

# CCCOE BTSA Induction Program

## Leadership Team Meeting

September 21, 2011

### Welcome, Introductions, Connecting.....

- Program impact on teacher effectiveness

### BTSA State Survey Results.....

- Review State Survey data for program strengths and areas for growth

### Program Accreditation.....

- May 21-24, 2011
- Discuss implications of program Accreditation visit and roles and responsibilities of Leadership Team

### Building Partners with Site Administrators.....

- Mentors sharing site administrator packets first month of working with PTs

### Business.....

- What's New
  - Mentor resume and principal letter of recommendation
  - Mentor Activity Log
  - Collaborative Assessment Log - Impact Focus
  - Continuum of Teaching Practice - Co-Assess on Essential Elements
  - Veteran Teacher Observation
  - Mentor Timeline
- Program Projections
- Early Completion Option - FAS Completion Process
- Commitment Letters
  - Coordinator, Liaison, Site Administrators
- MOUs due by October 15<sup>th</sup>
- District Personnel Update Form
- Leadership Team Dates

### Closing.....

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# Analyzing State Survey Items . . . . .

1. How effectively are Support Providers/Mentors meeting the needs of Participating Teachers?
2. How effectively is the program providing accurate and timely advice and assistance to Participating Teachers?
3. To what extent do Participating Teachers feel they are growing as compared to the CSTP or in other aspects of their teaching phase?
4. How well do Site Administrators understand the purposes, goals and/or requirements of the BTSA Induction program?
5. How well qualified are the Support Providers/Mentors that serve your Participating Teachers?

## BTSA Statewide Survey Revision January 2011



### Rationale

For over a decade, the BTSA Induction Statewide Survey has been a key program evaluation component which generates data used by BTSA Induction programs for ongoing analysis and improvement. The Statewide Surveys are completed by approximately 80% of Participating Teachers and Support Providers across the state, providing a comprehensive look at program effectiveness and candidate competence at the local and statewide levels. These data reflect attitudes and perspectives from all stakeholder groups and is considered to be critical to the success of the BTSA Induction program. The Statewide Surveys are revised at regular intervals to accurately reflect current program standards and changes in climate and priorities. The 2010-11 version of the survey was developed using a version piloted in 2009-10. Revision of the survey reflects director feedback and state leadership team input. Although there are no new items on the 2010-11 surveys, some questions from the pilot version have been deleted, resulting in approximately 25% fewer questions. Support Providers will be asked to aggregate or generalize their responses for all the Participating Teachers they serve, rather than provide individualized answers for each PT.

### Purpose

The purpose of the BTSA Induction Statewide Survey is to provide a comprehensive look at essential components of the BTSA Induction program so that local programs and state infrastructure can measure how programs are meeting Induction and Common Program Standards. Some of the items on the Survey are meant to be used by local program leaders to measure program effectiveness and candidate competency, while other items are useful in describing how program components are being implemented across the district and state. The aggregated data are available to other researchers and policy-makers that request access to them, and so it is essential that programs make the BTSA Induction Program Statewide Survey a key tool in their program evaluation process.

### Use of the Data

The CTC is charged with reporting the results from the Statewide Survey to local program leaders through a variety of reports sent to programs in late spring. Some items on the Surveys can be effectively measured using a Likert scale, and the results are reported using a mean and standard deviation. However, most Statewide Survey questions are not effectively answered using a Likert scale, and are reported by frequency of responses. Programs will be provided with both a finished report and a set of "raw data" beginning in 2010-11, which will allow programs to convert frequency data into mean and standard deviation form.

## **BTSA Statewide Survey Revision**

### **January 2011**

Each individual program is responsible for reviewing all data generated from the BTSA Induction Statewide Survey to gain an overall picture of program effectiveness and candidate competency. Each program is also expected to review the statewide report to gain an overall picture of how the larger BTSA community has responded to the items and gain a sense of how their local program data compares or contrasts with the statewide data. Following these general overviews, program leaders select the items from each survey that they determine to be of interest for deeper analysis and reporting. Statewide Survey data analysis may be used for program improvement, biennial reports, and stakeholder information. A selective approach to using data from the Statewide Surveys will provide programs with opportunities to strategically examine the health of their program. Ongoing analysis of Statewide Survey data will allow programs to positively impact both BTSA Induction program effectiveness and candidate competence.

