

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

<b>Course Title:</b>	<i>Advanced Teaching Skills through BTSA Year One (for 1<sup>st</sup> year Participating Teachers)</i>
<b>Length of Course:</b>	July 1 to June 30 (Two semesters – year round schedules considered)
<b>Instructional Hours:</b>	<b>90</b>
<b>Instructors:</b>	Darby Williams and Mary Ellen Dill
<b>Location:</b>	Sacramento County Office of Education.
<b>Eligible Participants:</b>	First year teachers participating in BTSA Induction

**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:** Professional Teacher Induction Programs are for credentialed teachers in their first and second years of teaching and teachers trained outside of California who have taught for fewer than two years in another state. Growing as a professional, feeling greater confidence as a teacher, and meeting the learning needs of all students are the main goals of the course. Participating teachers will employ an ongoing learning process that follows a cycle of plan, teach, reflect, and apply. Participating teachers, with the assistance of a support provider, will identify areas of both strength and growth and complete an Individualized Induction Plan (IIP). Action research will guide individual professional development around the California Standards for the Teaching Profession (CSTP) and the Induction Standards (IS).

Seminars and weekly, individualized support from a trained support provider focus on instructional planning, teaching, and assessment strategies that can support every student in meeting the state-adopted student content standards and performance levels.

Assessment activities provide an opportunity for participating teachers to demonstrate the competencies required by the California Commission on Teacher Credentialing for the Professional Clear Credential.

**EXPECTED LEARNING OUTCOMES**

Participating teachers will be able to:

- Demonstrate knowledge and application of state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment;
- Demonstrate the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students
- Make appropriate and effective use of software applications and related media to analyze and solve problems and maximize the effectiveness of instruction and the educational experience of students, including those with special needs;
- Design and implement equitable learning opportunities that maximize achievement and academic success for all students;
- Demonstrate the ability to use a variety of systematic, well-planned, research-based teaching strategies for English learners that develop academic language, make content comprehensible, provide access to the grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills;
- Demonstrate the use of instructional strategies to provide students with disabilities appropriate learning opportunities to achieve grade level standards

## REQUIREMENTS:

- 2 Hours**            **Induction Orientation:** Scheduled from July through September.
- 40 Hours**            **Individual Coaching & Small Group Tutorials.** The participating teacher meets with a support provider weekly, averaging 1.5 hours per week over 26 weeks. These tutorials are focused through FACT (Formative Assessment for California Teachers) Curriculum and are based on the California Standards for the Teaching Profession (CSTP) and state adopted Student Content Standards. **Weekly Conversations are recorded on MyBTSA**
- 24 Hours**            **Professional Development.** Each participating teacher is responsible to attend 24 hours of professional development that is driven by the Individual Induction Plan (IIP) and based on the CSTP (California Standards for the Teaching Profession) and State Adopted Student Content Standards. Four Professional Development Saturdays sponsored by SCOE offer an array of classes. This requirement may be met through these classes, and/or with other professional development which meets the BTSA standards, and are driven by the Individual Induction Plan (IIP).
- 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 first year FACT curriculum within an induction program; teacher performance and application requirements within Induction Standards; formative assessment techniques using observations and teaching portfolio evidence.
- 10 Hours**            **Research Related to the IIP:** Gather and post research and implementation steps related to an Action Plan
- 2 Hours**            **End-of-Year Event/Colloquium**

**PRODUCT:**    **A Teaching Portfolio** (binder) that contains evidence and reflections from FACT and induction standards 5-6:

- Context for Teaching
- Inquiry
- Summary Of Professional Growth
- Observation Notes
- The Individual Induction Plan and revisions
- Weekly Conversation Notes
- Self-Assessments: *Pedagogy:* How do I help my students meet grade-level standards?, *Equity for All Students:* How do I create and maintain an equitable and inclusive learning community in my classroom?, *Universal Access: English Learners:* How do I structure learning opportunities and support which make the curriculum engaging, comprehensible, and challenging for my English learners?, *Universal Access: Teaching Special Populations:* How do I structure learning opportunities and support which make the curriculum engaging, comprehensible, and challenging for my special populations?

The First Year Teaching Portfolios will be assessed formatively in May at the End-of Year Event. Progress through the coursework will be kept on MyBTSA, a database on the web. **This is the homework portion of the course.**

Each Participating teacher 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.

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

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

<b>Course Title:</b>	<i>Advanced Teaching Skills through BTSA Year Two (for 2<sup>nd</sup> year Participating Teachers)</i>
<b>Length of Course:</b>	July 1 to June 30 (Two semesters – year round schedules considered)
<b>Instructional Hours:</b>	<b>90</b>
<b>Instructors:</b>	Darby Williams and Mary Ellen Dill
<b>Location:</b>	Sacramento County Office of Education.
<b>Eligible Participants:</b>	Second year teachers participating in BTSA Induction

**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.

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Seminars and weekly, individualized support from a trained support provider focus on instructional planning, teaching, and assessment strategies that can support every student in meeting the state-adopted student content standards and performance levels.

Assessment activities provide an opportunity for participating teachers to demonstrate the competencies required by the California Commission on Teacher Credentialing for the Professional Clear Credential.

**EXPECTED LEARNING OUTCOMES**

Participating teachers will be able to:

- Demonstrate knowledge and application of state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment;
- Demonstrate the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students
- Make appropriate and effective use of software applications and related media to analyze and solve problems and maximize the effectiveness of instruction and the educational experience of students, including those with special needs;
- Design and implement equitable learning opportunities that maximize achievement and academic success for all students;
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- 12 Hours**            **Four (4) Benchmark Support Seminars in Integrated Support and Assessment Services**  
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- 10 Hours**            **Research Related to the IIP:** Gather and post research and implementation steps related to an Action Plan
- 2 Hours**            **End-of-Year Event Professional Induction Presentation**

- PRODUCT:**        **A Teaching Portfolio** (uploaded and/or reviewed by your SP) that contains evidence and reflections from FACT and induction standards 5-6:
- Context for Teaching
  - Inquiries
  - Summary Of Professional Practice
  - Observation Notes
  - The Individual Induction Plan and revisions
  - Weekly Conversation Notes
  - Self-Assessments: *Pedagogy:* How do I help my students meet grade-level standards?, *Equity for All Students:* How do I create and maintain an equitable and inclusive learning community in my classroom?, *Universal Access: English Learners:* How do I structure learning opportunities and support which make the curriculum engaging, comprehensible, and challenging for my English learners?, *Universal Access: Teaching Special Populations:* How do I structure learning opportunities and support which make the curriculum engaging, comprehensible, and challenging for my special populations?

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