

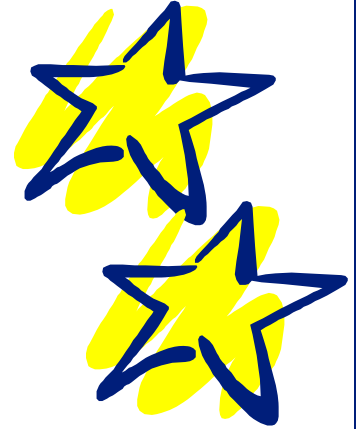
**Contra Costa County Office of Education
Saint Mary's College
BTSA Induction Program**

Contra Costa County Office of Education

BTSA

INDUCTION

Beginning Teacher Support and Assessment



**Induction Program
Handbook
2009-2010**



Contra Costa County Office of Education
BTSA
INDUCTION
Beginning Teacher Support and Assessment

**Contra Costa County/Saint Mary's College
BTSA Induction Program**

INDUCTION PROGRAM HANDBOOK

This handbook belongs to:

Participating Teacher's Name

District

A. Site

B. BTSA Consent Form #

Jane Blomstrand
BTSA Induction & Teacher Development Coordinator
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Revised July 2009

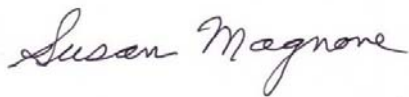


Welcome

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/SMC BTSA Induction Program.



Susan Magnone, Ph.D.
Associate Superintendent
Educational Services Division
Contra Costa County Office of Education



2009-2010 CCCOE/SMC BTSA Induction Program

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.



Participating Districts

CONTRA COSTA COUNTY



Acalanes Union High School District
Contra Costa County Office of Education Student Services
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

OTHER PARTICIPATING SCHOOLS

Contra Costa Jewish Day School
De La Salle High School
El Sobrante Christian School
Making Waves Charter School
Manzanita Charter School
R.A.A.M.P. Charter School
Richmond College Preparatory Charter School
Salesian High School
St. Dominic's School
St. Francis of Assisi School
St. John's School
St. Patrick School
St. Perpetua School
Walnut Creek Christian Academy
West County Community High Charter School



Notes



“Good teaching comes not from behind the desk but from behind the heart”

Elizabeth Andrew



2009-2010 CCCOE/SMC BTSA Induction Program

Table of Contents

CA State BTSA Induction

Professional Teacher Induction in California	1
State BTSA Induction Organizational Chart	2
California Learning To Teach System.....	3
California Induction Goals.....	4

CCCOE/SMC BTSA Induction Program Information

Induction Program Description.....	5
Induction Program Organizational Chart.....	6
Teacher Eligibility Criteria/Enrollment Process.....	7

Participating Teacher Requirements

Participating Teacher Requirements	8
Professional Portfolio Transcript	9
Professional Development Options.....	10
Year 1 Participating Teacher Timeline	11
Year 2 Participating Teacher Timeline	12
Portfolio Building Workshops	13

Program Documents

Confidentiality Policy	14
Participating Teacher/Mentor Request for Change.....	15
Request for Extension in Program Completion	16
Early Completion Option Application	17
Early Completion Option (ECO)	18
Participating Teacher/Mentor Ratio Guidelines	19

Formative Assessment System (FAS) – Key Elements

Program Participant Responsibilities

Mentor Responsibilities/Mentor Selection Criteria	21
Site Administrator Responsibilities	22
District Coordinator Responsibilities.....	23
District Liaison Responsibilities	24
Institutes of Higher Education (IHE) Responsibilities	25
Program Director Responsibilities	26

Glossary

California Standards for the Teaching Profession

BTSA Induction Program Standards 5 and 6



Professional Teacher Induction in California

Building blocks to the present

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 & 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