Impact Spectrum	Impact Spectrum Defined	Some Ways We Measure	Additional Ways to Measure
Counting Metrics	<ul style="list-style-type: none"> <li>Who are we touching directly and indirectly? (Mentors, PTs, Students, Others)</li> </ul>	<ul style="list-style-type: none"> <li>Demographic Surveys</li> <li>District Enrollment, HR Data</li> <li>Attendance, Sign-in Sheets</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Program Quality Metrics	<ul style="list-style-type: none"> <li>Is the program being implemented with fidelity?</li> <li>Are we meeting the needs of the target audience?</li> </ul>	<ul style="list-style-type: none"> <li>Event Evaluation Forms</li> <li>Program Leaders Questionnaire/Interview</li> <li>Induction Survey (PT,M,SA)</li> <li>Mid Year Survey (PT,M)</li> </ul>	<ul style="list-style-type: none"> <li>Exit Interview</li> <li>Completer Survey</li> </ul>
Practice Metrics	<ul style="list-style-type: none"> <li>In what ways is practice becoming more effective? (PTs, Mentors, Others)</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Assessment Logs</li> <li>FAS - Continuum of Teacher Development</li> <li>Individual Learning Plans</li> <li>Inquiry Action Plans</li> <li>Observations (by district BTSA District Coordinators/Liaisons)</li> <li>Observation of new mentors by coaches</li> <li>Induction Survey (PT,M,SA)</li> <li>Mid Year Survey (PT,M)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Student Learning Metrics	<ul style="list-style-type: none"> <li>Are students learning better as a result of our work?</li> <li>Are the changes in student learning and/or achievement consistent across the target population?</li> </ul>	<ul style="list-style-type: none"> <li>ASW tools</li> <li>Grades</li> <li>Benchmark/Formative Assessments</li> <li>Standardized Tests</li> <li>Targeted observations of student behavior and/or engagement in the classroom</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

# CCCOE BTSA Induction Program

## Building Partnerships with Site Administrators

**Site administrators (SA) provide the structure, and create a positive climate, for the BTSA Induction Program's intensive support. Meeting together with site administrators provides:**

- Support for new teacher success and current work
- Important information for the site administrator about the participating teacher(s) professional development and participation in the induction process
- An opportunity for the site administrator and mentor to collaborate on best instructional practices for the participating teacher(s)

**In support of building the partnership with site administrators mentors will:**

- Arrange a formal meeting with the site administrator within the first month of school
  - Complete a CAL, keep a copy in your file and give a copy to the site administrator
- Meet with site administrator during the year, as appropriate, in support of the participating teacher(s)
- Maintain confidentiality

**Mentors and site administrators meeting together provides the opportunity for:**

- Explanation of the BTSA Induction Program
- Clarification of the program components
- Introduction of the FAS system
- Building a trusting, collaborative relationship
- Clarification of the mentor role
- Establishing a partnership in support for the participating teacher
- Developing a forum to advocate for participating teacher working conditions
- Learning the school context and clarifying site priorities
- Enhancing the support provided to participating teachers
- Generate support for the CCCOE BTSA Induction Program

## **Having triad conversations with mentor, site administrator and participating teacher might include the following:**

- Inviting the site administrator to share the school's vision, goals, culture, etc
- Sharing the FAS process
- Sharing the next steps for growth from the Continuum of Teaching Practice
- Talking about case study students
- Celebrating the participating teacher's effectiveness with students via data, artifacts, student learning, etc.
- Sharing the Inquiry Action Plan

## **Possible sentence stems when working with site administrators might be:**

- I (we) have some data that shows.....
- I guess the question I would ask is.....
- One thing that might help.....
- Let me clarify the process.....
- Let's step back for a moment.....
- I'd love to get some background on what's already been done.....

## **Possible questions for site administrators might be:**

- Is there any way I can support the.....?
- I guess the question I would ask is.....?
- Would it be possible for the grade/department team to meet as a group?
- Have you had the opportunity to observe or \_\_\_\_\_?
- Is there some way I can support you?

