

**Participating Teacher Support & Assessment Course**  
**Regional & Continuing Education**  
**California State University, Sacramento**

**Course Title:** *Advanced Seminar and Practice in Participating Teacher Induction Services Year One (for 1<sup>st</sup> year Support Providers)*  
**Length of Course:** July 1 to June 30  
**Instructional Hours:** **90**  
**Instructors:** Darby Williams and Mary Ellen Dill  
**Location:** Sacramento County Office of Education.  
**Eligible Participants:** Limited to teachers serving as Support Providers in the Sacramento BTSA Consortium

**Participating Agencies:** ACSI, Arcohe Union, California Montessori Project, Center Unified, Education for Change Charter, Elverta Joint, Eureka Union Elementary, Folsom-Cordova Unified, Galt Joint Union Elementary, Galt Joint Union High, Gateway Community Charters, Heritage Peak Charter, John Muir Charter Schools, Natomas Unified, Natomas Arts and Education Foundation, River Delta Unified, Robla Elementary, Rocklin Unified, Sacramento County Office of Education, Twin Rivers Unified; California State University, Sacramento.

**RATIONALE:** The Sacramento BTSA Consortium Professional Teacher Induction Program offers professional education, training and practice in induction support services for experienced teachers who serve as Support Providers to assigned Participating Teachers. Induction services consist of collegial coaching, professional development, and formative assessment using observations and teaching portfolios as found in the *Formative Assessment for California Teachers (FACT)* and grounded in the California Standards for the Teaching Profession (CSTP) and state-adopted Student Content Standards.

**REQUIREMENTS:**

- 40 Hours**      **Individual Coaching & Small Group Tutorials** with their participating teachers based on the California Standards for the Teaching Profession (CSTP) using FACT (Formative Assessment for California Teachers). Curriculum averages 1.5 hours per week over 26 weeks. **Weekly Conversations are recorded on MyBTSA**
- 30 Hours**      **Professional Development:** Five days of initial training in how to effectively coach and use the FACT (Formative Assessment for California Teachers) system
- 6 Hours**      **Formal Observation Assessments:** The formal observations are specifically targeted to a week's series of planned lessons within a specific curricular area (i.e., Reading/Language Arts, Mathematics, History-Social Science, Science, etc.)
- 12 Hours**      **Four (4) Benchmark Support Seminars in Integrated Support and Assessment Services**  
Content: Understanding the Induction Program and how to clear the Preliminary Credential; clarification of the second year FACT curriculum within an induction program; teacher performance and application requirements within Induction Standards; formative assessment techniques using observations and teaching portfolio evidence.
- 2 Hours**      **End-of-Year Event/Professional Induction Presentation (PIP)**

**PRODUCT:** A **Support Portfolio** (binder) based on the evidence is to be turned in to the instructors in June and includes:

- ❑ Copies of all Support Provider **Weekly Conversation Notes**
- ❑ Evidence of collaborative work with your Participating teacher(s), i.e. DOPs, student assessment, lesson plans, etc.
- ❑ Periodic **reflections** of (200- 400 words each) based on evidence of your learnings as a Support Provider (a minimum of two (2), **one in the fall and one in the spring**)
- ❑ A **cover letter** which introduces yourself as a Support Provider and paints a picture of your context, i.e., your name, district, school, grade/subject, your Participating teacher(s) and their schools, grade/subjects and a summary of the way you worked with him/her/them during the year.
- ❑ A final over-all **summary reflection** of between 400-500 words of your work as a Support Provider and your key learnings over the one or two years.
- ❑ A list of professional development hours completed this year.

Each support provider will complete a total of 90 hours of instructional time. These activities are under the overall direction of Darby Williams, BTSA Director, Sacramento County Office of Education.

**OBJECTIVES:** The purposes of the program are to provide support providers advanced education and training through seminar sessions and practicum in:

- Collegial and reflective coaching techniques designed to support participating teachers for two semesters. Emphasis is on work in multicultural settings.
- Knowledge of formative observation assessment techniques based on the California Standards for the Teaching Profession (CSTP) and state-adopted Student Content Standards.
- Current research and development in new teacher induction and teaching reform focused on constructivist approaches to the design and delivery of integrated support and assessment.
- Development and implementation of teaching portfolios as a tool for self-assessment of growth in teaching and coaching repertoire and practice using the Formative Assessment for California Teachers (FACT) Curriculum.

**ASSESSMENT:** Support Providers will be assessed on their progress through the completion of:

- Participating in and completing four days of Support Provider training, 4 District Support Seminars, and a portfolio colloquium.
- Monitoring PT entries on MyBTSA of the Weekly Conversation Notes based on individual or small group tutorial sessions with participating teachers.
- Participating in two cycles of formal observation formative assessment for each participating teacher using the Formative Assessment for California Teachers (FACT), one in the fall and one in the spring.
- Assisting each participating teacher in creating an Individual Induction Plan (IIP) detailing professional development activities for the academic year based on collected evidence by the participating teacher against the California Standards for the Teaching Profession and state-adopted Student Content Standards.
- Recording progress on MyBTSA, the database on the web.
- Completing a Support Portfolio (binder) based on the evidence collected, including a sample of Weekly Meeting Record Sheets (forms are available on MyBTSA), and periodic reflections on the learnings of being a Support Provider throughout the year.

This product is the homework part of the ongoing support and is to be turned in to the instructors by the last day of school.