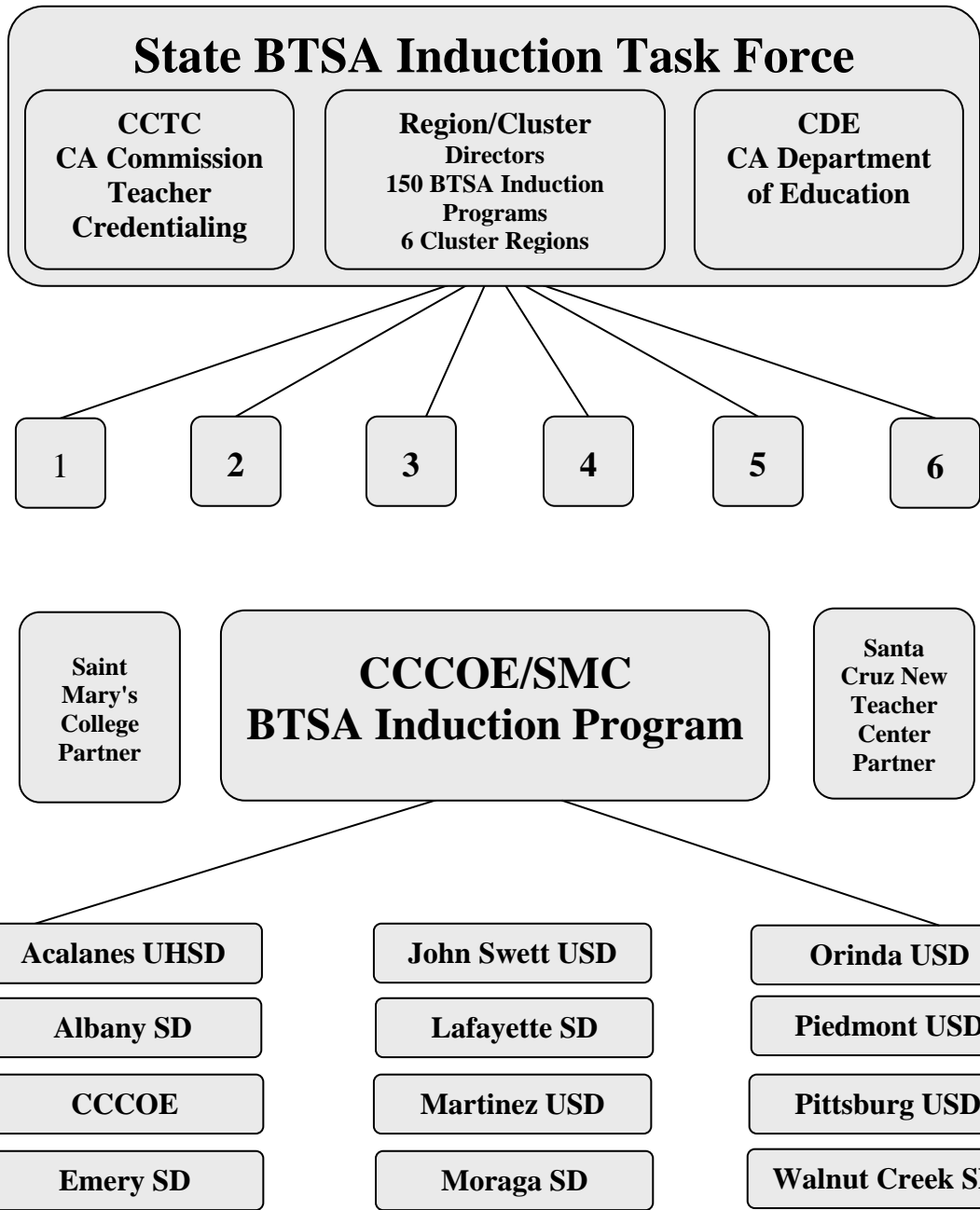
- First major reform of teacher preparation and credentialing in more than 30 years
- Established expectations for teacher induction
- Established induction for licensure
- New two-level credential program, starts in pre-service
- Provided continuity between teacher preparation and induction

2007 – Passage of SB 1209

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



State BTSA Induction Organizational Chart



California Learning to Teach System

IHE Teacher Preparation (Institutes of Higher Education)

Standards for Quality & Effectiveness for Teacher Preparation Programs

Standard 6: Pedagogy and Reflective Practice
Standard 8: Pedagogical Preparation for
Subject-Specific Content Instruction
Standard 9: Equity, Diversity & Access to the
Curriculum for All Students
Standard 10: Preparation for Learning to Create a
Supportive Healthy Environment
For Student Learning
Standard 11: Using Technology in the Classroom
Standard 12: Preparation to Teach EL
Standard 13: Preparation to Teach Special
Populations in the Gen Ed Classroom

Teaching Performance Expectations (TPE)

C: Engaging & Supporting Students in Learning
E: Creating & Maintaining Effective
Environments for Student Learning
A: Making Subject Matter Comprehensible to
Students
D: Planning Instruction & Designing Learning
Experiences for Students
B: Assessing Student Learning
F: Developing as a Professional Educator

Passage of the Teaching Performance Assessment (TPA) (Summative Assessment)

Preliminary Credential

BTSA Induction (Beginning Teacher Support & Assessment)

Standards for Quality & Effectiveness for Teacher Induction Programs

Standard 5: Pedagogy
Standard 5: Pedagogy
Standard 6: Universal Access: Equity for All
Standard 5: Pedagogy
Standard 5: Pedagogy
Standard 6: Universal Access: Equity for All
Standard 6: Universal Access: Equity for All

CA Standards for the Teaching Profession (CSTP)

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

Completion of BTSA Induction (Formative Assessment)

Clear Credential



California Induction Goals

- Provide 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 participating 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 Learning Plan (ILP) for each participating teacher is based on an on-going 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

Induction Program Description

The Contra Costa County Office of Education/Saint Mary's College BTSA Induction Program (CCCOE/SMC BTSA Induction Program) consists of twelve school districts: Acalanes, John Swett, Lafayette, Martinez, Moraga, Orinda, Pittsburg and Walnut Creek in Contra Costa County, Albany, Emery and Piedmont in Alameda County, and the Contra Costa County Office of Education Student Services Programs. In 2008-2009, there were 194 participating teachers (PTs) and 72 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/SMC 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, bargaining unit leadership, along with a Saint Mary's College (SMC) coordinator and two liaisons. The leadership team meets monthly to examine program goals, needs and evaluation data in relation to program improvement.