## **Tips for success may include:**

- Pre-planning electronically for the meetings with the site administrator
- Sending a reminder to the site administrator's office manager with a copy to the participating teacher
- Pay attention to room arrangement so promote collaborative dialogue
- Use *Parking Lot* strategy to capture off agenda thoughts, items, etc
- Go into the conversation as a way to *support* the participating teacher and site administrator
- Define boundaries, especially in light of confidentiality
- When emotions run high consider taking a break or rescheduling the meeting
- As a follow up to the meeting, send a thank you to the site administrator



# 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

# Components of Induction Program Standards 5 and 6

## **Program Standard 5: Pedagogy**

- ❑ Reflect upon and apply specific pedagogical skills for subject matter instruction and utilize adopted academic content standards, curriculum frameworks, and materials in the context of teaching assignment
- ❑ Plan and differentiate instruction based on multiple assessments and diverse learning needs
- ❑ Create and maintain well-managed classrooms and develop safe, inclusive, and healthy learning environments
- ❑ Use technological resources fluently and critically to plan, assess, and deliver instruction and enable students to use technology to advance their learning

## **Program Standard 6: Universal Access: Equity for all Students**

- ❑ Design and implement equitable and inclusive learning environments to maximize academic achievement for all students
- ❑ Examine and minimize bias in classrooms using culturally responsive pedagogical practices
- ❑ Use a variety of resources to collaborate and communicate with students, colleagues, resource personnel and families to ensure student learning and equitable access to academic content standards

### **a) Teaching English Learners**

- ❑ Adhere to legal and ethical obligations in the teaching of English Learners (EL's)
- ❑ Plan instruction for EL's, based on proficiency in English and primary language, using multiple assessments
- ❑ Implement English Language Development (ELD) using adopted standards-aligned instructional materials, differentiating instruction based on proficiency levels in English and considering students' culture, level of acculturation, and prior schooling

### **b) Teaching Special Populations**

- ❑ Adhere to legal and ethical obligations relative to the full range of special populations
- ❑ Communicate and collaborate with special services personnel to ensure instruction and support services are provided according to students' assessed levels of academic, behavioral, and social needs
- ❑ Provide accommodations and implement modifications, recognize student strengths and needs, and use positive behavioral support strategies
- ❑ Instruct special populations using adopted standards-aligned instructional materials and resources

# Induction Program Standard 7 Components

- Each Education Specialist teacher shall design an Individual 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.

# **Induction Program Standard 7 Components**

## **(How Components Can Be Demonstrated as Implemented)**

### **Individual Advisement Meeting at Beginning of Year:**

- Each Education Specialist teacher shall design an Individual Induction Plan for professional development and advanced study to clear their Preliminary Credential(s).

### **Formative Assessment Process with a Mentor:**

- 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.

### **Professional Development:**

- 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.

### **Current Research Reflections Log:**

- 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.



# Individual Learning Plan: Professional Goals

Teacher: \_\_\_\_\_ School/District: \_\_\_\_\_ Date: \_\_\_\_\_

Content Area of Focus: \_\_\_\_\_ School/Team Focus: \_\_\_\_\_ Mentor: \_\_\_\_\_

*Directions: Develop professional goals only in CSTP standards required by our district or school. Set next steps for each.*

Engaging All Students	Effective Environment	Subject Matter
<p><i>Goal:</i></p>	<p><i>Goal:</i></p>	<p><i>Goal:</i></p>
Planning Instruction	Assessing for Learning	Developing as a Professional
<p><i>Goal:</i></p>	<p><i>Goal:</i></p>	<p><i>Goal:</i></p>
<p><b>What research or learning will support you in reaching your goals?</b> (article, research, book, online resource, video, observation of colleague, workshop, modeling by mentor, etc.)</p>		



# 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***



# 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

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

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

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

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**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?**

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# Site Orientation

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

Principal: \_\_\_\_\_

## General

- Culture of the school
- Vision and Mission statements
- Site norms and expectations
- Community expectations
- Student health resources
- School/District calendar
- Tour of the site
- Introductions to clerical and custodial staff
- District adopted curriculum and materials
- Staff roster, District personnel
- \_\_\_\_\_

