94556	Kathryn Stewart, Ph.D. (Exec. Dir.) (925) 377-0789 work (925) 377-2028 fax office@orionacademy.org			
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CCCOE BTSA Induction Program 2011-2012 Leadership Team Meetings

August 16 th	Tuesday	8:30 – 10:30
September 21st	Wednesday	8:30 – 10:30
	• Coordinators and Liaisons	
October 18 th	Tuesday	
November 15 th	Tuesday	8:30 – 10:30
December 13 th	Tuesday	8:30 – 10:30
January 11th	Wednesday	8:30 – 10:30
	• Coordinators and Liaisons	
February 21 st	Tuesday	8:30 – 10:30
March 14th	Wednesday	8:30 – 10:30
	• Coordinators and Liaisons	
April 24 th	Tuesday	8:30 – 10:30
May 9th	Wednesday	8:30 – 10:30
	• Coordinators and Liaisons (if needed for Accreditation Coordination)	

May 21 – 24 State Accreditation Visit

CCCOE BTSA Induction Program

2011-2012 Mentor Professional Development Choices

COHORT 1 - During the Day Seminars - 3 x a year – (Full-Time Teachers)

10/04/11	Tues	PT Observations	8:30 - 11:30
		Lunch and Seminar at CCCOE	12:00 - 3:00
01/24/12	Tues	PT Observations	8:30 - 11:30
		Lunch and Seminar at CCCOE	12:00 - 3:00
04/17/12	Tues	PT Observations	8:30 - 11:30
		Lunch and Seminar at CCCOE	12:00 - 3:00

COHORT 2 - During the Day Seminars - 3 x a year – (Full-Time Teachers)

10/05/11	Wed	PT Observations	8:30 - 11:30
		Lunch and Seminar at CCCOE	12:00 - 3:00
01/25/12	Wed	PT Observations	8:30 - 11:30
		Lunch and Seminar at CCCOE	12:00 - 3:00
04/18/12	Wed	PT Observations	8:30 - 11:30
		Lunch and Seminar at CCCOE	12:00 - 3:00

COHORT 3 - 6 x a year – (Release/Retired Mentors & Content Coaches)

10/03/11	Mon	CCCOE	8:30 - 11:00
11/07/11	Mon	CCCOE	8:30 - 11:00
01/09/12	Mon	CCCOE	8:30 - 11:00
02/06/12	Mon	CCCOE	8:30 - 11:00
03/05/12	Mon	CCCOE	8:30 - 11:00
04/16/12	Mon	CCCOE	8:30 - 11:00

CCCOE BTSA Induction Program 2011-2012 District Orientation Dates

Orientation Dates

08/19/11	Martinez USD	TBD	TBD
08/29/11	Albany USD	Albany Middle School	4:00 – 5:00
08/30/11	Emery	Anna Yates Elem.	4:00 – 5:00
09/01/11	Acalanes & Moraga	Acalanes District Office	3:30 – 4:30
09/06/11	John Swett	TBD	3:30 – 4:30
09/07/11	Orinda	TBD	TBD
09/08/11	Charter Schools	Making Waves	4:00 – 5:00
09/12/11	Private Schls & Lafayette	CCCOE (LT)	3:00 – 5:30
09/13/11	Walnut Creek	Walnut Creek District Office	3:30 – 4:30
09/14/11	CCCOE	CCCOE (BR)	3:30 – 5:00
09/15/11	Piedmont	TBD	3:45 – 5:00
09/20/11	Pittsburg – Yr 1	Pittsburg High Library	3:30 – 4:30
09/22/11	Pittsburg – Yr 2	Pittsburg High Library	3:30 – 4:30

CCCOE BTSA Induction Program 2011-2012 Portfolio Building Workshop Dates

Workshop Dates

November 1, 2011	4:00-6:00 p.m.	CCCOE
November 2, 2011	4:00-6:00 p.m.	CCCOE
November 3, 2011	4:00-6:00 p.m.	CCCOE
November 9, 2011	4:00-6:00 p.m.	CCCOE
November 10, 2011	4:00-6:00 p.m.	CCCOE

Participants may attend any session but need only attend one session



CCCOE BTSA Induction Program

Mentor Timeline – 2011-2012

FAS Mentor Training, Year 1 Orientation.....	Aug. 17th	CCCOE
FAS Mentor Training, Year 1 Day 1	Aug 18th.....	CCCOE
BTSA Orientation Meetings (held in individual districts)....	Aug19 th – Sep 20 ^{22nd} .	District Sites
Site Administrator-Mentor Meeting.....	Scheduled by Mentor in September	
Mentor 2+ Training (choose one).....	Sept. 7 th or 14 th	CCCOE
FAS Mentor Training, Year 1 Day 2	Sept. 13th	CCCOE
FAS Mentor Training, Year 2 Day 1	Sep 27 th	CCCOE
PT Professional Development Option Form Due	Sep 30th	Liaison
Veteran Teacher Observation	Arrange in Fall (Sept.-Dec.)	
Mentor PLC Seminar	Oct 3 rd Cohort 3.....	CCCOE
Observation/Mentor Seminar 1 (choose one cohort)	Oct 4 th Cohort 1.....	CCCOE
	Oct 5 th Cohort 2.....	CCCOE
PT Individual Learning Plans Due	Oct. 28th	Liaison
BTSA On-Line Consent Form Due	Oct. 30th	State BTSA Website
FAS Mentor Training, Year 1 Day 3	Oct. 11 th	CCCOE
FAS Mentor Training, Year 2 Day 2	Oct. 25 th	CCCOE
Portfolio Building Workshop (optional, choose one)	Nov 1 st	CCCOE
	Nov 2 nd	CCCOE
	Nov 3 rd	CCCOE
	Nov 9 th	CCCOE
	Nov 10 th	CCCOE
Mentor PLC Seminar	Nov. 2nd	CCCOE
FAS Mentor Training Year 1 Day 4	Nov 8 th	CCCOE
Year 2 Action Plans Due.....	Nov. 15th.....	Liaison

FAS Mentor Training, Year 2 Day 3 Dec. 6th CCCOE

Mentor PLC Seminar Jan. 9th Cohort 3..... CCCOE

Year 1 Action Plans Due..... Jan. 15th Liaison

Observation/Mentor Seminar 2 (choose 1 cohort)..... Jan 24th Cohort 1 CCCOE
 Jan 25th Cohort 2..... CCCOE

Mid Year Review (individual districts)..... Jan 26nd – Feb 28th Districts

Mentor Log for September-January Due At District Mid Year Review
 (Turn in to district coordinator/liaison)

Program Midyear Survey DueFeb. 28thOnline Survey

Mentor PLC Seminar Feb. 6th Cohort 3.....CCCOE

Mentor PLC Seminar Mar. 5th Cohort 3.....CCCOE

Mentor PLC Seminar Apr. 16th Cohort 3.....CCCOE

Observation/Mentor Seminar (choose one cohort) Apr 17th Cohort 3.....CCCOE
 Apr 18th Cohort 3CCCOE

BTSA End of Year On-Line Survey Due May 15thState BTSA Website

End of Year Colloquium (held in individual districts) May 10th – June 7th Districts

Mentor Log for February-May Due At District Colloquium

BTSA Induction Program Portfolio Read..... May 31st and June 1st CCCOE