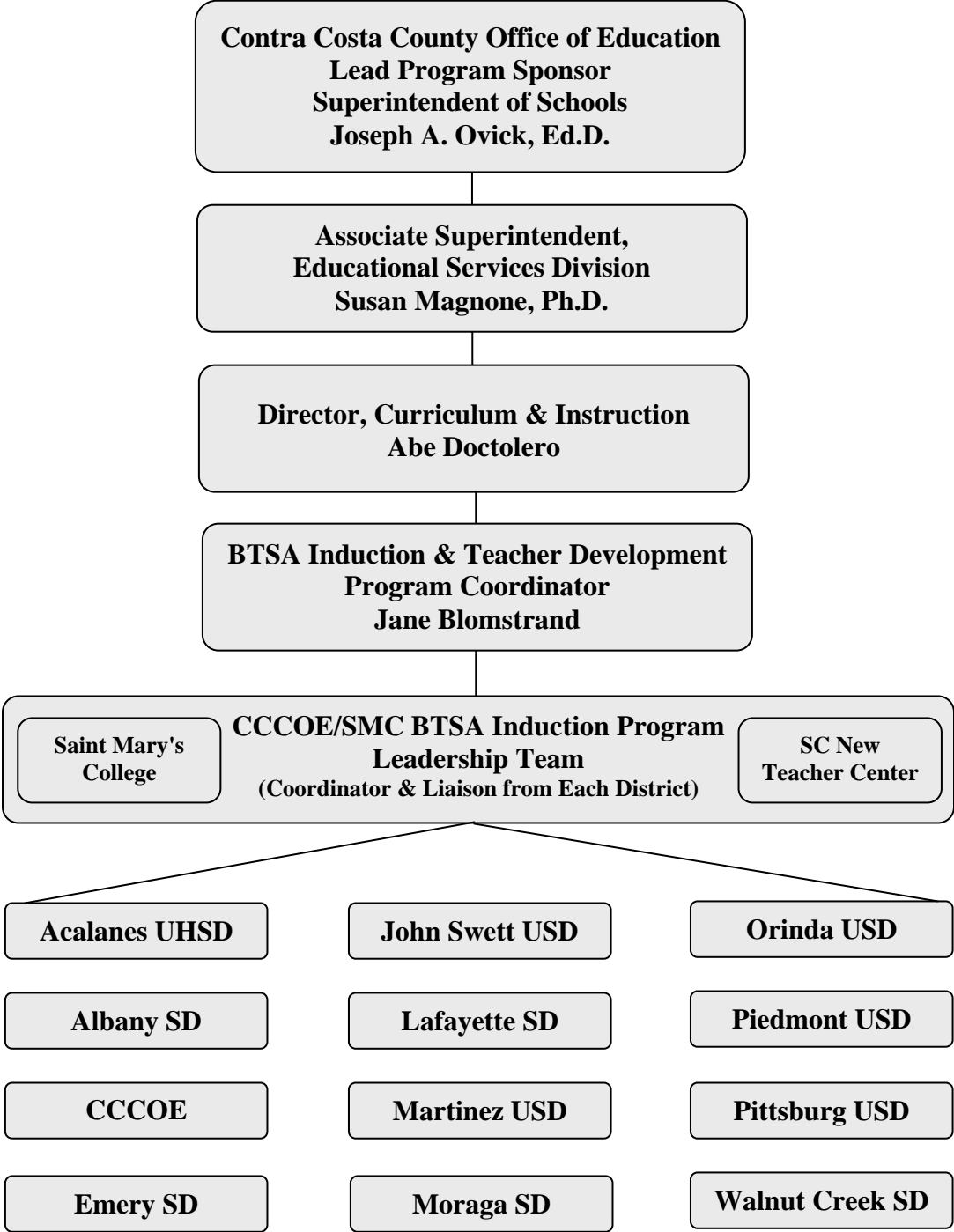
SMC has been an integral partner in the BTSA consortium since it's beginning in 1993. The college supports professional development for new teachers and works with consortium members on an ongoing basis to provide an effective program for new teachers as they transition from pre service to credentialed teaching. The SMC Saturday Seminar Series, established in 1996, is aligned with Induction Standards 5-6 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 Santa Cruz New Teacher Center (SC NTC) planning professional development for mentors and participating teachers. Mentors receive training in the SC 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/SMC BTSA Induction Program consistently retains 85% of its new teachers and provides an effective transition into teaching for each of the participating teachers.