## Site Procedures

- Bell schedule
- School map
- Parking
- Keys, Alarms
- Emergency drills and evacuation
- Attendance/Tardies
- Out of class (restroom, office, etc.)
- Behavior Expectations/Discipline
- Breaks, lunch
- Library
- Assemblies
- Homework
- Field trips
- Substitutes
- Student assessment data reports
- Student Study Team (SST)
- Individualized Education Program (IEP)
- Intervention
- Parent conferences
- Translation
- \_\_\_\_\_

## Forms

- Emergency cards
- Progress Reports
- Report cards
- Nurse/Accident reports
- Re-admit to class
- Custodial/Maintenance requisitions
- \_\_\_\_\_

## Policies & Procedures

- Mandated reporter/CPS
- CPR Assistance
- Sexual harassment
- Workers' Compensation
- Adjunct duties and assignments
- Union Contract
- Teacher evaluation
- Paraprofessionals
- \_\_\_\_\_

## Technology

- Email
- Voicemail
- Technology support
- Copy machine
- Overhead projector
- Video use
- VCR/DVD/monitor
- Computers/Lab
- Internet Use Policy
- \_\_\_\_\_

## Materials

- Supply requisition/ordering
- Materials reimbursement
- Supplies—location
- Grade book
- Lesson planner
- Textbooks, materials
- State Frameworks/Standards
- School/Staff handbook
- Class lists/roster
- \_\_\_\_\_

Adapted from Santa Cruz/Silicon Valley New Teacher Project, San Mateo County BTSA Induction Program and Hayward BTSA Induction Program.

# What's New in CCCOE BTSA Induction in 2011-2012.....

1. **Mentor Activity Log**
  - a. Turn in at Mid Year Review and Colloquium
  
2. **Mentor Observations of PT**
  - a. Complete 3 during the year
  - b. Document on Mentor Activity Log
  
3. **Mentor Meeting with Site Administrator During the First Month of School**
  - a. Complete a CAL to record conversation and share with SA
  - b. Provide SA with SA packet
  - c. Document on Mentor Activity Log
  
4. **Veteran Teacher Observation (VTO) by PT**
  - a. Complete the VTO FAS Tool, have PT complete tool if you are not present or complete a Collaborative Assessment Log
  - b. Document on Mentor Activity Log
  
5. **Collaborative Assessment Log - Impact Focus**
  
6. **Continuum of Teaching Practice**
  - a. Co-Assess on Essential Elements Only

## **Directions for use of Mentor Activity Log:**

- It's probably easiest to keep the Activity Log in the front of your padfolio for easy access
- Each time you meet with your PT record the date and length of time you met (i.e. 60 min, 90 min, etc)
- Check off one or more of the activities you and your PT participated in at the meeting
- Make a copy of your Activity Log before you turn it in to your BTSA Liaison
  - Make sure you and your PT sign the bottom of the Activity Log
  - Turn the Activity Log in at:
    - District BTSA Mid Year Review
    - District BTSA End of Year Colloquium
  - Turn in the original signed document and you keep a copy for your files
- The Mentor Activity Log is on line at [www.ccbtsa.org](http://www.ccbtsa.org)