**VERIFICATION:** Instructors will verify completion of course requirements in June.

**Participating teacher Support & Assessment Course  
Regional & Continuing Education  
California State University, Sacramento**

**Course Title:** *Advanced Seminar and Practice in Participating Teacher Induction Services Year Two (for 2<sup>nd</sup> year Support Providers)*  
**Length of Course:** July 1 to June 30  
**Instructional Hours:** **90**  
**Instructors:** Darby Williams and Mary Ellen Dill  
**Location:** Sacramento County Office of Education.  
**Eligible Participants:** Limited to teachers serving as Support Providers in the Sacramento BTSA Consortium

**Participating Agencies:** ACSI, Arcohe Union, California Montessori Project, Center Unified, Education for Change Charter, Elverta Joint, Eureka Union Elementary, Folsom-Cordova Unified, Galt Joint Union Elementary, Galt Joint Union High, Gateway Community Charters, Heritage Peak Charter, John Muir Charter Schools, Natomas Unified, Natomas Arts and Education Foundation, River Delta Unified, Robla Elementary, Rocklin Unified, Sacramento County Office of Education, Twin Rivers Unified; California State University, Sacramento.

**RATIONALE:** The Sacramento BTSA Consortium Professional Teacher Induction Program offers professional education, training and practice in induction support services for experienced teachers who serve as Support Providers to assigned Participating Teachers. Induction services consist of collegial coaching, professional development, and formative assessment using observations and teaching portfolios as found in the *Formative Assessment for California Teachers (FACT)* and grounded in the California Standards for the Teaching Profession (CSTP) and state-adopted Student Content Standards.

**REQUIREMENTS:**

- 40 Hours**      **Individual Coaching & Small Group Tutorials** with their participating teachers based on the California Standards for the Teaching Profession (CSTP) using FACT (Formative Assessment for California Teachers). Curriculum averages 1.5 hours per week over 26 weeks. **Weekly Conversations are recorded on MyBTSA**
- 24 Hours**      **Professional Development:** Update training in how to effectively coach and use the FACT (Formative Assessment for California Teachers) system and other PD connected to the role
- 12 Hours**      **Formal Observation Assessments:** The formal observations are specifically targeted to a week's series of planned lessons within a specific curricular area (i.e., Reading/Language Arts, Mathematics, History-Social Science, Science, etc.)
- 12 Hours**      **Four (4) Benchmark Support Seminars in Integrated Support and Assessment Services**  
Content: Understanding the Induction Program and how to clear the Preliminary Credential; clarification of the second year FACT curriculum within an induction program; teacher performance and application requirements within Induction Standards; formative assessment techniques using observations and teaching portfolio evidence.
- 2 Hours**      **End-of-Year Event/Professional Induction Presentation (PIP)**

**PRODUCT:** A **Support Portfolio** (binder) based on the evidence is to be turned in to the instructors in June includes:

- ❑ Copies of all Support Provider Weekly Visit Sheets
- ❑ Evidence of collaborative work with your Participating Teacher(s), i.e. student assessment, lesson plans, etc.
- ❑ Periodic reflections based on evidence of your learnings as a Support Provider (a minimum of two (2), one in the fall and one in the spring)
- ❑ A cover letter which introduces yourself as a Support Provider and paints a picture of your context, i.e., your name, district, school, grade/subject, your Participating teacher(s) and their schools, grade/subjects and a summary of the way you worked with them during the year.
- ❑ A final over-all summary reflection of your work as a Support Provider and your key learnings over the one or two years.
- ❑ A list of professional development hours completed this year.

Each Support Provider participant will complete a total of 90 hours of instructional time. These activities are under the overall direction of Darby Williams, BTSA Director, Sacramento County Office of Education.

**OBJECTIVES:** The purposes of the program are to develop:

- Collegial and reflective coaching techniques designed to support second year Participating teachers and provide practice with one or more Participating teachers for two semesters. Emphasis on work in multicultural settings,
- Knowledge of formative observation assessment techniques based on the California Standards for the Teaching Profession and on the state adopted Frameworks and the Student Content Standards,
- Current research and development in new teacher induction and teaching reform, focused on constructivist approaches to the design and delivery of integrated support and assessment,
- Development and implementation of portfolios as a tool for formative self-assessment of growth in teaching and coaching repertoire and practice using the second year Formative Assessment for California Teachers (FACT) Curriculum.

**ASSESSMENT:** Support Providers will be assessed on their coaching progress through the completion of:

- Participating in and completing Support Provider training, 4 Benchmark Seminars, and a portfolio colloquium.
- Monitoring PT entries on MyBTSA of the Weekly Conversation Notes based on individual or small group tutorial sessions with participating teachers.
- Participating in two formal observation assessments focusing on gathering evidence and helping participating teacher self assess themselves on the Descriptions of Practice.
- Assisting each participating teacher in creating an Individual Induction Plan (IIP) detailing professional development activities for the academic year based on collected evidence by the participating teacher against the California Standards for the Teaching Profession and state-adopted Student Content Standards.
- Recording progress on MyBTSA, the database on the web.
- Completing a Support Portfolio (binder) based on the evidence collected, including a sample of Weekly Meeting Record Sheets (forms are available on MyBTSA), and periodic reflections on the learnings of being a Support Provider throughout the year..

This product is the homework part of the ongoing support and is to be turned in to the instructors by the last day of school

**VERIFICATION:** Instructors will verify completion of course requirements in June.