Induction Program Organizational Chart

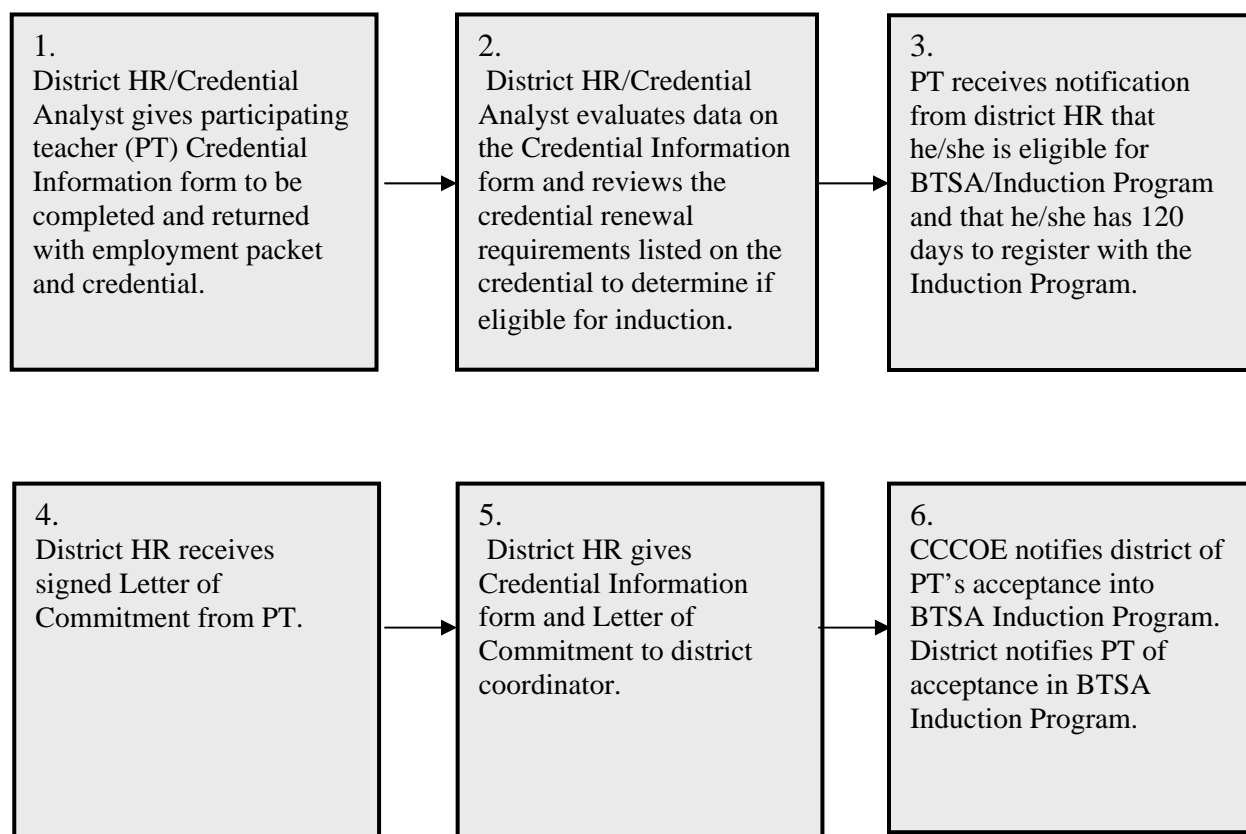


Teacher Eligibility Criteria

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

- Holds a preliminary or professional clear credential and is in the first or second year of teaching on that 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
- Holds a preliminary level 1 education specialist instruction credential

Enrollment Process



Participating Teacher Requirements

- 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 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).
- Attendance and full participation each year in a district orientation, mid-year review and end of year colloquium.
- 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 standards 5-6. This includes selecting an option for professional development that meets your needs. Options for professional development are listed in this handbook.
- Attendance at a Portfolio Building Workshop in Year 1.
- Communication with the district coordinator/liason to review induction completion requirements each year during the district mid-year portfolio review.
- Submission of an induction portfolio each year including evidence required for induction completion. See following page for a list of portfolio requirements.
- 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 participating teacher and mentor, it is the responsibility of the participating teacher to contact the district liaison to request a mentor reassignment.