## 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).....	Aug 19 <sup>th</sup> – Sep 22 <sup>nd</sup> ....	District Sites
Site Administrator-Mentor Meeting	Scheduled by Mentor in September	
Mentor 2+ Training (choose one) .....	Sept. 7 <sup>th</sup> , 14 <sup>th</sup> , or 20th	CCCOE
FAS Mentor Training, Year 1 Day 2 .....	Sept. 13 <sup>th</sup> .....	CCCOE
FAS Mentor Training, Year 2 Day 1 .....	Sep 27 <sup>th</sup> .....	CCCOE
<b>PT Professional Development Option Form Due .....</b>	<b>Sep 30<sup>th</sup> .....</b>	<b>Liaison</b>
<b>Early Completion Option (ECO) Application Due.....</b>	<b>Sep 30<sup>th</sup> .....</b>	<b>Coordinator</b>
Veteran Teacher Observation .....	Arrange in Fall (Sept.-Dec.)	
Mentor PLC Seminar - Cohort 3.....	Oct 3 <sup>rd</sup> Cohort 3 .....	CCCOE
Observation/Mentor Seminar 1 (choose one cohort).....	Oct 4 <sup>th</sup> Cohort 1.....	CCCOE
	Oct 5 <sup>th</sup> Cohort 2.....	CCCOE
	Oct 6 <sup>th</sup> Cohort 4.....	CCCOE
<b>PT Individual Learning Plans Due.....</b>	<b>Oct. 28<sup>th</sup> .....</b>	<b>Liaison</b>
<b>BTSA On-Line Consent Form Due .....</b>	<b>Oct. 30<sup>th</sup> .....</b>	<b>State BTSA Website</b>
FAS Mentor Training, Year 1 Day 3 .....	Oct. 11 <sup>th</sup> .....	CCCOE
FAS Mentor Training, Year 2 Day 2 .....	Oct. 25 <sup>th</sup> .....	CCCOE
Portfolio Building Workshop (optional, choose one).....	Nov 1 <sup>st</sup> .....	CCCOE
	Nov 2 <sup>nd</sup> .....	CCCOE
	Nov 3 <sup>rd</sup> .....	CCCOE
	Nov 9 <sup>th</sup> .....	CCCOE
	Nov 10 <sup>th</sup> .....	CCCOE
Mentor PLC Seminar – Cohort 3 .....	Nov. 7th .....	CCCOE

FAS Mentor Training Year 1 Day 4 .....	Nov 8 <sup>th</sup> .....	CCCOE
<b>Year 2 Inquiry Action Plans Due.....</b>	<b>Nov. 15<sup>th</sup> .....</b>	<b>District Liaison</b>
FAS Mentor Training, Year 2 Day 3 .....	Dec. 6 <sup>th</sup> .....	CCCOE
Mentor PLC Seminar – Cohort 3 .....	Jan. 9 <sup>th</sup> Cohort 3.....	CCCOE
<b>Year 1 Inquiry Action Plans Due.....</b>	<b>Jan. 15<sup>th</sup> .....</b>	<b>District Liaison</b>
Observation/Mentor Seminar 2 (choose 1 cohort).....	Jan 24 <sup>th</sup> Cohort 1 .....	CCCOE
.....	Jan 25 <sup>th</sup> Cohort 2 .....	CCCOE
.....	Jan 26 <sup>th</sup> Cohort 4.....	CCCOE
Mid Year Review (individual districts) .....	Jan 26 <sup>nd</sup> – Feb 28 <sup>th</sup> ....	Districts
<b>Mentor Activity Log for September-January Due .....</b>	<b>To District Liaison at Mid Year Review</b>	
<b>(Turn in to district coordinator/liaison)</b>		
<b>Program Midyear Survey Due .....</b>	<b>Feb. 28<sup>th</sup> .....</b>	<b>Online Survey</b>
Mentor PLC Seminar – Cohort 3 .....	Feb. 13 <sup>th</sup> Cohort 3.....	CCCOE
Mentor PLC Seminar – Cohort 3 .....	Mar. 5 <sup>th</sup> Cohort 3.....	CCCOE
Mentor PLC Seminar – Cohort 3 .....	Apr. 16 <sup>th</sup> Cohort 3.....	CCCOE
Observation/Mentor Seminar (choose one cohort).....	Apr 17 <sup>th</sup> Cohort 1.....	CCCOE
.....	Apr 18 <sup>th</sup> Cohort 2.....	CCCOE
.....	Apr 19 <sup>th</sup> Cohort 4.....	CCCOE
<b>BTSA End of Year On-Line Survey Due .....</b>	<b>May 15<sup>th</sup> .....</b>	<b>State BTSA Website</b>
End of Year Colloquium (held in individual districts) .....	May 10 <sup>th</sup> – June 7 <sup>th</sup> ....	Districts
<b>Mentor Activity Log for February-May Due.....</b>	<b>To District Liaison at Colloquium</b>	
BTSA Induction Program Portfolio Read.....	May 31 <sup>st</sup> and June 1 <sup>st</sup>	CCCOE