Professional Portfolio Transcript

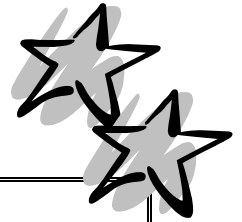
Participating Teacher: _____ **District:** _____
Years in BTSA Induction: _____ **Year 1 Completed in:** _____
Mentor: _____ **Portfolio Reader:** _____ **Date:** _____

PART 1: PORTFOLIO CONTENTS	Year 1	Year 2
Introduction	Option:	Option:
a. Portfolio Review Preference	<input type="checkbox"/>	<input type="checkbox"/>
b. Participating Teacher Letter to Reader	<input type="checkbox"/>	<input type="checkbox"/>
c. Mentor Letter to Reader	<input type="checkbox"/>	<input type="checkbox"/>
FAS: Understanding Context		
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"/>
d. Assessing & Understanding Learning Context Reflections	<input type="checkbox"/>	<input type="checkbox"/>
FAS: Setting & Reflecting on Professional Goals		
a. Developmental Continuum of Teacher Development	<input type="checkbox"/>	<input type="checkbox"/>
b. Self Assessment Summary	<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"/>
f. Option 4 Professional Development Reflections Log	<input type="checkbox"/>	<input type="checkbox"/>
FAS: Examining Practice Through Inquiry		
a. Collaborative Assessment Logs	<input type="checkbox"/>	<input type="checkbox"/>
b. Lesson Plan	<input type="checkbox"/>	<input type="checkbox"/>
d. Classroom Observations	<input type="checkbox"/>	<input type="checkbox"/>
e. Inquiry Action Plan - Standard 5: Pedagogy	<input type="checkbox"/>	
f. Inquiry Action Plan Reflections - Standard 5: Pedagogy	<input type="checkbox"/>	
g. Inquiry Action Plan - Standard 6: Universal Access		<input type="checkbox"/>
h. Inquiry Action Plan Reflections - Standard 6: Universal Access		<input type="checkbox"/>
PART 2: INDUCTION PROGRAM STANDARDS COMPLETION		
a. Standard 5: Pedagogy - Completed	<input type="checkbox"/>	<input type="checkbox"/>
b. Standard 6: Universal Access - Completed	<input type="checkbox"/>	<input type="checkbox"/>
PART 3: DOCUMENTS		
a. Preliminary Credential	<input type="checkbox"/>	
b. TPA	<input type="checkbox"/>	
c. Credential Information Form	<input type="checkbox"/>	
d. Letter of Commitment	<input type="checkbox"/>	
e. PT Professional Agreement	<input type="checkbox"/>	<input type="checkbox"/>
f. BTSA Consent Form	<input type="checkbox"/>	<input type="checkbox"/>
g. BTSA Program Mid Year Survey	<input type="checkbox"/>	<input type="checkbox"/>
h. BTSA State Survey	<input type="checkbox"/>	<input type="checkbox"/>
i. BTSA PD Option Form	<input type="checkbox"/>	<input type="checkbox"/>
j. Option 4 Choice Board (option 4 only)	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development Options

Participating Teacher Demonstration of Implementation of Professional Development Induction Standards 5-6

Professional Development Options



<p style="text-align: center;"><u>Option 1</u></p> <p style="text-align: center;"><i>Saint Mary's College Saturday Seminars 10/24, 11/21, 1/23, 2/27, 3/27, 5/8 (may attend single sessions)</i></p> <p style="text-align: center;">9:00 – 2:30</p> <p><i>6 hours of professional development required</i></p> <p style="text-align: center;"><i>CEUs Available – PD Log Required</i></p> <p style="text-align: center;"><i>SMC College Credit Available (attend 5 sessions)</i></p>	<p style="text-align: center;"><u>Option 2</u></p> <p style="text-align: center;"><i>CCCOE BTSA After School Seminars 10/01, 10/20, 11/17, 12/03, 1/14, 2/23, 3/11, 3/23, 4/20, 4/29 (may attend single sessions)</i></p> <p style="text-align: center;">4:00 – 6:30</p> <p><i>6 hours of professional development required</i></p> <p style="text-align: center;"><i>CEUs Available – PD Log Required</i></p> <p style="text-align: center;"><i>SMC College Credit Available (attend 6 sessions)</i></p>
<p style="text-align: center;"><u>Option 3</u></p> <p style="text-align: center;"><i>Santa Cruz New Teacher Center On-Line Seminars</i></p> <p><i>6 hours of professional development required</i></p> <p style="text-align: center;"><i>CEUs Available – PD Log Required</i></p> <p style="text-align: center;"><i>UC Santa Cruz College Credit Available</i></p>	<p style="text-align: center;"><u>Option 4</u></p> <p style="text-align: center;"><i>Equivalent Option Reserved for those with other professional development options available</i></p> <p><i>6 hours of professional development required</i></p> <p style="text-align: center;"><i>CEUs Available – PD Log Required</i></p> <p style="text-align: center;"><i>Approval of District Coordinator and Program Director Required</i></p>

Required for Completion of Induction Standards 5 – 6
(Participants have two years to complete both induction standards)