# Collaborative Assessment Log: Impact Focus

EN = Engaging and Supporting All Students in Learning  
 EE = Creating and Maintaining an Effective Environment  
 SM = Understanding and Organizing Subject Matter  
 PL = Planning Instruction and Designing Learning Experiences  
 AS = Assessing Student Learning  
 DP = Developing as a Professional Educator

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

Grade Level/Subject Area: \_\_\_\_\_ School: \_\_\_\_\_

**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

**New Teacher Center Formative Assessment Processes**  
*Check all that apply:*

- Analyzing Student Work
- Assembling Class Profile
- Communicating with Families
- Communicating with Resource Personnel
- Determining Instructional Groups
- Developing / Reviewing Individual Learning Plan
- Developing / Reviewing Inquiry Action Plan
- Discussing Case Study Student(s)
- Exploring School, Family and Community Resources
- Observing and Conferencing
- Planning Instruction
- Reflecting / Problem-Solving

**+ What's Working:**

**▲ Current Focus—Challenges—Concerns:**

**Teacher's Next Steps:**

**Mentor's Next Steps:**

**Next Meeting Date:** \_\_\_\_\_ **Focus:** \_\_\_\_\_

1. What **achievement, growth** or **learning** have your students made? What is your **evidence**? How can you quantify (count or measure) their growth?

2. What **instructional decisions** did you make that affected this achievement?

3. What **impact** did your work with your mentor have on your instructional decisions?

# CCCOE BTSA Induction Program

## Continuum of Teaching Practice Assessment

### Induction Standard 5: Pedagogy

**Directions:**

- *Assess on the Continuum of Teaching Practice in these eight (8) CSTP "Essential Elements"*

<b>Essential CSTP Elements</b>	
<b>Engaging and Supporting All Students in Learning</b>	<b>Creating and Maintaining Effective Environments for Student Learning</b>
<b>EN 1.4</b> Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<b>EE 2.3</b> Establishing and maintaining learning environments that are physically, intellectually and emotionally safe  <b>EE 2.6</b> Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a classroom climate in which all students can learn
<b>Understanding and Organizing Subject Matter for Student Learning</b>	<b>Planning Instruction and Designing Learning Experiences for All Students</b>
<b>SM 3.5</b> Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<b>PL 4.1</b> Using background knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction  <b>PL 4.4</b> Planning instruction and incorporating appropriate strategies to meet the learning needs of all students
<b>Assessing Students for Learning</b>	<b>Developing as a Professional Educator</b>
<b>AS 5.4</b> Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<b>DP 6.1 Reflecting on teaching practice in support of student learning</b>

# CCCOE BTSA Induction Program

## Continuum of Teaching Practice Assessment

### Induction Standard 6: Universal Access

**Directions:**

- Assess on the Continuum of Teaching Practice in these eight (8) CSTP “Essential Elements”

<b>Essential CSTP Elements</b>	
<b>Engaging and Supporting All Students in Learning</b>	<b>Creating and Maintaining Effective Environments for Student Learning</b>
<p><b>EN 1.2</b> Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests</p> <p><b>EN 1.5</b> Promoting critical thinking through inquiry, problem solving, and reflection</p>	<p><b>EE 2.3</b> Establishing and maintaining learning environments that are physically, intellectually and emotionally safe</p>
<b>Understanding and Organizing Subject Matter for Student Learning</b>	<b>Planning Instruction and Designing Learning Experiences for All Students</b>
<p><b>SM 3.6</b> Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p><b>PL 4.1</b> Using background knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p><b>PL 4.4</b> Planning instruction and incorporating appropriate strategies to meet the learning needs of all students</p>
<b>Assessing Students for Learning</b>	<b>Developing as a Professional Educator</b>
<p><b>AS 5.4</b> Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p>	<p><b>DP 6.3</b> Collaborating with colleagues, families, and the broader professional community to support teacher and student learning</p>

# CCCOE BTSA Induction Program

## Early Completion Option

### FAS Tool Completion Difference for ECO

- The Developmental Continuum of Teacher Development
  - Complete co-assessment on essential elements for Induction Standard 6: Universal Access determining strengths and areas for growth
- Individual Learning Plan (ILP)
  - Complete one based on Induction Standard 6: Universal Access
  - All six CSTP areas are to be covered
- Inquiry Action Plan
  - Complete either:
    - One Inquiry Action Plan (IAP) showing implementation of both Standard 5: Pedagogy and Standard 6: Universal Access
    - Two Inquiry Action Plans
      - One for Standard 5: Pedagogy
      - One for Standard 6: Universal Access
  - Even though the ILP is based on Standard 6: Universal Access there must be evidence of Standard 5: Pedagogy being implemented in the classroom with students. This can easily be accomplished in the Inquiry Action Plan(s).
- Inquiry Action Plan Reflection
  - Complete one based on Induction Standard 6: Universal Access

# CCCOE BTSA Induction Program

## Partner District Personnel Update 2011-2012

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

Superintendent: \_\_\_\_\_

Associate Superintendent of Ed Services: \_\_\_\_\_

Director of Ed Services: \_\_\_\_\_

Associate Superintendent of Financial Services: \_\_\_\_\_

Director of Financial Services: \_\_\_\_\_

Associate Superintendent of Human Resources: \_\_\_\_\_

Director of Human Resources: \_\_\_\_\_

Director of Special Education: \_\_\_\_\_

Principal:

School:

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## District Liaison Commitment 2011-2012

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

**Print Name**

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

District Title: \_\_\_\_\_

School e-mail: \_\_\_\_\_ Home e-mail: \_\_\_\_\_

### Requirements for Liaison:

- Be knowledgeable and understand what is necessary to be able to implement the CCCOE BTSA Induction Program
- Be knowledgeable about the state adopted academic content standards and performance levels for student, preliminary teacher preparation, induction, and ongoing professional development, and have a commitment to teacher education that spans organizational boundaries
- Continue to participate in ongoing professional development, research, and related technical support activities regarding BTSA Induction

### Responsibilities of a Liaison:

- Support the Induction Program goals and objectives at the district level
- Plan/schedule PT and mentor meetings sponsored by the district
- Participate in the identification and selection process of PT/mentor matches and maintain awareness of the success of this match
- Participate in the Induction Program Leadership Team meetings and attend other induction events
- Participate in and support program training activities for liaisons, mentors, and PTs as appropriate
- Maintain records and reports
- Assist in program evaluation
- Serve as a link between PTs, mentors, district coordinators, and Induction Program Coordinator
- Assist in the implementation of the SB 2042 Standards

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

**District Coordinator Commitment**  
**2011-2012**

**Name:** \_\_\_\_\_  
(Please print)

**Work Phone:** \_\_\_\_\_

**District:** \_\_\_\_\_

**District Title:** \_\_\_\_\_

**School e-mail:** \_\_\_\_\_

**Home e-mail:** \_\_\_\_\_

**Requirements for District Coordinator:**

- Be knowledgeable and understand what is necessary to be able to implement the CCCOE BTSA Induction Program
- Be knowledgeable about the state adopted academic content standards and performance levels for student, preliminary teacher preparation, induction, and ongoing professional development, and have a commitment to teacher education that spans organizational boundaries
- Continue to participate in ongoing professional development, research, and related technical support activities regarding BTSA Induction

**Responsibilities of a District Coordinator:**

- Implement the Induction Program goals and objectives at the district level
- Coordinate PT and mentor meetings sponsored by the district
- Supervise the identification and selection process of PT/mentor matches and maintain awareness of the success of this match
- Participate in Induction Leadership Team meetings as appropriate and attend other induction events
- Coordinate the Induction Program training activities for liaisons, mentors, and PTs as appropriate
- Supervise the Induction Program budget for the district
- Monitor completion of the Induction Program evaluation requirements
- Communicate with Superintendent, Board of Education, Principals, District Administration, BTSA District Liaisons, and CCCOE BTSA Consortium Coordinator regarding Induction Program activities and processes
- Assist in the implementation of the SB 2042 Standards

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## District Site Administrator Commitment

### 2011-2012

**Name:** \_\_\_\_\_ **Work Phone:** \_\_\_\_\_  
(Please print)

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

**School e-mail:** \_\_\_\_\_ **Home e-mail:** \_\_\_\_\_

#### Site Administrator Responsibilities

- 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.