- A. *Self Assessment on Each Standard*
- B. *Development and Implementation of an Inquiry Action Plan for Each Standard*
- C. *Written Reflection for Each Action Plan*

Year 1 Participating Teacher Timeline

	ALL	Option 1 SMC	Option 2 CCCOE	Option 3 On-line	Option 4 Equivalent
		Year 1	Year 1	Year 1	Year 1
At point of hire	Complete Credential Information Form & Letter of Commitment with district HR				
August/September	Attend District BTSA Orientation & fill out Participating Teacher Agreement				
September - June	Weekly Meetings with Mentor				
October	Program PD Available	Seminar 10/24	Seminars 10/1 & 10/20		
October 15	Complete State BTSA Consent Form				
October/November	Attend Portfolio Building Workshop (or attend in March)	10/28, 11/3 & 11/5	10/28, 11/3 & 11/5	10/28, 11/3 & 11/5	10/28, 11/3 & 11/5
November	Program PD Available	Seminar 11/29	Seminar 11/17		
November 15	Turn in Individual Learning Plan				
November 15	Turn in Option Choice Form				
December	Program PD Available		Seminar 12/3		
January 15	Turn in Inquiry Action Plan				
January	Program PD Available	Seminar 1/23	Seminar 1/14		
January/February	Attend District Mid Year Review				
February	Program PD Available	Seminar 2/27	Seminar 2/25		
February 28	Complete Program Mid Year Survey				
March	Program PD Available	Seminar 3/27	Seminars 3/11 & 3/23		
March/April	Attend Portfolio Building Workshop (if didn't attend in November)	3/2, 3/3 & 3/4	3/2, 3/3 & 3/4	3/2, 3/3 & 3/4	3/2, 3/3 & 3/4
April	Program PD Available		Seminars 4/20 & 4/29		
April 30	Complete State BTSA Survey				
May	Program PD Available	Seminar 5/8			
May	Attend District Colloquium				
May	Turn in Induction Portfolio	Include Inquiry Action Plan Reflections		Include Inquiry Action Plan Reflections	

Year 2 Participating Teacher Timeline

	ALL	Option 1 SMC	Option 2 CCCOE	Option 3 On-line	Option 4 Equivalent
		Year 1	Year 1	Year 1	Year 1
August/September	Attend District BTSA Orientation & fill out Participating Teacher Agreement				
September - June	Weekly Meetings with Mentor				
October	Program PD Available	Seminar 10/24	Seminars 10/1 & 10/20		
October 15	Complete State BTSA Consent Form				
October/November	Portfolio Building Workshops Available if Want to Attend Again (not required)	10/28, 11/3 & 11/5	10/28, 11/3 & 11/5	10/28, 11/3 & 11/5	10/28, 11/3 & 11/5
November	Program PD Available	Seminar 11/29	Seminar 11/17		
November 15	Turn in Individual Learning Plan				
November 15	Turn in Inquiry Action Plan				
November 15	Turn in Option Choice Form				
December	Program PD Available		Seminar 12/3		
January	Program PD Available	Seminar 1/23	Seminar 1/14		
January/February	Attend District Mid Year Review				
February	Program PD Available	Seminar 2/27	Seminar 2/25		
February 28	Complete Program Mid Year Survey				
March	Program PD Available	Seminar 3/27	Seminars 3/11 & 3/23		
March/April	Portfolio Building Workshops Available if Want to Attend Again (not required)	3/2, 3/3 & 3/4	3/2, 3/3 & 3/4	3/2, 3/3 & 3/4	3/2, 3/3 & 3/4
April	Program PD Available		Seminars 4/20 & 4/29		
April 30	Complete State BTSA Survey				
May	Program PD Available	Seminar 5/8			
May	Attend District Colloquium				
May	Turn in Induction Portfolio	Include Inquiry Action Plan Reflections		Include Inquiry Action Plan Reflections	

Portfolio Building Workshops

Portfolio Building Workshops are offered in the fall and again in the spring 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.

Portfolio Building Workshop Sessions for 2009-2010

<u>Date</u>	<u>Time</u>	<u>Location</u>
November 3	4:00 – 6:00 pm	Central CCC Location
November 5	4:00 – 6:00 pm	CCCOE
March 2	4:00 – 6:00 pm	CCCOE
March 3	4:00 – 6:00 pm	Central CCC Location
March 4	4:00 – 6:00 pm	Alameda County Location

* Participants may attend any 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:

Christine Irwin, Administrative Assistant (925) 942-5350
Jane Blomstrand, Program Director (925) 942-5326

cirwin@cccocoe.k12.ca.us
jblomstrand@cccocoe.k12.ca.us



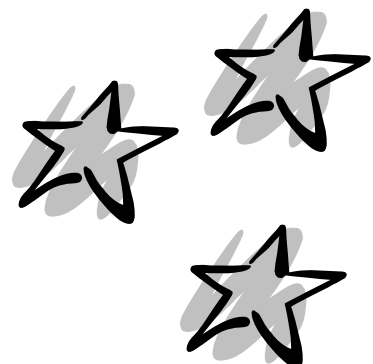
Confidentiality Policy

One of the basic principles underlying the CCCOE/SMC 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 PT’s 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.