#### Site Administrator Commitment

*I agree to participate in the CCCOE BTSA Induction Program. I have read the responsibilities of the Site Administrator and agree to fulfill them.*

**Site Administrator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**District Coordinator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



Districts	PT-1	PT-2	All	Sped	M-1	M-2	M-3+	All	Prog. Mntrs
Acalanes	6	2	8	3	0	0	6	6	+ Rice
Albany	8	8	16	2	1	0	7	8	
CCCOE	8	2	10	8	4	1	3	8	Rice
Emery	3	0	3	0	0	0	2	2	
John Swett	4	2	6	2	0	0	4	4	
Lafayette	6	0	6	2	1	0	1	2	
Martinez	2	0	2	0	0	1	1	2	
Moraga	2	2	4	1	0	0	1	1	+ Gray
Orinda	6	3	9	1	0	2	5	7	
Piedmont	2	2	4	1	0	0	4	4	
Pittsburg	51	30	81	11	3	1	3	7	+ Knight
Walnut Creek	7	3	10	2	1	0	7	8	Hallowell
<b>District Totals</b>	<b>105</b>	<b>54</b>	<b>159</b>	<b>33</b>	<b>10</b>	<b>5</b>	<b>44</b>	<b>59</b>	
<b>Charter Schools</b>									
Making Waves Charter	13	3	16	0	0	0	0	0	Schimbor, Knight, +Ervin, Fitzgerald
Manzanita Charter	1	0	1	0	0	0	0	0	Ervin
Richmond CP Charter	2	2	4	0	0	0	0	0	+Love, Knight
West CC High	1	0	1	0	0	0	0	0	Schimbor
<b>Charter Totals</b>	<b>17</b>	<b>5</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL FUNDED PTs</b>	<b>122</b>	<b>59</b>	<b>181</b>	<b>33</b>	<b>10</b>	<b>5</b>	<b>44</b>	<b>59</b>	
<b>Private Schools</b>									
Christ the King	0	1	1	0	0	0	0	0	Schimbor
Corpus Christi	2	0	2	0	0	0	0	0	+Ziser
De La Salle HS	2	0	2	0	0	0	0	0	Ziser
El Sobrante Christian	2	0	2	0	0	1	0	1	Manguiat
Northcreek Academy	1	0	1	0	0	0	0	0	Ziser
Orion Academy	0	1	1	1	0	0	0	0	Reed
Salesian High	2	0	2	0	0	0	0	0	Ervin
St. Catherine	2	0	2	0	0	0	0	0	Gray
St. Dominic	1	0	1	0	0	0	0	0	+DeStefano
St. Jerome	2	0	2	0	0	0	0	0	+Reed
St. John	0	1	1	0	0	0	0	0	Reed
St. Mary	0	1	1	0	0	0	0	0	Ziser
St. Patrick's	0	1	1	0	0	0	0	0	Reed
St. Perpetua	4	0	4	0	0	0	0	0	Ziser
Tehiyeh Day School	1	0	1	0	0	0	0	0	Ervin
WC Christ Academy	1	0	1	0	0	0	0	0	+Pulley
<b>Private Totals</b>	<b>20</b>	<b>5</b>	<b>25</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	
<b>CCCOE Program Mentors</b>					<b>0</b>	<b>1</b>	<b>8</b>	<b>9</b>	
<b>TOTALS</b>	<b>142</b>	<b>64</b>	<b>206</b>	<b>34</b>	<b>10</b>	<b>6</b>	<b>44</b>	<b>69</b>	+ = Prog Paid Mentors

*“The power of teacher language cannot be overstated. The language we use with students every day influences how they see themselves, their teacher, their classmates and their experience with learning. By paying close attention to this power and using it to open, rather than close the doors of possibility for students, we help them become self-confident, engaged learners.”*

Paula Denton  
(From The Power of Our Words)