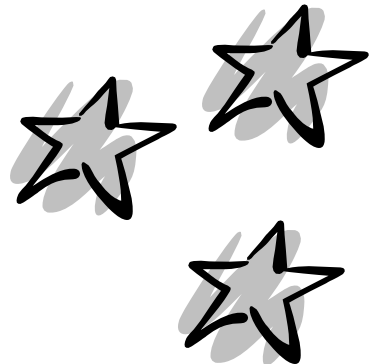
Participation, however, such as attendance at professional development seminars and meetings, and completion of BTSA induction requirements are **not** confidential. They are documented within the CCCOE/SMC BTSA Induction Program database and can be made available for PTs, mentors, site administrators 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.



Participating Teacher/Mentor Request for Change

The CCCOE/SMC 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/SMC 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 precipitate my stopping work to care for this person.

_____ I am on 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 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 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 PTs 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: _____
Yrs. Employed: _____ Grade Level / Subject: _____
Evaluator's Name and Phone #: _____ (_____) _____
Evaluator's Name and Phone #: _____ (_____) _____
School Name: _____
Address: _____
Yrs. Employed: _____ Grade Level / Subject: _____
Evaluator's Name and Phone #: _____ (_____) _____
Evaluator's Name and Phone #: _____ (_____) _____

I have attached a packet with the following information to verify my qualifications to complete the CCCOE/SMC 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 Signature: _____ **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 reason(s):

CCCOE/SMC 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 or single subject 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/SMC 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 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/SMC BTSA Induction Program and the employing district. In addition, the CCCOE/SMC 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 experienced 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/SMC 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/SMC BTSA Induction Program Coordinator and/or his/her designee will verify completion.

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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 on-going work of the PT and mentor and is informed by content standards and student needs.

Collaborative Assessment Logs

Mentor and PT check in weekly regarding successes and challenges. By the end of the meeting, summaries and next steps are recorded with reference to the CSTP.

District Goals/Individual Learning Plan

By the fourth week of school, mentor collaborates with PT to assess their practice on the Continuum of Teacher Development and develop district goals in required CSTP areas. A plan to accomplish content-focused goals and possible evidence of growth is also specified. Several weeks before the mid-year and closure evaluation conferences with the administrator, the PT and mentor look at evidence collected in goal areas. Logs, journal entries, observations, student work analyses, lesson plans, etc. form the basis of an evidence file that documents teacher and student growth. PT and mentor collaboratively reassess on the Continuum, summarize progress, and set next steps at each conference.

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.

Analysis of Student Work

PT and mentor analyze student work in relation to appropriate content standards and their Individual Learning Plan (ILP) focus. Target 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

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

Observations

Over the course of the year, mentor conducts informal observations. The focus for observations is selected collaboratively by PT and mentor, based on the following; ILP focus, PT professional development action plans and current challenges and concerns. Mentor collects data using a variety of observation tools and facilitates reflecting conferences to analyze and set next steps. Mentor conducts two formal observations in relation to the PT's ILP.

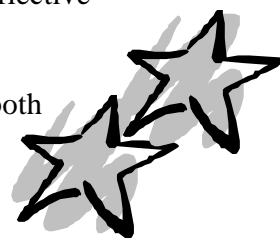


Mentor Responsibilities

- Complete 8 1/2 days of the UC Santa Cruz/New Teacher Center Formative Assessment System (FAS) Professional Development Training
 - Year 1 = 4 1/2 days, Year 2 = 3 Days, Year 2+ = Update at PT orientation
- Attend 3 mentor professional development seminars or Friday mentor seminars during each school year
- Develop a trusting and reflective professional partnership with your participating teacher (PT)
- Provide weekly, on-site support in the FAS process to each PT you support
- Assist PT in developing an Individual Learning Plan (ILP) based on the California Standards for the Teaching Profession and assist the PTs in making periodic adjustments based on feedback from formative assessment and similar sources
- Assist PT in developing an Inquiry Action Plan (IAP) and submitting evidence to document the implementation of Induction Program Standards 5 and 6 into their classroom practice
- Assist PT in developing and completing a professional development plan, based on the ILP and IAP
- Assist PT in developing and maintaining a portfolio to be used as evidence of professional growth activities for the Professional Clear Credential recommendation
- Communicate with site and district administrators and district coordinator/liaison regarding program effectiveness, and the formative assessment system
- 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
- Submit a reflection letter in your PT's portfolio at the end of each year

Mentor Selection Criteria

- Minimum of three years successful teaching experience in a K-12 assignment
- Possession of California 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
- The ability to model standards based teaching
- 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 PTs
- Willingness to share instructional strategies and work with PTs
- Effective interpersonal and communication skills and willingness to provide both professional and emotional support
- Demonstrated commitment to personal professional growth and learning



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
- Assist in pairing participating teachers with mentors
- Participate in professional development for site administrators to become familiar with program components, formative assessment process, and development of the Individual Learning Plan (ILP). The content of this training will include:
 - Preparing teachers across the learning-to-teach continuum
 - Stages of teacher development
 - Identifying working conditions that optimize participating teachers' success
 - Understanding the role of mentors in the induction process
 - Respecting the confidentiality between the mentor and participating teachers
 - Providing a supportive environment that allows for novice status for new teachers, collaboration with colleagues, and curricular resources
- Conduct an initial orientation to inform participating teachers about site resources, personnel, procedures, and policies (checklist is provided to all site administrators)
- Introduce participating teachers to the staff, and include them in the school's learning community
- Help to focus the learning community on the state-adopted academic content standards and performance levels for students and the CSTPs
- Ensure that site-level professional development activities related to induction occur on a consistent basis, and include participating teachers and mentors
- Complete BTSA survey in the spring



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, district administration, district liaisons, and Contra Costa County Office of Education BTSA program coordinator
- Reviews participating teachers portfolio 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 teachers 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 a 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

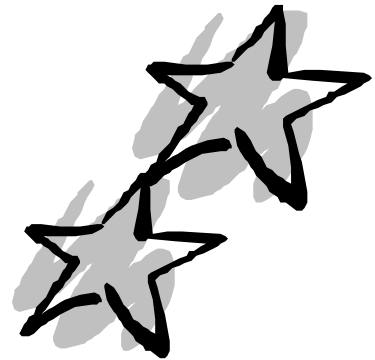
Saint Mary's College

- 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.



Santa Cruz 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/SMC BTSA Induction Program to help in the facilitation of the FAS process, build broad programmatic leadership capacity and sustain a high quality induction model.



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/SMC leadership team with recommendations for program modifications
- 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 1997, 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 Student 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 principle 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 goal and demonstrate evidence of implementing Induction Program 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 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): 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

SMC: Saint Mary's College

SC NTC: Santa Cruz New Teacher Center



California Standards for the Teaching Profession

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1•1 Connecting students' prior knowledge, life experience, and interests with learning goals.
- 1•2 Using variety of instructional strategies and resources to respond to students' diverse needs.
- 1•3 Facilitating learning experiences that promote autonomy, interaction, and choice.
- 1•4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.
- 1•5 Promoting self-directed, reflective learning for

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2•1 Creating a physical environment that engages all students.
- 2•2 Establishing a climate that promotes fairness and respect.
- 2•3 Promoting social development and group responsibility.
- 2•4 Establishing and maintaining standards for student behavior.
- 2•5 Planning and implementing classroom procedures and routines that support student learning.
- 2•6 Using instructional time effectively.

STANDARD THREE:

UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3•1 Demonstrating knowledge of subject matter content and student development.
- 3•2 Organizing curriculum to support student understanding of subject matter.
- 3•3 Interrelating ideas and information within and across subject matter areas.
- 3•4 Developing student understanding through instructional strategies that are appropriate to the subject matter.
- 3•5 Using materials, resources, and technologies to make subject matter accessible to students.

STANDARD FOUR:

PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4•1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs.
- 4•2 Establishing and articulating goals for student learning.
- 4•3 Developing and sequencing instructional activities and materials for student learning.
- 4•4 Designing short-term and long-term plans to foster student learning.
- 4•5 Modifying instructional plans to adjust for student needs.

STANDARD FIVE:

ASSESSING STUDENT LEARNING

- 5•1 Establishing and communicating learning goals for all students.
- 5•2 Collecting and using multiple sources of information to assess student learning.
- 5•3 Involving and guiding all students in assessing their own learning.
- 5•4 Using the results of assessments to guide instruction.
- 5•5 Communicating with students, families, and other audiences about student progress.

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6•1 Reflecting on teaching practice and planning professional development.
- 6•2 Establishing professional goals and pursuing opportunities to grow professionally.
- 6•3 Working with communities to improve professional practice.
- 6•4 Working with families to improve professional practice.
- 6•5 Working with colleagues to improve professional practice.
- 6•6 Balancing professional responsibility and maintaining motivation.

BTSA Induction Programs Standards 5 and 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 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 assess, 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, and linguistic or family background; gender, 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 classrooms, 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 the 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 (CS1), 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 levels in English 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 levels of academic, behavioral and social needs.

Based on assessed student 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 instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

Notes



"In a completely rational society, the best of us would aspire to be teachers and the rest would have to settle for something else, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have"

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